

ANNUAL PERFORMANCE PLAN

26/27



Health and Welfare Sector
Education and Training Authority
HWSETA





Mr Buti Manamela, MP
Executive Authority of Higher
Education and Training

FOREWORD BY THE MINISTER

The Department of Higher Education and Training plays a pivotal role in advancing the strategic priorities of the 2024–2029 Medium-Term Development Plan (MTDP). Education, training and skills development sit at the heart of South Africa's efforts to drive inclusive and sustainable economic growth, reduce poverty and hunger and build a capable and ethical state. The Department's interventions remain fundamental to ensuring that the country meets its developmental aspirations in alignment with the National Development Plan (NDP) 2030 as well as its regional and international commitments.

The 7th Administration has set priority actions to tackle unemployment, poverty and inequality while driving economic growth. Guided by these national priorities, the Department aims to support inclusive growth by building a skilled workforce and widening learning opportunities, especially for women, youth and people with disabilities.

The Department's efforts are underpinned by a six pillar vision for the Post-School Education and Training (PSET) sector that guides long term system transformation. The vision aims to integrate the sector into a single, coherent and well coordinated system that functions seamlessly across institutional types. It further seeks to expand equitable access for all individuals who stand to benefit from post school opportunities, while ensuring that programmes and qualifications remain responsive to the evolving needs of the economy, labour market and broader society. Central to this vision is the commitment to raise the quality of provision and improve learning outcomes, alongside strengthening efficiency, governance and accountability across all PSET institutions and entities.

Achieving this vision requires addressing the structural and information related barriers that constrain national development and hinder the performance of the PSET sector. Progress towards these objectives depends on

the Department's ability to respond decisively to these bottlenecks that impede development outcomes and limit system effectiveness. Central to this effort is resetting the PSET system through evidence based, outcome focused reforms that are closely aligned with national development priorities.

Persistent challenges related to energy insecurity continue to disrupt teaching and learning, research and the overall operational continuity of institutions. In addition, logistics and infrastructure limitations impede access and constrain institutional effectiveness, while gaps in digital readiness hinder the sector's ability to fully leverage technology for enhanced learning, innovation, administrative efficiency and global competitiveness. Addressing these systemic barriers is critical to building institutional resilience and ensuring that the sector is prepared to meet changing national and global demands.

To this end, the Department is prioritising targeted interventions to improve energy stability, modernise institutional infrastructure, strengthen digital capabilities and enhance support systems across the PSET sector. These initiatives include collaborative planning with key stakeholders, investment in sustainable and resilient technologies and the development of sector-wide frameworks to advance coherence, operational efficiency and long term sustainability.

The Department is determined to pursue far-reaching and transformative outcomes aimed at enhancing the provision, equity and quality of post-school opportunities.

We remain committed to exerting a meaningful impact on the lives of individuals and contributing to broader improvements in the labour market, economy and society at large. Through strategic interventions, strengthened institutional capacity and focused efforts to remove structural obstacles, the Department seeks to build a PSET sector that is responsive, future-oriented and capable of supporting South Africa's long-term developmental agenda.

Educational and socio-economic challenges unfold within a broader national context marked by the fragility of the state. Fragmentation across government institutions, persistent corruption, crime and a deepening trust deficit undermine policy coherence and weaken service delivery. However, the Department remains committed to addressing these interlinked challenges through targeted interventions, strengthened partnerships with municipalities and local stakeholders and a renewed focus on equity and transformation.

Over the MTEF period, our focus is on improving access to and success in post school education as a key driver of youth employability, poverty reduction and social equality. A central priority is advancing student success through targeted academic support, strengthened career guidance and improved learning environments that enable students to complete their studies within the anticipated timeframes. By improving student access and success, expanding alternative skills pathways and responding to the systemic barriers that

constrain the PSET sector, the Department aims to contribute meaningfully to the country's broader developmental objectives and support a more inclusive, skilled and resilient society.

To support access, the Department continues to promote widespread awareness of NSFAS funding opportunities. Admission requirements, funding criteria and application procedures are communicated widely to prospective students across schools, universities, TVET and CET colleges and SETAs. NSFAS is monitored on uptake and its impact on student access and success remains an ongoing priority, ensuring that financial aid continues to serve as a cornerstone of inclusive education and equitable participation.

There are also intensified efforts to support students from vulnerable households, including beneficiaries of the South African Social Security Agency (SASSA). These students are prioritised within NSFAS funding allocations with measures in place to ensure that they are supported and guided throughout the funding application process. This approach directly promotes equity within the PSET system, particularly for learners from historically disadvantaged communities.

Despite these ongoing efforts, many learners continue to face financial, academic, geographic and informational barriers that limit access to PSET institutions. To support their meaningful participation in the economy, alternative skills pathways are strengthened by SETAs in expanding artisanal training, workplace based learning and other occupational programmes in partnership with industry.

In addition, opportunities presented by the Just Energy Transition are leveraged to equip learners with emerging green economy skills, including renewable energy technologies, energy efficiency and sustainable infrastructure development. Digital and foundational skills, entrepreneurship training and community based learning initiatives are also promoted to ensure that both young people and adults are equipped with the capabilities needed for employment, livelihoods and lifelong learning.

To support these developments, robust governance frameworks to guide and regulate partnerships are established across the PSET sector. These frameworks strengthen coordination, accountability and oversight, ensuring that collaboration with external stakeholders is coherent, strategically aligned and contributes to national development priorities. Within this structured environment, partnerships with industry, academic institutions and civil society organisations are being expanded to enhance the responsiveness and relevance of the PSET system. These partnerships provide a foundation for interdisciplinary collaboration, promote innovation and facilitate the integration of academic and workplace-based learning.

The Department continues to deepen its engagement with industry to create structured opportunities for students to acquire practical, hands on experience through apprenticeships, learnerships and workplace based exposure. These initiatives support the alignment of qualifications with labour market requirements and enhance the employability of graduates. Interdisciplinary approaches are similarly promoted to ensure that students develop the analytical, technical and problem solving capabilities necessary to navigate complex socio economic environments.

Parallel to these efforts, the Department is undertaking significant investments to strengthen internal capacity. This includes the construction of new facilities and refurbishment of existing infrastructure across universities and TVET and CET colleges. These investments aim to create high quality, sustainable and technologically enabled learning environments capable of supporting modern pedagogical approaches and expanding institutional reach.

As part of its broader strategic interventions, the Department is intensifying efforts to address the systemic challenges affecting its ICT environment, including the SETA-integrated learner management system to ensure improved functionality, reliability and regulatory compliance. The Department recognises that weaknesses in ICT infrastructure, data management and systems integration have far reaching implications for operational efficiency, planning, reporting and service delivery. To reinforce its remediation efforts, the Media, Information and Communication Technologies Sector Education and Training Authority (MICTSETA) is providing targeted technical support and capacity building assistance.

The Department is committed to enhancing governance and leadership across the PSET sector. Strong institutional governance is the foundation for academic excellence, financial sustainability and public trust. Over the next MTEF, the Department will focus on building leadership capacity, promoting ethical governance practices and ensuring that institutional councils and management structures are equipped to lead with integrity and accountability. This includes targeted leadership development programmes, improved oversight mechanisms and the enforcement of governance standards that reflect the values of transparency, responsiveness and service to the nation. A key priority is the timely filling of critical positions across the sector to strengthen institutional stability and ensure effective decision-making and service delivery.

Through these interventions, the Department ensures alignment with the NDP 2030 goals and international commitments, including Sustainable Development Goal 4 on quality education.

By fostering inclusive education, skills development and ethical governance, the Department contributes significantly to South Africa's long-term vision of a prosperous, equitable and capable society.

I am confident that the Annual Performance Plan for 2026/27 will enable the Department to fulfil its commitment to transform the PSET sector. Under the leadership and support of Deputy Ministers, Dr M Gondwe, MP, and Dr N Dube-Ncube, MP, along with the guidance of the Director-General, Dr N Sishi, the implementation of this plan will steer the Department in addressing the socio-economic challenges facing our country.

Mr Buti Manamela, MP

Executive Authority of Higher Education and Training

ACCOUNTING AUTHORITY STATEMENT

The HWSETA 2025–2030 Strategic Plan provides a framework to guide the Authority in executing its mandate and allocating resources over the next five years.

Approved by the Board and submitted to the DHET, the Plan complies with the Revised Framework for Strategic and Annual Performance Plans (2019), the Public Finance Management Act (PFMA) and the Service Level Agreement (SLA) Regulations under the Skills Development Act. The Plan aligns with the National Skills Development Plan (NSDP 2030), Priority 3 of the Medium-Term Development Plan (2024–2029) and Chapter 9 of the National Development Plan.

The Authority is supported by strong governance structures, including the Audit, Risk, Governance and Ethics Committee, which ensures risk-based internal audit coverage and combined assurance between internal and external auditors. This guarantees the economic, efficient, and effective use of HWSETA's resources. Oversight is further strengthened by quarterly reporting to DHET and the Department of Planning, Monitoring and Evaluation (DPME), culminating in an annual performance report and audited financial statements tabled in Parliament and shared with stakeholders.

The Strategic Plan is informed by the Sector Skills Plan, stakeholder consultations, strategic planning sessions and risk assessments. This Strategic Plan updates the 2025-2030 5-year strategy, beginning with the 2026/2027 financial year. APPs translate these 5-year priorities into yearly deliverables with budgets adjusted accordingly. A 5-year budget has been approved to guide financial sustainability between 2025 and 2030. Assumptions underpinning the Plan include the alignment of the NSDP 2030 to the NDP, institutional coordination under the National Human Resource Development Strategy, continued DHET oversight and the effective implementation of amended SETA grant regulations.

Delivery of the Strategic Plan is enabled by six divisions at national level, nine provincial offices and established systems, policies and human resources. Executive Managers oversee divisional and provincial functions. They are supported by performance management systems that enable regular monitoring, evaluation, and corrective action where necessary.

The Strategic Plan is aligned with the NDP, NSDP, MTDP, and the Strategic Plans of the Departments of Health and Social Development. It reflects the priorities of the 7th Administration and the Minister of Higher Education and Training's Delivery Agreement through the SLA mechanism. The Plan positions HWSETA as a central role player in reducing poverty and inequality through skills development, professionalisation, and transformation of the health, social development and veterinary sectors.



Dr. N.V. Mngisi

**CHAIRPERSON:
HEALTH AND WELFARE SETA BOARD**

OFFICIAL SIGN - OFF

It is hereby certified that this strategic plan:

- Was developed by the management of the Health and Welfare SETA under the guidance of the Board and the Department of Higher Education and Training
- Takes into account all the relevant policies, legislation and other mandates for which HWSETA is responsible
- Accurately reflects the impact and outcomes that HWSETA will endeavour to achieve over the period 2025-2030.



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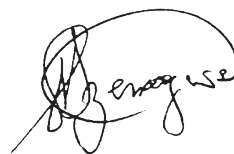
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ABBREVIATIONS & ACRONYMS

AHPCSA	Allied Health Professions Council of South Africa	NDP	National Development Plan
AIDS	Acquired Immune Deficiency Syndrome	NGO	Non-Governmental Organisation
APP	Annual Performance Plan	NGP	New Growth Path
AQP	Assessment Quality Partner	NHA	National Health Act, 61 of 2003
ATR	Annual Training Report	NHI	National Health Insurance
CBO	Community-Based Organisation	NPO	Non-Profit Organisation
CDP	Community Development Practitioner	NQF	National Qualifications Framework
CDW	Community Development Worker	NSCA	National Senior Certificate for Adults
CESM	Classification of Education Study Material	NSDP	National Skills Development Plan
CHE	Council on Higher Education	NSF	National Skills Fund
CHW	Community Health Worker	NT	National Treasury
CPD	Continuous Professional Development	OFO	Organising Framework for Occupations
CYCW	Child and Youth Care Worker	PBSW	Professional Board for Social Work
DBE	Department of Basic Education	PBCYC	Professional Board Child and Youth Care
DBSA	Development Bank of South Africa	PFMA	Public Finance Management Act
DHET	Department of Higher Education and Training	PHC	Primary Healthcare
DoH	Department of Health	PIVOTAL	Professional, Vocational, Technical And Academic Learning
DSD	Department of Social Development	PSETA	Public Service Sector Education Training Authority
ECD	Early Childhood Development	QCTO	Quality Council for Trades and Occupations
FET	Further Education and Training	QDP	Quality Development Partner
FETC	Further Education and Training Certificate	RPL	Recognition of Prior Learning
GDP	Gross Domestic Product	SACSSP	South African Council for Social Service Professions
GET	General Education and Training	SANC	South African Nursing Council
GETC	General Education and Training Certificate	SAPC	South African Pharmacy Council
GP	General Medical Practitioner	SASSA	South African Social Security Agency
HASA	Hospital Association of South Africa	SAVC	South African Veterinary Council
HEI	Higher Education Institution	SAW	Social Auxiliary Worker
HEMIS	Higher Education Management Information System	SDA	Skills Development Act
HET	Higher Education and Training	SDF	Skills Development Facilitator
HIV	Human Immunodeficiency Virus	SDL	Skills Development Levy
HPCSA	Health Professions Council of South Africa	SIC	Standard Industrial Classification
HWSETA	Health and Welfare Sector Education and Training Authority	SSACI	Swiss South African Cooperation Initiative
MLW	Mid-level Worker	SSP	Sector Skills Plan
MRC	Medical Research Council	TB	Tuberculosis
MTEF	Medium-Term Expenditure Framework	TVET	Technical and Vocational Education and Training
NC	National Certificate	UMALUSI	Council for Quality Assurance in General and Further Education and Training
NCV	National Certificate (Vocational)	WHO	World Health Organisation
NEI	Nursing Education Institution	WSP	Workplace Skills Plan

THE MANDATE OF THE HEALTH & WELFARE SETA

1. CONSTITUTIONAL MANDATE

The constitutional mandate of HWSETA as a sector education and training authority originates from the Constitution of the Republic of South Africa, Section 29 (1b), which is stated as follows;

“Everyone has the right to further education, which the state, through reasonable measure, must make progressively available and accessible”.

2. LEGISLATIVE AND POLICY MANDATES

The HWSETA is a statutory body, a juristic person and a schedule 3 entity – as per the Public Finance Management Act (PFMA). As an entity of the DHET, it derives its mandate from the Constitution, specifically Section 29 read with Schedule 4, which lists education at all levels, including tertiary education as a functional area of concurrent national and provincial legislative competence.

2.1 Legislative Mandate

The HWSETA derives its mandate from:

- a) The Skills Development Act, 97 of 1998, as amended
- b) The Skills Development Levies Act, 9 of 1999, as amended
- c) The National Digital and Future Skills for South Africa Act, 350 of 2020
- d) The National Skills Development Plan, 2030
- e) The National Qualifications Framework Act, 67 of 2008, as amended
- f) The Public Finance Management Act, 1 of 1999, as amended
- g) National Treasury Regulations
- h) SETA Grant regulations
- i) All other (relevant/applicable) Human Resources and Industrial Relations Acts
- j) All other Health and Welfare Acts and Regulations
- k) White Paper on Post-school Education.

The Skills Development Act (SDA), 97 of 1998, as amended, establishes SETAs under the Ministry of Higher Education and Training and Section 10 of this Act provides the mandate of SETAs with Section 10 (3), in particular, stating that; “A SETA must perform its functions in accordance with this Act, the Skills Development Levies Act and its Constitution.”

To date, 21 SETAs have been established through section 9(1) of the SDA. These SETAs are configured in terms of Section 9 (2) of the Act and represent national economic sectors. HWSETA was established by the Minister of Higher Education and Training to oversee the national health and welfare (social development) sectors.

Section 10 (1) of the SDA (97 of 1998) gives SETAs a mandate to:

- a) Develop a Sector Skills Plan (SSP) within the framework of the NSDP
- b) Implement the sector skills plan
- c) Promote learning programmes
- d) Register agreements for learning programmes
- e) Perform any function delegated to it by the QCTO
- f) Collect the skills development levies and disburse the levies
- g) Liaise with the National Skills Authority.

Section 14 (1) (a) of the SDA (97 of 1998) mandates SETAs to receive 80% of the skills development levies, interest and penalties collected in respect of the SETA. The Skills Development Levies Act (9 of 1999) makes provision for the imposition of the skills development levy for every employer to pay 1% of the total amount of remuneration paid or payable to its employees during any month, as per Section 3 of the Skills Development Levies Act (9 of 1999). The Act prescribes that the skills development levy received by each SETA should fund the performance of functions and pay for its administration within a prescribed limit. The SETA Grant Regulations Regarding Monies Received by a SETA (Section 3 (2) 2012) mandates SETAs to use all monies received in terms of the Skills Development Levies Act towards the:

- a) Administration of the activities of the SETA
- b) Payment of mandatory grants to employers
- c) Implementation of the SSP through the allocation of 80% of available discretionary grants to PIVOTAL programmes that address scarce and critical skills in its sectors
- d) Implementation of the APP, which should set out:
 - i. a reasonable estimate of discretionary grants that will be available in the sector for training of scarce and critical skills through PIVOTAL programmes, which will receive grant allocations for training of learning and skills programmes identified as priorities set out in the SSP
 - ii. how the discretionary funds will be allocated to achieve SSP and NSDP outputs and outcomes
 - iii. how the discretionary funds will be allocated to achieve impact and how it will be measured

Based on these regulations, SETAs are expected to have spent or committed (through actual contractual obligations) at least 95% of discretionary funds available to it by 31 March each year. A maximum of 5% of uncommitted funds is allowed to be carried over to the next financial year.

The Constitution of HWSETA (2016) records the scope of coverage of the Health and Welfare Sector as determined by the Minister of Higher Education and Training in terms of Section 9 (2) of the SDA (97 of 1998). The scope of coverage contained in the Constitution of HWSETA (2016) enlists 53 categories of employers that fall within the Health and Welfare Sector. The Constitution of HWSETA also enlists constituencies of the sector to include organised labour, organised employers, government departments, professional bodies, bargaining councils and community organisations that have identifiable interest. The legal status of HWSETA is described by its Constitution as a statutory body and a juristic person.

The mandate of HWSETA is contained in the SDA (97 of 1998), as amended, and is articulated clearly in the White Paper for Post-School Education and Training (2014).



Table 1 below outlines this mandate in line with the various divisions of HWSETA:

TABLE 1: THE MANDATE OF HWSETA PER DIVISION

GENERAL	
	1. Address the needs of post-school sector 2. Focus on skills that will have an impact on growth and job creation in the health and welfare sector.
FINANCE	
	3. Administer the levy grant in line with laws and regulations.
RIME (RESEARCH, IMPACT, MONITORING & EVALUATION)	
RESEARCH	4. Be an authority on labour market intelligence in the health and welfare sector 5. Conduct skills planning: 5.1. Identify and articulate skills needs in the sector 5.2. Develop sector skills plans, which are intended to outline current and future (short- medium- and long-term) learning and qualification needs of workers and employers 5.3. Ensure that government departments, agencies involved in assisting start-up businesses, cooperative development, community and rural development and ABET, are informed about: • key trends in the skills development sector • skills development needs that are emerging across established business • how these differ for large, medium, and small businesses • the types of opportunities that this may suggest for start-up businesses, cooperatives and for community and rural development.
	Through research-based evaluations: 6. Measure the efficiency and effectiveness of HWSETA interventions 7. Examine the extent to which HWSETA has affected the provision of skills to enable the economy to grow and ensure that individuals can progress along valid learning pathways 8. Monitor and evaluate the impact of skills interventions in the health and welfare sector.
M&E	
CORPORATE SERVICES	
	9. Provide adequate capacity in HWSETA to: 9.1. conduct skills planning 9.2. meet the critical purpose of identifying and articulating skills needs in the sector 9.3. ensure quality assurance of training taking place in the sector.
SKILLS DEVELOPMENT PROGRAMMES AND PROJECTS	
	10. Develop interventions that are agreed on with stakeholders and can improve the synergy between education and training supply and demand 11. Foster relations with government departments, agencies involved in assisting start-up businesses, cooperative development, community and rural development and AET 12. Address skills need of established employers, business and government to meet the needs of existing workers and the unemployed and pre-employed individuals who will be entering business or government departments 13. Facilitate access to AET for workers in the health and welfare sector (even if this is to direct them to relevant institutions).
EDUCATION, TRAINING AND QUALITY ASSURANCE	
	14. Develop occupational qualifications for the Health and Social Development sector 15. Promote all qualifications offered by post-school education and training institutions to school youth and youth not in employment, education or training (NEET) 16. Monitor quality of learning taking place in the health and welfare sector 17. Support the development of providers of education and training 18. Coordinate External Integrated Summative Assessments (EISA) 19. Certificate students found competent through occupational qualifications of the Health and Social Development sector.
PROVINCIAL OFFICES	
	20. Implement the following ETQA functions provincially: • Provider accreditation • Assessor and moderator registrations • Verification of training conducted by HWSETA-accredited skills development providers • Provide assistance with EISA examinations. 21. Implement the following SDP functions provincially: • Evaluation of Expressions of Interest • Evaluation of MoAs 22. Implementation of workplace-based programmes, occupationally based programmes and bursary programmes.

2.2 Policy mandates

Policy mandates are directed by the Service Delivery Agreements entered into by ministers of:

- Department of Higher Education and Training
- Department of Health
- Department of Social Development.

The financial year 2026-2027 will be the second year of the 7th administration (2024-2029), the second year of the strategic period 2025-2030, and the last five years of the National Development Plan, National Skills Development Plan, SADAC Regional Indicative Strategic Development Plan and Sustainable Development Goals.

The Strategic Plan is aligned to international, continental and national government priorities, and sectoral priorities.

2.2.1 International, continental and SADAC regional policies

International priorities are contained in the Sustainable Development Goals (2030), continental priorities are contained in the Africa Agenda 2063 and regional plans are contained in the SADAC Regional Indicative Strategic Development Plan (2020-2030).

2.2.1a International policies: Implications of the Sustainable Development Goals (2030)

The overall aim of the SDGs is a universal agenda for a comprehensive, far-reaching and people-centred goals set to realise the human rights of all and to achieve gender equality and empowerment of all women and girls. The SDG and targets came into effect on 1 January 2016 and consist of 17 goals and 169 targets. Goals aligned to the mandate of HWSETA include:

Goal 3: Ensure healthy lives and promote well-being for all at all ages

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

The HWSETA will therefore contribute towards the achievement of the following targets:

FIGURE 1: IMPLICATIONS OF THE SDG ON THE STRATEGIC PLAN OF HWSETA (2020-2025), INDICATOR 3

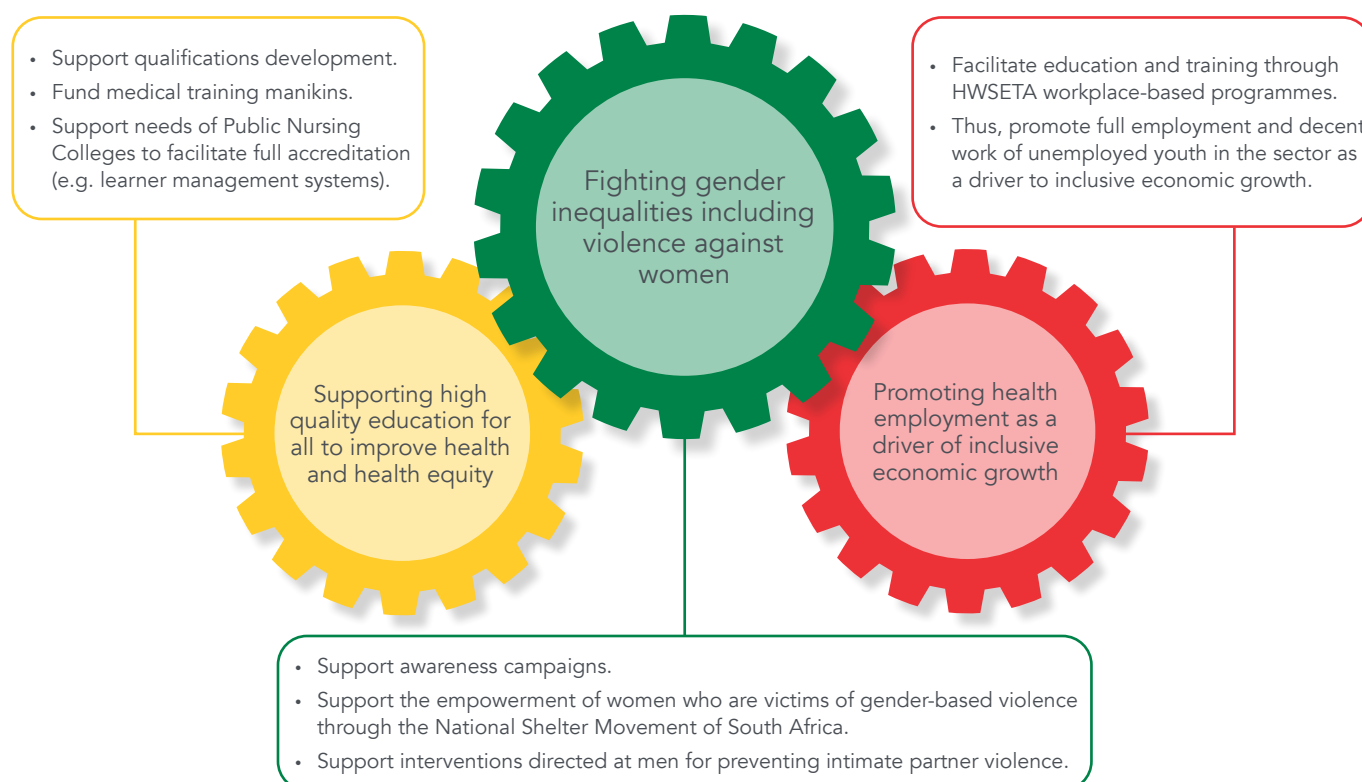


FIGURE 1-1: IMPLICATIONS OF THE SDG ON HWSETA'S STRATEGIC PLAN (2020-2025), INDICATORS 3-10 AND 4

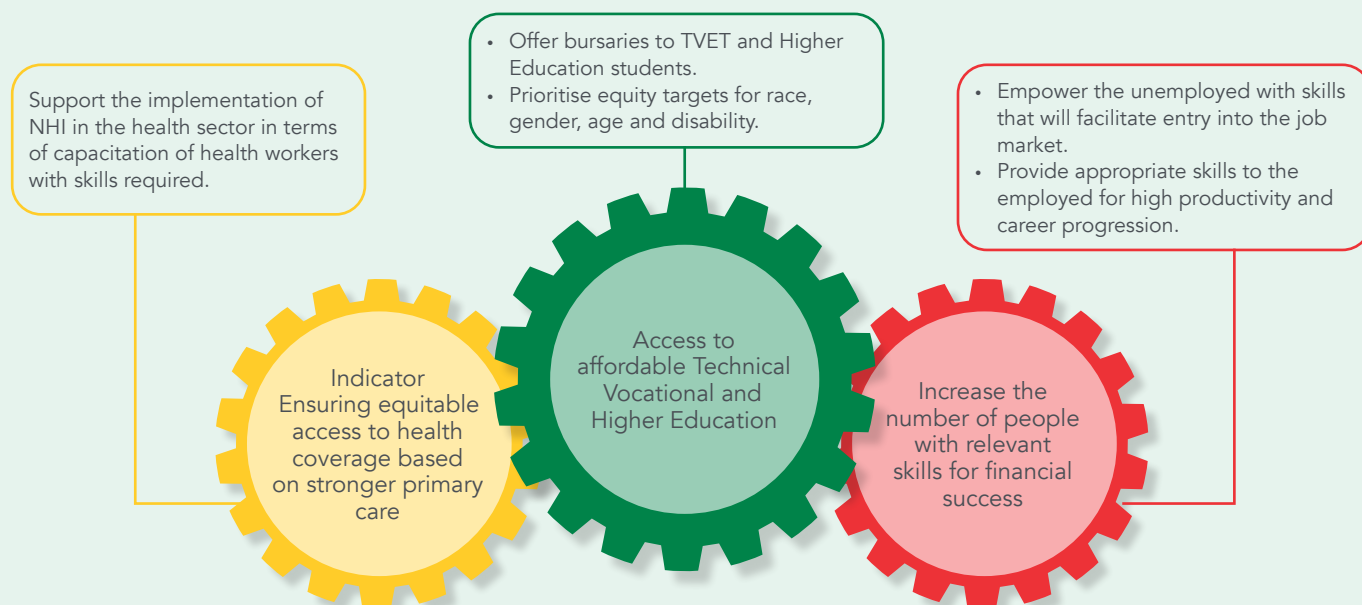


FIGURE 1-2: IMPLICATIONS OF THE SDG ON HWSETA'S STRATEGIC PLAN (2020-2025), INDICATORS 4 AND 8-2

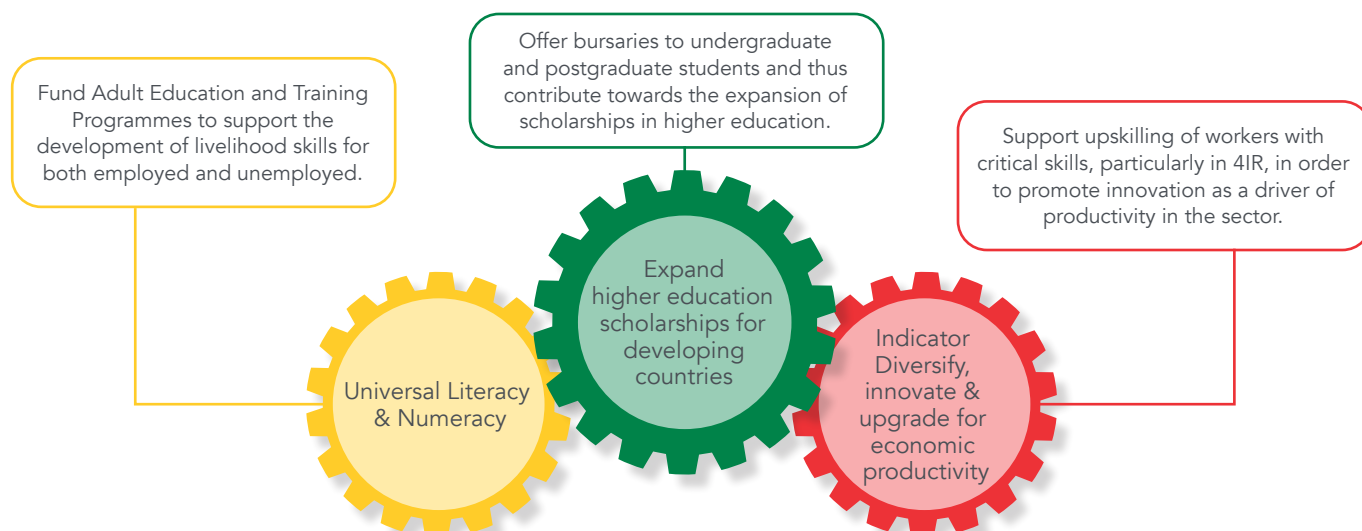
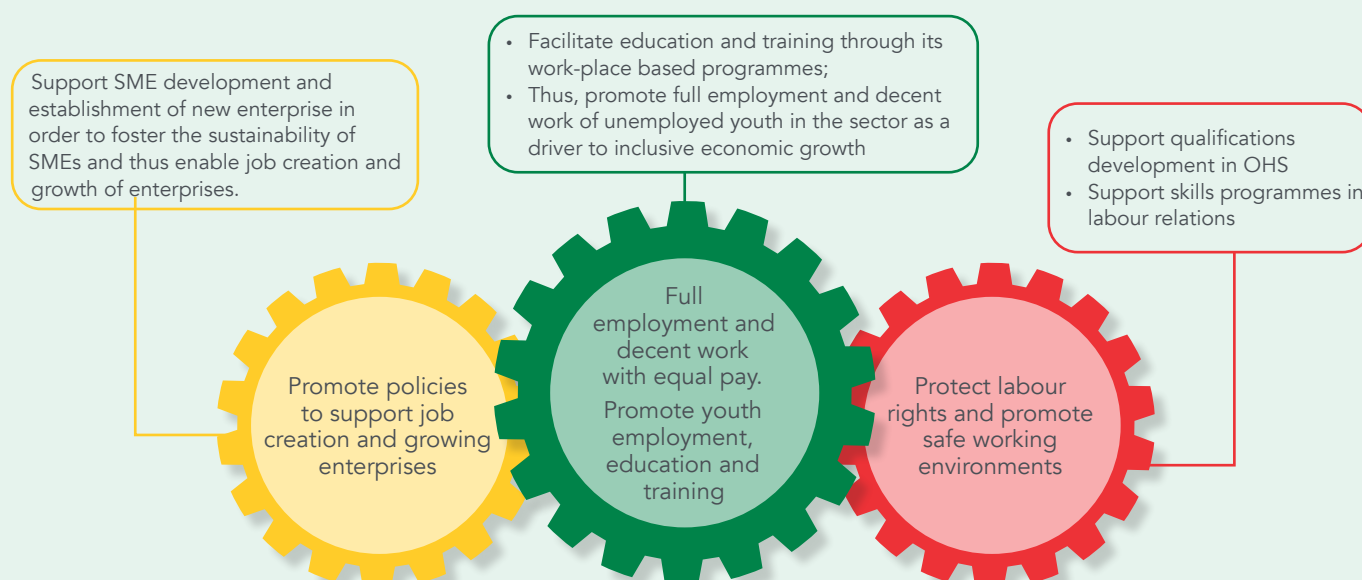


FIGURE 1-3: IMPLICATIONS OF THE SDG ON HWSETA'S STRATEGIC PLAN (2020-2025), INDICATOR 8



2.2.1b Continental policies: Implications of the Africa Agenda 2063

The Africa Agenda 2063 serves as Africa's blueprint and master plan for sustainable development and economic growth of the continent. The Africa Agenda 2063 came into effect on 1 January 2013. It is an affirmation by African Heads of State and governments of their commitment to transform Africa into the global powerhouse and it consists of 20 goals. The goals aligned to the mandate of HWSETA include:

- Goal 1: High standards of living, quality of life and well-being for all
- Goal 2: Well educated citizens and skills revolution underpinned by science, technology and innovation
- Goal 17: Full gender equality in all spheres of life
- Goal 18: Engaged and empowered youth and children

FIGURE 2: IMPLICATIONS OF THE AFRICA AGENDA ON HWSETA'S STRATEGIC PLAN (2020-2025)



2.2.1c SADAC regional policies: Regional Indicative Strategic Development Plan 2020-2030

The RISDP 2020–2030 provides a guiding framework for the implementation of SADC's regional integration and developmental agenda and programmes for the next 10 years. RISDP 2020–2030 is divided into five chapters that provide a comprehensive overview of SADC's journey to date and the status quo. It also elaborates on the guiding framework for the implementation of SADC's regional integration agenda and programmes, which constitute the first decade of the region's combined efforts towards the realisation of SADC Vision 2050. The document spells out the key strategic priorities of SADC from 2020–2030, along with the intended results and strategic management frameworks that guide its implementation.

Chapter 4 is most relevant to the Strategic Plan of HWSETA as it lays out the strategic priorities under SADC Vision 2050 and of RISDP 2020–2030, namely:

- The Foundation: Peace, Security and Good Governance
- Pillar I: Industrial Development and Market Integration
- Pillar II: Infrastructure Development in Support of Regional Integration
- Pillar III: Social and Human Capital Development
- Cross-cutting issues including gender, youth, environment and climate change and disaster risk management.

The intended outcomes and corresponding objectives in each of these strategic areas are outlined in detail for the period 2020–2030. Pillar III contains outcomes that are linked to the mandate of HWSETA. These are discussed in the table below:

FIGURE 3: IMPLICATIONS OF THE SADC RISDP ON HWSETA'S STRATEGIC PLAN



2.2.2 National Government policies influencing the Strategic Plan

National Government policies that influence the 2025-2030 Strategic Plan of HWSETA include:

- The National Development Plan (2030)
- The Draft Medium-Term Development Plan (2030)
- The acceleration plan to achieve NDP targets by 2030
- National Rural Development Strategy
- Science, Technology & Innovation Decadal Plan 2032
- Strategy for Economic Empowerment of Women, Youth and Persons with Disabilities (WYPD)
- Revised framework for Strategic Plans and Annual Performance Plans.

These are discussed in detail in the following sub-sections.

2.2.2a National Government policies: The National Development Plan

The overall aim of the NDP in relation to Health and Social Development is to enable all South Africans to maintain a decent living standard, have universal access to healthcare and enjoy adequate social protection (NPC 2012d:68-69). Table 2 summarises the strategic actions needed to achieve these aims and the resulting implications for skills planning in the Health and Social Development sector.

TABLE 2: FIGURE 3: IMPLICATIONS OF THE NDP ON HWSETA'S STRATEGIC PLAN

HWSETA plays an enabling role as its mandate contributes to the achievement of the NDP goals: Goal 1: HWSETA will continue to support cooperative development, CET education and training programmes, the NPO sector and SMEs that play a key role in supporting livelihoods in communities and upliftment of its members through skills development. Goal 2: HWSETA, through its skills development programmes, will fund training that is geared towards employment, self-employment and the establishment of new enterprises. Goal 3: HWSETA has set minimum targets for transformative and redress priorities for race, gender, age and disability. These are aimed at ensuring equity for these priority groups. The NDP is implemented through the MTDP.	The NDP is our long-term strategic plan that serves four broad objectives: 1. Providing overarching goals to be achieved by 2030 2. Building consensus on the key obstacles and specific actions to be undertaken 3. providing a common framework for detailed long term planning 4. Creating a basis for making choices about how best to use limited resources  NDP review assesses progress towards Vision 2030 and makes recommendations for course correction towards the achievement of NDP targets and outcomes The overarching goals of the NDP: Eradicate absolute poverty from 39% of people living below the poverty line of R419 (2009 prices) to zero. Reduce unemployment rate 6% by creating 11 million more jobs by 2030. Significantly reduce inequality from 0.69 to 0.60 gini coefficient through a range of policy interventions.
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2.2.2b National Government policies: The Revised MTDP (2025-2030)

The MTDP 2024-2029 replaces the Medium-Term Strategic Framework (2019-2024). The MTDP contains three strategic priorities: inclusive growth and job creation; reducing poverty and tackling the high cost of living; and building a capable, ethical and developmental state.

FIGURE 4: MEDIUM-TERM DEVELOPMENT PLAN 2024-1019



Although the mandate of HWSETA is directly linked to Priority 2: reduce poverty and tackle the high cost of living, contributions can also be made to the other two strategic priorities of the MTDP. Outcomes where HWSETA can make a contribution will be implemented as Strategic Integrated High-Impact Programmes (SIHIP) under the theme, **a skilled and healthy workforce is a key instrument to poverty reduction**. The strategic approach towards the achievement of the MTDP (2024-2029) is discussed in the table below:

TABLE 3: STRATEGIC APPROACH TOWARDS ACHIEVING THE MTDP (2024-2029)

STRATEGIC APPROACH TOWARDS ACHIEVING THE MTDP (2024-2029) A SKILLED AND HEALTHY WORKFORCE IS A KEY INSTRUMENT TO POVERTY REDUCTION				
STRATEGIC PRIORITY MTDP OUTCOME			GOALS AND OBJECTIVES	PARTNERS ROLES AND RESPONSIBILITIES
1.1	Increased employment opportunities	KRA 1.1.1: Work with the private sector and labour to protect existing jobs. KRA 1.1.2: Prioritise work experience for young people.	- Increased participation of levy-paying organisations to be sought through employer surveys, where Management should be interviewed instead of SDFs. - Information gathered through surveys to be utilised to supplement, close gaps and confirm information gathered through WSP process. - Sensitisation of the sector on the importance of WSP information and its utilisation. - Increased coverage of the dissemination of SSP and labour market research to all PSET in the health, veterinary, and social development sectors.	- Professional bodies such as associations, councils, etc will support HWSETA to sensitise their constituencies about the value of WSP information. - HWSETA to convene gatherings to lobby key stakeholders for participation in mobilisation of employers.

STRATEGIC APPROACH TOWARDS THE ACHIEVEMENT OF THE MTDP (2024-2029)
A SKILLED AND HEALTHY WORKFORCE IS A KEY INSTRUMENT TO POVERTY REDUCTION

STRATEGIC PRIORITY MTDP OUTCOME			GOALS AND OBJECTIVES	PARTNERSHIP APPROACH ROLES AND RESPONSIBILITIES
1.3	Enabling environment for investment and improved competitiveness through structural reforms	KRA 1.3.1: Streamline support that enables small enterprises, entrepreneurs and cooperatives, especially in townships and villages to thrive. Also, strengthen the regime of start-ups. KRA 1.3.3: Continue structural economic reforms to address spatial inequality and strengthen digital transformation.	- Place greater focus on workplace-based training for learners at sector colleges. - In addition to prioritising SMEs, entrepreneurs, start-ups, and cooperatives in rural areas, prioritise those located in townships. - Continue to support the sector to capacitate graduates with the requisite experience and social entrepreneurship skills, and in establishment new enterprises. - Support new ventures by providing the necessary equipment to strengthen their viability.	- HWSETA will facilitate workplace-based training in partnership with employers. - HWSETA will place priority on supporting businesses located in townships. - HWSETA will continue to capacitate graduates from the sector, particularly social service professionals, with social entrepreneurship skills.
1.8	Science, technology and innovation for growth	KRA 1.8.1: Grow and transform SA's science, technology and innovation capabilities, human resources and research infrastructure. KRA 1.8.2: Invest in increased training for young people in digital skills and strengthen the regime for remote working.	- Conduct extensive research to understand changing skills needs in general. - Engage with stakeholders, training providers, employers and key role players - Monitor and track the performance of skills development partners and learners.	- Partnerships and collaboration with the higher education and research institutions, among others, will be central for evidence-based understanding of skills demand and supply. - There is a move towards usage of research chairs.
2.2	Optimised social protection and coverage	KRA 2.2.1: Link social assistance with other forms of support in order to lift people out of poverty	Link beneficiaries of social wage with skills development in order to empower them with skills that will help them escape unemployment	- SASSA will provide the database of beneficiaries of social wage grants. - DSI will link HWSETA with HSRC and will monitor progress of this partnership.
2.6	Social cohesion and nation-building	KRA 2.6.1: Promote the rights of women, youth, children and persons with disabilities and remove the social, economic, cultural and other barriers to full participation in the economy.	Establish a database of the NEET youth for recruitment of unemployed learners into workplace-based and bursary programmes of HWSETA. Priority to be given to women and people with disabilities.	- HSRC will profile beneficiaries on the SASSA social wage beneficiary databases to check eligibility for post-school education and access into health, veterinary and social development programmes. - HWSETA will collaborate with HSRC and compile a database of youth who are not in employment, education or training. - Beneficiaries profiled to be eligible for skills development programmes in other sectors will be referred to the relevant SETAs for support. - Employer organisations will be required to recruit a percentage of youth from the NEET database.

STRATEGIC APPROACH TOWARDS THE ACHIEVEMENT OF THE MTDP (2024-2029)
A SKILLED AND HEALTHY WORKFORCE IS A KEY INSTRUMENT TO POVERTY REDUCTION

STRATEGIC PRIORITY MTDP OUTCOME		GOALS AND OBJECTIVES	PARTNERSHIP APPROACH ROLES AND RESPONSIBILITIES	
2.3	Improved access to affordable and quality healthcare	KRA 2.3.1: Pursue the achievement of universal health coverage in which everyone in South Africa has equal access to equitable, accessible, quality health services. KRA 2.3.2: Implement the National Health Insurance by finalising the implementation of the National Quality Improvement Plan to ensure public and private facilities pass inspection and are accredited to provide health care under the NHI Fund.	Support the Department of Health to develop skills required to: • implement the National Health Insurance Act, 20 of 2023, as South Africa's strategy to achieve universal health coverage. • finalise the implementation of the National Quality Improvement Plan to ensure public and private facilities pass inspection and are accredited to provide health care under the NHI Fund.	• Department of Health will identify skills required for phasing in the National Health Insurance Act. • OHSC will identify skills required for finalising the implementation of the National Quality Improvement Plan. • HWSETA will fund training of health sector workers for capacitation to finalise the National Quality Improvement Plan and phase in the National Health Insurance Act.
		KRAs 2.3.3: Strengthen the implementation of the National Drug Master Plan to ensure a South Africa free of substance abuse.	• Support the Department of Social Development and the Department of Health in improving institutional capacity for prevention, early detection, treatment, rehabilitation and after-care services for substance use disorder. • Support the DSD, DoH and NPOs to capacitate human resources to manage substance use disorder, and improve the knowledge and skills of employees to manage substance use disorder.	• Department of Social Development will identify skills required for prevention, early detection, treatment, rehabilitation and after-care services for substance use disorder. • Department of Health will identify skills required for prevention, early detection, treatment, rehabilitation and after-care services for substance use disorder. • NPOs rendering services on substance abuse will identify skills required for prevention, early detection, treatment, rehabilitation and after-care services for substance use disorder.
2.4	Improved education outcomes and skills	KPAs: 2.4.1 Expand vocational and technical training in schools and post-school institutions.	• Conduct research to explore vocational training programmes for the health, veterinary and social development sector that can be offered in schools.	• Research Chair or Company to collect data. • Sector colleges to oversee piloting of training programmes. • DBE to facilitate piloting of the training programmes.
2.5	Skills for the economy	KPA: 2.5.1 Strengthen partnerships with the private sector to unlock the deployment of artisans and TVET graduates through workplace-based placements and work-integrated learning opportunities.	• Strengthen partnerships with the private sector to unlock the deployment of artisans and sector college graduates through workplace-based placements and work-integrated learning opportunities.	• NADSC to provide support to the HWSETA Artisan Development programme by facilitating the placement of all artisan learners on learnership programmes with industry partners. • Private employer organisations to open up spaces for workplace-based learning. • Sector colleges to coordinate work-integrated learning for learners registered with them.

STRATEGIC APPROACH TOWARDS THE ACHIEVEMENT OF THE MTDP (2024-2029)
A SKILLED AND HEALTHY WORKFORCE IS A KEY INSTRUMENT TO POVERTY REDUCTION

STRATEGIC PRIORITY MTDP OUTCOME			GOALS AND OBJECTIVES	PARTNERSHIP APPROACH ROLES AND RESPONSIBILITIES
3.4	Safer communities and increased business confidence	KPA: 2.6.1 Promote the rights of women, youth, children and persons with disabilities and remove the social, economic, cultural and other barriers to full participation in the economy.	- Support the Department of Social Development and the Department of Health to improve institutional capacity for the implementation of the National Strategic Plan on Gender-Based Violence and Femicide. - Support the DSD and NPOs to capacitate human resources with skills required for the implementation of the Victim Empowerment programme. - Support beneficiaries of the Victim Empowerment Programme with skills that will empower them to improve their livelihoods.	- Department of Social Development will identify skills required for the implementation of the National Strategic Plan on Gender-Based Violence and Femicide and the Victim Empowerment programme. - Department of Health will identify skills required for the implementation of the National Strategic Plan on Gender-Based Violence and Femicide. - NPOs rendering services on Gender-Based Violence and Femicide and Victim Empowerment.
2.6	Social cohesion and nation-building	3.4.1 Implement the National Strategic Plan on Gender-Based Violence and Femicide, and expand victim support services such as the Thuthuzela Centres and GBV desks in police stations.		

2.2.2c National Government policies: National Rural Development Strategy (2022)

This strategy identifies the following state of rural economies:

- A stagnant economy attracting little investment
- An unskilled workforce that does not have capacity for participation in a vibrant rural economy
- Lack of jobs, job opportunities and entrepreneurs.

The response of HWSETA shall therefore be as follows:

- Recruitment strategies to be developed for creating access for unemployed youth from rural areas into skills development programmes
- Upskilling of workers from employers located mainly in rural areas
- Cooperative development support for women-owned cooperatives from mainly rural areas.

2.2.2d National Government policies: Science, Technology & Innovation Decadal Plan 2032

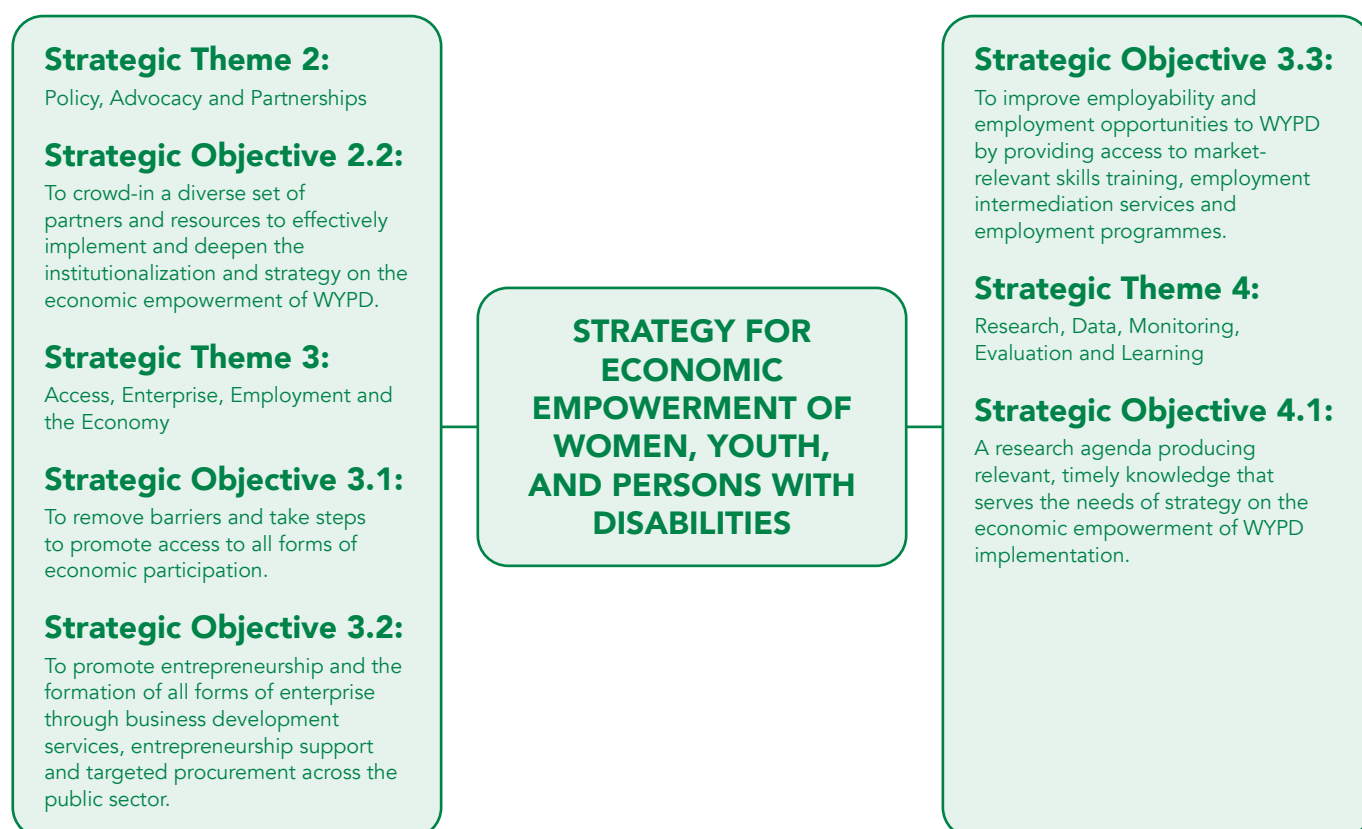
The STI Decadal Plan lists several priorities to be implemented by Government during the 2025-2030 strategic period, and HWSETA shall support the following priorities:

- Modernising sectors of the economy, including existing industries in agriculture, manufacturing and mining. ICT applications in modernising these industries will be considered.
- New sources of growth (digital economy and circular economy) skills to be developed, including artificial intelligence, virtual reality, etc.
- Large research and innovation programmes (energy innovation and health innovation). Health innovation involves strong support for mental health and the manufacturing of pharmaceutical products. Education, skills and future of work should be anchored on new skills.
- Research and innovation for a capable state (improved decision-making and improved service delivery).

2.2.2e National Government policies: Strategy for Economic Empowerment of Women, Youth and Persons with disabilities (WYPD)

HWSETA will support this strategy through a targeted approach where specific indicators will be assigned to cater for people with disabilities. Women and youth will be addressed throughout the indicators in line with the minimum equity targets that will be indicated under Part B of this strategic plan. The following are the strategic priorities that have been identified as in line with HWSETA's mandate and contribution will be made during the 2025-2030 strategic period.

FIGURE 5: STRATEGY FOR THE ECONOMIC EMPOWERMENT OF WOMEN, YOUTH AND PERSONS WITH DISABILITIES



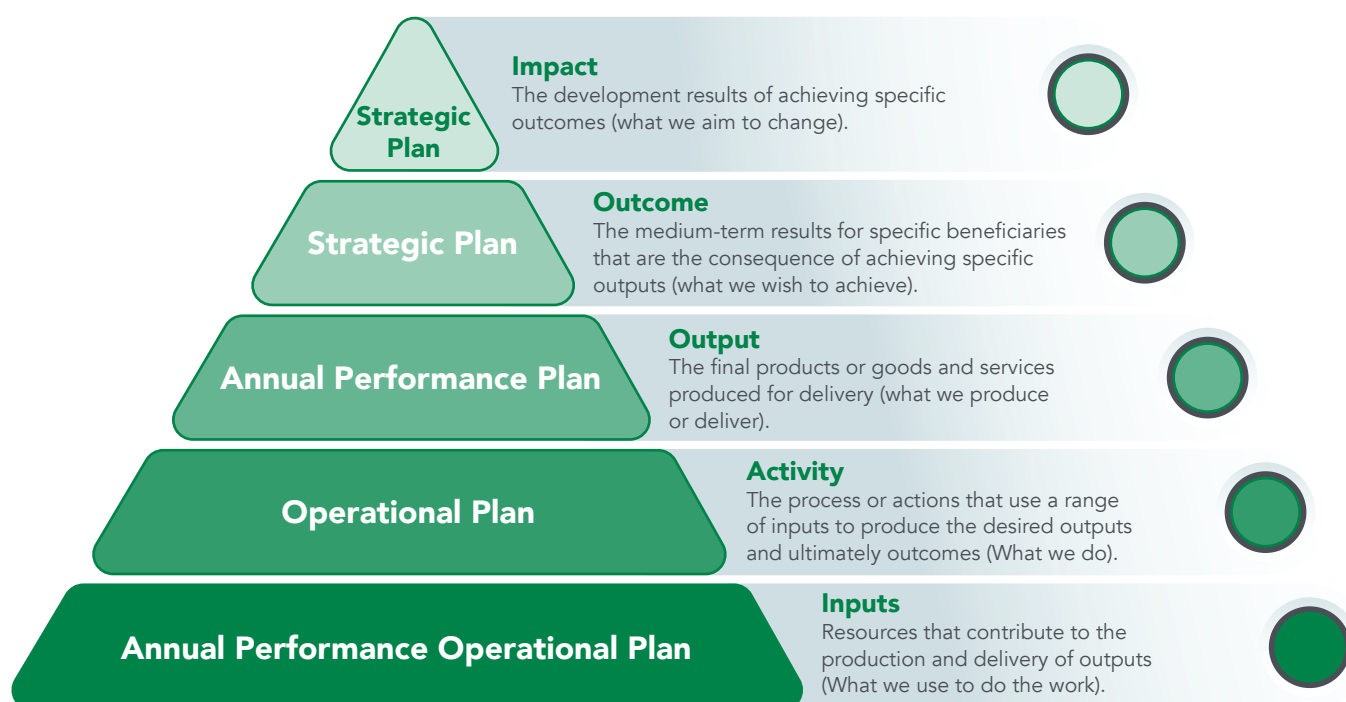
2.2.2f The Revised Framework for Strategic Plans and Annual Performance Plans (2019)

Strategic and annual performance planning is guided by the Revised Framework for Strategic Plans and APPs (20), which introduced results-based approach to Government planning as follows:

FIGURE 6: THE RESULTS BASED APPROACH TO GOVERNMENT PLANNING

THE RESULTS BASED APPROACH TO STRATEGIC PLANNING

Introduced to government planning by the revised Strategic and Annual Performance Planning Framework of 2019.



2.2.3 Sectoral policy influencing the strategic plan

The policy for the PSET sector includes the National Skills Development Plan (2030)

2.2.3a Sectoral policies: the National skills development plan (2030)

The NSDP (2030) has eight outcomes that are translated into eight strategic outcomes and four impact statements in the HWSETA's Strategic Plan, as illustrated in the table below:

TABLE 4: LINKAGE OF THE NSDP OUTCOME 1 AND 9 TO THE 2025-2030 HWSETA STRATEGIC OUTCOMES

TABLE 4-1: LINKAGE OF THE NSDP OUTCOME 1 AND 9 TO THE 2025-2030 HWSETA STRATEGIC OUTCOME 1

NSDP OUTCOME 1 IDENTIFY AND INCREASE PRODUCTION OF OCCUPATIONS IN HIGH DEMAND NSDP OUTCOME 9 GOVERNANCE			
PROBLEM/PROPOSITION	SOLUTION	HWSETA STRATEGIC OUTCOME 1	HWSETA STRATEGIC OBJECTIVES 1-4
<i>"To estimate and anticipate the education and skills required to support societal development, and a productive and inclusive economic growth plan ... [thus] continued skills shortages ... misalignment between skills supply and demand for the implementation of economy growth strategies" (LMIP 2016, p.14).</i>	<i>To improve responsiveness of PSET system to the demand-side of the economy and the development of outcomes by "determining occupations in high demand" (NSDP 2019, p.14). National List of occupations in high demand (2020) "is intended to inform decision-making in ... education and training"</i>	HWSETA provides efficient and effective governance, skills planning, programme implementation, and an evaluation system that identifies and increases the production of occupations in high demand in the strategic period.	HWSETA is capacitated with adequate human and financial resources and automated business processes to deliver on its mandate and achieve its targets in the strategic period. The SSP and research reports produced by HWSETA are credible and provide useful information to internal and external stakeholders and the general public, through various dissemination platforms in the strategic period. The monitoring, evaluation, and impact studies, including tracer studies, produced by HWSETA, are credible and provide useful information to internal and external stakeholders, through various dissemination platforms in the strategic period. HWSETA allocates discretionary grant budget proportionally to address sector needs for the development of high-level, intermediate-level and elementary skills in the strategic period.

TABLE 4-2: LINKAGE OF THE NSDP OUTCOME 8 TO THE 2025-2030 HWSETA STRATEGIC OUTCOME 2

NSDP OUTCOME 8 SUPPORT CAREER DEVELOPMENT SERVICES			
PROBLEM/PROPOSITION	SOLUTION	HWSETA STRATEGIC OUTCOME 2	HWSETA STRATEGIC OBJECTIVES 5
<i>"There has been limited emphasis, particularly at a school level, on career and vocational guidance for your youth ... [As such] there is a lack of guidance to direct young people to programmes for which they have an aptitude, and which will provide training in areas needed in the economy" (NSDP 2019, p.24).</i>	<i>"Aim to provide quality career- and study-related information and counselling services...[for] our people to embrace and 'fulfil their potential'" (NSDP 2019, p.24).</i>	HWSETA creates access for unemployed youth into its skills development interventions in the strategic period.	HWSETA supports career development services related to the health and welfare sector and makes them accessible to rural and targeted youth in the strategic period.

TABLE 4-3: LINKAGE OF THE NSDP OUTCOME 2 TO THE 2025-2030 HWSETA STRATEGIC OUTCOME 3

NSDP OUTCOME 2 LINKING EDUCATION AND THE WORKPLACE			
PROBLEM/PROPOSITION	SOLUTION	HWSETA STRATEGIC OUTCOME 3	HWSETA STRATEGIC OBJECTIVES 6-8
The White Paper for PSET (2013, p.viii) recognises "the importance of partnerships between educational institutions and employers and therefore draws a proposition that employers must be drawn closer to the education and training process".	According to NSDP (2019, p.16) " <u>the role of SETAs as intermediary bodies is posited as a key factor in linking the world of work and education</u> " through training for employment, facilitating and brokering "linkages between the labour market, employers and sectors with the educational training institutional supply". As such, NSDP outcome 2 focuses on <u>targeting the unemployed students</u> and graduates from TVET and HEI to <u>train them for employment</u> through work-based training.	HWSETA promotes linkages between education and the workplace to increase workplace-based learning opportunities for <u>the unemployed</u> in the health and welfare sector in the strategic period.	Employers in the sector open up their workplaces for workplace-based learning through partnerships with HWSETA in the strategic period.
			Unemployed persons find employment after successfully completing workplace-based learning programmes funded by HWSETA in the strategic period.
			HWSETA supports work-integrated learning for university and TVET programmes for the health and social fields and thus facilitates completion of these programmes.

TABLE 4-4: LINKAGE OF THE NSDP OUTCOME 3 TO THE 2025-2030 HWSETA STRATEGIC OUTCOME 4

NSDP OUTCOME 3 IMPROVING THE LEVEL OF SKILLS IN THE SOUTH AFRICAN WORKFORCE			
PROBLEM/ PROPOSITION	SOLUTION	HWSETA STRATEGIC OUTCOME 4	HWSETA STRATEGIC OBJECTIVES 9-11
NSDP (2019, p.17) problematises "low productivity in workplace and slow transformation of the labour market... largely as a result of inadequate, quality assured training <u>for those in the labour market</u> ".	NSDP's (2019, p.18) solutioning is that "SETAs must support the training of employed workers and encourage employers to expand such training in order to improve the overall productivity of the economy, achieve transformation and address skills imbalances in our workforce in particular and the labour market in general". Implication: NSDP outcome 3 focuses on targeting the <u>employed workforce</u> for training using learnership, bursaries, and skills programmes <u>for upskilling to improve productivity</u> .	HWSETA contributes to the improvement of the level of skills to 80% of the health and welfare sector workforce through various learning programmes that address critical skills in the strategic period.	Workers upskilled through HWSETA-funded full-learning programmes present with improved competence after successful completion in the strategic period. Workers upskilled through HWSETA funded skills, short-learning and AET programmes present with critical skills required by the job after successful completion in the strategic period.
"Trade unions and worker education and training initiatives are able to use the critical networks of their organisations (eg shop stewards and union officials) to educate their members and other workers to suit their needs in a manner that is also beneficial to the economy as a whole" (NSDP 2019, p.23).	Supporting trade unions and worker education and training "will benefit the workplace, our economy, as well as the developmental objectives of our country" (NSDP 2019, p.23).	HWSETA supports officials from NGOs, NPOs and trade unions in order to strengthen governance and service delivery, and thus advance social, rural and community development in the strategic period.	Increased number of levy-exempt organisations exposing their employees to skills development training that is relevant to their work in the strategic period.

TABLE 4-5: LINKAGE OF THE NSDP OUTCOME 4 TO THE 2025-2030 HWSETA STRATEGIC OUTCOME 5

NSDP OUTCOME 4 INCREASE ACCESS TO OCCUPATIONALLY DIRECTED PROGRAMMES			
PROBLEM/PROPOSITION	SOLUTION	HWSETA STRATEGIC OUTCOME 5	HWSETA STRATEGIC OBJECTIVES 12-16
<i>"South Africa's intermediate skills base is too low to support the country's socio-economic development goals ... [and is] not keeping pace with the skills required to remain competitive in an increasingly knowledge-based economy" (NSDP 2019, p.18).</i> NSDS III (2012, p.13) argues that low intermediate skills base and not upgrading skills at the pace of competitive knowledge-based economies is due to the challenge of access. <i>"On one hand, access relates to the availability of places in relevant programmes, and on the other, it relates to the constraints (social, academic, geographical and financial)."</i>	<i>"QCTO has, since 2012, been developing new occupational qualifications that will become part of the offering in TVET colleges and CET colleges ... [and SETAs] will play an important role in supporting increased production of occupationally directed programmes" (NSDP 2019, p.18).</i> Skills levy institutions, through their funding, will play an important role in supporting the <u>increased production</u> of occupationally directed programmes.	HWSETA contributes to increased access to occupationally directed programmes in the health and welfare sector during the strategic period.	HWSETA develops full and part occupational qualifications relevant to occupations in the sector in the reporting period. HWSETA accredits skills development providers, registers assessors and moderators and issue certificates for learners found competent in the reporting period. HWSETA supports partnerships with post-school education institutions in the reporting period. HWSETA contributes towards the creation of researchers for the Health and Social Development sector in the strategic period. HWSETA supports unemployed persons with top-up skills in order to increase the prospects of them finding employment.

TABLE 4-6: LINKAGE OF THE NSDP OUTCOME 5 TO THE 2025-2030 HWSETA STRATEGIC OUTCOME 6

NSDP OUTCOME 6 'SUPPORT THE GROWTH OF THE PUBLIC COLLEGE INSTITUTIONAL TYPE '			
PROBLEM/PROPOSITION	SOLUTION	HWSETA STRATEGIC OUTCOME 6	HWSETA STRATEGIC OBJECTIVES 17-18
WP-PSET (2013, p.xii) states that CETCs will <i>"cater mainly for youth and adults who did not complete their schooling or who never attended school and thus do not qualify to study at TVET colleges and universities"</i>. NSDP (2019, p.20) illustrates the <u>scope of this problem</u> as it states, "StatsSA (2018) estimates that more than 18 million people above 20 years have educational levels below the National Senior Certificate, and there are few opportunities for education and work for them."	NSDP (2019, p.19) advances the WP-PSET position that <i>"proposes an expansion of this institutional type [TVET] to absorb the largest enrolment growth in the post-school system ... [with the view that] the growth of stronger TVET colleges will expand the provision of mid-level technical and occupational qualifications ... [consequently this] will also relieve the higher education institutional type which is already under strain from high demand"</i>.	HWSETA supports the growth of public and private college system so that colleges may qualify as centres of specialisation in the strategic period.	HWSETA supports public college lecturers and curriculum management to improve onsite practical and vocational capacity in the reporting period. HWSETA promotes access into vocational programmes of TVET and other sector colleges in the strategic period.

TABLE 4-7 : LINKAGE OF THE NSDP OUTCOME 6 TO THE 2025-2030 HWSETA STRATEGIC OUTCOME 7

NSDP OUTCOME 6 SKILLS DEVELOPMENT SUPPORT FOR ENTREPRENEURSHIP AND COOPERATIVE DEVELOPMENT			
PROBLEM/PROPOSITION	SOLUTION	HWSETA STRATEGIC OUTCOME 7	HWSETA STRATEGIC OBJECTIVES 19
<i>"The inability of youth to engage in economic activity and find employment ... [and] the challenge of inculcating a culture and spirit of entrepreneurship and self-employment lies not only in making funding available but in developing the skills and competencies of the youth and potential entrepreneurs in general" (NSDP 2019, p.22).</i>	Focus on entrepreneurship and cooperative development which is <i>"less about obtaining formal occupational qualifications and more about applied, peer and mentored learning and support ... [understanding that] successful cooperatives operate more as a consortium of established small businesses providing complementary skills and specialist services ... [thus deriving] economic benefit through collaboration and economies of scale thereby reducing input, operational and distribution costs" (NSDP 2019, p.23).</i>	HWSETA provides increased support for skills development activities for entrepreneurial and cooperative entities, as well as for establishing new enterprises in the strategic period.	HWSETA funds skills development needs of cooperatives, small and emerging businesses, new enterprises and medium and large firms of the sector in the strategic period.

TABLE 4-8: LINKAGE OF NSDP OUTCOME 10 TO THE 2025-2030 HWSETA STRATEGIC OUTCOME 8

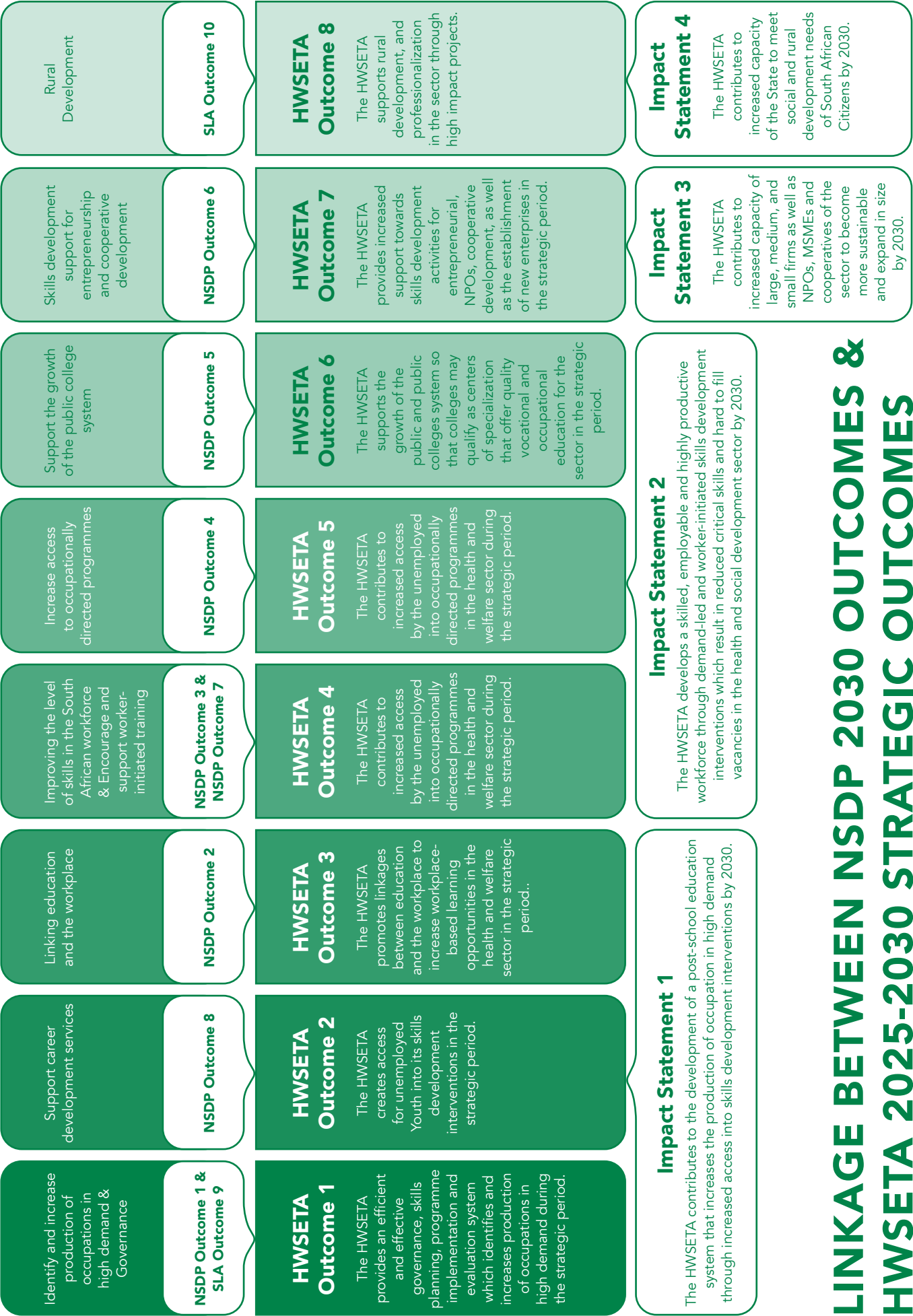
NSDP OUTCOME 10 RURAL DEVELOPMENT			
PROBLEM/ PROPOSITION	SOLUTION	HWSETA STRATEGIC OUTCOME 8	HWSETA STRATEGIC OBJECTIVES 20
<i>The NGP emphasises the importance of skills development and, as indicated above, looks to the National Skills Development Strategy (NSDS) for guidance. This challenge leads to the question: What skills are required for the implementation of its five main job drivers?</i>	<i>"Fostering rural development and regional integration." (NSDP 2019, p.7).</i>	HWSETA Supports rural development and professionalisation in the public sector through high-impact projects of the MTDP in the sector.	Number of projects initiated by HWSETA to support rural development and professionalisation in the public sector through high-impact projects of the MTDP in the strategic period.

The alignment of 2025-2030 strategic goals (impact) and outcomes of HWSETA to the outcomes of the NSDP 2030 is therefore as follows:

TABLE 5: STRATEGIC OUTCOMES ALIGNMENT WITH NDP, MTDP, NPPSET, NSDP, DDM, ERRP, HRDS

NSDP OUTCOME		HWSETA OUTCOME	
1	Identify and increase production of occupations in high demand (SLA Outcome: Good Governance)	1	The HWSETA provides an efficient and effective governance, skills planning, programme implementation and evaluation system which identifies and increases production of occupations in high demand during the strategic period.
2	Linking education and the workplace	3	The HWSETA promotes linkages between education and the workplace to increase workplace based learning opportunities in the health and welfare sector in the strategic period.
3	Improving the level of skills in the South African workforce	4	The HWSETA contributes to the improvement of level of skills to 80% of the health and welfare sector workforce, encourage and support worker-initiated training programmes that address critical skills in the strategic period.
7	Encourage and support worker initiated training		
4	Increase access to occupationally directed programmes	5	The HWSETA contributes to increased access by the unemployed into occupationally directed programmes in the health and welfare sector during the strategic period.
5	Support the growth of the public college institutional type	6	The HWSETA supports the growth of the public and public college system so that colleges may qualify as centres of specialisation that offer quality vocational and occupational education for the sector in the strategic period.
6	Skills development support for entrepreneurship and cooperative development	7	The HWSETA provides increased support towards skills development activities for NPOs, entrepreneurial, cooperative development, as well as the establishment of new enterprises in the strategic period.
8	Support career development services	2	The HWSETA creates access for unemployed Youth into its skills development interventions in the strategic period.
	Rural Development (SLA Outcome: Rural Development) <i>(Based on NSDP main job driver: Fostering rural development and regional integration)</i>	8	The HWSETA supports rural development, and professionalisation in the sector through high impact projects in the strategic period.

FIGURE 7: ALIGNMENT OF 2025-2030 STRATEGIC GOALS (IMPACT) AND OUTCOMES OF HWSETA TO THE OUTCOMES OF THE NSDP 2030



LINKAGE BETWEEN NSDP 2030 OUTCOMES & HWSETA 2025-2030 STRATEGIC OUTCOMES

HWSETA has both legislated and good governance reporting requirements:

TABLE 6: LEGISLATED AND GOOD GOVERNANCE REPORTING REQUIREMENTS

NO.	REPORT OR DOCUMENT	REPORTING AUTHORITY	DATE
1	National Treasury documents, returns, etc	National Treasury (NT); Auditor-General South Africa (AGSA)	When required
2	Public Entity Quarterly Reporting	National Treasury DPME	Quarterly
3	Performance Information Quarterly and Annual Reporting	DPME	Quarterly Annually
4	Annual Financial Statements	AGSA, Executive Authority (DHET), NT	Within 2 months after year-end
5	Annual report	DHET, NT and AGSA	Within 2 months after year-end
6	Financial misconduct procedures report	DHET, NT, AGSA	Annually
7	The budget of estimated revenue and expenditure for the year	DHET	6 months prior to the start of the financial year
8	Report on actual revenue and expenditure for the quarter	DHET	Within 30 days of the end of the quarter
9	Report on compliance with the PFMA	DHET	Quarterly
10	SETMIS-SETA Quarterly Management Report	DHET	Quarterly
11	Strategic plan	DHET	6 months prior to the start of the financial year

Over and above the reporting listed above, the HWSETA Board and Board sub-committees receive the following reports:

- Quarterly reporting on financial and performance results
- Research, monitoring & evaluation reports
- Internal audit reports
- External audit – management report and external audit report
- Formulated policies and amendments
- Risk management reporting
- Supply chain management reporting
- Compliance reporting
- Ethics reporting
- Divisional reports
- Authority matters.

It should also be noted that the Board Chairperson and CEO from time to time, on request, make presentations to the Parliament of the Republic of South Africa:

- Annual reporting on performance and financial results of HWSETA
- Ad hoc reporting when required
- Responses to parliamentary questions.

Finally, HWSETA's commitment to keeping stakeholders informed of HWSETA's activities results in:

- Annual report at the Annual General Meeting each year
- CEO interaction sessions
- Board stakeholder sessions
- Website notices and publications
- Provincial Skills Development Forums.

3. UPDATE TO INSTITUTIONAL POLICIES AND STRATEGIES OVER THE 5-YEAR PLANNING PERIOD

The most important policies and strategies that HWSETA is prioritising for the 5-year strategic cycle (2025 – 2030) are the NSDP 2030 and the MTDP 2024-2029.

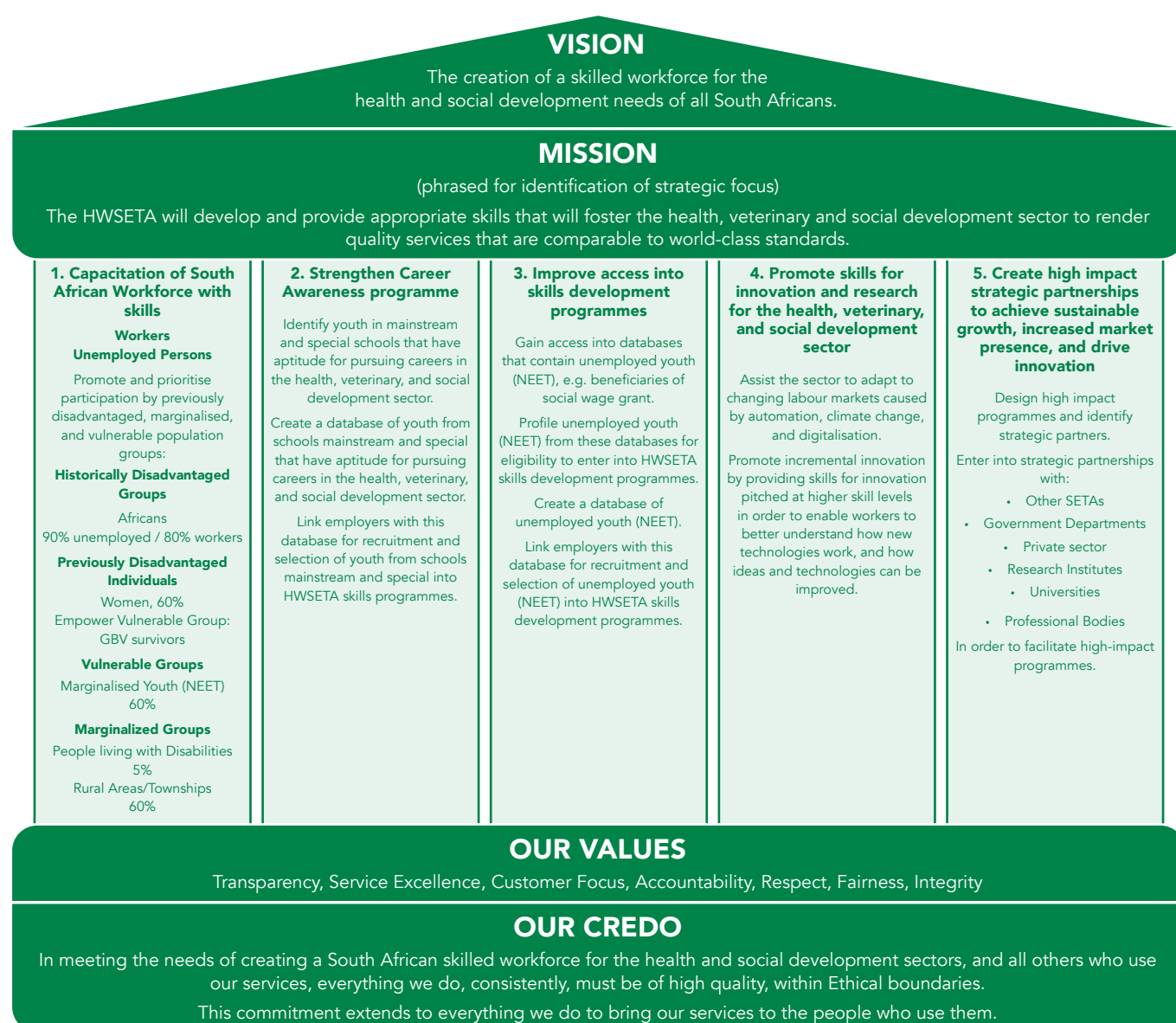
The NSDP 2030 is formally promulgated under the Skills Development Act and aligns skills systems to both the NDP and the White Paper for PSET. NSDP's mission is to improve access to occupations in high demand and priority skills aligned to supporting economic growth, employment creation and social development, while addressing equity imperatives. The implication is that the 5-year strategy is demand-led or demand-oriented skills planning to ensure responsiveness to labour market demand.

The MTDP (2024–2029) is the government's official medium-term plan adopted by the cabinet for the 7th administration. As a skills pipeline strategy, the NSDP 2030 feeds into the MTDP's priorities, namely inclusive growth, poverty reduction, and state capability. The following strategic focus areas are linkages between NSDP 2030 and MTDP (2024 – 2029).

3.1 Strategic focus areas of the 2025-2030 Strategic Plan

The strategic focus areas for the 2025-2030 strategic period are based on the MTDP 2024-2029. These areas are identified from the MTDP based on HWSETA's mission statement. The MTDP is thus implemented by HWSETA through its the strategic plan based on the following strategic focus areas:

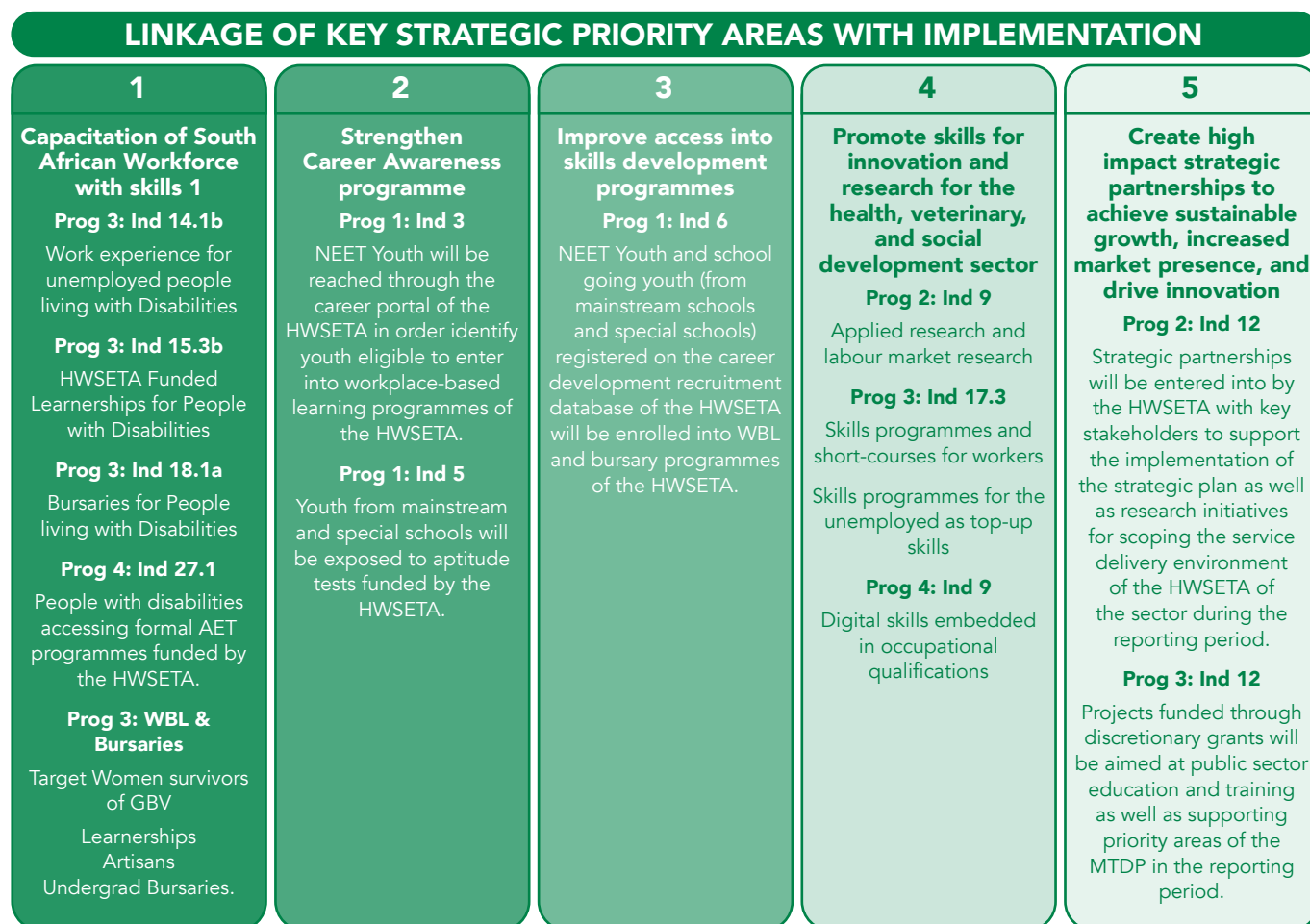
FIGURE 8: STRATEGIC FOCUS AREAS OF THE STRATEGIC PLAN 2025-2030



The strategic focus areas of the 2025-2030 strategic plan ensure alignment between HWSETA values; creation of roadmaps, initiatives, and projects; allocation of resources and processes that will achieve strategic goals effectively.

Figure 11 below provides a linkage between the key strategic priority areas and skills development implementation as follows:

FIGURE 9: LINKAGE OF KEY STRATEGIC PRIORITY AREAS WITH IMPLEMENTATION



3.2 MTDP problem analysis for HWSETA

3.2.1 Problem statement

South Africa is facing a crisis of high unemployment levels, with young people and women experiencing higher unemployment rates. In quarter one of 2025, the overall unemployment rate reached 32,9 per cent while the rate of young people not in employment, education or training (NEET) is high at 45,1 per cent.¹ Statistics South Africa (Q1 of 2025) reports that “unemployment rates for those with matric or lower educational qualifications exceeded the national rate, whereas individuals with other tertiary qualifications and graduates had rates below the national unemployment rate”. The implication is that the lack of skills in South Africa is the key contributing factor towards unemployment, productivity, and economic growth. This is caused by a large mismatch between the supply and demand of labour, as the majority of employed and unemployed people have low-level skills while many skill shortages occur in the high-end skills market.² Young people who lack qualifications or experience have a harder time finding employment because employers prefer experienced and skilled workers.

Educational attainment, adult unemployment and NEET are key contributors towards poverty in South Africa. The primary approach towards reduction of poverty is by increasing labour productivity through skills development.

One of the statements of intent by the government of unity is to invest in people through education, skills development and affordable quality healthcare. This is aligned to the NDP 2030's goal of improving education, training and innovation. The MTDP aims to implement the NDP under three strategic priorities:

¹ STATSSA, The Quarterly Labour Force Survey (QLFS) Q1 2025

² DHET, 2022 Skills Supply and Demand in South Africa

1. Inclusive growth and job creation
2. Reducing poverty and tackling the high cost of living
3. A capable, ethical and developmental state.

The core HWSETA skills development interventions must be implemented in line with the strategy priority 2 of the MTDP in order to address the problem of unemployment in order to alleviate poverty.

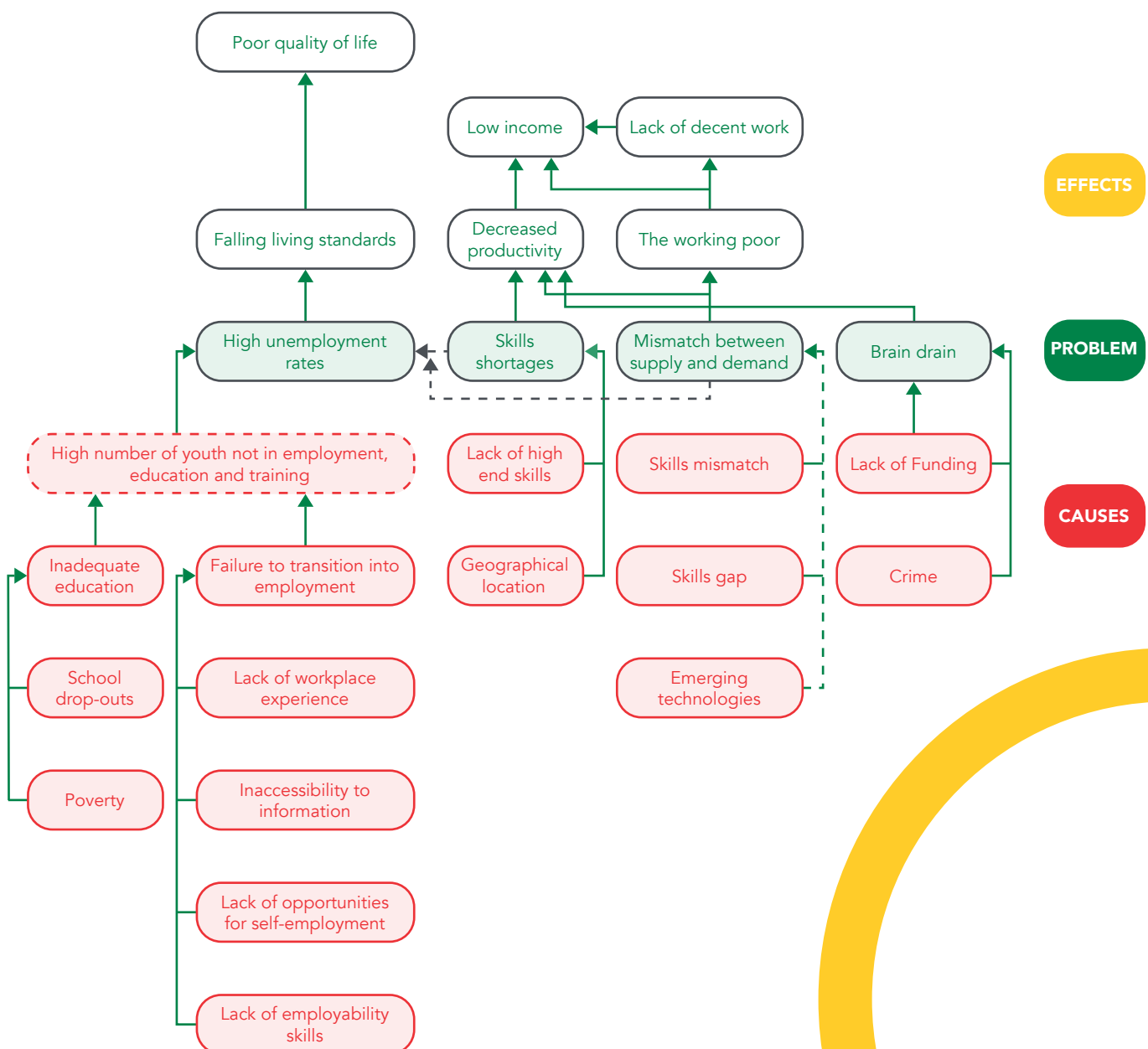
3.2.2 Problem analysis: Understanding the root causes

The unemployment rate, which fuels poverty and drives up living expenses, is the main issue that needs to be addressed in relation to MTDP priority 2. The key root causes that need to be addressed include:

- Inadequate education and thus limited educational achievement among youth
- Failure of graduates to transition from school education into employment
- Shortage of skilled workers
- Mismatch between skills sets and labour market demands.

The problem tree below summarises the analysis of the identified challenges, core problems and root causes that hinder a reduction in unemployment.

FIGURE 10: PROBLEM ANALYSIS BASED ON THE MTDP (2024-2029)



Root cause 1: Inadequate education among the youth

- In South Africa, low educational attainment and social and economic disadvantages are the primary factors driving high unemployment and the significant proportion of young people without employment, education, or training (NEET).
- Dropouts from high school go straight into unemployment and are likely to stay there for a long time. Having education beyond matric increases the probability that an individual will retain formal sector employment. Thus, education plays a crucial role in equipping young people with the skills and competencies necessary to succeed in the workforce.
- Too many young people in South Africa are becoming detached from education and the labour market, which can damage their long-term employment prospects and their standard of living.

Root cause 2: Failure of graduates to transition into employment.

- It can be difficult for young people to make the transition between work and school, leading to increased unemployment among new graduates but not necessarily because there are no jobs available. Employers often look for more than educational qualifications to ascertain that a young person will perform well. Therefore, opportunities for workplace training can ease the transition from school to work for young people.
- The South African education system still lacks the practical and experiential learning teaching methods. Experiential learning is rarely used as an effective way of gaining knowledge and experience, yet it is probably the most powerful way of learning entrepreneurship. As unemployment levels increase, entrepreneurship and self-employment may be a solution to the crisis of unemployment. However, this is not always feasible because of a lack of promotion of entrepreneurship by the education system and a lack of mentorship and funding.
- The lack of information about which skills are in demand and where jobs are available results in many young people making a career choice that is not based on the realities of the labour market.

Root cause 3: Skills shortages

- There is an increasing shortage of qualified skilled workers as well as jobs that remain vacant for long periods. The longer the vacancy period, the more difficult it is to fill the job. As a result of unfilled vacancies or unsuitable personnel, the shortage of skilled workers can lead to productivity losses and decrease in employment. This results into a situation where we have people who need work but do not have the skills needed to do the job.
- Access to employment opportunities is also dependent on geographical location, with urban areas generally offering better employment prospects than rural area. Also, the lack of skilled people in rural areas contributes towards unemployment in these areas. A young person living in this area but without these skills will have difficulty finding a job.

Root cause 4: Mismatch between supply and demand

- A mismatch between the skill sets of the unemployed (labour supply) and the needs of employers (labour market demand) is the key reason behind unemployment. The mismatch occurs because the unemployed are unwilling or unable to change skills or to move to a location where their skills are in demand. As a result, it becomes costly to match people with jobs, which means that unemployment is often prolonged.
- The number of entry-level unskilled jobs has decreased and continues to decline due to a gradual change in demand from less skilled to more skilled workers, thus creating a mismatch for young people with low education and skills levels.
- A mismatch between the skills taught in higher education institutions and those required in the labour market also increases levels of unemployment.
- The skills demanded in the labour market are not those that the labour supply has, which often occurs with technological change.



3.2.3 Effects of the problem

- The number of people defined as NEET remains high, especially among young women, which poses challenges for long-term employment prospects and for acceptable standards of living.
- As a result of skill mismatches, employed persons living in poverty (the working poor) participate in informal, nonproductive and low skilled jobs, which often means precarious work conditions. The working poor are likely to earn low incomes which often results in widening income inequality.
- Increasing unemployment leads to a decrease in productivity. This often leads to lower incomes that may not be adequate to support a decent living.
- The lack of good quality jobs drives skilled workers to migrate abroad for better prospects.
- The lack of decent and productive jobs results in underutilised labour. This covers people who are not working but want to work and those who are working but want more work.
- The contributing factors to underutilised labour include underemployment, brain drain, low income jobs and low productivity.

3.2.4 Problem and solution related to MTDP objectives

3.2.4a Goal and outcomes

The goal is to reduce poverty and tackle the high cost of living by investing in people through education, skills development and affordable quality healthcare. The desired outcomes linked to the goal are:

- Increased labour productivity
- Increased decent and productive employment
- Retain high skilled workforce
- Employable youth graduates.

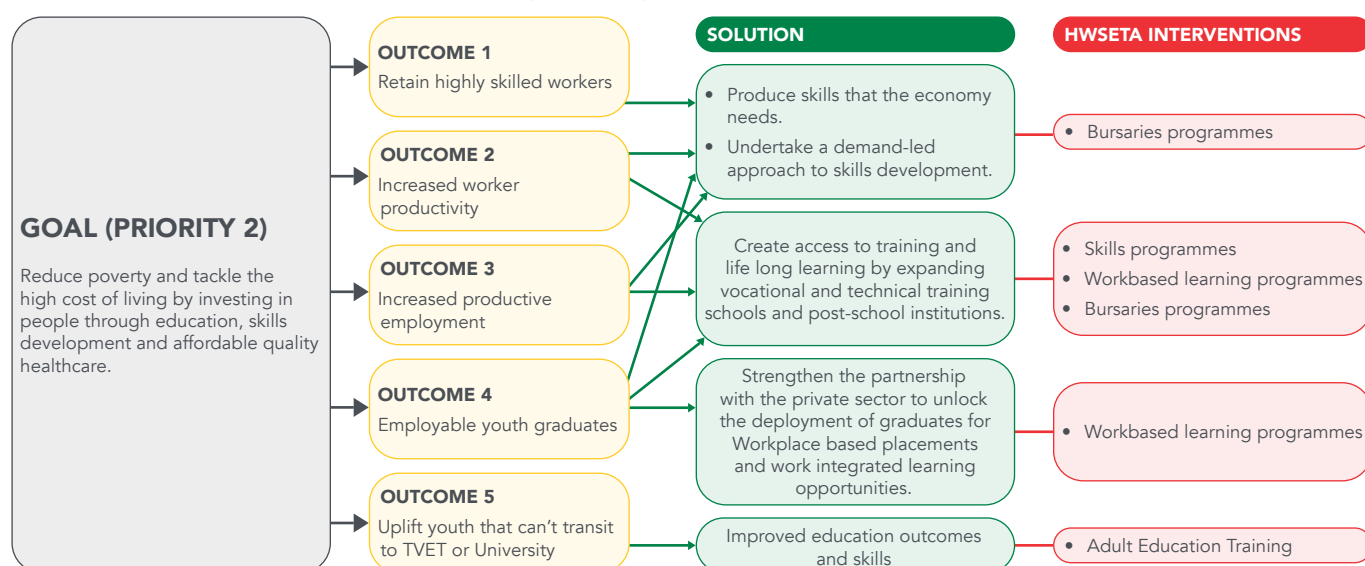
3.2.5 HWSETA's approach towards implementation of the MTDP priority 2

HWSETA's approach towards implementation of the MTDP includes integration of the MTDP priorities and outcomes into HWSETA's strategy and plans.

The solutions that will be implemented that are aligned with the MTDP priority 2 outcomes are:

1. To produce skills that the economy needs.
2. To undertake a demand-led approach to skills development.
3. To create access to training and lifelong learning by expanding vocational and technical training in schools and post-school institutions.
4. To strengthen partnerships with the private sector to unlock the deployment of graduates to workplace-based placements and work-integrated learning opportunities.

FIGURE 11: SOLUTION ANALYSIS FOR THE MTDP (2024-2029)



3.2.6 HWSETA's Theory of Change

The Theory of Change is a tool used by HWSETA for measuring the SETA's performance. The guidelines for implementing the Revised Framework for Strategic Planning (RFSP) recommend the Theory of Change as one of the planning tools that can be used by institutions. The benefits to planning involve the provision of:

- A thorough strategic logic for achieving identified change or impact
- A description of the process for reaching commonly understood results
- A process that precisely describes the type of changes stakeholders want to achieve
- A clear explanation on why change is expected to happen in a particular way.

The guidelines for implementing the RFSP also recommend that once the results chain has been developed, impact and outcomes should be reflected in the SP, outputs should be reflected in the APP and activities reflected in the Annual Operational Plan (AOP). Theory of Change is one of the tools that can be used to determine a pathway for achieving desired results. Elements of the theory include:

- The pathway of change.
- Results and preconditions (impact, outcomes, outputs, activities and inputs).
- Indicators.
- Assumptions.

3.2.7 HWSETA stakeholder analysis

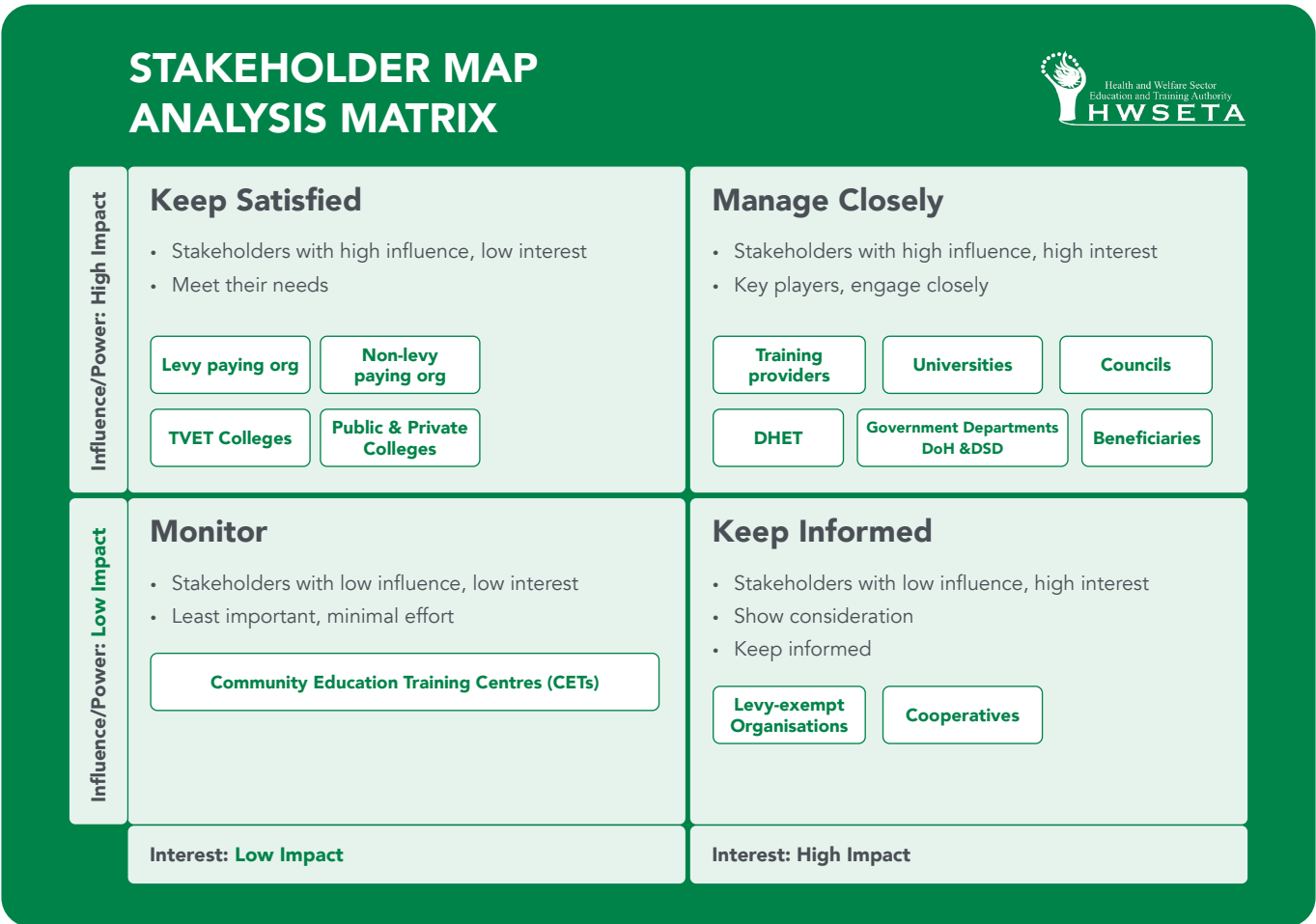
Stakeholder analysis identified major needs and interests of all agents who have an interest in skills development in the health and welfare sectors. Main stakeholders and their roles and responsibilities were identified.

TABLE 7: IDENTIFICATION OF MAIN STAKEHOLDERS, THEIR ROLES AND RESPONSIBILITIES

NO.	STAKEHOLDER/ROLE PLAYER	ROLES AND RESPONSIBILITIES
1	Levy-exempt organisations	Deliver Health and Social services
2	Non-levy-paying organisations	
3	Levy-paying organisations	
4	National and provincial Department of Health Department of Social Development	Delivering and monitoring of Health and Social Development services
5	Strategic partnerships (Universities, TVET colleges, public/private colleges, community education training centres)	Provide training
6	Professional bodies	Regulation of the respective professions
7	Training providers	Recruitment and training of beneficiaries
8	DHET	Provides funding and mandate oversight
9	Beneficiaries	Target population and recipients of the intervention benefits

Stakeholders were assessed based on power, influence and interest.

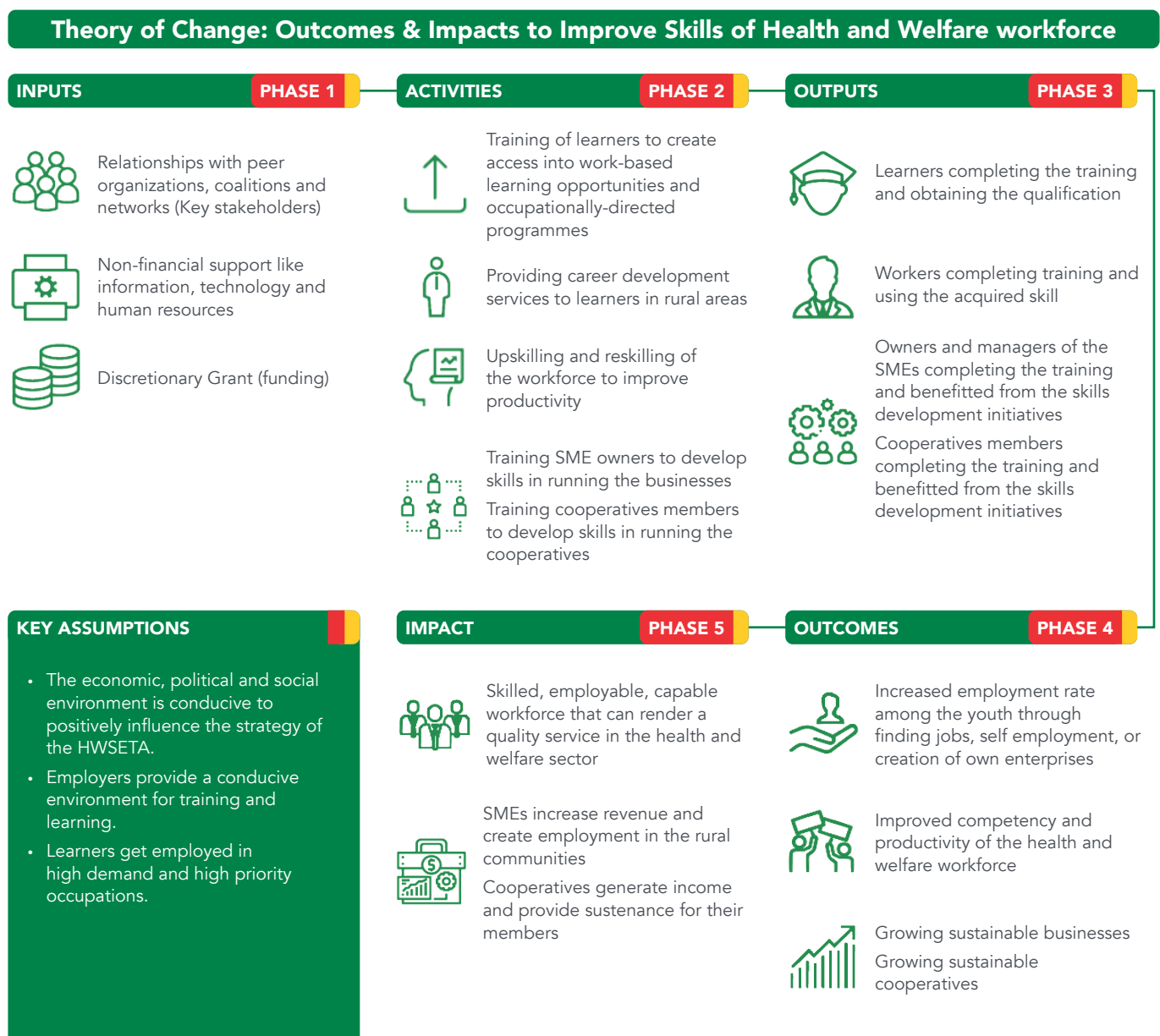
FIGURE 12: STAKEHOLDER ANALYSIS AND MAPPING



In accordance with the stakeholder analysis matrix above, the key players include DHET, universities, professional bodies (councils), training providers, government departments (DOH and DSD) and beneficiaries. This group has high power or influence and high interest in the delivery of HWSETA's mandate. They are engaged closely and are involved in projects and decision-making. Those that have high power and high interest are levy-paying organisations, non-levy-paying organisations, TVET colleges and other colleges. They engage regularly to ensure that their needs are met. The stakeholders that have low power but high interest are levy-exempt organisations and cooperatives. This group is informed and consulted regarding their areas of interest. The low priority group includes community education centres — their influence and interest are low. They are therefore monitored and regularly updated.



FIGURE 13: OVERVIEW OF HWSETA'S THEORY OF CHANGE



If

HWSETA receives funding and builds capacity through human capital development, uses technology and has strong relationships with key stakeholders

so that

it is able to efficiently and effectively

- train learners to create access into work-based learning opportunities and occupationally directed programmes
- provide career development services to learners in rural areas
- upskill and reskill the health and welfare workforce
- train SME owners and cooperative members to develop skills in running the businesses and cooperatives, respectively

to enable

- learners to complete training and obtain qualifications
- workers to complete training and use their acquired skills
- owners and managers of SMEs to complete training and benefit from skills development initiatives
- cooperative members to complete training and benefit from the skills development initiatives.

This leads to

improved employment rates among youth through job creation, self-employment and development of own enterprises, improved competency and productivity of the health and welfare workforce

and

growing sustainable businesses and cooperatives

and results in

skilled, employable, capable workforce that can render a quality service in the health and welfare sector

and

increased revenue for SMEs and income for cooperatives, thus creating employment in rural communities and provides sustenance for their members.

3.3 HWSETA policies and strategies of the 5-year period

Guided by its institutional policies, HWSETA is endeavouring to implement the following strategies over the 5-year period:

TABLE 8: INSTITUTIONAL POLICIES AND STRATEGIES OVER THE 5-YEAR PLANNING PERIOD

HWSETA POLICY	STRATEGY OVER FIVE YEARS
Research Policy	• Develop SSP to identify occupations in demand and skills needs • Conduct research to produce research outputs stipulated in the NSDP (2030) • Support research agendas of professional councils, Workers College, National Health Laboratory Services, SANGO Net and the South African Federation for Mental Health • Publish research papers produced by postgraduate beneficiaries aligned to the HWSETA's research agenda • Support authorship of books and funding of research fellows • Support health and welfare sector lecturers and students from higher education institutions to conduct research in curriculum development • Conduct surveys that focus on current and future digital skills.
Quality Assurance policies	• To accredit skills development providers to offer occupational qualifications • Register assessors and moderators • Endorse learner achievements and issue qualification certificates • Administer EISA examinations on behalf of HWSETA • Develop occupational qualifications for the sector • Translate all HWSETA learning materials to Braille • Promote e-learning training by skills development providers • Foster partnerships between TVET colleges and private colleges to offer health and welfare sector education programmes • Include sectorally appropriate digital skills development within training programmes and internships • Occupational qualifications developed by HWSETA should secure buy-in by other PSET subsystems for recognition and seamless articulation.
Discretionary Grant Policy	• Target youth not in employment, education or training (NEET) for job creation • Provide support for small businesses owned by persons with disabilities • Fund learning programmes as defined by the Skills Development Act • Fund Continuous Professional Development (CDP) activities • Fund honours degrees to create a pipeline for persons eligible to enrol for master's degrees so as to achieve the NDP objective to produce more PhDs and expand the proportion of university teachers with PhDs and to facilitate professional registration for occupations that require a master's degree to practise (such as psychology) • Develop lecturers of TVET and other colleges in the sector and universities through postgraduate bursaries • Support postschool education institutions with teaching aids to strengthen learner support • Provide teaching aids such as uniforms for radiography students, for example, who require R4000 to purchase the uniform that protects them from radiation. Other teaching aids include computer centres, cadavers, simulation aids, etc • Support of NGOs and NPOs by HWSETA will involve funding of skills development initiatives to strengthen governance and fundraising skills. These organisations will be capacitated to become workplaces where host-employers can place learners for work-integrated learning and internship programmes • Fund veterinary and para-veterinary students to ensure that there are enough veterinary professionals to maintain animal health and secure food safety • Fund a skills programme on ethical leadership • Fund basic, intermediate and advanced digital skills sets to assist job seekers and to upskill workers • Fund advances digital literacy for academic staff and equip them with digital fluency and mastery.
M&E Policy and Framework	• Monitor and evaluate the performance of HWSETA in carrying out its mandate • Measure the impact of HWSETA's funding strategies • Conduct M&E of HWSETA's funding programmes, in particular the work-integrated learning programme for universities of technology and the internship programme implemented by the NDoH • Conduct track and trace studies annually for students funded by HWSETA who complete learnerships, internships, apprenticeships and university programmes funded by bursaries.

HWSETA POLICY	STRATEGY OVER FIVE YEARS
Partnership Policy	Partner with key stakeholders such as: • Partner with the South African Federation for Mental Health to support capacitation of mental health workers to provide services remotely • Partner with national health laboratories to support skills training to capacitate workers to implement e-health and m-health strategies, and also fund bursaries for international tuition required to capacitate staff to implement digitisation required in the pathology sector • Partner with the Department of Health to capacitate healthcare workers to use digital health systems. This will enable healthcare workers to meet NHI standards and achieve accreditation for health facilities. Support for NHI will focus on Primary Health Care • Partner with the Department of Health to capacitate the health workforce with skills in: ◦ supply chain and ethics ◦ emergency preparedness ◦ health and safety practitioners in workplaces ◦ leadership ◦ management ◦ governance competencies and capacity ◦ strategic health workforce planning ◦ HR development and management • Fund training of specialisations in clinical specialisations, epidemiology, biostatistics, ICU nursing, forensic nursing, occupational health and safety, mental health, laboratory health technicians and digital laboratory technicians • Fund training of workers to obtain formal qualifications in public health, health promotion, and disease prevention for community health workers • Fund the training of environmental practitioners • Partner with provincial departments of Health to support the skills development of Municipal Health Service Workers • Partner with the Worker's College to address the following skills development needs: basic, intermediate and advanced shop steward skills, OHS in the workplace, OHS and environmental legislation, knowledge of political economy, informed activism to advance the interests of the working class, participatory action research, and labour relations • Partner with SANGO Net to upskill NGO/NPO workers in analytical thinking, active learning and learning strategies, creativity, originality and initiative, technology design and programming, critical thinking and analysis, complex problem-solving, leadership and social influence, emotional intelligence, reasoning, problem-solving, systems analysis and evaluation • Partner with the SAVC to train veterinarians, veterinary nurses, veterinary technologists, laboratory animal technologists and veterinary physiotherapists and provide Day 1 skills • Partner with the Department of Basic Education and Training for social services to be rendered by non-profit companies established through HWSETA's Social Enterprises programme • Partner with entrepreneurship hubs to capacitate social service professionals who will establish social enterprises • Partner with private sector CSR programmes to support social enterprises to be established under the HWSETA's Social Enterprises programme • Partner with universities and universities of technology to support undergraduate and postgraduate programmes aligned to bio-innovation health, and bio-innovation knowledge valorisation, as tabulated in 9 and 10 below • Partner with the Gauteng Department of Health to support and address the following needs: ◦ Current HRD practitioners in GDoH require training and accreditation as Education, Training and Development Practitioners (ETDP) to become trainers for the HPO certificate ◦ GDOH appointed over 4014 Expanded Public Works Programme (EPWP) participants and placed them at various Gauteng Health institutions in the five districts to assist as cleaners, admin clerks, data capturers, groundkeepers, courtesy officers and pharmacy assistants ◦ GDOH plans to have a comprehensive developmental skills interventions aimed at improving competencies of the EPWP contractors placed within the Department ◦ Skills Development interventions such as skills programmes and accredited short courses require support from HWSETA ◦ Greater responsibility has been placed on ensuring full compliance with the OHS requirements in all facilities ◦ 48 employees have been trained in three ISO standards by the South African Bureau of Standards ◦ GDOH plans to expand the training to another 48 employees who will become ISO standards custodians • Other interventions include accreditation of existing training centres in Emergency Medical Services – Basic Life Support with accreditation bodies such as the Resuscitation Council • Partner with SAMED for training health occupations, particularly unemployed graduates, to obtain a medical coders designation and find jobs as medical coders. This will increase the number of certified medical coders in the country and support the implementation of the NHI • Partner with the South African Society for Physiotherapist to support physiotherapists with necessary skills to go into private practice • Partner with the Pharmacy Council to support research on mental health challenges of pharmacists • Partner with the DPSA to gain access into the PERSAL database • Partners with DoH to train health professionals in the social determinants of health as a skills programme or continuous professional education Planned partnerships identified for the year starting 2025-2026 of the 2025-2030 strategic plan are included in Part B under Strategic priorities

4. UPDATE TO RELEVANT COURT RULINGS

TABLE 9: RELEVANT COURT RULINGS

CASE NAME	
LER-ONG CONSULTING (PLAINTIFF)	TRUE HARVEST (PLAINTIFF)
Cause of Action – July 2019 to date. Lawsuit against HWSETA in respect of alleged material breach of contract entered between the parties in or about April 2008, Ler-Ong alleged to have suffered damages in the sum of R823 267.00 with 15.5% interest on the amount from date of demand to date of payment, being the agreed amount for the services to be rendered by the plaintiff to the defendant. Status (March 2024) HWSETA defended the matter, which has progressed as follows: Ler-Ong Consulting appointed a new attorney of record – MVC Attorneys. Pre-trial conference was set to take place on 4 October 2023, Ler-Ong proposed settlement offer in the following terms: - withdraw its claim against HWSETA, HWSETA to agree to release security for costs paid by Ler-Ong and withdraw its counterclaim against Ler-Ong, each party to pay own costs. - HWSETA proposed counterclaim with the following conditions: accepted all the conditions of the proposal offer except release of security for costs paid. - The Plaintiff rejected HWSETA's counteroffer and mentioned that HWSETA cannot take the whole paid security for costs. - New attorneys of record: Moila Attorneys served HWSETA with Condonation Application. CONDONATION APPLICATION – Institution of Legal Proceedings Against Certain Organs of State Act, 40 of 2002. Background of the Act The Act requires anybody intending to institute proceedings against an organ of the state (HWSETA is considered as such), to serve notice against such organ of the state. Ler-Ong Consulting, through its appointed legal representatives, failed to observe the requirements of Section 3(10) of the Act in question, i.e. serving the notice of intention to institute legal proceedings against HWSETA within 6 months. The Condonation Application seeks, inter alia, an order condoning the lateness of to serve HWSETA with notice to institute legal proceedings and HWSETA to be ordered to pay costs of their application if they oppose. HWSETA instructed its Attorneys to oppose, after consultation with them. Status (June 2024) The answering affidavit to oppose the above condonation application was filed outside court days and Ler-Ong opposed it. On consultation with HWSETA legal representatives it was agreed to withdraw the application to oppose. Matter set-down on an unopposed roll on 22 July 2024. Status (August 2024) On 22 July 2024, Court ordered that - LER-ONG's non-compliance is condoned. - HWSETA pay the costs of LER-ONG's application in Scale A, limited to the drafting of the replying affidavit. The file will be sent for taxation, once finalised we will receive the bill. The parties will now head to pre-trial, date not yet confirmed.	Cause of Action – March 2022 to date. Lawsuit against HWSETA in respect of alleged reputational loss in the amount of R260 000 000.00, emanating from HWSETA's failure to: Upload on its website the details relating to True Harvest's approved accreditation certificate and provide them first with accreditation number as a training institution for the prospective students and interested individuals to verify its status. Status (March 2024) HWSETA defended the matter, which has progressed as follows: - Pre-trial conference: 15/09/2023. - Counsel prepared memo for consideration by HWSETA and Attorneys – requiring certain information in preparation for a trial. - Trial date obtained for 24 August 2026, waiting for a notice of set-down.

CASE NAME	
HWSETA (PLAINTIFF) VS OTHERS (DEFENDANTS)	HWSETA (PLAINTIFF) VS OTHERS (DEFENDANTS)
Cause of Action – New Matter HWSETA is instituting lawsuits against: (1) Africa Connect (R900 000) (2) Oneness Revival Team (R206 524) (3) Remmogo Itireleng (R166 000) (4) Ludziwo Foundation (R469 000) (5) Lithala Financial Education (R989 000) for material breach of contract entered into between the parties. HWSETA has exhausted all its remedies entrenched in the Memorandum of Agreements (MoA). Subsequently Madiba Motsai Masitenyane and Githiri Attorneys were appointed to start with preparation and drafting of summons to be served on the respective stakeholders indicated above. The HWSETA is recovering debt owing in the sum of R2 730 524 with the % of interest on the amount from date of demand to date of payment (to be determined), being the payments made to each organisation following approval for funding for various programmes. Status (August 2024) - Received advisory memorandum giving HWSETA two options on how to institute summonses against the defendants. - HWSETA opted to institute summonses against individual employers - On 8 August 2024, instruction was given to the attorneys to proceed on individual employers	Cause of Action – New Matter HWSETA is instituting a lawsuit against: (1) Mr Sifiso Ngwenya (ex-HWSETA employee) and (2) Ms Didintle Masibi (Director/SDF) for unlawful and irregular payments made to the seven organisations directed and represented by Ms Masibi, being assisted by Mr Sifiso Ngwenya. The Seven organisations defrauded HWSETA and further misused the funds paid to them. HWSETA sourced forensic experts to look into the matter of alleged fraud. Findings were such that indeed collusion between HWSETA ex-employee and Ms Masibi occurred to defraud HWSETA. Subsequent to the investigation report, BLC Attorneys were appointed to start with preparation and drafting of summons to be served on the implicated parties. The HWSETA is recovering the funds irregularly paid to the seven organisations in the sum of R 2 041,198.80. Status (August 2024) - Legal opinion received on 13/8/24, highlighting inter alia: - BLC Attorneys is not persuaded that the PwC report lays the foundation to institute civil proceedings against Mr Ngwenya. - Additional evidence, especially related to the financial benefit received by Mr Ngwenya is needed to institute civil proceedings. - An enquiry into Mr Ngwenya's financial status is needed to consider the prospect of financial recovery. - BLC Attorneys recommend that the following questions be addressed to establish the strength of instituting legal proceedings: - What was the nature and extent of Mr Ngwenya's alleged financial benefit at the instance of Ms Masibi? - Is there any proof of such financial gains that can be provided to our offices? - Has a forensic audit of Mr Ngwenya's financial records been conducted and, if so, what were the findings? - Has criminal proceeding been instituted against Mr Ngwenya and, if so, what are the related charges? - Has a forensic audit of Ms Masibi's personal and organisational financial record been conducted and what was the outcome? - Has proof been obtained that the funds received by Ms Masibi have been used for the purchase of equipment. In this regard, have the suppliers of such equipment been interviewed/ approached? - The legal opinion suggests that in the absence of any proof/ evidence linking Mr Ngwenya's financial benefit to Ms Masibi's organisations, the civil proceedings will not stand or pass the test. - SAPS CAS 409/11/2023 is ongoing. As of May 2024, the IO had obtained financial records of all Ms Masibi's organisations.



STRATEGIC FOCUS OF THE HEALTH & WELFARE SETA

1. HWSETA VISION

The creation of a skilled workforce for the Health and Social Development needs of all South Africans.

2. HWSETA MISSION STATEMENT

HWSETA endeavours to create an integrated approach to the development and provision of appropriately skilled Health and Social Development workers to render quality services comparable to world-class standards.

3. VALUES OF THE HWSETA

TABLE 10: VALUES OF HWSETA

The HWSETA holds dear the following core values:

Service Excellence

Transformation

Transparency

Integrity

Respect

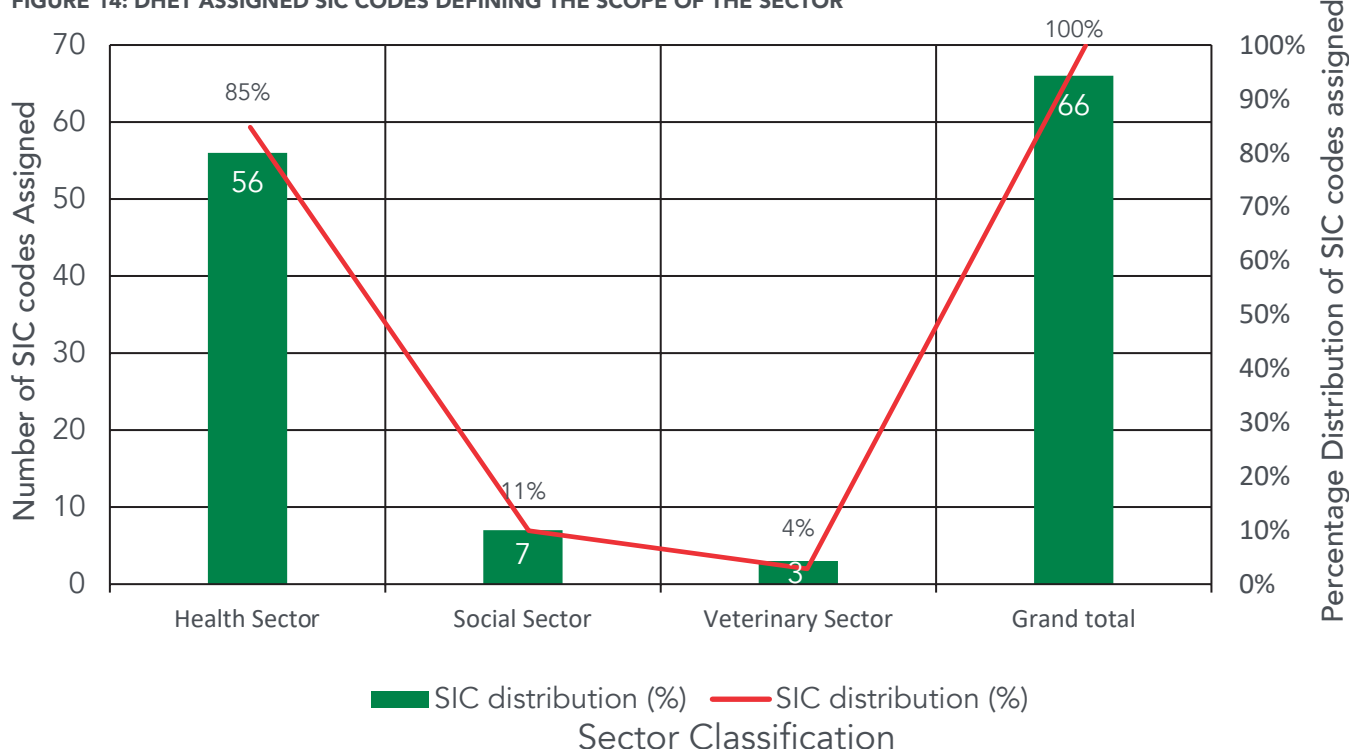
Fairness

Accountability

4. SITUATIONAL ANALYSIS

According to the re-establishment of SETA landscape [2020 – 2023] (2019), HWSETA accounts for 66 SIC codes in Health and Social Development sector (see figure below).

FIGURE 14: DHET ASSIGNED SIC CODES DEFINING THE SCOPE OF THE SECTOR



This section presents, in broad terms, information on the Health and Social Development sector based on the above assigned SIC codes. The predominance of health and social work SIC codes reflects the key roles of the departments of Health and Social Development in policy formulation, legislation, standard-setting and oversight of services rendered in the sector. These functions significantly shape both the external and internal environments of HWSETA.

In addition to these government departments, a range of other stakeholders influence the sector and the operating environment of HWSETA. These include statutory and voluntary professional bodies, NGOs, CBOs and NPOs, labour and trade unions, research and training institutions, post-school institutions (CETs, TVETs, nursing colleges and universities), other government departments (including the departments of Education and Agriculture), and SARS play key roles that have a bearing on both the external and internal environment within which HWSETA operates.

The roles of these stakeholders are summarised in the table below.

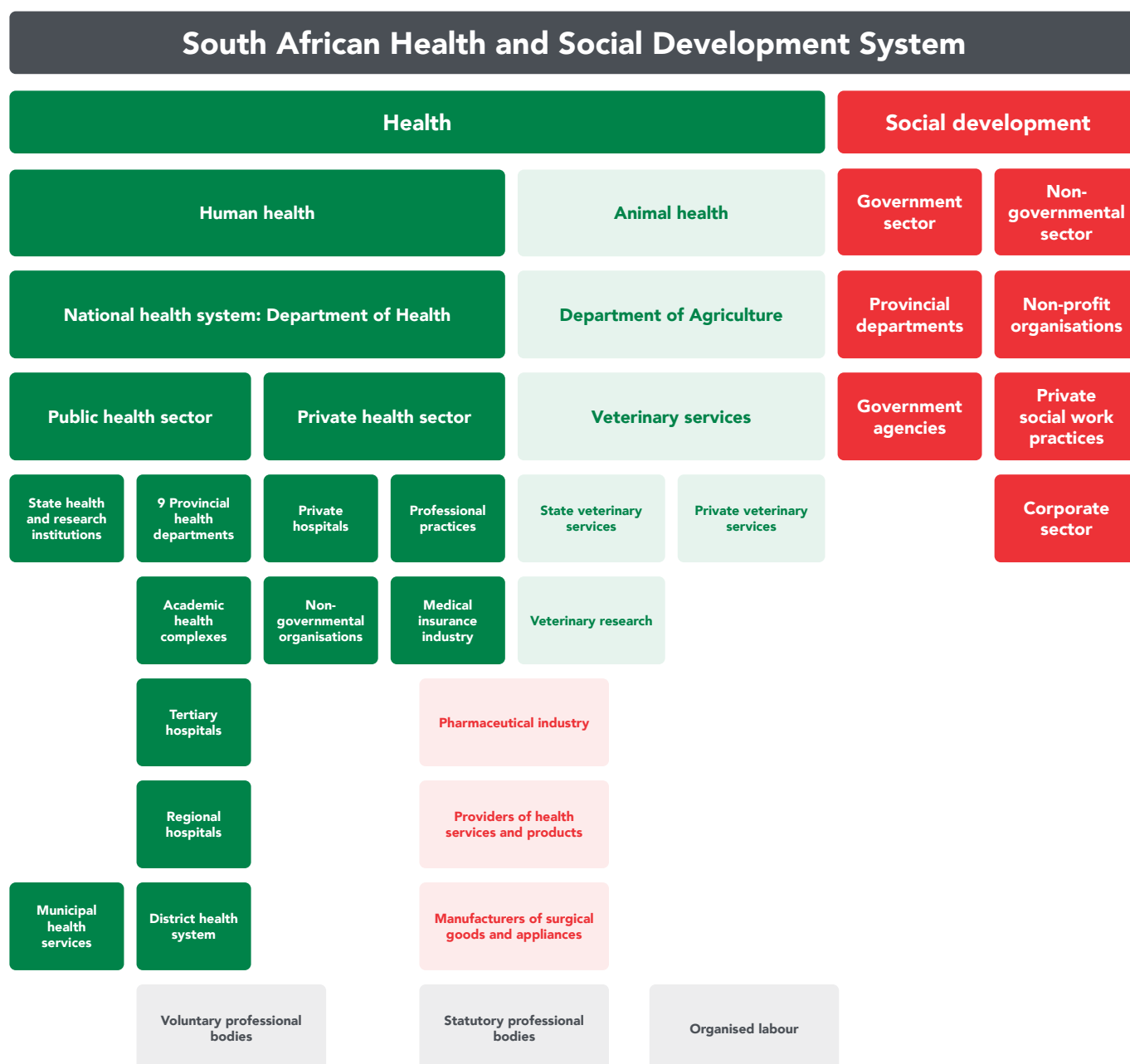
TABLE 11: STAKEHOLDERS OF HWSETA

ROLE PLAYER	KEY ROLES IN RELATION TO THE NSDP OUTCOMES
National Department of Health (NDoH): Responsible for national health policy, regulation and coordination of public health services.	Supports NSDP Outcomes 1, 2, 4 and 5 by identifying priority health occupations, facilitating workplace-based learning in public health facilities, increasing access to health-related occupational programmes, and developing the public health workforce.
National Department of Social Development (NDSD): Oversees social welfare services, including social grants and community development programmes.	Supports Outcomes 2, 3, and 5 by implementing social support programmes that address vulnerability.
HWSETA: Manages skills development and training within the Health and Social Development sector.	Directly linked to all eight NSDP outcomes by facilitating skills development and workforce capacity-building as per the SDA.
South African Nursing Council (SANC): Statutory body regulating nursing education, practice, and professional conduct.	Ensures quality nursing training and practice, impacting Outcomes 2 and 3 through professional standards and accreditation.
Provincial Departments of Health and Social Development: Manage and deliver health and social services at provincial level.	Enable Outcomes 2, 3 and 5 by implementing national policies within provinces, adapting to local needs.
Public TVET and nursing colleges: Institutions providing vocational and nursing education and training.	Support Outcomes 4 and 5 by training skilled health and social care workers, increasing workforce readiness.
NGOs, CBOs, NPOs: Civil society groups provide health and social services, advocacy and community support.	Facilitate Outcomes 5 and 6 by addressing gaps in service delivery and supporting vulnerable populations.

ROLE PLAYER	KEY ROLES IN RELATION TO THE NSDP OUTCOMES
Statutory and voluntary professional bodies: Organisations regulating various health, social and veterinary professions (e.g. HPCSA, SACSSP, SAVC, etc).	Maintain professional standards and ethics, contributing to Outcome 3 by ensuring quality and accountability in service provision.
Labour and trade unions: Represent workers' rights and interests in the Health and Social Development sectors.	Influence Outcome 7 by advocating for fair employment conditions and skills development.
Research institutions (e.g. Medical Research Council): Conduct research and provide evidence to guide health and social policy and practice.	Support Outcomes 1 and 3 by generating data to inform interventions and improve service effectiveness. Influences HWSETA through research findings that highlight urgent skills shortages and emerging needs in healthcare and biomedical fields.
Hospital Association of South Africa (HASA): Represents private hospitals in South Africa.	HASA supports Outcomes 4, 5, 7 and 8 by promoting healthcare training, partnering with colleges, addressing skills gaps and improving graduate employability.

The SIC codes associated with their respective key role players constitute economic activities that range across all healthcare facilities and services, pharmaceutical services and the distribution of medicine, medical research, non-governmental organisations and veterinary services. The social development component of the sector consists of the government, NGOs and private social work practices (see Figure below).

FIGURE 15: STAKEHOLDERS OF HWSETA



4.1 Profile of the sector

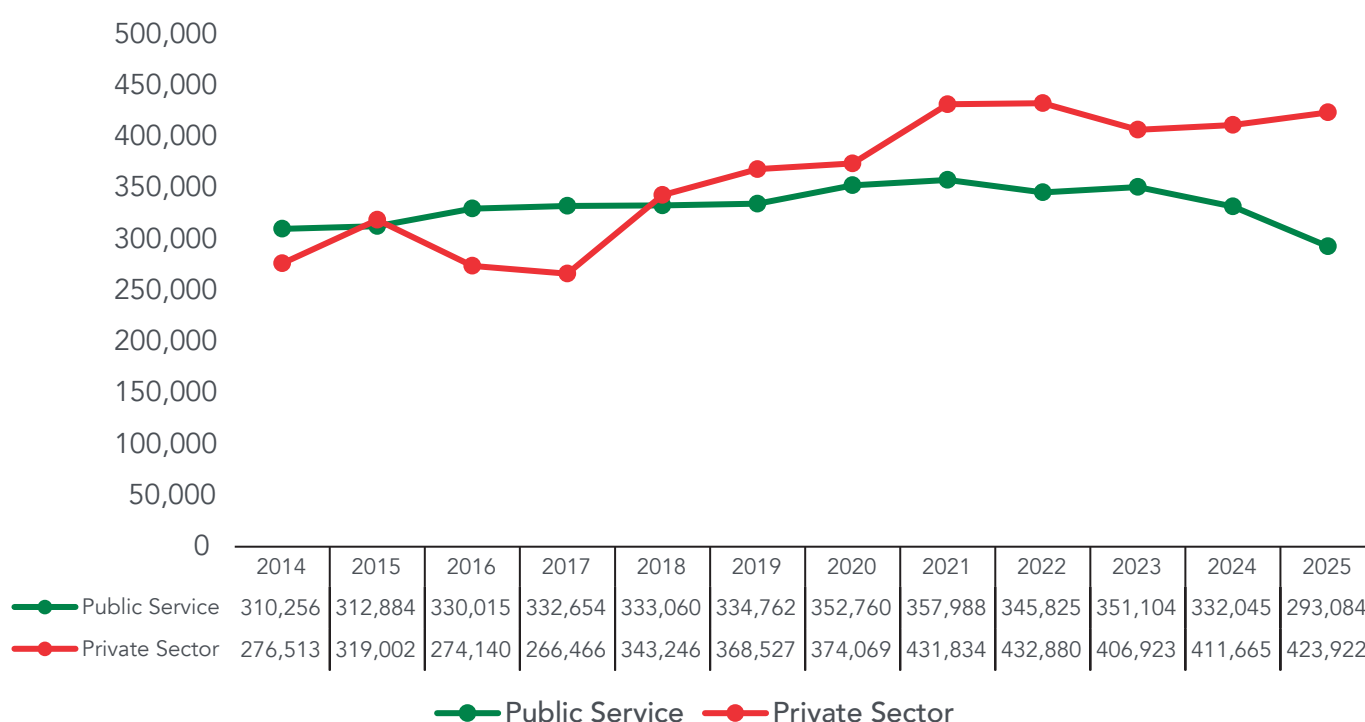
4.1.1 Total employment

Two sources were used to construct a profile of the labour force: data from WSPs submitted by private sector employers to HWSETA and data from public sector employers submitted to PSETA. The analysis in 2025 covered 717 600 people formally employed in the Health and Social Development sector, ranging from managers, professionals, technicians and associate professionals, clerical support workers, service and sales workers, craft and trades workers, plant and machine operators and elementary workers.

Approximately 423 922 (59%) are employed in private sector organisations and 293 084 (41%) work in public service departments. In the period between 2020 and 2025, public service employment contracted sharply at -3.6% annually and the private sector grew at 2.5% per year.

Overall sector employment remained relatively flat in this period with a marginal annual decline of -0.3%. This highlights the contrasting dynamics across the two sectors: a shrinking public service workforce alongside a steadily expanding private sector, which has become the primary driver of employment growth in Health and Social Development.

FIGURE 16: TOTAL EMPLOYMENT IN THE HEALTH AND SOCIAL DEVELOPMENT SECTOR, 2014 -2025



4.1.2 Trends in employment data: Gender

The table below shows the gender representation within the public service and private sector over a 5-year period (2021–2025). In this period, the public service sector consistently maintained a strong female workforce presence that represented 72-74% of employees each year. Male employees accounted for 26-28%. In contrast, the private sector showed more fluctuation in gender distribution with female representation ranging from 67-72% and male representation between 28% and 33%.

TABLE 12: GENDER DISTRIBUTION IN THE HEALTH AND SOCIAL DEVELOPMENT SECTOR, 2021 - 2025

	GENDER	2021	2022	2023	2024	2025
Public Service	Male	27%	27%	26%	27%	26%
	Female	73%	73%	74%	73%	74%
Private Sector	Male	28%	33%	29%	32%	28%
	Female	72%	67%	71%	68%	72%

Sources: Calculated from HWSETA and PSETA WSPs 2024/25

Females are in the majority in most occupation groups with the exception of plant and machine operators and assemblers, and skilled agricultural, forestry, fishery, craft and related trades, including occupations such as delivery drivers and artisans which are mostly filled by males.

TABLE 13: GENDER DISTRIBUTION ACCORDING TO OCCUPATIONAL GROUPS, 2025

OCCUPATIONAL GROUP	MALE		FEMALE		TOTAL	
PUBLIC SERVICE	N	%	N	%	N	%
Managers	3 913	40%	5 780	60%	9 693	100%
Professionals	28 775	22%	102 687	78%	131 462	100%
Technicians and associated professions	13 222	25%	40 598	75%	53 820	100%
Clerical support	10 181	33%	20 551	67%	30 732	100%
Service and sales	13 377	29%	32 341	71%	45 718	100%
Skilled agricultural, forestry, related trades	1 209	82%	272	18%	1 481	100%
Plant and machine operators and assemblers	1 595	81%	372	19%	1 967	100%
Elementary occupations	5 002	27%	13 209	73%	18 211	100%
PRIVATE SECTOR	N	%	N	%	N	%
Managers	23 253	65%	12 478	35%	35 731	100%
Professionals	91 122	78%	25 868	22%	116 990	100%
Technicians and associated professions	90 149	76%	29 005	24%	119 154	100%
Clerical support	44 375	69%	20 152	31%	64 527	100%
Service and sales	43 156	75%	14 239	25%	57 396	100%
Skilled agricultural, forestry, related trades	577	21%	2 157	79%	2 735	100%
Plant and machine operators and assemblers	1 297	19%	5 586	81%	6 883	100%
Elementary occupations	12 888	63%	7 520	37%	20 408	100%
TOTAL SECTOR	N	%	N	%	N	%
Managers	27 166	60%	18 258	40%	45 424	100%
Professionals	119 897	48%	128 555	52%	248 452	100%
Technicians and associated professions	103 371	60%	69 603	40%	172 974	100%
Clerical support	54 556	57%	40 703	43%	95 259	100%
Service and sales	56 533	55%	46 580	45%	103 114	100%
Skilled agricultural, forestry, related trades	1 786	42%	2 429	58%	4 216	100%
Plant and machine operators and assemblers	2 892	33%	5 958	67%	8 850	100%
Elementary occupations	17 890	46%	20 729	54%	38 619	100%

Sources: Calculated from HWSETA and PSETA WSPs 2025, MedPages data 2025.

4.1.3 Trend in employment: Age distribution

The table below shows the total age distribution in the public service, private health, and the total sector from 2021 to 2025. In 2025, age distribution shows clear differences between the public and private sectors. The public sector has a predominantly mature workforce with 67% of employees aged 35-55, compared with just 22% under 35 and 11% over 55. By contrast, the private sector has a relatively younger profile with 34% under 35 and just over half (54%) in the 35-55 range and 11% over 55. Across the total sector, employees aged 35-55 remain the majority (60%), younger workers under 35 account for 29% and older workers over 55 make up 11%. This indicates that while both sectors rely most on the 35-55 age group, the private sector draws more younger employees and the public sector is more concentrated in mid-career staff.

TABLE 14: AGE DISTRIBUTION IN THE HEALTH AND SOCIAL DEVELOPMENT SECTOR, 2021-2025

	2021	2022	2023	2024	2025
PUBLIC SECTOR	%	%	%	%	%
Younger than 35	26	26	24	24	22
35 to 55	63	63	65	64	67
Older than 55	11	11	10	12	11
TOTAL	100	100	100	100	100
PRIVATE SECTOR	%	%	%	%	%
Younger than 35	35	40	33	35	34
35 to 55	50	49	54	55	54
Older than 55	15	11	13	11	11
TOTAL	35	40	33	35	100
TOTAL SECTOR	%	%	%	%	%
Younger than 35	31	30	29	29	29
35 to 55	56	57	59	59	60
Older than 55	13	13	12	12	11
TOTAL	100	100	100	100	100

Sources: Calculated from HWSETA and PSETA WSPs 2021-2025.

The table below highlights the age distribution across occupational groups such as managers, professionals and associate professionals in the Health and Social Development sector for 2021-2025, which continues to reflect a mature workforce dominated by employees aged 35-55, with younger workers (<35) showing moderate participation and older employees (>55) a smaller but stable group.

Overall, these patterns confirm the centrality of the 35-55 age group across occupations, with only slight gains for younger professionals and a modest rebound of older managers, pointing to an overall stable but ageing mid-career workforce.

TABLE 15: AGE DISTRIBUTION OF EMPLOYEES IN THE PUBLIC SERVICE AND PRIVATE HEALTH ACCORDING TO OCCUPATION GROUP, 2021-2025

	2021	2022	2023	2024	2025
MANAGERS	%	%	%	%	%
Younger than 35	25	25	31	28	25
35 to 55	57	60	56	58	59
Older than 55	18	15	13	14	16
PROFESSIONALS	%	%	%	%	%
Younger than 35	28	30	26	29	30
35 to 55	58	58	59	58	59
Older than 55	14	12	15	13	11
ASSOCIATE PROFESSIONALS	%	%	%	%	%
Younger than 35	34	35	29	29	30
35 to 55	54	54	62	60	60
Older than 55	12	11	9	11	10

Sources: Calculated from HWSETA and PSETA WSPs 2021-2025. Age totals are not the same as race and gender because of missing data in records.

4.1.4 Trends in employment data: Disability

The proportion of workers with disabilities in the Health and Social Development sector remained the same (1%) between 2021 and 2025. These patterns highlight the need for targeted interventions to enhance disability inclusion in both low- and high-skill occupations, ensuring broader representation across HWSETA sector.

TABLE 16: DISABILITY DISTRIBUTION ACROSS OCCUPATIONAL GROUPS IN THE HEALTH AND SOCIAL DEVELOPMENT SECTOR, 2021-2025

	2021	2022	2023	2024	2025
DISABILITY	%	%	%	%	%
Managers	8	11	9	9	11
Professionals	21	24	21	29	19
Technicians and associated professions	18	15	16	16	20
Clerical support	34	29	31	25	31
Service and sales	11	13	13	15	8
Skilled agricultural, forestry, fishery, craft and related trades	1	1	2	2	1
Plant and machine operators and assemblers	2	1	1	1	5
Elementary occupations	6	5	6	4	5
% of total employment	1	1	1	1	1

Sources: Calculated from HWSETA and PSETA WSPs 2021-2025.

5. EXTERNAL ENVIRONMENT

PESTEL is an acronym for Political, Economic, Social, Technological, Environmental and Legal (regulatory). The primary objective of PESTEL as a tool is to scan the business environment or situational analysis of external factors either as a threat or an opportunity to the organisation concerned. According to DHET SSP framework (2024, p.19), the scanning of the environment is conducted to identify and generalise about *factors changing a sector and causing it to develop in a certain way...[affecting] skills demand or supply*. The figure below shows how PESTEL factors affect skill demand and supply.

FIGURE 17: KEY SKILLS CHANGE DRIVERS

SSP Chapter 2: Key Skills Change Drivers

Factors affecting skills demand and supply

Identify and describe major change drivers impacting on skills demand and supply in the sector.

How have these factors been identified?

How do these factors affect demand for or supply of skills?

What are the implications of these change drivers for skills planning in the sector?

Policy frameworks affecting skills demand and supply

Identify and describe major National Strategies and Plans affecting skills demand and supply in the sector (NB: those that have skills implications).

What are the implications for skills planning in the sector for each of the identified national strategies and plans in terms of demand and supply of skills?

The policy frameworks (including new and reviewed legislation) affecting skills demand and supply are classified as political and/or legal factors from the PESTEL framework as they include government policies and regulations with legal implications. These include NHI, which pursues universal access to healthcare and is expected to trigger a rapid increase in demand for health services, resulting in increased demand for clinical staff and specialists. The recently signed Second Presidential Health Compact 2024-2019 anticipates increased demand for professionals, associate professionals and technicians in line with the human resources for health requirements. The Social Development and Sector Strategy for the Employment of Social Service Practitioners is likely to increase demand for SSPs. Increased provision of care and support services in the social sector is anticipated, in line with the NDP target of training and employing 55 000 by 2030 and implementation of the National Strategic Plan on Gender-based Violence and Femicide through the National Council on Gender-based Violence and Femicide.

The analysis of the external environment further shows that, over the 5-year strategic period, low economic growth negatively affect both the public and private sectors. The Second Presidential Health Compact 2024-2029 highlights the implications of these economic conditions for skills development, as follows: The increasing health workforce demands face a shrinking fiscal environment, making absorbing and retaining the health workforce difficult for both the state and private sectors.

In the social sector, this has resulted in changes to the funding landscape with declining donor and state funds reducing funds available for training and the recruitment of personnel, particularly SSPs. The funding landscape has increased demand for M&E skills in both high and mid-level occupations, as well as fundraising skills for high-level occupations. M&E skills are needed to demonstrate the effectiveness and value for money of interventions, particularly in the light of corporate social responsibility and accountability reporting by donors.

In the veterinary sector, economic challenges have intensified competition from global market players that can reduce costs through technological efficiencies and specialist skills in their workforces. This has increased the need for advanced technical and specialist skills to maintain the sector's competitiveness.

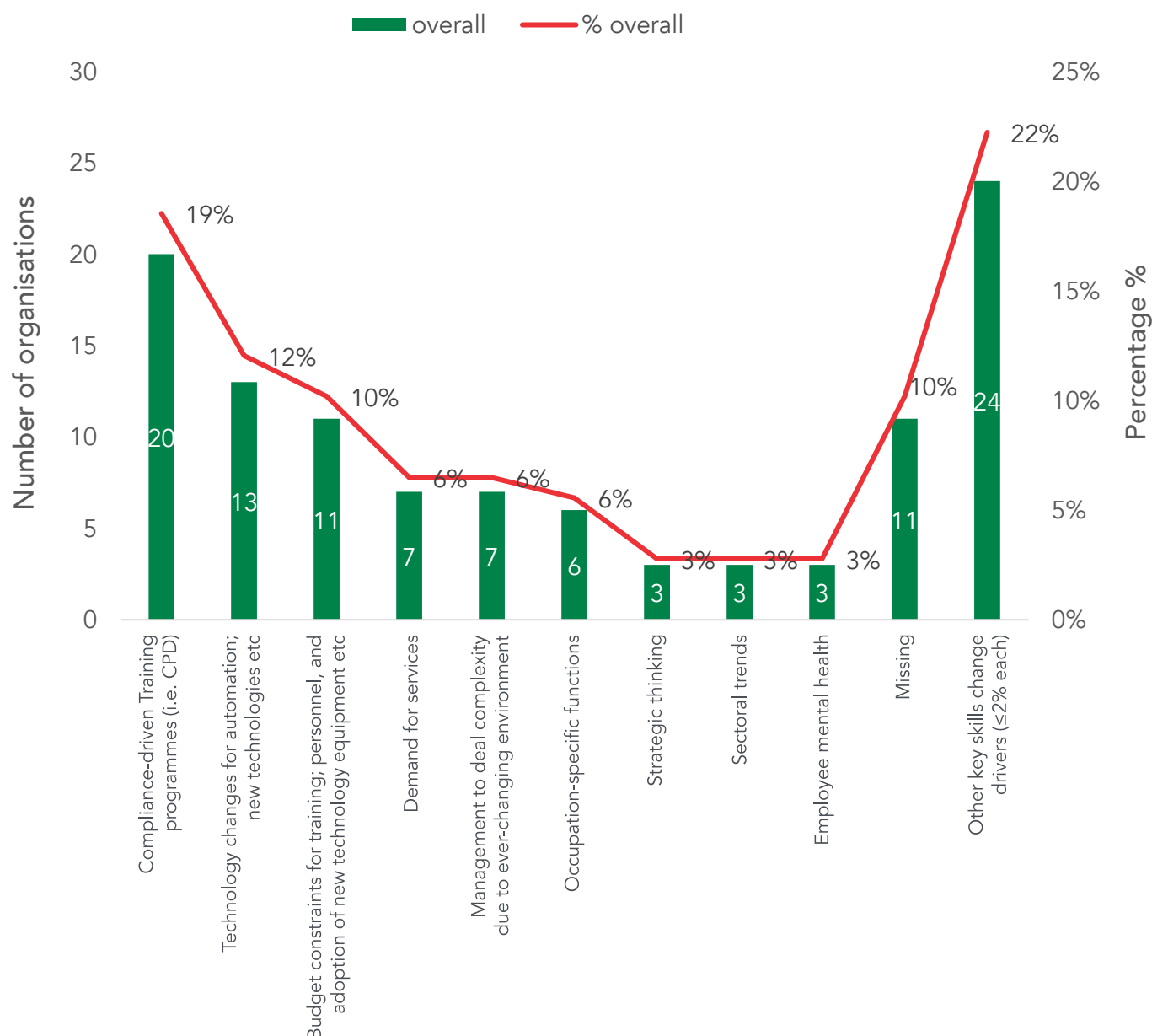
Overall, the external environment scan in 2024/25 confirms the persistence of the trends identified during the 5-year from 2019/20 to 2023/24. Economic challenges, including fiscal constraints, workforce shortages, technology changes, mental health and employee wellness and changes in legislation and the regulatory environment continue to have a significant influence on skills demand and supply in the sector.

A study was conducted in 2024/25 to identify and describe major drivers of change affecting skills demand and supply in the health sector. The study used a convenience sample of 108 respondents and found that the five most significant drivers of skills change, ranked in order of importance, were:

- a) Compliance-driven training programmes (CPD)
- b) Technological changes for automation and new technologies
- c) Budget constraints for training, recruitment of human personnel and infrastructure for the adoption of new technologies
- d) Demand for services
- e) Management of complexity as a result of the ever-changing environment



FIGURE 18: DISTRIBUTION OF THE PREDOMINANT SKILLS CHANGE DRIVERS ACROSS THE SAMPLE



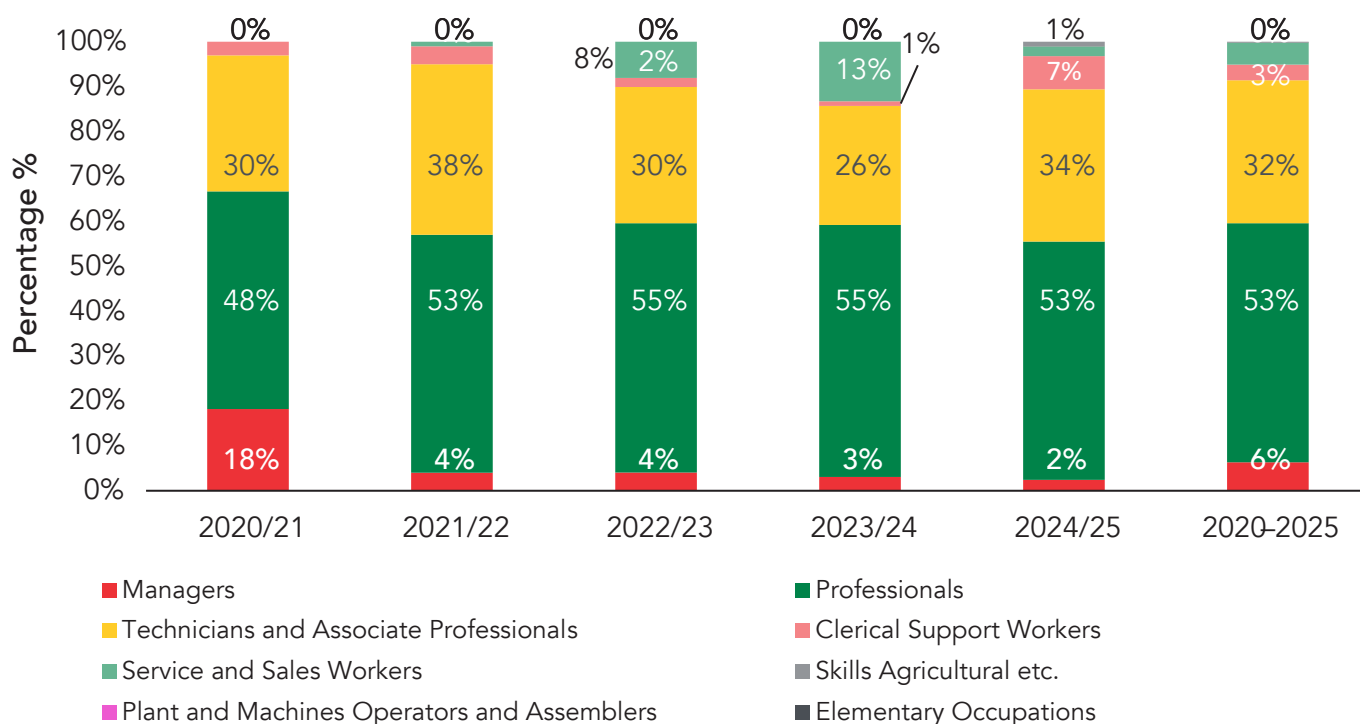
These findings confirm the analysis of both public and private planned training from the WSP/ATR 2024/25 submissions, which indicates that 94% of training is non-credit bearing, such as short courses. This preference is a response to both compliance emanating from regulation changes and customisation to ensure organisational productivity in a rapidly changing and complex environment due to technology changes and budget constraints.

Short-course training remains an effective mechanism to adapt to changes while ensuring productivity as a result of the flexibility it offers for customisation and balance between work and training time. The analysis from the SSP 2026/2027 update illustrates that commonly needed skills include computer literacy, first aid/emergency response and safety compliance. However, the public sector shows a stronger focus on governance and administrative skills, while the private sector prioritises business-specific needs such as legal compliance, commercial skills and customer service.

Demand for skills is adequately explained through hard-to-fill vacancies (HTFVs) as the Health and Social Development sector is practice-based by professionals and associate professionals who must meet minimum requirements (qualifications and experience) to legitimately practise.

The figure below shows the persistent trend of HTFVs by occupational major group. Professionals consistently accounted for the largest share of HTFVs (averaging 53%), reflecting ongoing shortages in high-skilled occupations. Technicians and associate professionals constituted the second-largest occupational group with hard-to-fill vacancies. These shortages are largely attributable to limited training capacity and an insufficient supply of candidates with the required qualifications and practical experience.

FIGURE 19: HTFVS BY OCCUPATIONAL MAJOR GROUP FROM 2020/21 TO 2024/25



Sources: Calculated from HWSETA and PSETA WSP submissions, 2021-2025.

The effect of skills key change drivers is evident in the analysis of emerging skills gaps. As shown in the table below, technology changes, economic challenges, the funding landscape and workforce shortages explain new and emerging skills gaps in the sector.

TABLE 17: EMERGING SKILLS GAPS

NEW AND EMERGING SKILLS GAPS	TIME PERIOD OF INTERVIEW	SKILLS KEY DRIVER
Digital skills	2019/20 to 2023/24	Technology changes
Digital literacy	2019/20 to 2023/24	Technology changes
New business development skills	2019/20 to 2023/24	Economic challenges and funding landscape
Risk detection and mitigation skills	2019/20 to 2023/24	Technology changes and funding landscape
Innovation	2019/20 to 2023/24	Technology change and workforce shortage
Self-care	Recent interviews (2024/25)	Technology change and workforce shortage
Fundraising skills	Recent interviews (2024/25)	Funding landscape

Sources: Calculated from HWSETA and PSETA WSP submissions, 2021-2025.

Similarly, emerging occupations, occupations emanating from skills implications of key drivers such as technology changes, national strategies and plans and any other skills change drivers, explain new and emerging occupations as shown below.

TABLE 18: NEW AND EMERGING OCCUPATIONS

NEW AND EMERGING OCCUPATIONS	PERIOD REPORTED	SKILLS KEY DRIVER
Data scientist	2019/20 to 2023/24	Technology changes
Statistician	2019/20 to 2023/24	Technology changes
	2019/20 to 2023/24	
Safety, Health, Environment And Quality (SHE&Q) practitioner	2019/20 to 2023/24	ERRP skills strategy
Environmental manager	2019/20 to 2023/24	ERRP skills strategy
Data management manager	2019/20 to 2023/24	Technology changes
Forensic pathologist	2019/20 to 2023/24	Shortage of human capital in clinical staff personnel
Nurse educator	Recent Interviews (2024/25)	Shortage of human capital in clinical staff personnel

Sources: Calculated from HWSETA and PSETA WSP submissions, 2021-2025.

In October 2024, HWSETA hosted two stakeholder engagement sessions to identify skills needs in the sector. The first stakeholder engagement was held on 25 October 2024 with the health and veterinary sectors. The second engagement was held on the 28 October 2024 with the social development sector. The skills needs identified during the stakeholder engagement sessions are included below:

TABLE 19: SKILLS NEED FOR THE VETERINARY AND HEALTH SECTOR

VETERINARY SKILLS NEEDS	SKILLS NEEDS FOR UNIVERSAL HEALTH COVERAGE	SKILLS NEEDS FOR NATIONAL HEALTHCARE NORMS AND STANDARDS FOR PROMOTING QUALITY HEALTHCARE
- Specialised veterinary skills in niche areas, including wildlife management, animal welfare and public health. Veterinarians in rural areas to address shortages in agricultural sectors, particularly livestock farming. - Specialisation in veterinary surgery and pathology to improve diagnostic and treatment capabilities. - An increase in the capacity of veterinary technicians to support veterinarians, especially in regions with fewer professionals. - CPD to keep up with evolving veterinary practices, particularly in animal health and disease prevention. - Collaboration with PSET: - Curriculum development and updating to ensure veterinary training aligns with changing demands of the profession. - Greater collaboration between the veterinary profession and educational institutions to ensure that training programmes are relevant and up-to-date with the latest advancements. (South Africa Veterinary Council)	Primary health care (phc): training in disease prevention, health promotion and early detection. Health system management: skills in resource management, strategic planning, and policy development. Task-shifting: training in delegating responsibilities to optimise the workforce. Leadership and governance: development of leadership skills to manage health systems effectively. Community health worker (chw) skills: training in preventive health, health education, and community outreach. Digital health: need for skills in telemedicine, e-health, and data analytics. Retention strategies: emphasis on improving work conditions, offering incentives, and providing career development. Workforce planning: data-driven decision-making and research-informed policy development. Leadership and governance: strategic leadership, clinical governance, mentorship, and intersectoral collaboration. Technical skills: conducting clinical audits, understanding healthcare protocols, and ethical practices. Education and training: designing equity-oriented training programmes and enhancing on-site learning through peer reviews and mentorship. Cultural transformation: embracing diversity, innovation, teamwork and effective delegation. Preventive healthcare: aligning workforce practices with preventive health and universal health coverage goals. (National Department of Health)	Regulatory and compliance skills: professionals need to be trained in understanding and applying healthcare standards and regulations. Monitoring & evaluation: skills in quality monitoring, evaluation techniques, and auditing of health facilities to ensure compliance with health standards. Risk management: ability to assess health risks, implement safety protocols, and improve patient safety across healthcare systems. Clinical leadership: development of leadership skills to manage clinical teams and uphold standards in health service delivery. Data analytics: training in data management, reporting, and performance analysis to improve facility quality. Quality improvement: skills in continuous quality improvement processes to enhance healthcare services at all levels. Community engagement: skills to engage with patients, communities and healthcare workers in promoting quality health services. (OHSC)

TABLE 20: SKILLS NEEDS FOR THE SOCIAL DEVELOPMENT SECTOR

SOCIAL ENTREPRENEURSHIP	THE SIX PILLARS OF THE NSP ON GBV-F	OPPORTUNITIES REQUIRED BY YOUTH WITH SPECIAL NEEDS TO TRANSITION FROM SCHOOL TO POST-SCHOOL EDUCATION AND TRAINING	CAPACITATION OF COOPERATIVES TO BECOME MORE SUSTAINABLE
- Increasing demand for social workers, particularly in child welfare, mental health, substance abuse and domestic violence. There is a significant need for more trained social workers for postgraduate studies (master's level). - Specialisation in critical areas like child protection, trauma counselling and mental health is necessary because of the complex nature of these cases. - Cultural competence is essential to work with South Africa's diverse population, especially for those in marginalised or vulnerable communities. Regulatory and compliance skills: professionals need to be trained in understanding and applying healthcare standards and regulations. Monitoring & evaluation: skills in quality monitoring & evaluation techniques, and auditing of health facilities to ensure compliance with health standards. Clinical leadership: development of leadership skills to manage clinical teams and uphold standards in health service delivery. Quality improvement: skills in continuous quality improvement processes to enhance healthcare services at all levels. Community engagement: skills to engage with patients, communities and healthcare workers in promoting quality health services.	Prevention and awareness: - Training in gender sensitivity and awareness programmes to prevent GBV. - Skills to implement community-based prevention initiatives. - Education on healthy relationships and gender equality. - Strengthening the criminal justice system: Legal and investigative skills to handle GBV cases effectively - Training in law enforcement for victim-centred approaches. - Prosecutorial skills to strengthen legal responses and ensure perpetrators are held accountable. Victim support and care: - Psychosocial support skills for counselling and mental health services. - Training in victim advocacy and ensuring appropriate support for survivors. - Training for healthcare professionals in responding to GBV survivors with sensitivity and respect. Accountability and monitoring: - Skills in data collection, monitoring & evaluation of GBV programmes. - Training in accountability mechanisms for ensuring GBV programmes are effective. Research and data management: - Research skills to collect and analyse GBV data for policy improvement. - Training in evidence-based practices to enhance GBV prevention and intervention programmes. - Coordination and stakeholder engagement.	Disability awareness and inclusion: training for professionals and organisations to better understand disability rights, inclusive practices and accommodation requirements for persons with disabilities. Specialised support services: skills in providing specialised care, counselling and support services for people with disabilities, particularly in health and education sectors. Advocacy and policy implementation: knowledge in advocacy for disability rights and the implementation of policies that support people with disabilities in various settings. Assistive technologies: proficiency in using and promoting assistive technologies to improve accessibility and independence for persons with disabilities. Disability-empowered employment: training in creating inclusive employment opportunities and strategies for businesses to hire persons with disabilities, including workplace adaptations. Monitoring and evaluating disability programmes: skills to evaluate programmes and services designed for people with disabilities to ensure they are effective and inclusive.	Business management skills: cooperatives need to develop skills in business planning, financial management and resource management to ensure sustainability. Entrepreneurship: training in entrepreneurial mindset and innovation to help cooperatives become self-sustaining and competitive in the market. Marketing and sales: skills in marketing strategies, branding and sales techniques to increase visibility and attract customers for cooperative products and services. Leadership and governance: developing strong leadership and governance skills within cooperatives, particularly for managing the cooperative structure and decision-making processes. Project management: skills to manage projects effectively, ensuring that cooperatives can handle growth and development. Access to finance: training in how to secure funding, manage finances and create financial sustainability through grants, loans, and other funding mechanisms. Collaboration and networking: developing skills to foster collaborations with other businesses, government bodies and organisations to expand market reach and gain support.

5.1 Partnerships planned to address skills development needs for the 2025-2030 strategic period

TABLE 21: PARTNERSHIPS PLANNED TO ADDRESSED SKILLS DEVELOPMENT NEEDS FOR THE 2025-2030 STRATEGIC PERIOD

PLANNED PARTNERSHIPS	
Department of Health	This partnership will support skills development needs of the DoH in implementing NHI and supporting nursing colleges with resources required in order to obtain full accreditation.
South African Veterinary Council (SAVC)	This partnership aims to offer various programmes to train subsistence farmers in animal health and disease prevention. It supports the One Health concept of the United Nations.
Department of Agriculture	This partnership will be sought to foster relations aimed at supporting skills development programmes in the veterinary sector.
National Electronic Media Institute of South Africa (NEMISA)	This partnership aims to offer training in digital literacy to rural youth and across the sector.
Local Government Seta (LGSETA)	This partnership aims to offer training programmes and internships to municipalities with a health and welfare mandate through co-funding and collaboration. It includes environmental health practitioners and surveillance.
Public Service Seta (PSETA)	This partnership is aimed at the massification of digital literacy skills to staff in the Departments of Health and Social Development. PSETA has other partners in this initiative and HWSETA will extend it to its public service stakeholders.
South African Medical Association (SAMA)	This partnership aims to train unemployed persons as certified ICDL coders. This is an international qualification and part of the backbone of the successful implementation of the National Health Insurance.
Department of Science Technology and Innovation	This planned partnership aims to strengthen collaboration in research between the DSTI and the NSA.
Association of South African Social Work Education Institutions (ASASWEI)	This partnership aims to support social workers to strengthen professional ethics and conduct through Continuous Professional Conduct.
SASSA	This partnership aims to access grant beneficiaries data for identification of learners receiving social grants and for accurate reporting. This will assist in profiling beneficiaries to segment them for targeted interventions, such as identifying NEETs at district level.
MICT SETA	Partner with MICT SETA in the Integrated Learner Management System.
CHIETA	This partnership aims to collaborate to develop a system that will facilitate access of school youth and NEET youth into HWSETA skills development programmes.
Other SETAs	These partnerships will be entered into in order to deliver high-impact programmes to the South African society.
Department of Basic Education	A partnership will be sought with DBE to scope special schools that will be requested to participate in HWSETA career development programmes and investigate the best occupational qualifications of the Health and Social Development sector that can be offered in schools.
Department of Social Development	This partnership aims to train social workers in supervision and management; fund postgraduate bursaries for social workers to study recognised and emerging specialisations; capacitate social service workers to have technical skills to provide mental health and substance abuse services; fund learnerships for community development, and support the recognition of prior learning of the social service workforce.
SACSSP	This partnership aims to upskill social service workers in crisis intervention and trauma counselling for vulnerable people including survivors of the pandemic and their next of kin, community interventions and coping mechanisms, mental health interventions, community organising and mobilisation, conducting awareness programmes, psychosocial support, holistic interventions and to fund learnerships in child and youth care work.
Worker's College	This partnership will address the following skills development need: basic, intermediate and advanced shop steward skills, OHS in the workplace, OHS and environmental legislation, knowledge of political economy, informed activism to advance the interests of the working class, participatory action research and labour relations.
Higher Health	This partnership will support initiatives in the Health and Social Development sector that are aimed at capacitating the workforce to lead campaigns on toxic masculinity.

5.1.1 Partnership approach for SETA-integrated high-impact programmes of HWSETA

The partnership approach for SETA-integrated high-impact programmes (SIHIP) of HWSETA is summarised in the graphic below:

FIGURE 20: SETA-INTEGRATED HIGH-IMPACT PROGRAMMES OF HWSETA



5.2 The National transformative and redress priorities

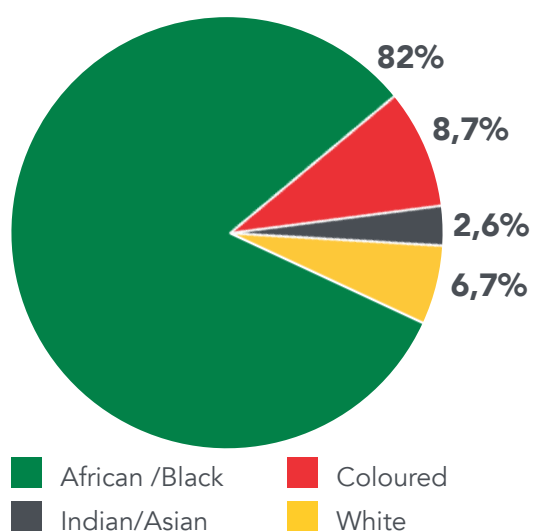
In order to respond to the national policies for the economic empowerment of women, youth and persons with disabilities and the National Rural Development Strategy, HWSETA scoped the external environment with the aim of setting equitable representation of race, gender, age, geographic location and special needs groups such as people with disabilities.

Stats SA Quarter 2 Labour Force Survey for April-June 2024 reports the South African labour force to constitute:

- **82% are Black/Africans**
- **8,7% are Coloured**
- **2,6% are Indian/Asian**
- **6,7% are White**

To create a pipeline of skills for Africans, Coloureds and Indians, the numerical percentage targets for race will have to be aligned with the composition of each race. Therefore, HWSETA's targets for the **employed are 80% for Africans, 9% Coloured, 8% for Whites and 3% for Indians.**

FIGURE 21: SETTING TARGETS FOR RACE FOR THE EMPLOYED



South African Labour Force by Race

Stats SA Quarter 2 Labour Force Survey for April-June 2024 reports the South African Labour force to be constituted of,

- 82% are Black/Africans,
- 8,7% are Coloured,
- 2,6% are Indian/Asian, and
- 6,7% are White.

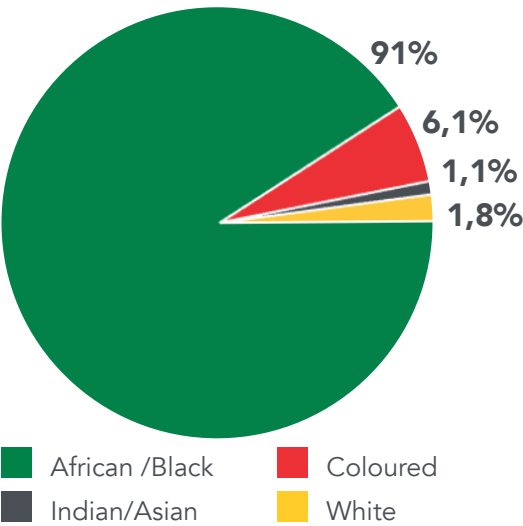
To create a pipeline of skills Africans, Coloureds, and Indians, the numerical percentage targets for race will have to be aligned with the composition of each race. Therefore, the HWSETA sets targets for the employed at 80% for Africans, 9% Coloured, 8% for Whites, and 3% for Indians.

Stats SA Quarter 2 Labour Force Survey for April-June 2024 reports that the unemployed population by race constitutes:

- **91% Black/Africans**
- **6,1% Coloured**
- **1,1% Indian/Asian**
- **1,6% White**

To create a pipeline of skills for Africans, Coloureds, and Indians, the numerical percentage targets for race will have to be aligned with the composition of each race. Therefore, HWSETA's targets for the **employed are 90% for Africans, 6% Coloured, 2% for Whites and 2% for Indians.**

FIGURE 22: SETTING TARGETS FOR RACE FOR THE UNEMPLOYED



South Africa Unemployed Labour Force

Stats SA Quarter 2 Labour Force Survey for April-June 2024 reports that the unemployed population by race to be constituted of,

- 91,0% are Black/Africans,
- 6,1% are Coloured,
- 1,1% are Indian/Asian, and
- 1,6% are White.

To create a pipeline of skills Africans, Coloureds, and Indians, the numerical percentage targets for race will have to be aligned with the composition of the unemployed by each of the races. Therefore, the HWSETA sets targets for the unemployed **at 90% for Africans, 6% Coloured, 2% for Whites, and 2% for Indians.**

Stats SA Quarter 2 Labour Force Survey for April- June 2024 reports the following findings for provincial spread of unemployment in the country:

NW (41,3%), EC (41,0%), FS (37,6%), MP (37,4%), GP (35,1%), NC (32,0%), LMP (31,4%), KZN (31,0%), WC (22,2%).

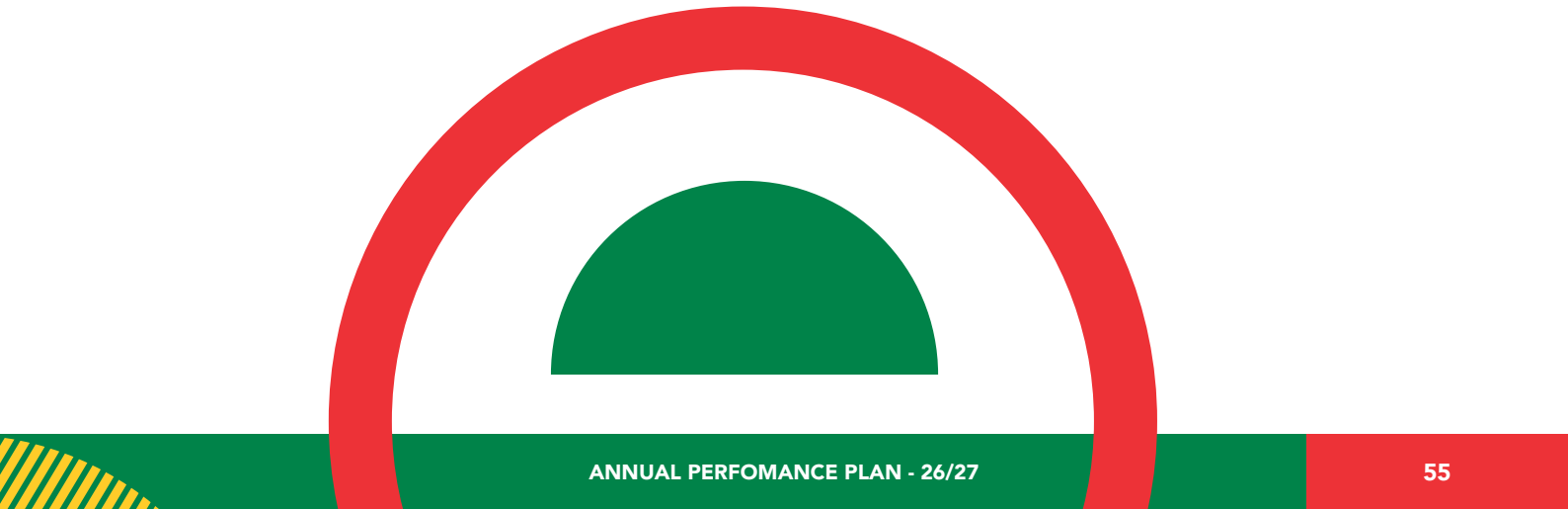
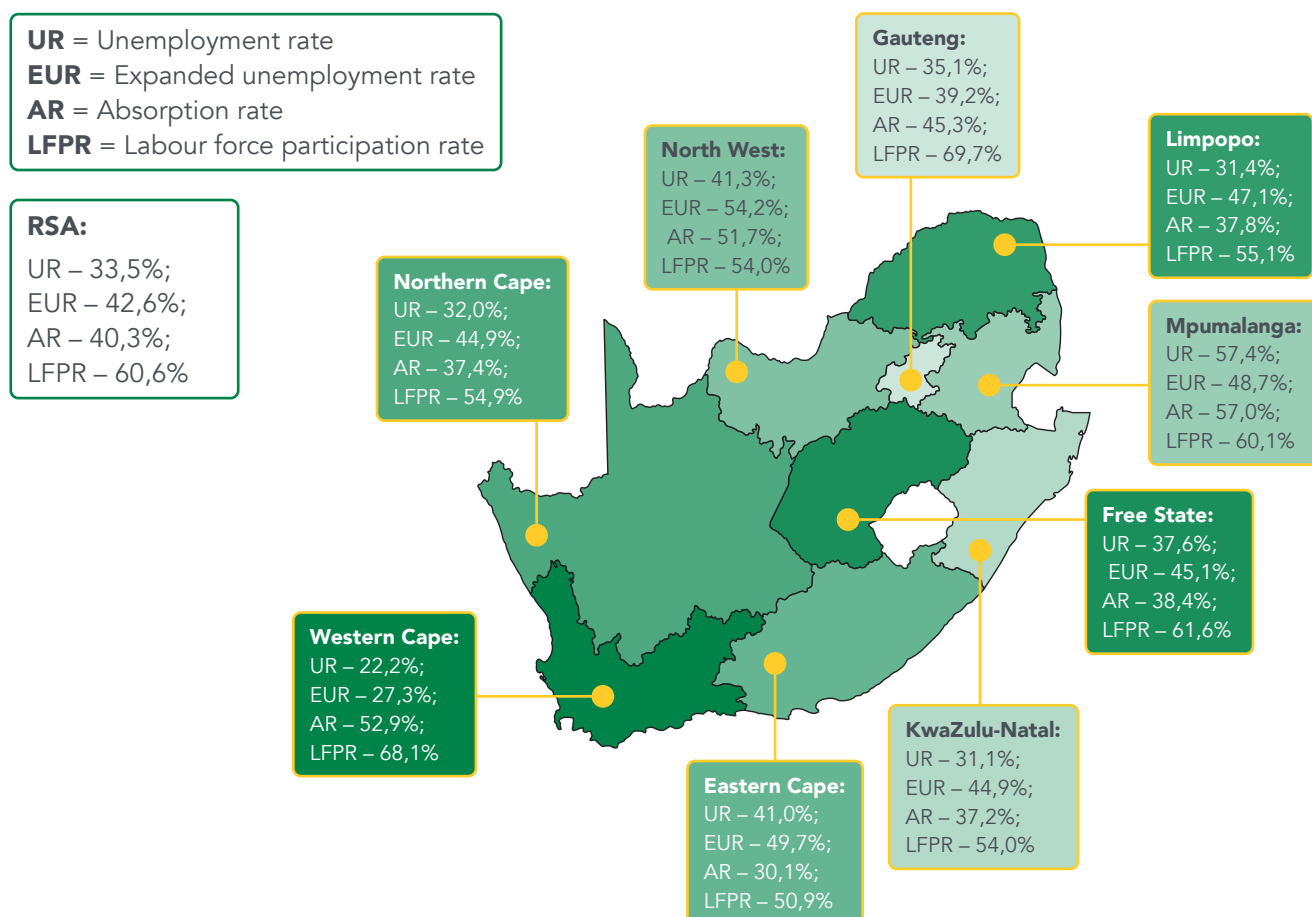


FIGURE 23: SETTING TARGET FOR GEOGRAPHIC LOCATION

Source: Provincial Unemployment Rate (Stats SA, Q2 Labour Force Survey 2024)



GEOGRAPHIC LOCATIONS OF TARGETS

Based on the Municipal Development Model

#	MUNICIPALITY	PROVINCE	#	MUNICIPALITY	PROVINCE
1	Alfred Nzo District Municipality	Eastern Cape	13	Zululand District Municipality	KwaZulu-Natal
2	Chris Hani District Municipality	Eastern Cape	14	uMkhanyakude District Municipality	KwaZulu-Natal
3	OR Tambo District Municipality	Eastern Cape	15	uGu District Municipality	KwaZulu-Natal
4	Buffalo City Metropolitan Municipality	Eastern Cape	16	Harry Gwala District Municipality	KwaZulu-Natal
5	Nelson Mandela Bay Metropolitan Municipality	Eastern Cape	17	Thabo Mofutsanyana District Municipality	Free State
6	Ehlanzeni District Municipality	Mpumalanga	18	Xhariep District Municipality	Free State
7	Nkangala District Municipality	Mpumalanga	19	Ngaka Modiri Molema District Municipality	North West
8	Johannesburg Metropolitan Municipality	Gauteng Province	20	Dr Kenneth Kaunda District Municipality	North West
9	Vhembe District Municipality	Limpopo	21	Central Karoo District Municipality	Western Cape
10	Mopani District Municipality	Limpopo	22	Cape Town Metropolitan Municipality	Western Cape
11	Sekhukhune District Municipality	Limpopo	23	John Taolo Gaetsewe District Municipality	Northern Cape
12	eThekwin District Municipality	KwaZulu-Natal	24	Frances Baard District Municipality	Northern Cape

Stats SA Quarter 4 Labour Force Survey for April–June 2024 reports the following findings for provincial spread of unemployment in the country:

* EC (41,0%); NW (41,3%); FS (37,6%); MP (37,4%); GP (35,1%); NC (32,0%); LMP (31,4%); KZN (31,1%); WC (22,2%).

As such, the HWSETA will target 24 of the 52 metropolitan and district municipalities identified as part of the Development Model of the South African Government. The following are the municipalities where a minimum of 60% employed and unemployed persons will be targeted for skills development initiatives.

For the strategic period, **HWSETA will target 24 of the 52 metropolitan and district municipalities identified as part of the District Development Model** of the South African Government. The following are the municipalities where a minimum of 60% employed and unemployed persons will be targeted for skills development initiatives.

FIGURE 24: DISTRICTS THAT WILL BE PRIORITISED DURING IMPLEMENTATION

Of the 44 rural districts, the HWSETA will prioritise 18 districts

DISTRICT DEVELOPMENT MODEL: RURAL			
1	Alfred Nzo DM (DC44)	10	Zululand DM (DC26)
2	Central Karoo DM (DC5)	11	eHlanzeni DM (DC32)
3	John Taolo Gaetsewe DM (DC45)	12	Chris Hani DM (DC13)
4	Mopani DM (DC33)	13	Thabo Mofutsanyane DM (DC19)
5	Sekhukhune DM (DC47)	14	OR Tambo DM (DC15)
6	uThukela DM (DC23)	15	Ugu DM (DC21)
7	Harry Gwala DM (DC43)	16	uMkhanyakude DM (DC27)
8	Vhembe DM (DC34)	17	Nkangala DM (DC31)
9	Xhariep DM (DC16)	18	Ngaka Modiri Molema DM (DC38)

Of the 8 Metropolitan Municipalities, the HWSETA will prioritise 6

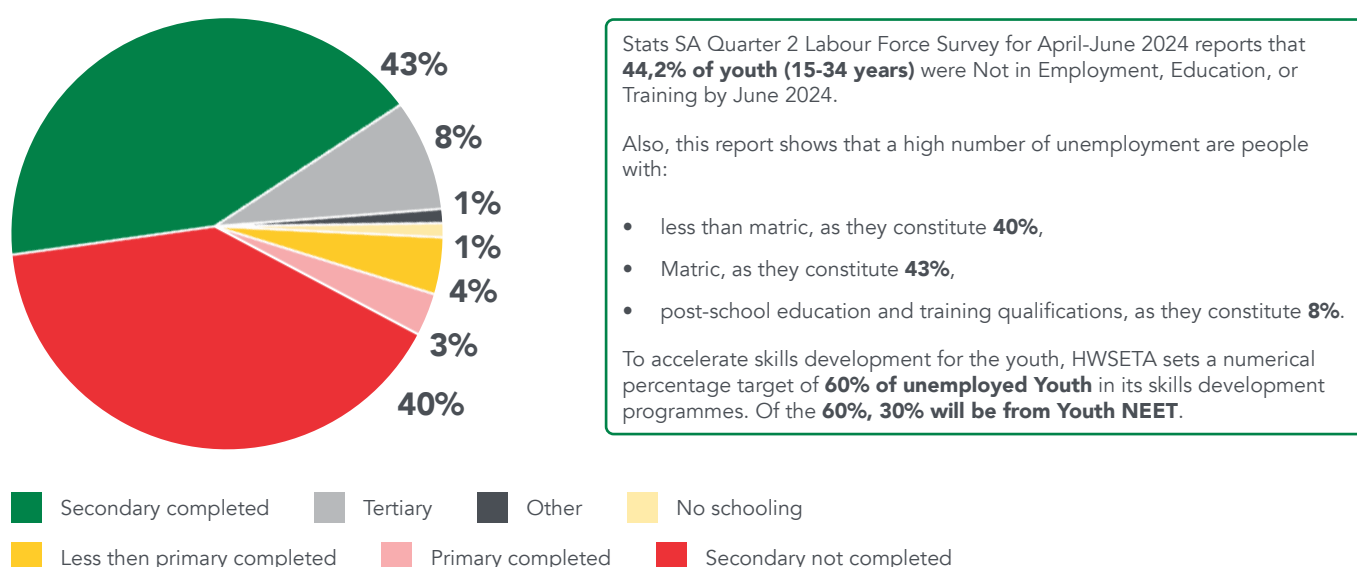
DISTRICT DEVELOPMENT MODEL: URBAN AND PERI-URBAN			
1	Johannesburg Metro (JHB)	5	Nelson Mandela Bay Metro (NMA)
2	Frances Baard DM (DC9)	6	Dr KK Kaunda DM (DC40)
3	Cape Town Metro (CPT)		
4	Buffalo City Metro (BUF)		

Stats SA Quarter 2 Labour Force Survey for April-June 2024 reports that 44,2% of youth (15-34 years) were Not in Employment, Education or Training by June 2024. Also, this report shows that a high number of unemployment are people with

- Less than matric (**40%**)
- Matric (**43%**)
- Post-school education and training qualifications (**8%**)

To accelerate skills development for youth, HWSETA sets a percentage target of **60% of unemployed youth** in its skills development programmes, **of which 30% will be youth NEET**.

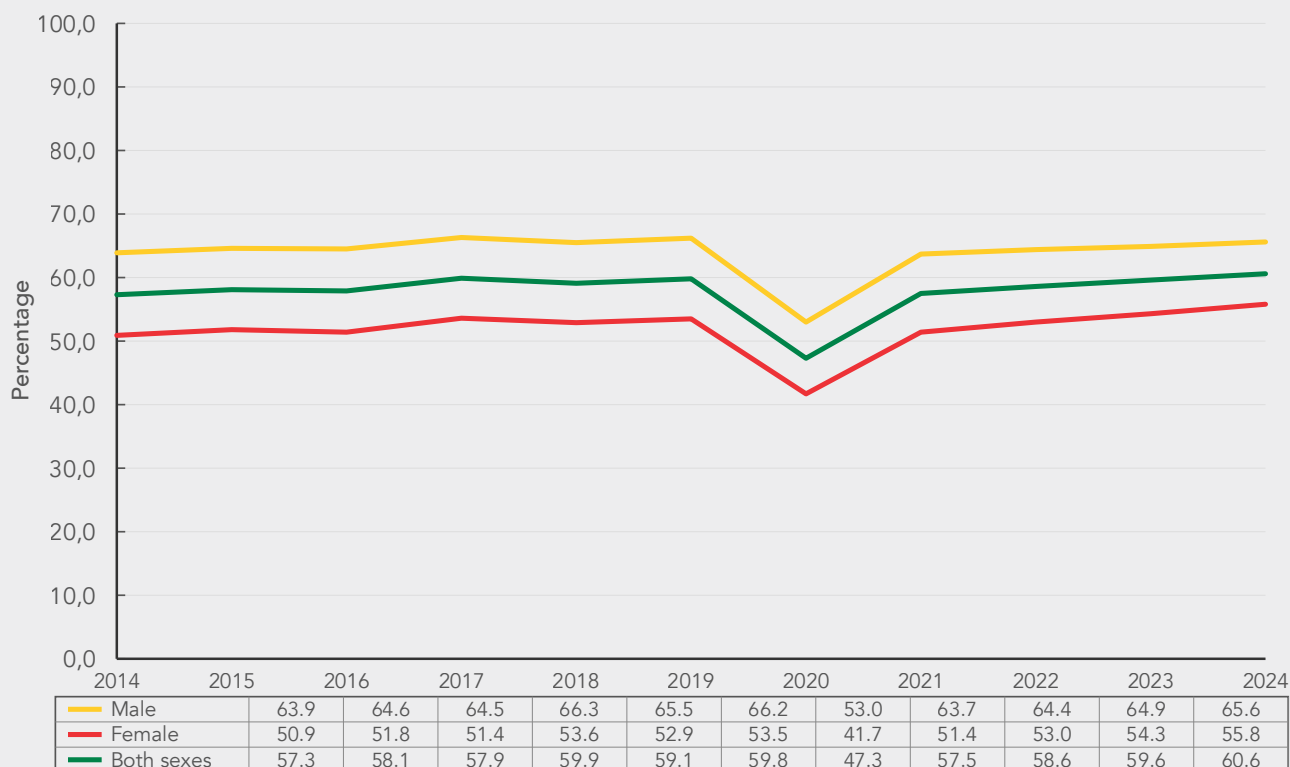
FIGURE 25: SETTING TARGETS FOR UNEMPLOYED YOUTH



The gender series produced by STATS SA in August 2024 shows a gap of 9,8% between the male and female employment rate. As such, the minimum target for closing this gap is prioritising 60% of women across skills development programmes.

FIGURE 26: SETTING TARGET FOR WOMEN (PART 1)

FIGURE 3.3: LABOUR FORCE PARTICIPATION RATE BY SEX, 2014 - 2024



Gender Series Volume XI: Women Empowerment, 2014-2024

Figure 3.3 shows the labour force participation rate by sex as the proxy to determine the size of the South African economy's productive potential.

There was fluctuation in labour force participation rates in the reporting period, nationally participation rates increased from 57,3% in 2014 to 60,6% in 2024.

Gender disparities indicated that the labour force participation rates of males were higher than that of females and national average throughout the reported period.

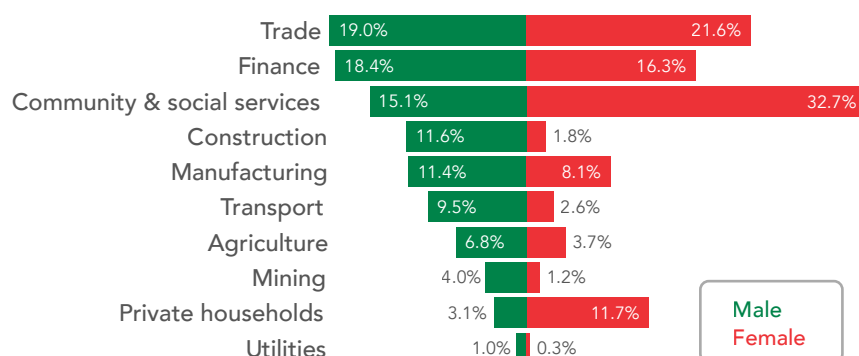
The labour force participation rate for males increased (from 63,9% in 2014 to 65,6% in 2024) while female participation rate increased from 50,9% in 2014 to 55,8% in 2024).

The gap between male and female participation rates narrowed over the years, from 13,0% in 2014 to 9,8% in 2024.

Source: QLFS Q2: 2014 - 2024

The Stats SA Quarter 2 Labour Force Survey (2024) provides the following graph for the distribution of employment by gender into different industries, as follows:

FIGURE 27: SETTING TARGETS FOR WOMEN (PART 2)



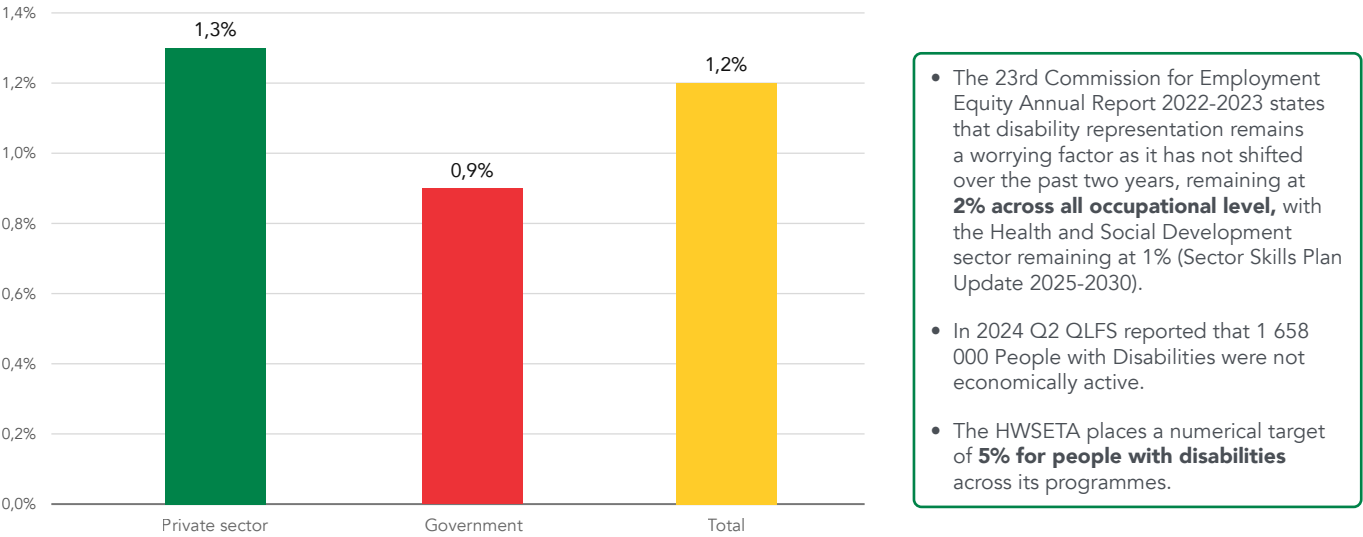
The Stats SA Quarter 4 Labour Force Survey (2024) indicates the following trends of employment by gender:

- Women are more likely to be employed in Community & Social services, Trade and Private households as compared to men.
- In order to reduce the number of females employed in private households the HWSETA will promote employment of women within occupations that offer more of professional services such as those of the health and social development sector, which are located in the Community and Social Services industries.

The Stats SA Quarter 2 Labour Force Survey (2023) indicates people with disabilities to be at 12%. This report, however, does not disaggregate the analysis for a more in-depth analysis of this population group, such as age and gender. For the strategic period, therefore, HWSETA places a target of 5% for people with disabilities across its programmes.

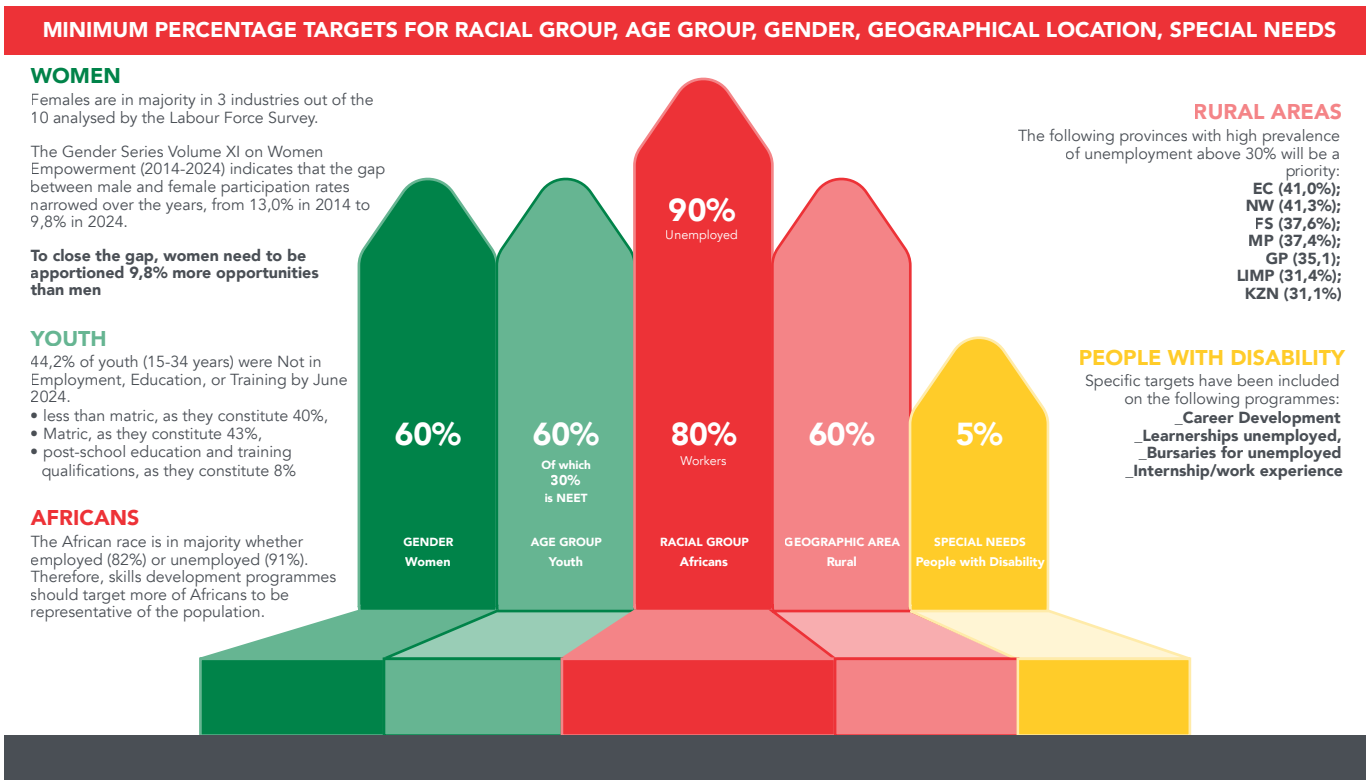
FIGURE 28: SETTING TARGETS FOR PEOPLE WITH DISABILITIES

Employment by sector



All targets for learners, both employed and unemployed, will be guided by the following targets:

FIGURE 29: MINIMUM TARGETS FOR RACE, WOMEN, YOUTH, RURAL AREAS AND PEOPLE WITH DISABILITIES



6. THE HEALTH AND WELFARE SECTOR LANDSCAPE AND SKILLS DEVELOPMENT PRIORITIES

HWSETA appreciates that the skills challenges faced by its sector are vast and exist at every occupational level. HWSETA also has a limited budget and shares the responsibility for skills development with many other role players and stakeholders. Against this background, HWSETA identified the following overarching skills development priority areas:

- a) Strengthening the skills pipeline into the Health and Social Development sector. To enable entry or access into employment in the sector at different entry points. This will entail the following:
 - Prioritising funding of bursaries, learnerships, internships and workplace-based learning to increase inflow into occupations in high demand and those experiencing persistent scarcity, such as nursing, social work, veterinary services and community development.
 - Focusing on improving access for NEET youth, especially in rural and underserved areas, through targeted interventions and collaboration with DSD, DBE and DEL.
 - Supporting the uptake of occupational qualifications for community health workers, social auxiliary workers and mid-level health professionals through increased partnerships with TVETs and CETs.
 - Leveraging tracer studies and improved internal controls in WBL programmes to enhance sample reach and evaluate programme effectiveness in improving career pathways.
- b) Advancing professionalisation and service quality.

This priority contributes to skills interventions required to improve service quality and efficiency. This will entail:

- Funding skills programmes aimed at improving consistency and quality in healthcare and social welfare services, particularly in response to updated scopes of practice.
- Supporting CPD and leadership development to upskill the current workforce in line with new regulatory standards and norms.
- Establishing targeted leadership training for mid-level professionals to ensure their readiness for managerial roles.
- Promoting lifelong learning through AET and enabling the use of technology for training in remote and disadvantaged areas.
- Strengthening M&E of accredited training providers to ensure quality delivery and continuous improvement.

- c) Supporting skills for a capable developmental state.

This priority supports the large-scale skills development interventions needed for the state to enhance the lives, health, well-being, and livelihoods of its citizens. It will entail:

- Enabling the production of critical skills needed to support public Health and Social Development services, such as mental health professionals, forensic nurses and environmental health officers.
- Funding skills development for practitioners working with persons with disabilities, older persons and other vulnerable groups.
- Expanding partnerships with NPOs, NGOs, and CBOs to deliver community-responsive training and second-chance interventions for youth and adults.
- Supporting public TVET colleges to improve vocational training infrastructure and offer qualifications aligned with current labour market demand.

- d) Enabling inclusive and equitable participation.

- Scaling up opportunities for women, youth and persons with disabilities in leadership, technical and high-demand health occupations.
- Promoting transformation in male-dominated areas such as environmental health and animal health through targeted career development support.
- Supporting inclusive training initiatives, including mentorship, bursaries, and RPL for historically disadvantaged groups, especially in rural provinces.

SETAs are obliged to develop a Sectoral Priority Occupations Interventions (SPOI) list as part of their sector skills planning processes. These lists aim to align training programmes offered in and for the sector on scarce skills or skills shortages experienced in the sector. The SPOI list is then used to guide funding decisions in the SETA. The following is the Sectoral Priority Occupations and Intervention List for 2026-2027.

6.1 Skills priorities for the 2025-2030 strategic period

Implementation of HWSETA's strategy will focus on developing skills identified through the SSP and research as priorities for the sector, as listed below:

- Skills identified in the sectoral priority occupation and interventions list 2025-2026
- Skills identified in the hard-to-fill vacancy list 2020-2024
- Skills identified in skills gaps list
- Skills identified for the development of digital and future skills (4th Industrial Revolution).

Interventions designed to develop these skills will aim to achieve minimum targets for promoting equity for gender, race, age, geographic location and people with disabilities. The Ministerial Directive on Pre-2009 Qualifications will also be addressed.



TABLE 22: SECTORAL PRIORITY OCCUPATIONS AND INTERVENTION LIST 2026-2027

SECTORAL PRIORITY OCCUPATIONS AND INTERVENTION LIST 2026/27									
SETA NAME	PERIOD	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF LEVEL	NQF ALIGNED	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY SETA
HWSETA	2026-2027	226201	HOSPITAL PHARMACIST	Clinical Pharmacist/ Health Service Pharmacist/ Hospital Chemist/	Master's degree in clinical pharmacy	9	Y	121	5
					Bachelor of Pharmacy	8	Y		15
					Occupational Certificate: Pharmacy Technician	6	Y		20
HWSETA	2026-2027	222107	REGISTERED NURSE (DISABILITY REHABILITATION)	Orthopaedic Nurse/ Rehabilitation Nurse/ Palliative Care Nurse	Master's degree in Human Rehabilitation Studies	9	Y	33	5
					Bachelor in Nursing (B.Nurs) degree	8	Y		5
HWSETA	2026-2027	222110	REGISTERED NURSE (MENTAL HEALTH)	Child and Adolescence Mental Health Nurse/ Psychiatric Rehabilitation Nurse/ Drug and Alcohol Nurse	Postgraduate Diploma in Mental Health Nursing	8	Y	240	27
					Bachelor in Nursing (B.Nurs) degree	8	Y		53
HWSETA	2026-2027	222117	MIDWIFE	Midwife Practitioner/ Certified Midwife	Advanced Diploma in Midwifery	7	Y	508	28
					Postgraduate Diploma in Midwifery	8	Y		28
					Bachelor in Nursing and Midwifery	8	Y		112
HWSETA	2026-2027	222116	NURSE MANAGER	Nurse Unit Manager/ Charge Nurse/ Charge Sister	Postgraduate Diploma in Health Services Management	8	Y	295	32
					Bachelor in Nursing (B.Nurs) degree	8	Y		65
HWSETA	2026-2027	222111	REGISTERED NURSE (OPERATING THEATRE)	Operating room nurse/ operating theatre nurse/ recovery nurse/ naesthetic nurse	Postgraduate Diploma in Operating Theatre Nursing	8	Y	689	38
					Advanced Diploma in Medical and Surgical Nursing Science	8	Y		38
					Bachelor of Medical and Surgical Nursing Science: Operating Theatre Nursing	8	Y		153
HWSETA	2026/2027	222108	REGISTERED NURSE (MEDICAL)	Hospital nurse/ general nurse/ prison nurse/ nursing prison officer	Postgraduate Diploma in Critical care (adult)	8	Y	2901	105
					Bachelor in Nursing (B.Nurs) degree	8	Y		105
					Advanced Diploma in Nursing	7	Y		105
					Diploma in Nursing	6	Y		321
					Higher Certificate in Nursing	5	Y		320
HWSETA	2026-2027	222101	CLINICAL NURSE PRACTITIONER	clinical nurse specialist	Masters degree in Nursing	9	Y	4606	251
					Postgraduate Diploma in Primary Health care Nursing	8	Y		251
					Bachelor in Nursing (B.Nurs) degree	8	Y		509
					Higher Certificate in Nursing	5	Y		509
HWSETA	2026-2027	226902	OCCUPATIONAL THERAPIST	Work Rehabilitation Therapist	Bachelor of occupational therapy	8	Y	29	10
HWSETA	2026-2027	221209	RADIOLOGIST	Medical Imaging Specialist/ Sonologist	Master of Medicine	9	Y	28	10
					Bachelor of Medicine and Surgery (MBBCh)	8	Y		6

TABLE 23: COMPLETE HARD-TO-FILL VACANCY LIST FROM 2024/25

OFO CODE	OCCUPATION	SECTOR			REASON FOR HARD TO FILL						
		PRIVATE	PUBLIC	GRAND TOTAL	LIMITED AMOUNT TRAINED/ RECRUITMENT POOL BECOMING SMALLER/LIMITED SUPPLY OF SUCH SKILLS	OCCUPATIONAL CERTIFICATE REQUIREMENTS AND TRAINING FEE CONCERNS	LACK OF RELEVANT QUALIFICATIONS	LACK OF EXPERIENCE	LACK OF FUNDING	POOR REMUNERATION/ HIGH SALARY EXPECTATIONS/ INSUFFICIENT FUNDS TO HIGHER OR OPAY SALARY	LACK OF SKILLS IN PROVINCE
222101	Clinical Nurse Practitioner	4369	237	4606	X	x					
322101	Enrolled Nurse	4291		4291	x				x		
222108	Registered Nurse (Medical)	2889	12	2901	x	x	x				
323102	Ancillary Health Care Worker	1706		1706			x				
222111	Registered Nurse (Operating Theatre)	648	41	689	x	x	x	x			
222117	Midwife	138	370	508			x				x
325801	Ambulance Officer	505		505							
226203	Retail Pharmacist	415		415	x	x		x			
222116	Nurse Manager	295		295			x	x			
222110	Registered Nurse (Mental Health)	218	22	240				x			
221210	General Medicine Specialist Physician	8	230	238	x		x			x	
422901	Admissions Clerk	222		222							
431101	Accounts Clerk	214		214	x						
432101	Stock Clerk / Officer	210		210							
222105	Registered Nurse (Critical Care and Emergency)	147	56	203	x			x		x	
422602	Medical Receptionist	159		159							
325802	Intensive Care Ambulance Paramedic / Ambulance Paramedic	136	9	145							
812904	Sterilisation Technician	135		135							
222114	Nurse Educator	127		127							
226201	Hospital Pharmacist	111	10	121	x		x	x			
422601	Receptionist (General)	114		114							
222103	Registered Nurse (Child and Family Health)	7	66	73	x	x	x				
222104	Registered Nurse (Community Health)	62	2	64			x				
325101	Dental Assistant	60	4	64							
325201	Health Information Manager	63		63							
321107	Operating Theatre Technician	63		63							
134916	Non-manufacturing Operations Foreman		61	61						x	
121101	Finance Manager	59	1	60				x	x	x	
241101	General Accountant	57		57							
441601	Human Resources Clerk	54		54					x		
331201	Credit or Loans Officer	51		51							
671101	Electrician	46	3	49				x			

OFO CODE	OCCUPATION	SECTOR			REASON FOR HARD TO FILL						
		PRIVATE	PUBLIC	GRAND TOTAL	LIMITED AMOUNT TRAINED/ RECRUITMENT POOL BECOMING SMALLER/LIMITED SUPPLY OF SUCH SKILLS	OCCUPATIONAL CERTIFICATE REQUIREMENTS AND TRAINING FEE CONCERNS	LACK OF RELEVANT QUALIFICATIONS	LACK OF EXPERIENCE	LACK OF FUNDING	POOR REMUNERATION/ HIGH SALARY EXPECTATIONS/ INSUFFICIENT FUNDS TO HIGHER OR OPAY SALARY	LACK OF SKILLS IN PROVINCE
862202	Handyperson	45		45							
321201	Medical Technician	42	2	44				x			x
321101	Medical Diagnostic Radiographer	6	37	43				x		x	
412101	Secretary (General)	42		42							
532902	Hospital Orderly	42		42							
351201	ICT Communications Assistant	37		37							
422202	Outbound Contact Centre Consultant	36		36							
252301	Computer Network and Systems Engineer	33		33							
222107	Registered Nurse (Disability and Rehabilitation)	4	29	33			x	x			
515103	Commercial Housekeeper										
121201	Human Resource Manager	31		31			x	x	x	x	
213110	Medical Scientist	28	3	31	x		x				
226902	Occupational Therapist	6	23	29				x			
225101	Veterinarian	28		28	x		x				x
221209	Radiologist	15	13	28	x						
242303	Human Resource Advisor	27		27							
321206	Medical Technologist	26		26							
321104	Sonographer	13	12	25	x						
142103	Retail General Manager	25		25			x			x	x
222113	Paediatrics Nurse		25	25							
221101	General Medical Practitioner	13	11	24				x			x
334302	Personal Assistant	24		24							
221211	Surgeon	21	2	23		x					
212103	Statistician	21		21							
251101	ICT Systems Analyst	21		21							
264103	Technical Writer	20		20							
Total	58 occupations with 20 or more HTFVs	18185	1281	19466							
	Other occupations with < 20 HTFV	1642	164	1806							
	Overall total of HTFV	19827	1445	21272							

TABLE 24: SKILLS GAPS AT THE MOST DOMINANT OCCUPATION PLANNED FOR TRAINING IN EACH OFO GROUP AND SUB-SECTOR, 2024/2025

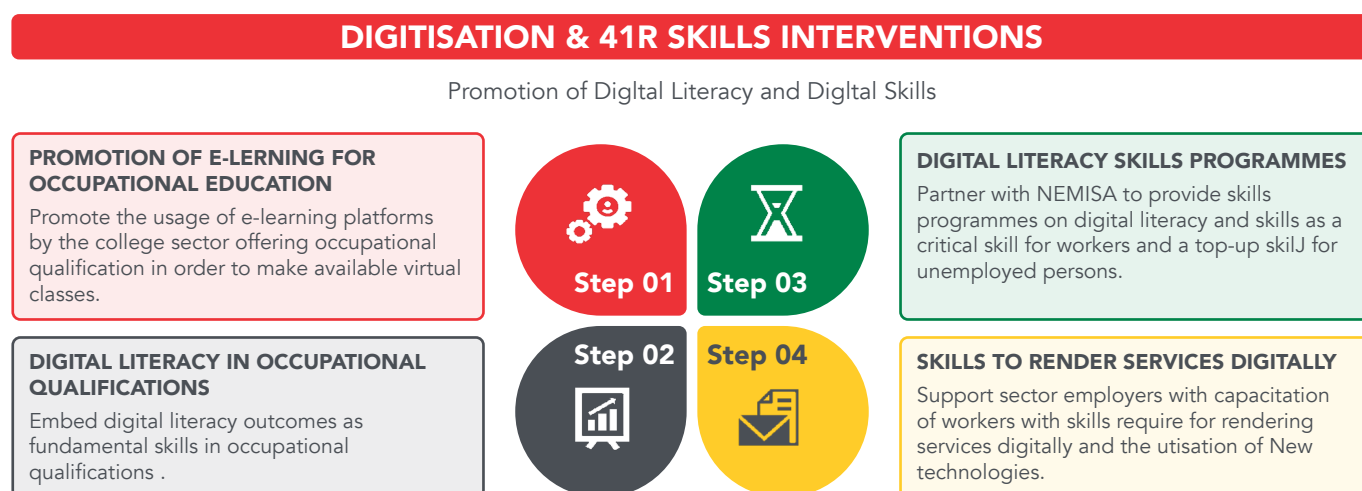
OFO MAJOR GROUP	PUBLIC			PRIVATE		
	OFO CODE	OCCUPATION	TOP 3 SKILLS GAP	OFO CODE	OCCUPATION	TOP 3 SKILLS GAP
2021-1 Managers	2021-134201	Medical Superintendent	Leadership and management skills	2021-142103	Retail General Manager	Financial management
	2021-121101	Finance Manager	Public sector governance and administration	2021-121905	Programme or Project Manager	Legal and compliance
	2021-121201	Human Resource Manager	Financial management	2021-121901	Corporate General Manager	Computer literacy
2021-2 Professionals	2021-222108	Registered Nurse (Medical)	Computer literacy	2021-263501	Social Counselling Worker	Human resources
	2021-221101	General Medical Practitioner	First aid, emergency response	2021-222108	Registered Nurse (Medical)	First aid, emergency response
	2021-222116	Nurse Manager	Leadership and management skills	2021-222104	Registered Nurse (Community Health)	Employee wellness, mental health
2021-3 Technicians and Professionals	2021-322101	Enrolled Nurse	Computer literacy	2021-322101	Enrolled Nurse	Basic life support
	2021 - 325601	Clinical Associate	First aid, emergency response	2021-732203	Emergency Vehicle Drivers	First aid, emergency response
	2021-334102	Office Administrator	Public sector governance and administration	2021-334101	Office Supervisor	Safety and compliance
2021-4 Clerical Support Workers	2021-411101	General Clerk	Computer literacy	2021-413201	Data Entry Operator	Legal and compliance
	2021-441501	Filing or Registry Clerk	Information management	2021-431203	Statistical Clerk	Human resources
	2021-431101	Accounts Clerk	Financial management	2021-441903	Programme or Project Administrators	Computer literacy
2021-5 Service and Sales Workers	2021-532902	Hospital Orderly	Computer literacy	2021-532202	Aged or Disabled Carer	First aid, emergency response
	2021-532903	Nursing Support Worker	First aid, emergency response	2021-532902	Hospital Orderly	Safety and compliance
	2021-515103	Commercial Housekeeper	Safety and compliance	2021-522301	Sales Assistant (General)	Customer service
2021-6 Skilled Agricultural, forestry, fishery, craft & related trades workers	2021-642601	Plumber	Computer literacy	2021-661502	Optical Mechanic	Commercial skills (product functionality and knowledge)
	2021-611302	Landscape Contractor	Safety and compliance	2021-641501	Carpenter and Joiner	Safety and compliance
	2021-671101	Electrician	Change management skills	2021-672206	Communications Operator	First aid, emergency response
2021-7 Plant and Machine operators and assemblers	2021-732101	Delivery Driver	Driving skills, road safety training	2021-732101	Delivery Driver	Driving skills, road safety training
	2021-715701	Laundry and Dry Cleaning Machine Operator	Computer literacy	2021-733201	Truck Driver (General)	Danger management skills
	2021-732101	Delivery Driver	First aid, emergency response	2021-734402	Forklift Driver	Forklift skills
2021-8 Elementary Occupations	2021-811202	Healthcare Cleaner	Computer literacy	2021-833401	Shelf Filler	Safety and compliance
	2021-841201	Kitchenhand	Safety and compliance	2021-812101	Laundry Worker (General)	First aid, emergency response
	2021-812101	Laundry Worker (General)	Infection prevention & control (IPC)	2021-811201	Commercial Cleaner	Basic hygiene

The Sectoral Priority Occupations and Interventions List and skills gaps, as shown above, will be implemented across operational sub-programmes and within the limitations of financial resources generated through the skills development levy.

6.1.1 Development of digital and future skills (4th Industrial Revolution)

Digital and future skills will be developed during this strategic period by promoting e-learning, digital literacy skills programmes, embedding education outcomes in digital literacy occupational qualifications and supporting employers to develop skills of the workforce for the development and usage of new technologies. The following diagram outlines the key interventions that will be implemented during the strategic period.

FIGURE 30: DEVELOPMENT OF DIGITAL SKILLS FOR THE SECTOR



6.1.2 Implementation of the Ministerial Directive on Pre-2009 Qualifications

HWSETA has re-aligned 32 qualifications and only five qualifications remain to be re-aligned. These include:

TABLE 25: QUALIFICATIONS TO BE RE-ALIGNED TO OCCUPATIONAL QUALIFICATIONS

1.	59345	Further Education and Training Certificate: Phlebotomy Techniques	NQF Level 04	120	30-Jun-2023	SGB Phleb	HPCSA
2.	64229	Advanced Certificate: Medical Rescue Technology	Level TBA: Pre2009 was L6	138	30-Jun-2023	SGB ECP	HPCSA
3.	64910	Advanced Certificate: Ultrasound Diagnostics	NQF Level 06	120	30-Jun-2023	TT 9 RCT	HPCSA
4.	64969	Higher Certificate: Clinical Technology	NQF Level 05	120	30-Jun-2023	TT 9 RCT	HPCSA
5.	65069	Advanced Certificate: Diagnostic Radiography	NQF Level 06	240	30-Jun-2023	TT 9 RCT	HPCSA

Progress on the realignment of pre-2009 qualifications to occupational qualifications are discussed in detail in the Strategic Plan and APP.

6.1.3 Inclusion and prioritisation of marginalised population groups

Marginalised and disadvantaged population groups in South Africa within the context of post-school education and training include youth, women, black people, people with disabilities and people from rural areas and townships. HWSETA will implement minimum targets for these population groups, as follows:

FIGURE 31: MINIMUM TARGETS FOR SPECIFIC POPULATION GROUPS

MINIMUM PERCENTAGE TARGETS FOR RACIAL GROUP, AGE GROUP, GENDER, GEOGRAPHICAL LOCATION, SPECIAL NEEDS

WOMEN

Females are in majority in 3 industries out of the 10 analysed by the Labour Force Survey.

The Gender Series Volume XI on Women Empowerment (2014-2024) indicates that the gap between male and female participation rates narrowed over the years, from 13,0% in 2014 to 9,8% in 2024.

To close the gap, women need to be apportioned 9,8% more opportunities than men

YOUTH

44,2% of youth (15-34 years) were Not in Employment, Education, or Training by June 2024.

- less than matric, as they constitute 40%,
- Matric, as they constitute 43%,
- post-school education and training qualifications, as they constitute 8%

AFRICANS

The African race is in majority whether employed (82%) or unemployed (91%). Therefore, skills development programmes should target more of Africans to be representative of the population.

RURAL AREAS

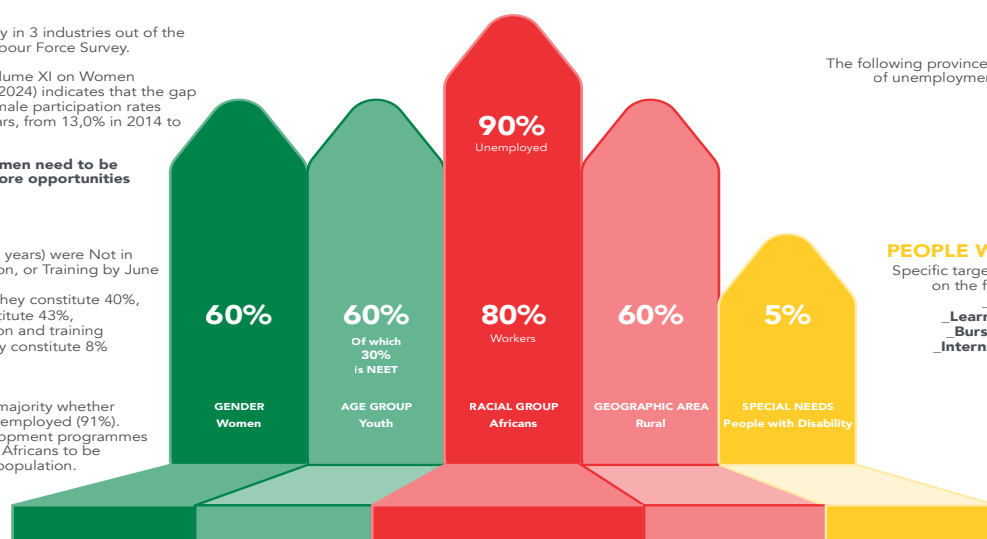
The following provinces with high prevalence of unemployment above 30% will be a priority:

- EC (41,0%);
- NW (41,3%);
- FS (37,6%);
- MP (37,4%);
- GP (35,1);
- LIMP (31,4%);
- KZN (31,1%)

PEOPLE WITH DISABILITY

Specific targets have been included on the following programmes:

- Career Development
- Learnerships unemployed,
- Bursaries for unemployed
- Internship/work experience



Of the 44 rural districts, the HWSETA will prioritise 18 districts

DISTRICT DEVELOPMENT MODEL: RURAL

1	Alfred Nzo DM (DC44)	10	Zululand DM (DC26)
2	Central Karoo DM (DC5)	11	eHlanzeni DM (DC32)
3	John Taolo Gaetsewe DM (DC45)	12	Chris Hani DM (DC13)
4	Mopani DM (DC33)	13	Thabo Mofutsanyane DM (DC19)
5	Sekhukhune DM (DC47)	14	OR Tambo DM (DC15)
6	uThukela DM (DC23)	15	Ugu DM (DC21)
7	Harry Gwala DM (DC43)	16	uMkhanyakude DM (DC27)
8	Vhembe DM (DC34)	17	Nkangala DM (DC31)
9	Xhariep DM (DC16)	18	Ngaka Modiri Molema DM (DC38)

Of the 8 Metropolitan Municipalities, the HWSETA will prioritise 6

DISTRICT DEVELOPMENT MODEL: URBAN & PERI-URBAN

1	Johannesburg Metro (JHB)	5	Nelson Mandela Bay Metro (NMA)
2	Frances Baard DM (DC9)	6	Dr KK Kaunda DM (DC40)
3	Cape Town Metro (CPT)		
4	Buffalo City Metro (BUF)		

Additionally, interventions targeting people with disabilities will be created to ensure the inclusion of people with disabilities in skills development programmes. The following are the outcomes that will be measured to assess the level of inclusion of people with disabilities in skills development programmes of HWSETA.

SPECIFIC TARGETS FOR PERSONS WITH DISABILITY			
STRATEGIC OUTCOME	INDICATOR	SUB-INDICATOR	MTEF PERIOD (2025-2028)
Outcome 2: The HWSETA creates access for unemployed Youth into its skills development interventions in the strategic period	Number of Career Development Events and capacity building workshops initiated by the HWSETA to promote occupations in high demand to Youth in rural and urban areas as well as special schools in the reporting period	Number of Special Schools	15
	Number of learners exposed to aptitude tests funded by the HWSETA who are enrolled into Skills Development Programmes of the HWSETA in the reporting period	Learners from special schools	3000
	Number of learners tested for aptitude who subsequently get enrolled into Skills Development Programmes of the HWSETA in the reporting period	Learners from special schools	900
Outcome 3: The HWSETA promotes linkages between education and the workplace to increase workplace based learning opportunities in the health and welfare sector in the strategic period	Number of unemployed persons entered into the internship and workplace experience programme funded by the HWSETA in the reporting period	Work experience for People with Disabilities	600
	Number of unemployed persons whose learnership agreements are registered with the HWSETA as industry funded or HWSETA funded in the reporting period	HWSETA Funded Learnerships for People with Disabilities	1200
Outcome 5: The HWSETA contributes to increased access by the unemployed into occupationally directed programmes in the health and welfare sector during the strategic period	Number of unemployed persons entered into the HWSETA Bursary Programmes in the reporting period	Bursaries for People with Disabilities	150
Outcome 6: The HWSETA supports the growth of the public and public college system so that colleges may qualify as centres of specialisation that offer quality vocational and occupational education for the sector in the strategic period	Number of CET learners and People with disabilities accessing formal AET programmes funded by the HWSETA in the reporting period	AET programmes for People living with Disabilities	30

SPECIFIC TARGETS FOR YOUTH			
STRATEGIC OUTCOME	INDICATOR	SUB-INDICATOR	MTEF PERIOD (2025-2028)
PROGRAMME 1			
Outcome 2: The HWSETA creates access for unemployed Youth into its skills development interventions in the strategic period	Number of learners exposed to aptitude tests funded by the HWSETA who are enrolled into Skills Development Programmes of the HWSETA in the reporting period	Learners from mainstream schools	6000
	Number of learners tested for aptitude who subsequently get enrolled into Skills Development Programmes of the HWSETA in the reporting period	Learners from mainstream schools	1800
	Number of NEET Youth reached through Career Portal who enter into Skills Development Programmes of the HWSETA in the reporting period		3000

6.1.4 Sector-specific training needs

The following are the skills needs that will be supported by HWSETA during the strategic period to ensure that the sector's skills priorities are met.

TABLE 26: TRAINING NEEDS FOR THE VETERINARY AND HEALTH SECTORS

HEALTH SECTOR		
VETERINARY SKILLS NEEDS	SKILLS NEEDS FOR UNIVERSAL HEALTH COVERAGE	NATIONAL HEALTHCARE NORMS AND STANDARDS FOR PROMOTING QUALITY HEALTH CARE SKILLS NEEDS
• Critical skills in ◦ Wildlife management ◦ Animal welfare ◦ Public health • Veterinarians in rural areas in livestock farming • Specialisation in veterinary surgery and pathology • Veterinary technicians • CPD • Partnership with HWSETA: ◦ Curriculum development and updating are necessary to ensure veterinary training aligns with the changing demands of the profession.	• Primary health care (PHC): ◦ Disease prevention ◦ Health promotion ◦ Early detection • Health system management: ◦ Resource management ◦ Strategic planning ◦ Policy development • Leadership and governance skills • Community health worker (CHW) skills • Digital health: ◦ Telemedicine ◦ E-health ◦ Data analytics • Critical skills in: ◦ Retention strategies skills ◦ Workforce planning ◦ Conducting clinical audits ◦ Understanding healthcare protocols ◦ Ethical practices ◦ Designing equity-oriented training programmes ◦ Enhancing on-site learning through peer reviews and mentorship ◦ Embracing diversity, innovation, teamwork and effective delegation ◦ Aligning workforce practices with preventive health and universal health coverage goals.	• Regulatory and compliance • Monitoring & evaluation • Risk management • Clinical leadership • Data analytics • Quality improvement • Community engagement

TABLE 27: TRAINING NEEDS FOR THE SOCIAL SECTOR

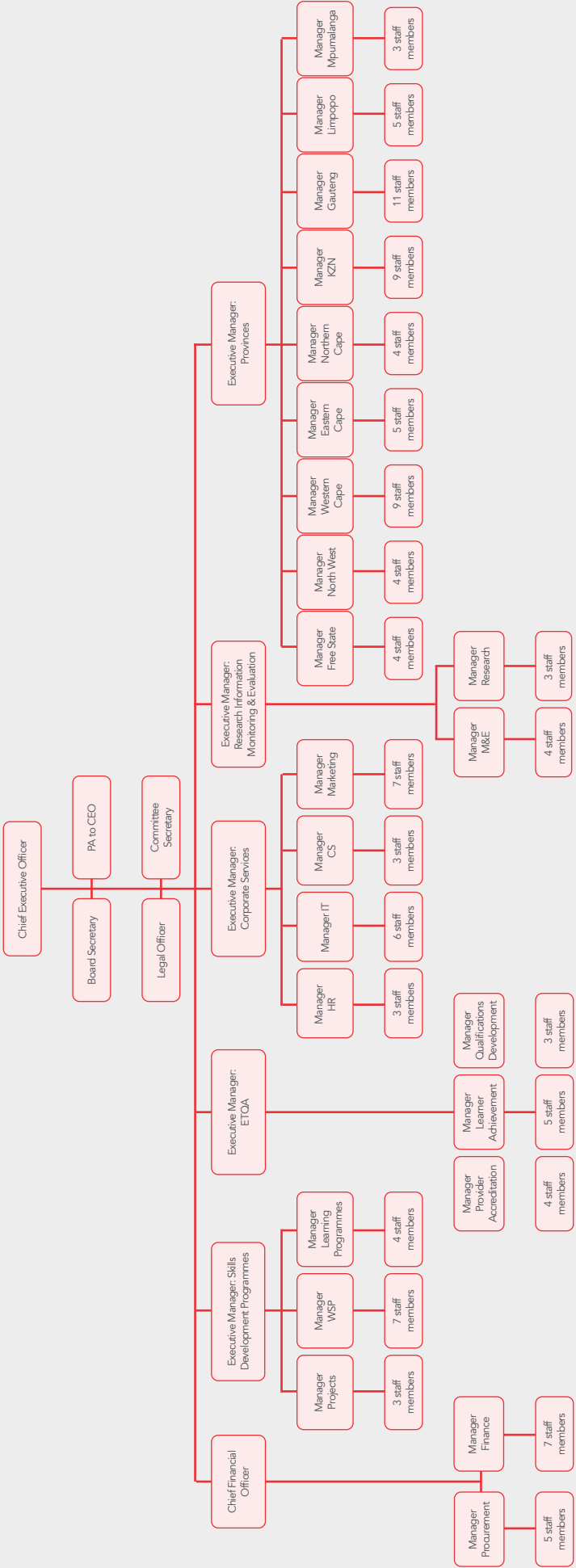
SOCIAL SECTOR			
SOCIAL ENTREPRENEURSHIP	THE SIX PILLARS OF THE NSP ON GBV-F	OPPORTUNITIES REQUIRED BY YOUTH WITH SPECIAL NEEDS TO TRANSITION FROM SCHOOL TO POST-SCHOOL EDUCATION AND TRAINING	CAPACITATION OF COOPERATIVES TO BECOME MORE SUSTAINABLE
• Masters in social work • Critical skills in: ◦ Child protection ◦ Trauma counselling ◦ Mental health ◦ Diversity studies • Understanding and applying healthcare standards and regulations • Monitoring & evaluation: skills • Auditing of health facilities • Clinical leadership • Continuous quality improvement: • Skills in community engagement	Critical skills in: • Gender sensitivity and awareness programmes to prevent GBV • Community-based prevention initiatives • Healthy relationships and gender equality • Strengthening the criminal justice system • Law enforcement on victim-centred approaches • Prosecutorial skills • Psychosocial support skills • Victim advocacy and ensuring appropriate support for survivors. • Responding to GBV survivors with sensitivity and respect. • Data collection, monitoring & evaluation of GBV programmes • Accountability mechanisms for ensuring GBV programmes are effective. • Collecting and analysing GBV data for policy improvement • Evidence-based practices to enhance GBV prevention and intervention programmes • Coordination and stakeholder engagement	Critical skills in: • Disability rights, inclusive practices, and accommodation requirements for persons with disabilities. • Providing specialised care, counseling, and support services for people with disabilities • Knowledge in advocacy for disability rights and the implementation of policies that support people with disabilities in various settings	• Business management skills for cooperatives • Entrepreneurship: training for cooperatives • Marketing and sales: skills • Leadership and governance: • Project management: skills • Access to finance training • Collaboration and networking

7. INTERNAL ENVIRONMENT

The HWSETA Board is actively and effectively involved in the process of strategy and policy development. HWSETA's vision percolates through the organisation from strategic to operational level. HWSETA has management systems and policies in place and staff is aware of them. The hierarchies of authority and responsibility have been defined at every level. HWSETA has a fully-fledged financial and accounting system. Budgeting is project-specific and fund utilisation is prepared and monitored regularly through periodic reports. HWSETA has put risk management systems in place to ensure delivery on its mandate. HWSETA is complemented by qualified human resources capable of carrying out the implementation of the Strategic Plan and APPs, which are aligned with the mission and objectives of HWSETA.

HWSETA has 170 positions of which 96% (key positions) are filled thus far. At least one provincial office is located in the nine provinces. For easy access by communities, this is being augmented by offices at the TVET colleges. The delivery model clearly makes a distinction between functions decentralised and those centralised. A Service Delivery Charter has been adopted to ensure uniformity and standardisation in the service rendered. This is aimed at inculcating a new culture of accountability and performance management. The organogram depicting HWSETA's management follows.

FIGURE 32: ORGANOGRAM OF HWSETA, 2025-2026



To be efficient and achieve optimal performance, in terms of programmes, HWSETA is structured as follows:

Programme 1: Administration

- a) Office of the CEO comprising Board office and Legal services
- b) Corporate Services includes Marketing, Human Resource and Information Technology
- c) Finance comprising Supply Chain Management, Grants and general finance

Programme 2: Skills planning and impact assessment

- a) Research, Information, Monitoring & Evaluation, incorporating:
 - Research
 - Monitoring & Evaluation

Programme 3: Skills Development Programmes and Projects

Responsible for:

Sub-programme 3.1: Learning Programmes

- i. Supports learning programmes through learnerships, skills programmes, bursaries, internships, work-integrated learning, lecturer development and AET

Sub-programme 3.2: Workplace Skills Plans and Projects

- ii. Funds projects, including Government projects, employer initiated projects, professional body projects
- iii. Evaluates and approve Workplace Skills Plans
- iv. Forms partnerships for work-based training
- v. Supports small businesses, NGOs, trade unions, cooperatives

Programme 4: Quality assurance and qualification development

- a) Education and Training Quality Assurance incorporating:
 - Provider Accreditation,
 - Learner Achievement
 - Qualification Development

The provincial offices render basic cross-cutting functions that encapsulate all functions mentioned above.

7.1 Human Resources plan of HWSETA

HWSETA has a well-established Human Resources plan, which reflects:

- a) HR planning and a number of posts in the staff establishment
- b) Recruitment strategy and employment equity plan. The recruitment strategy is to fill all key positions within the organisation and to procure temporary staff members to address short-term projects or workload fluctuations. Positions will also be filled when required after a staff member has resigned from HWSETA.
- c) Currently, 61% of staff at HWSETA are women and 4% are people living with disabilities. About a quarter of employees are youth.

The HR plan, with key principles highlighted above, is illustrated below showing only the top three vacancies and their required competencies, which includes clear transformation and BBBEE targets linked to recruitment and beneficiary selection.

DIVISION	POSITION	KEY COMPETENCIES	TRANSFORMATION AND EE TARGETS
Provinces	Provincial Manager (North West)	- Staff management - Financial and Budget management - Understanding of business processes and systems - Team work and collaboration	Professionally qualified: African male
RIME	Specialist: Strategic Monitoring, Evaluation and Impact	- Junior management duties - Manage and supervise workflow - Applies specialist knowledge in evaluation and impact assessment	Skilled technical: African female
Provinces	Senior Provincial Officer	- Managing and supporting a team - Strong analytical and interpersonal communication skills - Develops or supports the introduction of new and improved methods, procedures or technologies to solve problems	Professionally qualified: African male

7.2 ICT

The automation of business processes of HWSETA is an innovation in service delivery that is coming into fruition as automation of the modules for core business functions, SDP and ETQA, were complete and operational by 31 March 2021. The development of the Finance module was 95% complete and non-core/support functions were at 54% completion.

The automation is gradually providing convenience for HWSETA stakeholders as they do not have to visit HWSETA offices for submission of application forms and other documentation. The automation of business processes is expected to improve service delivery in many ways.

7.3 Finances

- Budgeted revenue from Skills Development Levies is based on the audited 2024/25 budgeted figures. The revenue figures for the first quarter of the 2025/26 financial year have exceeded budget as well as revenue receipts for the same period in the 2024/25 financial year. Furthermore, the financial results of the private health sector, whose SDL contributions comprise a significant portion of the revenue stream for HWSETA, have shown a positive trading performance reflecting revenue and earnings growth. The sector seems to have turned around, as evidenced by steady year-on-year improvement in revenue based on reported results. The 2025/26 MTEF Budget has been formulated to consider the improved revenue trends.
- On 1 April 2013, Cabinet Memorandum No 53 of 2012 came into effect requiring all Departments of Health and Social Development to contribute 30% of their training budget to HWSETA. The contribution is utilised as follows:

33%	Administration of HWSETA
67%	Discretionary grant funding

- The 2025/26 budget for government levies is based on audited 2024/25 figures with the budgeted increase for two financial years being at 5%. These levies add to the administration portion of the SDL revenue and distort the % of revenue allocated for administration and discretionary grant expenditure. Therefore, the percentages allocated for the administration of 10.5% and discretionary of 49.5% are distorted as they include the Government levies portion of 33% for administration and 67% for discretionary grants.
- Discretionary grant funding of R738 million, R773 million and R809 million over the MTEF period covers the targets set out in the strategic plan.
- The funding model per project has been revised and projected over the MTEF period. The targets set are determined based on several factors including SSP research, strategic planning, the prior year actual achievements and Government priorities. The administration budget set aside caters for sufficient capacity within HWSETA to meet all targets set in the MTEF period. Any approved project management fees for Programmes 2, 3 and 4 are up to 7.5% as determined by the Grant Regulations.
- In the past two years, 2023-2024 and 2024-2025, HWSETA committed 126% and 95% of its discretionary grant reserve, respectively, for funding with performance against predetermined targets. HWSETA's over-commitment state reduced significantly by 31% in the 2024-2025 financial year.

7.4 Challenges to the achievement of HWSETA's mandate

Some of the challenges HWSETA faces in achieving its mandate are:

- Delays in signing MoAs due to slow internal approvals or unclear delegation of authority, particularly in Government departments.
- Late or inconsistent reporting by partners, especially employers, hinders HWSETA's ability to monitor progress and assess impact.
- Difficulty verifying learner placements, especially in rural or informal settings, due to limited access and unstructured environments.
- Lack of timeous compliance with the criteria of discretionary grant funding by employers, resulting in material decommitments each year. Various strategies are being put in place to address decommitments, which include engagements to understand challenges that stakeholders face and finding ways to circumvent these from affecting the implementation of training. These are on a case-by-case basis.
- The slow rate of prosecution of Skills Development Providers who defrauded learners due to the lack of legislative tools for this purpose.

7.5 Performance of HWSETA in achieving 2024-2025 APP targets

In 2024-2025, the Health and Social Development sector continued grapple with the aftermath of Covid-19. HWSETA focused on skills development projects that would yield job opportunities in support of the NSDP and ERRP. As such, HWSETA has been able to reach a performance level of **79,4%** of its annual targets of the 2024-2025 APP.

HWSETA targeted to fund a total of 19 401 students in its APP of 2024-2025 through the following programmes:

Workplace-based learning programmes	learnerships, apprenticeships, TVET college placement, university student placement, internships for graduates
Bursary programmes	undergraduate, postgraduate and vocational student bursary programmes
Occupationally based programmes	AET, lecturer development, RPL, trade union member training and NGO sector workforce and skills programmes

A total of 11,957 learners were funded. Thus, 62% of HWSETA targeted students were achieved in the 2024-2025 financial year. Of these learners, 5,084 (43%) entered workplace-based learning programmes; 5,932 (50%) entered occupationally based training programmes; 941 (8%) entered bursary programmes. Of the 11,957 funded learners, 5,636 were employed (47%) and 6,321 (53%) were unemployed. Furthermore, HWSETA funded a total of 19 small businesses in skills development, seven rural development and public sector projects and nine cooperatives.

Strategy to overcome areas of under-achievement

Programme 3: Full qualifications will be offered in sections to workers to make it possible for employers to release their workers for training because employers could not afford to release workers for prolonged periods. All completions will be collected and reported timeously. A pipeline approach will be used for bursary students to ensure that students are funded for the duration of the entire qualification as these span several years.

Programme 4: Learners will be entered earlier in the financial year into the RPL programme to allow assessments to be conducted and completed before the end of the financial year. This will make it possible to have assessments that are completed and reported against the indicator measuring completions for the RPL programme.

7.5.1 Progress towards the achievement of impacts and outcomes

This was the final year of implementing the 2020-2025 Strategic Plan. This plan maps out four impact statements, which are broken down to eight outcome statements. These are measured through 44 outcome indicators and targets. Progress towards the achievement of the 5-year targets is measured through evaluation studies. During the financial years 2020-2025, 38 of the 44 (86%) outcome indicators were measured through evaluation studies, as follows.

Key outcomes for the next five years as per the STRATEGIC PLAN 2020 - 2025

(As guided by and in response to the National Skills Development Plan, Skills Development Act, National Skills Levies Act, National Development Plan, Skills Strategy for the Economic Reconstruction and Recovery, National Digital and Future Skills Strategy, Sector priorities and other relevant policies and strategies of Government)

IMPACT		OUTCOMES		KEY STRATEGIC OBJECTIVES		PLANNED INTERVENTIONS	TARGET	BASELINE¹	2020-2025 ACHIEVEMENT
1	HWSETA contributes to the development of a post-school system which increases the production of occupations in high demand	1.	HWSETA provides an efficient and effective skills planning, programme implementation and evaluation system that identifies occupations in high demand during the strategic period	SO-1	HWSETA is capacitated with adequate human and financial resources, and automated business processes to deliver on its mandate and achieve its targets in the strategic period.	Stakeholder Satisfaction survey	80%	60%	56%
				SO-2	The SSP and research reports produced by HWSETA are credible and provide useful information to internal and external stakeholders and the general public through various dissemination platforms in the strategic period.	Synthesis of review reports of SSP by the DHET and peer reviews of research reports	86%	86%	89%
				SO-3	The monitoring, evaluation, and impact studies, including tracer studies, produced by HWSETA, are credible and provide useful information to internal and external stakeholders, through various dissemination platforms in the strategic period.	Monitoring of the implementation of M&E recommendations and the response rate of M&E studies	73%	73%	79%
				SO4	HWSETA allocates discretionary grant budget proportionally to address sector needs for the development of high-level, intermediate-level and elementary skills in the strategic period.	Desk-top review of the Discretionary Budget allocation by skill level over the 2020-2025 strategic period	70%	70%	65%

¹ In cases where a baseline is greater than the target, that baseline is the number of completions expected to be achieved by the end of the strategic period. The intention is to create new baselines for outcome indicators where none have been established.

Key outcomes for the next five years as per the STRATEGIC PLAN 2020 - 2025

(As guided by and in response to the National Skills Development Plan, Skills Development Act, National Skills Levies Act, National Development Plan, Skills Strategy for the Economic Reconstruction and Recovery, National Digital and Future Skills Strategy, Sector priorities and other relevant policies and strategies of Government)

IMPACT		OUTCOMES		KEY STRATEGIC OBJECTIVES		PLANNED INTERVENTIONS	TARGET	BASELINE¹	2020-2025 ACHIEVEMENT
1	HWSETA contributes to the development of a post-school system which increases the production of occupations in high demand	2	HWSETA promotes linkages between education and the workplace to increase workplace-based learning opportunities in the health and welfare sector in the strategic period.	SO-5	Employers in the sector open up their workplaces for workplace-based learning through partnerships with HWSETA in the strategic period.	Desktop Review of employer participation in skills development initiatives of HWSETA	60%	30%	14% (1200/8380)
				SO-6	Unemployed persons find employment after successfully completing workplace-based learning programmes funded by HWSETA in the strategic period.	Synthesis of track and trace studies for workplace-based training	60% (1352/2254)	2254	39% (1520/3854)
				SO-7	HWSETA supports work-integrated learning for university and TVET programmes for the health and social fields and thus facilitates completion of these programmes.	Track and trace study for TVET College and University students funded by HWSETA through the WIL programme: Outcomes Evaluation	347	579	79% (632/8044)
2	HWSETA develops a skilled, employable and highly productive workforce, which results in reduced hard-to-fill vacancies in the health and welfare sector by 2030.	3	HWSETA contributes to the improvement of level of skills to 50% of the health and welfare sector workforce through various learning programmes that address critical skills in the strategic period.	SO-8	Workers upskilled through HWSETA funded full-learning programmes present with improved competence after successful completion in the strategic period.	Track and trace study for Workers funded by HWSETA for full-learning programmes: Exploration of Employment Pathways	60% (801/1336)	1336	70% (518/745)
				SO-9	Workers upskilled through HWSETA funded skills, short-learning and AET programmes present with critical skills required by the job after successful completion in the strategic period.	Track and trace study for Workers funded by HWSETA for Skills, short-learning, and AET Programmes: Employee Skills Assessment Approach	60% (4385/7309)	7309	62% 149/241

Key outcomes for the next five years as per the STRATEGIC PLAN 2020 - 2025

(As guided by and in response to the National Skills Development Plan, Skills Development Act, National Skills Levies Act, National Development Plan, Skills Strategy for the Economic Reconstruction and Recovery, National Digital and Future Skills Strategy, Sector priorities and other relevant policies and strategies of Government)

IMPACT		OUTCOMES		KEY STRATEGIC OBJECTIVES		PLANNED INTERVENTIONS	TARGET	BASELINE¹	2020-2025 ACHIEVEMENT
2	HWSETA develops a skilled, employable and highly productive workforce, which results in reduced hard-to-fill vacancies in the health and welfare sector by 2030.	4	HWSETA contributes to increased access for the unemployed into occupationally directed programmes in the health and welfare sector during the strategic period.	SO-10	HWSETA develops full and part occupational qualifications relevant to occupations in the sector in the reporting period.	Case studies on the relevance of Occupational Qualifications developed by HWSETA to the sector	12	12	2
				SO-11	HWSETA accredits skills development providers, registers assessors and moderators and issues certificates to learners found competent in the reporting period.	Database analysis of the level of participation of skills development providers in offering occupational education and Training programmes during the strategic period.	1:40 (39:1585)	1:40¹ (66:2643)	49:4966 30% skills programmes 70% qualifications
				SO-12	HWSETA supports partnerships with post-school education institutions in the reporting period.	Desktop review of participation by post-school education and training institutions in HWSETA skills development initiatives.	76	71	92% (70/76)
				SO-13	HWSETA contributes to the creation of researchers for the Health and Social Development sector in the strategic period.	Track and trace study for unemployed persons funded by HWSETA: Exploration of education and employment pathways.	60% (159/266)	266	55% (294/537)
				SO-14	HWSETA supports unemployed persons with top-up skills in order to increase their employment prospects.	Track and trace study for unemployed persons funded by HWSETA: Exploration of employment pathways.	60% (858/1430)	1430	24% 164/687

¹ One Skills Development Provider should produce at least 40 learners over the strategic period. In total 39 Skills Development providers should produce 1585 learner achievements, of which 25% (400/1585) are for skills programmes and 75% (1189/1585) are for full qualifications.

Key outcomes for the next five years as per the STRATEGIC PLAN 2020 - 2025

(As guided by and in response to the National Skills Development Plan, Skills Development Act, National Skills Levies Act, National Development Plan, Skills Strategy for the Economic Reconstruction and Recovery, National Digital and Future Skills Strategy, Sector priorities and other relevant policies and strategies of Government)

IMPACT		OUTCOMES		KEY STRATEGIC OBJECTIVES		PLANNED INTERVENTIONS	TARGET	BASELINE¹	2020-2025 ACHIEVEMENT
2	HWSETA develops a skilled, employable and highly productive workforce, which results in reduced hard-to-fill vacancies in the health and welfare sector by 2030.	5	HWSETA supports the growth of the public and private college system so that colleges may qualify as centres of specialisation in the strategic period.	SO-15	HWSETA supports public college lecturers and curriculum management to improve onsite practical and vocational capacity in the reporting period.	Outcome evaluation study of the effectiveness of skills development initiatives funded by HWSETA for TVET and other college lecturers and managers during the strategic period.	48	31	39% (21/54)
				SO-16	HWSETA promotes access into vocational programmes of TVET and other sector colleges in the strategic period.	Track and trace study for unemployed persons funded by HWSETA through vocational bursaries: Exploration of pathways.	163	272	20% (28/143)
3	HWSETA contributes to increased capacity of large, medium and small firms, and small and emerging businesses and cooperatives of the health and welfare sector to become more sustainable and expand in size by 2030.	6	HWSETA provides increased support for skills development activities for entrepreneurs and cooperatives and the establishment of new enterprises in the strategic period.	SO-17	HWSETA funds skills development needs of cooperatives, small and emerging businesses, new enterprises and large-medium and large firms in the sector in the strategic period.	Outcome evaluation study of contribution of skills development interventions to the sustainability cooperatives, small and emerging businesses, new enterprises and large-medium and large firms of the sector.	60% (1296/2160)	2160	63% (1297/2045)

Key outcomes for the next five years as per the STRATEGIC PLAN 2020 - 2025

(As guided by and in response to the National Skills Development Plan, Skills Development Act, National Skills Levies Act, National Development Plan, Skills Strategy for the Economic Reconstruction and Recovery, National Digital and Future Skills Strategy, Sector priorities and other relevant policies and strategies of Government)

IMPACT		OUTCOMES		KEY STRATEGIC OBJECTIVES		PLANNED INTERVENTIONS	TARGET	BASELINE ¹	2020-2025 ACHIEVEMENT
4	HWSETA contributes to increased capacity of the State, NGO and NPO sector, trade unions to meet social and rural development needs of South African citizens by 2030.	7	HWSETA provides increased support to the State, trade unions, NGOs and NPOs to strengthen governance and service delivery and thus advance social, rural and community development in the strategic period.	SO-18	HWSETA supports skills development priorities of Government departments, NPOs and trade unions of the sector in the reporting period.	Evaluation study measuring relevance of skills development initiatives for Government departments, NPOs and trade unions of the sector in the reporting period.	653	588	44% (287/653)
		8	HWSETA makes career development services related to the health and welfare sector accessible to rural and targeted youth in the strategic period.	SO-19	HWSETA makes career development services accessible to school and post-school youth ¹ in the reporting period.	Design evaluation of the Career Development Programme and programme for the capacitation of HWSETA career development practitioners in the strategic period.	15% (275/1835)	15% (275/1835)	5% (83/1760)

¹ Post-school youth refers to unemployed youth as defined in the Green Paper on post school education. Post-school youth refers to youth Not in Employment, Education, and Training (NEET), and priority is given to those from rural and urban nodes, youth living with disabilities, females youth and Black youth based on the transformational targets contained in the 2023-2024 APP.

IMPACT ASSESSMENT UNDERTAKEN ON: THE IMPACT OF THE SETA PROGRAMMES AND PROJECTS, INCLUDING TRACER STUDIES

Progress made so far towards the achievement of the 5-year targets for the outcome indicators.

Outcome statement 1: HWSETA provides an efficient and effective governance, skills planning, programme implementation and evaluation system that identifies and increases the production of occupations in high demand in the strategic period.

- SO-1. The 2024-2025 Stakeholder Satisfaction Survey recorded an efficiency and effectiveness levels of 58% and 54% respectively, resulting in an overall satisfaction level of 56%.
- SO-2. The DHET measures the relevance of the SSP of each SETA through an evaluation process that is conducted annually on each SSP update. In 2020-2021, the quality of the HWSETA SSP was rated 85%, in 2021-2022 it was rated 89%. As of 2022-23 the SSP is longer rated by the DHET, which only provides general feedback. A peer review mechanism will be utilised to review the credibility of SPP and research reports.
- SO-3. A recommendation register from monitoring & evaluation studies conducted each year on programmes and projects of HWSETA is maintained. The implementation of these recommendations is monitored annually to ensure utilisation of monitoring & evaluation studies. By the end of 2024-2025, the implementation of M&E recommendations was at 79%, which is an over-achievement of the 5-year target. A total of 24 recommendations were followed up during the strategic period and 19 (79%) were implemented, 4 (17%) have had no action taken yet, 1 (4%) is no longer relevant. HWSETA has evaluated 38 of the 44 outcome indicators between 2020-21 and 2024-25 through monitoring & evaluation studies. The overall percentage achievement for the strategic objective is 86%.
- SO-4. The overall allocation of the discretionary budget towards developing high, intermediate and low-level skills during the strategic period is 65%. This achievement is the summation of 14% allocation on high-level skills, 51% on intermediate skills and 0,34% on low-level skills.

Outcome statement 2: HWSETA promotes linkages between education and the workplace to increase work-based learning opportunities in the health and welfare sector in the strategic period.

- SO-5. Databases of employers were cross-tabulated to check the percentage of employers that participate in workplace-based training against those that submit the Workplace Skills Plans. 14% of employers partnered with HWSETA to implement learnerships, apprenticeships and TVET/university WIL. These employers constituted 1200 of the 8380 organisations that submitted their WSPs and were approved.
- SO-6. HWSETA conducts track and trace studies on unemployed learners who complete learnerships, apprenticeships, internships and university undergraduate degrees annually. The track and trace studies conducted in 2020-2025 yielded an employment rate of 39%. The disaggregated employment by programme is summarised below.
- Number of unemployed persons funded by HWSETA who found jobs six months after completing their workplace-based programmes:
- Internships: 289/712 (41%)
 - Learnerships: 725/2021 (36%)
 - Apprenticeships: 163/317/ (51%)
 - TVET WIL: 101/335 (30%)
 - University WIL: 243/469 (52%)
- SO-7. Of the learners reported to have completed the WIL placement, 78% of TVET learners have obtained their qualifications and 79% of university learners have obtained their qualifications. Overall, the percentage achievement for the strategic objective is 79%.

Outcome statement 3: HWSETA contributes to the improvement of the level of skills for 50% of the health and welfare sector workforce through various learning programmes that address critical skills required by the sector in the strategic period.

- SO-8. A cumulative total of 518 workers (learnership, artisanship, bursaries and RLP) reached have self-reported improved competency after completing their programmes. The overall percentage achievement for the strategic objective is 70% (518/745).
- SO-9. A track and trace study for workers funded by HWSETA for skills, short-learning revealed a competency rate of 62%/ However the AET programme was not determined due to misalignment of implementation with the theory of change.

Outcome statement 4: HWSETA contributes to increased access by the unemployed into occupationally directed programmes of the health and welfare sector in the strategic period.

- SO-10. Eight qualifications have been developed since 2020. So far, two qualifications (SAW and CYC) were assessed for relevance and 25% track and trace study of learners confirmed the relevance of these qualifications to occupations as a proxy indicator. Employers were also interviewed and confirmed relevance of these qualifications in 2022-2023. These two qualifications were therefore found relevant based on the employer interviews.
- SO-11. A database analysis of the level of participation by skills development providers in offering occupational education and training programmes demonstrated that 49 skills development providers were accredited during the strategic period and have certificated 4966 learners. Of these, 3490 were certificated on full qualifications (70%) and 1476 (30%) were certificated on skills programmes.
- SO-12. 92% of universities, TVET colleges and other colleges partnered with HWSETA to implement vocational, undergraduate degrees postgraduate diplomas, postgraduate degreed bursaries and university WIL programme. These PSET institutions constituted 70 of the 76 institutions that offer training programmes funded by HWSETA during the strategic period.
- SO-13. A total of 294/537 (55%) unemployed persons funded through bursaries for university undergraduate and postgraduate programmes during the strategic period found jobs within six months of completing their qualifications.
- SO-14. A track and trace study for unemployed persons funded by HWSETA on skills programmes was conducted during the strategic period to explore employment pathways. 24% of unemployed found employment after completing the skills programmes.

IMPACT ASSESSMENT UNDERTAKEN ON: THE IMPACT OF THE SETA PROGRAMMES AND PROJECTS, INCLUDING TRACER STUDIES

Outcome statement 5: HWSETA supports the growth of the public and private college system so that colleges may qualify as centres of specialisation in the strategic period.

SO-15. A survey measuring increased skills of lecturers who were funded during the strategic period found that 21 (39%) lectures showed improved performance as a result of the HWSETA's skills development initiatives.

SO-16 A total of 20% (28/143) unemployed persons funded for vocational bursaries found jobs six months after completing vocational qualifications during the strategic period.

Outcome statement 6: In the strategic period, HWSETA provides increased support of skills development activities for entrepreneurial and cooperative activities and establishes new enterprises and cooperatives.

SO-17. Outcomes evaluation study was conducted in 2022-2023 which confirmed that 13/36 (36%) cooperatives supported by HWSETA achieved the desired and outcomes. A rapid assessment of the outcomes of the HWSETA's SME project was conducted in 2022-2023 and found that it achieved 24% (84/348). A total of 1206 medium and large firms implement the WSPs submitted to HWSETA in order to improve company productivity. Overall, therefore, the percentage achievement for the strategic objective is 63% (1297/2045).

Outcome statement 7: HWSETA supports officials from NGOs, NPOs and trade unions to strengthen governance and service delivery, thus advancing social, rural and community development in the strategic period.

SO-18. A rapid assessment of the outcomes of the levy-exempt, trade union officials, public projects and NGO/NPO officials funded projects of HWSETA found that 287 officials, departments and organisations confirmed the relevance of training to their skills development needs. Overall the percentage achievement for the strategic objective is 44% (287/653).

Outcome statement 8: HWSETA supports career development services related to the health and welfare sector and makes them accessible to rural and targeted youth in the strategic period.

SO-19. 5% of the 5-year target was achieved as 183 learners who were exposed to career awareness participated in HWSETA learning programmes.

Reasons for this low achievement

Performance for Outcome 5 is affected by a poor response rate from TVET college lecturers and vocational bursary beneficiaries. The telephonic interviews have their own limitations in that the response rate is often low, which may compromise the achievement of some of the outcomes targets.

Performance for Outcome 7 is affected by the low number of employers and officials who participated in the study.

Performance for Outcome 8 is affected by project implementation failure due to a lack of processes and collaboration from key stakeholders. The HWSETA has intentionally introduced a new output indicator that will focus on the creation of a learner recruitment database through the portal that will be used by the employers to recruit learners into HWSETA programmes.

7.6 Description of the strategic planning process

In August and September, the Board, the CEO and Executive Managers convened two strategic planning workshops with stakeholders from the Health and Social Development sectors. These workshops were focused on engaging stakeholders that are key to the implementation of the NSDP, the MTDP (2024-2029) and Human Resource Strategies for Health and Social Development. Findings from these workshops are included in this strategic plan. Going forward, partnerships will be forged to ensure that these government priorities are implemented.

A Risk Assessment Workshop was also convened by the Board and Executive Management. At this workshop, an analysis of the 'control measures culture' that exists at HWSETA was undertaken. The top 10 strategic HWSETA risks were identified and a risk register was compiled. The results of the Risk Assessment Workshop are incorporated into HWSETA's Strategic Business Plan, whereby action plans to mitigate the impact of these risks are formulated, costed and included in the Annual Business Plan.

A monitoring process is being conducted regularly by both the Audit and Risk Committee and the Board. On an ongoing basis, the CEO and the Executives meet and identify other risks that might emerge during implementation and the Risk Register is amended to factor those in. Further advocacy is provided by the presence of Internal Auditors in these meetings.

7.6.1 The HWSETA Planning process can be described as follows:

- a) The management team of HWSETA undertakes a scanning exercise. This is usually done through research that underpins the 5-year sector skills plan. The SSP notes significant developments in the Health and Social Development sectors and from this, the scarce and critical skills list is derived. The SSP contributes towards situational analysis and a description of HWSETA's external environment for the strategic plan.
- b) The second step takes into account significant national government imperatives announced over the past year, such as the NSDP, the revised MTDP 2024-2029, human resource strategies of the Departments of Health and Social Development and the National Digital and Future Skills for South Africa Act.
- c) A Management Planning workshop is held in which the management team unpacks the documents listed above. A draft HWSETA Strategic Plan is developed.
- d) This draft plan is then presented to the Board at a workshop where Board members give additional inputs and where their sectoral experience and local knowledge influence the draft plan.
- e) The HWSETA management team develops a final Strategic Plan and Budget, which is presented to the Board for final approval.
- f) The APP then becomes the basis of the management plan in which delivery is structured over the four quarters.
- g) The 4-quarter plan forms the basis of the CEO review sessions each quarter and the performance report to the quarterly Board meetings. As and when required, corrective action plans will be put in place to deal with items that are not progressing satisfactorily.



MEASURING THE PERFORMANCE OF THE HEALTH & WELFARE SETA

8. INSTITUTIONAL PERFORMANCE INFORMATION

Over the next five years, HWSETA places renewed emphasis on its roles in the education and training levy grant system and in influencing and implementing skills development programmes and projects in the health and welfare sector. The mandate of HWSETA extends to an integrative role in skills planning, development of learning programmes and implementing these in the sector. The achievement and assessment of the outcome indicators will take place in 2030 having taken the length of programmes in the sector into account. This section provides impact statements, outcome statements and outcome indicators, which are tabulated in sections 1.2 and 1.3.

The following tables contain output indicators that will guide HWSETA to implement its skills development programme as a log-frame. The first table contains past performance and planning for the next MTEF period. The second table outline the annual planned targets for 2026-2027.

8.1 Institutional programme performance information¹

Programme 1: Administration

Purpose: This programme is responsible for the overall strategic management and support of HWSETA operations divisions. The goal of this programme is to ensure that HWSETA is well-positioned and capacitated to deliver on its targets. This programme cuts across a number of divisions and functional areas including Finance, which incorporates procurement and grants management, Corporate Services, which incorporates Human Resource Management, Information Technology and Marketing.



¹ mid-year risk review with contingency adjustments for targets affected by external factors (economic/job market, QCTO policy changes) will be conducted. However, its approval will be subject to DHET's discretion. This review will inform the next planning cycle of the APP and SP where applicable.

OUTCOME IND. NO	OUTCOME INDICATOR	OUTPUT IND. NO	2025-2030 OUTPUT INDICATOR	AUDITED PERFORMANCE 2022-2023	AUDITED PERFORMANCE 2023-2024	AUDITED PERFORMANCE (BASELINE) 2024-2025	ESTIMATED PERFORMANCE 2025-2026	PLANNED PERFORMANCE 2026-2027	PLANNED PERFORMANCE 2027-2028	PLANNED PERFORMANCE 2028-2029	PLANNED PERFORMANCE 2029-2030
1.1	Percentage of external stakeholders that are satisfied with the efficiency and effectiveness of service delivery by the HWSETA in the strategic period.	1	Number of good governance reports produced for ensuring good of human resource management, financial management, and IT governance by the HWSETA in order to facilitate effective and efficient service delivery in the reporting period.	4	4	4	4	4	4	4	4
2.10	Percentage of unemployed youth exposed to career development programmes of the HWSETA who registered on the career development recruitment database of the HWSETA by the end of the strategic period	2	Number of Career Development Events convened by the HWSETA in rural and urban areas to promote occupations in high demand to youth from mainstream and special needs schools as well as post-school youth from CET colleges in the reporting period.	11 684 (25 events)	4250 (5 events)	4405 (24 events)	7	10 ¹	11	12	14
			b) Events hosted in urban areas		4250 (5 events)	6190 (21 events)	7	10 ²	11	12	14
3		3	Number of NEET Youth reached through the career portal of the HWSETA in order identify youth eligible to enter into workplace-based learning programmes of the HWSETA in the reporting period.	0	0	0	1000	1000	1166	1266	1366
4		4	Number of capacity building workshops on career development services convened by the HWSETA to promote occupations in high demand to teachers from mainstream and special schools as well as CET colleges located in both rural and urban areas in the reporting period.	0	0	0	3	2	3	3	3
5		5	Number of youth from mainstream and special-needs schools exposed to aptitude tests funded by the HWSETA in the reporting period	0	0	0	3000	2500 ³	3000	3000	4000
2.11	Percentage of unemployed youth selected from the career development recruitment programme database who complete HWSETA funded learning programmes by the end of the strategic period	6	Number of NEET and school going youth registered on the career development recruitment database of the HWSETA to be enrolled into WBL and bursary programmes of the HWSETA in the reporting period	0	0	0	1200	1020	1120	1220	1420
			a) Mainstream schools								
			b) Special-needs schools	0	0	0	600	480	560	640	840
			c) NEET Youth	0	0	0	600	600	600	600	800

- 1 Four(4)of the schools should mainstream schools; Three (3) of these schools should be special schools; Three (3) of these schools should be CET Colleges.
- 2 Four(4)of the schools should mainstream schools; Three (3) of these schools should be special schools; Three (3) of these schools should be CET Colleges.
- 3 1000 should be learners from special schools

Programme 2: Skills planning and impact assessment

Purpose: HWSETA has configured this programme to include two sub-divisions, namely Research and Information and Monitoring & Evaluation. Each sub-division is headed by its own manager. HWSETA utilises this programme to implement skills planning related projects that include development and update of the SSP, research leading to a better understanding of the dynamics surrounding sectoral labour market, production of new knowledge in the sector and development of new researchers in the sector. This programme also implements the vital and timeous evaluation and impact assessments of projects and programmes implemented by HWSETA. These are vital for lessons learnt and for ensuring that projects contribute positively to the sector and desired impacts are achieved.

OUTCOME IND. NO	OUTCOME INDICATOR	OUTPUT IND. NO	OUTPUT INDICATOR	AUDITED PERFORMANCE 2022-2023	AUDITED PERFORMANCE 2023-2024	AUDITED PERFORMANCE (BASELINE) 2024-2025	ESTIMATED PERFORMANCE (BASELINE) 2025-2026	PLANNED PERFORMANCE 2026-2027	PLANNED PERFORMANCE 2027-2028	PLANNED PERFORMANCE 2028-2029	PLANNED PERFORMANCE 2029-2030
1.2	Percentage of criteria of the 2024-2029 DHET ¹ Sector Skills Plan (SSP) framework that is met by the HWSETA SSP and its Annual Updates in the strategic period.	9	Number of SSP updates and applied research reports ² completed and noted by key stakeholders ³ in the reporting period	5	6	6	6	6	7	7	7
1.7	Percentage of internal stakeholders of the HWSETA that implement Research, Monitoring & Evaluation recommendations in the strategic period.	10	Number of monitoring, evaluation, and impact studies, including tracer studies, completed and noted by key stakeholders ⁴ as measuring the performance of learning programmes and projects implemented by the HWSETA in the reporting period	7	7	9	6	7	8	8	8
1.8	Percentage of research, monitoring and evaluation studies published on popular, scholar, or trade publications in the reporting period.	11	Number of research, monitoring and evaluation studies disseminated to external stakeholders relevant to the results and recommendations of the studies during the reporting period	0	0	0	4	4	4	5	5
1.9	Percentage of HWSETA strategic partnerships that lead to the successful implementation of strategic focus areas as well as successful research partnerships that yield the desired goals in the strategic period	12	Number of strategic partnerships entered into by the HWSETA with key stakeholders to support the implementation of the strategic plan as well as research initiatives for scoping the service delivery environment of the HWSETA in the sector during the reporting period.	0	0	0	2	3	3	3	3
				0	0	0	2	2	2	2	2

¹ DHET stands for Department of Higher Education and Training

² SSP updates and research reports produced by the HWSETA identify occupations in demand and skills needs in the sector, and aims to inform planning for skills development in the sector

³ Confirmation of SSP update and research reports by stakeholders refers to the presentation of findings to one of the Board Committees

⁴ Stakeholders include HWSETA implementing managers, executive managers, and/or Board Committees

Programme 3: Skills development programmes and projects

Purpose: The purpose of this programme is to provide skills for learners in the workplace in scarce and critical areas in the health and welfare sectors. To this end, this programme is responsible for implementing learning programmes, approving grants and implementing projects. It also provides policy and advice to employers wishing to access grants from HWSETA.

OUTCOME IND. NO	OUTCOME INDICATOR	OUTPUT IND. NO	2025-2030 OUTPUT INDICATOR	AUDITED PERFORMANCE 2022-2023	AUDITED PERFORMANCE 2023-2024	AUDITED PERFORMANCE 2024-2025 (BASELINE)	ESTIMATED PERFORMANCE 2025-2026	PLANNED PERFORMANCE 2026-2027	PLANNED PERFORMANCE 2027-2028	PLANNED PERFORMANCE 2028-2029	PLANNED PERFORMANCE 2029-2030
1.4	Percentage of PIVOTAL programmes implemented by the HWSETA to develop high, intermediate, and low-level skills in the strategic period.	7	Percentage of discretionary grant budget allocated for developing high, intermediate, and low-level skills in the reporting period	0	10%	15%	15%	22%	30%	35%	35%
			a) High								
			b) Intermediate	0	30%	36%	65%	55%	45%	40%	40%
			c) Low	0	20%	0,4%	0,5%	3%	5%	5%	5%
1.3	Percentage of Small-Medium-Large firms, as well as Government Departments that participate in HWSETA skills development initiatives in comparison to those that submit the Workplace Skills Plan in the strategic period.	8	Number of WSPs and ATRs approved for small, medium, large firms in the reporting period	1392	1200	1077	1405	1390	1529	1620	1620
			a) Small								
			b) Medium	177	170	205	179	205	226	239	239
			c) Large	155	120	164	159	171	188	200	200
3.12	Percentage of unemployed persons who obtain their TVET College Certificates and university degrees after successfully completing TVET College and university Work Integrated Learning (WIL) programmes funded by the HWSETA in the strategic period	13.1	Number of university and college students entered-into work integrated learning programmes funded by the HWSETA in the reporting period	290	639	782	975	782	860	912	912
		13.2	Number university and college students reported to the HWSETA as having completed the work integrated learning programmes funded by the HWSETA in the reporting period	479	345	508	473	545	599	635	635
			a) TVET and Sector College students	96	401	83	552	741	841	841	941
			b) University students	512	144	110	378	359	380	400	420
3.13	Percentage of unemployed persons who find employment after successfully completing internship programme and workplace-based learning programmes funded by the HWSETA during the end of the strategic period	14.1	Number of unemployed persons entered-into the graduate internship and workplace experience programme funded by the HWSETA in the reporting period	247	406	637	1049	637	701	743	743
			a) Internships for unemployed Graduates	0	0	0	200	220	242	257	257
			b) Work experience for unemployed people living with Disabilities								
		14.2	Number of unemployed persons reported to the HWSETA as having completed the graduate internship and workplace experience programmes funded by the HWSETA in the reporting period.	30	25	43	604	797	840	840	920
			a) Internships for unemployed Graduates	0	0	0	50	152	180	180	200
			b) Work Experience for unemployed people with Disabilities								

OUTCOME IND. NO	OUTCOME INDICATOR	OUTPUT IND. NO	2025-2030 OUTPUT INDICATOR	AUDITED PERFORMANCE 2022-2023	AUDITED PERFORMANCE 2023-2024	AUDITED PERFORMANCE (BASELINE) 2024-2025	ESTIMATED PERFORMANCE 2025-2026	PLANNED PERFORMANCE 2026-2027	PLANNED PERFORMANCE 2027-2028	PLANNED PERFORMANCE 2028-2029	PLANNED PERFORMANCE 2029-2030
4.16	Number of workers whose competence is improved after successful completion of the learnership programmes of the HWSETA by the end of the strategic period.	15.1	Number of workers whose learner agreements are registered with the HWSETA for learnerships as industry funded or HWSETA funded in the reporting period	a) HWSETA Funded learnerships	1231	652	1090	730	803	852	852
				b) Sector Funded Learnerships			521	360	396	419	419
3.14	Percentage of unemployed persons who find employment after successfully completing learnerships funded by the HWSETA during the end of the strategic period	15.2	Number of workers reported to the HWSETA as having completed learnership programmes registered with the HWSETA as industry or HWSETA funded in the reporting period	a) HWSETA Funded learnerships	247	218	140	815	835	865	900
				b) Sector Funded Learnerships			313	396	445	465	500
		15.3	Number of unemployed persons whose learner agreements are registered with the HWSETA for learnerships as industry funded or HWSETA funded in the reporting period	a) HWSETA Funded Learnerships	2019	831	1640	1640	1804	1912	1912
				b) Sector Funded c) HWSETA Funded Learnerships for People with Disabilities	0	0	0	300	330	330	400
4.17	Number of workers whose competence is improved after successful completion of the artisan programmes of the HWSETA by the end of the strategic period.	15.4	Number of unemployed persons reported to the HWSETA as having completed learnership programmes registered with the HWSETA as industry or HWSETA funded in the reporting period	a) HWSETA Funded Learnerships	437	574	352	1232	1070	1134	1134
				b) Sector Funded Learnerships c) HWSETA Funded Learnerships for People with Disabilities			320	456	496	496	530
3.15	Percentage of unemployed persons who find employment after successfully completing artisan programmes funded by the HWSETA during the end of the strategic period	16.1	Number of apprentices and trainee technicians entered- into the HWSETA funded apprenticeship programme in the reporting period	a) Employed Apprentices	55	35	124	124	136	145	145
				b) Unemployed Apprentices	117	100	82	107	118	125	125
3.15	Percentage of unemployed persons who find employment after successfully completing artisan programmes funded by the HWSETA during the end of the strategic period	16.2	Number of apprentices and trainee technicians reported to the HWSETA as having completed apprenticeships funded by the HWSETA in the reporting period	a) Employed Apprentices	50	20	0	112	174	194	224
				b) Unemployed Apprentices	64	53	51	65	71	76	76

OUTCOME IND. NO	OUTCOME INDICATOR	OUTPUT IND. NO	2025-2030 OUTPUT INDICATOR	AUDITED PERFORMANCE 2022-2023	AUDITED PERFORMANCE 2023-2024	AUDITED PERFORMANCE (BASELINE) 2024-2025	ESTIMATED PERFORMANCE 2025-2026	PLANNED PERFORMANCE 2026-2027	PLANNED PERFORMANCE 2027-2028	PLANNED PERFORMANCE 2028-2029	PLANNED PERFORMANCE 2029-2030
5.23	Percentage of unemployed persons who find employment after receiving top-up skills provided by the HWSETA through its skills programmes that support work-place based learning programmes during the strategic period	17.1	Number of unemployed persons funded by the HWSETA for skills programmes that support workplace-based learning programmes in the reporting period	1660	3395	1256	2569	2226	2449	2596	2596
				999	674	478	2312	1952	2220	2240	2260
4.18	Number of workers who gain critical skills after successful completion of the skills programmes and short courses funded by the HWSETA in the strategic period	17.3	Number of workers entered- into skills programmes and short courses funded by the HWSETA and the sector in the reporting period	3032	939	2704	8160	2808	3089	3274	3274
							900	312	343	364	364
		17.4	Number of workers reported to the HWSETA as having completed skills programmes and short courses funded by the HWSETA and the sector in the reporting period.	1983	485	615	6528	6202	6386	6709	7334
							720	684	694	780	780
5.24	Unemployed persons who find employment after successfully completing qualifications funded through bursary programmes of the HWSETA by the end of the strategic period.	18.1	Number of unemployed persons entered- into the HWSETA Bursary Programmes in the reporting period	0	0	0	50	50	55	58	58
				131	274	47	300	249	274	291	291
				70	103	33	71	71	78	83	83
		18.2	Number of unemployed persons re-entered- into the HWSETA Bursary Programmes as continuing students in the reporting period	415	187	314	180	393	432	458	458
				15	16	29	43	29	32	34	34
		18.3	Number of unemployed persons reported to the HWSETA as having completed qualifications funded through the Bursary Programmes of the HWSETA in the reporting period	0	0	0	0	38	43	55	75
				246	70	123	193	228	268	300	300
				5	31	7	43	54	74	100	100

OUTCOME IND. NO	OUTCOME INDICATOR	OUTPUT IND. NO	2025-2030 OUTPUT INDICATOR	AUDITED PERFORMANCE 2022-2023	AUDITED PERFORMANCE 2023-2024	AUDITED PERFORMANCE (BASELINE) 2024-2025	ESTIMATED PERFORMANCE 2025-2026	PLANNED PERFORMANCE 2026-2027	PLANNED PERFORMANCE 2027-2028	PLANNED PERFORMANCE 2028-2029	PLANNED PERFORMANCE 2029-2030
4.19	Number of workers whose competence is improved after successfully completing qualifications funded through the bursary programmes of the HWSETA by in the strategic period.	18.4	Number of workers entered-into the HWSETA Bursary Programmes in the reporting period	a) Undergraduate Bursaries	63	199	134	250	316	348	368
				b) Post-Graduate Diploma Bursaries	0	58	99	58	99	109	115
				c) Post-Graduate Research Bursaries	106	114	35	89	93	103	109
18.5	Number of workers re-entered-into the HWSETA Bursary Programmes as continuing students in the reporting period	18.5	Number of workers re-entered-into the HWSETA Bursary Programmes as continuing students in the reporting period	a) Undergraduate Bursaries	40	40	16	150	43	48	51
				b) Post-Graduate Research Bursaries	24	29	7	53	19	21	23
18.6	Number of workers reported to the HWSETA as having completed qualifications funded through the Bursary Programmes of the HWSETA in the reporting period	18.6	Number of workers reported to the HWSETA as having completed qualifications funded through the Bursary Programmes of the HWSETA in the reporting period	a) Undergraduate Bursaries	6	11	21	100	190	195	225
				b) Post-Graduate Diploma Bursaries	0	0	15	35	44	50	60
				c) Post-Graduate Research Bursaries	7	28	6	53	68	75	85
4.20	Number of workers whose livelihood improve after successful completion of Informal AET Programmes aimed at developing livelihood skills during the strategic period.	19.1	Number of workers funded by the HWSETA for Informal AET Programmes aimed at developing livelihood skills in the reporting period		229	90	138	156	138	236	250
		19.2	Number of workers reported to the HWSETA as having completed Informal AET Programmes aimed at developing livelihood skills in the reporting period		0	30	0	125	0	130	140
7.31	Number of cooperatives, small and emerging business, as well as entrepreneurs who find relevance in skills development initiatives funded by the HWSETA in the strategic period.	20.1	Number of cooperatives and SMMEs in the health and welfare sector funded by the HWSETA for skills that enhance enterprise growth and development in the reporting period	a) Cooperatives	21	19	53	18	22	31	36
				b) SMMEs	130	76	53	120	122	135	143
20.2	Number of people trained on entrepreneurship development to start new business ventures funded by the HWSETA in the reporting period	20.2	Number of people trained on entrepreneurship development to start new business ventures funded by the HWSETA in the reporting period	a) People Trained on Entrepreneurship Development	0	30	53	30	21	23	24
				b) New business ventures	0	0	53	10	10	11	12

OUTCOME IND. NO	OUTCOME INDICATOR	OUTPUT IND. NO	2025-2030 OUTPUT INDICATOR	AUDITED PERFORMANCE 2022-2023	AUDITED PERFORMANCE 2023-2024	AUDITED PERFORMANCE (BASELINE) 2024-2025	ESTIMATED PERFORMANCE 2025-2026	PLANNED PERFORMANCE 2026-2027	PLANNED PERFORMANCE 2027-2028	PLANNED PERFORMANCE 2028-2029	PLANNED PERFORMANCE 2029-2030
4.21	The number of Trade Union officials who gained relevant skills through skills development programmes funded by the HWSETA by the end of the strategic period.	21	Number of officials from trade unions funded for training by the HWSETA in the reporting period	53 (3 unions)	41 (5 unions)	46 (5 unions)	71 (5 unions)	158 (5 unions)	165 (5 unions)	175 (5 unions)	175 (5 unions)
7.32	Number of NPOs who find relevance in skills development initiatives funded by the HWSETA by the end of the strategic period.	22	Number of NPOs funded by the HWSETA to enhance the development and sustainability of their organisations in the reporting period	63	39	50	85	150	165	175	175
5.25	Percentage of HWSETA partnerships with TVET & Sector Colleges, Universities, and employers that achieve project goals in the strategic period.	23	Number of partnerships entered-into by the HWSETA with post-school education institutions and sector employers in the reporting period	0	5	17	12	17	19	20	20
				46	23	24	17	24	26	28	28
				173	147	204	247	223	245	260	260
		24	Percentage of learners who completed workplace-based learning programmes absorbed into employment or ventured into self-employment in the reporting period	0	0	290	0	180 (60%)	230	250	300
				0	0		0	90 (30%)	140	160	210
				0	0		0	30 (10%)	80	100	150
8.33	Number of Projects initiated by the HWSETA to support rural development, professionalisation in the public sector, and high-impact projects of the MTDP that yield the desired outcomes in the strategic period	25	Number of projects funded through discretionary grants aimed at public sector education and training as well as supporting priority areas of the MTDP in the reporting period	8	5	5	7	11	7	7	7
				15	10	14	9	14	15	16	16
				0	0	0	4	4	6	8	10

1 SETA-Employer partnerships are for WBL Programmes. 62% of the employer organizations partnering with HWSETA should be levy-paying organizations.

Programme 4: Quality assurance and qualification development

Purpose: This programme consists of three subdivisions, namely, qualification development, skills development provider accreditation and learner achievement. The purpose of the programme is to develop fit-for-purpose qualifications and ensure quality training is offered in the health and welfare sector. This programme, therefore, is responsible for the coordination, development and registration of new qualifications, accreditation and quality assurance of training providers and quality assurance of learner achievement, which culminates in certification. Developments and circulars by the Quality Council for Trade and Occupations (QCTO) on the continued delegation of the functions incorporated in this programme make this programme unclear going forward and these developments will be monitored closely.

OUTCOME IND. NO	OUTCOME INDICATOR	IND	2025-2030 OUTPUT INDICATOR	AUDITED PERFORMANCE 2022-2023	AUDITED PERFORMANCE 2023-2024	AUDITED PERFORMANCE 2024-2025 (BASELINE)	ESTIMATED PERFORMANCE 2025-2026	PLANNED PERFORMANCE 2026-2027	PLANNED PERFORMANCE 2027-2028	PLANNED PERFORMANCE 2028-2029	PLANNED PERFORMANCE 2029-2030
4.22	Number of workers who obtain full qualifications after successfully completing the RPL programmes funded by the HWSETA by the end of the strategic period.	26.1	Number of workers enrolled for RPL assessments funded by the HWSETA in the reporting period ¹	281	255	1116	350	1000	1100	1166	1166
		26.2	Number of workers completed RPL assessments funded by the HWSETA in the reporting period	264	0	0	280	266	331	345	375
6.26	Number of lecturers and Managers from TVET Colleges, and Sector Colleges whose competence is improved after successful completion of the skills development programmes funded by the HWSETA during the strategic period.	27.1	Number of lecturers and education managers from TVET Colleges, and Sector Colleges funded for skills development programmes by the HWSETA in the reporting period	43	14	59	37	59	65	69	69
			a) Lecturers trained on skills programmes ² b) Education managers trained on curriculum related studies c) Lecturers awarded bursaries ³	0	12	14	10	14	15	16	16
		27.2	Number of lecturers and education managers from TVET Colleges, and Sector Colleges who completed skills development programmes funded by the HWSETA in the reporting period	6	10	3	29	28	34	42	50
			a) Lecturers trained on skills programmes b) Education managers trained on curriculum related studies c) Lecturers awarded bursaries	0	12	0	8	8	10	10	12
				0	0	0	5	8	10	10	12

- 1 Linked to operational plan indicator for capacity building of assessors to conduct RPL assessments
- 2 49% of lectures should be from sector colleges
- 3 48% of lecture should be from sector colleges

OUTCOME IND. NO	OUTCOME INDICATOR	IND	2025-2030 OUTPUT INDICATOR	AUDITED PERFORMANCE 2022-2023	AUDITED PERFORMANCE 2023-2024	AUDITED PERFORMANCE 2024-2025 (BASELINE)	ESTIMATED PERFORMANCE 2025-2026	PLANNED PERFORMANCE 2026-2027	PLANNED PERFORMANCE 2027-2028	PLANNED PERFORMANCE 2028-2029	PLANNED PERFORMANCE 2029-2030
6.27	Number of CET learners and People with disabilities accessing NOF level 2 qualifications after completing formal AET programmes funded by the HWSETA in the strategic period	28.1	Number of unemployed CET learners including those with special needs (People living with disabilities) accessing formal AET programmes funded by the HWSETA in the reporting period ¹	0	0	0	20	20	22	23	23
		28.2	Number of unemployed CET learners including those with special needs (People with disabilities) completing formal AET programmes funded by the HWSETA in the reporting period ²	0	0	0	10	15	21	31	41
6.29	Percentage of occupational qualifications developed by the HWSETA found to be relevant to occupations on high demand by the sector by the end of the strategic period.	29	Number of part and full occupational qualifications, as well as skills programmes developed by the HWSETA and accepted by the QCTO for registration in the reporting period	1	1	2	2	2	2	2	2
			a) occupational qualification								
			b) Skills programme	1	3	12	-	7	8	8	8
6.28	Number of accredited Skills Development Providers who offer training on occupational qualifications and have at least 90% of those learners seating for the EISA examinations in the strategic period.	30	Number of skills development providers recommended by the HWSETA for accreditation and accepted by the QCTO in the reporting period	77	77	265	70	200	220	233	233
6.30	Number of HWSETA learners certificated with occupational qualifications who find jobs in the strategic period	31	Number of students who wrote and passed EISA examinations coordinated by the HWSETA and are therefore recommended to the QCTO for certification in the reporting period	6940	2243	1738	800	2800	3080	3265	3265

1 50% of these learners should be learners with special needs

2 50% of these learners should be learners with special needs

8.2 Indicators, annual and quarterly targets

Programme 1										
OUTPUT IND. NO.	2025-2030 OUTPUT INDICATOR	2025-2030 OUTPUT SUB-INDICATOR	BASELINE ¹	2026-2027 TARGET	Q1 TARGET	Q2 TARGET	Q3 TARGET	Q4 TARGET	TOTAL COST 2026-2027	
1	Number of good governance reports produced for ensuring good human resource management, financial management and IT governance by HWSETA to facilitate effective and efficient service delivery in the reporting period.		4	4	1	1	1	1	R0	
2	Number of career development events convened by HWSETA to promote occupations in high demand to youth from mainstream and special schools as well as post-school youth from CET colleges located in both rural and urban areas in the reporting period.	a) Events hosted in rural areas b) Events hosted in urban areas	4405 (24 events) 6190 (21 events)	10 ² 10 ³	2 2	3 3	3 3	2 2	R1 382 816 R1 382 816	
3	Number of NEET youth reached through the career portal of HWSETA in order identify youth eligible to enter into workplace-based learning programmes of HWSETA in the reporting period.		0	1000 ⁴	250	250	250	250	R0	
4	Number of capacity-building workshops on career development services convened by HWSETA to promote occupations in high demand to teachers from mainstream and special schools as well as CET colleges located in both rural and urban areas in the reporting period.		0	2	0	1	1	0	R412 000	
5	Number of youth from mainstream and special needs schools exposed to aptitude tests funded by HWSETA in the reporting period*.		0	2500 ⁵	250	500	875	875	R3 750 000	
6	Number of NEET and school-going youth registered on the career development recruitment database of HWSETA to be enrolled into WBL and bursary programmes of HWSETA in the reporting period.	a) Mainstream schools b) Special needs schools c) NEET youth reached through career portal	0 0 0	1020 480 ⁶ 600	120 48 60	240 96 120	360 192 180	300 144 240	R0 R0 R0	

- 1 Baseline has been taken from the 2024/2025 audited performance information
- 2 Four (4) of the schools should be mainstream schools; three (3) of the schools should be special schools; three (3) of the schools should be CET
- 3 Four (4) of the schools should be mainstream schools; three (3) of the schools should be special schools; three (3) of the schools should be CET
- 4 1000 should be learners from special schools.
- 5 800 should be learners from special schools
- 6 Indicator is set at 60% of 800 from indicator 5

Programme 2									
OUTPUT IND. NO.	2025-2030 OUTPUT INDICATOR	2025-2030 OUTPUT SUB-INDICATOR	BASELINE	2026-2027 TARGET	Q1 TARGET	Q2 TARGET	Q3 TARGET	Q4 TARGET	TOTAL COST 2026-2027
9	Number of SSP updates and applied research reports ¹ completed and noted by key stakeholders ² in the reporting period.		6	6	0	1	3	2	R4 200 000
10	Number of monitoring, evaluation and impact studies, including tracer studies, completed and noted by key stakeholders ³ as measuring the performance of learning programmes and projects implemented by HWSETA in the reporting period.		9	7	0	1	3	3	R5 850 000 ⁴
11	Number of research, monitoring & evaluation studies disseminated to external stakeholders relevant to the results and recommendations of the studies during the reporting period.		0	4	0	0	2	2	R2 060 000
12	Number of strategic partnerships entered into by HWSETA with key stakeholders to support the implementation of the strategic plan as well as research initiatives for scoping the service delivery environment of HWSETA of the sector during the reporting period.	a) Research partnerships	0	3	0	0	1	2	R3 300 000
	Number of strategic partnerships entered into by HWSETA with key stakeholders to support the implementation of the strategic plan as well as research initiatives for scoping the service delivery environment of HWSETA in the sector during the reporting period.	b) Strategic partnerships	0	2	0	0	1	1	R600 000

- 1 SSP updates and research produced by the HWSETA identify occupations in high demand and skills needs in the sector, and aims to inform planning for skills development in the sector
- 2 Confirmation of SSP update and research reports by stakeholders refers to the presentation of findings to one of the Board Committees
- 3 Stakeholders include HWSETA implementing managers, executive managers, and/or Board Committees
- 4 R600 000 for further maintenance and continuity of the App to monitoring.

Programme 3

OUTPUT IND. NO.	2025-2030 OUTPUT INDICATOR	2025-2030 OUTPUT SUB-INDICATOR	BASELINE	2026-2027 TARGET	Q1 TARGET	Q2 TARGET	Q3 TARGET	Q4 TARGET	TOTAL COST 2026-2027
7	Percentage of discretionary grant budget allocated at developing high, intermediate and low-level skills in the reporting period.	a) High b) Intermediate c) Low	15% 36% 0,4%	22% 45% 3%	0% 0% 0%	0% 0% 0%	0% 0% 0%	22% 45% 3%	R0 R0 R0
8	Number of WSPs and ATRs approved for small, medium, large firms in the reporting period.	a) Small b) Medium c) Large	1077 205 164	1390 205 171	0 0 0	834 123 103	556 82 68		R0 R0 R0
13.1	Number of university and college students who entered into work-integrated learning programmes funded by HWSETA in the reporting period.	a) TVET college and sector college students b) University students	782 508	782 545	78 54	156 109	235 163	313 219	R64 730 050 R45 441 540
13.2	Number of university and college students reported to HWSETA as having completed the work-integrated learning programmes funded by HWSETA in the reporting period.	a) TVET and sector college students b) University students	83 110	741 359	74 36	148 72	222 108	297 143	R0 R0
14.1	Number of unemployed persons entered into the graduate internship and workplace experience programme funded by HWSETA in the reporting period.	a) Internships for unemployed graduates b) Work experience for unemployed people with disabilities	637 0	637 220	64 22	127 44	191 66	255 88	R60 944 975 R32 039 201
14.2	Number of unemployed persons reported to HWSETA as having completed the graduate internship and workplace experience programmes funded by HWSETA in the reporting period.	a) Internships for unemployed Graduates b) Work experience for unemployed people with disabilities	43 0	797 152	80 15	159 30	239 46	319 61	R0 R0
15.1	Number of workers whose learnership agreements are registered with HWSETA for learnerships as industry-funded or HWSETA-funded in the reporting period	a) HWSETA-funded learnerships b) Sector-funded learnerships	1090	730 360	73 36	146 72	219 108	292 144	R21 909 000 R0
15.2	Number of workers reported to HWSETA as having completed learnership programmes registered with HWSETA as industry- or HWSETA-funded in the reporting period.	a) HWSETA-funded learnerships b) Sector-funded learnerships	140	815 396	82 40	163 79	244 119	326 158	R0 R0

Programme 3										
OUTPUT IND. NO.	2025-2030 OUTPUT INDICATOR	2025-2030 OUTPUT SUB-INDICATOR	BASELINE	2026-2027 TARGET	Q1 TARGET	Q2 TARGET	Q3 TARGET	Q4 TARGET	TOTAL COST 2026-2027	
15.3	Number of unemployed persons whose learnership agreements are registered with HWSETA as industry-funded or HWSETA-funded in the reporting period.	a) HWSETA-funded learnerships	1640	1640	164	328	492	656	R102 272 614	
		b) Sector-funded	0	300	60	120	180	240	R0	
		c) HWSETA-funded learnerships for people with disabilities	0	600	30	60	90	120	R45 000 000	
15.4	Number of unemployed persons reported to HWSETA as having completed learnerships registered with HWSETA as industry- or HWSETA-funded in the reporting period.	a) HWSETA-funded learnerships	352	1232	123	246	370	493	R0	
		b) Sector-funded learnerships	0	456	46	91	137	182	R0	
		c) HWSETA-funded learnerships for people with disabilities	0	76	8	15	23	30	R0	
16.1	Number of apprentices and trainee technicians who entered into HWSETA-funded apprenticeship programme in the reporting period.	a) Employed apprentices	124	124	12	25	37	50	R27 076 640	
		b) Unemployed Apprentices	82	107	11	21	32	43	R4 959 450	
16.2	Number of apprentices and trainee technicians reported to HWSETA as having completed apprenticeships funded by HWSETA in the reporting period.	a) Employed apprentices	0	163	16	33	49	65	R0	
		b) Unemployed apprentices	51	65	6	13	19	27	R0	
17.1	Number of unemployed persons funded by HWSETA for skills programmes that support workplace-based learning programmes in the reporting period.		1256	2226	223	445	668	890	R13 756 680	
17.2	Number of unemployed persons reported to HWSETA as having completed skills programmes that support workplace-based learning programmes in the reporting period.		478	1952	195	391	586	780	R0	
17.3	Number of workers who entered into skills programmes and short courses funded by HWSETA and the sector in the reporting period.	a) HWSETA-funded	2704	2808	281	562	842	1123	R24 650 562	
		b) Sector-funded		312	31	62	94	125	R0	
17.4	Number of workers reported to HWSETA as having completed skills programmes and short courses funded by HWSETA and the sector in the reporting period.	a) HWSETA-funded	615	6202	620	1240	1861	2481	R0	
		b) Sector-funded		684	68	137	205	274	R0	
18.1	Number of unemployed persons who entered into HWSETA bursary programmes in the reporting period.	a) Bursaries for people with disabilities	0	50	5	10	15	20	R12 500 000	
		b) Undergraduate Bursaries	47	249	25	50	74	100	R44 880 000	
		c) Postgraduate research bursaries	33	71	7	14	21	29	R8 560 000	
18.2	Number of unemployed persons who re-entered HWSETA bursary programmes as continuing students in the reporting period.	a) Undergraduate bursaries	314	393	39	79	118	157	R70 740 000	
		b) Postgraduate research bursaries	29	29	3	6	9	11	R2 900 000	

Programme 3

OUTPUT IND. NO.	2025-2030 OUTPUT INDICATOR	2025-2030 OUTPUT SUB-INDICATOR	BASELINE	2026-2027 TARGET	Q1 TARGET	Q2 TARGET	Q3 TARGET	Q4 TARGET	TOTAL COST 2026-2027
18.3	Number of unemployed persons reported to HWSETA as having completed qualifications funded through the bursary programmes of HWSETA in the reporting period.	a) Bursaries for people with disabilities	0	38	4	8	11	15	R0
		b) Undergraduate bursaries	123	228	23	46	68	91	R0
		c) Postgraduate research bursaries	7	54	5	11	16	22	R0
18.4	Number of workers who entered into HWSETA bursary programmes in the reporting period.	a) Undergraduate bursaries	134	316	32	63	95	126	R15 800 000
		b) Postgraduate diploma bursaries	99	99	10	20	29	40	R5 940 000
		c) Postgraduate research bursaries	35	93	9	19	28	37	R9 333 333
18.5	Number of workers who re-entered HWSETA bursary programmes as continuing students in the reporting period.	a) Undergraduate bursaries	16	43	4	9	13	17	R2 166 667
		b) Postgraduate research bursaries	7	19	2	4	6	7	R1 546 667
18.6	Number of workers reported to HWSETA as having completed qualifications funded through the bursary programmes of HWSETA in the reporting period.	a) Undergraduate bursaries	21	190	19	38	57	76	R0
		b) Postgraduate Diploma Bursaries	15	44	4	9	13	18	R0
		c) Postgraduate Research Bursaries	6	68	7	14	20	27	R0
19.1	Number of workers funded by HWSETA for informal AET programmes aimed at developing livelihood skills in the reporting period.		138	214	21	43	64	86	R971 359
19.2	Number of workers reported to HWSETA as having completed informal AET programmes aimed at developing livelihood skills in the reporting period.		0	119	12	24	36	47	R0
20.1	Number of cooperatives and SMMEs in the health and welfare sector funded by HWSETA for skills that enhance enterprise growth and development in the reporting period.	a) Cooperatives	9	10	1	2	3	4	R515 000
		b) SMMEs	19	122	12	24	37	49	R6 300 167
20.2	Number of people trained in entrepreneurship development to start new business ventures funded by HWSETA in the reporting period.	a) People trained in entrepreneurship development	21	21	2	4	6	9	R1 081 500
		b) New business ventures	0	10	1	2	3	4	R1 030 000
21	Number of officials from trade unions funded for training by HWSETA in the reporting period.		46 (5 unions)	158	16	32	47	63	R3 160 000

Programme 3									
OUTPUT IND. NO.	2025-2030 OUTPUT INDICATOR	2025-2030 OUTPUT SUB-INDICATOR	BASELINE	2026-2027 TARGET	Q1 TARGET	Q2 TARGET	Q3 TARGET	Q4 TARGET	TOTAL COST 2026-2027
22	Number of NPOs funded by HWSETA to enhance the development and sustainability of their organisations in the reporting period.	a) NPOs b) Number of volunteers placed with NPOs and funded by HWSETA	50 New indicator	150 50	15 5	30 10	45 15	60 20	R2 317 500 R3 400 000
23	Number of partnerships entered into by HWSETA with post-school education institutions and sector employers in the reporting period.	a) TVET and colleges partnerships b) University partnerships c) SETA-employer partnerships ¹	17 24 204	17 24 223	2 2 22	3 5 45	5 7 67	7 10 89	R0 R0 R0
24	Percentage of learners who completed workplace-based learning programmes absorbed ² into employment or ventured into self-employment ³ in the reporting period.	a) Learners absorbed into employment by host employer ⁴ b) Learners ventured into self-employment ⁵ c) Learners found jobs through own effort ⁵	290	180 (60%) 90 (30%) 30 (10%)	0 0 0	0 0 0	0 0 0	180 90 30	Linked to indicator 10 budget
25a)	Number of projects funded through discretionary grants aimed at public sector education and training as well as supporting priority areas of the MTDP in the reporting period.	a) Rural development projects b) Public sector projects c) Inter-SETA high-impact projects supporting the MTDP	5 14 0	11 14 4	1 1 0	3 3 1	3 4 1	4 6 2	R0 R0 R11 227 000

- 1 At least, 62% of employer organisations partnering with HWSETA should be levy-paying organisations.
- 2 Absorption into employment refers to the process of transitioning learners, interns, or apprentices into contractual employment after completing their workplace-based learning programme
- 3 Venturing into self-employment refers to 'the state of working for oneself as a freelancer or the owner of a business rather than working for an employer'
- 4 A 'host employer' is an organisation or business that provides a workplace for learners or trainees, often in the context of learnerships or work integrated learning programme
- 5 Finding a job through own efforts involves actively seeking opportunities, building connections, and honing your skills.

Programme 4

OUTPUT IND. NO.	2026-2030 OUTPUT INDICATOR	2026-2030 OUTPUT SUB-INDICATOR	2024-2025 BASELINE (AUDITED)	2026-2027 TARGET	Q1 TARGET	Q2 TARGET	Q3 TARGET	Q4 TARGET	TOTAL COST 2026-2027
26.1	Number of workers enrolled for RPL assessments funded by HWSETA in the reporting period.		1116	1000	100	200	300	400	R32 110 250 ¹
26.2	Number of workers who completed RPL assessments funded by HWSETA in the reporting period.		0	266	27	53	80	106	R0
27.1	Number of lecturers and education managers from TVET colleges and sector colleges funded for skills development programmes by HWSETA in the reporting period.	a) Lecturers trained in skills programmes b) Education managers trained in curriculum-related studies c) Lecturers awarded bursaries	59 14 0	59 ² 14 10	5 1 1	12 3 2	18 4 3	24 6 4	R267 388 R90 125 R515 000
27.2	Number of lecturers and education managers from TVET colleges and sector colleges who completed skills development programmes funded by HWSETA in the reporting period.	a) Lecturers trained in skills programmes b) Education managers trained in curriculum-related studies c) Lecturers awarded bursaries	3 0 0	28 8 8	3 1 1	6 2 2	8 2 2	11 3 3	R0 R0 R0
28.1	Number of unemployed CET learners including those with special needs (people with disabilities) accessing formal AET programmes funded by HWSETA in the reporting period.		0	20 ³	2	4	6	8	R276 040
28.2	Number of unemployed CET learners including those with special needs (people with disabilities) completing formal AET programmes funded by HWSETA in the reporting period.		0	15	2	3	5	5	R0
29	Number of part and full occupational qualifications, as well as skills programmes developed by HWSETA and accepted by the QCTO for registration in the reporting period	a) Occupational qualifications b) Skills programmes	2 12	2 7	0 1	0 1	1 2	1 3	R2 400 000 R3 500 000
30	Number of skills development providers recommended by HWSETA for accreditation and accepted by the QCTO in the reporting period	None	265	200	20	40	60	80	R901 250
31	Number of students who wrote and passed EISA examinations coordinated by HWSETA and are therefore recommended to the QCTO for certification in the reporting period.		1738	2800	280	560	840	1120	R20 837 000 ⁴

1 The budget includes a budget of R4 300 250 for capacity-building of assessors to conduct RPL assessments.

2 50% of lecturers should be from sector colleges

3 50% of learners should be learners with special needs

4 This budget is for learners certificated which is also inclusive of preparation of EISA (i.e printing & couring papers, facilitating invigilators, acquiring assessment centres etc.), for processes post-EISA (i.e. markers to assess and moderate, facilitating certification for endorsement to QCTO etc.), and for capacitation of facilitators on implementing occupational qualifications (i.e. CYC, SAW, and OHS).

9. EXPLANATION OF PLANNED PERFORMANCE

9.1 Planned implementation over the 5-year planning period

Planning follows the results-based approach. This means that impact to be achieved from fulfilling the mandate HWSETA was identified. The NSDP (2030) was used as the basis as it provides the outcomes that must be cascaded into the strategic plans of SETAs. Based on these outcomes, the impact was identified, after which output statements were developed as a roadmap for achieving the outcomes. A results chain was therefore developed in line with HWSETA's mandate. The following results chain guided development of the impact, outcome and output statements.

DESCRIPTION OF THE RESULTS CHAIN FOR HWSETA'S STRATEGY			
RESULTS CHAIN	DESCRIPTION OF ELEMENTS OF A RESULTS CHAIN	FINANCIAL SUPPORT GIVEN TO EMPLOYED PERSONS	FINANCIAL SUPPORT GIVEN TO UNEMPLOYED PERSONS
Input	All the resources that contribute to the production and delivery of outputs. Inputs are 'what we use to do the work' and include finances, personnel, equipment and buildings.	Discretionary grant, personnel, technology and infrastructure.	Discretionary grant, personnel, technology and infrastructure.
Activities	The processes or actions that use a range of inputs to produce desired outputs and ultimately outcomes. In essence, activities describe 'what we do'.	Funding for the training of employed persons from enrolment to completion.	Funding for the training of unemployed persons from enrolment to completion.
Output	The final products or goods and services produced for delivery. Outputs may be defined as 'what we produce or deliver'.	Qualifications obtained by employed persons through HWSTA funding to increase their capacity and makes them able to create own opportunities.	Qualifications obtained by unemployed persons through HWSTA funding makes them employable or able to create own opportunities.
Outcome	The medium-term results for specific beneficiaries that are the consequence of achieving specific outputs. Outcomes should relate clearly to an institution's strategic goals and objectives set out in its plans. Outcomes are 'what we wish to achieve'.	Results of obtaining qualifications that may lead to finding a job or furthering studies for the unemployed or increased levels of skills for the employed.	Results of obtaining qualification that may provide increased skills levels for the employed.

Financial resourcing and the compiling of output indicators were undertaken. Each indicator and sub-indicator have been allocated a budget. It is through this budget that the outputs will be achieved.

9.2 Planned implementation over the annual performance period 2026-2027

APP target aligned to DHET APP priorities include the following:

TABLE 28: ALIGNMENT WITH DHET PRIORITY OUTCOMES AND TARGETS

OUTPUT INDICATOR NO.	2026-2030 OUTPUT INDICATOR		2026-2027 TARGET	2026-2027 BUDGET
13.1	Number of university and college students who entered into work-integrated programmes funded by HWSETA in the reporting period in the reporting period.	a) TVET and sector college students	782	R64 730 050
13.2	Number university and college students reported to HWSETA as having completed the work-integrated programmes funded by HWSETA in the reporting period.	b) TVET and sector college students	585	Admin budget
14.1	Number of unemployed persons who entered into internship and workplace experience programme funded by HWSETA in the reporting period.	a) Internships for university graduates	637	R60 944 975
		b) Work experience for people with disabilities	220	R32 039 201
14.2	Number of unemployed persons reported to HWSETA as having completed internship and workplace experience programmes funded by HWSETA in the reporting period.	a) Internships for university graduates	629	Admin budget
		b) Work experience for people with disabilities	120	Admin budget
15.1	Number of workers whose learnership agreements are registered with HWSETA for learnerships as industry-funded or HWSETA-funded in the reporting period.	a) HWSETA-funded	730	R21 909 000
		b) Sector-funded	360	Admin budget
15.2	Number of workers reported to HWSETA as having completed learnership programmes registered with HWSETA as industry- or HWSETA-funded in the reporting period.	a) HWSETA-funded	643	Admin budget
		b) Sector-funded	313	Admin budget
15.3	Number of unemployed persons whose learnership agreements are registered with HWSETA as industry-funded or HWSETA-funded in the reporting period.	a) HWSETA-funded learnerships	1640	R102 272 614
		b) HWSETA-funded learnerships for people with disabilities	100	R45 000 000
		c) Sector-funded	600	Admin budget
15.4	Number of unemployed persons reported to HWSETA as having completed learnerships registered with HWSETA as industry or HWSETA funded in the reporting period	a) HWSETA-funded learnerships	973	Admin budget
		b) HWSETA-funded learnerships for people with disabilities	60	Admin budget
		c) Sector-funded	360	Admin budget
17.1	Number of unemployed persons funded by HWSETA for skills programmes that support workplace-based learning programmes in the reporting period.		2226	R13 756 680
17.2	Number of unemployed persons reported to HWSETA as having completed credit and non-credit bearing skills programmes that support workplace-based learning programmes in the reporting period.		1541	Admin budget
17.3	Number of workers who entered into skills programmes funded by HWSETA and the sector in the reporting period.	a) HWSETA-funded	2808	R24 650 562
		b) Sector-funded	312	Admin budget
17.4	Number of workers reported to HWSETA as having completed skills programmes funded by HWSETA and the sector in the reporting period.	a) HWSETA-funded	4896	Admin budget
		b) Sector-funded	540	Admin budget
16.1	Number of unemployed apprentices and trainee technicians who entered HWSETA-funded apprenticeship programme in the reporting period.		107	R27 076 671
16.2	Number of unemployed apprentices and trainee technicians reported to HWSETA as having completed apprenticeships funded by HWSETA in the reporting period.		61	Admin budget

TABLE 29: OUTCOMES THAT PROVIDE INTERVENTIONS FOR PEOPLE WITH DISABILITIES

SPECIFIC TARGETS FOR PERSONS WITH DISABILITY			
STRATEGIC OUTCOME	INDICATOR	SUB-INDICATOR	MTEF PERIOD (2025-2028)
Outcome 2: The HWSETA creates access for unemployed Youth into its skills development interventions in the strategic period	Number of Career Development Events and capacity building workshops initiated by the HWSETA to promote occupations in high demand to Youth in rural and urban areas as well as special schools in the reporting period	Number of Special Schools	15
	Number of learners exposed to aptitude tests funded by the HWSETA who are enrolled into Skills Development Programmes of the HWSETA in the reporting period	Learners from special schools	3000
	Number of learners tested for aptitude who subsequently get enrolled into Skills Development Programmes of the HWSETA in the reporting period	Learners from special schools	900
Outcome 3: The HWSETA promotes linkages between education and the workplace to increase work-place based learning opportunities in the health and welfare sector in the strategic period.	Number of unemployed persons entered-into the internship and workplace experience programme funded by the HWSETA in the reporting period	Work experience for People with Disabilities	600
	Number of unemployed persons whose learnership agreements are registered with the HWSETA as industry funded or HWSETA funded in the reporting period	HWSETA Funded Learnerships for People with Disabilities	1200
Outcome 5: The HWSETA contributes to increased access by the unemployed into occupationally directed programmes in the health and welfare sector during the strategic period.	Number of unemployed persons entered-into the HWSETA Bursary Programmes in the reporting period	Bursaries for People with Disabilities	150
Outcome 6: The HWSETA supports the growth of the public and public college system so that colleges may qualify as centres of specialization that offer quality vocational and occupational education for the sector in the strategic period	Number of CET learners and People with disabilities accessing formal AET programmes funded by the HWSETA in the reporting period	AET programmes for People living with Disabilities	30
SPECIFIC TARGETS FOR YOUTH			
STRATEGIC OUTCOME	INDICATOR	SUB-INDICATOR	MTEF PERIOD (2025-2028)
PROGRAMME 1			
Outcome 2: The HWSETA creates access for unemployed Youth into its skills development interventions in the strategic period	Number of learners exposed to aptitude tests funded by the HWSETA who are enrolled into Skills Development Programmes of the HWSETA in the reporting period	Learners from mainstream schools	6000
	Number of learners tested for aptitude who subsequently get enrolled into Skills Development Programmes of the HWSETA in the reporting period	Learners from mainstream schools	1800
	Number of NEET Youth reached through Career Portal who enter into Skills Development Programmes of the HWSETA in the reporting period		3000

10. PROGRAMME RESOURCE CONSIDERATIONS

10.1 Expenditure estimates

Health and Welfare Sector Education and Training Authority							
5 Year budgets			4,70%	4,70%	4,70%	4,70%	CPI%
STATEMENT OF FINANCIAL PERFORMANCE	Audited	Approved budget	Proposed Adjusted budget	Proposed budget	Proposed budget	Proposed budget	5 Year Budget to 2025-2029
	2024-2025 R'000	2025-26 R'000	2025-26 R'000	2026-2027 R'000	2027-2028 R'000	2028-2029 R'000	Total R'000
REVENUE							
Non - Exchange Revenue	1 012 018	1 055 336	1 074 327	1 124 826	1 177 693	1 233 044	5 621 908
Skills Development Levy: income	1 003 035	1 055 336	1 074 327	1 124 826	1 177 693	1 233 044	5 612 925
Skills Development Levy: penalties and interest	5 967	-	-	-	-	1	5 968
Other income	3 016	-	-	-	-	-	3 016
Exchange Revenue	49 638	35 152	35 152	36 910	38 578	40 323	200 602
Interest income	49 394	35 152	35 152	36 910	38 578	40 323	200 358
Other income	244	-	-	-	-	-	244
Total revenue	1 061 656	1 090 488	1 109 479	1 161 736	1 216 271	1 273 368	5 822 510
EXPENSES							
Total expenses	738 893	1 085 489	1 099 479	1 151 736	1 206 272	1 263 366	5 292 226
Employer grant and project expenses	515 932	837 114	833 304	873 045	914 492	957 883	4 094 657
Administration expenses	217 556	243 275	261 075	273 345	286 192	299 643	1 337 812
QCTO - 0.5% of SETA levy as determined by the Minister	5 405	5 100	5 101	5 345	5 587	5 840	27 278
Net surplus/(deficit) for the period before capex	322 763	4 999	10 000	10 000	10 000	10 000	362 763
Capital expenditure	5 266	5 000	10 000	10 000	10 000	10 000	45 266
SKILLS DEVELOPMENT INCOME							
	2024-2025 R'000	2025-26 R'000	2025-26 R'000	2026-2027 R'000	2027-2028 R'000	2028-2029 R'000	Total R'000
Levy income: Administration	230 584	248 677	266 175	278 691	291 789	305 503	1 372 742
Levies received from SARS - 10.5%	99 615	102 014	114 677	120 072	125 716	131 624	591 704
Government levies received - 33.3%	130 969	146 663	151 498	158 619	166 074	173 879	781 038
Levy income: Employer Grants	189 742	194 318	198 660	207 997	217 773	228 008	1 042 180
Levies received from SARS - 20%	189 742	194 318	198 660	207 997	217 773	228 008	1 042 180
Levy income: Discretionary Grants	582 132	612 341	609 492	638 138	668 131	699 533	3 197 426
Levies received from SARS - 49.5%	470 904	482 441	493 036	516 209	540 471	565 873	2 586 494
Government levies received - 66.7%	111 228	129 900	116 456	121 929	127 660	133 660	610 932
Total Skills Development Income	1 002 458	1 055 336	1 074 327	1 124 826	1 177 693	1 233 044	5 612 348
EMPLOYER GRANT AND PROJECT EXPENDITURE							
	2024-2025 R'000	2025-26 R'000	2025-26 R'000	2026-2027 R'000	2027-2028 R'000	2028-2029 R'000	Total R'000
Mandatory grants	130 602	126 307	129 129	135 198	141 552	148 205	684 686
Discretionary grants	385 330	710 808	704 175	737 847	772 940	809 678	3 409 970
Total Employer Grant and Project Expenditure	515 932	837 115	833 304	873 045	914 492	957 883	4 094 657
Estimated Participation Rate	69%	65%	65%	65%	65%	65%	

The discretionary grant budget is inclusive of the 7.5% project management fee.

The budgeted revenue from Skills Development Levies is based on the audited 2024/25 budgeted figures. Revenue for the first quarter of the 2025/26 financial year exceeded budget and revenue received for the same period in the 2024/25 financial year. Furthermore, private health sector, whose SDL contributions comprise a significant portion of HWSETA's revenue stream, has reported a positive trading performance with growth in both revenue and earnings. The sector appears to have recovered, as evidenced by steady year-on-year growth in reported revenue.

The 2025/26 MTEF Budget has been formulated to consider the improved revenue trends and optimal achievement of targets.

On 1 April 2013, Cabinet Memorandum No 53 of 2012 came into effect where all Departments of Health and Social Development must contribute 30% of their training budget to HWSETA. The contribution is utilised as follows:

33%	Administration of HWSETA
67%	Discretionary grant funding

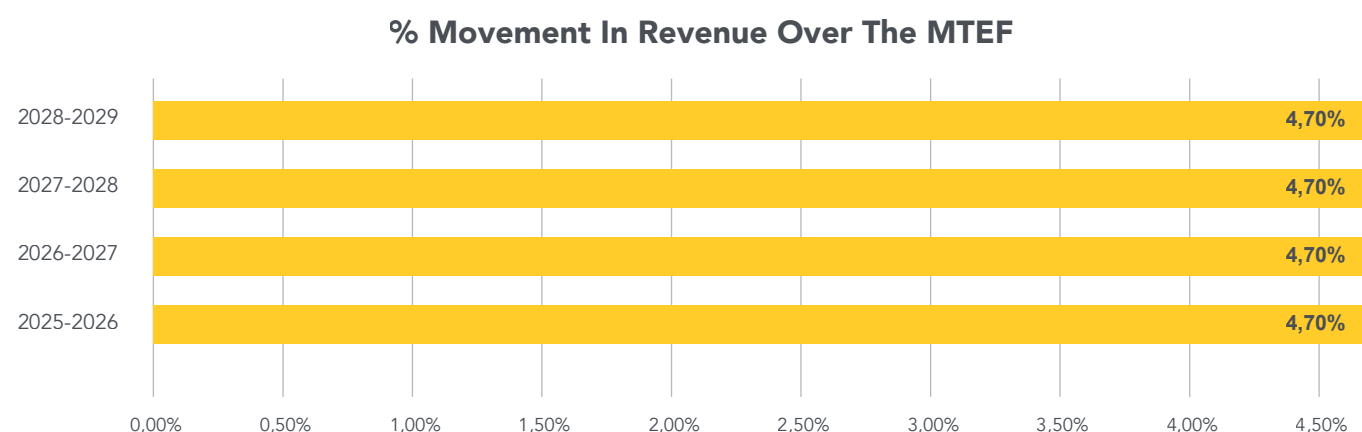
After years of inconsistent invoicing and payment trends relating to government levies received from national and provincial departments of Health and Social Development, there has been a marked improvement over the past two financial years. HWSETA has successfully invoiced all 20 departments for government levies, achieving an average collection rate of between 90% and 95%. This collection rate reflects extensive follow-up with the government departments to ensure the settlement of invoiced levies.

By the end of the first quarter of 2025/26, 17 out of the 20 departments invoiced for the levies and 18% of the invoiced amount had been collected. Consequently, the government levies budget for the 2025/26 financial year was revised to reflect the position at end of the first quarter. The revised 2025/26 budget is based on the audited 2024/25 figures and incorporates a budgeted annual increase of 5% over the two-year planning period.

Government levies form part of the administration portion of the SDL revenue and therefore affect the percentage of revenue allocated to administration and discretionary grants. As a result, the standard allocation of 10.5% for administration and 49.5% for discretionary grants is distorted as it includes government levies portion of 33% for administration and 67% for discretionary grants.

An increase in government levies has a positive effect on both HWSETA's administrative capacity (internal environment) and its intervention capacity through discretionary grants.

FIGURE 31: % REVENUE INCREASE OVER THE MTEF PERIOD



The estimated revenue for the current year and the MTEF period is sufficient to address, by and large, the skills development needs of the sector. It is estimated that the SDL revenue will grow by an average of 5% with the government levy revenue also growing by the same margin.

HWSETA's administration expenditure projections are at 4.7% over the MTEF period, unless otherwise stipulated. This is within the costing assumptions as per MTEF Guidelines issued by National Treasury. Based on the support from government departments contributing to the administration of HWSETA, this stretches HWSETA's ability to meet its obligations relating to operations.

The levy income administration (administration funds) of R266 175 000 for 2025/2026 is made up of SDLs of R114 677 000 and government levies of R151 498 000.

FIGURE 32: PERCENTAGE MOVEMENT IN ADMINISTRATION EXPENDITURE OVER THE MTEF

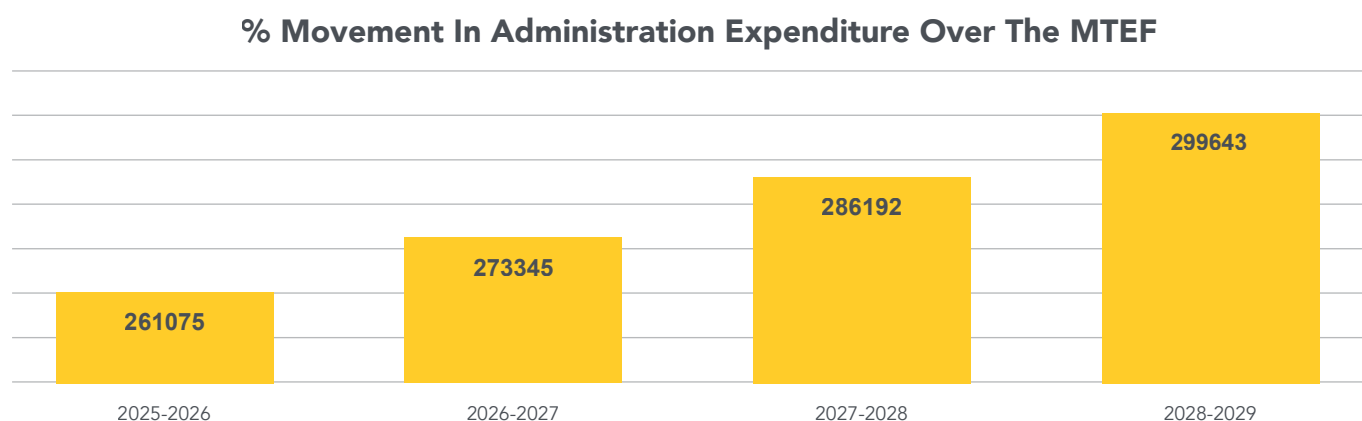
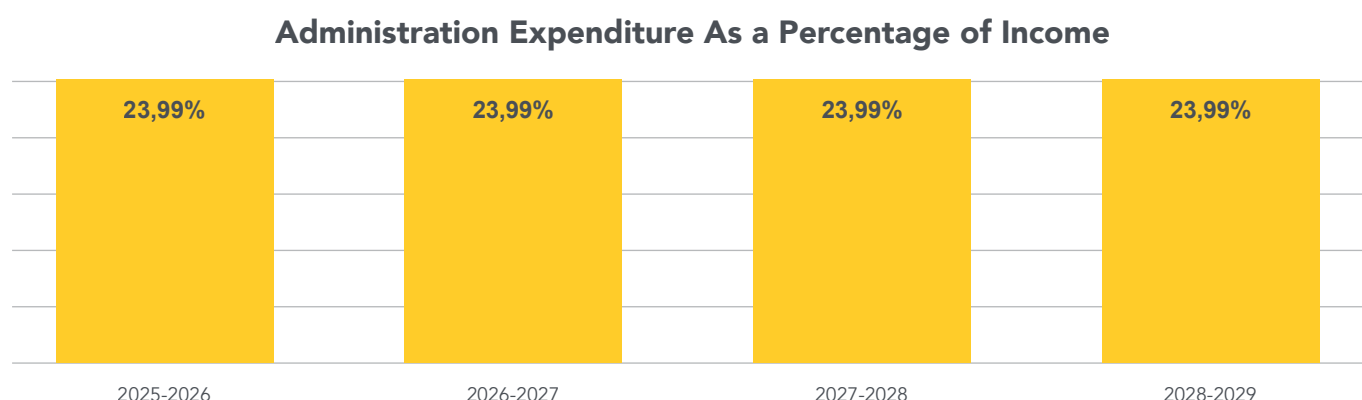


FIGURE 33: ADMINISTRATION EXPENDITURE AS A PERCENTAGE OF INCOME



HWSETA's income for administration expenditure is supplemented by income received from the government departments of Health and Social Development. Refer to attached annexures for details of budgets per programme.

10.2 Relating expenditure trends to strategic outcome-oriented goals

Discretionary grant funding of R738 million, R773 million and R809 million over the MTEF period covers the targets set out in the strategic plan.

The funding model per project has been revised and projected over the MTEF period. The targets set are determined based on several factors including SSP research, strategic planning, the prior year actual achievements and government priorities. The allocated administration budget caters for sufficient capacity within HWSETA to meet all target set in the MTEF period.

Any approved project management fees for Programmes 2, 3 and 4 are up to 7.5% as determined by the grant regulations. The main projects that attract a project management fee are bursaries for unemployed, TVET WIL, internships, training for trade unions and special projects (ad hoc submissions). HWSETA currently has three categories for project management fees, which are:

1. The first category of **3% project management fee** is for the bursaries for unemployed grant which is delivered through universities and universities of technology. The reason for the 3% is that universities and universities of technology are public institutions and have mechanisms in place to manage bursaries as they work with other funders such as the NSFAS, public sector organisations and industry. HWSETA compensates them to ensure that all our prerequisites and administration process are upheld considering the manual administrative processes as well as reporting processes.
2. The second category of **5% project management fee** is made to organisations participating in the TVET WIL and internships projects. This is mainly to ensure that the participating employers are compensated for administration, including recruitment, contracting paperwork, monitoring, reporting and managing the projects until completion because of their lengthy duration. This reduced rate also ensures that HWSETA stretches the rand as far as possible to benefiting the learner rather than the employer.

3. The third category of **7.5% project management fee** is made to special projects that are partnership driven. A project management fee is not allocated to the following programmes:

- Adult Education Training (AET)
- Artisans
- Learnerships
- Lecturer development
- Levy exemption
- Skills programmes
- SMEs
- Vocational training

In the 2024-2025 and 2025-2026 financial years, the project management fees accounted for 1,65% and 1,53% of the APP/discretionary budget for the respective years. In the 2026-2027 financial year, with an estimated average 1,6%, the estimated project management fee included in the APP/discretionary budget is R11,4 million.

Employee costs for HWSETA employees responsible for projects do not form part of the project management fee, but are funded through the employee cost budget included in the administration budget (10,5% plus 33,3%).

In the past two years, 2023-2024 and 2024-2025, HWSETA committed 126% and 95% of its discretionary grant reserve respectively for funding with performance against predetermined targets. HWSETA's over-commitment state reduced significantly by 31% in the 2024-2025 financial year. The reduction is also testament to the success of the strategies that were implemented by the entity to reduce the over-commitment state that had been prevalent over the last four years. Among others, the strategy included aggressively releasing commitments, delaying the approval cycle of discretionary grant projects and not committing to any ad hoc projects unless they were extremely important. Unlike in the previous MTEF period when only 85% of the APP budget was allocated, the APP budget for the 2026/27 MTEF period is 99% allocated as indicated below:

Total allocation of budget per programme is as follows:

Programme 1: R 6 927 638,29

Programme 2: R 16 010 000,00

Programme 3: R R 647 149 938,52

Programme 4: R 60 897 053,00

R R730 984 629,81

Mandatory participation rate

The mandatory grant participation rate estimation is based purely on historical outcome given that the average for the past five financial years (2020 to 2025) was a 65% participation rate. Furthermore, the level of participation is driven, amongst other factors, by employers submitting their WSPs as mandatory grants are paid only to levy-paying employers with an approved WSP status.

On a quarterly basis, HWSETA pays over the 20% mandatory grants to levy-paying approved employers. Approximately 60% of HWSETA SDL revenue comes from the entity's top 10 levy payers. This effectively means that approximately 40% (60% multiplied by 65% of mandatory grants) is paid to the top 10 levy payers.

B-BBEE compliance

HWSETA is currently classified as a non-compliant contributor. A service provider has been appointed to assist the entity in overturning the unfavourable status. At the time of preparing this document the process was at the verification stage with all information submitted by HWSETA to the service provider to verify. It is expected that once the verification is completed, the contributory status of HWSETA will change. Furthermore, since the implementation of the 2022 Preferential Procurement Regulations (PPR), HWSETA's specific goals include black-owned enterprises, black youth, black females, people with disabilities and emerging micro enterprises (EME/QSEs).

10.3 Relating expenditure trends to strategic outcome-oriented goals

Discretionary grant funding of R738 million, R773 million and R809 million over the MTEF period covers the targets set out in the strategic plan.

The funding model per project has been revised and projected over the MTEF period. The set targets are determined based on several factors including SSP research, strategic planning, the prior year actual achievements and government priorities. The allocated administration budget caters for sufficient capacity within HWSETA to meet all targets set in the MTEF period. Any approved project administration costs for Programmes 2, 3 and 4 are up to 7.5% as determined by the grant regulations.

10.4 Update key risks

OUTCOME	KEY RISK	RISK MITIGATION
HWSETA's research, monitoring, evaluation, and impact system provides a credible skills planning and evaluation system that ensures that its funding initiatives yield positive impact in the strategic period.	Not having enough research capacity internally to research the outputs stated in the NSDP and create baselines for all outcome indicators whose baselines have not been established.	Outsource some of the research and impact assessment projects. Manage the SLAs of those projects and ensure quality in the work done.
HWSETA delivers its mandate efficiently and effectively through its well capacitated organisational, structural and business processes that are automated and integrated in the strategic period.	Although the organisational structure may be well capacitated, the budget may not be sufficient as a result of various factors such as economic challenges negatively affecting the business climate within which employer organisations operate. Policy implementation is often delayed in South Africa. This is applicable to NHI, thus there is no immediate impact. Yet when implemented it will have an effect at systemic level in terms of healthcare professionals being highly in demand. QCTO's decentralized implementation model (assigning more tasks back to the SETAs) has seen a significant rise in both targets (250%) and APP approved budget (75%) from 2025/26 to 2026/27. The HWSETA data not fully migrated into the ERP system	Find innovative or cost-effective ways to reduce the cost of training, such as funding online training instead of face-to-face contact that requires funds for venue, travelling, accommodation and meals. Monitor human resource management procurement processes such as employment of doctors, number of practitioners in employment. This will require monitoring the provincial public funding of the DoH for recruitment of professionals and the effect on skills development needs. It will further require monitoring of pricing models for health services and the implications on demand, skills needs and quality of life. Improve planning mechanisms between HWSETA and QCTO for predictability and internal controls specific to cost drivers. This will also entail either expanding the existing SLA and a new agreement. Audited data from RIME and Project Fix to be migrated to the projects module. SDP is currently in the process of importing data into the system from previous financial years.
HWSETA promotes linkages between education and the workplace to increase work-based learning opportunities in the health and welfare sector in the strategic period.	Employers are not fully exposing learners to workplace practical training.	Engagements with IT are ongoing for them to extract physical addresses from legacy data of employers who have not been submitting their WSP/ATR for the past five years. Extracted data will be distributed to the provinces for tracking and engagement with these organisations as part of the campaign to improve the submission rate of levy-paying organisations. Conduct M&E visits and interview employers on how the WBL can be tailored more appropriately to their needs and demands.
HWSETA provides quality assurance services for the health and welfare sector that ensures quality in occupational education and training in the strategic period.	Non-compliance with quality standards (policy provisions) by the SDPs and employer organisations. This has a negative impact on the quality of training and is a reputational risk to HWSETA. Unscrupulous and unaccredited skills development practitioners and employers compromise lives and well-being of citizens as a result of poor quality training and implementation projects.	HWSETA participates in the QCTO policy development process. In the interim, HWSETA has developed guidelines to be used. When the QCTO policies are approved, HWSETA will customise and replace the guidelines with these policies. HWSETA publicises the list of accredited providers on the website to provide the public (i.e. learners) with accurate information to prevent registration with non-accredited providers.

OUTCOME	KEY RISK	RISK MITIGATION
HWSETA supports the growth of the public college system so that public colleges may qualify as a centre of specialisation in the strategic period.	Health sector colleges not having sufficient educators as a result of changes in professional landscape.	Offer postgraduate bursaries to colleges with revised landscapes, such as for the nursing profession.
HWSETA supports career development services related to the health and welfare sector and makes them accessible to rural and targeted youth in the strategic period.	Not having access to school pupils to conduct career exhibitions as a result of the Department of Education being outside PSET.	Partner with Basic Education Career Development Section (Khetha) to collaboratively offer career development. Train life orientation teachers as Career Development Practitioners in health and welfare sector careers and HWSETA's funding programmes. These teachers will provide career awareness to their students, thus conducting career development on behalf of HWSETA.
HWSETA contributes to the improvement of skills levels for 50% of the South African workforce through various learning programmes that address critical skills required by the sector in the strategic period.	Since the baseline is not yet established, it may happen that 50% of the workforce is not feasible.	Baseline will be collected, and when the next cycle of planning comes, the 5-year target will be revised.
HWSETA contributes to increased access, by the unemployed, into occupationally directed programmes in the health and welfare sector in the strategic period.	Employment rate of students who complete qualifications may not reach the desired target due to economic climate.	Expose students to training in self-employment so that students do not need to rely on jobs; they can create their own jobs.
HWSETA supports officials from NGOs, NPOs and trade unions to strengthen governance and service delivery, and thus advance social, rural and community development in the strategic period.	NGOs/NPOs may experience financial constraints as a result of a significant decrease in donor funds.	HWSETA created a new indicator that anticipates an increase in volunteers in the sector, given a significant and rapid decrease of donor funds in the NPO sector. The new indicator allocates targets and budget to fund volunteers in HWSETA skills development initiatives.



TECHNICAL INDICATOR DESCRIPTION

The DPME defines a technical indicator description as ... 'a description of impact, outcome and output, indicators which defines the data collection processes, gathering of portfolios of evidence and acceptable level of performance at the beginning of the planning cycle,' (Guidelines for the Implementation of the Revised Framework for Strategic Plans and Annual Performance Plans; 2019:14). These guidelines prescribe the format of TIDS, which has been utilised by HWSETA in its TID. The TID is also used together with the standard operating procedures for the verification and validation of performance information.

PROGRAMME 1	
OUTPUT INDICATOR 1	
Indicator title	Number of good governance reports produced for ensuring good human resource management, financial management and IT governance by HWSETA to facilitate effective and efficient service delivery in the reporting period.
Definition	This indicator measures the number of HWSETA good governance reports prepared in line with the requirements of the DHET and submitted to the DHET along with other supplementary government reports in the reporting period. Supplementary reports provide the Board with HWSETA quarterly financial results as and quarterly Corporate Services report on governance, risk and performance measures. This indicator measures good management of human resources, financial resources, IT infrastructure and IT systems by governance structures of HWSETA. Governance of these resources, infrastructure and systems facilitate effective and efficient service delivery. Good governance means that organisational processes produce results that meet the needs of society while making the best use of resources at their disposal. A systematic, well-planned human resource management function for recruiting, hiring, deploying and training HWSETA's employees is therefore critical for service delivery to allow HWSETA to improve human resource performance and productivity. Financial management is a key aspect of good governance as it helps to ensure that public resources are used to deliver services efficiently and effectively and in accordance with the law. IT governance is the process of aligning IT resources, policies and practices with an organisation's goals, values and stakeholders. It helps ensure that IT systems are effective, efficient, secure and compliant with relevant standards and regulations.
Sources of data	• HWSETA governance report submitted to the DHET • Quarterly Report on the management accounts of the HWSETA • Quarterly Corporate Services report on governance, risk and performance measures
Method of calculating/measuring	• One governance report submitted quarterly to the DHET and a letter of acknowledgement will be issued by the DHET. • One management accounts report submitted each quarter to the Board will be counted as supporting evidence for the achievement of this indicator. • One corporate services report on governance, risk and performance measures submitted each quarter to the Board will be counted as supporting evidence for the achievement of this indicator.
Means of verification	• HWSETA governance report submitted to the DHET with proof of submission provided by DHET • Quarterly Report on the management accounts of HWSETA submitted to the Board, which is signed by the chairperson of the Board • Quarterly Corporate Services report on governance, risk and performance measures submitted to the Board, which is signed by the chairperson of the Board. This submission will include a focus on IT and ERP, Corporate support, Marketing and Human Resources.
Assumptions	One governance report should be submitted quarterly to the DHET and a letter of acknowledgement will be issued by the DHET
Disaggregation of beneficiaries	Each governance report's content must account for human resource management, financial management and IT governance.
Calculation type	Cumulative year-end
Reporting cycle	Quarterly

PROGRAMME 1

OUTPUT INDICATOR 1

Desired performance	- One governance report submitted quarterly to the DHET with a letter of acknowledgement issued by the DHET - One Quarterly Report on the management accounts of HWSETA submitted quarterly to the Board - One Quarterly Corporate Services report on governance, risk and performance measures submitted quarterly to the Board
Indicator responsibility	Board Secretary
Indicator weight	0,5%

OUTPUT INDICATOR 2

Indicator title	Number of career development events convened by HWSETA to promote occupations in high demand to youth from mainstream and special schools as well as post-school youth from CET colleges located in both rural and urban areas in the reporting period.
Definition	This indicator measures career development awareness events that HWSETA hosted in order to provide exposure to youth in schools and in post-school education and training from rural and urban areas. These events must be hosted at schools and colleges located in rural and urban areas, based on the following classification: - Main-stream schools: schools offering basic education for children from Grade R to Grade 12 who do not have special education needs. - Special-needs schools: schools catering for children who have special educational needs as a result of learning difficulties, physical disabilities or behavioural problems. These schools cover from Grade R to Grade 12. - Community Education and Training (CET) colleges: In South Africa CET colleges are institutions that provide post-school education for adults and out-of-school youth. CET colleges offer a variety of programmes, including formal qualifications and occupational qualifications. The target group for these events are learners in grades 9 to 12 within the age groups of 15 to 18 years, as well as students from CET colleges from 15 to 34 years. Classification of rural and urban areas is contained as an annexure to the SOPs for Performance Information. This classification is based on metropolitan and district municipalities and has been taken from the municipal profiles provided by the Department of Cooperative Governance and Traditional Affairs.
Sources of data	- A letter from schools or CET colleges accepting a request from HWSETA to host a career development event on school or college premises. - Attendance registers for each event hosted containing name of learner, age, grade, name of school and signature of each learner. - Report on the career awareness events hosted by HWSETA. This report should classify the schools in terms of main-stream, special needs school or CET college - Classification of municipalities register.
Method of calculating/measuring	<u>2 a) Youth in rural areas:</u> - One career awareness event hosted by HWSETA at a school or college will be reported as an achievement - Events that take place at schools or colleges located in metropolitan or district municipalities classified as rural areas will be reported as events hosted in rural areas. <u>2 b) Youth in urban areas:</u> - One career awareness event hosted by HWSETA at a school or college will be reported as an achievement. - Events that take place in schools or colleges located in metropolitan or district municipalities classified as urban areas will be reported as events hosted in urban areas.
Means of verification	- Attendance register completed by school youth who attended the event - Report of the event
Assumptions	Pupils reside within the vicinity of the location of the school. Therefore, if the school is situated in a rural/urban area, it will be assumed that the pupils from that school are from that rural/urban area.
Disaggregation of beneficiaries	<u>2 a) Youth in rural areas:</u> Transformational target for municipal development nodes identified in Figure 24 of this APP should reach 60% of beneficiaries from prioritised 18 rural districts. <u>2 b) Youth in urban areas:</u> Transformational target for municipal development nodes identified in Figure 24 of this APP should reach 60% of beneficiaries from prioritised 6 urban districts.

OUTPUT INDICATOR 2	
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	The Marketing division will make career guidance services available to school pupils
Indicator responsibility	Marketing Manager Provincial Managers
Indicator weight	1%

OUTPUT INDICATOR 3	
Indicator title	Number of NEET youth reached through HWSETA's career portal of in order to identify youth eligible to enter HWSETA's workplace-based learning programmes in the reporting period.
Definition	This indicator measures NEET youth who access the career portal of HWSETA. Young people who are neither in employment nor in education or training (NEET) are at risk of becoming socially excluded – individuals with income below the poverty line and lacking the skills to improve their economic situation. NEET youth comprise 15-24-year-olds who are outside the schooling system either because they dropped out of school or did not complete matric. The location of NEET youth is identified through addresses these youth provide on the HWSETA career portal. Classification of rural and urban areas is contained as an annexure to the SOPs for Performance Information. This classification is based on metropolitan and district municipalities and has been taken from the municipal profiles provided by the Department of Cooperative Governance and Traditional Affairs
Source of data	The career portal will be used to identify NEET youth.
Method of calculating/measuring	All reported learners should be youth who have accessed the HWSETA career portal and thus registered their names, either on the attendance register provided by HWSETA or the career portal. Youth accessing the career portal are required to enter their ID numbers. The location of youth reached through the career portal will be identified through the addresses they provide on the portal.
Means of verification	Database from the career portal
Assumptions	NEET youth reside within the vicinity of the location of the school.
Disaggregation of beneficiaries	Targets for Africans: 65% Targets for women: 60% Targets for youth: 100% Targets for people with disabilities: 3%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	The Marketing division will make career guidance services available to school pupils and NEET youth.
Indicator responsibility	Marketing Manager Provincial Managers
Indicator weight	0,5%

OUTPUT INDICATOR 4	
Indicator Title	Number of capacity-building workshops on career development services convened by HWSETA to promote occupations in high demand to teachers from mainstream and special schools as well as CET colleges located in both rural and urban areas in the reporting period.
Definition	This indicator measures capacity-building workshops conducted by HWSETA for teachers from mainstream schools, special schools and CET colleges to capacitate them with career guidance skills. The term 'career guidance' describes the full range of career-related interventions that support young people to make choices and develop their career thinking. In career strategy there is a requirement for schools and colleges to provide young people with access to personal guidance, which should be with a trained careers adviser.
Source of Data	Teachers from mainstream schools, special schools, and CET colleges Skills development providers offering training
Method of calculating/measuring	Each workshop convened will be reported as an achievement.

OUTPUT INDICATOR 4

Means of verification	Report written by skills development provider on the workshop List of student career guidance teachers trained Attendance register for the workshop Registration form completed by student career guidance teachers Certified ID copy of each career guidance teacher.
Assumptions	At least 10 career guidance teachers will be trained from 10 different schools
Disaggregation of beneficiaries	60% of career guidance teachers should be from schools situated in rural areas and townships.
Calculation type	Cumulative year-end
Reporting Cycle	Quarterly
Desired performance	At least 10 career guidance teachers will be trained from 10 different schools
Indicator responsibility	Marketing Manager Provincial Managers
Indicator Weight	0,5%

OUTPUT INDICATOR 5

Indicator title	Number of youth from mainstream and special-needs schools exposed to aptitude tests funded by HWSETA in the reporting period.
Definition	This indicator identifies youth from mainstream and special-needs schools who have been exposed to aptitude testing in order to identify aptitude for pursuing qualifications offered in the health, veterinary and social development sectors. An aptitude test assesses a person's abilities and potential to succeed in a particular area, such as a subject or job. Schools use aptitude tests to help students choose advanced placement classes or areas of study.
Sources of data	Youth from mainstream and special schools.
Method of calculating/ measuring	Youth tested for aptitude will be reported as achievements.
Means of verification	List of learners tested for aptitude Aptitude tests registration form MoA or SLA with service provider.
Assumptions	All learners tested will consent to HWSETA using reports for placing learners into HWSETA's career development recruitment database.
Disaggregation of beneficiaries	60% of schools where learners are tested should be from schools situated in rural areas and townships.
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	At least ten career guidance teachers will be trained from ten different schools
Indicator responsibility	Marketing Manager Provincial Managers
Indicator weight	1,0%

OUTPUT INDICATOR 6

Indicator title	Number of unemployed youth exposed to HWSETA career development programmes who are registered on the HWSETA career development recruitment database in the reporting period.
Definition	This indicator measures the number of school-going and NEET youth who were exposed to career development programmes of HWSETA and then registered on the career development recruitment database of HWSETA in the strategic period. Those who are registered are found to have an aptitude for pursuing careers in the health and social development sector.
Sources of data	Database of learners from rural and urban schools exposed to career awareness services Database of NEET youth accessing career portal External databases containing NEET youth Database of school-going youth exposed to aptitude tests Career development database
Method of calculating/measuring	6.a) Mainstream schools Youth exposed to HWSETA career development programmes who are registered in the career development database as youth from mainstream schools will be reported as achievements. 6.b) Special needs schools Youth exposed to HWSETA career development programmes who are registered in the career development database as youth from special-needs schools will be reported as achievements. 6.c) NEET youth Youth exposed to HWSETA career development programmes who are registered in the career development database as NEET youth will be reported as achievements.
Means of verification	Database of NEET youth accessing career portal Database of school-going youth exposed to aptitude tests Career development database
Assumptions	All databases required will be available
Disaggregation of beneficiaries	Targets for Africans: 65% Targets for women: 60% Targets for youth: 100% Targets for people with disabilities: 3% Targets for rural areas and townships: 60%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	At least 12400 career development youth who have aptitude for health and social development qualifications will enter into HWSETA career development recruitment database.
Indicator responsibility	Marketing Manager Learning Programme Managers Projects Manager
Indicator weight	1,1%

Programme 2

OUTPUT INDICATOR 9

Indicator title	Number of SSP updates and applied research reports ¹ completed and noted by key stakeholders ² in the reporting period.	
Definition	The indicator reports the latest SSP update and number of research reports ³ produced per financial year. The SSP update is acknowledged by the DHET and research reports are noted by one of HWSETA Board committees. The SSP update is an annual update that precedes the strategic planning and operational planning process. The SSP is an applied research report (one update report annually). What is peculiar about this report is that it is legislated and therefore regulated by the DHET. It also has the specific objective of informing the sector about the overall skills needs. The specific mention of the SSP in the indicator is to emphasise its inclusion as one of the research reports to be reported on.	
Source of data	SSP update (one update report annually) Research reports	
Method of calculating/measuring	Number of research reports and latest SSP update produced per year Presentation of these reports and updates that show coverage of NSDP research outputs, occupations on demand, skills needs, and the education and training landscape.	
Means of verification	Research reports Submission to one of the Board committees	SSP update signed by the Board Chairperson Proof of submission to the DHET
Assumptions	These should first be planned for in the research agenda	
Disaggregation of beneficiaries	n/a	
Calculation type	Cumulative year-end	
Reporting cycle	Quarterly	
Desired performance	To cover at least one NSDP outcome in each research report Research report findings to be included in the SSP update.	
Indicator responsibility	Research Manager	
Indicator weight	3,0%	

OUTPUT INDICATOR 10

Indicator title	Number of monitoring, evaluation, and impact studies, including tracer studies, completed and noted by key stakeholders ⁴ as measuring the performance of learning programmes and projects implemented by HWSETA in the reporting period	
Definition	The indicator measures the number of monitoring, evaluation, and impact studies, including tracer studies, completed and noted by key stakeholders as measuring the performance of learning programmes and projects implemented by HWSETA. The key stakeholders that can confirm these reports include HWSETA implementing managers, executive managers, and/or Board Committees	
Source of data	Monitoring, evaluation, and impact study reports, including tracer study reports	
Method of calculating/measuring	Total number of M&E reports completed and then confirmed by stakeholders	
Means of verification	Monitoring, evaluation, and impact study reports, including tracer study reports Confirmation of findings by key stakeholders	
Assumptions	Key stakeholders, particularly HWSETA implementing managers will timeously provide the M&E officers and Impact Assessment Practitioner with all documentation required to conduct the studies	
Disaggregation of beneficiaries	n/a	
Calculation type	Cumulative year-end	

- 1 SSP updates and research reports produced by the HWSETA identify occupations in demand and skills needs in the sector, and aims to inform planning for skills development in the sector
- 2 Confirmation of SSP update and research reports by stakeholders refers to the presentation of findings to one of the Board Committees
- 3 SSP updates and research reports produced by the HWSETA identify occupations in demand and skills needs in the sector, and aims to inform planning for skills development in the sector
- 4 Stakeholders include HWSETA implementing managers, executive managers, and/or Board Committees

OUTPUT INDICATOR 10	
Reporting cycle	Quarterly
Desired performance	M&E Officer or Impact Assessment Practitioner will conduct a credible monitoring & evaluation study whose results can be confirmed by key stakeholders as measuring the performance of programmes and projects of HWSETA.
Indicator responsibility	Manager responsible for programme under review M&E Officer Impact Assessment Practitioner
Indicator weight	3,0%

OUTPUT INDICATOR 11	
Indicator title	Number of research, monitoring & evaluation studies disseminated to external stakeholders relevant to the results and recommendations of the studies during the reporting period.
Definition	The indicator measures research, monitoring & evaluation studies disseminated to external stakeholders relevant to the results and recommendations of the studies. Disseminating research findings is the process of sharing research, monitoring & evaluation results with a wider audience, including stakeholders and other interested parties. It's an important part of the research process and is essential for the success of research networks and the use of research findings by external stakeholders. Dissemination can include: • Presenting research at conferences or a seminar • Engaging with stakeholders • Informal peer debriefing • Using videos, visuals or ideographs to communicate research findings. When disseminating research findings, it is important to consider the target audience and the setting in which the findings will be received. The goal is to frame the research in a way that is most meaningful to the audience.
Source of data	Article produced for disseminating findings from research, monitoring & evaluation studies
Method of calculating/measuring	Each article produced for research, monitoring & evaluation studies and disseminated will be counted once.
Means of verification	Article disseminating research, monitoring & evaluation studies.
Assumptions	Article will communicate findings on the basis of objectives of the study that were researched or evaluated.
Disaggregation of beneficiaries	n/a
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	At least two articles will be disseminated per year
Indicator responsibility	Research Manager Monitoring and Evaluation Manager
Indicator weight	1,0%

OUTPUT INDICATOR 12	
Indicator title	Number of strategic partnerships entered into by HWSETA with key stakeholders to support the implementation of the strategic plan as well as research initiatives for scoping the service delivery environment of HWSETA in the sector during the reporting period.
Definition	This indicator identifies strategic partnerships that are aimed at aligning strategic focus areas to implementation, as well as research partnerships that yield the desired goals of research projects. Strategic focus areas are measurable areas of focus that help a business achieve its mission and vision. A strategic partnership is a business arrangement where two or more companies or individuals share resources to help each other succeed. The goal is to create value by sharing non-financial resources, like information, that the other company might not be able to access. A research partner is a person or organisation that works with another party on research projects. A research partner is someone who has received formal training in research and evaluation methods and has applied those skills in a specified field (e.g. criminal justice). They tend to have advanced quantitative and qualitative skills as well as significant training in theory.
Source of data	Strategic partners Research partners
Method of calculating/measuring	Performance against this indicator will be measured by counting the number of partnership agreements signed with relevant stakeholders.

OUTPUT INDICATOR 12	
Means of verification	Contractual agreements such as SLAs, MoAs and MoUs.
Assumptions	HWSETA will enter into partnerships to collaborate on strategy implementation or research.
Disaggregation of beneficiaries	n/a
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	Strategic and research partnerships that will support HWSETA research work with databases and data.
Indicator responsibility	Research Manager Executive Manager: RIME
Indicator weight	3,0%

Programme 3

OUTPUT INDICATOR 7	
Indicator title	Percentage of discretionary grant budget allocated to developing high, intermediate and low-level skills in the reporting period.
Definition	This indicator reflects the allocation of the discretionary grant budget to learning programmes by level of skills, including high-level skills, intermediate skills and elementary skills. High-level skills cover NQF level 8-10, intermediate skills cover NQF level 5-7 and elementary skills cover NQF 1-4. Estimated discretionary budget for 2026-2027 is R737 847 000. This will be the denominator of the three targets of this indicator. This, therefore, means that high-level skills will be allocated 22% of R737 847 000, intermediate skills will be allocated 45% of R737 847 000 and elementary skills will be allocated 3% of R737 847 000.
Sources of data	- Discretionary grant budget - List of learners reported for performance information showing name of learning programmes and their NQF levels.
Method of calculating/measuring	80% (R590 277 600/ R737 847 000) of the discretionary budget is expected to be allocated to high-level, intermediate, and low-level skills. The method of calculation of achievements will therefore be as follows: For high-level skills the following will be the achievement: $\rightarrow 22\% \text{ of the discretionary grant} = \frac{\text{Numerator: R162 326 340}}{\text{Denominator: R737 847 000}} \therefore \frac{\text{R162 326 340}}{\text{R737 847 000}}$ For intermediate skills the following will be the achievement: $\rightarrow 55\% \text{ of the discretionary grant} = \frac{\text{Numerator: R405 815 850}}{\text{Denominator: R737 847 000}} \therefore \frac{\text{R405 815 850}}{\text{R737 847 000}}$ For low-level skills the following will be the achievement: $\rightarrow 3\% \text{ of the discretionary grant} = \frac{\text{Numerator: R22 135 410}}{\text{Denominator: R737 847 000}} \therefore \frac{\text{R22 135 410}}{\text{R737 847 000}}$
Means of verification	Discretionary grant budget allocation schedule
Assumptions	80% of the discretionary grant budget will be allocated by level of skill per learning programme.
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 60% Targets for people with disabilities: 5% Targets for rural areas: 60%
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	80% of the discretionary grant budget will be allocated by level of skill per learning programme.
Indicator responsibility	Learning Programme Manager Projects Manager
Indicator weight	1,5%

OUTPUT INDICATOR 8

Indicator Title	Number of WSPs and ATRs approved for small, medium, large firms in the reporting period.		
Definition	a) This indicator measures the number of small firms whose WSPs/ATRs were evaluated and approved by HWSETA during the reporting period. Small firms have 0-49 employees. b) This indicator measures the number of medium firms whose WSPs/ATRs were evaluated and approved by HWSETA during the reporting period. Medium firms have 50-149 employees. This indicator measures the number of large firms whose WSPs/ATRs were evaluated and approved by HWSETA during the reporting period. Large firms have >150 employees.		
Sources of data	Small firms with approved WSPs/ATRs Medium firms with approved WSPs/ATRs Large firms with approved WSPs/ATRs		
Method of calculating/measuring	Small firms whose WSPs are approved will be recorded as achievements against this indicator. Medium firms whose WSPs are approved will be recorded as achievements against this indicator. Larger firms whose WSPs are approved will be recorded as achievements against this indicator.		
Means of verification	List of small firms with approved WSPs/ATRs Access to the WSP ERP module	List of medium firms with approved WSPs/ATRs Access to the WSP ERP module	List of large firms with approved WSPs/ATRs Access to the WSP ERP module
Assumptions	Small firms will submit WSPs/ATRs that meet minimum standards for approval. Medium firms will submit WSPs/ATRs that meet minimum standards for approval. Large firms will submit WSPs/ATRs that meet minimum standards for approval.		
Disaggregation of beneficiaries	Targets for small firms: 65% Targets for medium firms: 12% Targets for large firms: 8%		
Calculation type	Cumulative (year-end)		
Reporting cycle	Quarterly		
Desired performance	Small firms will submit WSPs/ATRs that meet minimum standards for approval Medium firms will submit WSPs/ATRs that meet minimum standards for approval Large firms will submit WSPs/ATRs that meet minimum standards for approval.		
Indicator responsibility	WSP Manager		
Indicator weight	0,9%		

OUTPUT INDICATOR 13.1

Indicator title	Number of university and college students who entered work-integrated learning programmes funded by HWSETA in the reporting period.		
Definition	WIL is a teaching and learning method that combines a student's academic studies with practical experience in a workplace setting. 13.1.a) TVET college and sector college students This indicator identifies the number of TVET and sector public college students funded by HWSETA for work-integrated learning programmes. TVET stands for Technical Vocational Education and Training. Public sector colleges can be described as health and social sector colleges that are recognised by professional councils, such as the Nursing Council for Nursing Colleges, the HPCSA for Emergency Services Colleges, HPCSA for Psychology Colleges, HPCSA for Colleges of Medicine, Pharmacy Council for Pharmacy Colleges, various religious councils for various religious colleges, Veterinary Council for agricultural colleges, etc. 13.1.b) University students This indicator also identifies the number university students funded by HWSETA for work-integrated programmes. Focus is on health, veterinary, animal health, social sciences and social development programmes.		
Source of data	Employer organisations Students		

OUTPUT INDICATOR 13.1

Method of calculating/measuring	13.1.a) TVET college and sector college students All students funded by HWSETA for TVET and sector colleges work-integrated learning programmes are recorded as achievements against this indicator by HWSETA.
	13.1.b) University students All students funded by HWSETA for university work-integrated learning programmes are recorded as achievements against this indicator by HWSETA.
Means of verification	MoAs Schedule or list of students funded Learner agreement Certified copy of ID of students Affidavits that state that the person is unemployed or confirmation and declaration letter of unemployment
Assumptions	University, TVET and sector public college students placed with employers for work-integrated learning funded by HWSETA are registered with HWSETA. Affidavits that state that the person is unemployed.
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 60% of which 30% should be in the NEET category Targets for people with disabilities: 0,5% Targets for rural areas: 40%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	Employer organisations should register learner agreements for university, TVET and sector colleges work-integrated with HWSETA
Indicator responsibility	Projects Manager
Indicator weight	2,5%

OUTPUT INDICATOR 13.2

Indicator title	Number of university and college students reported to HWSETA as having completed WIL programmes funded by HWSETA in the reporting period.
Definition	13.2.a) TVET and sector college students This indicator identifies the number of TVET and sector public college students who complete WIL programmes funded by HWSETA. The duration is usually from 3-18 months.
	13.2.b) University students This indicator also identifies the number of university students who complete WIL programmes funded by HWSETA. The duration is usually from 3-18 months.
Source of data	Employer organisations Students
Method of calculating/measuring	Funded students who complete the programme will be recorded as achievements against this indicator.
Means of verification	Proof of completion in the form of letter from the employer or university Certified ID copy
Assumptions	Employer organisation will timeously report completions to HWSETA.
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 60% of which 30% should be in the NEET category Targets for people with disabilities: 0,5% Targets for rural areas: 40%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly

OUTPUT INDICATOR 13.2

Desired performance	Completions are reported by employer organisations timeously so as to improve efficiencies in reporting.
Indicator responsibility	Projects Manager
Indicator weight	2,5%

OUTPUT INDICATOR 14.1

Indicator Title	Number of unemployed persons entered into the graduate internship and workplace experience programme funded by HWSETA in the reporting period
Definition	14.1.a) Internships for unemployed graduates This indicator identifies the number of unemployed graduates who are placed in internship programmes funded by HWSETA after completing their qualifications. A graduate internship is a period of workplace-based learning for the purposes of allowing a person who has completed a post-school qualification to gain workplace experience or exposure to enhance competence and/or employability, (Dictionary of Terms and Concepts for Post-School Education and Training, DHET: 2021). 14.1.b) Work experience for unemployed people with disabilities This indicator also identifies the number of unemployed people with disabilities who are placed in work-experience programmes funded by HWSETA. Work experience is a period during which a young person works for a company or organisation in order to gain experience in a particular type of work. (https://dictionary.cambridge.org/dictionary/english/work-experience; accessed on 12-12-2025).
Source of Data	Employer organisations Funded persons
Method of Calculating/ Measuring	14.1.a) Internships for unemployed graduates Funded persons who have obtained a qualification are placed with employers in the health and social development sector in internship programmes funded by HWSETA are reported as achievements against this indicator. 14.1.b) Work experience for unemployed people with disabilities Funded people with disabilities who require exposure to the workplace to obtain elementary skills that can make them more employable are placed with employers in the health and social development sector in work-experience programmes funded by HWSETA are reported as achievements against this indicator.
Means of verification	14.1.a) Internships for unemployed graduates MoAs with employers participating in the HWSETA's internship programme Internship agreement or registration form Certified ID copies of students Affidavits that state that the person is unemployed or confirmation and declaration letter of unemployment. 14.1.b) Work experience for unemployed people with disabilities MoAs with employers participating in the work-experience programme for people living with disabilities Work-experience programme agreement or registration form Certified ID copies of students Affidavits stating that the person is unemployed or confirmation and declaration letter of unemployment Proof of learner disability
Assumptions	Employers will expose unemployed graduates to the workplace to gain professional experience that will help them to find jobs Employers will expose unemployed people with disabilities to work experience that will help them become more employable.
Disaggregation of Beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 60% of which 30% should be in NEET category Targets for rural areas: 40%
Calculation Type	Cumulative year-end
Reporting Cycle	Quarterly
Desired Performance	90% of unemployed graduates funded should be placed in internship positions in the social development, health and veterinary fields All unemployed graduates who are placed on internship programmes should find jobs before the internship ends.

OUTPUT INDICATOR 14.1

Indicator Responsibility	Projects Manager
Indicator Weight	2,5%

OUTPUT INDICATOR 14.2

Indicator title	Number of unemployed persons reported to HWSETA as having completed internship and workplace experience programmes funded by HWSETA in the reporting period.
Definition	14.2.a) Internships for unemployed graduates This indicator identifies the number of unemployed graduates who completed internship programmes funded by HWSETA. The completion may be at resignation, which may be prior to the end of the internship programme or at the end of the internship programme. 14.2.b) Work experience for unemployed people with disabilities The indicator also identifies people with disabilities who complete work experience funded by HWSETA. (Full programme definition is provided in indicator 14.1)
Source of data	Employer organisation Funded persons
Method of calculating/measuring	14.2.a) Internships for unemployed graduates All interns funded by HWSETA who complete the internship either because it came to an end or on resignation of an intern who found a job will be counted as an achievement against this indicator. 14.2.b) Work experience for unemployed people with disabilities All people with disabilities who complete work-experience programmes either because it came to an end or on the resignation of an intern who found a job will be counted as an achievement against this indicator.
Means of verification	Proof of completion in the form of a letter from the employer Certified ID copy
Assumptions	Employer organisation will timeously report completions to HWSETA
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 60% of which 30% should be NEET Targets for rural areas: 40%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	Completions are reported by employer organisations timeously so as to improve efficiencies in reporting
Indicator responsibility	Projects Manager
Indicator weight	2,5%

OUTPUT INDICATOR 15.1

Indicator title	Number of workers whose learner agreements are registered with HWSETA for learnerships as industry funded or HWSETA funded in the reporting period.
Definition	This indicator identifies workers enrolled in learnerships established by HWSETA in terms of section 16 of the Skills Development Act 97 of 2008; whose learner agreements are registered with HWSETA in terms of section 17(3) of the Skills Development Act 97 of 2008. This includes both workers funded by HWSETA and those funded by industry. Those who are funded will constitute a minimum of 60%. NB: Funded learnerships are those registered by HWSETA at the DHET.
Source of data	Employers Training providers Funded persons
Method of calculating/measuring	Each worker has one student agreement per learnership and each student agreement is counted once whether funded by HWSETA or by the industry Budget allocation for students funded in this programme will be for the entire programme as there is no indicator for continuing students.

OUTPUT INDICATOR 15.1

Means of verification	Learnership registration certificate (for HWSETA funded students) MoAs (for HWSETA-funded students) Schedule or list of funded students Student agreement forms (may also be referred to as a learner agreement) Certified ID copy of students Proof of employment
Assumptions	Students enrolled on learnerships established by HWSETA have student agreements registered with HWSETA whether they are funded by HWSETA or by industry.
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 60% Targets for rural areas: 40%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	Employers should register learner agreements of all learners enrolled for learnerships established by HWSETA with HWSETA in adherence to section 17(3) of the Skills Development Act 97 of 2008, as amended.
Indicator responsibility	Learning Programme Manager
Indicator weight	2,5%

OUTPUT INDICATOR 15.2

Indicator title	Number of workers reported to HWSETA as having completed learnership programmes registered with HWSETA as industry- or HWSETA-funded in the reporting period.
Definition	This indicator identifies the number of workers who are reported as having completed learnership training that was registered with HWSETA through learnership agreements. This includes both workers funded by HWSETA and the industry. The completion of the learnership depends on the length of the learnership programme, which can span from one to two years. Completions of the learnership programmes are reported by employers or training providers.
Source of data	Employers Training providers Funded persons
Method of calculating/measuring	Students who were registered with HWSETA, whether funded by HWSETA or industry, for learnerships and who complete the programme will be recorded as achievements against this indicator.
Means of verification	Proof of completion in the form of a statement of results or qualification certificate or A verification report for learner results endorsed by HWSETA EQTA Certified ID copy
Assumptions	Employers and/or training providers will timeously report completions to HWSETA
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 40% Targets for rural areas: 40%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	Completions of learnership programmes are reported by employers and training providers timeously so as to improve efficiencies in reporting.
Indicator responsibility	Learning Programme Manager
Indicator weight	2,5%

OUTPUT INDICATOR 15.3

Indicator title	Number of unemployed persons whose learner agreements are registered with HWSETA for learnerships as sector- or HWSETA-funded in the reporting period.		
Definition	This indicator identifies unemployed persons and people with disabilities enrolled in learnerships established by HWSETA in terms of section 16 of the Skills Development Act 97 of 2008; whose learner agreements are registered with HWSETA in terms of section 17(3) of the Skills Development Act 97 of 2008. This includes unemployed people funded by HWSETA and those funded by the industry.		
Source of data	Employer organisations HWSETA learner database		
Method of calculating/measuring	Each unemployed person and persons with disabilities have one student agreement per learnership and each student agreement is counted once whether funded by HWSETA or by the industry. Budget allocation for students funded in this programme will be for the entire programme as there is no indicator for continuing students.		
Means of verification	<u>15.3.a) HWSETA-funded learnerships</u> - Learnership registration certificate - MoA (for funded students) - Schedule or list of funded learners - Learner agreement - Affidavits that state that the person is unemployed or or confirmation and declaration letter of unemployment - Certified ID copy of student NB: HWSETA-funded learnerships are those learnerships registered by HWSETA and other bodies with the DHET.	<u>15.3.b) Sector-funded</u> - MoA (for HWSETA funded students) - Schedule or list of funded learners - Learner agreement - Affidavits that state that the person is unemployed or confirmation and declaration letter of unemployment - Certified ID copy of student NB: HWSETA-funded learnerships for people with disabilities are those learnerships registered by HWSETA and other bodies with the DHET.	<u>15.3.c) HWSETA-funded learnership for people with disability</u> - MoA (for HWSETA funded students) - Proof of learner disability - Learnership registration certificate - Schedule or list of funded learners - Learner agreement - Affidavits that state that the person is unemployed or confirmation and declaration letter of unemployment - Certified ID copy of student NB: HWSETA-funded learnerships for people with disabilities are those learnerships registered by HWSETA and and other bodies with the DHET.
Assumptions	Students enrolled in learnerships established by HWSETA have learner agreements registered with HWSETA whether they are funded by HWSETA or industry.		
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 60% of which 30% should be NEET Targets for rural areas: 30%		
Calculation type	Cumulative year-end		
Reporting cycle	Quarterly		
Desired performance	Employers should register learner agreements of all students enrolled for learnerships established by HWSETA with HWSETA in adherence to section 17(3) of the Skills Development Act 97 of 2008, as amended.		
Indicator responsibility	Learning Programme Manager		
Indicator weight	3,75%		

OUTPUT INDICATOR 15.4

Indicator title	Number of unemployed persons reported to HWSETA as having completed learnership programmes registered with HWSETA as industry- or HWSETA-funded in the reporting period.		
Definition	This indicator identifies the number of unemployed persons and people with disabilities who are reported as having completed learnership training that was registered with HWSETA through learnership agreements. This includes both unemployed persons funded by HWSETA and the industry. The completion of the learnership depends on the length of the learnership programme, which can span from one to two years. Completions are therefore reported by employers or training providers after completion of the learnership programme. Reporting the completion is linked with the learnership agreement.		
Source of data	Employers Training providers Students		
Method of calculating/measuring	Funded students including those with disabilities who complete training, whether funded by HWSETA or sector, will be recorded as achievements against this indicator. Each student is counted once.		

OUTPUT INDICATOR 15.4

Means of verification	Proof of completion in the form of statement of results or qualification certificate, or A verification report for learner results endorsed by HWSETA EQTA Certified ID copy
Assumptions	Employers and/or training providers will timeously report completions to HWSETA.
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 60% of which 30% should NEET Targets for rural areas: 30%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	Completion of learnership programmes are reported by employers and training providers timeously so as to improve efficiencies in reporting.
Indicator responsibility	Learning Programme Manager
Indicator weight	3,75%

OUTPUT INDICATOR 16.1

Indicator title	Number of apprentices and trainee technicians entered into HWSETA-funded apprenticeship programme in the reporting period	
Definition	This indicator identifies the number of employed and unemployed apprentices and trainee technicians supported by HWSETA through funding. An apprenticeship is a period of workplace-based learning culminating in an occupational qualification for a listed trade, (Dictionary of Terms and Concepts for Post-School Education and Training, DHET: 2021). The apprenticeship is a work-based programme that combines theory, practical learning and work-based training(Government Technical Advisory www.gtac.gov.za).	
Source of data	Employer organisations Skills development providers Funded persons	
Method of calculating/measuring	All students funded for apprenticeships by HWSETA are recorded as achievements against this indicator by HWSETA. Each apprentice or trainee technician is counted once. Budget allocation for students funded in this programme will be for the entire programme as there is no indicator for continuing students.	
Means of verification	a) <u>Employed apprentices</u> MoAs Learner agreements Certified ID Copy Proof of employment	b) <u>Unemployed apprentices</u> MoAs Learner agreements Certified ID Copy Affidavits that state that the person is unemployed or confirmation and declaration letter of unemployment
Assumptions	Students funded by HWSETA for apprenticeships or as trainee technicians successfully complete their training.	
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 20% Targets for youth: 40% of which 20% should be NEET Targets for rural areas: 40%	
Calculation type	Cumulative year-end	
Reporting cycle	Quarterly	
Desired performance	Employers should register learner agreements of all learners enrolled for apprenticeships funded by HWSETA.	
Indicator responsibility	Learning Programme Manager	
Indicator weight	1,25%	

OUTPUT INDICATOR 16.2

Indicator title	Number of apprentices and trainee technicians reported to HWSETA as having completed apprenticeships funded by HWSETA in the reporting period.	
Definition	This indicator identifies the number of employed and unemployed apprentices or trainee technicians who are reported as having completed apprenticeships that were funded by HWSETA. The completion of the apprenticeship depends on the length of the programme, which can span from one to two years. Completions are therefore reported by employers or training providers after completion of the programme.	
Source of data	Employers Skills development providers Funded persons	
Method of calculating/measuring	All students funded for apprenticeships who complete the programmes are recorded as achievements against this indicator. Each student is counted once.	
Means of verification	a) <u>Employed apprentices</u> Proof of completion in the form of statement of results or qualification certificate. Certified ID Copy	b) <u>Unemployed apprentices</u> Proof of completion in the form of statement of results or qualification certificate. Certified ID Copy
Assumptions	Employers and/or skills development providers will timeously report completions to HWSETA.	
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 20% Targets for youth: 40% of which 20% should be in NEET Targets for rural areas: 40%	
Calculation type	Cumulative year-end	
Reporting cycle	Quarterly	
Desired performance	Completions of apprenticeships programmes are reported by employers and skills development providers timeously so as to improve efficiencies in reporting.	
Indicator responsibility	Learning Programme Manager	
Indicator weight	1,25%	

OUTPUT INDICATOR 17.1

Indicator title	Number of unemployed persons funded by HWSETA for skills programmes that support workplace-based learning programmes in the reporting period.	
Definition	This indicator identifies the number of unemployed persons funded by HWSETA or the sector for skills programmes that support workplace-based learning programmes in the reporting period. These cater for the critical skills required by unemployed persons in order to find jobs. These skills may be obtained through formal or informal forms of education. Skills programmes are QCTO-accredited learning programmes that are occupationally based and which, when completed, will constitute credits towards a qualification registered in terms of the NQF. It uses skills development providers accredited by the QCTO, and complies with any requirements that may be prescribed, (Dictionary of Terms and Concepts for Post-School Education and Training, DHET: 2021). A workplace-based learning programme is an intervention where a person internalises knowledge, skills and competencies and gains insight through exposure to work by achieving specific outcomes to enhance employability. (Dictionary of Terms and Concepts for Post-School Education and Training, DHET: 2021). Workplace-based learning programmes include learnerships, apprenticeships, work-integrated learning and internship programmes. Since this programme offers top-up skills, all students funded for skills programmes should have been funded in one of the WBL programmes. Such students should still be in one of these programmes when they are enrolled for the skills programme or should have completed such programme at least six months prior to enrolling for the skills programmes.	
Source of data	Employer organisations HWSETA student database	
Method of calculating/measuring	All students funded for skills programmes are recorded as achievements against this indicator. Each student is counted once per skills programme.	

OUTPUT INDICATOR 17.1

Means of verification	• Learner/student agreement of either a learnership, internship, work-integrated learning, or apprenticeship • MoA • Schedule or funded learner list • Learner agreement • Certified copy of ID student • Affidavits that state that the person is unemployed or confirmation and declaration letter of unemployment.
Assumptions	Students funded for skills programmes are registered with HWSETA.
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 60% of which 20% should be NEET Targets for people with disabilities: 3% Targets for rural areas: 60%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	Employer organisations should register their learner agreements with HWSETA 10% of the APP budget for this indicator to account for the following priority areas: 1. GBV and femicide 2. Gender, climate, science, technology and innovation
Indicator responsibility	Learning Programme Manager
Indicator weight	1,25%

OUTPUT INDICATOR 17.2

Indicator title	Number of unemployed persons reported to HWSETA as having completed skills programmes that support workplace-based learning programmes in the reporting period.
Definition	This indicator identifies the number of unemployed persons who completed skills programmes funded by HWSETA or the sector to support workplace-based learning programmes. The completion depends on the length of the programme, which can span from one day to nine months. Refer to indicator 17.1 for definition of skills programme and workplace-based learning programmes.
Source of data	Employer organisations Funded persons
Method of calculating/measuring	Funded students who complete training will be recorded as achievements against this indicator. Each student will be counted once.
Means of verification	Proof of completion in the form of statement of results or a verification report for learner results endorsed by the QCTO Certified ID copy
Assumptions	Employer organisations will timeously report completions to HWSETA
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 60% of which 20% should be NEET Targets for people with disabilities: 3% Targets for rural areas: 60%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	Completions are reported by employer organisations timeously so as to improve efficiencies in reporting
Indicator responsibility	Learning Programme Manager
Indicator weight	1,25%

OUTPUT INDICATOR 17.3

Indicator title	Number of workers entered into skills programmes and short courses funded by HWSETA and the sector in the reporting period.
Definition	This indicator identifies the number of workers funded by HWSETA or the sector for skills programmes and short courses. Skills programmes are QCTO-accredited learning programmes that are occupationally based and which, when completed, constitute credits towards a qualification registered in terms of the NQF. It uses skills development providers accredited by the QCTO, and complies with any requirements that may be prescribed, (Dictionary of Terms and Concepts for Post-School Education and Training, DHET: 2021). A short course is a short-learning programme through which a learner/student is not awarded credits towards a qualification or a part-qualification. (Dictionary of Terms and Concepts for Post-School Education and Training, DHET: 2021). Short courses funded by HWSETA support continuous professional development (CPD) only. Skills programmes and short courses reported may be funded by HWSETA or by the sector.
Source of data	Employer organisations Funded persons
Method of calculating/measuring	All workers funded for skills programmes or short courses by HWSETA are recorded as achievements against this indicator by HWSETA. All skills programmes are credit bearing and include the CPD. All short courses should be in the skills gap list (top 30) produced by RIME from the WSP/ATR analysis which is also summarised in table 17 and 24 of this APP. Short courses should not be more than 50% of all the indicator's performance units. One learner can be funded for a maximum three skills or short courses. Each learner is counted or reported once.
Means of verification	MoAs with employers participating in skills programmes or short courses (only for HWSETA-funded programmes) Learner agreement Certified ID copy of student For a funded skills programme (credit bearing and includes CPD), a QCTO registration certificate of the skills programme (credit bearing including CPD) must be attached Proof of employment
Assumptions	Learners should attend and complete the skills programme.
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 30% of which 15% should be NEET Targets for people with disabilities: 0,5% Targets for rural areas: 20%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	Employer organisations should register their learner agreements with HWSETA. 10% of the APP budget for this indicator to account for the following priority areas Gender-Based Violence and femicide Gender, climate, science, technology and innovation
Indicator responsibility	Learning Programme Manager
Indicator weight	2,5%

OUTPUT INDICATOR 17.4

Indicator title	Number of workers reported to HWSETA as having completed skills programmes and short courses funded by HWSETA and the sector in the reporting period.
Definition	This indicator identifies the number of workers who completed skills programmes and short courses funded by HWSETA or by the sector. The completion depends on the length of the programme, which can span from one day to nine months
Source of data	Employer organisations Funded persons
Method of calculating/measuring	All workers funded by HWSETA or the sector for skills programmes and short courses who complete the skills programme are recorded as achievements against this indicator.

OUTPUT INDICATOR 17.4

Means of verification	Proof of completion in the form of statement of results or certificate of completion or a verification report for learner results endorsed by the QCTO Certified ID copy For short courses, certificate of attendance
Assumptions	Employer organisations will timeously report completions to HWSETA for short courses, certificate of attendance
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 30% of which 15% should be in NEET Targets for people with disabilities: 0,5% Targets for rural areas: 20%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	Completions are reported by employer organisations timeously so as to improve efficiencies in reporting.
Indicator responsibility	Learning Programme Manager
Indicator weight	2,5%

OUTPUT INDICATOR 18.1

Indicator title	Number of unemployed persons who entered into HWSETA bursary programmes in the reporting period.
Definition	18.1.a) Bursaries for people with disabilities This indicator identifies the number of unemployed persons funded by HWSETA through its bursary programmes which comprises bursaries for people with disabilities to fund undergraduate, honours, master's and PHD qualifications for people with disabilities. 18.1.b) Undergraduate bursaries This indicator identifies the number of unemployed persons funded by HWSETA through its bursary programmes with undergraduate bursaries. According to the Higher Education Qualifications Framework Higher Education Act, 1997 (Act No. 101 of 1997) the National Qualifications Framework has 10 levels. Levels 5-7 are undergraduate. As per the NQF, HWSETA operationalisation of undergraduate bursary programme is confined to higher certificate, advanced certificate, diploma, advanced diploma and bachelor's degree. 18.1.c) Postgraduate research bursaries This indicator identifies the number of unemployed persons funded by HWSETA through its bursary programmes with postgraduate bursaries. According to the Higher Education Qualifications Framework Higher Education Act, 1997 (Act No. 101 of 1997) the National Qualifications Framework has 10 levels. Levels 8-10 are postgraduate. As per the NQF, HWSETA operationalisation of postgraduate bursary programme is confined to postgraduate diploma, honours degree, master's degree and doctoral degree.
Source of data	Higher Education Institution (HEI) 'any institution that provides higher education on a full-time, part-time or distance basis...' (DHET dictionary 2021, p.66). Unemployed HEI students funded including those who are persons living with disabilities HWSETA learner database
Method of calculating/measuring	All unemployed persons including people with disabilities funded for undergraduate and postgraduate qualifications by HWSETA are recorded as achievements against this indicator by HWSETA.
Means of verification	MoA List of funded students Learner agreement Certified ID copy of students Proof of registration Affidavits that state that the person is unemployed or confirmation and declaration letter of unemployment. Proof of learner disability (18.1.a)
Assumptions	Unemployed persons including persons with disabilities funded on undergraduate and postgraduate qualifications are registered with HWSETA.

OUTPUT INDICATOR 18.1

Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 60% of which 30% should be NEET Targets for rural areas: 30%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	76% of enrolments should be aligned to the Sectorial Priority Occupations Intervention (SPOI) list with bursary interventions.
Indicator responsibility	Projects Manager
Indicator weight	3%

OUTPUT INDICATOR 18.2

Indicator title	Number of unemployed persons who re-entered HWSETA bursary programmes as continuing students in the reporting period.
Definition	<u>18.2.a) Undergraduate bursaries</u> This indicator identifies the number of unemployed persons funded by HWSETA through bursaries who re-register for an undergraduate bursary the next level of a multi-year qualification. Refer to indicator 18.1 for full definitions of the programme. <u>18.2.b) Postgraduate research bursaries</u> This indicator identifies the number of unemployed persons funded by HWSETA with bursaries who re-register for the next level of a multi-year qualification in postgraduate research. Refer to indicator 18.1 for full definitions of the programme.
Source of data	Higher Education Institution (HEI) 'any institution that provides higher education on a full-time, part-time or distance basis...' (DHET dictionary 2021, p.66). Funded unemployed HEI students HWSETA learner database
Method of calculating/measuring	All students in undergraduate and postgraduate qualifications funded by HWSETA are recorded as achievements against this indicator by HWSETA.
Means of verification	List of funded students Learner agreement or registration form Certified ID copy of student MOA Proof of registration Affidavits that state that the person is unemployed or or confirmation and declaration letter of unemployment.
Assumptions	Students funded on postgraduate bursaries are registered with HWSETA.
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 60% of which 30% should be in NEET Targets for rural areas: 30%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	76% of students from entry cohort not in their final year who re-entered is a desired performance.
Indicator responsibility	Projects Manager
Indicator weight	2,5%

OUTPUT INDICATOR 18.3

Indicator title	Number of unemployed persons reported to HWSETA as having completed qualifications funded through HWSETA bursary programmes in the reporting period
Definition]	This indicator identifies the number of students who completed qualifications funded by HWSETA through: a) Bursaries for people with disabilities b) Undergraduate bursaries c) Postgraduate research bursaries Refer to indicator 18.1 for full definitions of the programme
Source of data	Higher Education Institution (HEI) 'any institution that provides higher education on a full-time, part-time or distance basis...' (DHET dictionary 2021, p.66). Unemployed funded HEI students including students with disabilities HWSETA student database
Method of calculating/measuring	Funded students who complete training will be recorded as achievements against this indicator.
Means of verification	1. Proof of completion will be in the form of statement of results or qualification certificate 2. Certified ID copy
Assumptions	Unemployed persons will timeously report completions to HWSETA
Disaggregation of beneficiaries	Targets for Africans: 60% Targets for women: 60% Targets for youth: 60% of which 30% should be NEET Targets for rural areas: 20%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	76% completion output as a desired performance from entry and re-entry cohort.
Indicator responsibility	Projects Manager
Indicator weight	3%

OUTPUT INDICATOR 18.4

Indicator title	Number of workers entered into HWSETA bursary programmes in the reporting period
Definition	18.4.a) Undergraduate bursaries This indicator identifies the number of workers funded by HWSETA through its bursary programmes undergraduate bursaries. According to the Higher Education Qualifications Framework Higher Education Act, 1997 (Act No. 101 of 1997) the National Qualifications Framework has ten levels. Levels 5-7 are undergraduate. As per the NQF, HWSETA operationalization of undergraduate bursary programme is confined to Higher certificate, Advanced certificate, Diploma, Advanced Diploma, and bachelor's degree. 18.4.b) Postgraduate diploma bursaries This indicator identifies the number of workers funded by HWSETA through its bursary programmes postgraduate diploma bursaries. According to the Higher Education Qualifications Framework Higher Education Act, 1997 (Act No. 101 of 1997) the National Qualifications Framework has ten levels. Levels 8-10 are postgraduate. As per the NQF, HWSETA operationalization of Postgraduate diploma bursary programme is confined to Postgraduate Diplomas. 18.4.c) Postgraduate research bursaries This indicator identifies the number of workers funded by HWSETA through its bursary programmes postgraduate research bursaries. According to the Higher Education Qualifications Framework Higher Education Act, 1997 (Act No. 101 of 1997) the National Qualifications Framework has ten levels. Levels 8-10 are postgraduate. As per the NQF, HWSETA operationalization of Postgraduate bursary programme is confined to honours degree, master's degree, and Doctoral degree.

OUTPUT INDICATOR 18.4

Source of data	Higher Education Institution (HEI) 'any institution that provides higher education on a full-time, part-time or distance basis...' (DHET dictionary 2021, p.66). Employed HEI students funded HWSETA learner database
Method of calculating/measuring	All workers funded for under-graduate, postgraduate diplomas, and postgraduate research qualifications by HWSETA are recorded as achievements against this indicator by HWSETA
Means of verification	MoA List of funded students Learner agreement Certified ID copy of students Proof of registration Proof of employment
Assumptions	Workers funded for under-graduate, postgraduate diplomas and postgraduate qualifications are registered with HWSETA.
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for Women: 60% Targets for youth: 30% Targets for people with disabilities: 0,5% Targets for rural areas: 20%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	Workers funded by HWSETA should register their learner agreements with HWSETA
Indicator responsibility	Projects Manager
Indicator weight	3%

OUTPUT INDICATOR 18.5

Indicator title	Number of workers who re-entered into HWSETA bursary programmes as continuing students in the reporting period.
Definition	This indicator identifies the number of workers funded by HWSETA through bursaries who re-register for the next level of a multi-year qualification, which comprises of: a) Undergraduate bursaries b) Postgraduate research bursaries Refer to indicator 18.4 for full definitions of the programme.
Source of data	Universities Employed and funded university students HWSETA learner database
Method of calculating/measuring	All students funded undergraduate and postgraduate qualifications by HWSETA are recorded as achievements against this indicator by HWSETA.
Means of verification	List of funded learners Learner agreement Certified ID copy of student Proof of registration Proof of employment
Assumptions	Students funded on postgraduate bursaries are registered with HWSETA.
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 30% Targets for people with disabilities: 0,5% Targets for rural areas: 20%

OUTPUT INDICATOR 18.5

Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	Learners should register their learner agreements with HWSETA
Indicator responsibility	Projects Manager
Indicator weight	2,5%

OUTPUT INDICATOR 18.6

Indicator title	Number of workers reported to HWSETA as having completed qualifications funded through the bursary programmes of HWSETA in the reporting period
Definition	This indicator identifies the number of students who completed qualifications funded by HWSETA through: a) Undergraduate bursaries b) Postgraduate diploma bursaries c) Postgraduate research bursaries Refer to indicator 18.4 for full definitions of the programme
Source of data	Universities Employed university students funded HWSETA student database
Method of calculating/measuring	Funded students who complete training will be recorded as achievements against this indicator.
Means of verification	Proof of completion will be in the form of statements of results or qualification certificates Certified Copy of ID
Assumptions	Universities will timeously report completions to HWSETA
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 30% Targets for people with disabilities: 0,5% Targets for rural areas: 20%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	Completions are reported by unemployed persons funded timeously so as to improve efficiencies in reporting.
Indicator responsibility	Projects Manager
Indicator weight	3%

OUTPUT INDICATOR 19.1

Indicator title	Number of workers funded by HWSETA for informal AET Programmes aimed at developing livelihood skills in the reporting period.
Definition	This indicator identifies the number of workers funded by HWSETA for (AET) Adult Education and Training in order to obtain livelihood skills. This programme is designed to contribute to adults' personal and economic development by helping them acquire skills and knowledge to improve their livelihoods.
Source of data	Employer organisations or training providers HWSETA student database Registration form
Method of calculating/measuring	All workers funded for AET by HWSETA are recorded as achievements against this indicator by HWSETA.

OUTPUT INDICATOR 19.1

Means of verification	MoA Schedule or list of funded students Learner agreement Certified ID copy of student Proof of employment
Assumptions	Workers funded for AET programmes are registered with HWSETA.
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 30% Targets for people with disabilities: 3% Targets for rural areas: 40%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	Employer organisations should register their learner agreements with HWSETA.
Indicator responsibility	Projects Manager
Indicator weight	1,25%

OUTPUT INDICATOR 19.2

Indicator title	Number of workers reported to HWSETA as having completed informal AET Programmes aimed at developing livelihood skills in the reporting period.
Definition	This indicator identifies the number of workers funded by HWSETA who completed AET programmes aimed at developing livelihood skills. The completion depends on the length of the programme.
Source of data	Employer organisations or training providers Funded persons
Method of calculating/measuring	Workers who complete training will be recorded as achievements against this indicator.
Means of verification	Proof of completion in the form of certificate of completion Certified ID copy
Assumptions	Employers will timeously report completions to HWSETA.
Disaggregation of beneficiaries	Targets for Africans: 30% Targets for women: 60% Targets for youth: 30% Targets for people with disabilities: 0,5% Targets for rural areas: 10%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	Employer organisations should register their learner agreements with HWSETA.
Indicator responsibility	Projects Manager
Indicator weight	1,25%

OUTPUT INDICATOR 20.1

Indicator title	Number of cooperatives and SMMEs in the health and welfare sector funded by HWSETA for skills that enhance enterprise growth and development in the reporting period.	
Definition	20.1.a) Cooperatives This indicator identifies and supports skills development needs of cooperatives in the health and welfare sector. According to the Co-operative Act, No 14 of 2005, a “co-operative” means an autonomous association of persons united voluntarily to meet their common economic and social needs and aspirations through a jointly owned and democratically controlled enterprise organised and operated on co-operative principles.	
	20.1.b) SMMEs This indicator also identifies skills development needs of small and emerging businesses in the health and welfare sector. The Revised Schedule 1 of the National Definition of Small Enterprise in South Africa defines small businesses as those that have 11-50 paid employees and medium businesses as those that have 51-250 paid employees. Emerging organisations are growing organisations that can have one to 10 employees.	
Source of data	Members of cooperatives that have been funded for skills development Small and emerging business that have been funded for skills development	
Method of calculating/measuring	- Cooperatives that have been funded are reported as achievements - Skills development needs of small and emerging businesses and lists of priorities. Skills development programmes funded by HWSETA are then measured if they addressed these priorities.	
Means of verification	Cooperatives: MoA or SLA with relevant stakeholder Registration certificate of a cooperative	SMEs: MoA with small and emerging businesses or MoA with an implementing partner listing small and emerging businesses trained CIPC registration certificate Schedule of funded small and emerging businesses
	- Cooperatives will identify skills needs relevant to their core business - HWSETA will fund skills development priorities of small and emerging businesses	
Disaggregation of beneficiaries	20.1.a) Cooperatives Targets for cooperatives with 51% or more women members: 50% Targets for Cooperatives with 40% or more youth members: 20%	
	20.1.b) SMMEs Targets for small business: 50% Targets for medium business: 15%	
Calculation type	Cumulative year-end	
Reporting cycle	Quarterly	
Desired performance	HWSETA will fund skills development priorities of cooperatives HWSETA will fund skills development priorities of small and emerging businesses	
Indicator responsibility	Projects Manager	
Indicator weight	2,0%	

INDICATOR 20.2

Indicator title	Number of people trained in entrepreneurship development to start new business ventures funded by HWSETA in the reporting period.	
Definition	20.2.a) People trained in entrepreneurship development This indicator measures the number of people funded through the entrepreneurship development programme of HWSETA to support their start-up business ventures.	
	20.2.b) New business ventures This programme involves skills development training initiatives for exposure of individual persons to entrepreneurship as well as support for business start-ups by HWSETA per year. A business startup is a company not older than 3-5 years.	
Source of data	Individuals funded by HWSETA through its entrepreneurship development programme to start their businesses during the reporting period CIPC registration certificates for companies	

INDICATOR 20.2	
Method of calculating/measuring	Each person funded by HWSETA for participation in the entrepreneurship development programme will be counted once irrespective of the number of activities they have been exposed to.
Means of verification	Schedule of people participating in the entrepreneurship development programme during the period under review MoAs with entities participation in the entrepreneurship development programme Proposals for new venture funding and/or CIPC registration certificate. Learner agreement and attendance register
Assumptions	HWSETA will support people based on new venture proposals and support them to start their businesses or a new venture. This will involve a business cycle from pre-registration (including informal businesses) of a registered business not older than five years.
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 30% of which 15% should be in NEET Targets for people with disabilities: 0,5% Targets for rural areas: 40%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	HWSETA will fund skills development priorities of small and emerging businesses.
Indicator responsibility	WSP Manager
Indicator weight	2,0%

OUTPUT INDICATOR 21	
Indicator title	Number of officials from trade unions funded for training by HWSETA in the reporting period.
Definition	This indicator identifies the number of employees from trade unions who have been exposed to some form of skills development programme by HWSETA. Union officials are referred to as union employees. <i>"Trade unions or labour unions are organisations formed by workers from related fields that work for the common interest of its members. They help workers in issues like fairness of pay, good working environment, hours of work and benefits. They represent a cluster of workers and provide a link between the management and workers".</i> https://economytimes.indiatimes.com/definition/trade-union
Source of data	Trade unions and employees trained.
Method of calculating/measuring	Union employees exposed to skills development programmes through HWSETA funding will be recorded as achievements against this indicator.
Means of verification	MoA with trade unions or MoA with an implementing partner that list the trade unions funded Schedule or list of official that have been funded Learner agreement Certified ID copy
Assumptions	The HWSETA will fund skills development priorities of Trade Unions
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 40% Targets for youth: 10% Targets for people with disabilities: 0,5%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	HWSETA will fund skills development priorities of trade unions
Indicator responsibility	Projects Manager
Indicator Weight	1,0%

INDICATOR 22	
Indicator title	Number of NPOs funded by HWSETA to enhance the development and sustainability of their organisations in the reporting period.
Definition	22.a) Non-profit organisations This indicator measures the number of NPOs whose skills development needs are funded by HWSETA to support priorities aimed at enhance the development and sustainability of these organisation. NPOs are registered in terms of the NPO Act No, 71 of 1997, which defines NPOs as “a trust, company or other association of persons established for a public purpose; and the income and property of which are not distributable to its members or office-bearers except as reasonable compensation for services rendered.” The acronym NGO/NPO therefore refers to NPOs that are not an Organs of the State. 22.b) Number of volunteers placed with NPOs and funded by HWSETA Volunteering in a broad sense is defined as an activity that is conducted voluntarily, performed with little or no financial incentives, and implemented for the collective good. (Graham, Patel, Ulriksen, Moodley & Mavungu, 2013).
Source of data	NPOs on HWSETA database Volunteers from NPOs
Method of calculating/measuring	NPOs who enter into MoAs with HWSETA for training of NPO officials through HWSETA funding will be recorded as achievements against this indicator. One NPO will be reported once. Volunteers reported as placed by an NPO will be recorded as achievements.
Means of verification	MoAs with NPOs Schedule or list of volunteers who have been funded Letter from employer confirming volunteerism Attendance registers of the training/learner agreement Certified ID copy
Assumptions	The HWSETA will fund skills development priorities of NPOs.
Disaggregation of beneficiaries	22.a) NPOs Targets for NPOs located in rural areas and townships: 50% 22.b) number of volunteers placed with NPOs and funded by HWSETA Targets for Africans: 80% Targets for women: 40% Targets for youth: 40% Targets for people with disabilities: 0,5% Targets for rural areas: 40%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	HWSETA will fund skills development priorities of NPOs
Indicator responsibility	Projects Manager
Indicator weight	1,0%

OUTPUT INDICATOR 23	
Indicator title	Number of partnerships entered into by HWSETA with post-school education institutions and sector employers in the reporting period.
Definition	This indicator measures the number of post-school education institutions who enter into partnerships with HWSETA to train students funded by HWSETA. This includes: a) TVET and sector colleges partnerships b) University partnerships c) Employer organisation partnerships - Employers participating in learnerships, internships, TVET WIL, University WIL, and artisans Sector colleges can be described as health and social sector colleges which comprise colleges that are recognised by professional councils, such as the Nursing Council for nursing colleges, the HPCSA for emergency services colleges; HPCSA for psychology colleges, HPCSA for colleges of medicine; Pharmacy Council for pharmacy colleges, Various religious councils for various religious colleges, Veterinary Council for agricultural colleges (offering animal health and veterinary qualifications) etc.

OUTPUT INDICATOR 23

Source of data	- List of TVET and sector colleges, universities, and employer organisations that have signed partnership agreements with HWSETA - MoAs signed with TVET and sector colleges, universities, and employer organisations
Method of calculating/measuring	Each institution or organisation is calculated once even though participation may involve a number of learning programmes.
Means of verification	List of TVET and sector colleges, universities and employer organisations that have signed partnership agreements with HWSETA MoAs signed with TVET and sector colleges, universities, and employer organisations
Assumptions	Institutions and organisations that enter into these partnerships will not decommit
Disaggregation of beneficiaries	Targets for partnerships aligned to HWSETA strategic outcome objectives: 60%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	All institutions and organisations who sign Moas with HWSETA for training will do so for the duration of the learning programme.
Indicator responsibility	Projects Manager Learning Programme Manager
Indicator weight	3%

OUTPUT INDICATOR 24

Indicator title	Percentage of learners who completed workplace-based learning programmes absorbed ¹ into employment or ventured into self-employment ² .
Definition	This indicator measures the number of unemployed learners who obtained employment within a year after completing workplace-based learning programmes, which include learnerships, apprenticeships and graduate internships. The indicator measures employment obtained in three modes, as follows: a) Learners absorbed into employment by host employer³ b) Learners who ventured into self-employment c) Learners who found jobs through their own effort⁴ - Absorption into employment refers to the process of transitioning learners, interns or apprentices into permanent employment after completing their workplace-based learning programmes - A 'host employer' is an organisation or business that provides a workplace for learners or trainees, often in the context of learnerships or WIL programmes - Venturing into self-employment refers to 'the state of working for oneself as a freelancer or the owner of a business rather than working for an employer' - Finding a job through your own efforts involves actively seeking opportunities, building connections and honing your skills.
Source of data	- List of TVET and sector colleges, universities and employer organisations that have signed partnership agreements with HWSETA - MoAs signed with TVET and sector colleges, universities and employer organisations

1 Absorption into employment refers to the process of transitioning learners, interns, or apprentices into permanent employment after completing their workplace-based learning programmes

2 Venturing into self-employment refers to 'the state of working for oneself as a freelancer or the owner of a business rather than working for an employer'

3 A "host employer" is an organisation or business that provides a workplace for learners or trainees, often in the context of learnerships or work- integrated learning programmes

4 Finding a job through your own efforts involves actively seeking opportunities, building connections, and honing your skills.

OUTPUT INDICATOR 24

Method of calculating/measuring	Calculation of the percentage of learners absorbed into employment is as follows: % of learners absorbed into employment = $\frac{\text{Number of learners absorbed into employment after completion of WBL programme}}{\text{Total number of learners who completed workplace-based learning programmes}} \times 100$ Calculation of the percentage of learners venturing into self-employment is as follows: % of learners venturing into self-employment = $\frac{\text{Number of learners venturing into self-employment after completion of WBL programme}}{\text{Total number of learners who completed workplace-based learning programmes}} \times 100$ Calculation of the percentage of learners who found jobs through their own effort is as follows: $\frac{\text{Number of learners who found employment through their efforts after completion of WBL programme}}{\text{Total number of learners who completed workplace-based learning programmes}} \times 100$
Means of verification	Close out reports Tracer Study report MoAs signed with TVET and sector colleges, universities and employer organisations
Assumptions	Institutions and organisations that enter into these partnerships will not decommit
Disaggregation of beneficiaries	Targets for learnership programme employment absorption rate: 35% Targets for apprenticeship programme employment absorption rate: 50% Targets for internship programme employment absorption rate: 40% Targets for Work Integrated Learning (WIL) programme employment absorption rate: 50%
Calculation type	Cumulative year-end
Reporting cycle	Bi-annually
Desired performance	At least 45% of learners who completed workplace-based learning programmes will obtain employment at least six months after completion.
Indicator responsibility	Projects Manager Learning Programme Manager
Indicator weight	1.5%

OUTPUT INDICATOR 25

Indicator title	Number of projects funded through discretionary grants aimed at public sector education and training as well as supporting priority areas of the MTDP in the reporting period.
Definition	This indicator measures the number of rural, public sector and inter-SETA projects funded by HWSETA to support priority areas of the MTDP (2024-2029). This indicator has the following sub-indicators: a) Rural development projects b) Public sector projects c) Inter-SETA high-impact projects supporting the MTDP
Source of data	Employers participating in rural projects Government departments participating in public sector projects SETAs participating in inter-SETA high-impact projects
Method of calculating/measuring	Performance against this indicator will be measured by the number of partnership agreements signed with relevant stakeholders based on projects.
Assumptions	The health and social development sector will make their rural, public sector and inter-SETA priorities known to HWSETA and will play their role in ensuring that there are partnership agreements in place and that these are implemented.
Means of verification	MoAs signed by HWSETA and stakeholders to support rural public sector and inter-SETA priorities.
Disaggregation of beneficiaries	60% projects will target beneficiaries from rural areas and townships
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	HWSETA will fund rural and provincial skills development projects
Indicator responsibility	Projects Manager
Indicator weight	3,0%

Programme 4

INDICATOR 26.1

Indicator title	Number of workers enrolled for RPL assessments funded by HWSETA in the reporting period.
Definition	This indicator identifies workers exposed to Recognition of Prior Learning (RPL), those who obtain part-qualifications after training, and those who obtain full qualifications after training. The Dictionary of Terms and Concepts for Post-School Education and Training (2021) defines Recognition of Prior Learning as principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development.
Source of data	Employer organisations Skills development providers Funded persons
Method of calculating/measuring	Workers enrolled for RPL assessment who have been funded by HWSETA will be recorded as achievements against this indicator.
Means of verification	Schedule or list of funded learners Learner registration forms MOA/SLA Certified ID copy of learner Proof of employment
Assumptions	Learners exposed to RPL will either get part-or full qualifications
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 40% Targets for people with disabilities: 3% Targets for rural areas and townships: 10%
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Annually but assessing cohort a year after successfully completing training
Indicator responsibility	Provider Accreditation Manager Learner Achievement Manager
Indicator weight	1,25%

INDICATOR 26.2

Indicator title	Number of workers who completed RPL assessments funded by HWSETA in the reporting period.
Definition	This indicator identifies workers who complete the RPL assessments or programmes. The Dictionary of Terms and Concepts for Post-School Education and Training (2021) defines Recognition of Prior Learning as principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification or further learning and development.
Source of data	Employer organisations Skills development providers Funded persons
Method of calculating/measuring	Funded workers who complete assessments will be recorded as achievements against this indicator.
Assumptions	Workers exposed to RPL will either get part or full qualifications
Means of verification	RPL assessments or employer report or certificate of completion Certified ID copy
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 30% Targets for people with disabilities: 0,5% Targets for rural areas and townships: 5%
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Annually but assessing cohort that has a year after successfully completing training
Indicator responsibility	Provider Accreditation Manager Learner Achievement Manager
Indicator weight	1,25%

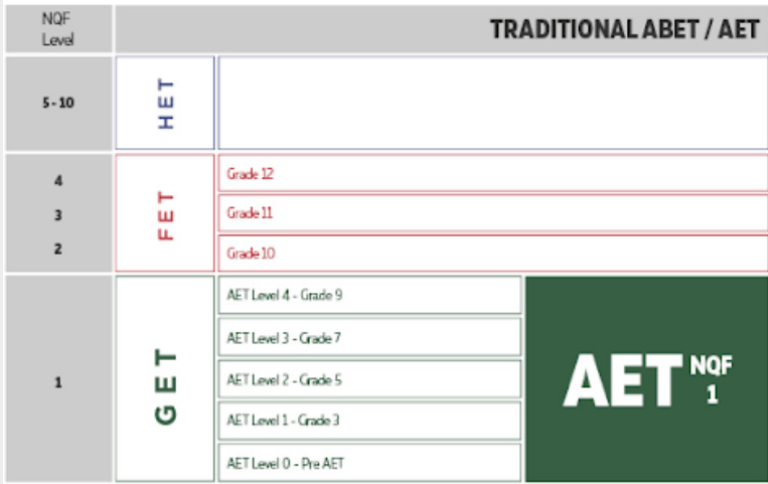
INDICATOR 27.1

Indicator title	Number of lecturers and education managers from TVET colleges, and sector colleges funded for skills development programmes by HWSETA in the reporting period
Definition	This indicator measures the number of lectures and education managers from public TVET and sector colleges funded by HWSETA for skills development programmes in the reporting period. This involves: a) TVET and sector college lecturers funded in skills programmes b) TVET and sector college education managers funded in curriculum related studies c) TVET and sector college lecturers awarded bursaries Lecturers includes educators in colleges. Education managers plan, implement, and evaluate educational programmes and services. They work in a variety of settings, including schools, colleges, universities, government agencies, non-profits, and private companies. These managers may be classified differently by TVET colleges what is critical is to capacitate workers responsible for planning, implementing, and evaluating educational programmes and services in TVET and Sector colleges.
Source of data	TVET and sector college lecturers funded in skills programmes TVET and sector college education managers funded in curriculum related studies TVET and sector college lecturers awarded bursaries
Method of calculating/measuring	All lecturers and education managers funded for skills development programmes by HWSETA are recorded as achievements against this indicator by HWSETA
Means of verification	MoAs with TVET and sector colleges Schedule or list of lecturers from public TVET and sector college funded Schedule of education managers from public TVET and sector college funded Registration forms of lecturers and education managers from public TVET and sector college Certified ID copy of lecturers and education managers funded from public TVET and sector college Proof of employment
Assumptions	Lecturer and education managers from TVET and sector colleges who are funded will complete the programme

INDICATOR 27.1	
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 30% Targets for people with disabilities: 0,5% Targets for rural areas and townships: 5%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	Employer organisations should register their learner agreements with HWSETA
Indicator responsibility	ETQA Managers
Indicator weight	3,75%

INDICATOR 27.2	
Indicator title	Number of lecturers and education managers from TVET Colleges, and sector colleges who completed skills development programmes funded by HWSETA in the reporting period
Definition	This indicator measures the number of lectures and education managers from public TVET and sector colleges that completed training funded by HWSETA in the reporting period. This involves: a) TVET and sector college lecturers trained in skills programmes b) TVET and sector college education managers trained in curriculum related studies c) TVET and sector college lecturers awarded bursaries Lecturers includes educators in colleges. Education managers plan, implement, and evaluate educational programmes and services. They work in a variety of settings, including schools, colleges, universities, government agencies, non-profits, and private companies. These managers may be classified differently by TVET colleges what is critical is to capacitate workers responsible for planning, implementing, and evaluating educational programmes and services in TVET and Sector colleges.
Source of data	TVET and sector college lecturers trained in skills programmes TVET and sector college education managers trained in curriculum related studies TVET and sector college lecturers awarded bursaries
Method of calculating/measuring	Funded lecturers and education managers from TVET and sector college who complete training will be recorded as achievements against this indicator
Means of verification	Proof of completion in the form of statement of results or qualification certificate. Certified ID copy
Assumptions	TVET and sector college lecturers will timeously report completions to HWSETA
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 30% Targets for people with disabilities: 0,5% Targets for rural areas and townships: 5%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	Completions are reported by TVET and sector college lecturers and education managers timeously so as to improve efficiencies in reporting
Indicator responsibility	ETQA Managers
Indicator weight	3,75%

OUTPUT INDICATOR 28.1

Indicator title	Number of unemployed CET learners including those with special needs (people with disabilities) accessing formal AET programmes funded by HWSETA in the reporting period
Definition	This indicator identifies the number of unemployed CET learners including those with special needs (people with disabilities) funded by HWSETA for adult education and training which should be undertaken through community education and training centres. Adult education and training programme (AET) addresses low-level skills of youth and adult language and numeracy skills to enable lifelong learning. AET programmes are meant for unemployed persons who had no opportunity to pass Gade 9/ ABET 4/ NQF 1. AET is registered with the NQF at level 1, but it consists of four levels. The four levels as a whole, when completed, is the equivalent of NQF level 1 or Grade 9. In other words the four levels of AET are equivalent to Grades R-9. The table below indicates where in the NQF, ABET is situated (2023 Triple E Training; eeee.co.za): 
Source of data	Employer organisations HWSETA student database
Method of calculating/measuring	All unemployed CET learners including those with special needs (people living with disabilities) funded by HWSETA are recorded as achievements against this indicator by HWSETA. Each student is counted once.
Means of verification	MoA Schedule or list of funded students (unemployed persons) Learner agreement Certified ID copy of students Affidavits that state that the person is unemployed. Proof of learner disability
Assumptions	Students funded for AET programmes are registered with HWSETA.
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 30% Targets for people with disabilities: 0,5% Targets for rural areas and townships: 5%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	Employer organisations should register their learner/student agreements with HWSETA
Indicator responsibility	ETQA manager
Indicator weight	1,25%

OUTPUT INDICATOR 28.2

Indicator title	Number of unemployed CET learners including those with special needs (people with disabilities) completing formal AET programmes funded by HWSETA in the reporting period.
Definition	This indicator identifies the number of unemployed CET learners, including those with special needs (people living with disabilities), who completed AET programmes funded by HWSETA through CET centres. The completion depends on the length of the programme. AET programmes span a period of 12 months for each level. A full detail of AET programmes is provided under indicator 28.1.
Source of data	Employer organisations Students
Method of calculating/measuring	Funded students who complete training will be recorded as achievements against this indicator. Each student is reported once.
Means of verification	Proof of completion in the form of statement of results or certificate of completion. Certified ID copy
Assumptions	Employer organisations will timeously report completions to HWSETA
Disaggregation of beneficiaries	Targets for Africans: 80% Targets for women: 60% Targets for youth: 60% of which 30% should be NEET Targets for people with disabilities: 3% Targets for rural areas and townships: 40%
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	Completions are reported by employer organisations timeously so as to improve efficiencies in reporting.
Indicator responsibility	ETQA Manager
Indicator weight	1,25%

OUTPUT INDICATOR 29

Indicator title	Number of part and full occupational qualifications, as well as skills programmes developed by HWSETA and accepted by the QCTO for registration in the reporting period
Definition	This indicator identifies the number of pre-2009 qualifications that have been re-aligned to occupational qualifications by HWSETA and then submitted to the QCTO for registration in the reporting period. According to the Dictionary of Terms and Concepts for Post-School Education and Training (2021): • An occupational qualification is a qualification that consist of a minimum of 25 credits associated with a trade, occupation or profession, resulting from work-based learning and consisting of the knowledge of practical skills and work-experience standards as defined in the Skills Development Act No 97 of 1998. • A part qualification is an assessed unit of learning with a clearly defined purpose that is, or will be, registered as part of a qualification on the NQF. • A skills programme is a QCTO-accredited learning programme that is occupationally based and which, when completed, will constitute credits towards a qualification registered in terms of the NQF. It uses skills development providers accredited by the QCTO and complies with any requirements that may be prescribed.
Source of data	Qualification development facilitators appointed by HWSETA Key stakeholders involved in the re-alignment of qualifications The QCTO
Method of calculating/measuring	Qualifications submitted to the QCTO for registration and acknowledge by the QCTO will be counted as achievements against this indicator.
Means of verification	Fully developed qualification Letter of submission/email to the QCTO Acknowledgement letter issued by the QCTO

OUTPUT INDICATOR 29

Assumptions	Institution will teach students the approved syllabus Institutions apply for certification of learners
Disaggregation of beneficiaries	Targets for part and full occupational qualifications aligned to sectoral needs (as articulated by SSP and/or stakeholder consultation information): 35%
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Institutions and employers will provide quality education and employers will be willing to appoint students who qualify from these programmes.
Indicator responsibility	Manager: Qualifications Development
Indicator weight	1%

INDICATOR 30

Indicator title	Number of skills development providers recommended by HWSETA for accreditation and accepted by the QCTO in the reporting period.
Definition	This indicator measures skills development providers that are accredited and those that are re-accredited by the QCTO based on recommendation by HWSETA. The Dictionary of Terms and Concepts for Post-School Education and Training (2021) defines a skills development provider as a legal entity accredited by the QCTO to offer occupational qualifications or part qualifications registered on the OQSF. Re-accreditation is the process of reviewing a previously accredited programme or institution when the validity of its accreditation lapses, in order to determine whether it still meets the accreditation criteria, and thus is eligible for the reinstatement or extension of the accreditation status for another determined period.
Source of data	Accredited and/or re-accredited skills development providers
Method of calculating/measuring	Organisations whose application for accreditation or re-accreditation are successful and are thus recommended to the QCTO for accreditation or re-accreditation are thus recorded as achievements against this indicator.
Means of verification	List of accredited and/or re-accredited skills development providers Letter from QCTO acknowledging recommended SDP Accreditation and/or re-accreditation letter
Assumptions	Only training providers accredited by HWSETA will be reported.
Disaggregation of beneficiaries	Targets for re-accreditation of skills development providers for continuity of practice in the sector: 33% Targets for accreditation of new Skills development providers for expansion of practice in the sector: 7%
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	Accredited training providers and re-accredited training providers
Indicator responsibility	Provider Accreditation Manager
Indicator weight	1,0%

INDICATOR 31

Indicator title	Number of students who wrote and passed EISA examinations coordinated by HWSETA and are therefore recommended to the QCTO for certification in the reporting period.
Definition	This indicator measures the number of students who wrote and passed EISA examinations coordinated by HWSETA and are therefore recommended to the QCTO for certification. EISA stands for External Integrated Summative Assessment and is a national exam designed to ensure a uniform standard for the qualification. The QCTO issues certificates for qualifications, HWSETA coordinates examinations and marking of exam scripts and sends results to the QCTO with recommended students for certification.
Source of data	Skills development providers HWSETA appointed examiners and markers HWSETA officials

INDICATOR 31	
Method of calculating/measuring	Number of qualification certificates or statement of results issued per students or person.
Means of verification	Statement of results, and/or Qualification certificate Certified ID copy
Assumptions	All students on full qualifications will be issued a qualification certificate and/ or statement of results,
Disaggregation of beneficiaries	Targets for Africans: 50% Targets for women: 30% Targets for youth: 30% Targets for people with disabilities: 0,5% Targets for rural areas and townships: 10%
Calculation type	Cumulative (year-end)
Reporting cycle	Quarterly
Desired performance	All students who pass the exam should be recommended to the QCTO for certification and certificates should be issued within the period under review. At least within three months after exams.
Indicator responsibility	Learner Achievement Manager
Indicator weight	2,0%

APP INDICATOR WEIGHTS						
ABRIDGED DESCRIPTION	SOCIO-ECONOMIC STATUS	ENTRY OR COMPLETION	INDICATOR	SUB-INDICATOR	WEIGHT	AGG. WEIGHT
Governance reports	None	None	1	None	0,5%	7%
Career development events	None	None	2	a) Events for rural areas	0,5%	
				b) Events for urban areas	0,5%	
Career development for NEET youth	None	None	3	None	0,5%	
Career development capacity-building workshops	None	None	4	None	0,5%	
Career development: aptitude testing	None	None	5	None	1,0%	
Registry on career development database	None	None	6	a) Learners from main-stream schools	0,3%	
				b) Learners from special-needs schools	0,3%	
				c) NEET youth	0,5%	
Discretionary budget allocation	None	None	7	a) High-level skills	0,5%	
				b) Intermediate skills	0,5%	
				c) Low-level skills	0,5%	
Approval of WSP and ATR	None	None	8	a) Small firms	0,3%	
				b) Medium Firms	0,3%	
				c) Large Firms	0,3%	
Research reports	None	None	9	None	3,0%	10%
M&E studies	None	None	10	None	3,0%	
Dissemination of research, M&E findings	None	None	11	None	1,0%	
Strategic partnerships	None	None	12	a) Research partnerships	1,0%	
				b) Strategic partnerships	2,0%	

APP INDICATOR WEIGHTS						
ABRIDGED DESCRIPTION	SOCIO-ECONOMIC STATUS	ENTRY OR COMPLETION	INDICATOR	SUB-INDICATOR	WEIGHT	AGG. WEIGHT
Work-integrated learning programme		Entry	13.1	a) TVET college and sector college students	1,25%	5%
				b) University students	1,25%	
		Completion	13.2	a) TVET college and sector college students	1,25%	
				b) University students	1,25%	
Internships and work-experience programme	Unemployed	Entry	14.1	a) Internships for unemployed graduates	1,25%	5%
				b) Work experience for people with disabilities	1,25%	
		Completion	14.2	a) Internships for unemployed graduates	1,25%	
				b) Work experience for people living with disabilities	1,25%	
Learnerships	Employed	Entry	15.1	a) HWSETA funded learnerships	1,25%	12,5%
				b) Sector funded learnerships	1,25%	
		Completion	15.2	a) HWSETA funded learnerships	1,25%	
				b) Sector funded learnerships	1,25%	
	Unemployed	Entry	15.3	a) HWSETA funded learnerships	1,25%	
				b) HWSETA funded learnerships for people living with disabilities	1,25%	
				Sector funded learnerships	0,5%	
		Completion	15.4	a) HWSETA funded learnerships	1,625%	
Apprenticeships	Employed	Entry	16.1	None	1,25%	5%
		Completion			1,25%	
	Unemployed	Entry	16.2	None	1,25%	
		Completion			1,25%	
Skills programmes	Unemployed	Entry	17.1	None	1,25%	7,5%
		Completion	17.2	None	1,25%	
	Employed	Entry	17.3	a) HWSETA-funded	1,25%	
				b) Sector-funded	1,25%	
		Completion	17.4	a) HWSETA-funded	1,25%	
				b) Sector-funded	1,25%	

APP INDICATOR WEIGHTS						
ABRIDGED DESCRIPTION	SOCIO-ECONOMIC STATUS	ENTRY OR COMPLETION	INDICATOR	SUB-INDICATOR	WEIGHT	AGG. WEIGHT
Bursary programme	Unemployed	Entry	18.1	a) Bursaries for people with disabilities	1,0%	17%
				Undergraduate bursaries	1,0%	
				Postgraduate research bursaries	1,0%	
		Continuing	18.2	a) Undergraduate bursaries	1,25%	
				b) Postgraduate bursaries	1,25%	
		Completion	18.3	a) Bursaries for people with disabilities	1,0%	
				b) Undergraduate bursaries	1,0%	
				c) Postgraduate research bursaries	1,0%	
		Employed	Entry	18.4	a) Undergraduate bursaries	
	b) Postgraduate diploma bursaries				1,0%	
	c) Postgraduate research bursaries				1,0%	
	Continuing		18.5	a) Undergraduate bursaries	1,25%	
				b) Postgraduate bursaries	1,25%	
	Completion		18.6	a) Undergraduate bursaries	1,0%	
				b) Postgraduate diploma bursaries	1,0%	
				c) Postgraduate research bursaries	1,0%	
AET Ppogrammes (informal)	Employed	Entry	19.1	None	1,25%	2,5%
		Completion	19.2	None	1,25%	
Cooperatives and SMEs	None	None	20.1	a) Cooperatives	1,0%	2%
				b) SMEs	1,0%	
Entrepreneurship development	None	None	20.2	a) People trained in entrepreneurship development	1,0%	2%
				New business ventures	1,0%	
Trade unions	None	None	21	None	1,0%	2%
NPOs	None	None	22	None	1,0%	
Partnerships for skills development implementation	None	None	23	TVET and sector college partnerships	1,0%	3%
				University partnerships	1,0%	
				SETA-employer partnerships	1,0%	
Employment of learners who completed workplace-based learning	Unemployed	Completion	24	Learners absorbed into employment by host employer	0,5%	1,5%
				Learners that venture into self-employment	0,5%	
				Learners found jobs through their own effort	0,5%	
Strategic priority sector projects	None	None	25	Rural development projects	0,5%	1,5%
				Public sector projects	0,5%	
				Inter-SETA high-impact projects	0,5%	
RPL assessments	None	Entry	26.1	None	1,25%	2,5%
		Completion	26.2	None	1,25%	

APP INDICATOR WEIGHTS						
ABRIDGED DESCRIPTION	SOCIO-ECONOMIC STATUS	ENTRY OR COMPLETION	INDICATOR	SUB-INDICATOR	WEIGHT	AGG. WEIGHT
Lecturer and Education Manager Development	Employed	Entry	27.1	a) Lecturers trained in skills programmes	1,25%	7,5%
				Education managers trained in curriculum development	1,25%	
				Lecturer awarded bursaries	1,25%	
		Completion	27.2	a) Lecturers trained in skills programmes	1,25%	
				Education managers trained in curriculum development	1,25%	
				Lecturer awarded bursaries	1,25%	
AET for CET college learners	Unemployed	Entry	28.1	None	1,25%	2,5%
		Completion	28.2	None	1,25%	
SETA pre-2009 qualification re-alignment	None	None	29	None	1,0%	4%
Accreditation of skills development providers	None	None	30	None	1,0%	
Certification of EISA learners	None	None	31	None	2,0%	
					100,0%	





Health and Welfare Sector
Education and Training Authority

HWSETA

Annual Performance Plan 2026/27

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