



# PROJECT REVIEW

A better life for all through  
people development.

Edition 6: 2024

## OUR VISION

The creation of a skilled workforce for the health and social development needs of all South Africans.



## OUR MISSION

The Health and Welfare Sector Education and Training Authority (HWSETA) endeavours to create and implement 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.



Health and Welfare Sector  
Education and Training Authority  
**HWSETA**



## VALUES

The HWSETA holds dear the following core values:

- Service Excellence
- Transformation
- Transparency
- Integrity
- Respect
- Fairness
- Accountability

## PHILOSOPHY



The HWSETA espouses the philosophy of a better life for all through people development.

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# TRANSFORMING SCHOOLS

## THE SCHOOL CHAPLAINCY PILOT PROGRAMMES IMPACT

In the tumultuous landscape of South African schools, marked by distressing incidents of violence, bullying, and even suicidal cases, the need for comprehensive support systems has never been more apparent. Recognising this pressing need, the Joy of Scripture NPO embarked on a groundbreaking journey with the School Chaplaincy Programme. Proposed to the Health and Welfare Sector and Education Authority (HWSETA) in 2019, this initiative sought to address the dearth of psychospiritual support within educational institutions by training accredited Christian Religious Professionals with a specialised focus on chaplaincy in the education sector.

At the heart of the School Chaplaincy Programme lies the role of the School Chaplain which is a meticulously trained caregiver adept at navigating life crises and transitions. Unlike traditional social workers, chaplains bring a unique blend of pastoral care, counselling, and spiritual guidance to the forefront. Their presence complements the work of teachers, providing learners, teachers, and parents alike with a safe space for unconditional, non-judgmental support.



Although chaplaincy finds firm footing in sectors like the military, hospitals, and correctional services, its introduction into the realm of schools represents a novel approach in South Africa. The School Chaplaincy Programme, spearheaded by the Joy of Scripture NPO, aimed to bridge this gap by seamlessly integrating chaplaincy services into the public school system.

## THE FRUITS OF THIS ENDEAVOUR HAVE BEEN PROFOUND



Twenty practitioners underwent rigorous training in the accredited **"Christian Religious Professionals"** programme, equipping them with the necessary tools to navigate the complexities of chaplaincy within educational settings.



All learners successfully completed the External Integrated Summative Assessment (EISA) and participated in a momentous graduation ceremony, marking the culmination of their dedication and hard work.



Certifications were promptly provided to learners, with comprehensive documentation submitted to the Health and Welfare SETA, ensuring compliance and accountability.

An end-of-project presentation facilitated transparency and accountability, allowing stakeholders to witness firsthand the transformative impact of the School Chaplaincy Programme.



Beyond the confines of traditional chaplaincy roles, learners were encouraged to explore entrepreneurial opportunities by registering with professional bodies such as the Association for Supportive Counsellors and Holistic Practitioners, thus empowering them to chart their own paths in the field.



Learners were also actively engaged as Life Orientation Teachers, contributing to the teaching of Religion Education in schools and fostering a deeper understanding of spirituality and morality among scholars.

The ripple effects of the programme extended far beyond school walls, with notable successes such as Irene Sekgobela's appointment as Lead Hospital Chaplain for Mercy-Ships, serving as a testament to the transformative potential of chaplaincy training.



Ongoing dialogues with industry stakeholders, including the Gauteng Department of Education, aim to facilitate learner absorption and further integration of chaplaincy services into the education system, ensuring sustained support for learners and educators alike.



In extending heartfelt gratitude to the HWSETA for their unwavering support, the Joy of Scripture NPO remains steadfast in their commitment to advancing the School Chaplaincy Programme. Looking ahead, plans to expand the programme to rural areas underscore a dedication to reaching every corner of the country, ensuring that no school is left without the vital support offered by School Chaplains.

In conclusion, the school chaplaincy pilot programme stands as a beacon of innovation and collaboration in tackling complex societal challenges.

**“By nurturing the spiritual and emotional well-being of learners, teachers, and communities, this initiative is not only transforming schools but also shaping a brighter, more resilient future for south africa as a whole.”**

## CERTIFICATION OF CEREMONY

### OF 99 POST BASIC PHARMACY ASSISTANTS FOR THE NORTHERN CAPE DEPARTMENT OF HEALTH

The Northern Cape Department of Health, in collaboration with SJ Buys Academy, recently celebrated a significant achievement in their ongoing endeavour to bolster the ranks of pharmacy assistants within the province.

The graduation ceremony, held at the Regiment Drill Hall in Kimberley, marked the culmination of training for ninety-nine post-basic pharmacy assistants. This event symbolized a pivotal moment not only for the graduates but also for the healthcare sector in the Northern Cape.

The ceremony, graced by Health MEC Mr. Maruping Lekwene, alongside senior management from the Department, showcased the dedication and hard work of the graduates, who were joined by their families in celebrating this milestone. The presence of esteemed dignitaries underscored the importance of the occasion and highlighted the commitment of the Department to advancing healthcare services in the region.

The achievement of these ninety-nine graduates was made possible through the collaborative efforts of various stakeholders, notably the



*MEC MARUPING LEKWENE*

Health and Welfare Sector Education and Training Authority (HWSETA). Through the Pharmacy Assistant Learnership Programme facilitated by HWSETA, these learners were equipped with the necessary skills and knowledge to excel in their roles within the healthcare system.

Following their completion of studies in July 2022, these graduates were absorbed into primary health facilities on a permanent basis. This strategic placement was aimed at enhancing the delivery of pharmaceutical services and ensuring the availability of essential medications within healthcare facilities across the province. The graduates have since played a vital role in various aspects of healthcare delivery, including medicine availability, proper stock management, and record-keeping, thus contributing to the efficient operation of primary health clinics and hospitals.

Furthermore, the presence of pharmacy assistants has alleviated the workload of nurses, particularly in the management of medications,

thereby enabling nurses to focus more on patient care. This redistribution of responsibilities has led to improved healthcare outcomes and enhanced patient satisfaction.

In essence, the graduation of these ninety-nine pharmacy assistants signifies a significant step forward in strengthening the healthcare system in the Northern Cape. Their dedication, coupled with the support of the Department and various stakeholders, exemplifies a collaborative effort towards achieving excellence in healthcare delivery and improving the well-being of communities across the province. As they continue their journey in the healthcare sector, these graduates are poised to make a lasting impact on the lives of those they serve.

***“We hope that your graduation today will not only provide you with a clear indication that we truly appreciate and value you but will also serve to motivate you to continue with your studies and the angelic work that you perform daily. So please know that your work is not only recognised but strongly applauded. We sincerely hope that your successes may further encourage others to share the responsibility of educating, caring and delivering quality healthcare services on a range of different levels.”***

***- MEC LEKWENE***

The Department secured additional funding to recruit and train a total of 30 new students in the Post Basic Pharmacy Programme, in the new financial year.



# ENTREPRENEURSHIP DEVELOPMENT PROGRAMME

In the face of a persistent challenge of unemployment plaguing social work graduates, SAME (Society Activation Management and Empowerment NPO/NPC) has embarked on a transformative endeavour.

This article explores the profound impact of SAME's Social Entrepreneurship Programme (SME), generously sponsored by the Health and Welfare Sector Education and Training Authority (HWSETA) in empowering a cohort of 30 unemployed graduates.

Renowned for its expertise in delivering tailored solutions that engage diverse stakeholders through innovative infotainment and edutainment strategies, SAME recognized the urgent need to address the economic hardships encountered by unemployed social work graduates. The SME initiative, a collaborative effort between SAME and HWSETA, was conceived to tackle these challenges head-on.

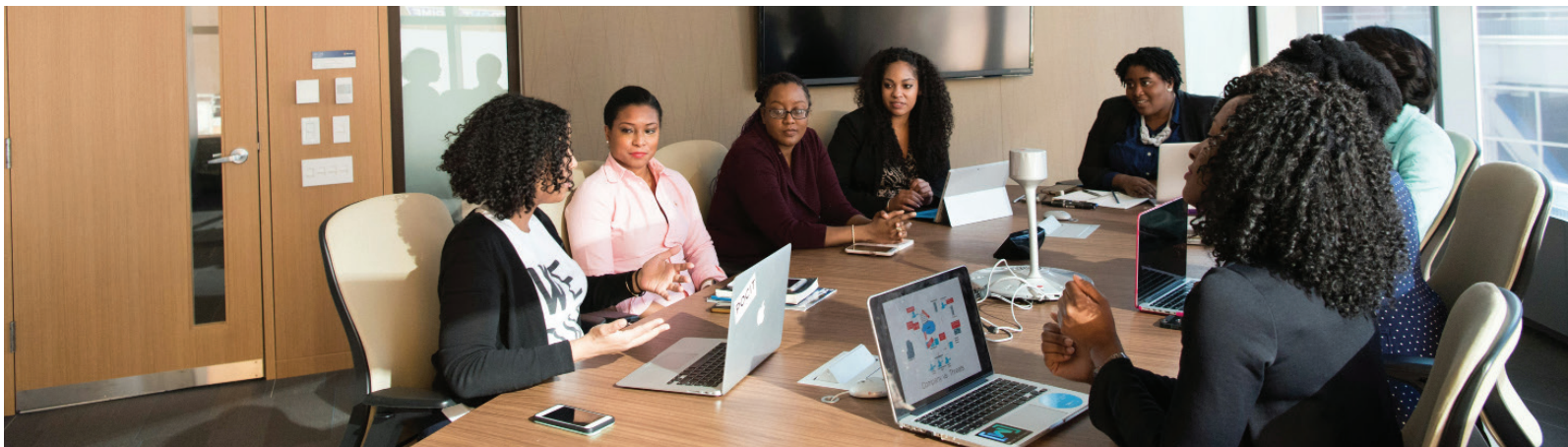
The genesis of the SME programme stemmed from the sobering realization that many social work graduates, despite completing internships, grapple with the daunting task of securing sustainable employment.

Often constrained by limited resources and lack of practical experience, these graduates find themselves unable to establish private practices or enterprises. Consequently, SAME assumed the responsibility of equipping 30 unemployed graduates with the tools and mindset needed to thrive as social entrepreneurs.

From a pool of 160 applicants, 30 candidates were meticulously selected based on their responsiveness and submission of requisite documents. Hailing from six provinces across South Africa, these graduates represented a rich tapestry of talent and diversity.

In addition, the programme enlisted the guidance and mentorship of a seasoned social work veteran, further enriching the learning experience for participants.

Crucially, the success of the programme was fortified by strategic partnerships forged with key individuals and organisations. Collaborators like Khensani Shivambu, whose entrepreneurship development programme provided catering services for the training sessions, played an instrumental role in augmenting the programme's efficacy.



Similarly, alliances with local businesses such as Favoured underscored SAME's commitment to a community-driven approach. The SME programme bore fruit, empowering participants with invaluable knowledge and skills essential for navigating the realm of social entrepreneurship.

Character development sessions served as a crucible for participants to refine their understanding of ethical practices, critical thinking, and collaborative problem-solving – all fundamental pillars of effective social initiatives. Moreover, the programme served as a catalyst for reigniting participants' sense of hope and passion for social work and community development.

The programme's journey commenced with virtual sessions designed to acquaint participants with the curriculum and framework.

Subsequently, an immersive, in-person training took place from the 5th to the 9th of February 2024 in Malamulele, nestled within the Vhembe district, at the idyllic Vakhusi Guest Lodge. This pro-active experience provided participants with invaluable practical insights and fostered a robust network of support and collaboration.

SAME's SME programme emerges as a beacon of hope for unemployed social work graduates, offering them a transformative pathway towards entrepreneurship and social impact. Through a judicious blend of strategic partnerships, innovative training methodologies, and an unwavering commitment to community empowerment, SAME and HWSETA have laid the groundwork for a brighter future for South Africa's social service sector. As the programme continues to evolve, its ripple effects are poised to catalyse positive transformations in countless lives and communities across the nation.

# TRADE UNION REPRESENTATIVES' STUDIES

The Industrial & Working Life Project (IWLP) was set-up as a result of the long-standing relationship that existed between University of Natal Durban (UND) and later University of KwaZulu Natal (UKZN), since early 1992. This relationship was born out of a programme initiated in a socio-legal unit based at UKZN that eventually led to the establishment of the Workers' College, initially at the university and the in late 1992 it moved to its current premises at James Bolton Hall.

A diploma programme was started with facilitators drawn predominantly from the lecturing staff of UND who also served on the Board of the Workers' College. Accreditation was afforded to the programme by Ruskin College, Oxford, because it was a labour college, and this accreditation existed for at least 3 years. The accreditation meant that Ruskin College ensured that the standards and quality of the programme was at a university entrance level.

Assignments and examinations were subjected to Ruskin College for such quality control to be affected. The arrangement with Ruskin regarding accreditation was proving problematic, and around 1996 - 1995, discussions were held with Prof. Ari Sitas, regarding the accreditation of the diploma programme by UKZN. The accreditation process involved materials, outlines, and a template having been submitted to the University, the application was taken through the various structures and processes within the University until approval

was given for such accreditation.

In 2000, after a series of meetings with UKZN authorities, the Industrial & Working Life Project (IWLP) was created as a B. Social Science degree, specifically for the Workers' College diploma students, and the College was able to secure funding from the Dept. of Labour (DOL) for such programme. The IWLP was housed in the UKZN Humanities Core office with Prof. Elizabeth de Kadt being its first Coordinator. Subsequently, it was housed in the Sociology Dept.



## 2. ACCREDITATION OF THE DIPLOMAS & ACCESS

### The effect of the accreditation was as follows:

**2.1** All four (4) diplomas of the 1-year Workers' College were given accreditation

- ▶ Labour Studies
- ▶ Political & Social Development
- ▶ Labour Economics
- ▶ Gender and Labour Studies

**2.2** The accreditation meant that on completion of the six (6) modules of each diploma, a joint UKZN / Workers' College certificate would be awarded to the successful student at a graduation ceremony annually at UKZN.

**2.3** The completion of diploma also indicated the eligibility of students to apply to come onto the IWLP thus providing an alternate access qualification if the student did not have a matriculation or similar qualification – previously such access was automatic but in the past two (2) years we have instituted an entry examination which is administered by Roy dace from ALE – this became necessary as we found that a number of students struggled in their first year and we needed to develop an instrument to determine their readiness;

**2.4** In addition, should the student already have a matriculation or any other qualification that provided access, then such diploma was recognised as a 16 credit UKZN module – and this applies to each completed diploma.



### 3. IMPLEMENTATION

The first cohort of **twenty-seven (27)** students for the IWLP was taken in 2000, and then every subsequent year a new cohort was taken on until 2003, when funding became a problem. The intake resumed in 2007 when further funding from the DOL

#### The structure and management of the programme was as follows:

**3.1** Students attended every Friday when the week's module was compacted into a 3 -2-hour lecture as well as tutorial;

**3.2** Two (2) modules were done for each semester and one (1) during the winter school, each year – this made a total of five (5) modules done per year, resulting in the degree spread over 5 years;

**3.3** The Workers' College has developed the three (3) winter school modules and is responsible for its delivery;

**3.4** The implementation of the IWLP is overseen by the appointment of an Academic Coordinator (AC) and Administration Coordinator; the AC position was created as a post in the Humanities, but it has allegedly been frozen?

**3.5** The overall management of the programme is achieved through regular meetings with:

- ▶ The Coordinators and Workers' College to deal with issues related to student performances, selection of modules, development of new modules, identification of lecturers, fees, registration issues and the like;
- ▶ Occasional meetings with the class reps. and lecturers to ensure that there is a mutual understanding and approach in the delivery of the modules, its content and other issues that may arise;
- ▶ Meetings from time to time with the Head of School especially at beginning of year, to finalise time-table, etc.

**3.6** The funding of the IWLP is secured by the Workers' College for the payment of student fees with a one-third remission, and payment of the Coordinators' costs; the IWLP has been regarded as a self-funded project.



# ECD FINANCIAL MANAGEMENT PROGRAMME - 2023/2024

## EMPOWERING YOUTH AND ECDS: A HOLISTIC APPROACH TO SUSTAINABLE DEVELOPMENT

The ECD Financial Management Programme stands as a beacon of collaboration, uniting key stakeholders including the Gauteng City Region Academy (GCRA), the Health and Welfare Sector Education and Training (HWSETA), the Department of Education, Developing Stars, Sisekelo Sustainability Institute, Signa Academy, Amathuba Collective, Gravity Risk Consultants and dedicated public and private sector individuals. Together, these organisations embarked on a transformative journey aimed at empowering both graduates and Early Childhood Development Centres (ECDs) in South Africa.

As a cornerstone initiative within the Gauteng Province - Nasi iSpani framework, led by Premier Panyaza Lesufi, the primary mission of this initiative was to combat unemployment among graduates while enhancing the financial compliance processes of local ECDs. This 12-month pilot project, officially launched in November 2023, signifying a commitment to skills training, practical work experience, coaching, and mentoring for graduates in collaboration with various ECD districts.

At its core, the programme is designed to address the dual challenge of

unemployment and financial management within the ECD sector. With a concerted effort, 100 unemployed graduates were recruited from Technical Vocational Education and Training (TVET) institutions and universities across the Gauteng Province. These individuals possessed qualifications in financial education, positioning them as catalysts for positive change within their communities. Each graduate underwent rigorous vetting processes, including Police and NRSO clearances, to guarantee their suitability for working in environments involving minors.

Through a blend of theoretical learning and hands-on experience, participants not only gained invaluable skills but also positively contributed to the sustainable development of ECDs. This project was developed in response to the escalating youth unemployment crisis in South Africa and the imperative to improve compliance among local ECDs. Designed as a comprehensive 12-month endeavour, it integrates economic and community development initiatives tailored to fortify identified non-compliant ECDs scattered across all districts in Gauteng.

By nurturing talent and fostering collaboration, there is a future where

every graduate has the opportunity to thrive, and every ECD operates with efficiency and integrity.

Central to the mission is the elevation of operational standards within ECDs, ensuring their adherence to regulatory frameworks for sustained functionality. This program is not merely a short-term intervention; rather, it instils these vital community institutions with the tools and strategies necessary for long-term viability and resilience. Moreover, recognising the multifaceted challenges faced by young graduates entering the workforce, the programme provides holistic support in the form of wellness coaching and mentorship. By nurturing both their professional capabilities and personal well-being, a seamless transition into the professional realm is facilitated, fostering a generation of empowered and resilient individuals. At its core, this initiative is anchored in the ethos of empowerment.

Through targeted skills training, participants are equipped with a versatile toolkit poised to thrive in various professional settings or entrepreneurial pursuits. The curriculum, delivered by two esteemed training providers, encompasses five foundational pillars: Work Readiness, Leadership, Entrepreneurship, ICT Skills and Reporting, and Financial Compliance. Throughout this transformative journey, the overarching goal remains clear: to empower both graduates and ECDs alike, fostering a sustainable ecosystem of opportunity and prosperity for generations to come. Furthermore, graduates are not only well-prepared but also sufficiently skilled to seamlessly integrate into the professional sphere and pursue entrepreneurial endeavours.



*Gauteng Premier Panyaza Lesufi*

### **5 Foundational Pillars**



Work Readiness



ICT Skills and  
Reporting



Leadership



Financial  
Compliance



Entrepreneurship

# THE ENVIRONMENT AND LANGUAGE EDUCATION TRUST'S (ELET) LEVEL 4

## LEARNERSHIP PROGRAMS FOR RURAL WOMEN WITH DISABILITIES

Government's Gender Development and Disability Programs have coalesced to prioritise the provision of educational and developmental opportunities for rural women with disabilities. ELET is pleased to contribute to these much-needed interventions by delivering Early Childhood Development (ECD) Level 4 learnership programs for rural women living with disabilities.

These programs are our most recent and exciting additions to our ECD Learnership Program journey with HWSETA. We are indeed humbled to be proponents of inclusive education in line with both our government's mandate and the universally recognized Sustainable Development Goals (SDG's). SDG 10 states that ***"inequality within and among countries is a persistent cause for concern."*** We aim to level the playing field of education through our ECD programs which allows 120 rural women with disabilities from many parts of the country to achieve a NQF Level 4 ECD qualification.



The aim is to ensure equal opportunities for these women so that they are able to pursue sustainable careers, impact foundational education and contribute to the formal economy.

***"Inequality within and among countries is a persistent cause for concern."***



The launch of the HWSETA Programs for Rural Women with Disabilities took place at Uvongo, south of Durban on 18 August 2023. An array of inspirational guests were in attendance, none more so than global advocate for persons with disabilities Dr Siva Moodley, who is visually challenged. Dr Moodley has served as an invaluable consultant for the roll out of our programs.

The 120 women form 2 cohorts of 90 and 30 learners at sites in Shelly Beach, South of Durban, KZN and Msholozhi Location in Mbombela, Mpumalanga Province, respectively (ELET has formed valuable partnerships with and have received support from the Ray Nkonyeni Municipality, Mbombela Municipality, the Mbombela Dept of Social Development, and the Mpumalanga Office of the Premier). The 90 women at the Shelly Beach learning site come from many different locations, namely eDumbe Municipality, eThekweni, Port Shepstone, Harding, uMzimkhulu, Hammarsdale, uMbumbulu, uMgababa and Pretoria.

Their range of disabilities include visual and hearing impairment, albinism, restricted mobility, learning disabilities and epilepsy. The sites each comprise a facilitator, an assistant facilitator and social workers. Social workers play a valuable role in identifying learner's main challenges with the learning program, accommodation, mental health and physical wellbeing, and unpacking and resolving these during counselling sessions with learners.

The learning program rotates between 1 month of face-to-face facilitation and 1 month when learners return home to conduct their practical components. For these programs, ELET has formed a productive and instructive partnership with the UKZN Disability Unit.

This unit has conducted workshops on fundamental disability protocols and reasonable accommodations, which have proved extremely beneficial in building new knowledge of and a new consciousness in ELET staff, facilitators and social workers. UKZN has also provided free eye-testing and assistive devices for learners most in need of them.

We have sought to add additional value to the learning program by conducting other programs that will benefit learners. These have included a program to teach weaving to them. Conducted in partnership with Rotary eClub of South Africa ONE, this activity is useful for these learners as it involves using the small hand muscles and includes activities such as grasping, pinching objects between the fingertips and holding a pencil.

Weaving presents a fun and inexpensive way for our disabled learners to further develop their fine motor skills. Furthermore, it helps to develop hand-eye coordination and concentration; critical thinking skills; understanding of patterns and sequencing and increases creativity and relaxation.



It is a quiet, calming activity in which participants can develop and express their creative ideas and it also teaches us more about recycling and reusing materials.

Becoming proficient at this skill will also allow our learners to increase their self-esteem and confidence levels and possibly create additional income streams for themselves.

Separate programs were also held to highlight International World Aids Day and Disability Rights Awareness Month (DRAM). All these programs were extremely well received by the learners. These programs have been a remarkable learning curve for our organisation and we are in the process of documenting all findings for tangible improvement when rolling out future programs of a similar nature. We remain indebted to HWSETA for affording us this wonderful opportunity.

***“We remain indebted to HWSETA for affording us this wonderful opportunity”***



# EMPOWERING RURAL LEARNERS THROUGH FASHION

## A SUCCESS STORY OF THE HWSETA-FUNDED LEARNERSHIP AT **GLADYS MANUFACTURERS HOLDINGS**

Gladys Manufacturers Holdings Primary Cooperative Limited, located in the heart of the OR Tambo District Municipality in the Eastern Cape (Qumbu), stands as a beacon of opportunity for rural communities. Registered with the Health and Welfare Sector Education and Training Authority (HWSETA), this cooperative organisation embarked on a transformative journey in September 2022, when it received funding along with other cooperatives in the Eastern Cape, for the implementation of the National Certificate in Clothing, Textile, Footwear, and Leather Manufacturing Processes.

With the support of HWSETA, 20 eager unemployed learners from the surrounding rural areas were welcomed into the learnership program. These individuals, devoid of any sewing background upon entry, embarked on a remarkable educational journey to acquire the skills and knowledge necessary for designing and creating patterns for sewn products.

Since the learnership started each learner received a monthly stipend, providing vital support as they dedicated themselves to mastering the intricacies of the clothing, textile, footwear, and leather (CTFL) manufacturing industries. On the 20th March 2024, Gladys Manufacturers Holdings Primary Cooperative hosted a Fashion Show. This event marked a significant milestone in the learner's journey, serving as both a celebration of their achievements and a showcase of the skills they had acquired throughout the learnership.

Under the guidance of dedicated mentors and facilitators from Matatiele Fashion Design Academy, the learners had diligently honed their craft, transforming their newfound knowledge into tangible creations. The fashion show was divided into two categories, **Formal Wear** and **Traditional Wear**, the learners unveiled their original designs, each a testament to their creativity and dedication.

Community members and esteemed guests from **Matatiele Fashion Design Academy and HWSETA** graced the occasion, witnessing firsthand the remarkable transformation of these learners. The Fashion Show served not only as a platform for self-expression but also as a powerful demonstration of the impact of skills development initiatives in rural communities.

As the learners confidently strutted down the runway, showcasing their creations with pride, it was evident that they had not only gained technical skills but also invaluable confidence and self-assurance. The Fashion Show not only celebrated their accomplishments but also inspired them to continue striving for excellence as they are approaching the conclusion of their learnership journey. Through the unwavering support of HWSETA and the dedication of Gladys Manufacturers Holdings Primary Cooperative, these learners have not only acquired new skills but have also been empowered to pursue their dreams and contribute meaningfully to the CTFL manufacturing industries.

These learners have become shining examples of the transformative power of education and skills development in rural communities. As they continue their journey, supported by HWSETA and Gladys Manufacturers Holdings, the possibilities are endless, and the future is filled with promise and opportunity.



*“The possibilities are endless and future is filled with promise and opportunity”*

# PHLEBOTOMY AND MEDICAL TECHNOLOGY GRADUATION



On the 24th of May 2024, HWSETA had an honour of yet again seeing off close to three hundred phlebotomy and medical technology graduands, whom of which took place in the Phlebotomy Technician Learnership conducted by Themba Futhi Ukhule Innovators and the Medical Technology Learnership conducted by AMPATH.

Phlebotomy is the art of drawing or extracting blood from cardio-vascular system through a puncture to obtain blood samples for analysis and diagnosis, whilst medical technicians are responsible for utilizing technology that identify a disease or its cause, to treat or improve a person's health and their wellbeing, this include both low- and-high risk medical devices.

***“We remain indebted to HWSETA for affording us this wonderful opportunity”***

The Graduation was held at Luwende Woord in Centurion, the graduands were addressed by Ms. Akhona Vuma of the HPCSA, she highlighted the importance of medical workers' passion for people, as Phlebotomist and Medical technicians play a salient role in the medical sector. A moment of silence to honor students who had unfortunately passed away during the learnership program was observed, a loss that will never be recovered. However, those who were present got the opportunity to celebrate their achievements in honor of their passed pupils as they recited "The Modern Hippocratic Oath."

These life changing learnerships first began in January 2013, participants of these remarkable two-year programs offer and deliver the opportunity for permanent employment, where successful candidates receive training in a medical laboratory and take part in workplace and classroom learning, furthermore all 55 medical technology graduates of the 24th of May 2024 have been appointed within Ampath in various departments as well as 32 phlebotomy graduates in various companies, such as Flowpath, Netcare diagnostics and bloodline labs.

Members of the Executive team, namely the Chief Executive Officer Ms. Elaine Brass as well the Executive Manager of Skills Development Planning Division, Mr. Sikhumbuzo Gcabashe and Board Members such as Lungile Duma representing the National Public Workers Union, .

Ms. Lalita Harie representing Non-Profit Organizations and Mental Health and Ms. Bongiwe Malope representing People with Disabilities, all of whom were present to honor this glorious occasion.



# CAREER AWARENESS

## VETERINARY & PARA VETERINARY SKILLS

HWSETA requested TARDI to partner up for an Eastern Cape provincial awareness roadshow in 2023. The Eastern Cape Department of Rural Development and Agrarian Reform was also part of this initiative.

This was successfully launched with three districts identified, OR Tambo, Alfred Nzo and Chris Hani Districts and 200 students per district from various high schools were transported to the venue where awareness of veterinary and Para veterinary fields were discussed and the institutions that offer these qualifications.

In 2024, the collaboration grew further and included the Eastern Cape Department of Education, AgriSETA, and DALRRD. A further three districts were targeted, OR Tambo, Nelson Mandela Bay, and Amathole Districts, and 120 students from the surrounding schools were transported to a central venue.





## *Graduate Placement*

HWSETA funded TARDI graduate placement program significantly enhances employment prospects for college/university and TVET graduates. This initiative offers TARDI diploma holders a year of industry experience, boosting their technical skills, confidence and thereby increasing their employability.

Moreover, the program extends its benefits to TVET graduates, offering them an 18-month placement at TARDI. Graduates from diverse fields such as finance, business administration, plumbing, and electricity gain invaluable exposure and the opportunity to interact with experts, further enriching their professional growth. This strategic partnership not only fosters talent development but also contributes to a higher employment success rate.





## *Personal Stories of Impact*



**Therisano Mohlala** is a proud beneficiary of the HWSETA funding program. In 2021, he was fortunate to be selected as part of a recruitment drive in Mpumalanga. This opportunity has been transformative, not just for him, but for his entire family.

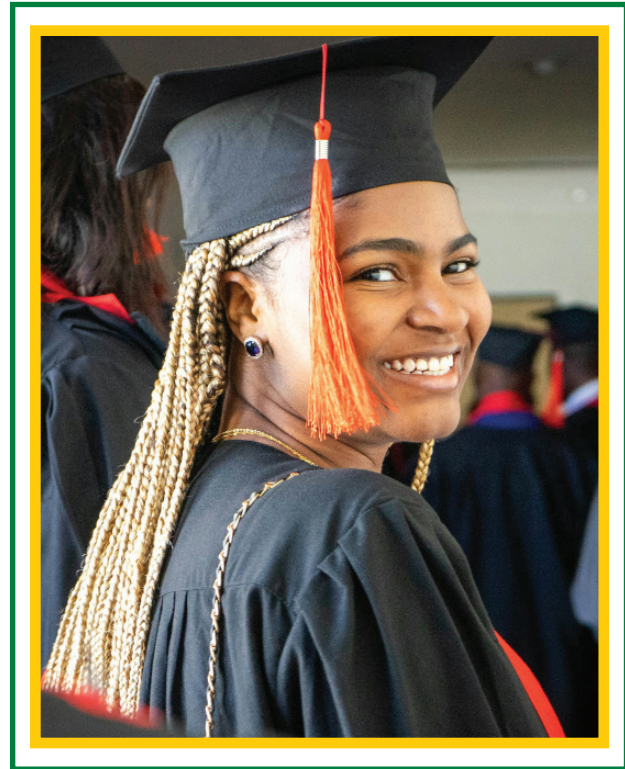
The financial assistance from HWSETA has been a beacon of hope. It enabled him to enroll his younger brother in preschool, providing him with an early educational foundation that Therisano's family once thought was out of reach. Additionally, the funding has been instrumental in completing his family's home project that seemed like an unattainable dream before.

Moreover, the support extended beyond Therisano's immediate needs, allowing him to alleviate the financial burden of tertiary education for his other siblings. Their academic pursuits were no longer marred by the stress of unpaid bills, thanks to the generosity of the HWSETA bursaries. This funding has not only changed their present circumstances but has also paved the way for a brighter future.

The alliance between HWSETA and TARDI has been a transformative force, not only in enhancing animal health education but also in kindling hope for countless individuals.

The special recruitment program is a beacon of opportunity, reaching out to those who were previously unaware of TARDI or the diploma in animal health. This initiative stands for a turning point, offering a chance at tertiary education that seemed unattainable.

This conclusion is not just a summary of achievements; it is a narrative of hope, opportunity, and the unwavering belief in the transformative power of education and collaboration. The special recruitment program stands as a testament to this belief, changing lives and inspiring a future where every aspiring student has the chance to succeed.



**“This initiative stands for a turning point, offering a chance at tertiary education that seemed unattainable.”**

## Bridging the skills gap

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## PROJECT REVIEW

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