

STRATEGY PLAN ANNUAL PERFORMANCE PLAN MATERIALITY & SIGNIFICANCE FRAMEWORK POLICY

2025

FOR THE HEALTH AND SOCIAL DEVELOPMENT SECTOR IN SOUTH AFRICA



The background of the cover is a grayscale photograph of a person in profile, wearing a headset and holding a pen. Overlaid on this are several concentric circles and arcs in a mustard yellow color. A large white circle is centered on the page, containing the title and subtitle text. The overall design is modern and professional.

STRATEGY PLAN

FOR THE FISCAL YEARS
2025–2030
(FIVE YEARS BEGINNING
WITH 2025/26)





Foreword.

BY THE MINISTER

DR. NP NKABANE, MP

EXECUTIVE AUTHORITY OF HIGHER
EDUCATION AND TRAINING

The mandate of the Sector Education and Training Authorities is derived, in the main from the Skills Development Act (Act No. 97 of 1998) as amended, which amongst others, directs the SETAs to develop Sector Skills Plans (SSPs). In their SSPs, the SETAs must reflect and incorporate government priorities, especially those that address our priority developmental goals, that of tackling the triple challenges of poverty, unemployment and inequalities. The SSPs are intended to ensure that skills are not a constraint to the economic development of our country.

The mandate of the SETAs must be understood within our vision of the post-school education and training system of having an integrated, coordinated and articulated PSET system for improved economic participation and the social development of youth and adults. Critical to this vision is our challenge of addressing the plight of the youth not in Education, Employment or Training (NEET), standing at over 3.6 million in the second quarter of 2024.

The White Paper for Post-School Education and Training (WPPSET) envisages the post-school education and training system as an important institutional mechanism that must be responsive to the needs of society. Critical to this are our transformational and developmental imperatives, which include, amongst others, class, gender, race, geography, and youth, and must always be reflected in our SETA interventions. Though the MTDP has three strategic priorities, which link well with the White Paper for Post-School Education and Training and the National Development Plan, such as:

- Inclusive growth and job creation;
- Reduce poverty and tackle the high cost of living and
- Building a capable, ethical, and developmental state.

The National Plan for Post-School Education and Training (NPPSET) will play a central role in ensuring that the Medium-Term Development Plan (MTDP) is not

constrained by the skills development, which is framed within the broader goals and priorities of the National Development Plan (NDP), foregrounding the national efforts to address the triple challenges of unemployment, inequality, and poverty (and gender-based violence). The National Plan for Post-School Education and Training has six goals, which are the drivers for the system as referred to below:

1. An integrated, coordinated, and articulated PSET system;
2. Expanded access to PSET opportunities;
3. A responsive PSET system with appropriate size and shape;
4. Improved relations between education and training institutions and the world of work;
5. Improved quality of PSET provision and
6. Improved efficiency and success of the PSET system.

The President launched the Economic Reconstruction and Recovery Plan (ERRP) in October 2020, pointing out skills development, science, and innovation as enablers in driving South Africa's economic reconstruction and recovery, but also key in sustaining it. In support of this initiative, the Department, working with social partners at the National Economic Development and Labour Council (NEDLAC) & the National Skills Authority, developed the

Skills Strategy to support the government's efforts to mitigate the impact of COVID-19 global health pandemic and the initiatives towards economic and social recovery.

The ERRP SS is located within the broader skills planning arsenal of the Post-School Education and Training (PSET) system, which promotes using labour market intelligence (including future work scenarios) to inform PSET provisioning. The Department of Higher Education and Training has identified skills needs in the form of the List of Occupations in High Demand, the Priority Skills List, and the Critical Skills List (which it prepared on behalf of the Department of Home Affairs). The SETAs will continue to play a critical role in implementing the Skills Strategy to support the Economic Reconstruction and Recovery Plan.

The National Skills Development Plan (NSDP) 2030 remains at the centre in directing how the skills development levy will be disbursed up to 31 March 2030. For this reason, the Sector Education and Training Authorities (SETAs) have been re-established until 2030, in alignment with the National Development Plan to ensure that the SETAs focus on skills required for our socio-economic development. For the financial year, we aim to expand the participation of young people in skills development programs and workplace-based learning opportunities.

For the 2025/26 financial year, the entire SETA system has set itself the following targets as part of expanding post-school opportunities:

- 200 300 workplace-based learning (WBL) opportunities.
- 155 500 learners registered in skills development programs;

- 37 000 learners entering artisanal programs;
- 28 000 learners passing artisanal trades;
- 56 000 learners completing learnerships; and
- 11 770 learners completing internships.
- 130 960 learners completing skills programmes

The SETA will enter into the Service Level Agreement with the Department's Director-General and commit to achieving 75% of all targets (especially related to learning programs) by the end of December, with the remaining 25% achieved in the last quarter of the financial year.

The SETA Annual Performance Plan (APP) clearly commits to implementing our skills development priorities and targets during the 2025/26 financial year.

Dr. N.P. Nkabane, MP
Executive Authority of Higher
Education And Training



Accounting Authority Statement.

DR NOMFUNDO MNISI
CHAIRPERSON OF THE BOARD

The purpose of the draft 5-year 2025-2030 Strategic Plan of the Health and Welfare Sector Education and Training Authority (HWSETA) is to provide a framework within which the HWSETA will execute its mandate and disburse its resources during the coming five-year term. The HWSETA Board approved the 5-year 2025-2030 of the Strategic Plan, which was then submitted to the Department of Higher Education and Training (DHET) to fulfil the requirements of the Revised Strategic Planning and Annual Performance Information Framework (2019), as well as the Public Finance Management Act (PFMA) of 1999 as amended, and the Service Level Agreement Regulations that were published in terms of the Skills Development Act of 1998 as amended. The Strategic plan aligns with the National Skills Development Plan (2030) which contains priority 3 (Education, Skills and Health) of the Medium-Term Development Plan (2024-2029) and Chapter 9 of the National Development Plan.

For oversight purposes, the HWSETA prides itself with the services of a highly effective Audit Risk, Governance and Ethics Committee composed of an Independent Chairperson and two other independent members who ensure that the three-year internal audit coverage plan, which is risk-based, is developed and endorsed. This Committee directs and oversees the function of the HWSETA Internal Auditors and ensures that there is combined assurance by creating a synergy between their function, that of the Internal Auditors and the Auditor-General of South Africa. This supports the economic, efficient and effective use of HWSETA's resources.

Based on the research done to develop and adopt a Sector Skills Plan, the Strategic Plan for the five-year period will flow from that, an Annual Performance Plan is developed to unpack the priorities for each year of the strategic period. The Budget structure for the plans is also adjusted accordingly, annually. The Annual Budget contains a summary of projected income and expenditure for the year ahead and the subsequent four financial years. A five-year budget has been approved by the Board of the HWSETA and will guide the HWSETA in the execution of its business for the period 01 April 2025 to 31 March 2030.

The drafting of the plans is preceded by strategic planning sessions, stakeholder interactions and assessments on risk identification and mitigation. The Strategic Plan is developed in accordance with the requirements of the Revised Framework for Strategic Plans and Annual Performance Plans (2019). A number of key assumptions were made when formulating the Strategic Plan:

- That the National Human Resource Development Strategy will guide all skills development institutions and effectively coordinate Higher Education Institutions, TVET Colleges, and the SETAs' service delivery to the Nation;
- That the National Skills Development Plan (2030) is aligned to chapter 9 of the National Development Plan and Priority 2 of the Medium-Term Development Plan (2024-2029), and in turn the HWSETA Strategic Plan is aligned to the National Skills Development Plan;
- That HWSETA's Sector Skills Plan is based on sound research and is a credible reflection of the skills development needs of the Health and Social Development Sectors;
- That the Department of Higher Education and Training

(DHET) is the oversight Department to which the HWSETA is accountable to and that the DHET will promote an enabling environment for the HWSETA to implement its mandate and achieve its deliverables and outcomes;

- Any amendments to the SETA Grant Regulations will be well received by Employers and will enable the HWSETA to accelerate delivery overall; and
- Continued implementation of the NSDP (2030) that will enable the implementation of the White Paper on Post School Education.

The HWSETA has developed a materiality and significance framework, which outlines materiality and significance as follows:

Materiality and significance (updated annually), is:

- any amount which results from criminal conduct, or
- The value of R4.8 million and above which results from irregular, fruitless or wasteful expenditure caused by gross negligence.

The R4.8 million was calculated as being an average of annual income, including levies received and interest earned for the last two financial years at 0.5% to 1% of annual skills development levy income. HWSETA has taken the approach of setting a more conservative materiality level that will be used for all classes of the transaction instead of setting different materiality levels for each class of transactions.

All these plans are informed by national imperatives and plans such as the National Development Plan, the Strategic Plans of the Departments of Health and the Department of Social Development, and the priorities of the 7th Administration. The Delivery Agreement of the Minister of Higher Education and Training would also find reflection through the Service Level Agreement (SLA) between the DHET and the HWSETA, with is aligned to the Strategic Plan.

The HWSETA has changed its management philosophy to focus on performance management and regular progress reviews when managing the various projects and grants. This management philosophy focuses on allowing Executive Managers to plan and review their annual outputs, duties, and project performance on a monthly basis, with CEO and CFO reviews held regularly. These reviews are done formally with a specialised performance review IT system that shows deviations from plans and over and under-performance. Any deviation from planned performance is analysed with corrective measures to ensure performance is achieved.

The DHET also has a monitoring role to fulfil on a quarterly basis and this serves as an early warning system. This assessment and evaluation are informed by the key deliverables as contained in the SLA. Quarterly reports are submitted to the Department of Higher Education and Training and the Department of Monitoring and Evaluation (DPME) and these will culminate to a final performance report to be included in HWSETA's Annual Report.

The HWSETA through the functionality of the Committees of the Board, on an ongoing basis, ensures that commensurate capacity in terms of skills and human resource is in place, as well as capability in terms of the policies, procedures, processes and other tools, as well as risk management. These create an enabling environment to facilitate the delivery of the targets as per the approved Strategic Plan. The support systems to ensure the execution of HWSETA's deliverables are well established.

The HWSETA has six divisions that each have an Executive Manager, support staff, necessary workflow systems, job models, and guidelines and procedures to execute their divisional functions effectively. The HWSETA also has nine Provincial Offices which are headed by an Executive Manager, with each having a Provincial Manager, support staff, necessary workflow systems, job models, and guidelines and procedures to execute operations at Provincial level.

The Chief Executive Officer of the HWSETA, on a quarterly basis, submits Strategic plan progress reports and the Chief Financial Officer tables management accounts, and a Risk Management progress report. These are standing items on the agenda of the Board. The oversight role of the Authority is robust and effective.

On behalf of the Accounting Authority, the Chairperson of the HWSETA Board subsequently signs off and submits an Annual Report, including audited Annual Financial Statements, to the Minister of Higher Education and Training, the National Treasury and the AGSA. This is tabled in Parliament by 30 September of each year. This same report will be tabled at the Annual General Meeting which is held in November each year for stakeholders to consider and comment on.



Dr. N.V. Mnisi
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 the HWSETA is responsible
- Accurately reflects the impact and outcomes that the HWSETA will endeavor to achieve over the period 2025-2030.



Mr S. Gcabashe

Executive Manager:

Skills Development Programmes and Projects



Ms B. Plaatjie

Executive Manager:

Research Information Monitoring and Evaluation



Ms B.J Matubatse

Executive Manager:

Education, Training, and Quality Assurance



Ms. Zandile Mafata

Chief Financial Officer



Mr S. Gous

Acting Executive Manager:

Corporate Services



Ms Elaine Brass, CA (SA)

Chief Executive Officer:

Health and Welfare SETA



Mr C. Peters

Executive Manager:

Provinces



Dr. N.V. Mnisi

Chairperson:

Health and Welfare SETA Board

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Abbreviations and Acronyms.

AHPCSA	Allied Health Professions Council of South Africa
AIDS	Acquired Immune Deficiency Syndrome
APP	Annual Performance Plan
AQP	Assessment Quality Partner
ATR	Annual Training Reports
CBO	Community-Based Organisation
CDP	Community Development Practitioner
CDW	Community Development Worker
CESM	Classification of Education Study Material
CHE	Council on Higher Education
CHW	Community Health Worker
CPD	Continuous Professional Development
CYCW	Child and Youth Care Worker
DBE	Department of Basic Education
DBSA	Development Bank of South Africa
DHET	Department of Higher Education and Training
DoH	Department of Health
DSD	Department of Social Development
ECD	Early Childhood Development
ERRP	Economic Reconstruction Recovery Plan
FET	Further Education and Training
FETC	Further Education and Training Certificate
GDP	Gross Domestic Product
GET	General Education and Training
GETC	General Education and Training Certificate
GP	General Medical Practitioner
HASA	Hospital Association of South Africa
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
HET	Higher Education and Training
HIV	Human Immunodeficiency Virus
HPCSA	Health Professions Council of South Africa
HWSETA	Health and Welfare Sector Education and Training Authority
MLW	Mid-level Worker
MRC	South African Medical Research Council
MTEF	Medium Term Expenditure Framework
MTSF	Medium Term Strategic Framework
NC	National Certificate
NCV	National Certificate (Vocational)

NEI	Nursing Education Institution
NDP	National Development Plan
NGO	Non-Governmental Organisation
NGP	New Growth Path
NHA	National Health Act, 61 of 2003
NHI	National Health Insurance
NPO	Non-Profit Organisation
NQF	National Qualifications Framework
NSCA	National Senior Certificate for Adults
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NT	National Treasury
OFO	Organising Framework for Occupations
PBSW	Professional Board for Social Work
PBCYC	Professional Board Child and Youth Care
PFMA	Public Finance Management Act
PHC	Primary Healthcare
PIVOTAL	Professional, Vocational, Technical And Academic Learning
PSETA	Public Service Sector Education Training Authority
QCTO	Quality Council for Trades and Occupations
QDP	Quality Development Partner
RPL	Recognition of Prior Learning
SACSSP	South African Council for Social Service Professions
SANC	South African Nursing Council
SAPC	South African Pharmacy Council
SASSA	South African Social Security Agency
SAVC	South African Veterinary Council
SAW	Social Auxiliary Worker
SDA	Skills Development Act
SDF	Skills Development Facilitator
SDL	Skills Development Levy
SIC	Standard Industrial Classification
SSACI	Swiss South African Cooperation Initiative
SSP	Sector Skills Plan
TB	Tuberculosis
TVET	Technical and Vocational Education and Training
UMALUSI	Council for Quality Assurance in General and Further Education and Training
WHO	World Health Organisation
WSP	Workplace Skills Plan



PART A:

THE MANDATE
OF THE HEALTH
AND WELFARE
SETA.

1. CONSTITUTIONAL MANDATE

The Constitutional mandate of the HWSETA as a sector education and training authority, originates from the Constitution of the Republic of South Africa, in section 29 (1b), and 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 of the Republic of South Africa, 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; and
- k) White Paper on Post-school Education.

The Skills Development Act, 97 of 1998 as amended, establishes Sector Education and Training Authorities under the Ministry of Higher Education and Training. Section 10 of this Act provides the mandate of SETAs. Section 10 (3), in particular, gives the mandate as follows; “A SETA must perform its functions in accordance with this Act, the Skills Development Levies Act, and its Constitution”. To date, there are 21 SETAs established through section 9(1) of the Skills Development Act. These SETAs represent national economic sectors and are configured in terms of section 9(2) of the Skills Development Act. The Health and Welfare SETA is one of the SETAs that was established by the Minister of Higher Education and Training to cover the health and welfare (social development) national economic sectors.

Section 10 (1) the Skills Development Act (97 of 1998) gives SETA a mandate to:

- a) Develop a Sector Skills Plan (SSP) within the framework of the National Skills Development Policy (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 Skills Development Act (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 Sector Skills Plan (SSP) through the allocation of 80% of available discretionary grants to PIVOTAL programmes that address scarce and critical skills in its sectors; and
- d) Implementation of the Annual Performance Plan (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, that 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 National Skills Development Policy (NSDP) outputs and outcomes in the sector.
 - iii. how- the discretionary funds will be allocated to achieve impact in the sector 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 of each year. A maximum of 5% of uncommitted funds is allowed to be carried over to the next financial year.

The Constitution of the Health and Welfare SETA (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 Skills Development Act (97 of 1998). The scope of coverage contained in the Constitution of the HWSETA (2016) enlists 53 categories of employers that fall within the Health and Welfare Sector. The Constitution of the HWSETA also enlists constituencies of the sector to include organised labour, organised employers, government departments, professional bodies, bargaining councils, and organisations of communities that have identifiable interest. The legal status of the Health and Welfare SETA is described by its Constitution as a statutory body and a juristic person.

The mandate of the HWSETA is contained in the Skills Development Act, No. 97 of 1998 as amended, and is articulated clearly in the White Paper for Post School Education and Training (2014). The diagram below outlines this mandate in line with the various divisions of the HWSETA:

General

1. Address the needs of post-school sector
2. Focus on skills that will impact on growth and job creation in the health and welfare sector

Finance

3. Administering the levy grant in line with laws and regulations

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 of the sector
 - 5.2 Develop sector skills plans, which are intended to outline current and future (short-, medium-, and long-term) learning and qualifications 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
 - the skills development needs that are emerging across established business
 - how these differ for large, medium, and small businesses
 - the kinds of opportunities that this may suggest for start-up businesses, cooperatives and for community and rural development

M&E

Through research-based evaluations:

6. Measure the efficiency and effectiveness of the HWSETA interventions
7. Examine the extent to which the HWSETA has effected the provision of skills to enable the economy to grow as well as to ensure that individuals can progress along valid learning pathways
8. Monitor and evaluate the impact of skills interventions in the health and welfare sector

Corporate Services

9. Provide adequate capacity in the HWSETA to conduct:
 - 9.1 skills planning and meet the critical purpose of identifying and articulating skills needs in the sector quality assurance of training taking place in the sector

Skills Development Programmes and Projects

10. Develop interventions that are agreed upon with stakeholders and can improve the match 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, AET etc.
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 the post-school education and training institutions to school youth and youth that is 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
 - Monitoring implementation of skills development programmes
 - Processing of payments for disbursement of discretionary grant
22. Implementation of the 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; and
- Department of Social Development.

The 2025/26 financial year will be the first year of the 7th administration (2024-2029), the first year of the strategic period 2025-2030, and the last five years of the National Development Plan, SADAC Regional Indicative Strategic Development Plan, and Sustainable Development Goals.

The Strategic Plan is aligned to international, continental, and national government priorities, as well as 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 Sustainable Development Goals (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 the empowerment of all women and girls. The SDGs and targets came into effect on 1 January 2016 and it consists of 17 goals and 169 targets. Goals aligned to the mandate of the 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, and

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 SDGs on the Strategic Plan of the HWSETA (2020-2025), Indicator 3

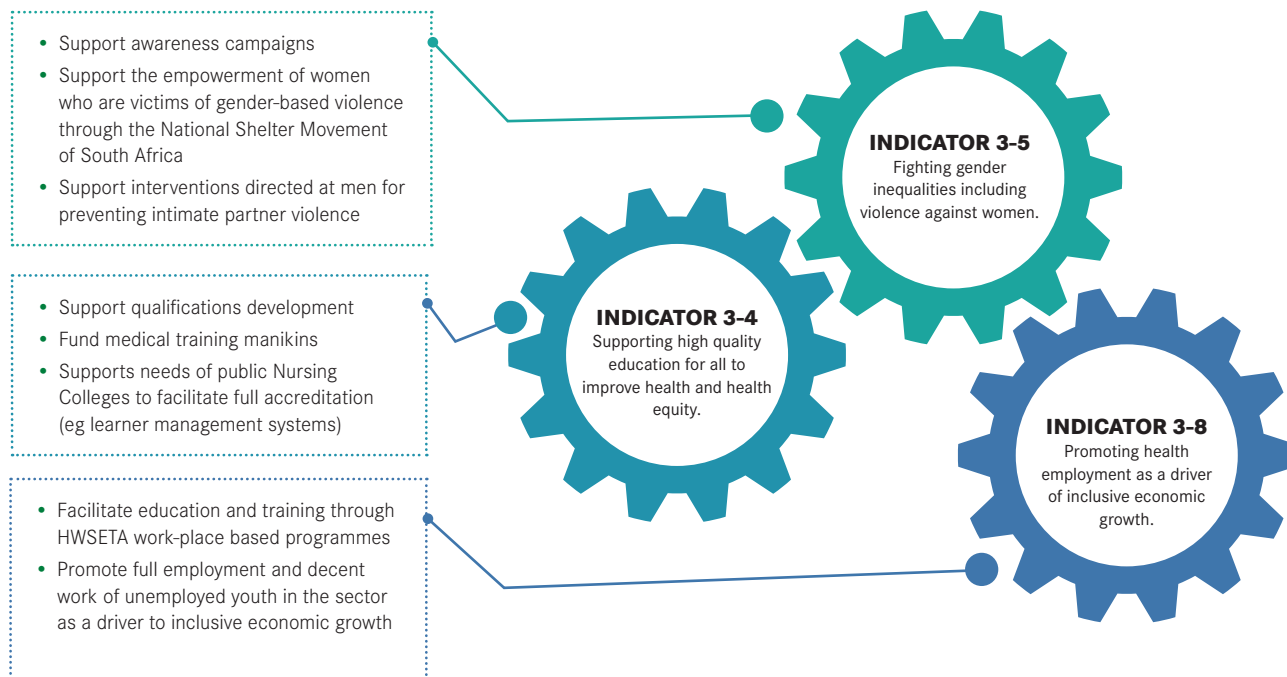


Figure 1-1: Implications of the SDG on the Strategic Plan of the HWSETA (2020-2025), Indicators 3-10 and 4

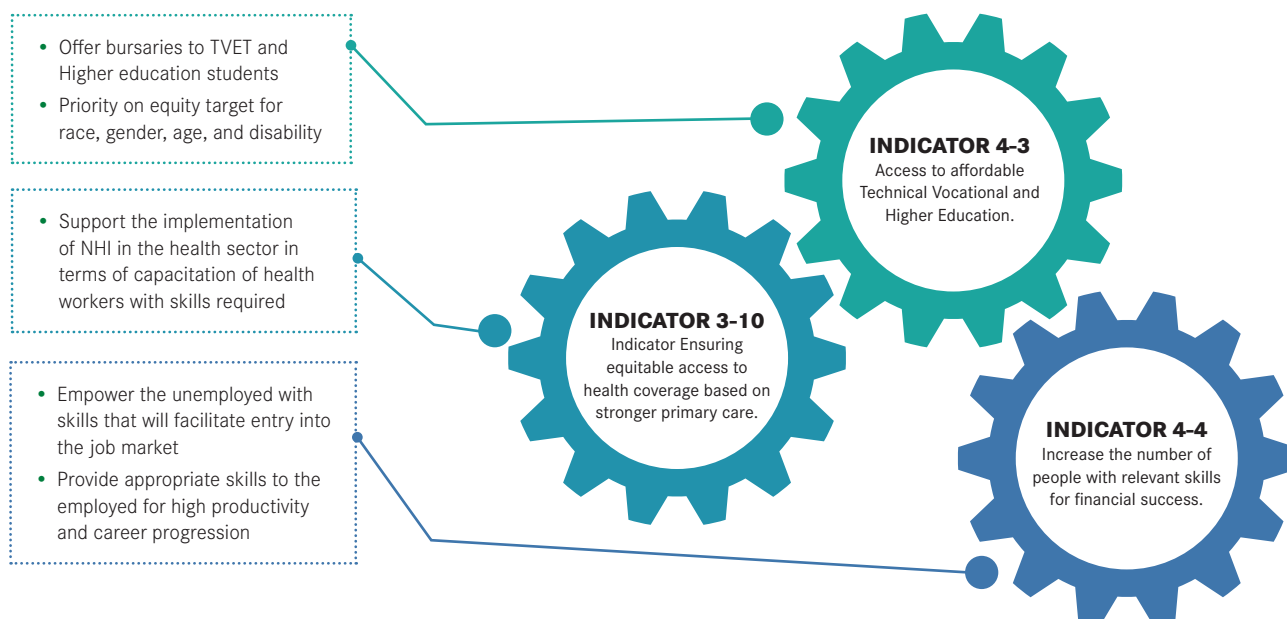


Figure 1-2: Implications of the SDGs on the Strategic Plan of the HWSETA (2020-2025) Indicator 4 and 8-2

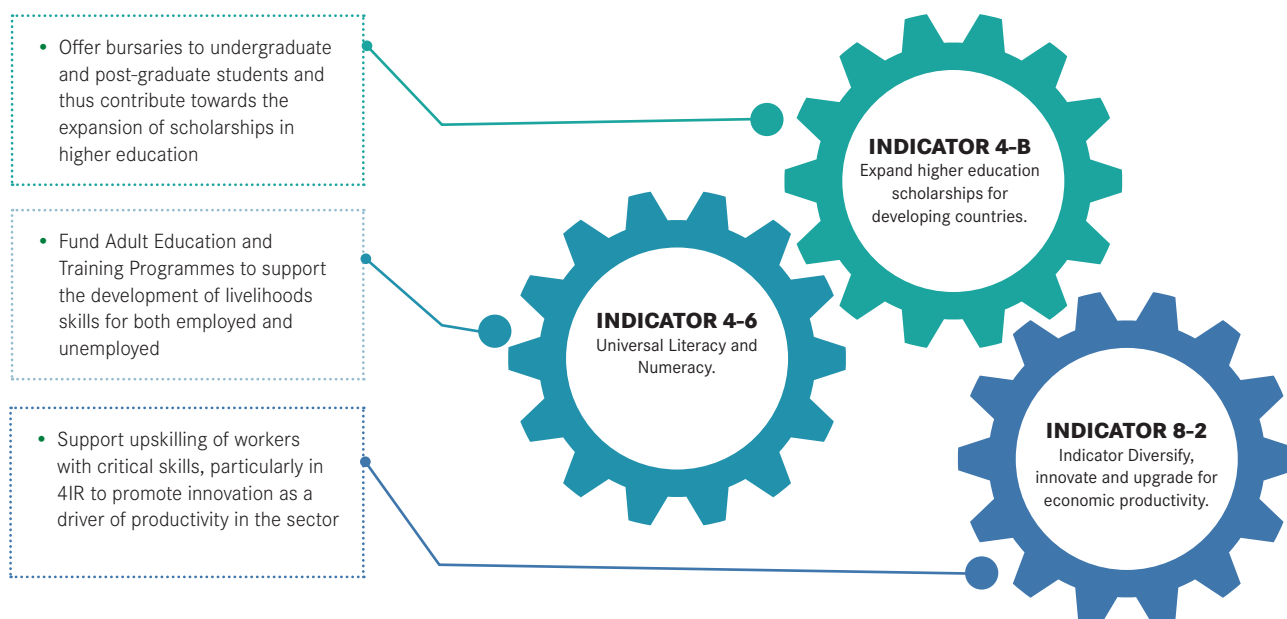
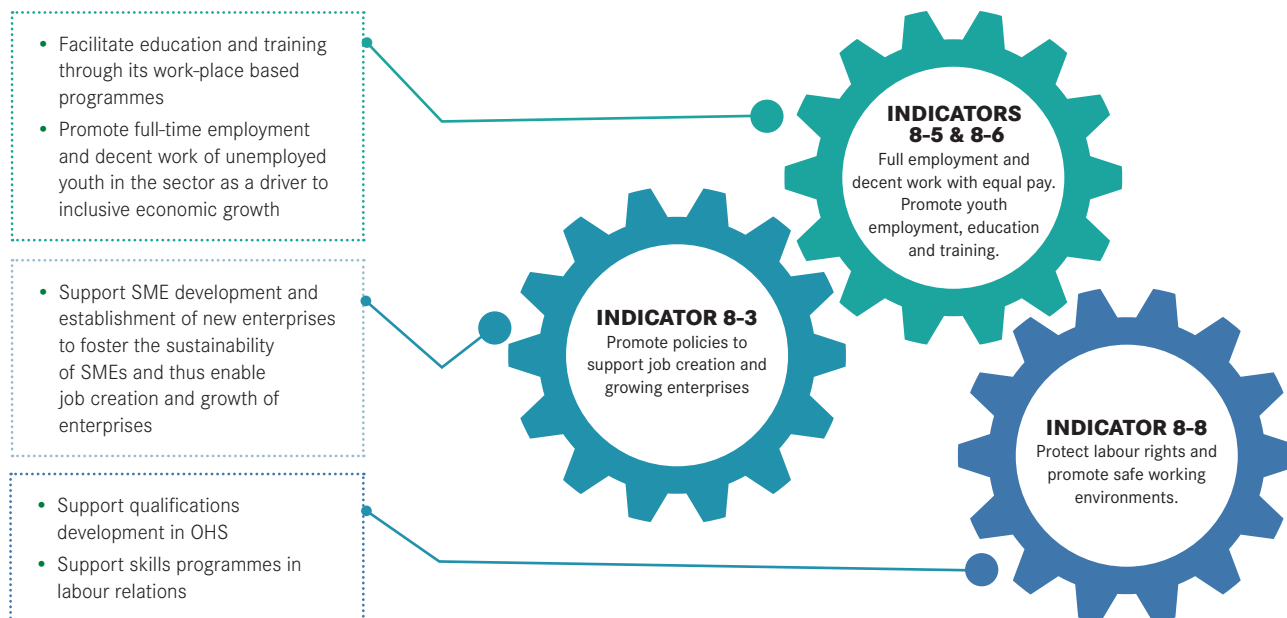


Figure 1-3: Implications of the SDG on the Strategic Plan of the HWSETA (2020-2025), Indicator 8



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 Government of their commitment to transform Africa into a global powerhouse. It consists of 20 goals and the goals aligned to the mandate of the HWSETA include:

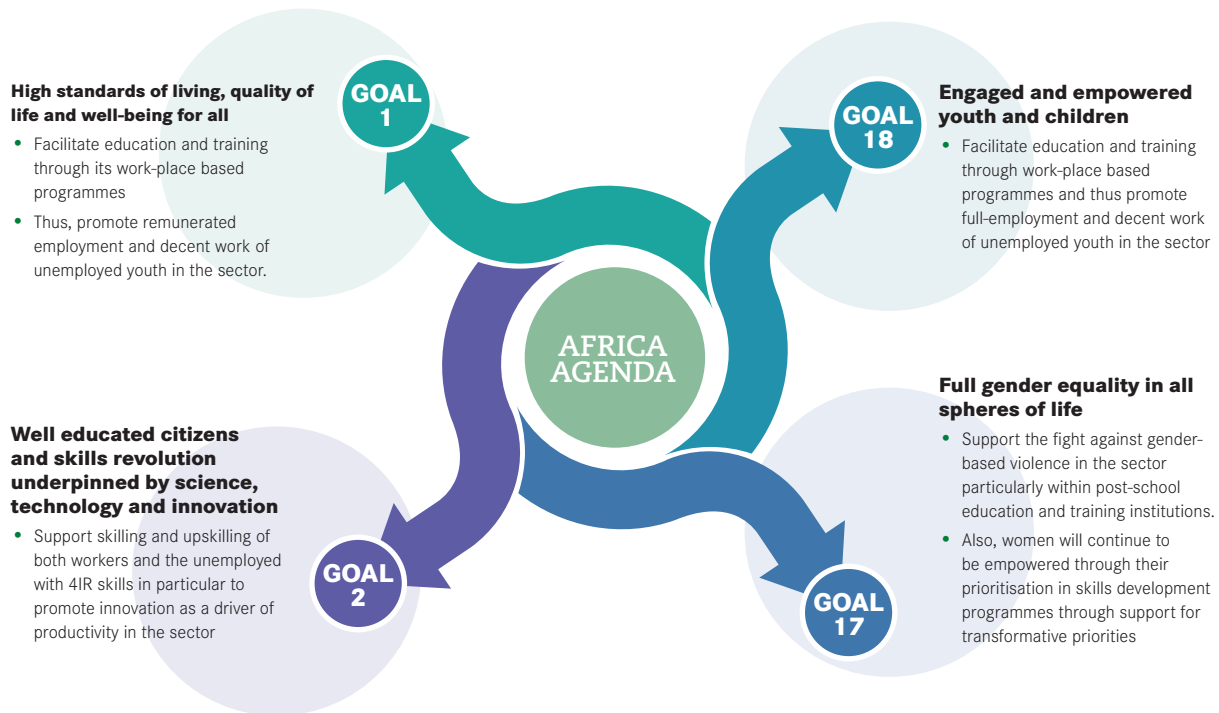
Goal 1: High standards of living, Quality of Life and well-being for all

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 the HWSETA Strategic Plan (2020-2025)



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

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

Chapter 4 is most relevant to the Strategic Plan of the 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; and
- 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 the HWSETA, and this are discussed in the table below as follows:

Figure 3: Implications of the SADC RIDSP on the HWSETA Strategic Plan (2020-2025)

Pillar III Social and Human Capital Development Strategic Objective 4 Increased job creation with decent work opportunities for full and productive employment in the region	Outcome 1: Increased job creation and access to decent work opportunities Key interventions: Holistic decent work agenda promoted and implemented, prioritising job creation and access to productive employment opportunities for young people.	HWSETA Response: The HWSETA will facilitate access into work opportunities that provide decent work through its workplace-based skills development initiatives. Also, the HWSETA will contribute towards job creation through the promotion and capacitation of graduates to with entrepreneurship skills that will enable them to venture into self-employment and opening up of new enterprises.		
Cross-Cutting Issues: Gender, Youth, Environment and Climate Change, and Disaster Risk Management Strategic Objective 3 Improved youth empowerment and participation of young people and people with disabilities in all aspects of social and economic development, and enhanced welfare of senior citizens	Outcome 1: Enhanced participation of people with disabilities in socio-economic development Key interventions: Disability issues mainstreamed in all sectors and programmes, including in decision-making processes.	HWSETA Response: The HWSETA prioritizes people with disabilities in skills development initiatives and streamline certain programmes specifically for this population group.		
Pillar III Social and Human Capital Development Strategic Objective 3 Increased access to quality and relevant education and skills development, including in science and technology, for SADC citizens	Outcome 1: Enhanced equitable access to quality and relevant education Key interventions: Universal access to education promoted for sustainable development, taking into account aspects of gender equality, human rights, and global citizenship. Implementation of the SADC Qualifications Framework enhanced. Open distance learning strategies in Member States to promote greater access to education at all levels, including in the context of unforeseen disruptions, implemented.	HWSETA Response: The HWSETA will continue to facilitate access into PSET education and training for both workers and the unemployed through its comprehensive bursary programme for qualifications at NQF 5 to 10 at TVET Colleges and Universities. The HWSETA will support the implementation of the SADC Qualifications Framework The HWSETA will fast-track the implementation of e-learning in occupational education and training offered by Colleges it accredits, thus promoting distance learning in the sector.	Outcome 2: Enhanced skills development for regional industrialization Key interventions: SADC citizens' digital skills developed to empower them to benefit from the changing nature of work and the rise of the digital economy, leveraging on infrastructure development in the region. Acquisition of skills, competences, and qualifications, ensuring that education and training systems are responsive to labour market needs and the evolution of work, promoted.	HWSETA Response: The HWSETA will support the sector to capacitate workers with the digital skills that are required for the changing nature of work. The HWSETA will support the acquisition of critical skills for workers and scarce skills for both workers and the unemployed in order to be responsive to the labour market needs.

2.2.2 National Government Policies influencing the Strategic Plan

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

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

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

2.2.2a National Government Policies: The National Development Plan

The overall aim of the National Development Plan (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: Implications of the National Development Plan on the HWSETA Strategic Plan (2020-2025)

The HWSETA plays a role of an enabler as its mandate contributes towards the achievement of the NDP goals:

Goal 1: The HWSETA will continue to support cooperative development, CET education and training programmes, NPO sector, and SMEs which play a key role in supporting livelihoods of communities and upliftment of its members through skills development.

Goal 2: The HWSETA, through its skills development programmes, will continue to fund training that is geared towards employment, self-employment, and the establishment of new enterprises.

Goal 3: The 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 Medium-term Strategic Framework (MTSF)

The NDP is our long-term strategic plan that serves for 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

The NDP assesses progress towards Vision 2030 and makes recommendations for course correction towards the achievement of NDP targets and outcomes.

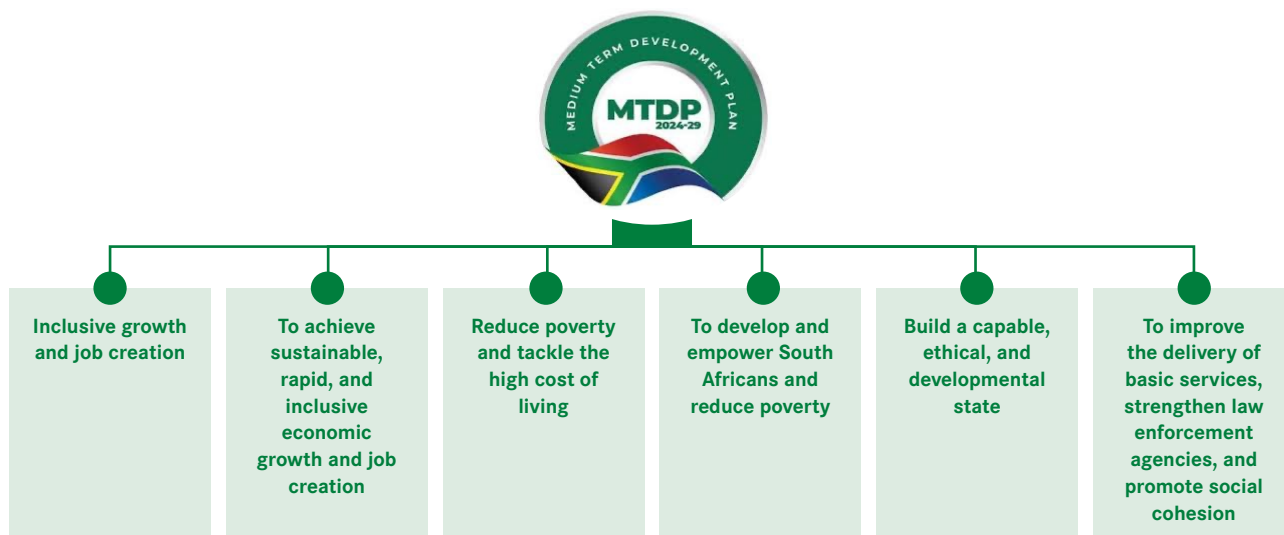
The overarching goals of the NDP

Eradicate absolute poverty from 39% of people living below the poverty line of R419 (2009 prices) to zero.	Reduce unemployment rate to 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

2.2.2B National Government Policies: The Revised Medium-Term Development Plan (2025-2030)

The draft Medium-Term Development Plan (MTDP) 2024-2029 replaces the Medium-Term Strategic Framework (2019-2024). The draft MTDP contains three strategic priorities, which are, inclusive growth and job creation; reduce poverty and tackle high cost of living; and build a capable, ethical and developmental state.

Figure 4: Medium-Term Development Plan 2024-2029



Although the mandate of the HWSETA is directly linked to Priority 2: reduce poverty and tackle high cost of living, a contribution can also be made to the other two strategic priorities of the Draft MTDP. Outcomes to which the HWSETA can make a contribution through its strategic plan 2025-2030 will be implemented as Strategic Integrated High Impact Programmes (SIHIP), through the theme, “A skilled and healthy workforce is a key instrument to poverty reduction”. The strategic approach towards the achievement of the Medium-Term Development Plan (2024-2029) is therefore discussed in the table below:

**Table 3: Strategic Approach Towards the Achievement of the Medium-Term Development Plan (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 to the importance of WSP information and its utilisation. - Increased coverage of dissemination of SSP and labour market research to the entire PSET, Health, Veterinary, and Social Development sectors.	- Professional bodies such as associations, councils etc. will support the HWSETA to sensitise constituencies of these bodies about the importance of WSP information. - HWSETA to convene gatherings to lobby key stakeholders for participation in mobilisation of employers.

STRATEGIC PRIORITY MTDP OUTCOME		GOALS AND OBJECTIVES	PARTNERS ROLES AND RESPONSIBILITIES	
1.3	Enabling environment for investment and improved competitiveness through structural reforms	KRA 1.3.1: Streamline support for small enterprises, entrepreneurs and cooperatives, especially in townships and villages, to thrive. Also, strengthen the regime of start-ups. KRA 1.3.3: Continue the structural economic reforms to address spatial inequality and strengthen digital transformation.	• To place greater focus on workplace-based training for sector college learners. • In addition to the priority placed on SMEs, start-ups, entrepreneurs, cooperatives in rural areas, those located in townships will also be supported as a priority. • Continue to support the sector to capacitate graduates with requisite experience with social entrepreneurship skills and establishment of new enterprises. Support new venture with necessary equipment for strengthening their viability.	• HWSETA will facilitate work-place 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.	• To conduct extensive research to understand changing skills needs in general • To engage with stakeholders, training providers, employers & key role-players • To monitor and track the performance of skills development partners & learners	• Partnerships and collaboration with the higher education and research institutions, amongst 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 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. Establish a database of the NEET Youth for recruitment of unemployed learners into workplace-based and bursary programmes of the HWSETA. Priority to be given to women and people with disabilities.	• SASSA will provide the database of beneficiaries of social wage grants. • DSI will link HWSETA with HSRC and will monitor progress of this partnership. • HSRC will profile beneficiaries on the SASSA social wage beneficiary databases to check eligibility for post-school education and gaining access into health, veterinary, and social development programmes. • HWSETA will collaborate with the HSRC and then compile a database of Youth that is 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.
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.		

STRATEGIC PRIORITY MTDP OUTCOME		GOALS AND OBJECTIVES	PARTNERS 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. 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 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 in order to ensure public and private facilities pass inspection and are accredited to provide health care under the NHI Fund. • Support the Department of Social Development and the Department of Health to improve 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 Health will identify skills required for phasing in the National Health Insurance Act. • OHSC will identify skills required to finalise the implementation of the National Quality Improvement Plan. • The HWSETA will fund training of workers in the health sector for capacitation to finalise the National Quality Improvement Plan and phase in the National Health Insurance Act. • 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 the training programmes. • DBE to facilitate piloting of the training programmes.
2.5	Skills for the economy	KPA: 2.5.1 Strengthen the partnership with the private sector to unlock the deployment of artisans and TVET graduates through workplace-based placements and work integrated learning opportunities.	Strengthen the partnership 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 Artisan Development program of the HWSETA by facilitating the placement of all artisan learners on learnership programme 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 PRIORITY MTDP OUTCOME		GOALS AND OBJECTIVES	PARTNERS 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.	• Department of Social Development will identify skills required for the implementation of 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.
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, like the Thuthuzela Centres and GBV desks in police stations.	• NPOs rendering services on Gender-Based Violence and Femicide and Victim Empowerment.

2.2.2c National Government Policies: The Acceleration Plan to Achieve the NDP targets by 2030

The accelerated plan to achieve the National Development Plan by 2030 is a proposal that was developed by the interdepartmental National Working Group to the Presidency on Poverty Alleviation. The acceleration plan to achieve the NDP targets by 2030 presents a framework founded on three principles that will guarantee pathways out of poverty. These include; A Capability Approach (For People & State); Integrated, Coordinated and Massified Implementation; and The No-Poverty Guarantee.

The Interdepartmental National Working Group recommends that South Africa adopts this Presidential NO POVERTY GUARANTEE:

“No household and or individual will live below the poverty line by 2030 in South Africa. Members of households in the bottom 40% have access to a comprehensive set of interventions that create pathways for households and individuals to exit out of poverty.”

The Interdepartmental National Working Group recommends that implementation should start immediately and will be evaluated each year to 2030. A summary of the accelerated plan to achieve the NDP targets by 2030 and the contribution of the HWSETA to the plan is summarised in figure 5:

Figure 5: Summary of the Accelerated Plan to Achieve the NDP Targets by 2030

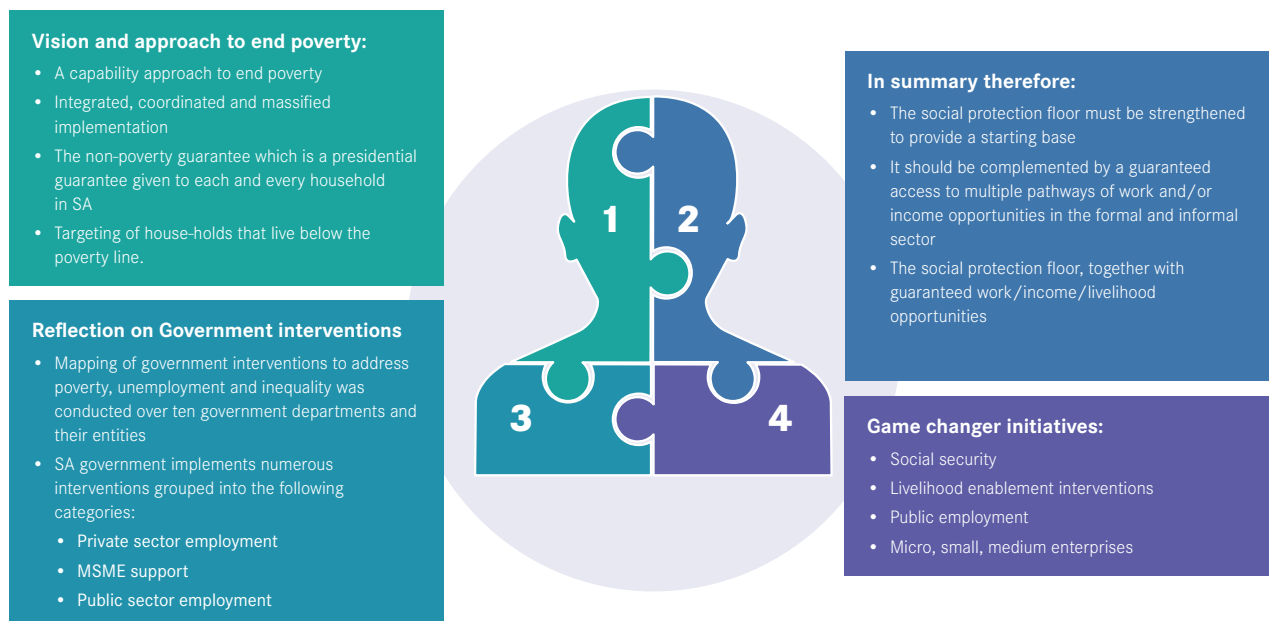
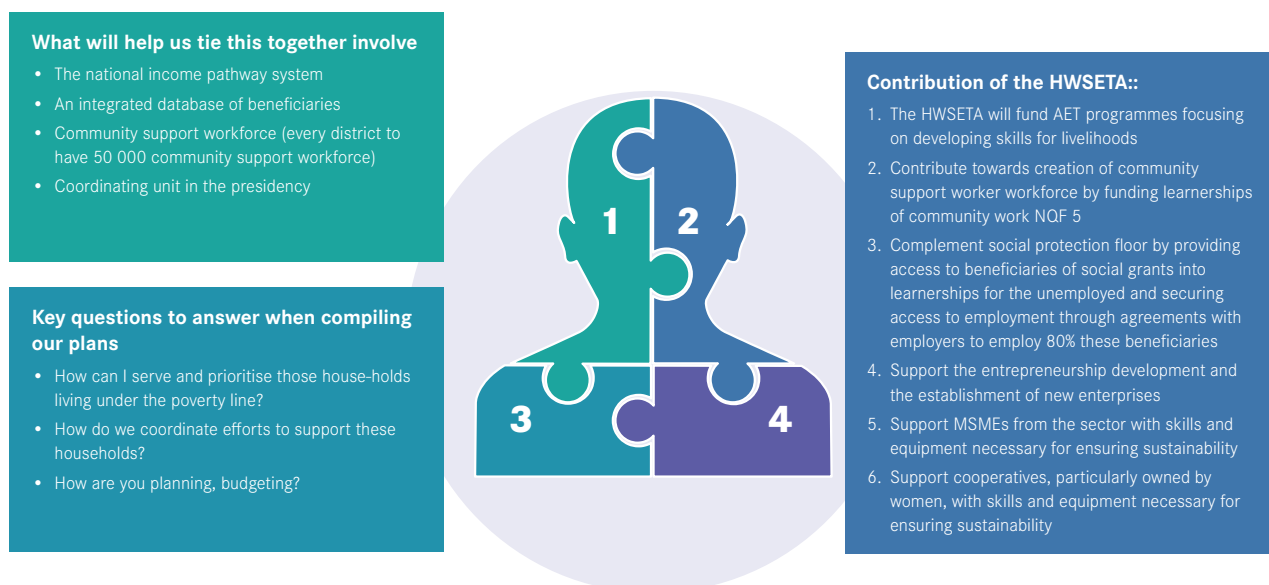


Figure 5-1: Summary of the Accelerated Plan to Achieve the NDP Targets by 2030 (continued)



2.2.2d 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 and modern rural economy
- Lack of jobs, job opportunities, and entrepreneurs

The response of the HWSETA therefore shall be as follows:

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

2.2.2e National Government Policies: Science, Technology, and Innovation Decadal Plan 2032

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

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

2.2.2f National Government Policies: Strategy for Economic Empowerment of Women, Youth and Persons with Disabilities (WYPD)

The HWSETA will support this strategy through a targeted approach where specific indicators will be assigned to cater for people with disabilities. Women and the 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 therefore are the strategic priorities that have been identified to be in line with the mandate of the HWSETA and therefore contribution will be made during the 2025-2030 strategic period.

Figure 6: Strategy for the Economic Empowerment of Women, Youth, and Persons with Disabilities

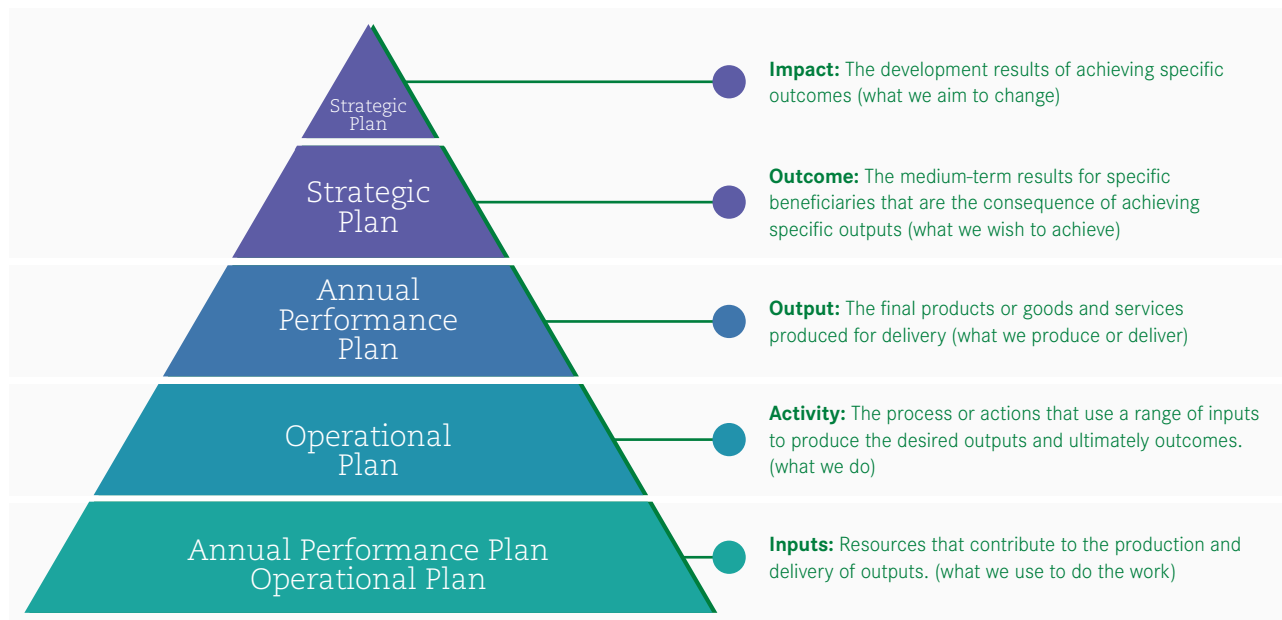


2.2.2g The Revised Framework for Strategic Plans and Annual Performance Plans (2019)

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

Figure 7: The Results Based Approach to Government Planning

Introduced to government planning by the revised strategic and annual performance planning framework of 2019



2.2.3 Sectoral Policies influencing the Strategic Plan

Policies for the Post-School Education and Training (PSET) sector include:

- The National Skills Development Plan (2030)
- The Economic Reconstruction Recovery Plan Skills Strategy (2030)

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

2.2.3a Sectoral policies: the National Skills Development Plan (2030)

The National Skills Development Plan (2030) with its eight outcomes are translated into eight strategic outcomes and four impact statements of the strategic plan of the HWSETA, as illustrated in table 4.1.

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
"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)	To improve responsiveness of the 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"	The HWSETA provides an efficient and effective governance, skills planning, programme implementation, and evaluation system which identifies and increases the production of occupations in high demand in the strategic period	The HWSETA is capacitated with adequate human and financial resources, as well as automated business processes to deliver on its mandate and achieve its targets in the strategic period
			The SSP and research reports produced by the HWSETA are credible and provide useful information to internal and external stakeholders, as well as the general public, through various dissemination platforms in the strategic period
			The monitoring, evaluation, and impact studies, including tracer studies, produced by the HWSETA, are credible and provide useful information to internal and external stakeholders, through various dissemination platforms in the strategic period
			The 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 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
"There has been limited emphasis, particularly at a school level, on career and vocational guidance for our youth...[as such] there is 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)	"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)	The HWSETA creates access for unemployed youth into its skills development interventions in the strategic period	The 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 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) "the role of SETAs as intermediary bodies is posited as a key factor in linking the world of work and education " 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 targeting unemployed students and graduates from TVET and HEI to train them for employment through work-based training	The HWSETA provides an efficient and effective governance, skills planning, programme implementation, and evaluation system which identifies and increases the production of occupations in high demand in the strategic period	Employers in the sector open up their workplaces for workplace-based learning through partnerships with the HWSETA in the strategic period Unemployed persons find employment after successfully completing workplace-based learning programmes funded by the HWSETA in the strategic period The 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 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 for those in the labour market" "Trade unions and worker education and training initiatives are able to use the critical networks of their organisations (e.g 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)	NSDP's (2019, p.18) solutioning is that "SETAs must support the training of employed workers and encourage employers to expand such training 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 employed workforce for training using learnership, bursaries, and skills programmes for upskilling to improve productivity. 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)	The HWSETA contributes to the improvement of level of skills to 80% of the health and welfare sector workforce through various learning programmes that address critical skills in the strategic period The 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	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
			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 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
South Africa's intermediate skills base is too low to support the country's socio-economic development goals...[and] not keeping pace with the skills required to remain competitive in an increasingly knowledge-based economy" (NSDP 2019, p.18). NSDS III (2012, p.13) argues that the low intermediate skills base and not upgrading skills at the pace of competitive knowledge-based economies is due to the challenge of access. "On the other hand, access relates to the availability of places in relevant programmes, on the other, it relates to the constraints (social, academic, geographical and financial)"	"QCTO has, since 2012, been developing new occupational qualifications which will become part of the offering in TVET colleges and CET colleges...[and SETAs] will play an important role in supporting the increased production of occupationally directed programmes". (NSDP 2019, p.18) Skills levy institutions, through their funding, will play an important role in supporting the increased production of occupationally directed programmes	The HWSETA contributes to the improvement of level of skills to 80% of the health and welfare sector workforce through various learning programmes that address critical skills in the strategic period	The HWSETA develops full and part occupational qualifications relevant to occupations in the sector in the reporting period
			The HWSETA accredits skills development providers, registers assessors and moderators and issue certificates for learners found competent in the reporting period
			The HWSETA supports partnerships with post-school education institutions in the reporting period
			The HWSETA contributes towards the creation of researchers for the health and social development sector in the strategic period
			The HWSETA supports unemployed persons with top-up skills to increase the prospects of them finding employment

Table 4.6 Linkage of 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 “cater mainly for youths 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” NSDP (2019, p.20) illustrates the scope of this problem as it states, “STATSA (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 which “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”	The HWSETA supports the growth of public and private college system so that colleges may qualify as centres of specialisation in the strategic period	The HWSETA supports public college lecturers and curriculum management to improve onsite practical and vocational capacity in the reporting period The HWSETA promotes access into vocational programmes of TVET and other sector colleges in the strategic period

Table 4.7 Linkage of 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
“The inability of the 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)	Focus on entrepreneurship and cooperative development which is “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)	The HWSETA provides increased support towards skills development activities for entrepreneurial, cooperative, as well as the establishment of new enterprises in the strategic period	The HWSETA funds skills development needs of cooperatives, small and emerging businesses, new enterprises, and large-medium-and large firms of the sector in the strategic period

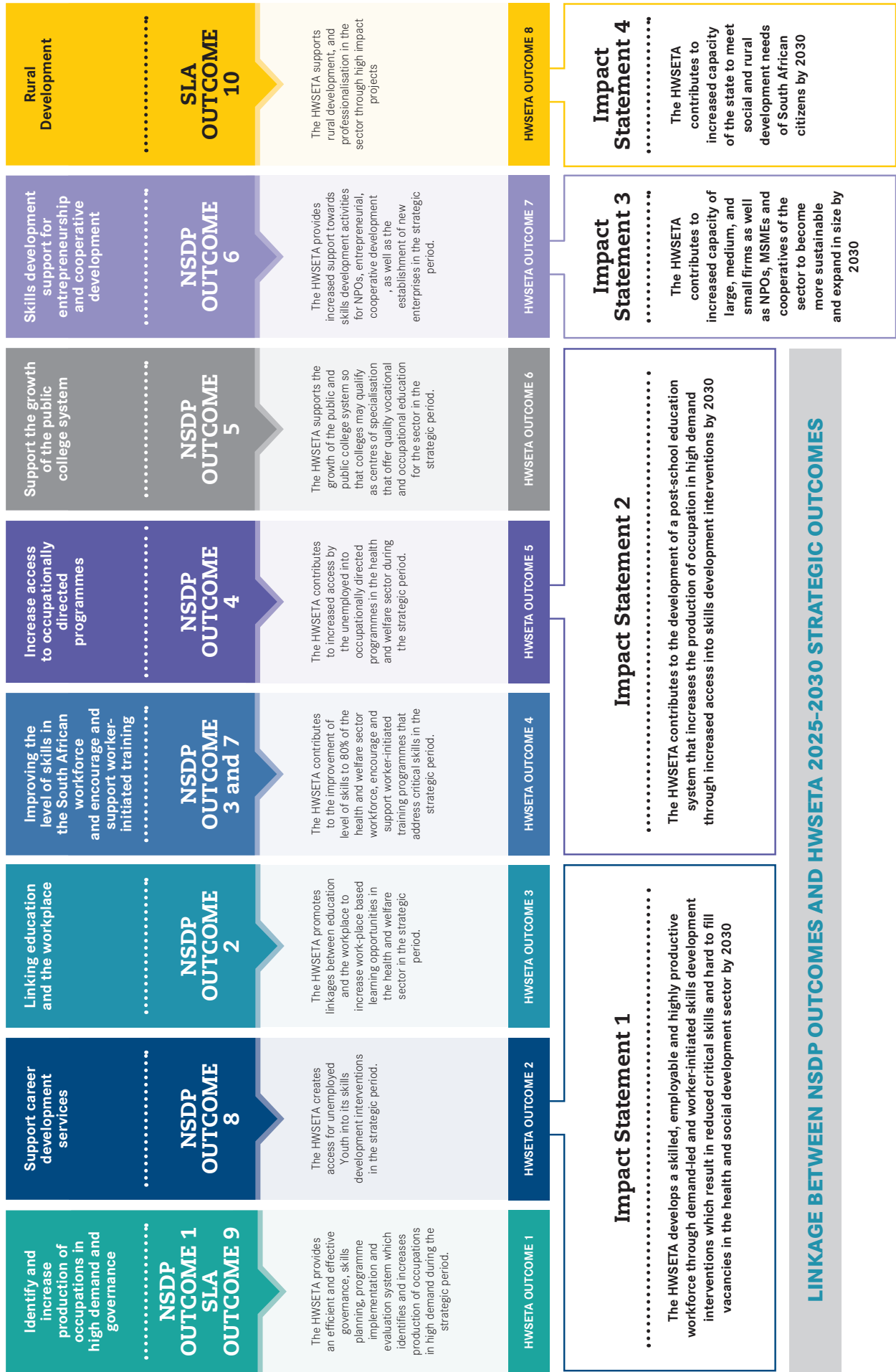
Table 4.8 Linkage of NSDP Outcome 10 to the 2025-2030 HWSETA Strategic Outcome 8

NSDP OUTCOME 10 'RURAL DEVELOPMENT'			
Problem/Proposition	Solution	HWSETA Strategic Outcome 8	HWSETA Strategic Objectives 20
The NGP emphasises the importance of skills development and, as indicated above, looks to the National Skills Development Strategy (NSDS) for guidance. This challenge translates into a question: What skills are required for the implementation of its five main job drivers	“Fostering rural development and regional integration.” (NSDP 2019, p.7)	The 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 the HWSETA to support rural development and professionalisation in the public sector through high-impact projects of the MTDP in the strategic period

Table 5: Strategic outcomes alignment with NDP, MTPD, 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 work-place 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	5	The HWSETA contributes to increased access by the unemployed into occupationally directed programmes in the health and welfare sector during the strategic period.
4	Increase access to occupationally directed programmes	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.
5	Support the growth of the public college institutional type	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.
6	Skills development support for entrepreneurship and cooperative development	2	The HWSETA creates access for unemployed Youth into its skills development interventions in the strategic period.
8	Support career development services	8	The HWSETA supports rural development, and professionalisation in the sector through high impact projects in the strategic period.
	Rural Development (SLA Outcome: Rural Development) <i>(Based on NSDP main job driver: Fostering rural development and regional integration)</i>		

Figure 8: Alignment of 2025-2030 strategic goals (impact) and outcomes of the HWSETA to the outcomes of the NSDP 2030



2025-2030

It should be noted that the 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 Sub-Committees of the HWSETA Board receive the following reports:

- Quarterly reporting on financial and performance results
- Research, monitoring and 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 the HWSETA
- Ad hoc reporting when required
- Responses to parliamentary questions

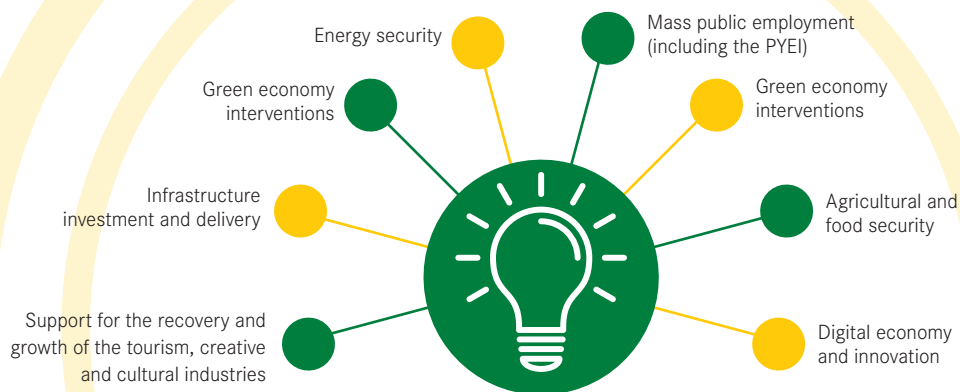
Finally, HWSETA's commitment to keeping stakeholders informed of HWSETA's activities results in:

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

2.2.3b Sectoral Priorities: The ERRP Skills Strategy

The ERRP focuses on strengthening key sectors of the economy that are a priority to the recovery of the economy. These include:

Figure 9: Priority Occupations of the ERRP



The DHET developed the ERRP skills strategy which maps out the role that will be played by the post-school education sector to support the implementation of the ERRP. The ERRP Skills Strategy contains 102 occupations required by the ERRP which are considered to have skills shortages. From this list, the HWSETA has nine occupations falling within its ambit and one cross cutting skill. Training on these occupations was funded from 2022 to 2024 and progress that was made is detailed in table 7.

Table 7: Contribution of the HWSETA TO THE ERRP SKILLS STRATEGY

	OCCUPATION	2022-2025 3-YEAR TARGET	2022-2023 ACTUAL ACHIEVE- MENT	2023-2024 ACTUAL ACHIEVE- MENT	2022-2024 TOTAL ACHIEVED	2022-2024 PERCENTAGE ACHIEVE- MENT	2022-2024 COST PER LEARNER	2022-2024 TOTAL COST
1	Research and Development Manager	24	3	22	23	96%	R80 000	R1 840 000
2	Safety, Health, Environment and Quality (SHE&Q Practitioner)	45	23	19	42	93%	R30 000	R1 260 000
3	Early Childhood Development Practitioner	1299	680	481	1161	89%	R30 000	R34 830 000
4	Biotechnologist	105	1	9	10	10%	R80 000	R800 000
5	Microbiologist	105	3	16	19	18%	R80 000	R1 520 000
6	Environmental Scientist (Environmental Technician)	300	88	43	131	44%	R30 000	R3 930 000
7	Refrigeration Mechanic	135	55	49	104	77%	R45 000	R4 680 000
8	Social Entrepreneurship	75	0	30	30	40%	R60 000	R1 800 000
9	Qualification in Medical Technology	1	0	1	1	0%	R64 500	R64 500
CROSS CUTTING SKILL								
10	Digital Skills	950	151	293	444	47%	R6 000	R2 664 000

A total of 3039 employed and unemployed persons were targeted to be funded in the above occupations over a two-year period (2022-2024) for a total of R86 250 000. By the end of this period, the HWSETA funded a total of 1967 employed and unemployed persons, which is 65% of the target.

Additionally, areas of specialisation identified by the Department of Science and Innovation were funded through HWSETA bursary programmes from 2022-2023. These included university programmes in the fields of Chemistry, Radiology, Medical Sciences, Pharmacology, Physiochemistry, Radiography, Medical Sciences and Public Health.

3. INSTITUTIONAL POLICIES AND STRATEGIES OVER THE FIVE-YEAR PLANNING PERIOD

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 Medium-Term Development Plan 2024-2029. These areas are identified from the MTDP based on the mission statement of the HWSETA. The MTDP is thus implemented by the HWSETA through its strategic plan based on the following strategic focus areas:

Figure 10: Strategic Focus areas of the Strategic Plan 2025-2030



The strategic focus areas of the 2025-2030 strategic plan ensures alignment between HWSETA values; creation of road-maps, 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 11: Linkage Of Key Strategic Priority Areas With Implementation



3.2 Medium-Term Development Plan 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 2024, 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 43,8 per cent¹. Most unemployed individuals had an education level below matric (grade 12), while around 34 percent had completed their matric year². Approximately 10% of graduates were unemployed.

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 market³. 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 the key contributors towards poverty in South Africa. The key approach towards reduction of poverty is by increasing labour productivity through skills development.

One of the statements of intent by the government of national unity is to invest in people through education, skills development and affordable quality healthcare. This is aligned to the National Development Plan (NDP) 2030's goal of improving education, training and innovation. The Medium-Term Development Plan (MTDP) aims to implement the NDP under three strategic priorities: inclusive growth and job creation, reduce poverty and tackle the high cost of living and 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 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 thus limited educational achievement among the youth.
- Failure of graduates to transition from school education into employment.
- Shortage of skilled workers.
- Mismatch between skills sets and labour market demands.

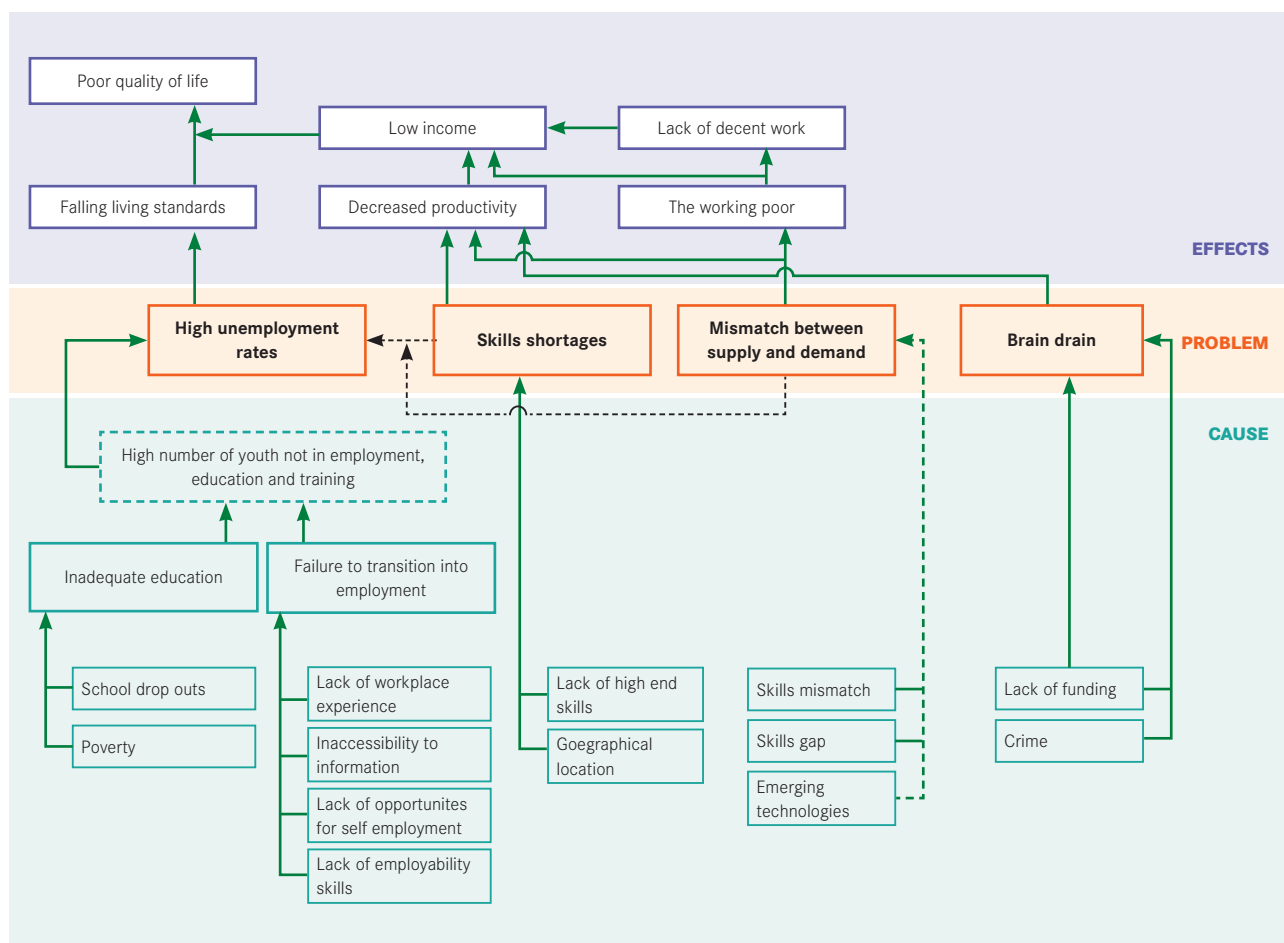
Figure12 summarises the analysis of the identified challenges, core problem and root cause analysis of hindering improvements to unemployment.

¹ STATSSA, *The Quarterly Labour Force Survey (QLFS) Q1 2024*

² Statista, *Share of unemployed in South Africa in the fourth quarter of 2024, by education level*

³ DHET, *2022 Skills Supply and Demand in South Africa*

Figure 12: Problem Analysis based on the MTDP (2024-2029)



Root cause 1: Inadequate education among the youth

- In South Africa, low educational attainment, as well as 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, as well as 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 due to lack of promotion of entrepreneurship by the education system, lack of mentorship and lack of funding.
- The absence of information on what skills are in demand and where jobs are results in many young people making a choice of career 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 and jobs remain vacant for long periods of time. 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 in a situation where we have people who need work, but these people do not have the skills needed to do the job.
- Access to employment opportunities is also dependent upon 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 a rural 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 comes about 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 very costly to match people with jobs and 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 towards 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 in demand are not those that are in supply and this often occurs with technological change.

3.2.3 Effects of the problem

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

3.2.4 Solution to the Problem 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 that are linked to the goal are:

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

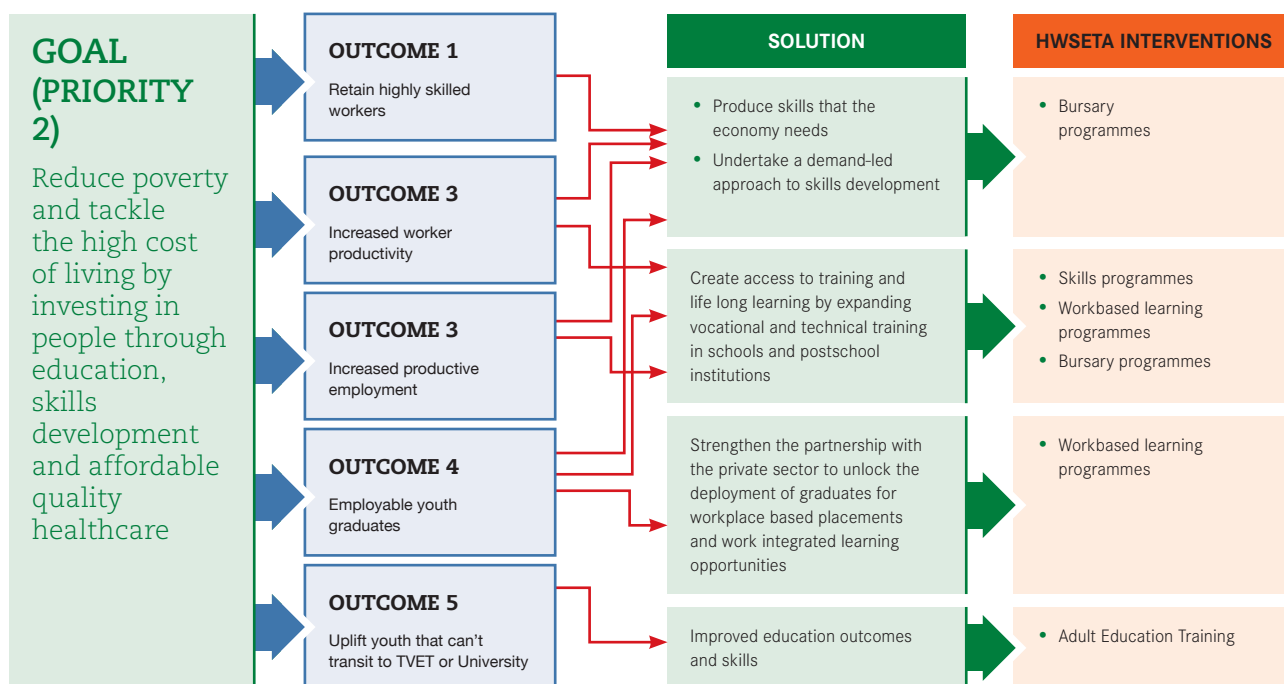
3.2.5 HWSETA's Approach Towards Implementation of the MTDP Priority 2

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

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

1. To produce skills that the economy needs.
2. To undertake a demand-led approach to skill 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 the partnership with the private sector to unlock the deployment of graduates for workplace-based placements and work integrated learning opportunities for graduates.

Figure 13: Solution analysis for the mtdp (2024-2029)



3.2.6 The Theory of Change of the HWSETA

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

- a thorough strategic logic for achieving an 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 why change is expected to happen in a particular way.

The Guidelines for implementing the Revised Framework for Strategic Planning also recommend that once the results chain has been developed, the impact and outcomes should be reflected in the Strategic Plan (SP), the outputs reflected in the Annual Performance Plan (APP) and the 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; and assumptions.

3.2.7 HWSETA Stakeholder Analysis

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

Table 8: Identification of Main Stakeholders, their Roles and Responsibilities

NO.	STAKEHOLDER/ROLE PLAYER	ROLES AND RESPONSIBILITY
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	Delivery and monitoring of health and social development services
5	Strategic partnerships (Universities, TVET Colleges, Public/Private Colleges, Community Education Training Centres, Other Entities of DHET)	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

The stakeholders were assessed based on the power or influence and interest.

IF

the HWSETA receives funding and builds capacity through human capital development and uses technology as well as has a strong relationship 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, as well as training small medium enterprise owners and cooperatives members to develop skills in running the businesses and cooperatives, respectively.

SO THAT

learners complete the training and obtain qualifications,
workers complete training and use acquired skills

AND

owners and managers of SMEs complete the training and benefit from the skills development initiatives, cooperatives members complete training and benefit from the skills development initiatives.

LEADING TO

increased employment rate among the youth through finding jobs, self-employment, or creation of own enterprises, improved competency and productivity of the health and welfare workforce

AND

growing sustainable businesses and cooperatives

RESULTING IN

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



increased revenue of
SMEs thus creating
employment in the
rural communities



cooperatives generate income thus providing sustenance for their members

3.3 HWSETA Policies and Strategies of the 5-year Period

Guided by its institutional policies, the HWSETA endeavours to implement the following strategies over the five-year period:

Table 9: Institutional Policies and Strategies over the Five-year Planning period

STRATEGY OVER 5 YEARS	
Research Policy	• Develop Sector Skills Plan 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, the Workers College, National Health Laboratory Services, SANGO Net, and the South African Federation for Mental Health • Publish research papers produced by candidates of post-graduate beneficiaries that are aligned to the research agenda of the HWSETA • 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 of the HWSETA	• 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 the HWSETA • Develop occupational qualifications for the sector • Translate all HWSETA learning materials to braille • Promote the offering of training by skills development providers to be through e-learning • 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 the HWSETA should secure the buy-in of other PSET subsystems for recognition and seamless articulation

Discretionary Grant Policy

- Target youth not in Employment, Education or Training (NEET) for job creation
- Support for small businesses that are 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 enroll for Masters Degrees so as to achieve the NDP objective to produce more PhDs and expand the proportion of university lecturers with PhDs from 46% in 2018 to 50% by 2024 and also to facilitate professional registration for occupations that require a Masters degree to practice (such as psychology)
- Develop lecturers of TVET, other Colleges in the sector, and universities through post-graduate bursaries
- Support to post-school education institutions of learning with teaching aids to strengthen learner support
- Teaching aids such as uniforms for radiography students, for example, who require R4000 to purchase the uniform, which protects them from radiation. Other teaching aids include computer centres, cadavers, simulation aids etc.
- Support for NGOs and NPOs by the HWSETA will involve funding of skills development initiatives to strengthen governance and fundraising skills. Also, 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 ensuring that there are enough veterinary professionals to maintain health in animals 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
- Advance digital literacy for academic staff and equip them with digital fluency and digital mastery

M&E Policy and Framework

- Monitor and evaluate the performance of the HWSETA in executing its mandate
- To measure the impact of funding strategies of the HWSETA
- Conduct monitoring and evaluation of funding programmes of the HWSETA. In particular the work integrated learning programme for universities of technology, and the internship programme implemented by the National Department of Health
- Conduct track and trace studies annually for students funded by the HWSETA who complete learnerships, internships, apprenticeships, and university programmes funded through bursaries

Partnership Policy

Partner with key stakeholders such as:

- South African Federation for Mental Health to support capacitation of mental health workers to provide services remotely
- 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
- Department of Health to capacitate healthcare workers to use digital health systems. This will facilitate healthcare workers to meet NHI standards and thus get the accreditation for health facilities. Also, 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 work-places, 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, 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 ,unicipal health service workers.

Partnership Policy

continued

- 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 technologist, veterinary physiotherapist; and also provide Day 1 skills
- Partner with the Department of Basic Education and Training for social services to be rendered by non-profit organisations to be established through the Social Enterprises Programme of the HWSETA
- Partner with entrepreneurship hubs for the capacitation of social service Professionals who will be establishing Social Enterprises
- Partner with the private sector CSR programmes for supporting social enterprises to be established under the Social Enterprises Programme of the HWSETA
- Partner with universities and universities of technology to support undergraduate and post-graduate programmes aligned to bio-innovation health, and bio-innovation knowledge valorisation, these are tabulated in 9 and 10 below
- Partner with the Gauteng Department of Health to support addressing the following needs:
 - The current HRD practitioners in GDoH require training and accreditation as Education, Training and Development Practitioners (ETDP) so that they can become trainers for the HPO certificate
 - The Gauteng Department of Health (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
 - The GDoH plans to have a comprehensive developmental skills interventions aimed at improving competencies of the EPWP contractors that are placed within the Department
 - The Skills Development Interventions such as skills programmes, accredited short courses will require the support from HWSETA
 - There has been greater responsibility placed on ensuring full compliance with the Occupational Health and Safety requirements in all facilities
 - 48 employees have been trained on three ISO standards by the South African Bureau of Standards
 - The GDOH plans to expand the training to another 48 employees who will become the ISO standards custodians
 - Other interventions include the accreditation of the existing training centres on Emergency Medical Services – Basic Life Support with accreditation bodies such as the Resuscitation Council
- Partner with SAMED for the training of health occupations, particularly the unemployed graduates, to obtain the designation of Medical Coders and thus find jobs as medical coders. Also, this will increase the number of Certified Medical Coders in the country and thus support the implementation of the NHI
- Partner with the South African Society of Physiotherapy in order to support physiotherapists with the necessary skills for going into private practice
- Partner with the Pharmacy Council to support research on mental health challenges of pharmacists
- Partner with Higher Health on the Civic Education Skills programme to support soft skills and employability and awareness of societal challenges
- Partner with the Department of Social Development on the professionalisation and improved qualifications of staff and programmes relating to GBV and femicide
- Partner with the DPSA in order to gain access into the PERSAL database
- Partner with other SETAs on SIHIP
- Partners with Department of Health on training of health professionals on social determinants of health as a skills programme or continuous professional education
- Planned partnerships identified for the year starting 2025/26 of the 2025-2030 strategic plan are included in Part B under strategic priorities

4. UPDATE TO RELEVANT COURT RULINGS

Table 10: Relevant Court Rulings

CASE NAME LER-ONG CONSULTING (PLAINTIFF)

Cause of Action – July 2019 to date.

Lawsuit against the 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 R 823 267.00 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)

The HWSETA defended the matter, and the matter 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 the 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.

1. 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.
- LerOng 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 the HWSETA within 6 months.
- The condonation application seeks, inter alia – 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 LerOng opposed it.
- On consultation with HWSETA legal representation 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
 - ✓ LerOng's non-compliance is condoned.
 - ✓ HWSETA pay the costs of LerOng'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.

CASE NAME TRUE HARVEST (PLAINTIFF)

Cause of Action – March 2022 to date.

Lawsuit against the HWSETA in respect of alleged reputational loss in the amount of R 260 000 000.00, 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)

The HWSETA defended the matter, and the matter 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.

HWSETA (Plaintiff) vs OTHERS (Defendants)

CAUSE OF ACTION – NEW MATTER.

The HWSETA is instituting a lawsuit 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.

The HWSETA have exhausted all its remedies entrenched in the Memorandum of Agreements (MoA) to no prospect. 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 the debt owing in the sum of R 2 730 524 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 summons against the defendants.
- The HWSETA opted to institute summons against individual employer.
- On 8 August 2024, instruction was given to the attorneys to proceed on individual employers.

CAUSE OF ACTION – NEW MATTER.

The 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 the HWSETA and further misused the funds paid to them.

The HWSETA have sourced forensic experts to look into the matter of an alleged fraud and the findings were such that indeed collusion between the HWSETA ex-employees and Ms. Masisibi occurred to defraud the HWSETA. Subsequently 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 forensic audit of Mr. Ngwenya's financial records been conducted, and if so, what were the findings?
 - Has a 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 has 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 or 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.

PART B
STRATEGIC
FOCUS OF THE
HEALTH AND
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

The HWSETA endeavors 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

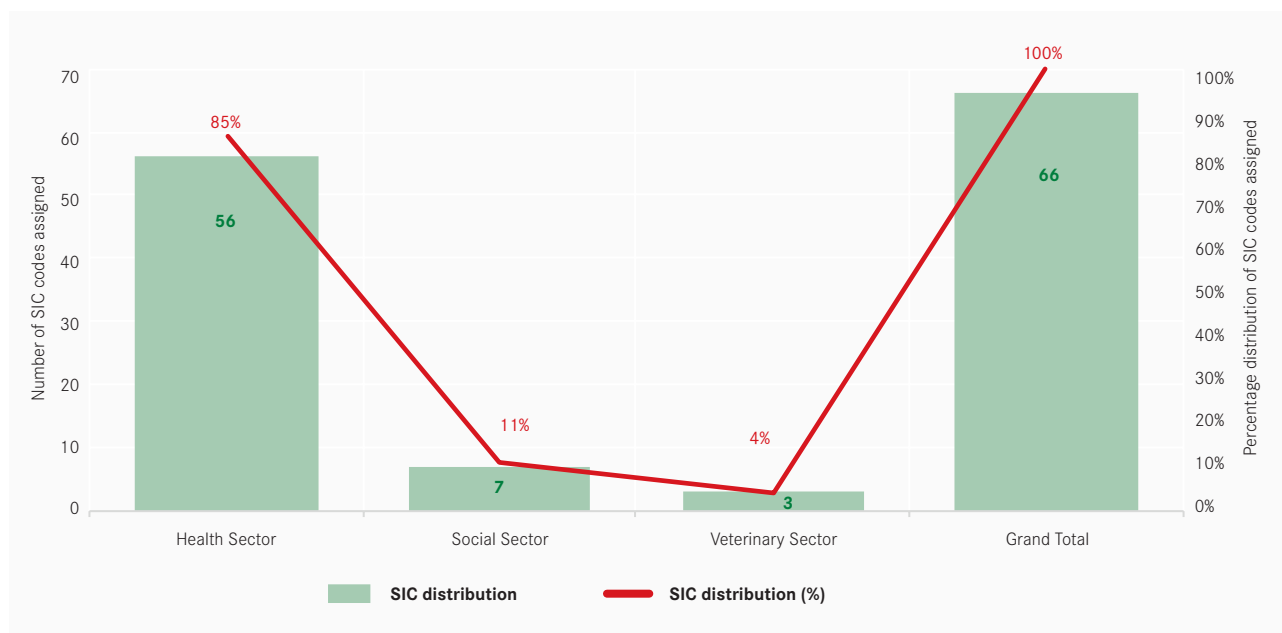
Table 11: Values of the HWSETA

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 16: DHET Assigned SIC Codes defining the scope of the sector



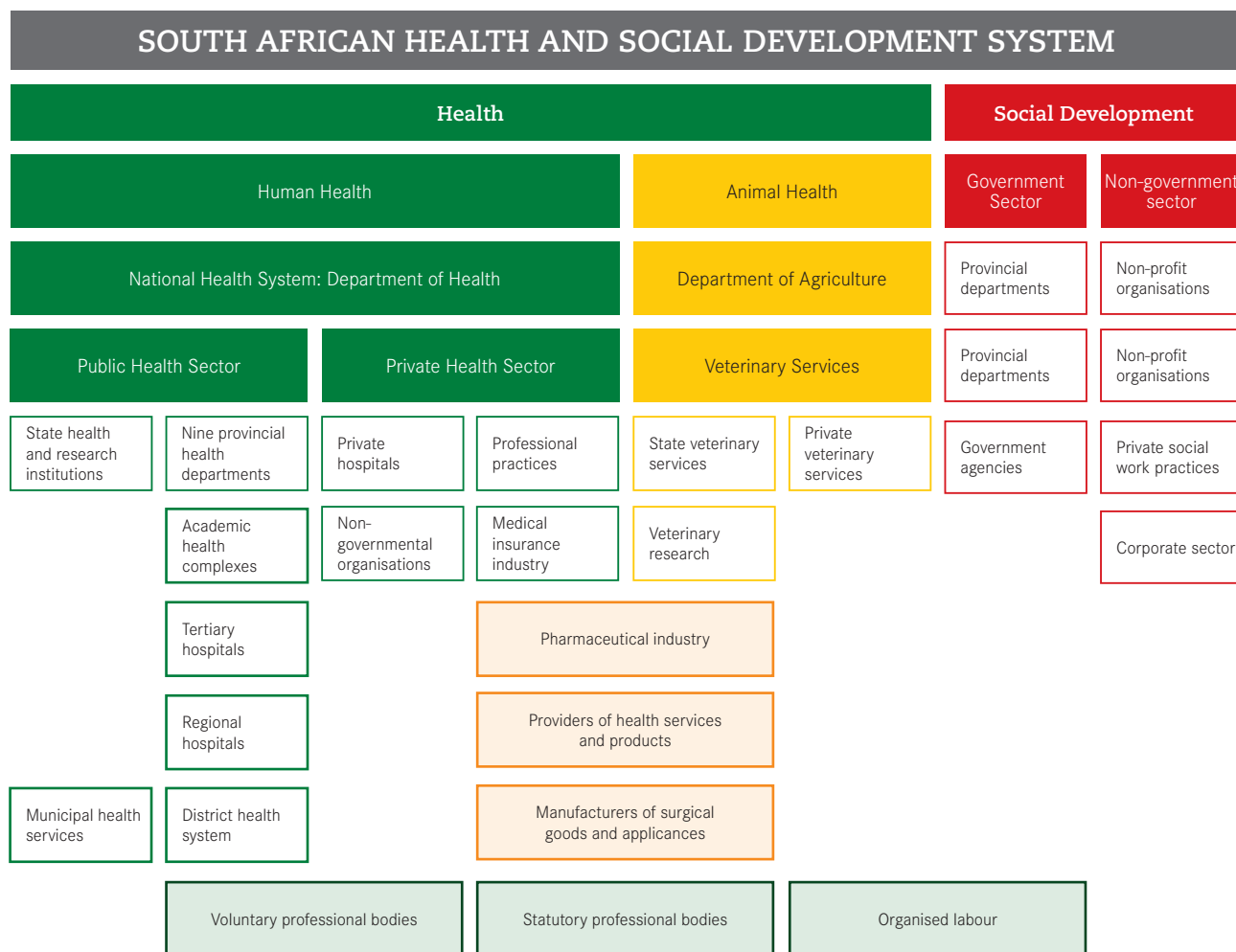
This section will, in broad terms, present information accounting for the health and social development sector as per assigned SIC codes above. The dominance of health and social work SIC codes are reflective of the Departments of Health and Social Development as key role players with respect to policy formulation, legislation, standard-setting, and oversight coordination of services rendered in the sector. These roles significantly shape both the external and internal environment within which HWSETA operates. In addition to these government departments, statutory and voluntary professional bodies, NGOs, CBO's and NPO's, labour and trade unions, research and training institutions, post-school institutions (CETs, TVETs, nursing colleges, and universities), other government departments (i.e., Department of Education and Agriculture), and South African Revenue Service (SARS) play key roles that have a bearing on both the external and internal environment within which HWSETA operates. Roles played by each of the stakeholders indicated above are detailed in the table below.

Table 12: Stakeholders of the HWSETA

ROLE PLAYER	KEY ROLES AND RESPONSIBILITIES
National Departments of Health and Social Development	Policy, legislation, standard-setting, oversight, and coordination of services rendered by provinces
Provincial Departments of Health and Social Development	Delivering and monitoring of health and social development services
Municipal Health Services	Environmental health management, primary health care
Government Agencies	Administration of social protection grants
NGOs, CBOs, and NPOs	Delivering health and social services.
The Hospital Association of South Africa (HASA)	Represents the interests of 64 000 people employed by the majority of private hospital groups and independently owned private hospitals
Statutory professional bodies	Regulation of the respective professions.
Voluntary professional bodies	Representing the interests of specific professions, their members and specialized fields of practice
Labour and trade unions	Shaping of labour market policies, labour relations practices, and human resources management in the sector
Research institutions Medical Research Council Human Sciences Research Council National Health Laboratory Service Onderstepoort Veterinary Institute	Conducting sector-relevant and related research

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

Figure 16: Stakeholders of the HWSETA



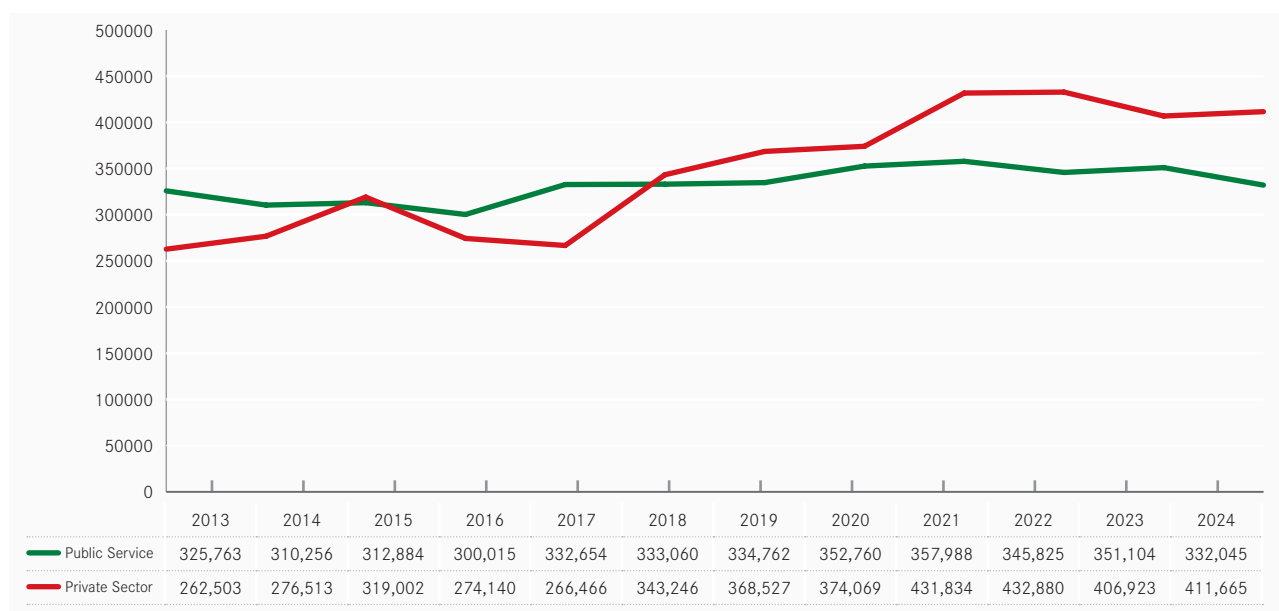
4.1 Profile of the Sector

4.1.1 Total Employment

Three data sources were used to construct a profile of the labour force: data from WSPs submitted by private sector employers to the HWSETA, data from public sector employers submitted to the PSETA, and data provided to the HWSETA from the private Medpages database. The analysis covered 743 710 people in 2024 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 411 655 (55%) are employed in private sector organisations, while 332 045 (45%) work in public service departments. This distribution has remained relatively constant over the past five years (2012-2024). Employment in the public service component of the sector decreased from 352 760 in 2020 to 332 045 in 2024, with an average annual growth of -1,5% over the period. The private sector component of the sector showed an average annual growth of 2,4% over the same period. The total sector (public and private) showed an average annual growth of 0,6% over the 2020-2024 period. This includes all occupational categories as mentioned in the previous paragraph.

Figure 18: Total Employment in the Health and Social Development Sector, 2013-2024



4.1.1a Trends in employment data: Gender

Table 13 shows the gender distribution in the sector from 2014 to 2023. Male's share in employment in the sector varied between 26% and 30% while females formed between 70% and 74% of the workforce over the years.

Table 13: Gender Distribution in the Health and Social Development Sector, 2014 - 2024

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Public Service	%	%	%	%	%	%	%	%	%	%	%
Male	27	27	28	32	28	27	27	26	28	27	27
Female	73	73	72	68	72	73	73	74	72	73	73
Total	100	100	100	100	100	100	100	100	100	100	100
Private sector	%	%	%	%	%	%	%	%	%	%	%
Male	30	25	25	28	25	27	28	29	29	33	32
Female	70	75	75	72	75	73	72	71	71	67	68
Total	100	100	100	100	100	100	100	100	100	100	100
Total sector	%	%	%	%	%	%	%	%	%	%	%
Male	28	26	27	30	27	27	28	28	29	30	30
Female	72	74	73	70	73	73	72	72	71	70	70
Total	100	100	100	100	100	100	100	100	100	100	%

Sources: Calculated from HWSETA and PSETA WSPs 2014-2023, MedPages data 2014-2024.

Females are in the majority in all occupation groups, except for the groups: plant and machine operators and assemblers and skilled agricultural, forestry, fishery, craft, and related trades, which include occupations such as delivery drivers and artisans which are predominantly filled by males.

Table 14: Gender Distribution according to Occupational Groups, 2024

Occupational Group	MALE		FEMALE		TOTAL	
Public Service	N	%	N	%	N	%
Managers	4 517	38	7 286	62	11 803	100
Professionals	29 043	21	106 633	79	135 676	100
Technicians and Associate Professionals	20 953	28	53 495	72	74 448	100
Clerical Support	10 800	33	22 153	67	32 953	100
Service and Sales	13 033	27	35 182	73	48 215	100
Skilled Agricultural, Forestry, Related Trades	1 205	55	975	45	2 180	100
Plant and Machine Operators and Assemblers	1 923	73	694	27	2 617	100
Elementary Occupations	7 556	31	16 597	69	24 153	100
Private sector	N	%	N	%	N	%
Managers	15 184	38	24 958	62	40 142	100
Professionals	26 059	20	101 959	80	128 018	100
Technicians and Associate Professionals	21 746	21	81 222	79	102 968	100
Clerical Support	16 461	33	33 348	67	49 809	100
Service and Sales	11 437	25	34 126	75	45 564	100
Skilled Agricultural, Forestry, Related Trades	10 810	90	1 207	10	12 017	100
Plant and Machine Operators and Assemblers	5 865	87	849	13	6 714	100
Elementary Occupations	10 899	41	15 534	59	26 433	100
Total Sector	N	%	N	%	N	%
Managers	19 701	38	32 244	62	51 945	100
Professionals	55 102	21	208 592	79	263 694	100
Technicians and Associate Professionals	42 699	24	134 717	76	177 416	100
Clerical Support	27 261	33	55 501	67	82 762	100
Service and Sales	24 470	26	69 308	74	93 779	100
Skilled Agricultural, Forestry, Related Trades	12 015	85	2 182	15	14 197	100
Plant and Machine Operators and Assemblers	7 788	83	1 543	17	9 331	100
Elementary Occupations	18 455	36	32 131	64	50 586	100

Sources: Calculated from HWSETA and PSETA WSPs 2024, MedPages data 2024.

4.1.1b Trend in Employment Data: Age distribution

Table 15 shows the total age distribution in the public service, private health, and the total sector from 2014 to 2024. The overall age profile remained relatively stable in the public service over the period with people under 35 forming between 25-32% of the workforce and people older than 55 constituting 10-14% of the workers over the period. The percentage of employees younger than 35 years in the private sector is markedly higher – around 33-41% over the period. In the private sector people older than 55 constituted 9-15% of the workers over the period.

Table 15: Age Distribution in the Health and Social Development Sector, 2014-2024

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Public Service	%	%	%	%	%	%	%	%	%	%	%
Younger than 35	30	31	32	29	27	25	26	26	26	24	24
35 to 55	59	57	58	61	63	62	63	63	63	65	64
Older than 55	11	12	10	10	10	14	11	11	11	10	12
Total	100	100	100	100	100	100	100	100	100	100	100
Private sector	%	%	%	%	%	%	%	%	%	%	%
Younger than 35	37	41	40	37	39	38	38	35	40	33	35
35 to 55	54	50	49	49	51	51	50	50	49	54	55
Older than 55	9	9	11	14	11	12	12	15	11	13	11
Total	100	100	100	100	100	100	100	100	100	100	100
Total sector	%	%	%	%	%	%	%	%	%	%	%
Younger than 35	33	36	35	32	34	31	32	31	30	29	29
35 to 55	57	54	54	57	56	56	56	56	57	59	59
Older than 55	10	10	11	11	11	13	12	13	13	12	12
Total	100	100	100	100	100	100	100	100	100	100	100

Sources: Calculated from HWSETA and PSETA WSPs 2024, MedPages data 2024.

The table below highlights the age distribution of managers, professionals, and associate professionals in the health and social development sector for 2020-2024. The proportion of managers under 35 decreased from 31% in 2020 to 28% in 2024. Notably, the proportion of professionals and associate professionals under 35 also decreased over the same period.

Table 16: Age Distribution of Employees in the Public Service and Private Health According to the Occupation Group, 2020-2024

	2020	2021	2022	2023	2024
Managers	%	%	%	%	%
Younger than 35	31	25	25	31	28
35 to 55	57	57	60	56	58
Older than 55	12	18	15	13	14
Professionals	%	%	%	%	%
Younger than 35	31	28	30	26	29
35 to 55	54	58	58	59	58
Older than 55	15	14	12	15	13
Associate professionals	%	%	%	%	%
Younger than 35	39	34	35	29	29
35 to 55	50	54	54	62	60
Older than 55	11	12	11	9	11

Sources: Calculated from HWSETA and PSETA WSPs 2024, MedPages data 2024.

* Age totals are not the same as race and gender because of missing data in records.

4.1.1c Trends in Employment Data: Disability

The proportion of workers with disabilities in the health and social development sector remained the same (1%) between 2020 and 2024. In the same period (2020-2024), between 7-11% workers with disabilities were employed as managers, 21-29% as professionals, 14-18% as technicians and associate professionals, 25-34% as clerical support workers, 11-15% as service and sales workers, 1-2% as skilled agricultural, craft and related trades workers, 1-2% as plant and machine operators and assemblers, and 4-6% as elementary workers.

Table 17: Disability distribution across occupational groups in the health and social development sector, 2020-2024

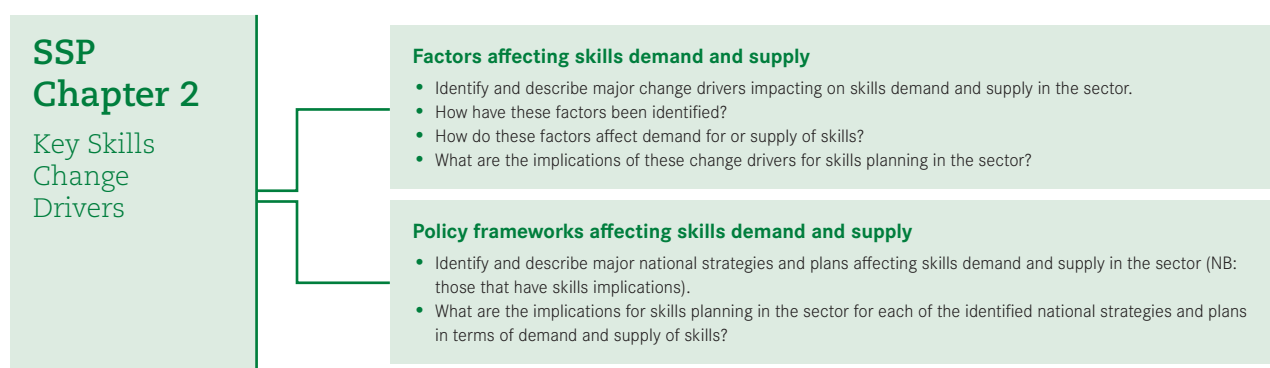
	2020	2021	2022	2023	2024
Disability	%	%	%	%	%
Managers	7	8	11	9	9
Professionals	23	21	24	21	29
Technicians and Associate Professionals	14	18	15	16	16
Clerical Support	34	34	29	31	25
Service and Sales	12	11	13	13	15
Skilled Agricultural, Forestry, Fishery, Craft, & Related Trades	2	1	1	2	2
Plant and Machine Operators and Assemblers	1	2	1	1	1
Elementary Occupations	6	6	5	6	4
% of total employment	1	1	1	1	1

Sources: Calculated from HWSETA and PSETA WSPs 2020-2024.

5. EXTERNAL ENVIRONMENT

PESTEL is an acronym for Political, Economic, Social, Technological, Legal (regulatory), and Environmental. 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”. Figure 19 below shows how PESTEL factors affect skills demand and supply.

Figure 19: Key Skills Change Drivers



The policy frameworks (new/review of legislation) affecting skills demand and supply are classified as political and/or legal factors from the PESTEL since it includes government policies and regulations with legal implications. These include National Health Insurance (NHI) that pursues universal access which will trigger rapid increase of demand for health services. Thus, more requirements for clinical staff and specialists. The recently signed 2nd Presidential Health Compact 2024-2019 anticipates the increased demand for professional and associate professionals and technicians as per the human resources for health. Similarly, the Social Development and Sector Strategy for the Employment of Social Service Practitioners increases demand for SSPs. Increased provision of care and support services in the social sector is expected to increase as per the National Development Plan (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.

The analysis of the external environment further showed that, over the 5-year strategic period, low economic growth negatively effects both public and private sector. The 2nd Presidential Health Compact 2024-2029 expresses the implication of this economic factor to 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 meant changes to the funding landscape due to decreased donor and state funds translating to reduced funds for training and recruitment of posts especially the SSPs. The funding landscape has had a specific impact in the social sector in terms of more demand for monitoring and evaluation (M&E) (both at high and mid-level occupations) and fundraising skills for high level occupations. The M&E skills are needed for reporting on effectiveness of interventions (value for money) especially in the area of reporting on corporate social responsibility by donors.

In the veterinary sector, the economic challenges have expressed themselves with increased competition from the global economy players who can cut costs due to technology efficiencies and level of skill complexity from their employees.

Therefore, both the political/legal and economic factors explain in part, among other factors, the list of top ten occupations in high demand over the 5-year strategic period by sub-sector.

Table 18: Hard-to-Fill Vacancies

RANK	OFO OCCUPATIONS DESCRIPTIONS IN HEALTH SUB-SECTOR	% TOTAL [2019/20 TO 2023/24]	RANK	OFO OCCUPATIONS DESCRIPTIONS IN HEALTH SUB-SECTOR	% TOTAL [2019/20 TO 2023/24]	RANK	OFO OCCUPATIONS DESCRIPTIONS IN HEALTH SUB-SECTOR	% TOTAL [2019/20 TO 2023/24]
1	Registered Nurse (Medical)	43%	1	Child And Youth Care Worker	41%	1	Veterinarian	80%
2	General Medical Practitioner	14%	2	Adoption Social Worker	10%	2	Veterinary Nurse	13%
3	Registered Nurse (Critical Care And Emergency)	10%	3	Social Counselling Worker	15%	3	Veterinary Technicians	7%
4	Registered Nurse (Operating Theatre)	4%	4	Child Care Centre Manager	14%			
5	Midwife	2%	5	Community Development Manager	8%			
6	Medical Superintendent	1%	6	Social Auxiliary Worker	6%			
7	Clinical Psychologist	1%	7	Social Services Manager	6%			
8	Psychiatrist	1%						
9	Paediatrics Nurse	1%						
10	Occupational Therapist	1%						
	Proportion of HTFV (%) by sub-sector	78%			100%			100%

In terms of technological factors also referred to as technology changes, employer surveys conducted in 2023 by HWSETA found that almost two-thirds of organisations in the health and social development sector view technology changes either as an opportunity or somewhat of an opportunity. This was consistent with earlier findings from a 2022 survey of healthcare professionals in the private health sector where only 18% indicated that their current job was either completely automated or highly automated. Thus, more technology adoption must still take place in the sector. Furthermore, more opportunities were identified in eLearning given that HWSETA's Skill Development Providers (SDPs) survey conducted in 2022 showed that only 28% had some form of online training delivery from online participation being optional to being fully online. Employer interviews conducted over the 5-year strategic period confirm that technology changes have increased more skills gaps in the area of digital skills (i.e. virtual meetings, online marketing skills, online counselling, telemedicine, health information analytics, and use of social media). As a summary, seven skills key drivers that were dominant over the five-year strategic period [2019/20 to 2023/24] are shown below.

Table 19: Skills implications based on pestel analysis

	SKILLS KEY DRIVER	SUB-SECTOR	PESTEL FACTOR	SKILLS IMPLICATION
1	Shortage of human capital of professionals and associate professionals	Across all sectors	Socio-economic and Political factors	Professionals and associate professionals remain as occupations in high demand due to: I. Limited supply II. Limited training capacity and III. aging rather emigration
2	Economic Challenges	Across all sectors	Economic factor	I. Limited budgets towards skills training due to low economic growth. II. Limited budgets towards recruitment with more retrenchments and low staff retention III. Increased competition from global economy
3	Technology Changes	Across all sectors	Technological factor	I. Increased skills gaps for training or upskilling staff to complement new technologies (virtual/online provisioning, and use of social media), and II. Digitisation of organisations (changing back-end, business model, and front-end of business)
4	New/review of legislation	Across all sectors	Political/Legal factors	Increased demand for services increasing occupations in high demand, and sometimes more job redesigns that creates new skills gaps within workforce staff
5	COVID-19	Across all sectors	Socio-economic factor	An underlying factor that worsened the economic challenges (its effect) and inadvertently promoted adoption of technologies in the sector (a response to the effect). Ultimately, changed the nature of work
6	Funding Landscape	Social sector	Economic and Legal factors	Decreased donor and state funds which ordinarily fund training and recruitment of certain posts Thus, new funding landscape is a response to new economic challenges
7	Inability to retain staff after training	Veterinary Sector (economic)		

5.1 Synthesis of the Skills Needs of Employers and other stakeholders in the sector

Figure 20: Health Sector occupations in high demand

OFO OCCUPATIONS DESCRIPTIONS	% TOTAL HTFV 2019/20 - 2023/24
Registered Nurse: Medical	43%
General Medical Practitioner	14%
Registered Nurse: Critical Care And Emergency	10%
Registered Nurse: Operating Theatre	4%
Midwife	2%
Medical Superintendent	1%
Clinical Psychologist	1%
Psychiatrist	1%
Paediatric Nurse	1%
Occupational Therapist	1%
Medical Scientist	1%
Dietician	1%
TOTAL HTFV (HEALTH SECTOR)	80%

From the 33 occupations in high demand in the health sector, twelve account for 80% of all HTFVs within health sector over the five-year strategic period. In the main, these are professional occupations whose NQF level of skill is high (NQF 7 and above).

Figure 21: Occupations in high demand for the social sector and veterinary sector

Occupations in high demand: Veterinary Sector

Over the five-year strategic period and from recent employer interviews conducted in 2024/25

Veterinarian has the highest demand (accounts for 80% of all HTFVs in the veterinary sector).

Veterinary Nurse is the second occupation (accounts for 10% of all HTFVs in social sector) in demand in the veterinary sector

Veterinary Technician is the last occupation (accounts for 7% of all HTFVs in veterinary sector) in demand in the veterinary sector mentioned over the past five-year period.

Occupations in high demand: Social Sector

Over the five-year strategic period and from recent employer interviews conducted in 2024/25

Child and Youth Care Workers have the highest demand (accounts for 41% of all HTFVs in the social sector in the same period).

Adoption Social Worker is the second occupation in demand in the social sector in the same period (accounts for 10% of all HTFVs in social sector).

The following graphic shows skills gaps shared across sub-sectors and occupational levels while accounting for much needed unique needs.

Table 20: Skills gaps for the whole sector

Occupational Level			Three Most Common Skills Gaps			Occupational Level			Three Most Common Skills Gaps			Occupational Level			Three Most Common Skills Gaps		
Health Sector						Social Sector						Veterinary Sector					
High-level occupations (managers and professionals)	1	Leadership Skills	High-level occupations (managers and professionals)	1	Leadership Skills	High-level occupations (managers and professionals)	1	Management Skills									
	2	Management Skills		2	Monitoring & Evaluation		2	Interpersonal skills									
	3	Emotional Intelligence			3			Management Skills	3	Research Skills							
Mid-level occupations (technicians, associates, artisans and clerical)	1	Technical Skills	Mid-level occupations (technicians, associates, artisans and clerical)	1	Technical Skills	Mid-level occupations (technicians, associates, artisans and clerical)	1	Technical Skills									
	2	Customer service		2	Monitoring & Evaluation		2	BBBEE Knowledge									
	3	Interpersonal skills			3			Management Skills (project focused]	3	Interpersonal skills							
Lower-level occupations (plant operators and elementary)	1	Customer service	Lower-level occupations (plant operators and elementary)	1	Time Management	Lower-level occupations (plant operators and elementary)	1	Communication skills									
	2	Computer skills		2	Communication skills		2	Personal Financial management									
	3	Communication skills			3			Computer skills	3	Computer skills							

Emerging skills gaps refer to a list of skills gaps emanating from skills implications of key drivers such as technology changes, national strategies and plans, and any other skills change drivers factors.

Table 21: 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 & funding landscape
Risk detection and mitigation skills	2019/20 to 2023/24	Increased demand for services increasing occupations in high demand, and sometimes more job redesigns that creates new skills gaps within workforce staff.
Innovation	2019/20 to 2023/24	Technology change and shortage of human capital
Self-care	Recent interviews (2024/25)	Technology change and shortage of human capital
Fundraising skills	Recent interviews (2024/25)	Funding landscape

Emerging occupations refer to a list of occupations emanating from skills implications of key drivers such as technology changes, national strategies and plans, and any other skills change drivers factors.

Table 22: 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 2019/20 to 2023/24	Technology changes
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	Human capital: shortage of clinical staff
Nurse Educator	Recent Interviews (2024/25)	Human capital: shortage of clinical staff

In October 2024, the HWSETA hosted two stakeholder engagement sessions to identify skills needs of the sector. The first stakeholder engagement was held 25 October 2024 with the health and veterinary sectors. The following were the topics presented and discussed:

Table 23: Stakeholder Session Programme for the Health and Veterinary Sector

HWSETA	The Health and Welfare SETA strategic approach towards the achievement of the Medium-Term Development Plan, (2024-2029)
	Health Promotion Officer Qualification: A 5-year review of its implementation
SAVC	Promoting 'one health' for people, animals and the environment
NDoH (CNO)	Nursing occupations as a critical and scarce skill in South Africa
NDoH (HRD)	South Africa's strategy to achieve universal health coverage: The National Health Insurance (NHI)
OHSC	National health care norms and standards for promoting quality healthcare

The second stakeholder engagement was held on 28 October 2024 with the social development sector. The following were the topics presented and discussed:

Table 24: Stakeholder Session Programme for the Social Development Sector

HWSETA	The Health and Welfare SETA strategic approach towards the achievement of the Medium-Term Development Plan, (2024-2029)
	The Extent and Nature of Demand and Supply of Social Workers and Social Auxiliary Workers: A Case of the Education and Training Landscape
SAME	The development of social service professionals to become social entrepreneurs
NDSD	The Six pillars of the National Strategic Plan on Gender Based Violence and Femicide
NCPD	Opportunities for persons with disabilities
NCASA	Positioning the co-op movement to combat poverty and unemployment

The skills needs identified during the stakeholder engagement sessions are synthesised below:

Table 25: Skills need for the veterinary and health sector

VETERINARY SKILLS NEEDS	SKILLS NEEDS FOR UNIVERSAL HEALTH COVERAGE	SKILLS NEEDS FOR NATIONAL HEALTH CARE NORMS AND STANDARDS FOR PROMOTING QUALITY HEALTH CARE
- Specialised veterinary skills are needed in niche areas, including wildlife management, animal welfare, and public health. - Growing need for veterinarians in rural areas to address shortages in agricultural sectors, particularly livestock farming. - Emphasis on the need for specialisation in veterinary surgery and pathology to improve diagnostic and treatment capabilities. - There is a need to increase the capacity of veterinary technicians to support veterinarians, especially in regions with fewer professionals. - Continuous professional development (CPD) is crucial to keep up with evolving veterinary practices, particularly in animal health and disease prevention. - Collaboration with PSET (Post-School Education and Training): - Curriculum development and updating are necessary to ensure veterinary training aligns with the changing demands of the profession. - Need for greater collaboration between the veterinary profession and educational institutions to ensure that training programs 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 and 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 26: 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 Post-graduate studies (Masters-level). - Specialisation in critical areas like child protection, trauma counselling, and mental health is necessary due to 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 and 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 on 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 for law enforcement on 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. - Health care professionals need to be trained in responding to GBV survivors with sensitivity and respect. Accountability and Monitoring: - Skills in data collection, monitoring, and evaluation of GBV programmes. - Training on accountability mechanisms for ensuring GBV programmes are effective. Research and Data Management: - Research skills to collect and analyse GBV data for policy improvement. - Training on 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, counseling, 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 for evaluating 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 on 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.

5.2 Partnerships Planned to Address Skills Development Needs for the 2025-2030 Strategic Period

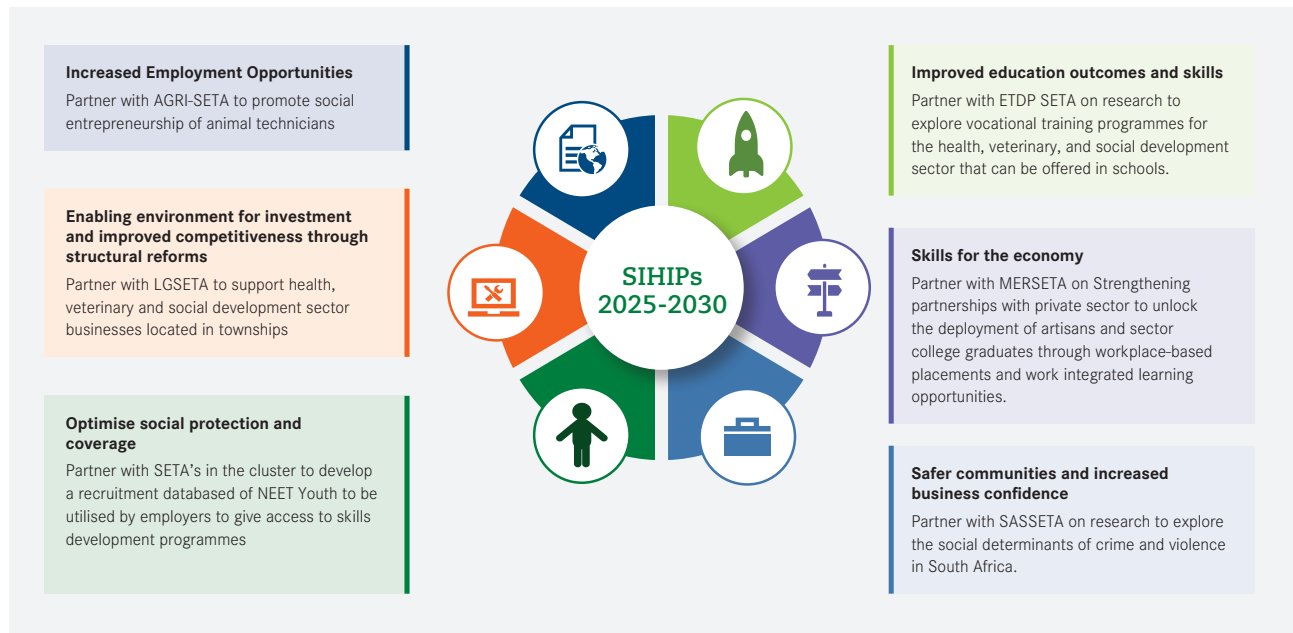
Table 27: Partnerships planned to address skills development needs for the 2025-2030 strategic period

PLANNED PARTNERSHIPS		
1	Department of Health	This partnership will support skills development needs of the DoH in the implementation of NHI and supporting nursing colleges with resources required in order to obtain full accreditation.
2	South African Veterinary Council (SAVC)	The partnership aimed at offering various programmes to train subsistence farmers in animal health and disease prevention. The partnership supports the One Health concept of the United Nations.
3	Department of Agriculture	This partnership will be sought with the Department to foster relations aimed at supporting skills development programmes in the veterinary sector.
4	National Electronic Media Institute of South Africa (NEMISA)	The partnership with NEMISA is aimed at offering training in digital literacy to rural youth, as well as across the sector.
5	Local Government SETA (LGSETA)	The partnership is aimed at co-funding and collaboration in offering training programmes and internships to municipalities with a health and welfare mandate. This includes environmental health practitioners and surveillance.
6	Public Service SETA (PSETA)	The partnership is aimed at the massification of digital literacy skills to staff in the Departments of Health and Social Development. PSETA has partnered with other partners in this initiative and the HWSETA will extend it to its public service stakeholders.
7	South African Medical Association (SAMA)	This planned partnership is aimed at the training of 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.
8	Department of Science Technology and Innovation	This planned partnership is aimed at strengthening collaboration in research between the DSTI and the NSA.
9	Association of South African Social Work Education Institutions (ASASWEI)	This partnership is aimed at supporting social workers to strengthen professional ethics and conduct through continuous professional conduct.
10	SASSA	This partnership is aimed at accessing data of grant beneficiaries for identification of learners receiving social grants and accurate reporting.
11	MICT SETA	Partner with MICT SETA on Integrated Learner Management System.
12	CHIETA	This partnership is aimed at collaboration in development of a system that will facilitate access of school youth and NEET youth into HWSETA skills development programmes.
13	Other SETAs	These partnerships will be entered into with other SETAs in order to deliver high impact programmes to the South African Society.
14	Department of Basic Education	A partnership will be sought with DBE for the purpose of scoping special schools that will be requested to participate in career development programmes of the HWSETA; investigating the best occupational qualifications of the health and social development sector that can be offered in schools.
15	Department of Social Development	Partner with the Department of Social Development to train social workers in supervision and management; fund post-graduate 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.
16	SACSSP	Partnership with the SACSSP 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 intervention. Fund learnerships in child and youth care work.
17	Higher Health	Partner with Higher Health support initiatives in the health and social development sector that are aimed at capacitating the workforce to lead campaigns on toxic masculinity.
18	Worker's College	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.

5.2.1 Partnership approach for SETA Integrated High Impact Programmes of the HWSETA

Partnership approach for SETA Integrated High Impact Programmes (SIHIP) of the HWSETA is summarised in the figure below:

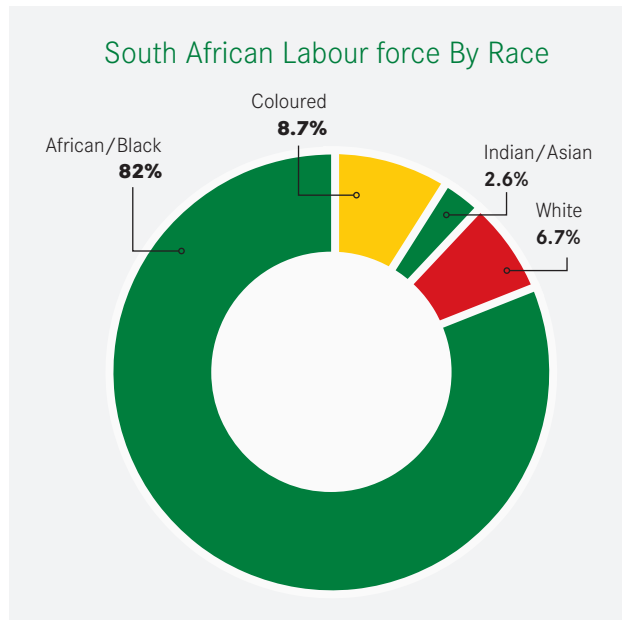
Figure 22: SETA Integrated High Impact Programmes of the HWSETA



5.3 The National Transformative and Redress Priorities

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

Figure 23: Setting targets for race for the employed

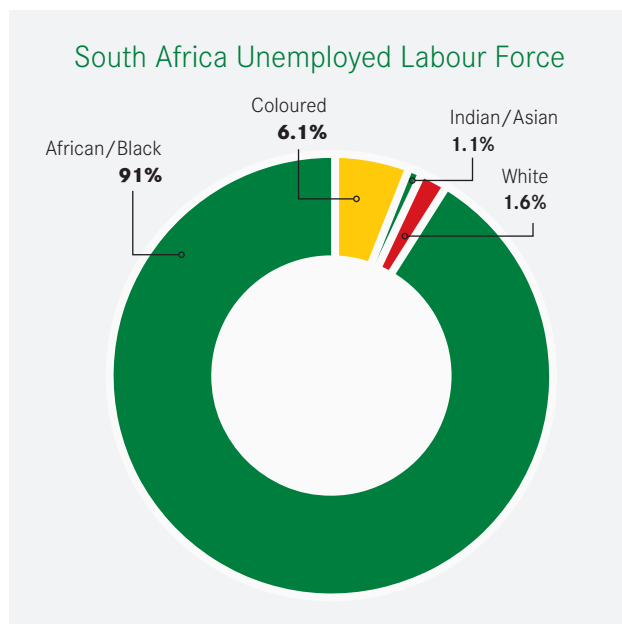


Stats SA Quarter 2 Labour Force Survey for April-June 2024 reports the South African Labour force to be constituted of:

- 82% are Black/Africans,
- 8.7% are Coloured,
- 2.6% are Indian/Asian, and
- 6.7% are White.

To create a pipeline of skills among 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.**

Figure 24: Setting targets for race for the unemployed

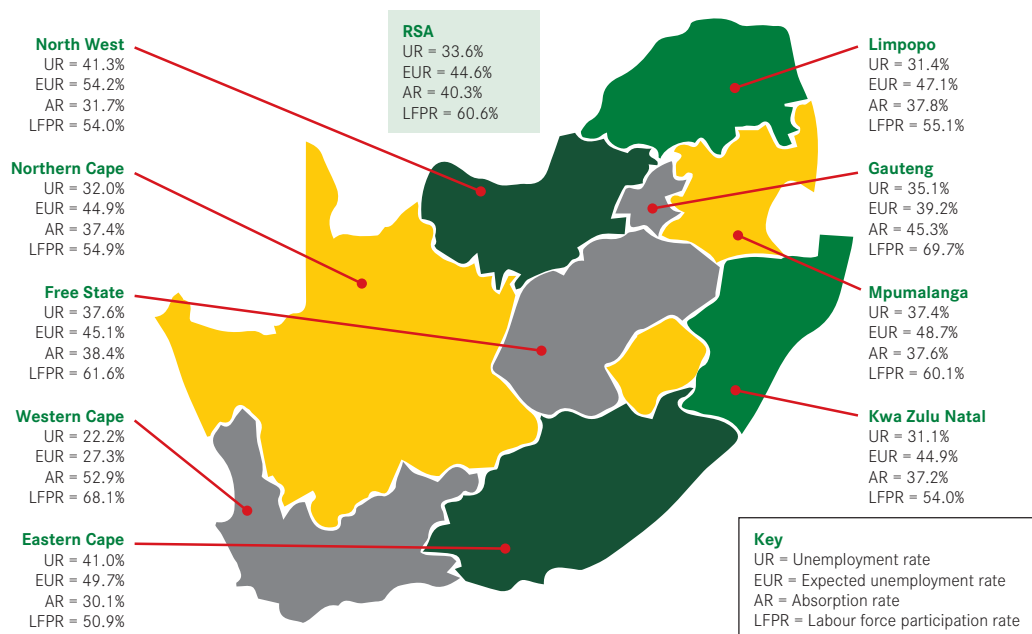


Stats SA Quarter 2 Labour Force Survey for April-June 2024 reports that the unemployed population by race is constituted of:

- 91% Black/Africans,
- 6.1% Coloured,
- 1.1% Indian/Asian, and
- 1.6% White.

To create a pipeline of skills among 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 unemployed at **90% for Africans, 6% Coloured, 2% for Whites, and 2% for Indians.**

Figure 25: Setting targets for geographic location



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%); MP (37,4%); FS (37,6%); GP (35,1); LMP (31,4%); KZN (31,1%); WC (22,2%); NC (32,0%)

For the strategic period therefore, **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.

Figure 26: District that will be prioritised during implementation

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

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

Of the 8 metropolitan municipalities, the HWSETA will prioritize 6

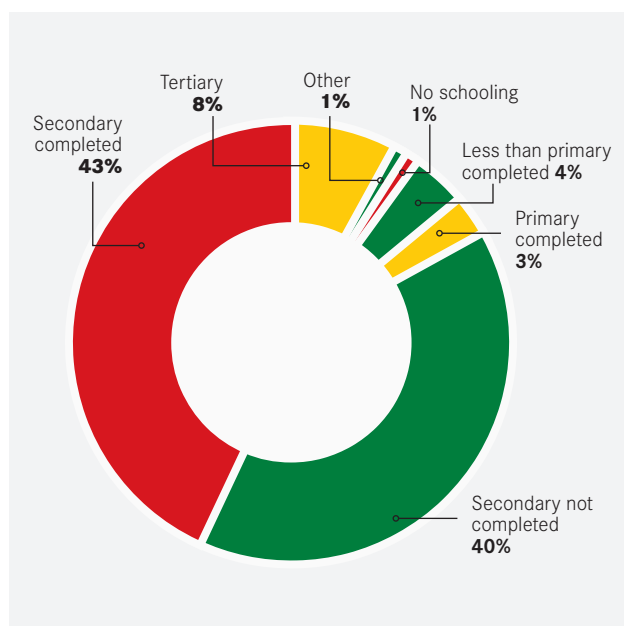
DISTRICT DEVELOPMENT MODEL: RURAL			
1	Johannesburg Metro (JHB)	4	Buffalo City Metro (BUF)
2	Frances Baard DM (DC9)	5	Nelson Mandela Bay Metro (NMA)
3	Cape Town Metro (CPT)	6	Dr KK Kaunda DM (DC40)

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

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

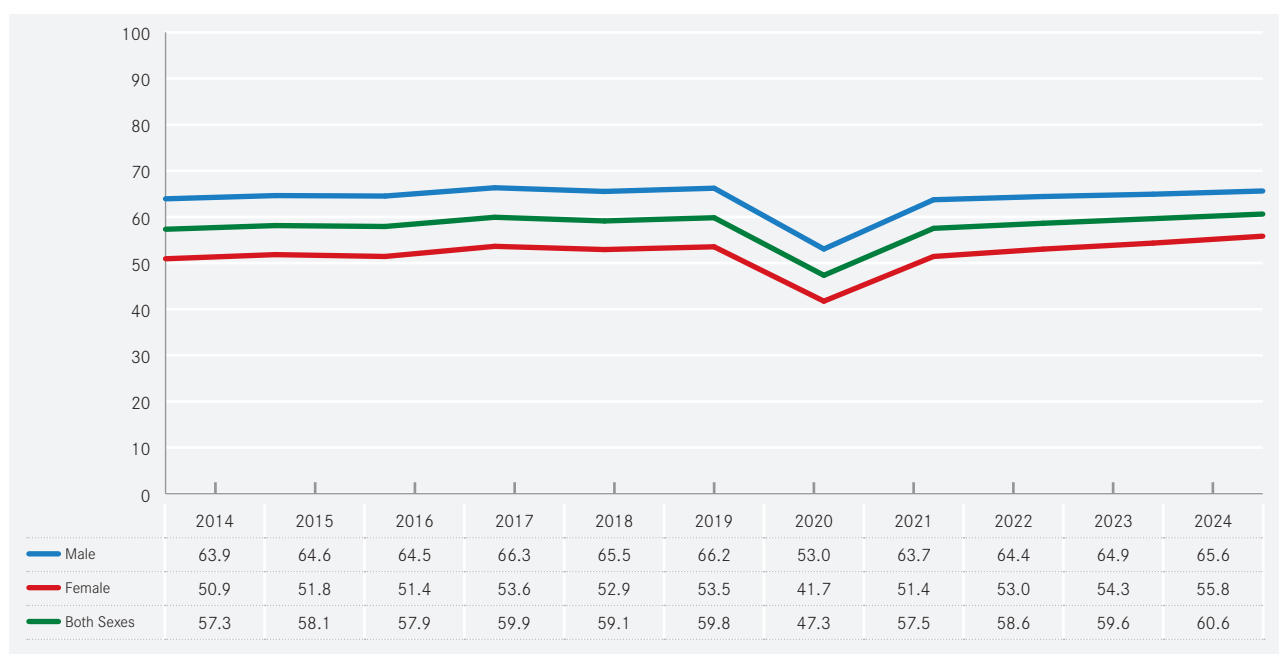
Figure 27: Setting Targets for Unemployed Youth



- 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 the unemployed are people with
 - less than matric, as they constitute 40%,
 - Matric, as they constitute 43%,
 - post-school education and training qualifications, as they constitute 8%
- To accelerate skills development for the youth, HWSETA sets a numerical percentage target of 60% of unemployed youth in its skills development programmes, of which 30% will be the youth NEET.

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

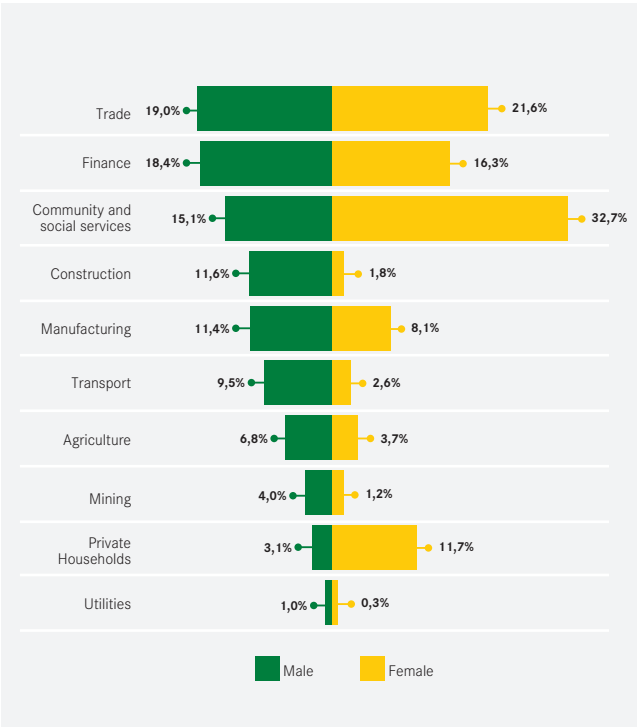
Figure 28: Setting target for women (Part 1)



- Figure 28 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 a 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.

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

Figure 29: Setting Targets for Women (Part 2)

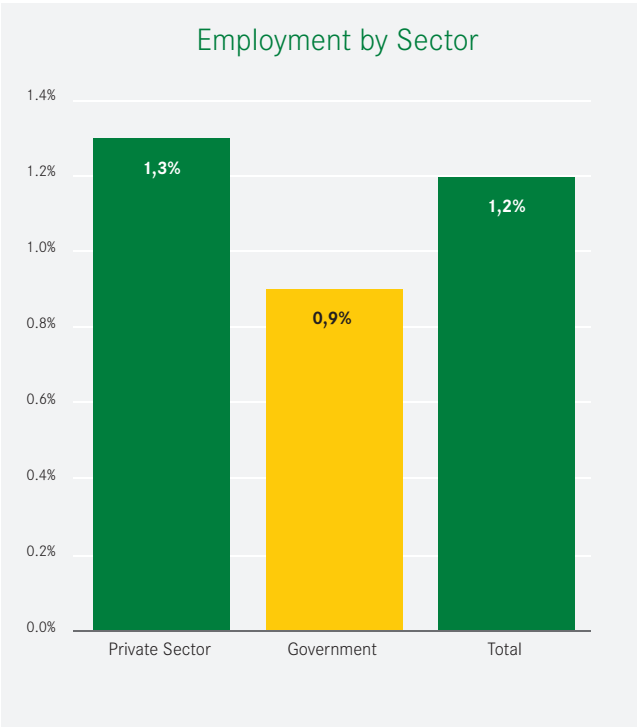


The Stats SA Quarter 4 Labour Force Survey (2024) indicates the following trends of unemployment by gender:

- Women are more likely to be employed in Community & Social Services, trade and private households as compared to males.
- In order to reduce the number of females employed in private households, the HWSETA will promote employment of females 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 disability to be at 1.2%. This report however, does not disaggregate the analysis for a more in-depth analysis of this population group, such as age and gender etc. For the strategic period therefore, the HWSETA places a numerical target of 5% for people with disabilities across its programmes.

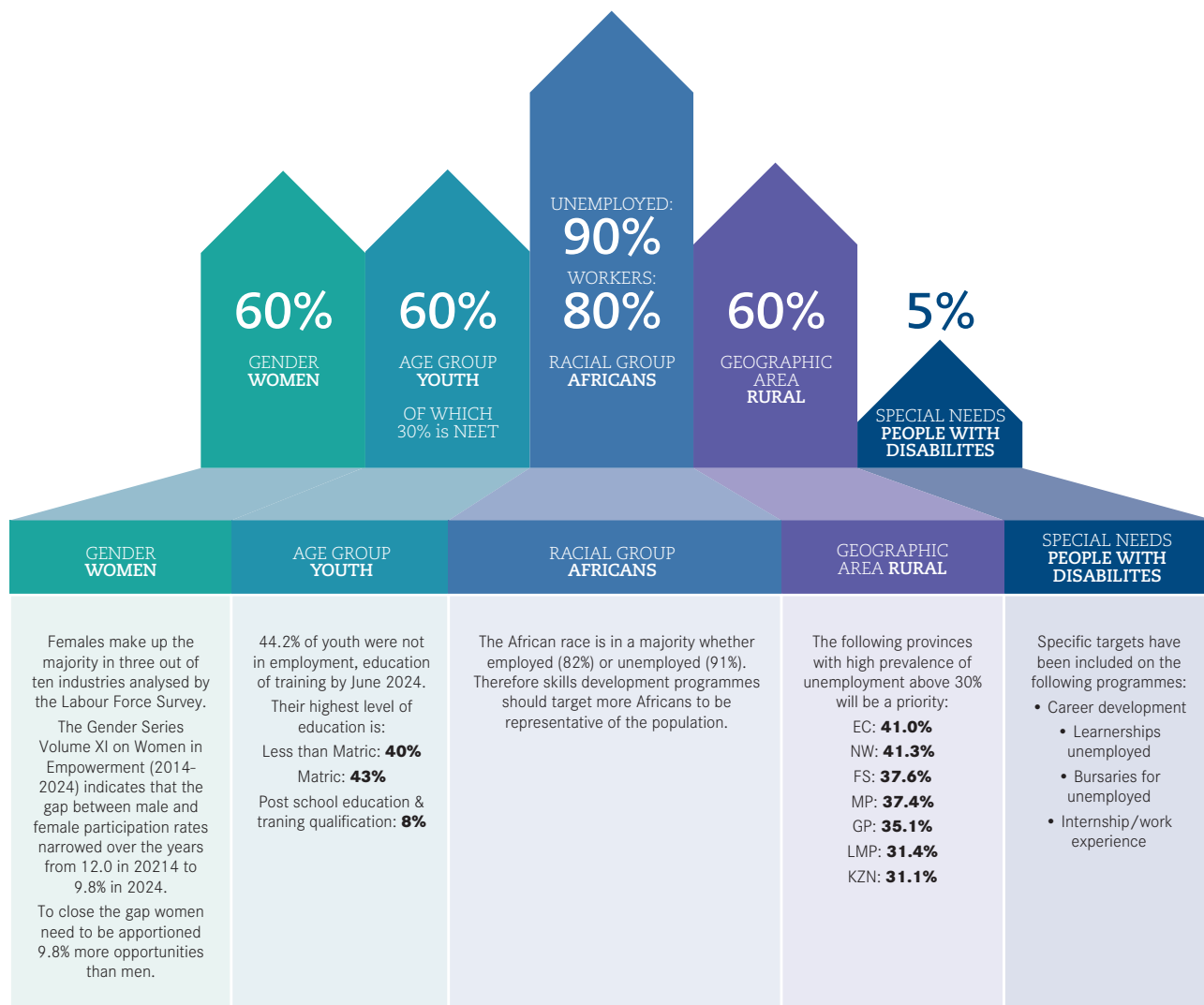
Figure 30: Setting target for people with disabilities



- The 23rd Commission for Employment Equity Annual Report 2022-2023 states that disability representation remains a worrying factor as it has not shifted over the past two years, remaining at 2% across all occupational levels, with the health and social development sector remaining at 1% (Sector Skills Plan Update 2025-2030).
- The 2024 Q2 QLFS reported that 1,658,000 people with disabilities were not economically active.
- The HWSETA places a numerical target of 5% for people with disabilities across its programmes.

Both employed and unemployed learners will be guided by the following targets:

Figure 31: Minimum targets for race, women, youth, rural areas, and people with disabilities



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

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

- a. Sustainable skills pipeline into the health and social development sector.
- b. The professionalisation of the current workforce and new entrants to the sector.
- c. Vital skills and skills set required to enable the state to meet its service delivery obligations as a developmental state.
- d. Skills needs and gaps in the time of the COVID-19 pandemic.

These skills development priorities are viewed from a strategic perspective. Firstly, a sustainable skills pipeline enables entry into employment in the health and social development sector at different entry points. Secondly, by prioritising the professionalisation of the workforce, the HWSETA can contribute to skills interventions required to improve service quality and efficiency, and address changes to service provision. Thirdly, the HWSETA can support large-scale skills development interventions needed for the state to enhance the lives, health, well-being, and livelihoods of its citizens.

SETAs are obliged to develop a Sector Priority Occupations list as part of their sector skills planning processes. These lists are meant to align training programmes offered in and for the sector to the scarce skills or skills shortages experienced in the sector. The SPOIL list is then used to guide funding decisions in the SETA, and the following is the Sectoral Priority Occupations and Intervention List for 2025-2026.

6.1 Skills Priorities for the 2025-2023 Strategic Period

Implementation of the strategy of the HWSETA will focus on developing skills identified through the SSP and research as priorities for the sector which are 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 skills gaps list
- Skills identified in the ERRP skills strategy
- Skills identified for the development of Digital and Future Skills (4th Industrial Revolution)

Interventions aimed at developing these skills will aim to achieve the minimum targets for promoting equity for gender, race, age, geographic location and people with disabilities. Also, the Ministerial Directive on Pre-2009 Qualifications will be addressed.

Table 28: Sectoral priority occupations and intervention list 2025-2026

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	2025-2030	222108	REGISTERED NURSE (MEDICAL)	Hospital Nurse/ General Nurse/ Prison Nurse/ Nursing Prison Officer	Diploman in Nursing	6	Y	1186	270
					Bachelor of Nursing Science	7	Y		320
					Advanced Diploma in (Nursing)	7	Y		10
					Postgraduate Diploma in Critical care (Adult)	8	Y		20
HWSETA	2025-2030	221101	GENERAL MEDICAL PRACTITIONER	General Practitioner (GP)/ Medical Practitioner/ Doctor / Primary health Care Physician/ Sports Physician/ Physician	Bachelor of Medicine and Surgery (MBCHB)	8	Y	384	450
HWSETA	2025-2030	222105	REGISTERED NURSE (CRITICAL CARE AND EMERGENCY)	Coronary Care Unit Nurse/ Emergency or Trauma Nurse/ Acute Care Nurse/ Intensive Care Nurse	Postgraduate Diploma in Critical care (Adult)	8	Y	269	20
					Postgraduate Diploma in Emergency Care or Nursing	8	Y		10
HWSETA	2025-2030	532903	NURSING SUPPORT WORKER	Assistant in Nursing/ Nursing Attendant/ Hospital Aide/ Nurses' Aide/ Paramedical Aide	Higher certificate in Nursing	5	Y	196	170
HWSETA	2025-2030	222111	REGISTERED NURSE (OPERATING THEATRE)	Operating Room Nurse/ Operating Theatre Nurse/ Recovery Nurse/ Anaesthetic Nurse	Postgraduate Diploma in Operating Theatre Nursing	8	Y	116	20
					Bachelor of Medical and Surgical Nursing Science: Operating Theatre Nursing	8	Y		25
					Advanced Diploma in Medical and Surgical Nursing Science	6	Y		25
HWSETA	2025-2030	263508	CHILD AND YOUTH CARE WORKER	Child and Youth Counsellor	Occupational Certificate: Child and Youth Care Worker	5	Y	46	26
					Bachelor of Child and Youth care	8	Y		10
					Postgraduate Diploma in Child and Youth Care	8	Y		10
HWSETA	2025-2030	134201	MEDICAL SUPERINTENDENT	Health Service Manager/ Health Service Coordinator/ Public Health Administrator/ Director of Clinical Services/ Director of Medical Services/ Public Health Manager/ Medical Manager	Postgraduate Diploma in Health Services Management	8	Y	29	15
HWSETA	2025-2030	225101	VETERINARIAN	Veterinary Parasitologist/ Animal Doctor/ Veterinary Pathologist / Veterinary Surgeon / Veterinary Epidemiologist	Bachelor of Veterinary Science	8	Y	23	95
HWSETA	2025-2030	222113	PAEDIATRICS NURSE	Children's nurse	Postgraduate Diploma in Child Nursing	8	Y	22	10
					Occupational Certificate: Social Counselling Worker	5	Y	17	17

Table 29: Complete hard to fill vacancy list

OCCUPATION	BUDGET CONSTRAINT			CHANGE IN QUALIFICATION	POOR REMUNERATION	COMPETITIVE SALARIES IN THE MARKET (HEAD HUNTED)	EQUITY CONSIDERATIONS	GENERAL SCARCITY OF SPECIALIZED SKILLS	GEOGRAPHIC LOCATION	LIMITED SUPPLY	LIMITED TRAINING	SCARCITY OF PEOPLE WITH EXPERIENCE	SCARCITY OF REQUIRED QUALIFICATIONS
222105 REGISTERED NURSE (CRITICAL CARE AND EMERGENCY)	921	424	1345			x		x	x	x	x	x	x
222111 REGISTERED NURSE (OPERATING THEATRE)	346	236	582						x	x	x	x	x
222113 PAEDIATRICS NURSE	10	101	111								x	x	x
134201 MEDICAL SUPERINTENDENT	52	92	144					x				x	x
222108 REGISTERED NURSE (MEDICAL)	5622	306	5928			x		x	x	x	x	x	x
222101 GENERAL MEDICAL PRACTITIONER	80	1841	1921			x			x	x	x	x	x
532903 NURSING SUPPORT WORKER	840	139	979			x	x			x			
226203 RETAIL PHARMACIST	547	0	547				x	x	x	x		x	
226201 HOSPITAL PHARMACIST	144	244	388						x	x	x		
222117 MIDWIFE	35	296	331							x	x		x
263508 CHILD AND YOUTH CARE WORKER	46	182	228										
222112 REGISTERED NURSE (SURGICAL)	4	212	216							x	x	x	x
222108 PSYCHIATRIST	15	110	125		x			x		x		x	x
263401 CLINICAL PSYCHOLOGIST	11	114	125			x				x			x
221203 EMERGENCY MEDICINE SPECIALIST	95	23	118					x					
225101 VETERINARIAN	117	0	117			x			x	x	x	x	
226902 OCCUPATIONAL THERAPIST	19	86	105			x				x			
221204 OBSTETRICIAN AND GYNAECOLOGIST	0	103	103							x			x
213110 MEDICAL SCIENTIST	98	2	100							x		x	
263501 SOCIAL COUNSELLING WORKER	80	6	86							x			
134101 CHILD CARE CENTRE MANAGER	78	0	78					x					
321201 MEDICAL TECHNICIAN	73	0	73			x				x		x	
122101 SALES AND MARKETING MANAGER	73	0	73					x					
226501 DIETICIAN	14	55	69										x
221212 FORENSIC PATHOLOGIST	0	59	59		x			x					x
321206 MEDICAL TECHNOLOGIST	48	9	57			x				x		x	
263507 ADOPTION SOCIAL WORKER	39	16	55			x				x		x	
221206 PAEDIATRICIAN	0	48	48										x
134402 COMMUNITY DEVELOPMENT MANAGER	45	0	45										
221103 PUBLIC HEALTH PHYSICIAN	0	44	44										x
325701 ENVIRONMENTAL AND OCCUPATIONAL HEALTH INSPECTOR	30	6	36										
221224 ORTHOPAEDIC SURGEON	0	34	34					x					x
226601 AUDIOLOGIST	0	34	34										
341203 SOCIAL AUXILIARY WORKER	33	0	33					x			x		
134401 SOCIAL SERVICES MANAGER	32	0	32					x					
122301 RESEARCH AND DEVELOPMENT MANAGER	25	1	26						x	x			
321301 PHARMACY TECHNICIAN	20	5	25							x			
221213 RADIATION ONCOLOGIST	1	23	24			x		x		x			x
221211 SURGEON	5	19	24			x		x		x			
321114 HEALTH TECHNICAL SUPPORT WORKER	24	0	24										
222106 REGISTERED NURSE (DEVELOPMENTAL DISABILITY)	8	15	23										x
221225 NEUROSURGEON	2	20	22			x		x					
251203 DEVELOPER PROGRAMMER	20	0	20			x		x					
321121 CARDIOTHORACIC PERFUSION CLINICAL TECHNOLOGIST	0	20	20					x		x			x
Total	9652	4925	14577										
44 Occupations with 20 or more HTFVs	66%	34%	100%										

Sources: Calculated from HWSETA private sector WSP submissions (2023/24) and PSETA public sector WSP submissions (2023/24).

Table 30: Skills gaps at OFO major group, 2020 - 2024

OFO CODE	OFO MAJOR GROUP	TOP THREE SKILLS GAPS [2020-2023]	TOP THREE SKILLS GAPS [2020-2023]
2021-1	Managers	First aid	Management development
		Health and safety	POL QA 04-06
		Ergonomics and wellbeing	Health and safety
2021-2	Professional	Continuing professional development (occupation-based)	Continuing professional development (occupation-based)
		Customer service training	Soft skills training
		Diversity and inclusion training	Basic life support (BLS)
2021-3	Technicians and Associate Professionals	Basic life support (BLS)	Continuing Professional Development (occupation-based)
		Patient assessment and patient records	Customer experience training
		Continuing professional development (occupation-based)	Soft skills training
2021-4	Clerical Support Workers	Family and friends CPR	Computer skills
		Time management	Courier training
		Ergonomics and wellbeing	Customer experience training
2021-5	Service and Sales Workers	Standard operating procedure (SOP)	Standard operating procedure (SOP)
		Training	Training
		Healthcare basics	Manual handling of elderly and vulnerable

Table 31: Skills gaps at the most dominant occupation planned for training in each OFO Group

2020-2023 OFO CODE	OCCUPATION	TOP THREE SKILLS GAPS	2024 OFO CODE	OCCUPATION	TOP THREE SKILLS GAPS
2021-134402	Community Development Manager	Health and Safety	2021-121908	Quality Systems Manager	Continuing Professional Development (CPD)
		Fire fighting			POL Q04-06
		First Aid			Good laboratory practice
2021-222108	Registered Nurse (Medical)	Basic Life Support (BLS)	2021-322101	Enrolled Nurse	Nursing CPD Module 1-4
		In Service Nephrology			2021-222108
		Advanced Cardiac Life Support (ACLS)			Supervision and leadership training
2021-322101	Enrolled Nurse	Basic Life Support (BLS)	2021-411101	General Clerk	Computer Skills
		Nursing CPD Module 1-4			Customer Experience training
		Patient assessment and Patient records			WELLNESS : On The Money/ Debt Management
2021-431101	Accounts Clerk	Time management	2021-532903	Nursing Support Worker	Basic Nursing Procedures Workshop)
		Basic Excel functions and Power BI			Early Warning Adult observation
		Telephone & email etiquette and Billing Rules			Basic life support (BLS)
2021-532903	Nursing Support Worker	Basic Life Support (BLS)	2021-661502	Optical Mechanic	Standard Operating Procedures
		Early Warning Adult observation			Management course
		Patient Records made Practical			First Aid
2021-671101	Electrician	Fire fighting and rescue	2021-732101	Delivery Driver	Advanced Driving Skills
		Family & Friends CPR			Transporting Dangerous Goods
		Basic Computer Skills			POPIA Training
2021-732203	Emergency Vehicle Drivers	PRF fundamentals Training	2021-833402	Store Person	CPR In-Service
		Radio Communications and etiquette			Workplace Bullying Workshop
		Basic Anatomy and Physiology			Advanced Cardiovascular Life Support (ACLS)
2021-811202	Healthcare Cleaner	Basic infection prevention			
		CSSSD Training			
		Cleaning procedures and chemical safety			

Learning programmes linked to occupations that have hard to fill vacancies, as well as skills gaps identified will be addressed by the HWSETA through it's skills development programmes and projects and will be implemented across its operational sub-programmes with available financial resources which are generated through the skills development levy.

6.1.1 The implementation of the ERRP skills strategy

The HWSETA will continue to contribute towards the implementation of the ERRP Skills strategy. The following will be the occupations that will be funded over the 5-year strategic period.

Table 32: Continued support for the ERRP Skills Strategy during the 2025-2030 strategic period

OCCUPATION	BASELINE 2022-2024	TARGET 2025-2026	TARGET 2026-2027	TARGET 2027-2028	TARGET 2029-2029	TARGET 2029-2030	TOTAL CONTRIBUTION
1 Research and Development Manager	23	25	25	25	25	25	125
2 Safety, Health, Environment and Quality (SHE&Q Practitioner)	42	45	45	45	45	45	225
3 Biotechnologist	10	15	15	15	15	15	75
4 Microbiologist	19	20	20	20	20	20	100
5 Environmental Scientist (Environmental Technician)	131	135	135	135	135	135	675
6 Refrigeration Mechanic	104	105	105	105	105	105	525
7 Social Entrepreneurship	30	30	30	30	30	30	150
8 Medical Equipment Repairer and Maintenance	New	15	15	15	15	15	75
Cross Cutting Skill							
9 Digital Skills	950	1000	1000	1000	1000	1000	5000

Additionally, the HWSETA will continue to support funding of training towards areas of specialisation identified by the Department of Science and Innovation, which are in the following fields:

Table 33: Undergraduate University Programmes funded by the HWSETA which are aligned to Bio-innovation Health and innovation Indigenous Knowledge Valorisation

FIELD	QUALIFICATIONS ALIGNED TO BIO-INNOVATION HEALTH SKILLS
UNDERGRADUATE UNIVERSITY PROGRAMMES FUNDED BY THE HWSETA WHICH ARE ALIGNED TO THE BIO-INNOVATION HEALTH SKILLS	
Chemistry	NDip Analytical Chemistry
	BSc Chemical Sciences
Radiography	Bachelor of Diagnostic Radiography
	Bachelor of Nuclear Medicine Technology
	Bachelor of Diagnostic Ultrasound
	Bachelor of Radiation Therapy
Medical Sciences	BHS Medical Laboratory Sciences
	NDip Biomedical Technology
	Bachelor of Health Sciences
	Bsc Life Sciences
	Bachelor of Physiology
	BSc Biochemistry and Microbiology
	BSc Genetics and Microbiology
	BSc Medical Bioscience
UNDERGRADUATE UNIVERSITY PROGRAMMES FUNDED BY THE HWSETA WHICH ARE ALIGNED TO THE BIO-INNOVATION INDIGENOUS KNOWLEDGE VALORISATION SKILLS	
Pharmacology	Bachelor of Pharmacy
Phytochemistry	BSM Complementary Medicine: Phytotherapy

Table 34: Postgraduate University Programmes funded by the HWSETA which are aligned to Bio-innovation Health and Bio- innovation Indigenous Knowledge valorisation

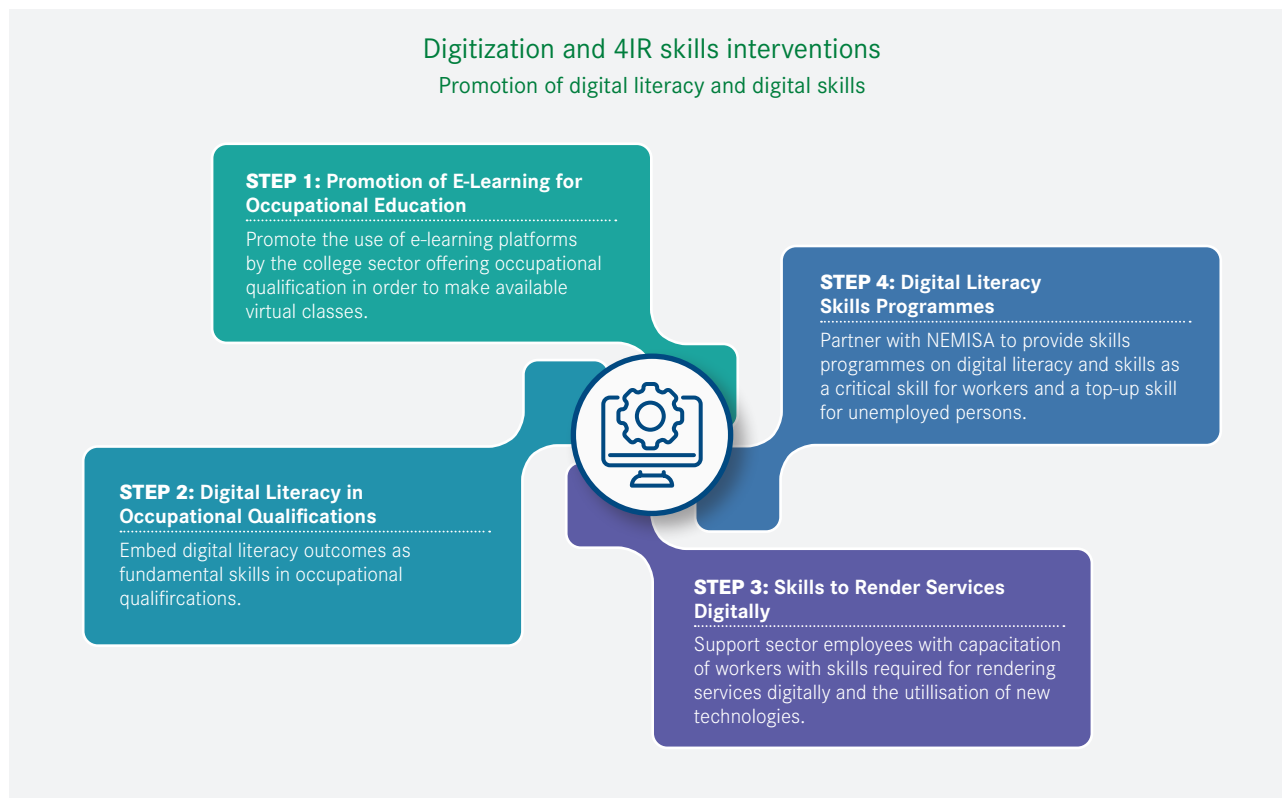
FIELD	QUALIFICATIONS	AREA OF SPECIALISATION
POSTGRADUATE UNIVERSITY PROGRAMMES FUNDED BY THE HWSETA WHICH ARE ALIGNED TO BIO-INNOVATION HEALTH SKILLS		
Radiography	Masters & PhD in Radiography	Radiobiology, Radiochemistry, Radio pharmacy
Medical Sciences	Masters & PhD in Medical Sciences	Immunology, Microbiology, Molecular biology, vaccinology, Flow chemistry, Bioinformatics
UNDERGRADUATE UNIVERSITY PROGRAMMES FUNDED BY THE HWSETA WHICH ARE ALIGNED TO THE BIO-INNOVATION INDIGENOUS KNOWLEDGE VALORISATION SKILLS		
Public Health	Masters & PhD in Public Health	Epidemiology, African Traditional medicines
Pharmacology	Masters in Pharmacology & Therapeutics	Pharmacology
	Masters in Pharmaceutical affairs	

NB: During the 2025 - 2030 strategic period, the HWSETA will fund training in the above qualifications as areas of specialisation identified by the Department of Science and Innovation.

6.1.2 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 32: Development of digital skills for the sector



6.1.3 Implementation of the Ministerial Directive on Pre-2009 Qualifications

The HWSETA has re-aligned 32 qualifications with only five remaining as detailed below:

Table 35: Qualifications to be re-aligned to occupational qualifications

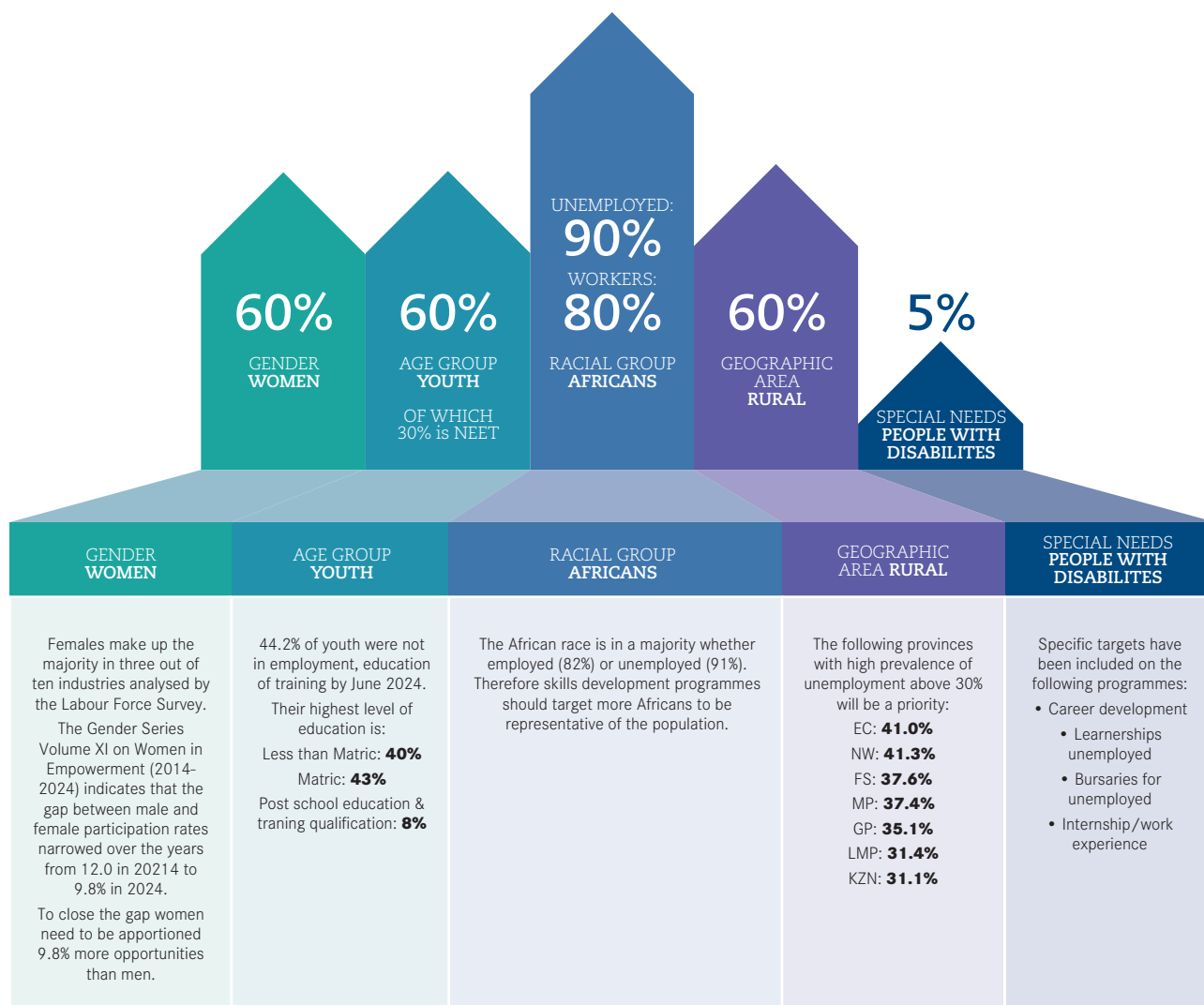
1	59345	Further Education and Training Certificate: Phlebotomy Techniques	NQF Level 04	120	30 June 2023	SGB Phleb	HPCSA
2	64229	Advanced Certificate: Medical Rescue Technology	Level TBA: Pre-2009 was L6	138	30 June 2023	SGB ECP	HPCSA
3	64910	Advanced Certificate: Ultrasound Diagnostics	NQF Level 06	120	30 June 2023	TT 9 RCT	HPCSA
4	64969	Higher Certificate: Clinical Technology	NQF Level 05	120	30 June 2023	TT 9 RCT	HPCSA
5	65069	Advanced Certificate: Diagnostic Radiography	NQF Level 06	240	30 June 2023	TT 9 RCT	HPCSA

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

6.1.4 Inclusion and Prioritisation of Special Population Groups

Marginalised and disadvantaged (special) 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. The HWSETA will implement minimum targets for these population groups as follows:

Figure 33: Minimum targets for specific population groups



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

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

Of the eight metropolitan municipalities, the HWSETA will prioritise six

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



For the strategic period therefore, 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.

Additionally, interventions targeting people with disabilities will be created to ensure 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 the HWSETA.

Table 36: Outcomes and interventions for people with disabilities

STRATEGIC OUTCOME NO	2025-2030 STRATEGIC INDICATORS	BASELINE	5-YEAR TARGET
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 in the strategic period (this includes youth from special needs schools).	New indicator	60% (12 000/20 000)
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. (this includes youth from special needs schools).	New indicator	90% (6750/12000)
3-13	Percentage of unemployed persons who find employment after successfully completing internship programmes and workplace-based learning programmes funded by the HWSETA during the strategic period. (b) Work-experience for people living with disabilities	New indicator	60% (150/250)
3-14	Percentage of unemployed persons who find employment after successfully completing learnerships funded by the HWSETA during the strategic period. (b) Learnerships for people with disabilities	New indicator	60% (1200/2000)
5-24	Percentage of unemployed persons who find employment after successfully completing qualifications funded through bursary programmes of the HWSETA by the end of the strategic period. a) Bursaries for people with disabilities	New Indicator	60% (36/60)
6-27	Number of CET learners and People with disabilities accessing NQF level 2 qualifications after completing formal AET programmes funded by the HWSETA in the strategic period	New indicator	45

6.1.5 Sector Specific training needs

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

Table 37: Training needs for the Veterinary and Health sector

VETERINARY SKILLS NEEDS	SKILLS NEEDS FOR UNIVERSAL HEALTH COVERAGE	NATIONAL HEALTH CARE NORMS AND STANDARDS FOR PROMOTING QUALITY HEALTH CARE SKILLS NEEDS
• Critical skills in ◦ wildlife management, ◦ animal welfare ◦ public health • Veterinarians in rural areas, ie livestock farming • Specialisation in veterinary surgery and pathology • Veterinary technicians • Continuous professional development (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: skills in ◦ resource management ◦ strategic planning ◦ policy development • Leadership and governance skills • Community health worker (CHW) skills • Digital Health: ◦ skills in 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 programs ◦ 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 skills • Monitoring and evaluation skills • Risk management • Clinical leadership • Data analytics • Quality improvement • Community engagement

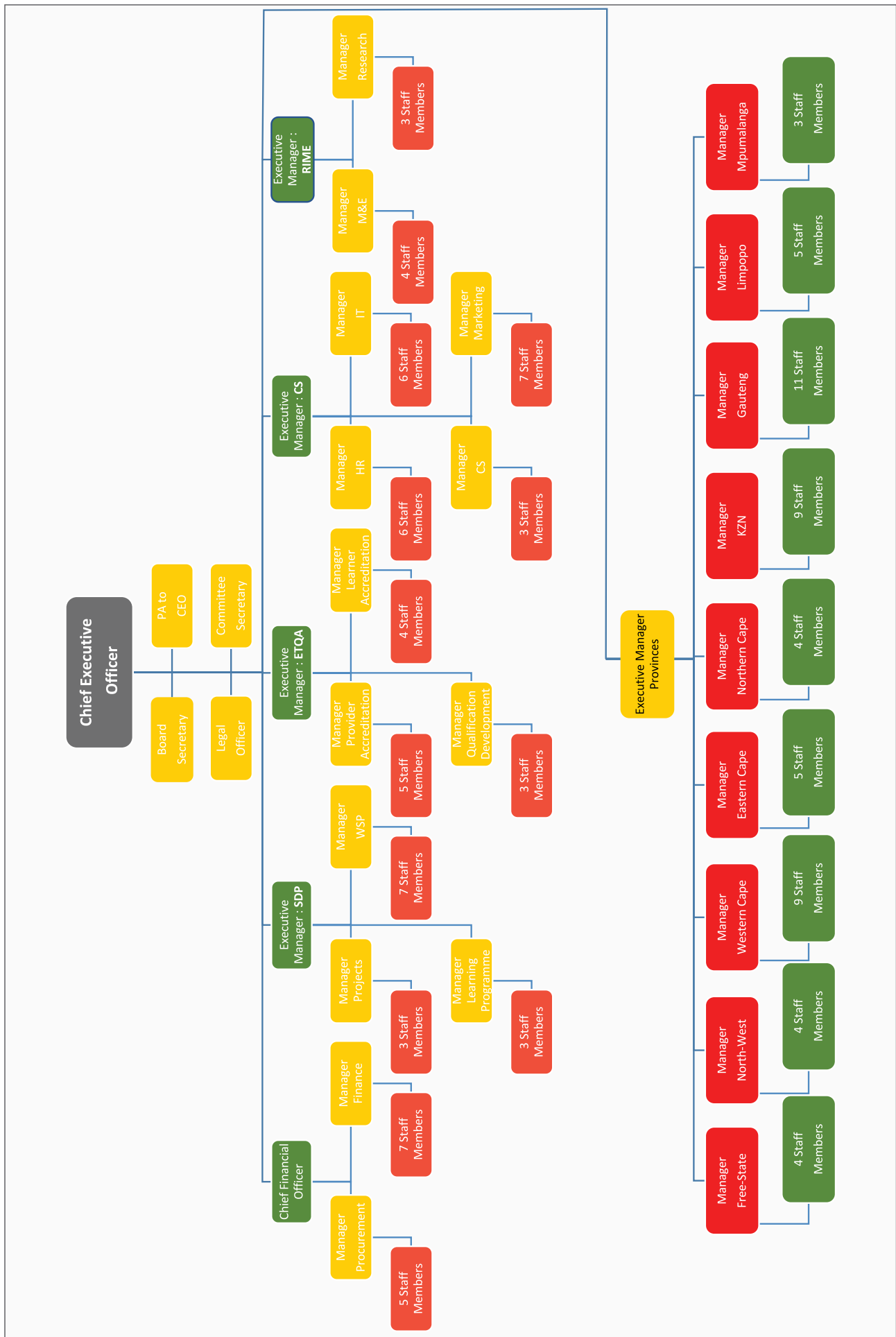
Table 38: Training needs for the SOCIAL sector

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 and evaluation: skills • Auditing of health facilities • Clinical leadership • Continuous quality improvement • Skills in community engagement	Critical skills in: • Gender sensitivity and awareness programs 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, and 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. The HWSETA vision permeates through the organisation from the strategic level to the operational level. Management systems and policies are in place and staff are aware of them. The hierarchies of authority and responsibility have been defined at every level. The HWSETA has a fully-fledged financial and accounting system. Budgeting is project-specific and fund utilisation is prepared and monitored regularly through periodic reports. The HWSETA has in place risk management systems to ensure delivery on its mandate. The HWSETA is complemented by qualified human resources capable of carrying out the implementation of the Strategic Plan and Annual Performance Plans which are in consonance with the mission and objectives of the HWSETA.

The HWSETA has 170 positions of which 96% (key positions) are filled thus far. There is at least one provincial office located in each of the nine provinces of South Africa. For easy access by communities, this is being augmented by offices at the Technical and Vocational Education and Training (TVET) Colleges. The Delivery Model clearly makes a distinction between centralised and decentralised functions. A Service Delivery Charter has been adopted to ensure uniformity and standardisation in the service rendered. This is aimed at inculcating a culture of accountability and performance management. The organogram depicting the management of the HWSETA is on the next page.



To be efficient and achieve optimal performance, the HWSETA, in terms of programmes, is structured in the following manner:

Programme 1: Administration

- a) Office of the CEO comprising of Board office and legal services
- b) Corporate Services- includes marketing, human resources and information technology
- c) Finance comprising of supply chain management, grants and general finance

Programme 2: Skills Planning and impact Assessment

- a) Research, Information, Monitoring and Evaluation, incorporating:
 - Research
 - Monitoring and 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 approves workplace skills plan.
- iv. Forming 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 deliver basic cross-cutting functions, which encapsulate all functions mentioned above.

7.1 Human Resource Plan of the HWSETA

The 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 the HWSETA.
- c) Currently, 61% of staff at the HWSETA are women, and 4% are people living with disabilities. Approximately a quarter of employees are youth.

7.2 ICT

The automation of business processes of the 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

- The estimated revenue from Skills Development Levies is conservative taking into account on average a 5.8% increase from year-to-year. Actual revenue in the past has at least kept abreast with CPI, and the HWSETA's levy base remains stable. Actual penalties received do vary from year-to-year and cannot be estimated reliably, but will not be significantly different from the estimated penalties to be received above.
- On 1 April 2013, a Cabinet Memorandum, 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 the HWSETA. The contribution is utilised as follows:

10%	Administration of the HWSETA
20%	Discretionary grant funding

- The contribution by Government Departments is reflected in the budget as a conservative figure due to the poor collection of this stream of levies over the last three years. These levies that add to revenue distorts the % of revenue allocated for administration and discretionary grant expenditure. Therefore, the %'s allocated for the administration of 10.5% and discretionary of 49.5%, is distorted.
- Discretionary grant funding of R468 million, R489 million and R510 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 a number of factors including the SSP research, strategic planning, the prior year actual achievements and Government priorities. The administration budget set aside caters for sufficient capacity within the 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.
- During the 2019/20 financial year, the HWSETA committed 177% of its discretionary grant reserve respectively for funding, with exceptional performance against predetermined targets.

7.4 Challenges to the achievement of HWSETA Mandate

Some of the challenges the HWSETA faces in order to achieve its mandate are the following:

- a) Lack of timeous compliance with the criteria of discretionary grant funding by employers resulting in material de-commitments 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-to-case basis.
- b) The slow rate of prosecution of skills development providers who defrauded learners due to the lack of a legislative tool for this purpose.

The likely impact of COVID-19 on the HWSETA's delivery of its mandate include the following:

- a) Resourcing of the 2022/23 annual plan has been limited within a budget of R530million. In prior years, the HWSETA was able to plan above the expected discretionary budget as it had reserves to tap into. In 2020/21 these reserves were depleted, thus budgeting above expected revenue was not an option for 2022/23. This affected target setting for 2022/23 so much so that targets have been reduced from baseline by up to 60%.
- b) The late start of the 2021 academic year and the eminent risk of a fourth and fifth wave of COVID-19 posed a challenge to entries into funding programmes for the 2022 academic year and timeous reporting of all completions.
- c) The risk of retrenchments in the NGO Sector as a result of reduced Departmental funding and reduced international donor funds due to COVID-19.
- d) The risk of Small and Emerging Business that face financial difficulty due to the current economic environment caused by the COVID-19 National Disaster lockdown regulations, may result in a sharp decline of SMEs meeting the threshold for paying the skills levy.
- e) The risk of medium and large business that face financial difficulty due to the current economic environment caused by the COVID-19 National Disaster lockdown regulations, may result in a decline either in the number of businesses that meet the threshold to pay the skills levy or to reduced skills levy contributions.

7.5 Performance of the HWSETA in achieving 2023/24 APP targets

COVID-19 had a devastating effect on the economy of South Africa, so much so that the 2023/24 financial year commenced with the country geared towards implementing the Economic Reconstruction and Recovery Plan. The objectives of this plan were to:

- Create jobs, primarily through aggressive infrastructure investment and mass employment programmes
- Reindustrialise the economy, focusing on growing small businesses
- Accelerate economic reforms to unlock investment and growth;
- Fight crime and corruption; and
- Improve the capability of the state

The role of the post-school education sector cuts across the above objectives as it was tasked with ensuring that the country has sufficient skilled labour with requisite skills. The Department of Higher Education and Training therefore developed a skills strategy which specified the role each of its entities would have to play to ensure the sufficient number of skilled labour with requisite skills. The year was therefore dedicated to crafting the skills strategy and formulating implementation strategies. The HWSETA ensured that its strategy and Annual Performance Plan for 2025/26 are aligned to the skills strategy as this will be the first year of implementation.

In 2023/24 the health and social development sector continued to grapple with the aftermaths of COVID-19. The HWSETA focused on skills development projects that would yield job opportunities in support of the ERRP. As thus, the HWSETA was able to reach a performance level of **76%** of its annual targets of the 2022/23 APP.

The HWSETA targeted to fund a total of **16 597** students in its APP of 2023-2024 through the following programmes:

Workplace- based learning programmes	learnerships, apprenticeships, TVET college placement, university student placement, internships for graduates
Bursary programmes	under-graduate, post-graduate, 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 **10 113** learners were funded, and of these learners, **3 198** (32%) learners were entered into workplace-based learning programmes; **5 454** (54%) were entered into Occupationally based programme; **1 461** (14%) were entered into bursaries programmes. Of the **10 113** funded learners, **2 974** were employed (29%) while **7 139** (71%) were unemployed.

Furthermore; the HWSETA funded a total of **76** small businesses for skills development; **eight** rural development and public sector projects; and **19** cooperatives.

Strategy to Overcome Areas of Under-achievement

Programme 3: Full qualifications will be offered in parts to workers to make it possible for employers to release their workers for training as employers could not afford to release workers for prolonged periods of time to attend training. Also, 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 qualification as these span multiple years.

Programme 4: Learners will be entered earlier in the financial year into the RPL programme to allow for the 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 thus reported against the indicator that measures completions for the RPL programme.

7.5.1 Progress Towards the Achievement of Impacts and Outcomes

This was the fourth year of implementing the strategic plan for 2020-2025. This plan maps out 4 impact statements which are broken down to 8 outcome statements and 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 2020-2024, 33 of the 44 (75%) outcomes 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	BASELINE ⁴	2020-2024 ACHIEVE- MENT
1	The HWSETA contributes to the development of a post-school system which increases the production of occupations in high demand	1	The HWSETA provides an efficient and effective skills planning, programme implementation and evaluation system which identifies occupations in high demand during the strategic period.	SO-1	The HWSETA is capacitated with adequate human and financial resources, as well as automated business processes to deliver on its mandate and achieve its targets in the strategic period.	Stakeholder satisfaction survey	80%	60%	43%
				SO-2	The SSP and research reports produced by the HWSETA are credible and provide useful information to internal and external stakeholders, as well as 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 the 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%	87%
				SO4	The 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%	Study to be conducted in 2024-25
	2	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.	SO-5	Employers in the sector open-up their workplaces for workplace-based learning through partnerships with the HWSETA in the strategic period	Desktop review of employer participation in skills development initiatives of the HWSETA	60%	30%	32% (1812/5715)	
			SO-6	Unemployed persons find employment after successfully completing workplace-based learning programmes funded by the HWSETA in the strategic period	Synthesis of track and trace studies for workplace-based training	60% (1352/2254)	2254	44% (1316/2995)	
			SO-7	The 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 the HWSETA through the WIL programme: Outcomes Evaluation	347	579	33% (113/347)	

⁴ 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.

IMPACT		OUTCOMES		KEY STRATEGIC OBJECTIVES		PLANNED INTERVENTIONS	TARGET	BASELINE ⁴	2020-2024 ACHIEVE- MENT
2	The 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	The 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 the HWSETA for full-learning programmes: exploration of employment pathways	60% (801 / 1336)	1336	21% (179 / 856)
				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 the HWSETA for skills, short-learning, and AET programmes: employee skills assessment approach	60% (4385 / 7309)	7309	Study to be conducted in 2024-25
	4	The HWSETA contributes to increased access by the unemployed into occupationally directed programmes in the health and welfare sector during the strategic period	SO-10	The HWSETA develops full and part occupational qualifications relevant to occupations in the sector in the reporting period.	Case studies into the relevance of occupational qualifications developed by the HWSETA to the sector	12	12	2	
			SO-11	The HWSETA accredits skills development providers, registers assessors and moderators and issue certificates for learners found competent in the reporting period	Database analysis of level of participation of skills development providers in offering occupational education and training programmes during the strategic period	1:40 (39:1585)	1:40 ⁵ (66:2643)	Study to be conducted in 2024-25	
			SO-12	The HWSETA supports partnerships with post-school education institutions in the reporting period.	Desktop review of participation of post-school education and training institutions in HWSETA skills development initiatives	76	71	89% (68 / 76)	
			SO-13	The HWSETA contributes towards the creation of researchers for the health and social development sector in the strategic period	Track and trace study for unemployed persons funded by the HWSETA: exploration of education and employment pathways	60% (159 / 266)	266	86% (230 / 266)	
			SO-14	The HWSETA supports unemployed persons with top-up skills in order to increase the prospects of them finding employment	Track and trace study for unemployed persons funded by the HWSETA: xploration of employment pathways	60% (858 / 1430)	1430	Study to be conducted in 2024-25	
			5	The 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	The 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 the HWSETA on TVET and other college lecturers and managers during the strategic period	48	31
	SO-16	The 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 the HWSETA through vocational bursaries: exploration of pathways		163	272	12% (19 / 163)		

⁵ 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.

IMPACT	OUTCOMES	KEY STRATEGIC OBJECTIVES	PLANNED INTERVENTIONS	TARGET	BASELINE ⁴	2020-2024 ACHIEVEMENT
3 The HWSETA contributes to increased capacity of large, medium, and small firms, as well as small and emerging businesses and cooperatives of the health and welfare sector to become more sustainable and expand in size by 2030.	6 The HWSETA provides increased support towards skills development activities for entrepreneurial, cooperative, as well as the establishment of new enterprises in the strategic period.	SO-17 The HWSETA funds skills development needs of cooperatives, small and emerging businesses, new enterprises, and large-medium-and large firms of the sector in the strategic period	Outcome evaluation study of contribution of skills development interventions to the sustainability of cooperatives, small and emerging businesses, new enterprises, and large-medium-and large firms of the sector	60% (1296/2160)	2160	60% (1297/2160)
4 The HWSETA contributes to increased capacity of the State, NGO and NPO sector, Trade Unions to meet social and rural development needs of the South African Citizens by 2030.	7 The HWSETA provides increased support to the State, Trade unions, NGOs, and NPOs in order to strengthen governance and service delivery and thus advance social, rural, and community development in the strategic period.	SO-18 The HWSETA supports skills development priorities of government departments, NPOs, trade unions, of the sector in the reporting period	Evaluation study measuring relevance of skills development initiatives for government departments, NPOs, trade unions, of the sector in the reporting period	653	588	
	8 The HWSETA makes career development services related to the health and welfare sector accessible to rural and targeted youth in the strategic period	SO-19 The HWSETA makes career development services accessible to school and post-school youths ⁶ in the reporting period	Design evaluation of the career development programme and programme for the capacitation of career development practitioners of the HWSETA during the strategic period	15% (275/1835)	15% (275/1835)	10% (176/1760)

⁶ 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 2023/24 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 five-year targets for the outcome indicators.

Outcome statement 1:

The HWSETA provides an efficient and effective governance, skills planning, programme implementation, and evaluation system which identifies and increases the production of occupations in high demand in the strategic period.

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- SO-1.** A stakeholder satisfaction survey was conducted in 2021/22 and results yielded an efficiency level of 43,25% and effectiveness level of 42,09%. Overall, therefore the HWSETA achieved an average efficiency and effectiveness level of 43%.
 - 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 2020/21 the quality of the HWSETA SSP was rated 85%, in 2021/22 it was rated 89%. As of 2022/23 the SSP no longer gets rated by the DHET but only provide general feedback. A peer review mechanism will be utilised to review the credibility of SSP and research reports.
 - SO-3.** A recommendation register from monitoring and evaluation studies conducted each year on programmes and projects of the HWSETA is maintained. The implementation of these recommendations is monitored annually to ensure utilisation of monitoring and evaluation studies. By the end of 2023/24 the implementation of M&E recommendations was at 98%, which is an over-achievement of the 5-year target. It should be noted however that this target is a cumulative percentage counted over the 5-year strategic period. The remaining 2% is as a result of M&E studies that were concluded by financial year end of 2023/24, which therefore could not be implement within the period under review. This outstanding percentage is expected to be implemented by mid-year of 2024/25. Thus far, the HWSETA has evaluated 33 (75%) of the 44 outcome indicators between 2020/21 and 2023/24 through monitoring and evaluation studies. The remaining 11 will be measured in 2024/25. Overall, therefore the percentage achievement for the strategic objective is 87%.
 - SO-4.** A desktop review of the allocation of the discretionary budget will be conducted in 2024/25 and this will cover the strategic period.

Outcome statement 2:

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

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- 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. 32% of employers partnered with the HWSETA to implement learnerships, apprenticeships, and TVET/University WIL. These employers constituted 1812 of the 5715 organisations that submitted their WSPs and were approved. Another desk-top review will be conducted in 2024/25.
 - SO-6.** The HWSETA conducts track and trace studies on unemployed learners that complete learnerships, apprenticeships, internships, and university undergraduate degrees annually. The track and trace study conducted in 2023/24 yielded an employment rate of 60%. The disaggregated employment by programme is summarised below.

Number of unemployed persons funded by the HWSETA who found jobs six months after completing their workplace-based programmes:
 - Internships : 429/610 (66%)
 - Learnerships: 730/1400 (52%)
 - Apprenticeships: 138/150 (92%)
 - SO-7.** Of the learners that have reported to have completed the WIL placement, 31% of TVET learners have obtained their qualifications while 34% of university learners have obtained their qualifications. Overall, therefore the percentage achievement for the strategic objective is 33%

Outcome statement 3:

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

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- SO-8.** Due to a low response rate, one outcome was measured in 2023/24. Track and trace studies for identifying workers that have improved competence after completion was only introduced in 2023/24 and 27/609 (4%) learnership learners reported to have improved competence. Levels of competence improvements were not determined for artisanship and bursaries as there was poor response from this cohort. 88% (111/126) of the outcome target has been met. A track and trace study for workers that had undergone the recognition of prior learning assessment during the strategic period was conducted in 2023/24 to identifying learners that actually obtained full qualifications through RPL. Progress made in 2023/24 towards meeting the 5-year target reached 34% of the target. 41/120 students that completed post-graduate degrees were tracked and confirmed through self-disclosure. Overall, therefore the percentage achievement for the strategic objective is 21% (179/856).
 - SO-9.** A track and trace study for workers funded by the HWSETA for skills, short-learning, and AET programmes will be conducted in 2024/25.

Outcome statement 4:

The HWSETA contributes to increased access, by the unemployed, into occupationally directed programmes of the health and welfare sector in the strategic period.

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- 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 2022/23. These two qualifications therefore are found relevant based on the employer interviews.
 - SO-11.** A database analysis of level of participation of skills development providers in offering occupational education and training programmes will be conducted in 2024/25.
 - SO-12.** 89% of universities, TVET colleges and other colleges partnered with the HWSETA to implement vocational, under-grad degrees, post-grad diplomas, and post-grad degreed bursaries. These PSET institutions constituted 68 of the 76 institutions that offer training programmes funded by the HWSETA during the strategic period.
 - SO-13.** Progress made in 2023/24 towards meeting the 5-year target reached 86% of the target. 230/266 (86%) unemployed persons funded through bursaries for university undergraduate programmes found jobs six months after completing their qualifications. Another track and trace study will be conducted in 2024/25 and learners 2023/24 will be traced.
 - SO-14.** A track and trace study for unemployed persons funded by the HWSETA for skills programmes and post-graduate bursaries will be conducted in 2024/25 to explore employment Pathways.

Outcome statement 5:

The HWSETA supports the growth of the public and private college system so that colleges may qualify as a centres of specialisation in the strategic period.

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- SO-15.** A survey measuring increased skills of lecturers that were funded during the strategic period was conducted in 2021/23 and 21 (39%) lectures were identified to have improved performance due to the skills development initiatives of the HWSETA.
 - SO-16.** Progress made in 2023/24 towards meeting the 5-year target reached 2.3% of the target. 19/835 (2.3%) unemployed persons funded for vocational bursaries found jobs six months after completing vocational qualifications. Another track and trace study will be conducted in 2024-2025 will be followed. This will be the third year of conducting this evaluation.

Outcome statement 6:

The HWSETA provides increased support towards skills development activities for entrepreneurial and cooperative activities, as well as the establishment of new enterprises and cooperatives in the strategic period

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- SO-17.** An outcomes evaluation study was conducted in 2022-2023 and it confirmed that 13/36 (36%) cooperatives supported by the HWSETA do achieve the desired and outcomes. Another outcomes evaluation will be conducted in 2024/25. A rapid assessment of the outcomes of the SME project of the HWSETA was conducted in 2022/23 and progress made towards the 5-year target was 24% (84/348). Another cohort of SMEs funded for skills development will be conducted in 2024/25. Overall, therefore the percentage achievement for the strategic objective is 25% (97/384).

Outcome statement 7:

The 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.

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- SO-18.** A rapid assessment of the outcomes of the levy-exempt project of the HWSETA was conducted in 2022/23 and progress made towards the 5-year target was 68%, 273/400. A follow-up study will be conducted in 2023/24. A rapid assessment of the outcomes of the levy-exempt project of the HWSETA was conducted in 2022/23 and progress made towards the 5-year target was 24%, 94/400. A survey was conducted in 2022/23 to find out the relevance of skills development training union officials are exposed to and also assessed whether the skills need of these officials are met. 57/253 (22%) confirmed the relevance of training to their skills development needs. Overall, therefore the percentage achievement for the strategic objective is 65% (424/563).

Outcome statement 8:

The HWSETA supports career development services related to the health and welfare sector and makes them accessible to rural and targeted youths in the strategic period.

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- SO-19.** 10% of the 5-year target was achieved as 176 learners that were exposed to career awareness were offered bursaries in 2021/22, 2022/23 and 2023/24.

Reasons for this low achievement

Performance for outcome 4 is affected by TVET College lecturer development, where 37% of the lecturers did not respond to the survey questionnaire. A follow-up on the non-responses will be made to improve the response rate and then perhaps improve the performance of this outcome statement in preparation for the mid-term review report that will be issued in August 2023.

Performance for outcome statement 5 is affected by the low number of learners that register their addresses on the career portal rendering it difficult to account for the geographic location of all learners that visit the portal. The field for address has been marked as mandatory on registration to the portal.

7.6 Description of the strategic planning process

In August and September, the Board, the CEO and the 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 ERRP skills strategy, the Revised 2019-2024 MTSF, and the Human Resource Strategies for Health and Social Development. Findings from these workshops are included in this strategic plan and there are partnerships going forward that 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 the HWSETA was undertaken, the top ten 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. There is an ongoing monitoring process by both the Audit and Risk Committee and the Board. On an ongoing basis, the CEO and the Executives meet and identify other risks which might emerge during implementation, and the Risk Register is amended to factor those. 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 the HWSETA undertakes a scanning exercise. This is usually done through the research that underpins the 5-year Sector Skills Plan (SSP). 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 the situational analysis and description of the external environment of the HWSETA for the strategic plan
- b) The second step is to take note of significant national government imperatives announced in the past year. For example, the ERRP skills strategy, the revised MTDP 2024-2029, the 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 influences the draft plan.
- e) The HWSETA management team develops a final Strategic Plan and Budget and this is presented to the Board for final approval.
- f) The annual performance plan then becomes the basis of the management plan in which delivery is structured over the 4 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. If and when required, corrective action plans will be put in place to deal with items not progressed satisfactorily.



PART C

MEASURING THE
PERFORMANCE
OF THE HEALTH
AND WELFARE
SETA.

1. INSTITUTIONAL PERFORMANCE INFORMATION

Over the next five years, the HWSETA will place renewed emphasis on its role in the education and training levy-grant system and its role in influencing and implementing skills development programmes and projects in the health and social development sector. The mandate of the 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 be reviewed in 2030 having considered the length of programmes in the sector. This section provides impact statements, outcome statements and outcome indicators, which are tabulated in sections 1.2 and 1.3

1.1 Impact Statements Linked to Strategic Outcomes and Objectives

The impact statements of the strategic plan of the HWSETA have been derived from the outcomes of the National Skills Development Plan. The NSDP outcomes are the compass for developing 4 impact statements, 8 outcome statements, 19 strategic objectives, and 35 outcome indicators. The impact statements include the following:

Figure 34: Impact Statements of the HWSETA Strategic Plan (2025-2030)

Impact Statement 1	The HWSETA contributes to the development of a post-school system which increases the production of occupations in high demand through increased access into skills development interventions by 2030.
Impact Statement 2	The HWSETA develops a skilled, employable and highly productive workforce through demand-led and worker-directed skills development interventions which results in reduced hard to fill vacancies in the health and welfare sector by 2030
Impact Statement 3	The HWSETA contributes to increased capacity of large, medium, and small firms, as well as NPOs; micro, small and emerging businesses and cooperatives of the health and welfare sector to become more sustainable and expand in size by 2030.
Impact Statement 4	The HWSETA contributes to increased capacity of the State to meet social and rural development needs of the South African Citizens by 2030.

The strategic outcomes and objectives include the following:

IMPACT		OUTCOMES		KEY STRATEGIC OBJECTIVES	
1	The HWSETA contributes to the development of a post-school system which increases the production of occupations in high demand	1.	The HWSETA provides an efficient and effective governance, skills planning, programme implementation and evaluation system which identifies occupations in high demand during the strategic period.	SO-1	The HWSETA is capacitated with adequate human and financial resources, as well as automated business processes to deliver on its mandate and achieve its targets in the strategic period.
				SO-2	The SSP and research reports produced by the HWSETA are credible and provide useful information to internal and external stakeholders, as well as the general public, through various dissemination platforms in the strategic period.
				SO-3	The monitoring, evaluation, and impact studies, including tracer studies, produced by the HWSETA, are credible and provide useful information to internal and external stakeholders, through various dissemination platforms in the strategic period.
				SO-4	The 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.
		2	The HWSETA creates access for unemployed youth into its skills development interventions in the strategic period	SO-5	The unemployed youth from the school systems and those that are NEET have access into skills development interventions of the HWSETA.
				SO-6	Employers in the sector open-up their workplaces for workplace-based learning through partnerships with the HWSETA in the strategic period.
				SO-7	Unemployed persons find employment after successfully completing workplace-based learning programmes funded by the HWSETA in the strategic period.
				SO-8	The HWSETA supports work integrated learning for university and TVET programmes for the health and social fields and thus facilitates completion of these programmes.
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.	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.	SO-6	Employers in the sector open-up their workplaces for workplace-based learning through partnerships with the HWSETA in the strategic period.
				SO-7	Unemployed persons find employment after successfully completing workplace-based learning programmes funded by the HWSETA in the strategic period.
				SO-8	The HWSETA supports work integrated learning for university and TVET programmes for the health and social fields and thus facilitates completion of these programmes.
				SO-8	The HWSETA supports work integrated learning for university and TVET programmes for the health and social fields and thus facilitates completion of these programmes.

IMPACT		OUTCOMES		KEY STRATEGIC OBJECTIVES	
2	The 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	The 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-9	Workers upskilled through HWSETA funded full-learning programmes present with improved competence after successful completion in the strategic period.
				SO-10	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.
		5	The HWSETA contributes to increased access by the unemployed into occupationally directed programmes in the health and welfare sector during the strategic period.	SO-11	The HWSETA develops full and part occupational qualifications relevant to occupations in the sector in the reporting period.
				SO-12	The HWSETA accredits skills development providers, registers assessors and moderators and issues certificates for learners found competent in the reporting period.
				SO-13	The HWSETA supports partnerships with post-school education institutions in the reporting period.
				SO-14	The HWSETA contributes towards the creation of researchers for the health and social development sector in the strategic period.
				SO-15	The HWSETA supports unemployed persons with top-up skills in order to increase the prospects of them finding employment.
		6	The 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-16	The HWSETA supports public college lecturers and curriculum management to improve onsite practical and vocational capacity in the reporting period.
				SO-17	The HWSETA promotes access into vocational programmes of TVET and other sector colleges in the strategic period.
3	The HWSETA contributes to increased capacity of large, medium, and small firms, as well as small and emerging businesses and cooperatives of the health and welfare sector to become more sustainable and expand in size by 2030.	7	The HWSETA provides increased support towards skills development activities for NPOs, entrepreneurial, cooperative, as well as the establishment of new enterprises in the strategic period.	SO-18	The HWSETA funds skills development needs of NPOs, cooperatives, small and emerging businesses, new enterprises, and large-medium-and large firms of the sector in the strategic period.
4	The HWSETA contributes to increased capacity of the State to meet social and rural development needs of the South African Citizens by 2030.	8	The HWSETA supports rural development and professionalisation in the sector through high impact projects of the MTDP.	SO-19	Projects initiated by the HWSETA to support rural development and professionalisation in the sector are funded as high impact projects of the MTDP.

1.2 Measuring Outcomes

IMPACT STATEMENT 1

The HWSETA contributes to the development of a post-school system which increases the production of occupations in high demand through increased access into skills development interventions by 2030.

HWSETA STRATEGIC OUTCOME	OUTCOME INDICATOR NUMBER	2025-2030 STRATEGIC OUTCOME INDICATORS		BASELINE	5-YEAR TARGET
The HWSETA provides an efficient and effective governance, skills planning, programme implementation and evaluation system which identifies occupations in high demand in the strategic period.	1-1	Percentage of external stakeholders that are satisfied with the efficiency and effectiveness of service delivery by the HWSETA in the strategic period.		43%	80%
	1-2	Percentage of criteria of the 2024-2029 DHET ⁷ Sector Skills Plan (SSP) framework that is met by the HWSETA SSP and it's Annual Updates in the strategic period.		85%	90%
	1-3 ⁸	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.		75%	80%
	1-4 ⁹	Percentage of PIVOTAL programmes implemented by the HWSETA to develop high, intermediate, and low-level skills in the strategic period.		80%	80%
	1-5 ¹⁰	Percentage of occupations in high demand and skills gaps identified by the SSP that are implemented through skills development interventions in the strategic period.	a) Occupations in high demand	New indicator	90%
			b) Skills gaps	New indicator	90%
	1-6 ¹¹	Percentage of unemployed persons who find employment after successfully completing learning programmes funded by the HWSETA by the end of the strategic period.	a) WBL programmes ¹²	32%	60% (7 731/12 885)
			b) Other programmes ¹³	New indicator	60% (10 080/16 800)
	1-7	Percentage of SSP, Research, Monitoring & Evaluation recommendations implemented by internal stakeholders of the HWSETA in the strategic period.		87%	90%
	1-8	Percentage of research, monitoring and evaluation studies published on popular, scholar, or trade publications in the strategic period.		New indicator	50% (5/10)
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.	a) Research partnerships	New indicator	90% (9/10)	
		b) Strategic partnerships	New indicator	90% (9/10)	
The HWSETA creates access for unemployed Youth into its skills development interventions in the strategic period.	2-10 ¹⁴	a) Learners from main-stream schools	New indicator	60% (3 600/6 000)	
		b) Learners from special-needs schools	New indicator	60% (1 800/3 000)	
		c) NEET Youth	New indicator	60% (1 800/3 000)	
	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		New indicator	90% (6750/12000)

⁷ DHET stands for Department of Higher Education and Training

⁸ Indicator 1-3 is a summative output indicator because it measures a group of output indicators

⁹ Indicator 1-4 is a summative output indicator because it measures a group of output indicators

¹⁰ Indicator 1-5 is a summative output indicator because it measures a group of output indicators

¹¹ Indicator 1-6 is a summative outcome indicator because it measures a group of outcome indicators

¹² WBL Programmes are Workplace-Based Learning Programmes which include the internship and workplace experience programme, learnership programme, and artisan programme for unemployed people.

¹³ Other programmes include skills programmes, bursary programmes, and learners certificated by the HWSETA after passing EISA for unemployed people

¹⁴ Indicator 2-10 is a summative output indicator because it measures a group of output indicators

HWSETA STRATEGIC OUTCOME	OUTCOME INDICATOR NUMBER	2025-2030 STRATEGIC OUTCOME INDICATORS		BASELINE	5-YEAR TARGET
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.	3-12	Percentage of students who obtain their TVET and Sector 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.	a) TVET and Sector College Students	229	60% (1656/2760)
			b) University Students	350	60% (1134/1890)
	3-13	Percentage of unemployed persons who find employment after successfully completing graduate internship programmes and work-experience programmes funded by the HWSETA during the end of the strategic period.	a) Internships for unemployed graduates	60%	60% (1812/3020)
			b) Work-experience for people living with disabilities	60%	60% (150/250)
	3-14	Percentage of unemployed persons who find employment after successfully completing learnership programmes registered by the HWSETA during the end of the strategic period.	a) HWSETA funded Learnerships	1028	60% (3 411/5 685)
			b) Learnerships for people with disabilities	New indicator	60% (1200/2000)
			c) Sector funded Learnerships	New indicator	60% (960/1600)
	3-15	Percentage of unemployed persons who find employment after successfully completing artisan programmes funded by the HWSETA during the strategic period.		60%	60% (198/330)

IMPACT STATEMENT 2

The HWSETA develops a skilled, employable and highly productive workforce through demand-led and worker-directed skills development interventions which results in reduced hard to fill vacancies in the health and welfare sector by 2030.

HWSETA STRATEGIC OUTCOME	OUTCOME INDICATOR NUMBER	2025-2030 STRATEGIC OUTCOME INDICATORS		BASELINE	5-YEAR TARGET
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.	3-12	Percentage of students who obtain their TVET and Sector 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.	a) TVET and sector college students	229	60% (1 656/2760)
			b) University students	350	60% (1 134/1890)
	3-13	Percentage of unemployed persons who find employment after successfully completing graduate internship programme and work-experience programmes funded by the HWSETA during the end of the strategic period.	a) Internships for unemployed graduates	60%	60% (1 812/3020)
			b) Work-experience for people living with disabilities	60%	60% (150/250)
	3-14	Percentage of unemployed persons who find employment after successfully completing learnership programmes registered by the HWSETA during the end of the strategic period.	a) HWSETA funded learnerships	1028	60% (3 411/5 685)
			b) Learnerships for people with disabilities	New indicator	60% (1 200/2000)
			c) Sector funded Learnerships	New indicator	60% (960/1 600)
	3-15	Percentage of unemployed persons who find employment after successfully completing artisan programmes funded by the HWSETA during the strategic period		60%	60% (198/330)
The HWSETA contributes to the improvement of level of skills to 80% of the health and welfare sector workforce through various learning programmes that address critical skills in the strategic period.	4-16	Number of workers whose competence is improved after successful completion of the learnership programmes registered with the HWSETA by the end of the strategic period	a) HWSETA funded learnerships	Not yet determined	2 572
			b) Sector funded learnerships	Not yet determined	1 252
	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.			129
	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.	a) HWSETA funded skills programmes and short courses	2560	19 584
			b) Sector funded Skills programmes and short courses	580	2 160
	4-19	Number of workers whose competence is improved after successfully completing qualifications funded through the bursary programmes of the HWSETA during the strategic period.	a) Undergraduate bursaries	38	400
			b) Post-graduate diploma bursaries	10	140
			c) Post-graduate research bursaries	22	212
	4-20	Number of workers whose livelihood is improved after successful completion of Informal AET Programmes aimed at developing livelihood skills during the strategic period.		Not yet determined	375
	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.		203	284 (5 unions)
	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.		685	1 260

HWSETA STRATEGIC OUTCOME	OUTCOME INDICATOR NUMBER	2025-2030 STRATEGIC OUTCOME INDICATORS		BASELINE	5-YEAR TARGET
The HWSETA contributes to increased access by the unemployed into occupationally directed programmes in the health and welfare sector during the strategic period	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.		New indicator	60% (6 936/11 560)
	5-24	Percentage of unemployed persons who find employment after successfully completing qualifications funded through bursary programmes of the HWSETA by the end of the strategic period.	a) Bursaries for people with disabilities	New Indicator	60% (36/60)
			b) Undergraduate bursaries	252	60% (579/965)
			c) Post-graduate research bursaries	16	60% (129/215)
	5-25	Percentage of HWSETA partnerships with TVET & sector colleges, universities, and employers that achieve project goals in the strategic period.	a) TVET and sector college partnerships	85%	90% (11/12)
			b) University partnerships	85%	90% (15/17)
			c) Employer partnerships	85%	90% (222/247)
The HWSETA supports the growth of the public and private college system so that colleges may qualify as centres of specialisation in the strategic period.	6-26	Number of lecturers and education 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.	TVET & sector college lecturers trained on skills programmes	New indicator	131
			TVET college education managers trained on curriculum related studies	New Indicator	36
			TVET college lecturers awarded bursaries	New indicator	23
	6-27	Number of CET learners and people with disabilities accessing NQF level 2 qualifications after completing formal AET programmes funded by the HWSETA in the strategic period		New indicator	45
	6-28	Number of accredited skills development providers who offer training on occupational qualifications and have at least 90% of those learners that wrote the EISA examinations in the strategic period.		65%	333
	6-29	Percentage of occupational qualifications developed by the HWSETA found to be relevant by the sector to occupations on high demand by the end of the strategic period.		New indicator	90% (9/10)
	6-30	Number of HWSETA learners certificated with occupational qualifications who find jobs in the strategic period		New indicator	2400

IMPACT STATEMENT 3

The HWSETA contributes to increased capacity of large, medium, and small firms, as well as NPOs; micro, small and emerging businesses and cooperatives of the health and welfare sector to become more sustainable and expand in size by 2030.

HWSETA STRATEGIC OUTCOME	OUTCOME INDICATOR NUMBER	2025-2030 STRATEGIC OUTCOME INDICATORS		BASELINE	5-YEAR TARGET
The HWSETA provides increased support towards skills development activities for NPOs, entrepreneurial, cooperative, as well as the establishment of new enterprises in the strategic period.	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.	a) Cooperative development	46	72
			b) SMEs	105	480
			c) Entrepreneurs	New Target	120
			d) New business ventures	10	40
	7-32	Number of NPOs who find relevance in skills development initiatives funded by the HWSETA by the end of the strategic period. .		115	340

IMPACT STATEMENT 4

The HWSETA contributes to increased capacity of the State to meet social and rural development needs of the South African citizens by 2030

HWSETA STRATEGIC OUTCOME	OUTCOME INDICATOR NUMBER	2025-2030 STRATEGIC OUTCOME INDICATORS		BASELINE	5-YEAR TARGET
The HWSETA supports rural development and professionalisation in the sector through high impact projects of the MTDP	8-33	Number of projects initiated by the HWSETA to support rural development, professionalisation in the public sector, and inter-SETA high-impact projects of the MTDP that yield the desired outcomes in the strategic period.	a) Rural development projects	58	32
			b) Public sector projects	New Target	41
			c) High-impact projects	New Target	18

2. EXPLANATION OF PLANNED PERFORMANCE OVER THE FIVE-YEAR PLANNING PERIOD

2.1 Contribution of Outcomes to the NDP five-year implementation Plan

NDP OUTCOMES	HWSETA OUTCOMES	MTSF/ERRP
Identify and increase the production of occupations in high demand.	The HWSETA provides an efficient and effective skills planning, programme implementation and evaluation system which identifies occupations in high demand during the strategic period.	Medical equipment Research on qualification requirements for: • Medical equipment inspector • Medical equipment repairer • Medical equipment maintainer SETAs to conduct surveys that focus on current, future, and emerging digital skills needs.
Linking education and the workplace.	The HWSETA promotes linkages between education and the workplace to increase work-based learning opportunities in the health and welfare sector in the strategic period.	SETAs should include sectorally appropriate digital skills development, within training programmes and internships Partnerships with business schools To support innovation to capacitate social service practitioners with business innovation thinking skills to enable them to create sustainable social enterprises.
Improving the level of skills in the South African workforce.	The HWSETA contributes to the improvement of level of skills to 50% of the South African workforce through various learning programmes that address the critical skills required by the sector in the strategic period.	Improve access to early childhood development (ECD) Early childhood development Skilling, re-skilling, upskilling ECD practitioners Indigenisation of pharmaceutical production including through state owned company. Medical equipment Training technicians in: • Medical equipment inspector • Medical equipment repairer • Medical equipment maintainer
Increase access to occupationally directed programmes.	The HWSETA contributes to increased access, by the unemployed, into occupationally directed programmes of the health and welfare sector in the strategic period.	Improve access to early childhood development (ECD) Early childhood development Skilling, re-skilling, upskilling ECD practitioners • Indigenisation of pharmaceutical production including through state owned company. • Training of small-scale farmers and livestock handlers in primary animal health care (PAHC). • Enter into partnerships to support animal health related research projects of the DALRRD Medical Equipment Training technicians in: • Medical equipment inspector • Medical equipment repairer • Medical equipment maintainer
Support the growth of the public college system.	The HWSETA provides supports the growth of the public and private system so that public colleges may qualify as centres of specialisations in the strategic period.	• SETAs should advance digital literacy for academic staff • Equip staff with digital fluency to digital mastery
Skills development support for entrepreneurship and cooperative development.	The HWSETA provides increased support towards skills development activities for entrepreneurial, cooperative, as well as the establishment of new enterprises in the strategic period.	Entrepreneurship and innovation • Promotion of social entrepreneurship • Promotion of digital skills

NDP OUTCOMES	HWSETA OUTCOMES	MTSF/ERRP
Encourage and support worker-initiated training.	The HWSETA provides increased support to the state, trade union, NGOs, NPOs in order to strengthen governance and service delivery, and thus advance social, rural, and community development in the strategic period.	Partnership with National and Provincial Department of Social Development - Support the human resource development plan for social development. Partnership with National and Provincial Department of Social Development - Support the National Health Improvement Plan of the NHI. - Support the 2030 Human Resource for Health Strategy Continued partnership with DALRRD - Training of small-scale farmers and livestock handlers in primary animal health care (PAHC). - Enter into partnerships to support animal health related research projects of the DALRRD.
Support career development services.	The HWSETA makes career development services related to the health and welfare sector accessible to rural and targets youths in the strategic period.	- SETAs should advance digital literacy for academic staff. - Equip staff with digital fluency to digital mastery

2.2 Rationale for the choice of the outcome indicators relevant to outcomes

Outcome indicators were chosen on the basis of the results chain of the HWSETA, which is as follows:

DESCRIPTION OF RESULTS CHAIN FOR THE STRATEGY OF THE HWSETA

RESULTS CHAIN	DESCRIPTION OF ELEMENTS OF A RESULTS CHAIN	MTSF/ERRP	
Input	All the resources that contribute to the production and delivery of outputs. Inputs are "what we use to do the work". They 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 the 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".	Qualification obtained by employed persons through HWSTA funding increase their capacity and makes them able to create own opportunities	Qualification 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 qualification which may be finding a job or furthering studies for the unemployed or furthering one's studies, or increased level of skills for the employed	Results of obtaining qualification which may be increased level of skills for the employed

2.3 Explanation of enablers to achieve the five-year targets

These outcomes will be achieved through a well capacitated organisational structure that has fully functioning divisions that are well coordinated. The contribution of each of the divisions will be as follows:

Programme 1: Administration

This programme is responsible for the overall strategic management and support to the HWSETA operations divisions. The goal of this programme is to ensure that the 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.

Programme 2: Skills planning and impact assessment

The HWSETA has configured this programme to include two sub-divisions, namely Research and Information and Monitoring and Evaluation. Each sub-division is headed by its own manager. The HWSETA utilises this programme to implement skills planning related projects that include development and update of the sector skills plan, 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 the HWSETA. These are vital for lessons learned and ensuring that projects contribute positively to the sector and desired impacts are achieved.

Programme 3: Skills development programmes and projects

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

Programme 4: Quality assurance and qualification development

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.

2.4 District Development Model

The District Development Model aims to improve the coherence and impact of government service delivery with focus on 44 Districts and 8 Metros around the country as development spaces that can be used as centres of service delivery and economic development, including job creation. The District Development Model (DDM) is an operational model for improving cooperative governance aimed at building a capable, ethical developmental state. It embodies an approach by which the three spheres of government and state entities work in unison in an impact-oriented way, and where there is higher performance and accountability for coherent service delivery and development outcomes.

The HWSETA will focus on the following districts and forge links and partnerships to drive skills development initiatives. Within these district municipalities there are local municipalities and town that will be targeted.

District Development Model: Rural

Alfred Nzo DM (DC44)	Zululand DM (DC26)
Central Karoo DM (DC5)	eHlanzeni DM (DC32)
John Taolo Gaetsewe DM (DC45)	Chris Hani DM (DC13)
Mopani DM (DC33)	Thabo Mafutsanyane DM (DC19)
Sekhukhune DM (DC47)	OR Tambo DM (DC15)
uThukela DM (DC23)	Ugu DM (DC21)
Harry Gwala DM (DC43)	uMkhanyakude DM (DC27)
Vhembe DM (DC34)	Nkangala DM (DC31)
Xhariep DM (DC16)	Ngaka Modiri Molema DM (DC38)

District Development Model: Urban and Peri-urban

Johannesburg Metro (JHB)	Nelson Mandela Bay Metro (NMA)
Frances Baard DM (DC9)	Dr KK Kaunda DM (DC40)
Cape Town Metro (CPT)	
Buffalo City Metro (BUF)	

2.5 Explanation of outcomes contributing to the achievement of the impact

The outcomes were designed to lead to the following impact:

Impact	The results of achieving specific outcomes, such as improved productivity that will contribute to economic growth.	For the unemployed, hard to fill vacancies are filled	The employed are more productive and they get promotions, Training the employed reduces critical skills

3. KEY RISKS

OUTCOME	KEY RISK	RISK MITIGATION
Research, monitoring, evaluation, and impact system of the HWSETA provides a credible skills planning and evaluation system that ensures that its funding initiatives yield good impact in the strategic period	Not having enough research capacity internally to conduct research on the 17 research outputs stated in the NSDS and also creating 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
The HWSETA delivers its mandate efficiently and effectively through its well capacitated organisational structure 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 the effects of COVID-19 ERP may not yield efficiencies immediately as such systems take time achieve optimal use	Target in cognisance of the effects of COVID-19 on the HWSETA and the sector at large. Find innovative ways of saving costs such as funding online training instead of face contact which requires costs for venue, travelling accommodation and meals. IT staff to manage the migration from manual system to automated has been added.
The 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 not fully exposing learners to workplace practical training	Conduct M&E visits and interview learner as they are directly affected
The HWSETA provides quality assurance services for the health and welfare sector that ensures quality in occupational education and training in the strategic period	Skills Development Providers struggling to offer training during National Disaster lockdown regulations as they may not have infrastructure for e-learning	Change management to be applied where e-learning is phased in gradually, where a hybrid approach to training is offered at first, and then swiftly moving to fully embracing e-learning
The HWSETA supports the growth of the public college system so that public colleges may qualify as a centres of specialisation in the strategic period	Health sector colleges not having sufficient educators due to changes in professional landscape	Offer post-graduate bursaries to colleges with revised landscapes such as the nursing profession
The HWSETA supports career development services related to the health and welfare sector and makes them accessible to rural and targeted youths in the strategic period	Not having access to school pupils in order to conduct career exhibitions due to COVID-19 National Disaster regulations of social distancing	Partner with Basic Education Career Development Section (Khetha) in order to collaboratively offer career development Train life orientation teachers as career development practitioners on health and welfare sector careers and funding programmes of the HWSETA. These teachers will provide information to their students thus conducting career development on behalf of the HWSETA
The HWSETA contributes to the improvement of level of skills for 50% of the South African workforce through various learning programmes that address the 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 next cycle of planning comes the 5-year target will be revised
The HWSETA contributes to increased access, by the unemployed, into occupationally directed programmes of the health and welfare sector in the strategic period	Employment rate of students who complete qualifications may not reached desired target due to economic climate	Expose students to training on self-employment so that students rely on jobs, they can create their own jobs
The 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	NGOs/NPOs may experience financial constraints due to lack of funding resulting from diversion of funds to fight the spread and the effects of COVID-19	NGOs need to align themselves with the country's agenda to fight COVID-19 and its effects thereby making themselves relevant to addressing the needs of the society during COVID-19
The HWSETA supports skills development for entrepreneurial and cooperative activities, as well as the establishment of new enterprises and cooperatives in the strategic period	Retrenchments of staff and closure of small businesses due to COVID-19 National Disaster lockdown restrictions may reduce the number of businesses meeting the threshold to pay skills levy and thus affect the budget of the HWSETA	The HWSETA needs to monitor economic trends and its income to pro-actively revise its annual plans

PART D
TECHNICAL
INDICATOR
DESCRIPTOR.

OUTCOME STATEMENT 1:

The HWSETA provides an efficient and effective governance, skills planning, programme implementation and evaluation system which identifies occupations in high demand in the strategic period.

OUTCOME INDICATOR 1-1

INDICATOR TITLE	Percentage of external stakeholders that are satisfied with the efficiency and effectiveness of service delivery by the HWSETA in the strategic period ¹⁵ .
DEFINITION	This indicator measures the following output indicators: 1: Number of good governance reports produced for ensuring good of human resource management, financial management, and IT governance by the HWSETA to facilitate effective and efficient service delivery in the reporting period. This outcome indicator therefore measures the level of stakeholder satisfaction with the efficiency and effectiveness of the following: • Management and leadership in providing direction and exercising control of the organisation • Automation of those services as a key infrastructure that drives efficiencies and effectiveness of service rendering • HWSETA staff in delivering services to stakeholders and beneficiaries NB: External Stakeholders and beneficiaries of the HWSETA will be those listed in the Theory of change Framework (2025-26)
SOURCE OF DATA	• External Stakeholders of the HWSETA • Beneficiaries of programmes of the HWSETA • Internal Stakeholders of the HWSETA
METHOD OF CALCULATING/ MEASURING	The target allocated for this indicator is a percentage target, as such: The number of stakeholders that participate in the study who confirm efficiencies and effectiveness of the various categories of operation from the total participants. Formular that will be applied is as follows: $\text{Stakeholder Satisfaction} = \frac{\text{number of satisfied stakeholders}}{\text{total number of stakeholders that participated in the survey}} \times 100 = \text{Percentage of satisfied stakeholders}$
MEANS OF VERIFICATION	• Monitoring and evaluation report on stakeholder satisfaction • Questionnaires completed by stakeholders and audios from interviews
ASSUMPTIONS	External Stakeholders will participate in the surveys and provide a fair distribution of participation in the study. This will facilitate the generalisation of findings to all stakeholders
DISAGGREGATION OF BENEFICIARIES	• Targets for women: N/A • Targets for youth: N/A • Targets for people with disabilities: N/A
REPORTING CYCLE	Bi-annually (medium-term and end-term)
DESIRED PERFORMANCE	At least 80% of the stakeholders that fairly represent all stakeholders in the health and welfare sector will be satisfied with the level of efficiency and effectiveness with which the HWSETA delivers its mandate by the end of the strategic period.
INDICATOR RESPONSIBILITY	• Stakeholder Management Officer • All Managers

¹⁵ The 2020-2025 strategic period starts on 1 April 2025 and ends on 31 March 2030. The five-year target therefore should be attained by 31 March 2030

OUTCOME INDICATOR 1-2

INDICATOR TITLE	Percentage of criteria of the 2024-2029 DHET¹⁶ Sector Skills Plan (SSP) framework that is met by the HWSETA SSP and its annual updates in the strategic period.
DEFINITION	This indicator measures the following output indicator: 9: Number of SSP updates and applied research reports completed and noted by key stakeholders in the reporting period. This outcome indicator therefore measures the number of evaluation criteria of SSP framework met by the SSP of the HWSETA annually. This is based on the evaluation framework of the SSP Framework 2024-2029.
SOURCE OF DATA	- Technical Report of the SSP which provides a self-evaluation of SSP submitted to the DHET which is based on the evaluation framework of the SSP Framework 2024-2029. - SSP submitted to the DHET
METHOD OF CALCULATING/ MEASURING	The target allocated for this indicator is a percentage target, as such: The relevance of the HWSETA SSP to the SSP Framework, 2024-2029 will be calculated as follows: $\text{HWSETA SSP Relevance} = \frac{\text{number of SSP Framework evaluation criteria met}}{\text{total number of SSP Framework evaluation criteria}} \times 100 = \text{percentage of SSP Framework evaluation criteria met}$
MEANS OF VERIFICATION	SSP feedback reports from the DHET
ASSUMPTIONS	The DHET will evaluate the SSP of the HWSETA based on the evaluation framework and will utilise the evaluation criteria template which is contained on section E of the SSP Framework (2024-2029)
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
REPORTING CYCLE	Annually (short-term)
DESIRED PERFORMANCE	The SSP of the HWSETA to meet at least 85% of the evaluation criteria of the SSP Framework by the end of the strategic period.
INDICATOR RESPONSIBILITY	- Research Manager - Researchers

¹⁶ DHET stands for Department of Higher Education and Training

OUTCOME INDICATOR 1-3

INDICATOR TITLE	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.
DEFINITION	This is a summative output indicator which measures a group of output indicators, namely: 8: Number of WSPs and ATRs approved for small, medium, large firms in the reporting period. 23: Number of partnerships entered-into by the HWSETA with post-school education institutions and statutory bodies in the reporting period. Sub-indicator c: SETA Employer Partnerships 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. Sub-indicator b: Public sector projects This indicator measures the number of employers who enter into partnerships with the HWSETA to place learners¹⁷ funded by the HWSETA in workplace positions for learnerships, TVET and university work-integrated learning (WIL), apprenticeships¹⁸ and internship positions against a total number of employers whose WSPs are approved by the HWSETA. It also measures the number of Government Departments that enter in partnerships with the HWSETA for public sector projects. The employers and Government Departments that enter into partnership with the HWSETA are measured against the WSP/ATR database of the HWSETA and PSETA.
SOURCE OF DATA	Employers participating in learnerships, TVET and university work-integrated learning, and internship programmes
METHOD OF CALCULATING/ MEASURING	The percentage is calculated based on the total number of employers whose Workplace Skills Plan and Annual Training Report (WSP/ATRs) are approved as the denominator and total number of employers who sign MoAs to place students in the learnerships, TVET and university work-integrated learning, and internship positions as a numerator. The formula is as follows: $\text{Percentage of Employer Participation} = \frac{\text{employers that sign MoAs with the HWSETA to place students in work placements}}{\text{total number of employers whose WSP and ATR were approved}} \times 100 = \text{percentage of employer participation}$
MEANS OF VERIFICATION	• HWSETA WSP/ATR approval schedule • PSETA WSP/ATR submissions • Approval schedules for learnerships, internships, TVET WIL, university WIL, and apprenticeships
ASSUMPTIONS	Employers and Government Departments who enter into these partnerships for learnerships, work-integrated learning, and internship programmes will not decommit
DISAGGREGATION OF BENEFICIARIES	• Targets for women: N/A • Targets for youth: N/A • Targets for people with disabilities: N/A
REPORTING CYCLE	Annually (short-term)
DESIRED PERFORMANCE	All employers who sign MoAs with the HWSETA for placing students in workplace positions will place them for the duration of the learning programme and expose learners to relevant work exposure. Government Departments who sign MoAs with the HWSETA for public sector education and training will achieve the desired goals of those MoAs
INDICATOR RESPONSIBILITY	• Projects Manager • Learning Programme Manager • M&E Officer • Impact Assessment Specialist

¹⁷ Learners and students are terms used interchangeably to refer to beneficiaries of skills development programmes

¹⁸ An apprenticeship is a paid workplace placement where learners gain valuable experiences. Alongside on-the-job training, apprentices spend at least 20% of their working hours completing classroom-based learning with a college, university or training provider which leads to a nationally recognised qualification

OUTCOME INDICATOR 1-4

INDICATOR TITLE	Percentage of PIVOTAL programmes implemented by the HWSETA to develop high, intermediate, and low-level skills in the strategic period.																																																																																																
DEFINITION	This is a summative output indicator which measures a group of output indicators, namely: 7: Percentage of discretionary grant budget allocated for developing high, intermediate, and low level skills PIVOTAL is an acronym for Professional, Vocational, Technical and Academic Learning programmes leading to qualifications or part qualifications. PIVOTAL programmes include learnerships, work-integrated learning, recognition of prior learning, apprenticeships, skills programmes, bursary programmes of the HWSETA. This indicator measures whether the allocation of discretionary budget toward high, Intermediate, and Low-level skills targets PIVOTAL programmes fully, partially, or not? The following is the classification of skills development programmes of the HWSETA: <table><tr><th></th><th>HWSETA SKILLS DEVELOPMENT PROGRAMME</th><th>PIVOTAL</th><th>NON-PIVOTAL</th></tr><tr><td>1</td><td>Good Governance</td><td></td><td>1</td></tr><tr><td>2</td><td>Career Development Services</td><td></td><td>1</td></tr><tr><td>3</td><td>Creation of access into skills development programmes of the HWSETA by Youth</td><td></td><td>1</td></tr><tr><td>4</td><td>Projects Administrations</td><td></td><td>1</td></tr><tr><td>5</td><td>Research, Monitoring & Evaluation</td><td></td><td>1</td></tr><tr><td>6</td><td>Strategic Partnerships</td><td></td><td>1</td></tr><tr><td>7</td><td>WBL Programmes: Work Integrated Learning (WIL)</td><td>1</td><td></td></tr><tr><td>8</td><td>WBL Programmes: Graduate Internship and Work Experience Programme</td><td>1</td><td></td></tr><tr><td>9</td><td>WBL Programmes: Learnership Programme</td><td>1</td><td></td></tr><tr><td>10</td><td>WBL Programmes: Apprenticeship/Artisan Programme</td><td>1</td><td></td></tr><tr><td>11</td><td>Skills Programmes</td><td>1</td><td></td></tr><tr><td>12</td><td>Short Courses</td><td></td><td>1</td></tr><tr><td>13</td><td>Bursary Programme</td><td>1</td><td></td></tr><tr><td>14</td><td>Adult Education and Training Livelihood Programme</td><td></td><td>1</td></tr><tr><td>15</td><td>Businesses Development Support</td><td></td><td>1</td></tr><tr><td>16</td><td>Trade Union and NPO Support</td><td></td><td>1</td></tr><tr><td>17</td><td>Skills Development Programme Partnerships and High Impact Projects</td><td></td><td>1</td></tr><tr><td>18</td><td>Recognition of Prior Learning</td><td>1</td><td></td></tr><tr><td>19</td><td>Support for TVET and Sector Colleges</td><td>1</td><td></td></tr><tr><td>20</td><td>Support for CET Colleges</td><td>1</td><td></td></tr><tr><td>21</td><td>Qualification Development and Implementation</td><td></td><td>1</td></tr><tr><td></td><td></td><td>9</td><td>12</td></tr><tr><td></td><td></td><td>43%</td><td>57%</td></tr></table> 80% of the Discretionary budget therefore is expected to be allocated towards the 9 HWSETA programmes classified above as PIVOTAL programmes. Qualifications within these programmes should fall under high-level, intermediate-level, and low-level skills.		HWSETA SKILLS DEVELOPMENT PROGRAMME	PIVOTAL	NON-PIVOTAL	1	Good Governance		1	2	Career Development Services		1	3	Creation of access into skills development programmes of the HWSETA by Youth		1	4	Projects Administrations		1	5	Research, Monitoring & Evaluation		1	6	Strategic Partnerships		1	7	WBL Programmes: Work Integrated Learning (WIL)	1		8	WBL Programmes: Graduate Internship and Work Experience Programme	1		9	WBL Programmes: Learnership Programme	1		10	WBL Programmes: Apprenticeship/Artisan Programme	1		11	Skills Programmes	1		12	Short Courses		1	13	Bursary Programme	1		14	Adult Education and Training Livelihood Programme		1	15	Businesses Development Support		1	16	Trade Union and NPO Support		1	17	Skills Development Programme Partnerships and High Impact Projects		1	18	Recognition of Prior Learning	1		19	Support for TVET and Sector Colleges	1		20	Support for CET Colleges	1		21	Qualification Development and Implementation		1			9	12			43%	57%
	HWSETA SKILLS DEVELOPMENT PROGRAMME	PIVOTAL	NON-PIVOTAL																																																																																														
1	Good Governance		1																																																																																														
2	Career Development Services		1																																																																																														
3	Creation of access into skills development programmes of the HWSETA by Youth		1																																																																																														
4	Projects Administrations		1																																																																																														
5	Research, Monitoring & Evaluation		1																																																																																														
6	Strategic Partnerships		1																																																																																														
7	WBL Programmes: Work Integrated Learning (WIL)	1																																																																																															
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9	WBL Programmes: Learnership Programme	1																																																																																															
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14	Adult Education and Training Livelihood Programme		1																																																																																														
15	Businesses Development Support		1																																																																																														
16	Trade Union and NPO Support		1																																																																																														
17	Skills Development Programme Partnerships and High Impact Projects		1																																																																																														
18	Recognition of Prior Learning	1																																																																																															
19	Support for TVET and Sector Colleges	1																																																																																															
20	Support for CET Colleges	1																																																																																															
21	Qualification Development and Implementation		1																																																																																														
		9	12																																																																																														
		43%	57%																																																																																														
SOURCE OF DATA	Performance information reporting schedules																																																																																																
METHOD OF CALCULATING/ MEASURING	Calculate the total discretionary budget allocated to the 9 PIVOTAL programmes listed above. From a total budget of R710 808 000 for the financial year 2025/26, R568 646 400, which is 80% of this value should be allocated to the 9 PIVOTAL programmes listed above.																																																																																																
MEANS OF VERIFICATION	• APP 2025/26 • Annexure A of the 2025-2030 Strategic Plan Overview of 2025-2026 budget and MTEF estimates, reconciliation of budgets • Analysis report																																																																																																
ASSUMPTIONS	20% of the discretionary budget will be sufficient to address priorities of the HWSETA which are linked to non-pivotal programmes.																																																																																																
DISAGGREGATION OF BENEFICIARIES	• Targets for women: N/A • Targets for youth: N/A • Targets for people with disabilities: N/A																																																																																																
REPORTING CYCLE	Annually																																																																																																

DESIRED PERFORMANCE	80% of the Discretionary budget will be allocated to the PIVOTAL programmes of the HWSETA which are listed above.
INDICATOR RESPONSIBILITY	• Projects Manager • Learning Programme Manager • M&E Officer • Impact Assessment Specialist

OUTCOME INDICATOR 1-5

INDICATOR TITLE	Percentage of occupations in high demand and skills gaps identified by the SSP that are implemented through skills development interventions in the strategic period.
DEFINITION	This is a summative output indicator which measures a group of output indicators, namely: Occupations in high demand 14.2: Number of unemployed persons reported to the HWSETA as having completed the internship and workplace experience programmes funded by the HWSETA in the reporting 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 15.4: Number of unemployed persons reported to the HWSETA as having completed learnerships registered with the HWSETA as industry or HWSETA funded in the reporting period 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 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 Skills gaps 17.2: Number of unemployed persons reported to the HWSETA as having completed skills programmes that support workplace-based learning programmes in the reporting period 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 19.2: Number of workers reported to the HWSETA as having completed Informal AET¹⁹ Programmes aimed at developing livelihood skills in the reporting 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 20.2: Number of people trained on entrepreneurship development to start new business ventures funded by the HWSETA in the reporting period 21: Number of officials from trade unions funded for training by the HWSETA in the reporting period 22: Number of NPOs funded by the HWSETA to enhance the development and sustainability of their organisation activities in the reporting period 26.2: 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 Percentage minimum targets of the HWSETA for: Race: 90% Africans unemployed, 80% African employed Gender: 60% women, Age: 60% youth of which 30% should be falling in the NEET youth category, Geographic location: 60% people living in rural areas, Special Needs: 5% people with disabilities This indicator measures occupations that have been supported through skills development interventions of the HWSETA. These are monitored quarterly and annually for the annual report utilising performance information data. Implementation is monitored quarterly by the Board to confirm whether implementation is aligned with planning.
SOURCE OF DATA	• APP 2025-2026 • Quarterly Performance Information datasets • Annual Performance Information datasets

METHOD OF CALCULATING/ MEASURING	The target allocated for this indicator is a percentage target, as such: For occupations in high demand: - All occupations funded under indicators, 14.2; 15.2; 15.4; 18.3; & 18.6 will constitute the denominator - Number of learners funded to address occupations in high demand as listed in the APP will be counted against the total number of learners funded for the above-mentioned indicators as follows: $\text{Percentage of Occupations in high demand addressed} = \frac{\text{Number of learners funded to address occupations in high demand}}{\text{total number of learners funded for indicators 14.2;15.2;15.4;18.3;18.6}} \times 100 = \text{percentage of learners funded to address occupations in high demand}$ For Skills gaps: - All qualifications funded under indicators, 17.2; 17.4; 19.2; 20.1; 20.2; 21; 22; & 26.2 will constitute the denominator - Number of learners funded to address skills gaps as listed in the APP will be counted against the total number of learners funded for the above-mentioned indicators as follows: $\text{Percentage of skills gaps addressed} = \frac{\text{Number of learners per qualification}}{\text{total number of learners per qualification funded for indicators 17.2;17.4;19.2;20.1;20.2;21;22;26.2}} \times 100 = \text{percentage of learners funded per qualification to address skills gaps}$
MEANS OF VERIFICATION	- Quarterly Monitoring Reports - Annual Report
ASSUMPTIONS	Occupations in high demand will be addressed as PIVOTAL skills through skills development interventions Skills gaps will be addressed through non-PIVOTAL skills through skills development interventions
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
REPORTING CYCLE	Annually
DESIRED PERFORMANCE	- At least 90% of occupations in high demand will be addressed as PIVOTAL skills through skills development interventions - At least 90% of skills gaps will be addressed through non-PIVOTAL skills through skills development interventions
INDICATOR RESPONSIBILITY	- Projects Manager - Learning Programme Manager - M&E Officer - Impact Assessment Specialist

OUTCOME INDICATOR 1-6

INDICATOR TITLE	Percentage of unemployed persons who find employment after successfully completing learning programmes funded by the HWSETA by the end of the strategic period.
DEFINITION	This is a summative outcome indicator which measures a group of outcome indicators linked to WBL Programmes as well as bursaries, skills-based programmes programmes, and certificated learners. This indicator measures the following strategic outcome indicators linked to WBL Programmes: 3-13: Percentage of unemployed persons who find employment after successfully completing internship programmes and workplace-based learning programmes funded by the HWSETA during the strategic period. (a) Internships for unemployed graduates; (b) Work-experience for people living with disabilities 3-14: Percentage of unemployed persons who find employment after successfully completing learnerships funded by the HWSETA during the strategic period. (a) HWSETA funded learnerships; (b) learnerships for people with disabilities; (c) sector funded learnerships 3-15: Percentage of unemployed persons who find employment after successfully completing artisan programmes funded by the HWSETA during the strategic period This indicator also measures strategic outcome indicators linked to bursaries, skills-based programmes programmes, and certificated learners: 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 5-24: Percentage of unemployed persons who find employment after successfully completing qualifications funded through bursary programmes of the HWSETA by the end of the strategic period. (a)Bursaries for people with disabilities; (b) Undergraduate Bursaries; (c)Post-Graduate Research Bursaries 6-30: Number of HWSETA learners certificated with occupational qualifications who find jobs in the strategic period. The indicator measures the percentage of unemployed persons who find employment after completing the internships and work-experience; artisans; top-up skills programmes; bursary programmes and learners certificated by the HWSETA after passing EISA exams in the strategic period.
SOURCE OF DATA	- Captured data and/or audios from the evaluation studies of the learnership, university and TVET/other college internships, bursaries; and artisan programmes for unemployed persons, as well as certificated learners by the HWSETA. - Evaluation report of the track and trace studies for the learnership, university and TVET/other college internships and artisan programmes for unemployed persons, as well as certificated learners by the HWSETA.
METHOD OF CALCULATING/ MEASURING	The target allocated for this indicator is a percentage target, as such: - Percentage of unemployed persons who find employment after completing the learnership, internships and work experience and artisan programmes in the strategic period. The formular is as follows: $\frac{\text{Total unemployed persons that found employment after completing WBL programmes}}{\text{Learners that found employment (learnerships+internships+artisanship)}} \times 100 = \text{Percentage unemployed persons that found employment after completing WBL programmes}$ - Percentage of unemployed persons who find employment after completing the top-up skills programmes, bursaries as well as learners certificated by the HWSETA after EISA exams in the strategic period. The formular is as follows: $\frac{\text{Total unemployed persons that found employment after completing other learning programmes}}{\text{Learners that found employment (top-up skills programmes, bursaries, and learners certificated by the HWSETA)}} \times 100 = \text{Percentage unemployed persons that found employment after completing other learning programmes}$
MEANS OF VERIFICATION	- Consolidated database of data captured from the various track and trace studies for the unemployed learnerships, internships and work-experience programmes, and artisan programmes for unemployed persons - Consolidated database of data captured from the various track and trace studies for unemployed top-up skills programmes; bursary programmes and learners certificated by the HWSETA after EISA exams - Analysis scripts
ASSUMPTIONS	All data captured for the various track and trace studies for the learnership, internships and work-experience programmes, artisan programmes top up skills programmes, bursary programmes and learners certificated by the HWSETA after passing EISA exams for unemployed persons will be available for further analysis for the synthesis of the results from these studies.

DISAGGREGATION OF BENEFICIARIES	• Targets for women: N/A • Targets for youth: N/A • Targets for people with disabilities: N/A
REPORTING CYCLE	Annually (short-term)
DESIRED PERFORMANCE	At least 60% of unemployed persons find employment after completing the learnership, internships and work-experience programmes, and artisan programmes, top up skills programmes, bursary programmes and learners certificated by the HWSETA after passing EISA exams for unemployed persons by the end of the strategic period.
INDICATOR RESPONSIBILITY	• Learning Programme Manager • Projects Manager • M&E Officer • Impact Assessment Specialist

OUTCOME INDICATOR 1-7

INDICATOR TITLE	Percentage of SSP, Research, Monitoring & Evaluation recommendations implemented by internal stakeholders of the HWSETA in the strategic period.
DEFINITION	This indicator measures the following output indicators: 9: Number of SSP updates and applied research reports completed and noted by key stakeholders in the reporting period 10: Number of monitoring, evaluation, and impact studies, including tracer studies, completed and confirmed by key stakeholders as measuring the performance of learning programmes and projects implemented by the HWSETA in the reporting period. The indicator measures the implementation of monitoring, evaluation, SSP, and research recommendations which are aimed at improving interventions are implemented by managers.
SOURCE OF DATA	• Recommendations register compiled from monitoring, evaluation, and research reports, as well as SSP Sectorial Priority Occupations and Intervention List (SPOIL) and Hard to fill vacancies
METHOD OF CALCULATING/ MEASURING	• The target allocated for this indicator is a percentage target, as such: • Percentage of SSP, Research, Monitoring & Evaluation recommendations implemented by internal stakeholders of the HWSETA will be calculated as follows: • Percentage of Implementation =(number of recommendations implemented within planned time)/(total number of recommendations due for implementation) X100=Percentage of recommendations implemented $\text{Percentage of Implementation} = \frac{\text{number of recommendations implemented within planned time}}{\text{total number of recommendations due for implementation}} \times 100 = \text{Percentage of recommendations implemented}$
MEANS OF VERIFICATION	• Follow-up reports of evaluation studies • Supporting documentation that validates implementation, in the form of implementation documents, such as SOPs, project plans, implementation reports, etc
ASSUMPTIONS	M&E Officer or Impact Assessment Specialist will make follow-ups on the implementation of the recommendations annually
DISAGGREGATION OF BENEFICIARIES	• Targets for women: N/A • Targets for youth: N/A • Targets for people with disabilities: N/A
REPORTING CYCLE	Annually (short-term)
DESIRED PERFORMANCE	• For all recommendations to be implemented by responsible managers within one year of confirmation of M&E report • At least 80% of the overall recommendations will be addressed by the end of the strategic period
INDICATOR RESPONSIBILITY	• Manager responsible for programme under review • Impact Assessment Practitioner • M&E Officer

OUTCOME INDICATOR 1-8

INDICATOR TITLE	Percentage of research, monitoring and evaluation studies published on popular, scholar, or trade publications in the strategic period.
DEFINITION	This indicator measures the following output indicator: 11: Number of research, monitoring and evaluation studies disseminated to external stakeholders relevant to the results and recommendations of studies during the reporting period. This indicator measures research, monitoring and evaluation reports that have been confirmed internally within the HWSETA and then disseminated externally whether they were later developed into publications for a wider audience. Publications can be made on popular, scholarly, and trade publications. The main differences between these types of publications are their intended audience, content, and writing style: • Popular publications: Written for a general audience, these publications inform and entertain the public with news, trends, opinions, and entertainment. Examples include magazines like Newsweek and Time, newspapers like the Orlando Sentinel, and books like an unofficial Michael Jackson biography. • Scholarly publications: Written by researchers or experts in a particular field, these publications inform the academic community with new research, ideas, and theoretical concepts. Scholarly articles are often peer-reviewed by experts in the field. • Trade publications: Written by experts in a certain industry, these publications provide practical information for professionals in that field. Trade publications are not considered scholarly because they share general news, trends, and opinions, rather than advanced research. Examples of trade journals include Police Chief, Education Digest, Energy Weekly News, and Engineering News Record.
SOURCE OF DATA	• Research reports • Monitoring reports • Evaluation reports
METHOD OF CALCULATING/ MEASURING	The denominator is all the research, monitoring, and evaluation reports disseminated The numerator is the research, monitoring, or evaluation reports that were disseminated which were later developed into publications The target allocated for this indicator is a percentage target, as such: Percentage of research, monitoring and evaluation studies published on popular, scholar, or trade publications will be calculated as follows: $\text{Percentage of publication} = \frac{\text{number of research, monitoring and evaluation studies published}}{\text{total number of research, monitoring and evaluation studies produced}} \times 100 = \text{Percentage of research, monitoring and evaluation studies published}$
MEANS OF VERIFICATION	• Copy of published research, monitoring, and evaluation articles.
ASSUMPTIONS	At least 50% of research, monitoring, and evaluation reports disseminated should be turned into a publication for a wider audience
DISAGGREGATION OF BENEFICIARIES	• Targets for women: N/A • Targets for youth: N/A • Targets for people with disabilities: N/A
REPORTING CYCLE	Bi-annually (short-term)
DESIRED PERFORMANCE	• At least one research, or monitoring, or evaluation report per annum to be developed into a publication for a wider audience
INDICATOR RESPONSIBILITY	• Research Manager • M&E Manager

OUTCOME INDICATOR 1-9

INDICATOR TITLE	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
DEFINITION	This indicator measures the following output indicator: 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 within the sector during the reporting period. This indicator measures the success of strategic partnerships that are aimed at aligning strategic focus areas to implementation. These partnerships are entered into with key stakeholders identified by HWSETA management as strategic partners that are key to achieving the strategic focus as of the HWSETA. Strategic focus areas are measurable areas of focus that help the organisation achieve its mission and vision. This indicator also measures research partnerships that yield the desired goals of research projects.
SOURCE OF DATA	For strategic partnerships: - Strategic plan - MoUs (Memorandum of Understanding) For research partnerships: - Research reports - MoAs (Memorandum of Agreement)
METHOD OF CALCULATING/ MEASURING	For strategic partnerships: $\text{Percentage of successful strategic partnerships} = \frac{\text{number of MoUs that lead to the signing of MoAs that contain objectives aligned to the strategic focus areas of the HWSETA}}{\text{total number of MoUs entered into by the HWSETA with strategic partners}} \times 100 = \text{Percentage of successful strategic partnerships}$ For research partnerships: $\text{Percentage of successful research partnerships} = \frac{\text{number of MoAs whose objectives are achieved through research projects}}{\text{total number of MoAs entered into by the HWSETA with research partners}} \times 100 = \text{Percentage of successful research partnerships}$
MEANS OF VERIFICATION	For strategic partnerships: - MoU containing strategic focus areas to be achieved - Project MoAs - Project Plan - Project implementation report - Dissemination report For research partnerships: - Research project MoA - Research report - Dissemination report
ASSUMPTIONS	For strategic partnerships: - MoU entered into will be taken up by implementing divisions to form project MoAs - Project MoAs will be aligned to key strategic focus areas and pursue to achieve these For research partnerships: - MoA entered into will lead to research project - Goals of research project MoAs will be achieved
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
REPORTING CYCLE	Bi-annually (medium-term and end-term)
DESIRED PERFORMANCE	Goals and objectives contained in MoUs, MoAs, project plans, research reports will be achieved.
INDICATOR RESPONSIBILITY	- Executive Manager: RIME - Research Manager - Executive Manager: SDP - SDP Managers

OUTCOME STATEMENT 2:

The HWSETA creates access for unemployed youth into its skills development interventions in the strategic period

OUTCOME INDICATOR 2-10

INDICATOR TITLE	Percentage of NEET and school going youth registered on the career development recruitment database of the HWSETA who are enrolled into WBL and bursary programmes of the HWSETA during the strategic period
DEFINITION	This is a summative output indicator which measures a group of output indicators, namely: 2: Number of career development events convened by the 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. 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. 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. 5: Number of youth from mainstream and special schools exposed to aptitude tests funded by the HWSETA in the reporting period. This indicator measures the number of school going and NEET youth who were exposed to career development programmes of the HWSETA and then registered on the Workplace-Based Learning Programmes (WBL) of the HWSETA for training. Those that are registered are those found to have an aptitude for pursuing careers in the health, veterinary and social development sector.
SOURCE 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	- Youth from mainstream schools registered on the career development database, who are enrolled into WBL and bursary programmes of the HWSETA will be reported as achievements. - Youth from special needs school registered on the career development database, who are enrolled into WBL and bursary programmes of the HWSETA will be reported as achievements. - Youth registered in the career development database as NEET youth, who are enrolled into WBL and bursary programmes of the HWSETA will be reported as achievements.
MEANS OF VERIFICATION	- Database of the 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	60% of youth should be from rural areas and townships
REPORTING CYCLE	Bi-annually (medium-term and end-term)
DESIRED PERFORMANCE	At least 7200 career development youth who are registered on the career development recruitment database of the HWSETA will be enrolled into WBL and bursary programmes of the HWSETA during the strategic period
INDICATOR RESPONSIBILITY	Marketing Manager

OUTCOME INDICATOR 2-11

INDICATOR TITLE	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
DEFINITION	This indicator measures the following summative output indicator: APP indicator 6: Number of unemployed youth exposed to career development programmes of the HWSETA who are registered on the career development recruitment database of the HWSETA in the reporting period. (a) Learners from main-stream schools; (b) Learners from special-needs schools; (c) NEET Youth. Strat-Plan indicator 2-10: Percentage of NEET and school going youth registered on the career development recruitment database of the HWSETA who are enrolled into WBL and bursary programmes of the HWSETA during the strategic period This indicator measures the number of unemployed youth that were recruited and selected from the career development recruitment database who became beneficiaries of HWSETA work-place-based and bursary programmes and successfully complete learning programmes funded through these HWSETA programmes.
SOURCE OF DATA	- Career development database - Learnership database for the unemployed - Artisan database for the unemployed - Under-graduate bursary programmes
METHOD OF CALCULATING/ MEASURING	Youth selected from career development recruitment database and entered into work-place based programmes and bursary programmes complete learning programmes funded through these HWSETA programmes. Calculation is as follows: $\text{Career development youth entered into learnerships} = \frac{\text{Number of Career development youth who complete learnerships}}{\text{Number of Career development youth entered into learnerships}} \times 100 = \text{Percentage of career development youth who complete learnerships}$ $\text{Career development youth entered into artisanships} = \frac{\text{Number of Career development youth who complete artisanships}}{\text{Number of Career development youth entered into artisanships}} \times 100 = \text{Percentage of career development youth who complete artisanships}$ $\text{Career development youth entered into under-graduate bursary programmes} = \frac{\text{Number of Career development youth who complete complete undergraduate programmes}}{\text{Number of Career development youth entered into undergraduate programmes}} \times 100 = \text{Percentage of career development youth who complete undergraduate programme}$
MEANS OF VERIFICATION	- Learner list of completed learners for learnerships, artisans, and undergraduate programmes - Proof of completion
ASSUMPTIONS	All databases required will be available
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
REPORTING CYCLE	Bi-annually (medium-term and end-term)
DESIRED PERFORMANCE	At least 6750/12000 funded career development youth will complete the funded programmes
INDICATOR RESPONSIBILITY	- Marketing Manager - Projects Manager - Learning Programme Manager

OUTCOME STATEMENT 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

OUTCOME INDICATOR 3-12

INDICATOR TITLE	Percentage of students who obtain their TVET and sector 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.
DEFINITION	This indicator measures the following output indicator: 13.2: Number of university and college students reported to the HWSETA as having completed the work integrated programmes funded by the HWSETA in the reporting period. (a) TVET and sector college students; (b) university students The indicator measures the number of students who report themselves as having completed their university, TVET and Sector College qualifications and are confirmed by the institutions where they studied.
SOURCE OF DATA	- University students funded by the HWSETA for work integrated learning (WIL) - Database of learners from universities funded by the HWSETA for work integrated learning (WIL) - TVET and sector college students funded by the HWSETA for work integrated learning (WIL) - Database of learners from TVET and sector colleges funded by the HWSETA for work integrated learning
METHOD OF CALCULATING/ MEASURING	The target allocated for this indicator is a percentage target, as such: The number of university, TVET and sector college students funded by the HWSETA for WIL reported as having successfully completed a WIL programme. The formula is as follows: $\text{Percentage of university students who obtain their qualifications} = \frac{\text{number of university students that obtain their qualifications}}{\text{total number of university students that completed WIL programmes}} \times 100 = \text{Percentage of university students that obtain their qualifications}$ $\text{Percentage of TVET and sector college students who obtain their qualifications} = \frac{\text{number of TVET and sector college students that obtain their qualifications}}{\text{total number of TVET and sector college students that completed WIL programmes}} \times 100 = \text{Percentage of TVET and sector students that obtain their qualifications}$
MEANS OF VERIFICATION	- Captured data and/or audios - Confirmation report of completion of qualification from the university, TVET and sector colleges - Evaluation report of the track and trace study
ASSUMPTIONS	University, TVET and sector colleges students who complete WIL programmes: - All will have contact numbers or email addresses. 80% will participate in the study. Those that do participate in the study will be honest in reporting their employment status.
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
REPORTING CYCLE	Annually (short-term)
DESIRED PERFORMANCE	At least 1 656 of university students and 1 134 TVET and Sector Colleges students who participate in the study will obtain their university qualifications to secure the desired 60%.
INDICATOR RESPONSIBILITY	- Projects Manager - M&E Officer - Impact Assessment Specialist

OUTCOME INDICATOR 3-13

INDICATOR TITLE	Percentage of unemployed persons who find employment after successfully completing graduate internship programmes and work-experience programmes funded by the HWSETA by the end of the strategic period
DEFINITION	This indicator measures the following output indicator: 14.2: Number of unemployed persons reported to the HWSETA as having completed the internship and workplace experience programmes funded by the HWSETA in the reporting period. The indicator measures the number of graduates who report themselves as employed during data collection conducted for the tracer study.
SOURCE OF DATA	- Unemployed graduates funded for internships - Unemployed people living with disabilities funded for internships - Database of unemployed graduates who completed internships - Database of unemployed people living with disabilities who completed work-experience programmes
METHOD OF CALCULATING/ MEASURING	The target allocated for this indicator is a percentage target, as such: The total number of university graduates reported as employed are identified from the total number of graduates who completed the internship programme. The formular is as follows: $\text{Percentage of unemployed graduates that found employment after completion of internship programmes} = \frac{\text{number of unemployed graduates that found employment}}{\text{total number of unemployed graduates that completed internship programmes}} \times 100 = \text{Percentage of unemployed graduates that found employment}$ Total number of youth living with disabilities reported as employed are identified from the total number of youth who completed the work experience programme. The formular is as follows: $\text{Percentage of unemployed people living with disabilities that found employment after completion of internship programmes} = \frac{\text{number of unemployed persons living with disabilities that found employment}}{\text{total number of unemployed persons living with disabilities that completed work experience programmes}} \times 100 = \text{Percentage of unemployed persons living with disabilities that found employment}$
MEANS OF VERIFICATION	- Captured data and/or audios - Evaluation report of the track and trace study
ASSUMPTIONS	- All unemployed graduates and people living with disabilities will have contact numbers or email addresses. 80% will participate in the study. All graduates and youth living with disabilities that do participate in the study will be honest in reporting their employment status.
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: 150
REPORTING CYCLE	Annually (short-term)
DESIRED PERFORMANCE	At least 1812 of unemployed graduates and 150 people living with disabilities who participate in the study will be employed in order to secure the desired 60% employment.
INDICATOR RESPONSIBILITY	- Projects Manager - M&E Officer - Impact Assessment Specialist

OUTCOME INDICATOR 3-14

INDICATOR TITLE	Percentage of unemployed persons who find employment after successfully completing learnership programmes registered by the HWSETA by the end of the strategic period
DEFINITION	This indicator measures the following output indicator: 15.4 Number of unemployed persons reported to the HWSETA as having completed learnerships registered with the HWSETA as industry or HWSETA funded in the reporting period The indicator measures the number of learners who report themselves as employed during data collection conducted for the tracer study.
SOURCE OF DATA	- Unemployed students whose learner agreements are registered with the HWSETA for learnerships - Database of unemployed students that completed learnership programmes registered with the HWSETA
METHOD OF CALCULATING/ MEASURING	The target allocated for this indicator is a percentage target, as such: The number of unemployed students whose learner agreements are registered with the HWSETA for learnerships reported as having found jobs after completion of the programme are identified from the entire group of learners that completed learnership programmes. The formula is as follows: $\text{Percentage of unemployed persons that found employment after completion of learnership programmes} = \frac{\text{number of unemployed persons that found employment}}{\text{total number of unemployed persons that completed learnership programmes}} \times 100 = \text{Percentage of unemployed persons that found employment}$
MEANS OF VERIFICATION	- Captured data and/or audios - Evaluation report of the track and trace study
ASSUMPTIONS	Unemployed persons constituting the learnership programme: - All will have contact numbers or email addresses. 80% will participate in the study. Those that do participate in the study will be honest in reporting their employment status.
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
REPORTING CYCLE	Annually (short-term)
DESIRED PERFORMANCE	At least 5571 of learners who participate in the study will be employed in order to secure the desired 60% employment.
INDICATOR RESPONSIBILITY	- Learning Programme Manager - M&E Officer - Impact Assessment Specialist

OUTCOME INDICATOR 3-15

INDICATOR TITLE	Percentage of unemployed persons who find employment after successfully completing artisan programmes funded by the HWSETA during the strategic period
DEFINITION	This indicator measures the following output indicator: 16.2b Number of apprentices and trainee technicians entered- into the HWSETA funded apprenticeship programme in the reporting period (b) Unemployed The indicator measures the number of learners who report themselves as employed during data collection conducted for the tracer study.
SOURCE OF DATA	- Unemployed apprentices funded by the HWSETA for Artisan programme - Database of unemployed apprentices funded by the HWSETA for Artisan programme
METHOD OF CALCULATING/ MEASURING	The target allocated for this indicator is a percentage target, as such: The number of Unemployed apprentices funded by the HWSETA for Artisan programme reported as having found jobs after completion of the programme are identified from the entire group of unemployed apprentices that completed the programmes. The formula is as follows: $\text{Percentage of unemployed persons that found employment after completion of artisan programmes} = \frac{\text{number of unemployed persons that found employment}}{\text{total number of unemployed persons that completed artisan programmes}} \times 100 = \text{Percentage of unemployed persons that found employment}$
MEANS OF VERIFICATION	- Captured data and/or audios - Evaluation report of the Track and Trace Study
ASSUMPTIONS	Unemployed apprentices constituting the Artisan programme: - All will have contact numbers or email addresses. 80% will participate in the study. Those that do participate in the study will be honest in reporting their employment status.
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
REPORTING CYCLE	Annually (short-term)
DESIRED PERFORMANCE	At least 198 of unemployed apprentices who participate in the study will be employed in order to secure the desired 60% employment.
INDICATOR RESPONSIBILITY	- Learning Programme Manager - M&E Officer - Impact Assessment Specialist

OUTCOME STATEMENT 4:

The HWSETA contributes to the improvement of level of skills to 80% of the health and welfare sector workforce through various learning programmes that address critical

OUTCOME INDICATOR 4-16

INDICATOR TITLE	Number of workers whose competence is improved after successful completion of the learnership programmes registered with the HWSETA by the end of the strategic period.
DEFINITION	This indicator measures the following output indicator: 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 The indicator measures the number of workers who report improvement of their competence after completion of the learnership programme.
SOURCE OF DATA	- Workers whose learner agreements are registered with the HWSETA for learnerships - Database of workers that completed learnership programmes registered with the HWSETA
METHOD OF CALCULATING/ MEASURING	The target allocated for this indicator is a numeric target, as such: The number of workers whose learner agreements are registered with the HWSETA for learnerships reported as having improved their competence after completion of the programme are identified from the entire group of workers that completed learnership programmes. The formula is as follows: $\begin{array}{lcl} \text{Workers who completed} & & \text{workers funded by} \\ \text{HWSETA funded} & = & \text{the HWSETA with} \\ \text{learnerships} & \text{total} & \text{no improvement in} \\ & \text{sample} & \text{competence)} \\ & - & \text{non-} \\ & \text{responses} & \end{array} = \text{Workers whose competence increased after completing HWSETA funded learnership programmes}$ $\begin{array}{lcl} \text{workers who completed} & & \text{workers funded by} \\ \text{sector funded} & = & \text{the sector with no} \\ \text{learnerships} & \text{total} & \text{improvement in} \\ & \text{sample} & \text{competence} \\ & - & \text{non-} \\ & \text{responses} & \end{array} = \text{Workers whose competence increased after completing sector funded learnership programmes}$
MEANS OF VERIFICATION	- Captured data and/or audios - Evaluation report of the track and trace study
ASSUMPTIONS	Employed apprentices constituting the learnership programme: - All will have contact numbers or email addresses. 80% will participate in the study. Employed learners that participate in the study will be honest in reporting improved competence.
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
REPORTING CYCLE	Annually (short-term)
DESIRED PERFORMANCE	At least 3824 workers that participate in the study will have improved competence.
INDICATOR RESPONSIBILITY	- Learning Programme Manager - M&E Officer - Impact Assessment Specialist

OUTCOME INDICATOR 4-17

INDICATOR TITLE	Number of workers whose competence is improved after successful completion of the artisan programmes of the HWSETA by the end of the strategic period.
DEFINITION	This indicator measures the following output indicator: 16.2a Number of apprentices and trainee technicians entered- into the HWSETA funded apprenticeship programme in the reporting period (a) Employed The indicator measures the number of employed apprentices who report improvement of their competence after completion of the artisan programme.
SOURCE OF DATA	- Employed apprentices whose learner agreements are registered with the HWSETA for the artisan programme - Database of employed apprentices that completed artisan programmes registered with the HWSETA
METHOD OF CALCULATING/ MEASURING	The target allocated for this indicator is a numeric target, as such: The number of employed apprentices whose learner agreements are registered with the HWSETA for the artisan programme reporting as having improved their competence by the completion of the programme are identified from the entire group of workers that completed artisan programmes. The formula is as follows: $\frac{\text{Employed apprentices who completed the Artisan programme}}{\text{total sample}} = \frac{\text{non-responses} - \text{employed apprentices with no improvement in competence}}{\text{Employed apprentices whose competence increased after completing artisan programmes}}$
MEANS OF VERIFICATION	- Captured data and/or audios - Evaluation report of the track and trace study
ASSUMPTIONS	Employed apprentices constituting the artisan programme: - All will have contact numbers or email addresses. 80% will participate in the study. - Employed apprentices that participate in the study will be honest in reporting improved competence.
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
REPORTING CYCLE	Annually (short-term)
DESIRED PERFORMANCE	At least 129 employed apprentices that participate in the study will have improved competence.
INDICATOR RESPONSIBILITY	- Learning Programme Manager - M&E Officer - Impact Assessment Specialist

OUTCOME INDICATOR 4-18

INDICATOR TITLE	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
DEFINITION	This indicator measures the following output indicator: 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 The indicator measures the number of workers who report improvement of their competence after completion of skills programmes and short-courses funded by the HWSETA.
SOURCE OF DATA	- Workers funded by the HWSETA through skills programmes and short-learning programmes - Database of workers that completed skills programmes and short-courses funded by the HWSETA..
METHOD OF CALCULATING/ MEASURING	The target allocated for this indicator is a numeric target, as such: The number of workers reporting an improvement of their competence after completing skills programmes and short-learning programmes funded by the HWSETA. The formula is as follows: $\begin{array}{l} \text{Workers who completed} \\ \text{skills programmes} \end{array} = \begin{array}{l} \text{total} \\ \text{sample} \end{array} - \begin{array}{l} \text{non-} \\ \text{responses} \end{array} - \begin{array}{l} \text{workers with no} \\ \text{improvement in} \\ \text{competence} \end{array} = \begin{array}{l} \text{Workers whose} \\ \text{competence increased} \\ \text{after completing skills} \\ \text{programme} \end{array}$ $\begin{array}{l} \text{Workers who completed} \\ \text{short-courses} \end{array} = \begin{array}{l} \text{total} \\ \text{sample} \end{array} - \begin{array}{l} \text{non-} \\ \text{responses} \end{array} - \begin{array}{l} \text{workers with no} \\ \text{improvement in} \\ \text{competence} \end{array} = \begin{array}{l} \text{Workers whose} \\ \text{competence increased} \\ \text{after completing short-} \\ \text{courses} \end{array}$
MEANS OF VERIFICATION	- Captured data and/or audios - Evaluation report of the Track and Trace Study
ASSUMPTIONS	Workers who participate in the skills programmes and short-courses: - All will have contact numbers or email addresses. 80% will participate in the study. Workers that participate in the study will be honest in reporting improved competence.
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
REPORTING CYCLE	Annually (short-term)
DESIRED PERFORMANCE	At least 21 744 workers that participate in skills programmes and short courses will have improved competence.
INDICATOR RESPONSIBILITY	- Learning Programme Manager - M&E Officer - Impact Assessment Specialist

OUTCOME INDICATOR 4-19

INDICATOR TITLE	Number of workers whose competence is improved after successfully completing qualifications funded through the bursary programmes of the HWSETA during the strategic period
DEFINITION	This indicator measures the following output indicator: 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 b) Post-Graduate diploma bursaries c) Post-graduate research bursaries The indicator measures the number of workers who report improvement of their competence after completion of undergraduate qualifications, post-graduate diplomas, and post-graduate research qualifications funded by the HWSETA.
SOURCE OF DATA	Workers funded by the HWSETA through undergraduate programmes: - Database of workers that completed of undergraduate qualifications funded by the HWSETA.. Workers funded by the HWSETA through post-graduate diploma programmes: - Database of workers that completed of post-graduate qualifications funded by the HWSETA.. Workers funded by the HWSETA through post-graduate research bursary programmes: - Database of workers that completed of post-graduate qualifications funded by the HWSETA..
METHOD OF CALCULATING/ MEASURING	The target allocated for this indicator is a numeric target, as such: The number of workers reporting an improvement of their competence after completing undergraduate qualifications funded by the HWSETA. The formular is as follows: $\text{workers who completed undergraduate qualifications funded by the HWSETA} = \frac{\text{total sample} - \text{non-responses} - \text{workers with no improvement in competence}}{\text{total sample}} = \text{Workers whose competence increased after completing undergraduate qualifications}$ The number of workers reporting an improvement of their competence after completing post-graduate diploma qualifications funded by the HWSETA. The formular is as follows: $\text{workers who completed post-graduate Diploma qualifications funded by the HWSETA} = \frac{\text{total sample} - \text{non-responses} - \text{workers with no improvement in competence}}{\text{total sample}} = \text{Workers whose competence increased after completing post-graduate Diploma qualifications}$ The number of workers reporting an improvement of their competence after completing post-graduate qualifications funded by the HWSETA. The formular is as follows: $\text{Workers who completed post-graduate qualifications funded by the HWSETA} = \frac{\text{total sample} - \text{non-responses} - \text{workers with no improvement in competence}}{\text{total sample}} = \text{Workers whose competence increased after completing post-graduate qualifications}$
MEANS OF VERIFICATION	- Captured data and/or audios - Evaluation report of the track and trace study
ASSUMPTIONS	Workers participating in the undergraduate, post-graduate diploma, and post-graduate research bursary programmes: - All will have contact numbers or email addresses. 80% will participate in the study. Workers that participate in the study will be honest in reporting improved competence.
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
REPORTING CYCLE	Annually (short-term)
DESIRED PERFORMANCE	At least 752 workers that participate in the study will have improved competence.
INDICATOR RESPONSIBILITY	- Projects Manager - M&E Officer - Impact Assessment Specialist

OUTCOME INDICATOR 4-20

INDICATOR TITLE	Number of workers whose livelihood is improved after successful completion of informal AET programmes aimed at developing livelihood skills during the strategic period.
DEFINITION	This indicator measures the following output indicator: 19.2 Number of workers reported to the HWSETA as having completed Informal AET programmes aimed at developing livelihood skills in the reporting period The indicator measures whether there is any improvement of livelihood of workers who were exposed to informal adult education and training (AET) programmes funded by the HWSETA
SOURCE OF DATA	- Workers who completed the AET programme funded by the HWSETA - Database of workers who completed the AET programme funded by the HWSETA
METHOD OF CALCULATING/ MEASURING	The target allocated for this indicator is a numeric target, as such: The number of workers whose livelihood is improved after successfully completing AET programmes funded by the HWSETA. The formula is as follows: $\frac{\text{Workers whose livelihood is improved after completing AET programme}}{\text{total sample}} = \frac{\text{non-responses}}{\text{total sample}} - \frac{\text{those whose livelihood is not improved}}{\text{total sample}} = \text{Workers whose livelihood is improved after completing the AET programme}$
MEANS OF VERIFICATION	- Captured data and/or audios - Copy of qualification - Evaluation report of the Track and Trace Study
ASSUMPTIONS	Workers who successfully complete the AET programme funded by the HWSETA should meet the following requirements: - All will have contact numbers or email addresses. 80% will participate in the study. Information that these workers provide during the study can be confirmed through records provided by the HWSETA or the QCTO.
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
REPORTING CYCLE	Annually (short-term)
DESIRED PERFORMANCE	At least 375 of workers who participate in the study will have improved livelihood in order to secure the desired 60%.
INDICATOR RESPONSIBILITY	- Projects Manager - M&E Officer - Impact Assessment Specialist

OUTCOME INDICATOR 4-2.1

INDICATOR TITLE	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.
DEFINITION	This indicator measures the following output indicator: 2.1: Number of officials from trade unions funded for training by the HWSETA in the reporting period This measures the number of trade union officials who report themselves as having gained relevant skills through skills development programmes funded by the HWSETA.
SOURCE OF DATA	- Trade union officials - MoAs with trade unions
METHOD OF CALCULATING/ MEASURING	The target allocated for this indicator is a numeric target, as such: The number of trade union officials who report themselves as having gained relevant skills through skills development programmes funded by the HWSETA. The formula is as follows: $\frac{\text{Skills development programmes for trade union officials funded by the HWSETA}}{\text{total sample}} = \frac{\text{non-responses}}{\text{total sample}} - \frac{\text{Trade union officials who find no relevance in skills gained}}{\text{total sample}} = \text{Trade union officials who find relevance in skills gained}$
MEANS OF VERIFICATION	- Captured data and/or audios - Evaluation report
ASSUMPTIONS	Trade union officials funded by the HWSETA: - All will have contact numbers or email addresses. 80% will participate in the study. Trade union officials who participate in the study will be honest in reporting relevance.
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
REPORTING CYCLE	Bi-annually (medium-term and end-term)
DESIRED PERFORMANCE	At least 284 trade union officials find relevance in skills gained through programmes funded by the HWSETA.
INDICATOR RESPONSIBILITY	- Projects Manager - M&E Officer - Impact Assessment Specialist

OUTCOME INDICATOR 4-22

INDICATOR TITLE	Number of workers who obtain full qualifications after successfully completing RPL programmes funded by the HWSETA by the end of the strategic period.
DEFINITION	This indicator measures the following output indicator: 26.2 Number of workers completed RPL assessments funded by the HWSETA in the reporting period The indicator measures the number of workers who obtain full qualifications after successfully completing the Recognition of Prior Learning (RPL) programmes funded by the HWSETA
SOURCE OF DATA	- Workers who completed the RPL programme funded by the HWSETA - Database of workers who completed the RPL programme funded by the HWSETA
METHOD OF CALCULATING/ MEASURING	The target allocated for this indicator is a numeric target, as such: The number of workers who obtained full qualifications after successfully completing RPL programme funded by the HWSETA. The formula is as follows: $\text{Workers who obtain full qualification after completing RPL programme} = \frac{\text{total sample} - \text{non-responses} - \text{those that have not obtained full qualifications}}{\text{total sample}} = \text{workers who obtain full qualification after completing the RPL programme}$
MEANS OF VERIFICATION	- Captured data and/or audios - Copy of qualification - Evaluation report of the track and trace study
ASSUMPTIONS	Workers who successfully complete the RPL programme funded by the HWSETA should meet the following requirements: - All will have contact numbers or email addresses. 80% will participate in the study. Information that these workers provide during the study can be confirmed through records provided by the HWSETA or the QCTO.
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
REPORTING CYCLE	Annually (short-term)
DESIRED PERFORMANCE	At least 1260 of workers who participate in the study will obtain full qualifications to secure the desired 60%.
INDICATOR RESPONSIBILITY	- Accreditation/Learners Achievement Manager - M&E Officer - Impact Assessment Specialist

OUTCOME STATEMENT 5:

The HWSETA contributes to increased access by the unemployed into occupationally directed programmes in the health and welfare sector during the strategic period

OUTCOME INDICATOR 5-23

INDICATOR TITLE	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
DEFINITION	This indicator measures the following output indicator: 17.2 Number of unemployed persons reported to the HWSETA as having completed skills programmes that support workplace-based learning programmes in the reporting period The indicator measures the number of learners who report themselves as employed during data collection conducted for the tracer study.
SOURCE OF DATA	- Unemployed persons funded by the HWSETA for skills programmes that support workplace-based learning programmes - Database of unemployed apprentices funded by the HWSETA for skills programmes that support workplace-based learning programmes
METHOD OF CALCULATING/ MEASURING	The target allocated for this indicator is a percentage target, as such: The number of unemployed persons funded by the HWSETA for skills programmes that support workplace-based learning programmes reported as having found jobs after completion of the programme are identified from the entire group of unemployed persons that completed the programmes. These skills programmes that support workplace-based learning programmes are referred to as top-up skills. The formula is as follows: $\text{Unemployed persons that found employment after successful completion of skills programmes that support workplace-based learning programmes} = \frac{\text{unemployed persons who find employment after receiving top-up skills}}{\text{total number of unemployed persons that completed skills programmes that support workplace-based learning programmes}} \times 100 = \text{Unemployed persons that found employment after completing skills programmes that support workplace-based learning programmes}$
MEANS OF VERIFICATION	- Captured data and/or audios - Evaluation report of the track and trace study
ASSUMPTIONS	Unemployed persons constituting the skills programmes that support workplace-based learning programmes: - All will have contact numbers or email addresses. 80% will participate in the study. Those that do participate in the study will be honest in reporting their employment status.
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
REPORTING CYCLE	Annually (short-term)
DESIRED PERFORMANCE	At least 6936 unemployed apprentices who find employment after receiving to-up skills in order to secure the desired 60% employment.
INDICATOR RESPONSIBILITY	- Learning Programme Manager - M&E Officer - Impact Assessment Specialist

OUTCOME INDICATOR 5-24

INDICATOR TITLE	Percentage of unemployed persons who find employment after successfully completing qualifications funded through bursary programmes of the HWSETA by the end of the strategic period.
DEFINITION	This indicator measures the following output indicator: 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. The following are the sub-indicators: a) Bursaries for people living with disabilities b) Undergraduate bursaries c) Post-graduate research bursaries The indicator measures the number of unemployed persons including those living with disabilities who report themselves as having found jobs after successfully completing undergraduate qualifications, post-graduate, and post-graduate research bursaries funded by the HWSETA.
SOURCE OF DATA	- Unemployed students funded by the HWSETA through undergraduate bursary programmes and post-graduate research bursaries - Unemployed people living with disabilities funded by the HWSETA through bursaries for people living with disabilities - Database of unemployed students that completed undergraduate and post-graduate qualifications funded by the HWSETA.
METHOD OF CALCULATING/ MEASURING	The target allocated for this indicator is a numeric target, as such: The number of unemployed people living with disabilities who report themselves as having found jobs after completing qualifications funded through HWSETA bursaries for people living with disabilities. The formula is as follows: $\text{Unemployed people living with disabilities that found employment after successfully completing qualifications:} = \frac{\text{unemployed people living with disabilities who find employment after completing university degrees}}{\text{total number of unemployed people living with disabilities that completed qualifications funded through bursaries of the HWSETA}} \times 100 = \text{Unemployed people living with disabilities that found employment after completing qualifications}$ The number of unemployed students who report themselves as having found jobs after completing undergraduate qualifications funded by the HWSETA. The formula is as follows: $\text{Unemployed persons that found employment after successful completion of undergraduate university degrees funded by the HWSETA} = \frac{\text{unemployed persons who find employment after completing undergraduate university degrees}}{\text{total number of unemployed persons that completed undergraduate university degrees funded through bursaries of the HWSETA}} \times 100 = \text{Unemployed persons that found employment after completing undergraduate university degrees}$ The number of unemployed students who report themselves as having found jobs after completing post-graduate qualifications funded by the HWSETA. The formula is as follows: $\text{Unemployed persons that found employment after successful completion of post-graduate university degrees funded by the HWSETA} = \frac{\text{unemployed persons who find employment after completing post-graduate university degrees}}{\text{total number of unemployed persons that completed post-graduate university degrees funded through bursaries of the HWSETA}} \times 100 = \text{Unemployed persons that found employment after completing post-graduate university degrees}$
MEANS OF VERIFICATION	- Captured data and/or audios - Evaluation report of the track and trace study
ASSUMPTIONS	Unemployed students constituting the undergraduate and post-graduate research bursary programme, as well as unemployed people living with disabilities funded by the HWSETA through bursaries for people living with disabilities: - All will have contact numbers or email addresses. 80% will participate in the study. Unemployed students that participate in the study will be honest in reporting improved competence.
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
REPORTING CYCLE	Annually (short-term)

DESIRED PERFORMANCE	At least 744 unemployed students who participate in the study will report themselves as having found jobs after successfully completing qualifications funded by the HWSETA.
INDICATOR RESPONSIBILITY	• Projects Manager • M&E Officer • Impact Assessment Specialist

OUTCOME INDICATOR 5-25

INDICATOR TITLE	Percentage of HWSETA partnerships with TVET and sector colleges, universities, and employers that achieve project goals in the strategic period.
DEFINITION	This indicator measures pathways taken by workers after successfully completing learnerships funded by the HWSETA. 23: Number of partnerships entered-into by the HWSETA with post-school education institutions and statutory bodies in the reporting period. (a) TVET & Sector Colleges; (b) University Partnerships This indicator measures the number of post-school education institutions (TVET colleges, sector colleges, and universities) who enter into partnerships with the HWSETA to train learners funded by the HWSETA against a total number of institutions in the sector. It also measures the number of employers who enter into partnerships with the HWSETA to place learners²⁰ funded by the HWSETA in workplace positions for learnerships, TVET and university work-integrated learning (WIL), apprenticeships²¹ and internship positions against a total number of employers whose WSPs are approved by the HWSETA.
SOURCE OF DATA	• Database of all TVET colleges, sector colleges, and universities who enter into partnerships with the HWSETA. • Database of all employers participating in learnerships, TVET and university work-integrated learning, and internship programmes
METHOD OF CALCULATING/ MEASURING	$\text{TVET and sector colleges} = \frac{\text{TVET and sector colleges partnership goals achieved}}{\text{total number of TVET and Sector Colleges MoA (partnership) goals planned to be achieved}} \times 100 = \text{TVET and sector colleges project goals}$ $\text{universities} = \frac{\text{universities partnership goals achieved}}{\text{total number of TVET and Sector Colleges MoA (partnership) goals planned to be achieved}} \times 100 = \text{universities project goals}$ $\text{Employer organisations} = \frac{\text{employer organisations partnership goals achieved}}{\text{total number of TVET and sector colleges MoA (partnership) goals planned to be achieved}} \times 100 = \text{employer organisations project goals}$
MEANS OF VERIFICATION	• HWSETA - TVET and sector colleges MoAs • HWSETA - universities MoAs • HWSETA - employer organisations MoAs
ASSUMPTIONS	Goals set out in MoAs will be achieved
DISAGGREGATION OF BENEFICIARIES	• Targets for women: N/A • Targets for youth: N/A • Targets for people with disabilities: N/A
REPORTING CYCLE	Bi-annually (medium-term and end-term)
DESIRED PERFORMANCE	Goals and objectives contained in MoAs will be achieved.
INDICATOR RESPONSIBILITY	• Projects Manager • M&E Officer • Impact Assessment Specialist

²⁰ Learners and students are terms used interchangeably to refer to beneficiaries of skills development programmes

²¹ An apprenticeship is a paid workplace placement where learners gain valuable experiences. Alongside on-the-job training, apprentices spend at least 20% of their working hours completing classroom-based learning with a college, university or training provider which leads to a nationally recognised qualification

OUTCOME STATEMENT 6:

The HWSETA supports the growth of the public and private college system so that colleges may qualify as centres of specialisation in the strategic period

OUTCOME INDICATOR 6-26

INDICATOR TITLE	Number of lecturers and education 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.
DEFINITION	This indicator measures the following output indicator: 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. The following are the sub-indicators: a) TVET and sector college lecturers trained on skills programmes b) TVET college managers trained on curriculum related studies c) TVET college lecturers awarded bursaries The indicator measures the number of lecturers and managers from TVET and sector colleges who report improvement of their performance after completion of skills development initiatives funded by the HWSETA.
SOURCE OF DATA	• Lectures and managers from TVET and sector colleges funded by the HWSETA • Database of lectures and managers from TVET and sector colleges that completed training funded by the HWSETA.
METHOD OF CALCULATING/ MEASURING	The target allocated for this indicator is a numeric target, as such: The number of lectures and managers from TVET and sector colleges reporting an improvement of their performance after completing training funded by the HWSETA. The formula is as follows: $\begin{array}{l} \text{Lecturers from TVET and Sector Colleges whose competence is improved after completion of skills programmes funded by the HWSETA} \\ \text{Managers from TVET colleges whose competence is improved after completion of training on curriculum related studies funded by the HWSETA} \\ \text{Lecturers from TVET colleges awarded with bursaries by the HWSETA whose competence is improved after completion of the funded programmes} \end{array} = \frac{\text{total sample} - \text{non-responses}}{\text{lecturers with no improvement in performance}} = \begin{array}{l} \text{Lecturers whose performance improves after completing skills programmes funded by the HWSETA} \\ \text{Managers whose performance improves after completing training funded by the HWSETA} \\ \text{Lecturers whose performance improves after completing skills programmes funded by the HWSETA} \end{array}$
MEANS OF VERIFICATION	• Captured data and/or audios • Evaluation report of the track and trace study
ASSUMPTIONS	Lectures and managers from TVET and other public colleges funded by the HWSETA: • All will have contact numbers or email addresses. • 80% will participate in the study. Lecturers and managers from TVET and other public colleges funded by the HWSETA.
DISAGGREGATION OF BENEFICIARIES	• Targets for women: N/A • Targets for youth: N/A • Targets for people with disabilities: N/A
REPORTING CYCLE	Annually (short-term)
DESIRED PERFORMANCE	At least 190 lecturers and managers from TVET and other public colleges that participate in the study will have improved competence.

INDICATOR RESPONSIBILITY	- ETQA Manager - M&E Officer - Impact Assessment Specialist

OUTCOME INDICATOR 6-27

INDICATOR TITLE	Number of CET learners and people living with disabilities accessing NQF level 2 qualifications after completing formal AET programmes funded by the HWSETA in the strategic period
DEFINITION	This indicator measures the following output indicator: 28.2 Number of CET learners including those with special needs (people with disabilities) completing formal AET programmes funded by the HWSETA in the reporting period The indicator measures the number of unemployed persons who obtain full qualifications after successfully completing the adult education and training (AET) programmes funded by the HWSETA. It also measures the number of unemployed learners from CET colleges who obtain full qualifications after successfully completing the adult education and training (AET) programmes funded by the HWSETA.
SOURCE OF DATA	- CET learners and people living with disabilities who completed the AET programme funded by the HWSETA - CET learners and people living with disabilities who completed the AET programme funded by the HWSETA - Database of CET learners and people living with disabilities who completed the AET programmes funded by the HWSETA
METHOD OF CALCULATING/ MEASURING	The target allocated for this indicator is a numeric target, as such: The number of CET learners and people living with disabilities who obtained full qualifications after successfully completing AET programme funded by the HWSETA. The formula is as follows: $\begin{array}{l} \text{CET learners who} \\ \text{obtain full qualifications} \\ \text{after completing AET} \\ \text{programme} \end{array} = \begin{array}{c} \text{total} \\ \text{sample} \end{array} - \begin{array}{c} \text{non-} \\ \text{responses} \end{array} - \begin{array}{c} \text{those that have} \\ \text{not obtained full} \\ \text{qualifications} \end{array} = \text{CET unemployed learners} \\ \text{who obtain full qualification} \\ \text{after completing the AET} \\ \text{programme}$ $\begin{array}{l} \text{People living with} \\ \text{disabilities who obtain} \\ \text{full qualifications} \\ \text{after completing AET} \\ \text{programme} \end{array} = \begin{array}{c} \text{total} \\ \text{sample} \end{array} - \begin{array}{c} \text{non-} \\ \text{responses} \end{array} - \begin{array}{c} \text{those that have} \\ \text{not obtained full} \\ \text{qualifications} \end{array} = \text{People living with disabilities} \\ \text{who obtain full qualification} \\ \text{after completing the AET} \\ \text{programme}$
MEANS OF VERIFICATION	- Captured data and/or audios - Copy of qualification - Evaluation report of the track and trace study
ASSUMPTIONS	CET learners and people living with disabilities who successfully complete AET programmes funded by the HWSETA should meet the following requirements: - All will have contact numbers or email addresses. 80% will participate in the study. Information that these unemployed persons provide during the study can be confirmed through records provided by the HWSETA or the QCTO.
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
REPORTING CYCLE	Annually (short-term)
DESIRED PERFORMANCE	At least 162 unemployed persons and CET unemployed learners who participate in the study will obtain full qualifications to secure the desired 60%.
INDICATOR RESPONSIBILITY	- ETQA Manager - M&E Officer - Impact Assessment Specialist

OUTCOME INDICATOR 6-28

INDICATOR TITLE	Number of accredited skills development providers who offer training on occupational qualifications and have at least 90% of those learners that wrote the EISA examinations in the strategic period.
DEFINITION	This indicator measures the following output indicator: 30: Number of skills development providers recommended by the HWSETA for accreditation and accepted by the QCTO in the reporting period This indicator measures the number of skills development providers (SDPs) accredited by the HWSETA/QCTO who offer training on occupational qualifications that have at least 90% of those learners sitting for the EISA examinations in the strategic period.
SOURCE OF DATA	- Database of skills development providers (SDPs) who offer training on occupational qualifications. - Database of learners certificated by the HWSETA/QCTO for full/part qualifications who were trained by SDPs accredited by the HWSETA/QCTO Interview data collected from certificated learners.
METHOD OF CALCULATING/ MEASURING	- Identifying SDPs that offered training on occupational qualifications - Identifying learners that were trained by these SDPs - Identifying the number of learners that were trained by these SDPs who were issued with certificates Calculating the percentage of learners = $\frac{\text{learners that wrote EISA}}{\text{total number of learners trained}} \times 100 = \text{Percentage of learners}$
MEANS OF VERIFICATION	- Captured data and/or audios - Copy of qualification - Evaluation report
ASSUMPTIONS	- A database of all SDPs with contact details will be available - A database of all learner trained by these SDPs with contact numbers will be available - At least 80% of SDPs and learners will be contactable - At least 70% of SDPs and learners will provide responses when data is collected.
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
REPORTING CYCLE	Bi-annually (medium-term and end-term)
DESIRED PERFORMANCE	At least 60% of learners trained by the SDPs will be certificated
INDICATOR RESPONSIBILITY	- Accreditation Manager - Learners Achievement Manager - M&E Officer - Impact Assessment Specialist

OUTCOME INDICATOR 6-29

INDICATOR TITLE	Percentage of occupational qualifications developed by the HWSETA found to be relevant to occupations in high demand by the sector by the end of the strategic period.
DEFINITION	This indicator measures the following output indicator: 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 This indicator identifies qualifications developed by the HWSETA that are confirmed as relevant to occupations in high demand by the sector. Confirmation is done through follow-up with students that complete training to identify those that found jobs and those that could further their studies after successfully completing occupational qualifications developed by the HWSETA.
SOURCE OF DATA	- Learners that received training against the occupational qualifications developed by the HWSETA - Skills development providers that offer occupational qualifications - Employers that offer jobs to these learners
METHOD OF CALCULATING/ MEASURING	For occupational qualifications developed by the HWSETA: - Identifying learners that successfully completed the occupational qualifications under review - Identify learners that found jobs after successfully completing the occupational qualifications under review - To calculate the relevance of occupational qualifications developed by the HWSETA to occupations in high demand the following will be the formula: $\text{Relevance of occupational qualifications developed by the HWSETA to occupations in high demand} = \frac{\text{No. of occupational qualifications that result in at least 60\% of learners trained finding jobs}}{\text{total number of occupational qualifications developed by the HWSETA}} \times 100 = \text{Percentage of occupational qualifications found to be relevant by the sector to occupations in high demand}$
MEANS OF VERIFICATION	- Captured data and/or audios - Copy of qualification - Evaluation report on pathways taken by learners trained on occupational qualifications after successful completion of training
ASSUMPTIONS	Occupational qualifications developed by the HWSETA will lead to employment as the sector is the one that lobbies for their development
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
REPORTING CYCLE	Bi-annually (medium-term and end-term)
DESIRED PERFORMANCE	Occupational qualifications developed by the HWSETA will lead to occupations in high demand in the sector
INDICATOR RESPONSIBILITY	- Qualifications Development Manager - M&E Officer - Impact Assessment Specialist

OUTCOME INDICATOR 6-30

INDICATOR TITLE	Number of HWSETA learners certificated with occupational qualifications who find jobs in the strategic period
DEFINITION	This indicator measures the following output indicator: 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 The indicator measures the number of learners certificated with occupational qualifications who find jobs in the strategic period
SOURCE OF DATA	- HWSETA learners certificated with occupational qualifications - Database of HWSETA learners certificated with occupational qualifications
METHOD OF CALCULATING/ MEASURING	The target allocated for this indicator is a numeric target, as such: The number of HWSETA learners certificated with occupational qualifications. The formula is as follows: $\text{HWSETA learners certificated with occupational qualifications} = \frac{\text{total sample} - \text{non-responses} - \text{those that have not been certificated}}{\text{total sample}} = \text{HWSETA learners certificated with occupational qualifications find jobs}$
MEANS OF VERIFICATION	- Captured data and/or audios - Copy of qualification - Evaluation report of the track and trace study
ASSUMPTIONS	HWSETA learners certificated with occupational qualifications should find jobs: - All will have contact numbers or email addresses. 80% will participate in the study.
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
REPORTING CYCLE	Annually (short-term)
DESIRED PERFORMANCE	At least 2400 HWSETA learners certificated with occupational qualifications who participate in the study will find jobs in order to secure the desired 60%.
INDICATOR RESPONSIBILITY	- Accreditation/Learners Achievement Manager - M&E Officer - Impact Assessment Specialist

OUTCOME STATEMENT 7:

The HWSETA provides increased support towards skills development activities for NPOs, entrepreneurial, cooperative, as well as the establishment of new enterprises in the strategic period

OUTCOME INDICATOR 7-31

INDICATOR TITLE	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.
DEFINITION	This indicator measures the following output indicators: 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. Sub-indicators- a) Cooperatives b) Small, medium and emerging (SME) 20.2: Number of people trained on entrepreneurship development to start new business ventures funded by the HWSETA in the reporting period a) Entrepreneurs b) New business ventures This indicator measures the number of cooperatives, SMEs, Entrepreneurs, and New Business Ventures that find relevance in skills development initiatives of the HWSETA.
SOURCE OF DATA	- Cooperatives funded by the HWSETA through skills development initiatives. - SMEs funded by the HWSETA through skills development initiatives - Entrepreneurs funded by the HWSETA through skills development initiatives - New business ventures funded by the HWSETA through skills development initiatives
METHOD OF CALCULATING/ MEASURING	The target allocated for this indicator is a numeric target, as such: The number of cooperatives who find relevance in skills development initiatives funded by the HWSETA. The formula is as follows: $\text{Cooperatives who completed skills development initiatives funded by the HWSETA} = \frac{\text{total sample} - \text{non-responses} - \text{cooperatives who find no relevance in skills development initiatives of the HWSETA}}{\text{total sample}} = \text{Cooperatives who find relevance in skills development initiatives funded of the HWSETA}$ The number of SMEs who find relevance in skills development initiatives funded by the HWSETA. The formula is as follows: $\text{SMEs who completed skills development initiatives funded by the HWSETA} = \frac{\text{total sample} - \text{non-responses} - \text{SMEs who find no relevance in skills development initiatives of the HWSETA}}{\text{total sample}} = \text{SMEs who find relevance in skills development initiatives funded of the HWSETA}$ The number of entrepreneurs who find relevance in skills development initiatives funded by the HWSETA. The formula is as follows: $\text{Entrepreneurs who completed skills development initiatives funded by the HWSETA} = \frac{\text{total sample} - \text{non-responses} - \text{Entrepreneurs who find no relevance in skills development initiatives of the HWSETA}}{\text{total sample}} = \text{Entrepreneurs who find relevance in skills development initiatives funded of the HWSETA}$ The number of new business ventures who find relevance in skills development initiatives funded by the HWSETA. The formula is as follows: $\text{New business ventures that completed skills development initiatives funded by the HWSETA} = \frac{\text{total sample} - \text{non-responses} - \text{New business ventures that find no relevance in skills development initiatives of the HWSETA}}{\text{total sample}} = \text{New business ventures that find relevance in skills development initiatives funded of the HWSETA}$
MEANS OF VERIFICATION	- Captured data and/or audios - Evaluation report
ASSUMPTIONS	Members representing cooperative and SMEs funded by the HWSETA: - All will have contact numbers or email addresses. 80% will participate in the study. Members representing cooperatives, SMEs, entrepreneurs, and new business ventures that participate in the study will be honest in reporting relevance.

DISAGGREGATION OF BENEFICIARIES	• Targets for women: N/A • Targets for youth: N/A • Targets for people with disabilities: N/A
REPORTING CYCLE	Annually (short-term)
DESIRED PERFORMANCE	At least 712 cooperatives, SMEs, entrepreneurs, and new business ventures will find relevance in skills development initiatives funded by the HWSETA.
INDICATOR RESPONSIBILITY	• Projects Manager • M&E Officer • Impact Assessment Specialist

OUTCOME INDICATOR 7-32

INDICATOR TITLE	Number of NPOs that find relevance in skills development initiatives funded by the HWSETA by the end of the strategic period.
DEFINITION	This indicator measures the following output indicator: 22: Number of NPOs funded by the HWSETA to enhance the development and sustainability of their organisations in the reporting period This indicator measures the number of non-profit organisations (NPOs) who find relevance in skills development initiatives funded by the HWSETA.
SOURCE OF DATA	• NPOs funded by the HWSETA through skills development initiatives.
METHOD OF CALCULATING/ MEASURING	The target allocated for this indicator is a numeric target, as such: The number of officials from NGOs and NPOs who find relevance in skills development initiatives funded by the HWSETA. The formula is as follows: $\text{NPOs that find relevance in skills development initiatives funded by the HWSETA} = \text{total sample} - \text{non-responses} - \text{NPOs that find no relevance in skills development initiatives of the HWSETA} = \text{NPOs that find relevance in skills development initiatives funded of the HWSETA}$
MEANS OF VERIFICATION	• Captured data and/or audios • Evaluation report
ASSUMPTIONS	NPOs funded by the HWSETA: • All will have contact numbers or email addresses. • 80% will participate in the study. NPOs that participate in the study will be honest in reporting relevance.
DISAGGREGATION OF BENEFICIARIES	• Targets for women: N/A • Targets for youth: N/A • Targets for people with disabilities: N/A
REPORTING CYCLE	Bi-annually (medium-term and end-term)
DESIRED PERFORMANCE	At least 340 NPOs will find relevance in skills development initiatives funded by the HWSETA.
INDICATOR RESPONSIBILITY	• WSP Manager • M&E Officer • Impact Assessment Specialist

OUTCOME STATEMENT 8:

The HWSETA supports rural development and professionalisation in the sector through high impact projects of the MTDP

OUTCOME INDICATOR 8-33

INDICATOR TITLE	Number of projects initiated by the HWSETA to support rural development, professionalisation in the public sector, and inter-SETA high-impact projects of the MTDP that yield the desired outcomes in the strategic period
DEFINITION	This indicator measures the following output indicator: 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. The following are the sub-indicators: a) Rural development projects b) Public sector projects c) Inter-SETA high-impact projects supporting the MTDP This indicator measures the number of rural, provincial, and high impact projects that yield the desired outcomes articulated in project MoAs and or project plans as goals and objectives of the projects. At least two thirds of project goals and objectives should be achieved.
SOURCE OF DATA	- Rural projects funded by the HWSETA through skills development initiatives. - Provincial projects funded by the HWSETA through skills development initiatives. - Inter-SETA high-impact projects funded by the HWSETA through skills development initiatives.
METHOD OF CALCULATING/ MEASURING	The target allocated for this indicator is a numeric target, as such: The number of rural and provincial projects that yield the desired outcomes stipulated in the MoAs and or project plans. The formula is as follows: $\text{Rural and provincial projects that yield the desired outcomes} = \frac{\text{No. of goals and objectives achieved per project}}{\text{total goals and objectives per project}} \times 100 = \text{Percentage of goals and objectives achieved per project}$ Therefore, the sum of projects that achieved at least 80% of their goals and objectives will be rural and provincial projects that yield the desired outcomes. The number of public sector projects that yield the desired outcomes stipulated in the MoAs and or project plans. The formula is as follows: $\text{Public sector projects that yield the desired outcomes} = \frac{\text{No. of goals and objectives achieved per project}}{\text{total goals and objectives per project}} \times 100 = \text{Percentage of goals and objectives achieved per project}$ Therefore, the sum of projects that achieved at least 80% of their goals and objectives will be public sector projects that yield the desired outcomes. The number of Inter-SETA high-impact projects supporting the MTDP that yield the desired outcomes stipulated in the MoAs and or project plans. The formula is as follows: $\text{Inter-SETA high-impact projects supporting the MTDP that yield the desired outcomes} = \frac{\text{No. of goals and objectives achieved per project}}{\text{total goals and objectives per project}} \times 100 = \text{Percentage of goals and objectives achieved per project}$ Therefore, the sum of projects that achieved at least 80% of their goals and objectives will be Inter-SETA high-impact projects supporting the MTDP that yield the desired outcomes.
MEANS OF VERIFICATION	- Captured data and/or audios - Evaluation report
ASSUMPTIONS	Rural, provincial and inter-SETA projects funded by the HWSETA: - All will have contact numbers or email addresses. 80% will participate in the study. Rural, provincial, and inter-SETA projects who participate in the study will be honest in reporting relevance.
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
REPORTING CYCLE	Annually (short-term)
DESIRED PERFORMANCE	At least rural, provincial, and inter-SETA projects will yield the desired outcomes.
INDICATOR RESPONSIBILITY	- Projects Manager - M&E Officer - Impact Assessment Specialist

ANNEXURE A:

OVERVIEW OF 2025-2026 BUDGET AND MTEF ESTIMATES, RECONCILIATION OF BUDGETS

STATEMENT OF FINANCIAL PERFORMANCE

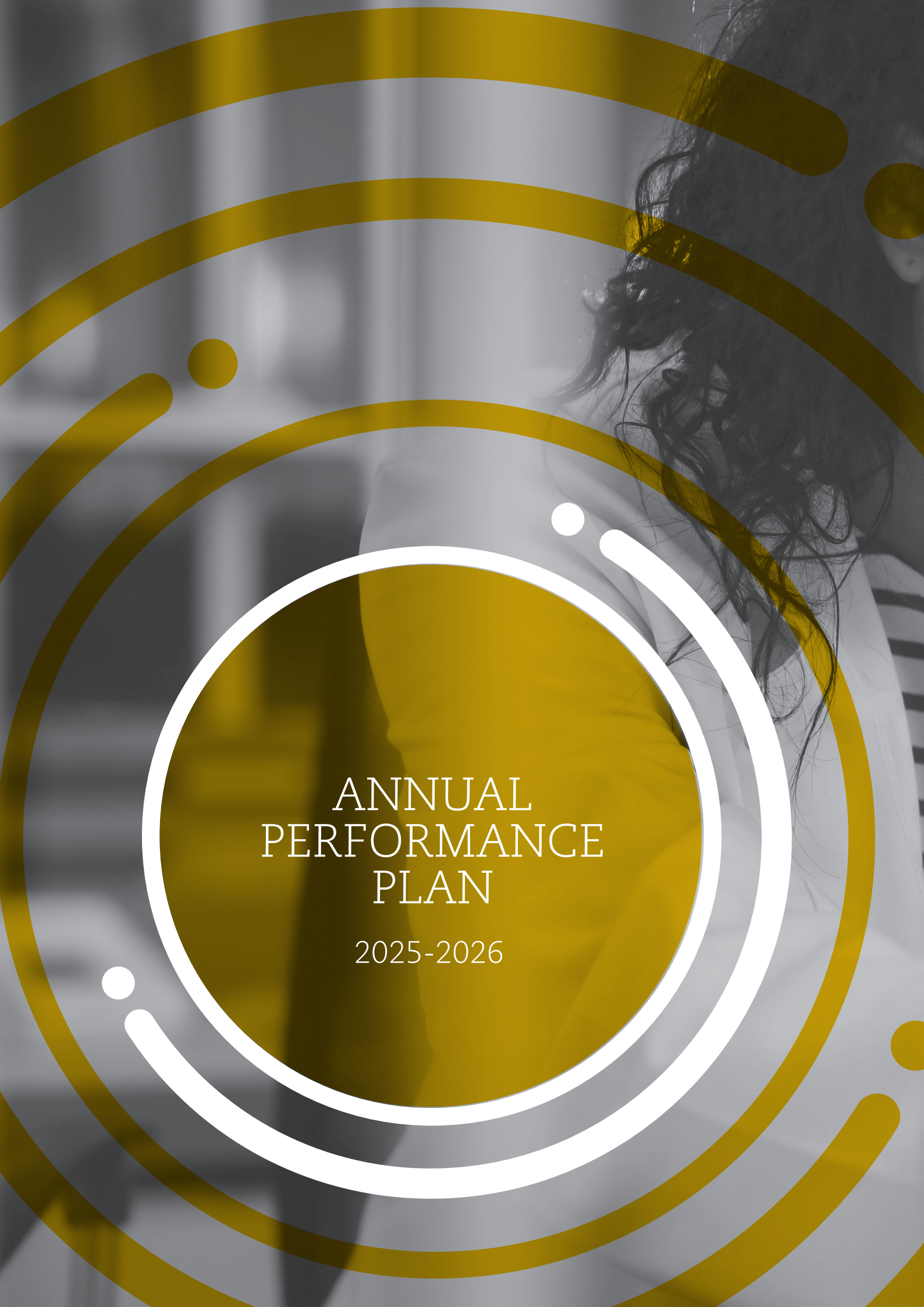
	2021-22 R'000	AUDITED 2022-2023 R'000	2023-2024 R'000	APPROVED BUDGET 2024-2025 R'000	PROPOSED ADJUSTED BUDGET 2024-2025 R'000	PROPOSED BUDGET 2025-26 R'000	PROPOSED BUDGET 2026-2027 R'000	PROPOSED BUDGET 2027-2028 R'000	5 YEAR BUDGET TO 2024-2028 Total R'000
REVENUE									
Non – Exchange Revenue	753,917	923,559	946,184	924,736	1,008,829	1,055,336	1,103,354	1,153,225	5,266,928
Skills Development Levy: income	745,559	919,185	941,889	924,736	1,008,829	1,055,336	1,103,354	1,153,225	5,262,633
Skills Development Levy: penalties and interest	8,358	4,374	4,295	-	-	-	-	-	4,295
Exchange Revenue	15,974	19,764	36,389	23,100	33,603	35,152	36,910	38,578	180,633
Interest income	14,448	18,648	31,405	23,100	33,603	35,152	36,910	38,578	175,649
Other income	1526	1,116	4,984	-	-	-	-	-	4,984
Total revenue	769,891	943,323	982,573	947,836	1,042,432	1,090,489	1,140,264	1,191,804	5,447,562
EXPENSES									
Total expenses	969,267	945,589	797,307	944,836	1,037,432	1,085,488	1,135,264	1,186,804	5,242,296
Employer grant and project expenses	807,148	763,275	595,550	733,921	799,711	837,113	875,646	915,436	4,023,456
Administration expenses	159,563	178,676	197,039	206,048	232,854	243,275	254,273	265,781	1,193,222
QCTO - 0.5% of SETA levy as determined by the Minister	2,556	3,638	4,718	4,867	4,867	5,101	5,345	5,587	25,618
Net surplus/(deficit) for the period before capex	(199,376)	(2,266)	185,266	3,000	5,000	5,000	5,000	5,000	205,266
Capital expenditure	2,080	2,928	3,283	3,000	5,000	5,000	5,000	5,000	23,283

SKILLS DEVELOPMENT INCOME

	2021-22 R'000	AUDITED 2022-2023 R'000	2023-2024 R'000	APPROVED BUDGET 2024-2025 R'000	PROPOSED ADJUSTED BUDGET 2024-2025 R'000	PROPOSED BUDGET 2025-26 R'000	PROPOSED BUDGET 2026-2027 R'000	PROPOSED BUDGET 2027-2028 R'000	5 YEAR BUDGET TO 2024-2028 Total R'000
Levy income: Administration	175,702	214,746	203,114	213,111	237,719	248,677	259,992	271,744	1,221,246
Levies received from SARS - 10.5%	76,373	84,833	92,875	93,083	97,519	102,014	106,656	111,477	510,541
Government levies received - 33.3%	99,329	129,913	110,239	120,028	140,200	146,663	153,336	160,267	710,705
Levy income: Employer Grants	145,543	161,417	176,909	177,115	185,754	194,318	203,159	212,342	972,482
Levies received from SARS - 20%	145,543	161,417	176,909	177,115	185,754	194,318	203,159	212,342	972,482
Levy income: Discretionary Grants	432,672	543,022	561,866	534,510	585,356	612,341	640,202	669,140	3,068,905
Levies received from SARS - 49.5%	369,810	400,778	439,220	439,754	461,181	482,441	504,393	527,191	2,414,426
Government levies received - 66.7%	62,862	142,244	122,646	94,756	124,175	129,900	135,810	141,949	654,479
Total	753,917	919,185	941,889	924,736	1,008,829	1,055,336	1,103,354	1,153,225	5,262,633

EMPLOYER GRANT AND PROJECT EXPENDITURE

	2021-22 R'000	AUDITED 2022-2023 R'000	2023-2024 R'000	APPROVED BUDGET 2024-2025 R'000	PROPOSED ADJUSTED BUDGET 2024-2025 R'000	PROPOSED BUDGET 2025-26 R'000	PROPOSED BUDGET 2026-2027 R'000	PROPOSED BUDGET 2027-2028 R'000	5 YEAR BUDGET TO 2024-2028 Total R'000
Mandatory grants	96,073	102,103	112,023	115,125	120,740	126,307	132,053	138,022	629,146
Discretionary grants	711,075	661,172	483,527	618,796	678,971	710,807	743,592	777,414	3,394,310
Total	807,148	763,275	595,550	733,921	799,711	837,113	875,646	915,436	4,023,456
Estimated Participation Rate	66%	63%	63%	65%	65%	65%	65%	65%	

The cover features a grayscale background image of a person with long, dark, curly hair. Overlaid on this are several concentric circles and arcs in a mustard yellow color. A prominent white circle is centered on the page, containing the title text. The design is modern and abstract, with the yellow elements creating a sense of movement and focus on the central text.

ANNUAL PERFORMANCE PLAN

2025-2026





Foreword.

BY THE MINISTER

DR. NP NKABANE, MP

EXECUTIVE AUTHORITY OF HIGHER
EDUCATION AND TRAINING

The mandate of the Sector Education and Training Authorities is derived, in the main from the Skills Development Act (Act No. 97 of 1998) as amended, which amongst others, directs the SETAs to develop Sector Skills Plans (SSPs). In their SSPs, the SETAs must reflect and incorporate government priorities, especially those that address our priority developmental goals, that of tackling the triple challenges of poverty, unemployment and inequalities. The SSPs are intended to ensure that skills are not a constraint to the economic development of our country.

The mandate of the SETAs must be understood within our vision of the post-school education and training system of having an integrated, coordinated and articulated PSET system for improved economic participation and the social development of youth and adults. Critical to this vision is our challenge of addressing the plight of the youth not in Education, Employment or Training (NEET), standing at over 3.6 million in the second quarter of 2024.

The White Paper for Post-School Education and Training (WPPSET) envisages the post-school education and training system as an important institutional mechanism that must be responsive to the needs of society. Critical to this are our transformational and developmental imperatives, which include, amongst others, class, gender, race, geography, and youth, and must always be reflected in our SETA interventions. Though the MTDP has three strategic priorities, which link well with the White Paper for Post-School Education and Training and the National Development Plan, such as:

- Inclusive growth and job creation;
- Reduce poverty and tackle the high cost of living and
- Building a capable, ethical, and developmental state.

The National Plan for Post-School Education and Training (NPPSET) will play a central role in ensuring that the Medium-Term Development Plan (MTDP) is not

constrained by the skills development, which is framed within the broader goals and priorities of the National Development Plan (NDP), foregrounding the national efforts to address the triple challenges of unemployment, inequality, and poverty (and gender-based violence). The National Plan for Post-School Education and Training has six goals, which are the drivers for the system as referred to below:

1. An integrated, coordinated, and articulated PSET system;
2. Expanded access to PSET opportunities;
3. A responsive PSET system with appropriate size and shape;
4. Improved relations between education and training institutions and the world of work;
5. Improved quality of PSET provision and
6. Improved efficiency and success of the PSET system.

The President launched the Economic Reconstruction and Recovery Plan (ERRP) in October 2020, pointing out skills development, science, and innovation as enablers in driving South Africa's economic reconstruction and recovery, but also key in sustaining it. In support of this initiative, the Department, working with social partners at the National Economic Development and Labour Council (NEDLAC) & the National Skills Authority, developed the

Skills Strategy to support the government's efforts to mitigate the impact of COVID-19 global health pandemic and the initiatives towards economic and social recovery.

The ERRP SS is located within the broader skills planning arsenal of the Post-School Education and Training (PSET) system, which promotes using labour market intelligence (including future work scenarios) to inform PSET provisioning. The Department of Higher Education and Training has identified skills needs in the form of the List of Occupations in High Demand, the Priority Skills List, and the Critical Skills List (which it prepared on behalf of the Department of Home Affairs). The SETAs will continue to play a critical role in implementing the Skills Strategy to support the Economic Reconstruction and Recovery Plan.

The National Skills Development Plan (NSDP) 2030 remains at the centre in directing how the skills development levy will be disbursed up to 31 March 2030. For this reason, the Sector Education and Training Authorities (SETAs) have been re-established until 2030, in alignment with the National Development Plan to ensure that the SETAs focus on skills required for our socio-economic development. For the financial year, we aim to expand the participation of young people in skills development programs and workplace-based learning opportunities.

For the 2025/26 financial year, the entire SETA system has set itself the following targets as part of expanding post-school opportunities:

- 200 300 workplace-based learning (WBL) opportunities.
- 155 500 learners registered in skills development programs;

- 37 000 learners entering artisanal programs;
- 28 000 learners passing artisanal trades;
- 56 000 learners completing learnerships; and
- 11 770 learners completing internships.
- 130 960 learners completing skills programmes

The SETA will enter into the Service Level Agreement with the Department's Director-General and commit to achieving 75% of all targets (especially related to learning programs) by the end of December, with the remaining 25% achieved in the last quarter of the financial year.

The SETA Annual Performance Plan (APP) clearly commits to implementing our skills development priorities and targets during the 2025/26 financial year.

Dr. N.P. Nkabane, MP
Executive Authority of Higher
Education And Training



Accounting Authority Statement.

DR NOMFUNDO MNISI
CHAIRPERSON OF THE BOARD

The purpose of the 2025-2026 Annual Performance Plan of the Health and Welfare Sector Education and Training Authority (HWSETA) is to outline the planned programmes and activities for execution for the year. The Sector Skills Plan and the Strategic Plan deliverables for the years 2025–2030, which included the 7th Administration priorities informed and shaped this plan. Furthermore, the Annual Performance Plan encapsulates negotiated targets stipulated by the Department of Higher Education and Training that is part of the Service Level Agreement between the HWSETA and the Director-General. This Service Level Agreement is entered into on an annual basis.

The programmes and activities as stipulated in the Annual Performance Plan are allocated a budget, within the budget provisions of the HWSETA. This is approved by the Accounting Authority and delegated to the CEO to ensure effective and efficient implementation of the plan within available resources. The implementing divisions at the HWSETA use the Annual Performance Plan as a basis for the development of operational plans. This forms the basis upon which work plans and performance agreements of all staff in the HWSETA are concluded.

The Annual Performance Plan projects and targets are implemented at a national and provincial level. The role of the Head Office is to ensure commensurate systems, policies, procedures, and capacity in relation to skills and staff, are in place to ensure attainment of the targets and realization of the objectives and outcomes of the plan. Regular monitoring and evaluation of the projects are conducted. Regular monitoring of performance is assessed to determine any risk or impediment to delivery, with mitigation measures identified and implemented to ensure the best outcome of performance in any year. In this plan, the impact indicators aligned to each performance target have been described and these will be assessed in 2027. This gives systems, institutions and beneficiaries a 7-year horizon. It also gives implementers an indication of what the long-term goals of the projects are.

HWSETA staff has committed to the turn-around times as stipulated in the Service Delivery Charter of the HWSETA where possible. The HWSETA has also adopted a CREDO in which daily operations are managed. Internal structures such as the Risk Management Committee, Executive Management Team (EMT) and Management Committees (MANCO) are in place to monitor progress and provide support to ensure achievement of performance. The Department of Higher Education and Training conducts periodic validation exercises as part of the monitoring and evaluation system.

There are governance mechanisms put in place to oversee the implementation of the Annual Performance Plan. These are governance structures as prescribed by the Constitution of the HWSETA to exercise an oversight role and provide guidance where necessary during implementation. The Internal Auditors and the Auditor-General SA audit the Financial Statements and Performance Information, and internal control environment, and advises the Audit, Risk, Governance and Ethics Committee on the findings. These are also tabled at Accounting Authority Exco and Board meetings. It is upon advice and performance of these structures that the Annual Report is compiled.

The HWSETA has developed a materiality and significance framework, which outlines materiality and significance as follows: any amount that results from criminal conduct or the value of R4.8 million and above which results from irregular, fruitless or wasteful expenditure caused by gross negligence. This framework is reviewed and updated annually.

In the implementation of this Plan, the HWSETA takes the necessary precautions in addressing ad hoc or unplanned mandates, which may arise as a result of factors outside the control of the HWSETA. These are addressed through the process of re-prioritization of the activities, which is done during the mid-term review. Any recommendation for a review of the Plan and the reasons thereof are submitted to the Minister of Higher Education and Training for consideration and approval.

The macroeconomic imbalances that are dominated by fiscal fragility and marked by deterioration of fiscal revenue in recent years, alongside growing high unemployment rates, as well as Government priority areas contributed to the compilation of the annual performance plan and budget for the current year. The continued effects of COVID-19 pandemic has a marked effect on the social fibre of the country with increased mental health issues and marked increase in gender-based violence, amongst others. The pressure felt by the health and welfare sector cannot be over-emphasized.

In developing the 2025-2026 Annual Performance Plan targets and associated budget a variety of methodologies, permutations, Government strategies to combat social ills and restart the economy were considered. Also, strengthening of work-based learning and high impact partnerships were contemplated. This includes the following work-based and occupational programmes:

- Learnership Entered
- Artisans Entered
- Internships Entered
- TVET Student Placement Entered
- University/UoTs Placement Entered
- Skills Programme Entered
- Partnerships established for high impact projects

The skills programmes supported include credit-bearing and non-credit bearing directed at frontline workers in the sector. These will also cut across sectors as all sectors are required to practice occupational health and safety and implement the new disaster management regulations.

To support economic development and strengthen the capacity of the state the following programmes were also reviewed:

- Support for cooperatives
- Support for small businesses
- Partnerships especially with line Government Departments
- Social Entrepreneurship Programmes
- Skills programmes including Civic Education

Having taken the above into account, the Annual Performance Plan and budget is recommended.



Dr. N.V. Mnisi
Chairperson: Health and Welfare SETA Board

Official Sign-Off.

It is hereby certified that this annual performance 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
- Was prepared in line with the Strategic Plan of the HWSETA
- Accurately reflects the performance targets which the HWSETA will endeavor to achieve given the resources made available in the budget for 2025-2026.



Mr S. Gcabashe

Executive Manager:
Skills Development Programmes and Projects



Ms B. Plaatjie

Executive Manager:
Research Information Monitoring and Evaluation



Ms B.J Matubatse

Executive Manager:
Education, Training, and Quality Assurance



Ms. Zandile Mafata

Chief Financial Officer



Mr S. Gous

Acting Executive Manager:
Corporate Services



Ms Elaine Brass, CA (SA)

Chief Executive Officer:
Health and Welfare SETA



Mr C. Peters

Executive Manager:
Provinces



Dr. N.V. Mnisi

Chairperson:
Health and Welfare SETA Board

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Abbreviations and Acronyms.

AHPCSA	Allied Health Professions Council of South Africa
AIDS	Acquired Immune Deficiency Syndrome
APP	Annual Performance Plan
AQP	Assessment Quality Partner
ATR	Annual Training Reports
CBO	Community-Based Organisation
CDP	Community Development Practitioner
CDW	Community Development Worker
CESM	Classification of Education Study Material
CHE	Council on Higher Education
CHW	Community Health Worker
CPD	Continuous Professional Development
CYCW	Child and Youth Care Worker
DBE	Department of Basic Education
DBSA	Development Bank of South Africa
DHET	Department of Higher Education and Training
DoH	Department of Health
DSD	Department of Social Development
ECD	Early Childhood Development
ERRP	Economic Reconstruction Recovery Plan
FET	Further Education and Training
FETC	Further Education and Training Certificate
GDP	Gross Domestic Product
GET	General Education and Training
GETC	General Education and Training Certificate
GP	General Medical Practitioner
HASA	Hospital Association of South Africa
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
HET	Higher Education and Training
HIV	Human Immunodeficiency Virus
HPCSA	Health Professions Council of South Africa
HWSETA	Health and Welfare Sector Education and Training Authority
MLW	Mid-level Worker
MRC	South African Medical Research Council
MTEF	Medium Term Expenditure Framework
MTSF	Medium Term Strategic Framework
NC	National Certificate
NCV	National Certificate (Vocational)

NEI	Nursing Education Institution
NDP	National Development Plan
NGO	Non-Governmental Organisation
NGP	New Growth Path
NHA	National Health Act, 61 of 2003
NHI	National Health Insurance
NPO	Non-Profit Organisation
NQF	National Qualifications Framework
NSCA	National Senior Certificate for Adults
NSDS	National Skills Development Strategy
NSF	National Skills Fund
NT	National Treasury
OFO	Organising Framework for Occupations
PBSW	Professional Board for Social Work
PBCYC	Professional Board Child and Youth Care
PFMA	Public Finance Management Act
PHC	Primary Healthcare
PIVOTAL	Professional, Vocational, Technical And Academic Learning
PSETA	Public Service Sector Education Training Authority
QCTO	Quality Council for Trades and Occupations
QDP	Quality Development Partner
RPL	Recognition of Prior Learning
SACSSP	South African Council for Social Service Professions
SANC	South African Nursing Council
SAPC	South African Pharmacy Council
SASSA	South African Social Security Agency
SAVC	South African Veterinary Council
SAW	Social Auxiliary Worker
SDA	Skills Development Act
SDF	Skills Development Facilitator
SDL	Skills Development Levy
SIC	Standard Industrial Classification
SSACI	Swiss South African Cooperation Initiative
SSP	Sector Skills Plan
TB	Tuberculosis
TVET	Technical and Vocational Education and Training
UMALUSI	Council for Quality Assurance in General and Further Education and Training
WHO	World Health Organisation
WSP	Workplace Skills Plan

PART A:
THE MANDATE
OF THE HEALTH
AND WELFARE
SETA.

1. CONSTITUTIONAL MANDATE

The Constitutional mandate of the HWSETA as a sector education and training authority, originates from the Constitution of the Republic of South Africa, in section 29 (1b), and 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 of the Republic of South Africa, 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; and
- k) White Paper on Post-school Education.

The Skills Development Act, 97 of 1998 as amended, establishes Sector Education and Training Authorities under the Ministry of Higher Education and Training. Section 10 of this Act provides the mandate of SETAs. Section 10 (3), in particular, gives the mandate as follows; “A SETA must perform its functions in accordance with this Act, the Skills Development Levies Act, and its Constitution”. To date, there are 21 SETAs established through section 9(1) of the Skills Development Act. These SETAs represent national economic sectors and are configured in terms of section 9(2) of the Skills Development Act. The Health and Welfare SETA is one of the SETAs that was established by the Minister of Higher Education and Training to cover the health and welfare (social development) national economic sectors.

Section 10 (1) the Skills Development Act (97 of 1998) gives SETA a mandate to:

- a) Develop a Sector Skills Plan (SSP) within the framework of the National Skills Development Policy (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 Skills Development Act (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 Sector Skills Plan (SSP) through the allocation of 80% of available discretionary grants to PIVOTAL programmes that address scarce and critical skills in its sectors; and
- d) Implementation of the Annual Performance Plan (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, that 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 National Skills Development Policy (NSDP) outputs and outcomes in the sector.
 - iii. how- the discretionary funds will be allocated to achieve impact in the sector 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 of each year. A maximum of 5% of uncommitted funds is allowed to be carried over to the next financial year.

The Constitution of the Health and Welfare SETA (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 Skills Development Act (97 of 1998). The scope of coverage contained in the Constitution of the HWSETA (2016) enlists 53 categories of employers that fall within the Health and Welfare Sector. The Constitution of the HWSETA also enlists constituencies of the sector to include organised labour, organised employers, government departments, professional bodies, bargaining councils, and organisations of communities that have identifiable interest. The legal status of the Health and Welfare SETA is described by its Constitution as a statutory body and a juristic person.

The mandate of the HWSETA is contained in the Skills Development Act, No. 97 of 1998 as amended, and is articulated clearly in the White Paper for Post School Education and Training (2014). The diagram below outlines this mandate in line with the various divisions of the HWSETA:

General

1. Address the needs of post-school sector
2. Focus on skills that will impact on growth and job creation in the health and welfare sector

Finance

3. Administering the levy grant in line with laws and regulations

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 of the sector
 - 5.2 Develop sector skills plans, which are intended to outline current and future (short-, medium-, and long-term) learning and qualifications 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
 - the skills development needs that are emerging across established business
 - how these differ for large, medium, and small businesses
 - the kinds of opportunities that this may suggest for start-up businesses, cooperatives and for community and rural development

M&E

Through research-based evaluations:

6. Measure the efficiency and effectiveness of the HWSETA interventions
7. Examine the extent to which the HWSETA has effected the provision of skills to enable the economy to grow as well as to ensure that individuals can progress along valid learning pathways
8. Monitor and evaluate the impact of skills interventions in the health and welfare sector

Corporate Services

9. Provide adequate capacity in the HWSETA to conduct:
 - 9.1 skills planning and meet the critical purpose of identifying and articulating skills needs in the sector quality assurance of training taking place in the sector

Skills Development Programmes and Projects

10. Develop interventions that are agreed upon with stakeholders and can improve the match 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, AET etc.
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 the post-school education and training institutions to school youth and youth that is 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
 - Monitoring implementation of skills development programmes
 - Processing of payments for disbursement of discretionary grant
22. Implementation of the 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; and
- Department of Social Development.

The 2025/26 financial year will be the first year of the 7th administration (2024-2029), the first year of the strategic period 2025-2030, and the last five years of the National Development Plan, SADAC Regional Indicative Strategic Development Plan, and Sustainable Development Goals.

The Strategic Plan is aligned to international, continental, and national government priorities, as well as 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 Sustainable Development Goals (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 the empowerment of all women and girls. The SDGs and targets came into effect on 1 January 2016 and it consists of 17 goals and 169 targets. Goals aligned to the mandate of the 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, and

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 SDGs on the Strategic Plan of the HWSETA (2020-2025), Indicator 3

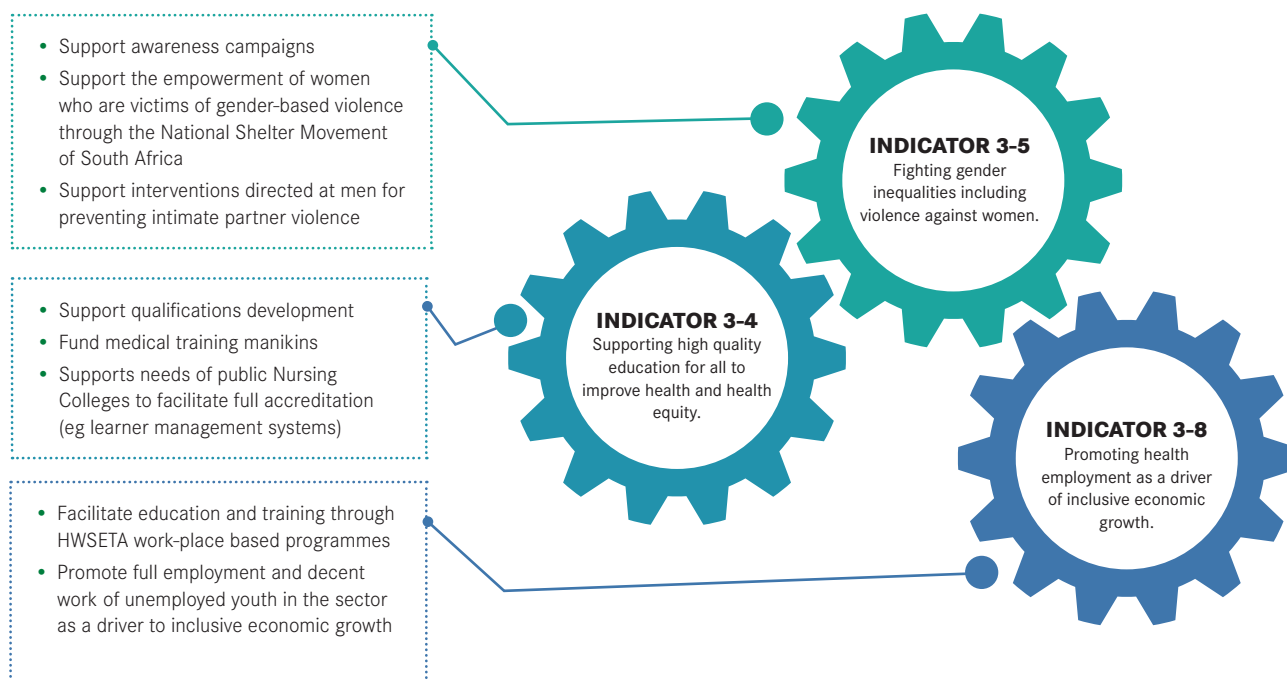


Figure 1-1: Implications of the SDG on the Strategic Plan of the HWSETA (2020-2025), Indicators 3-10 and 4

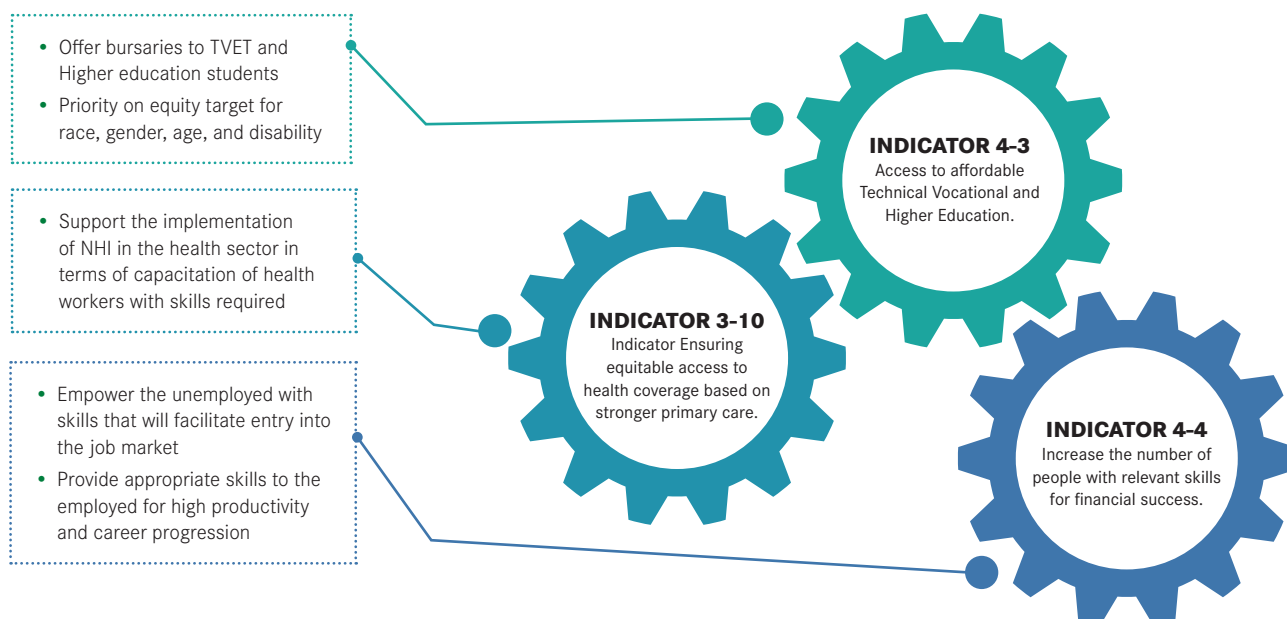


Figure 1-2: Implications of the SDGs on the Strategic Plan of the HWSETA (2020-2025) Indicator 4 and 8-2

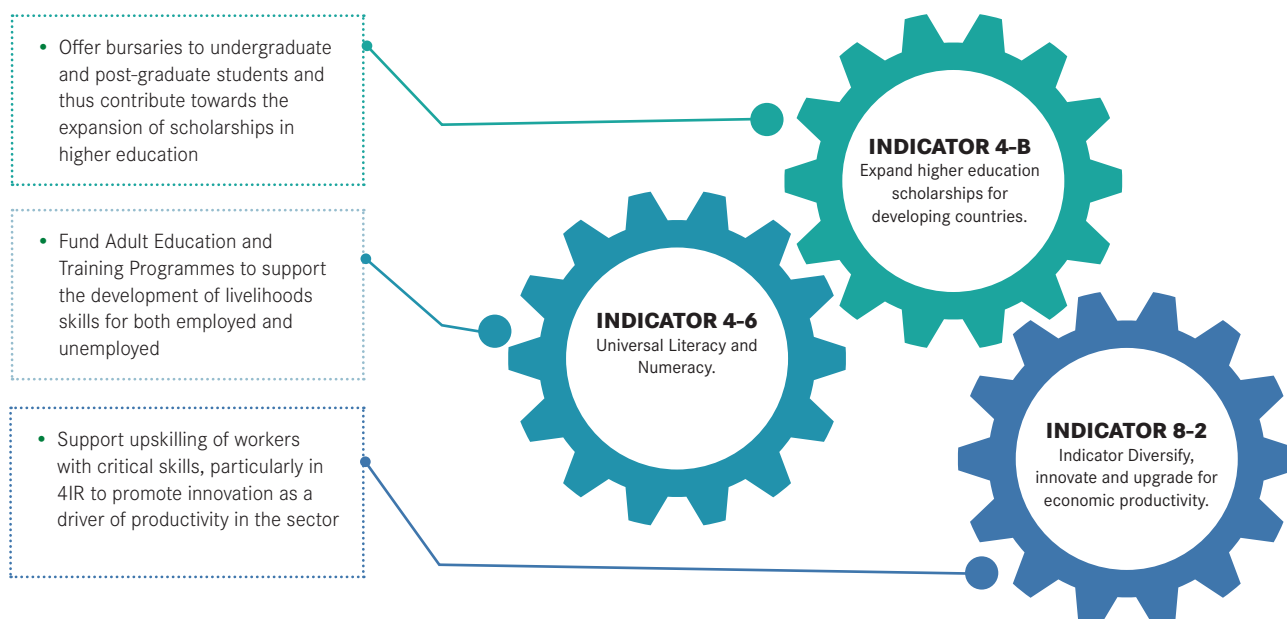
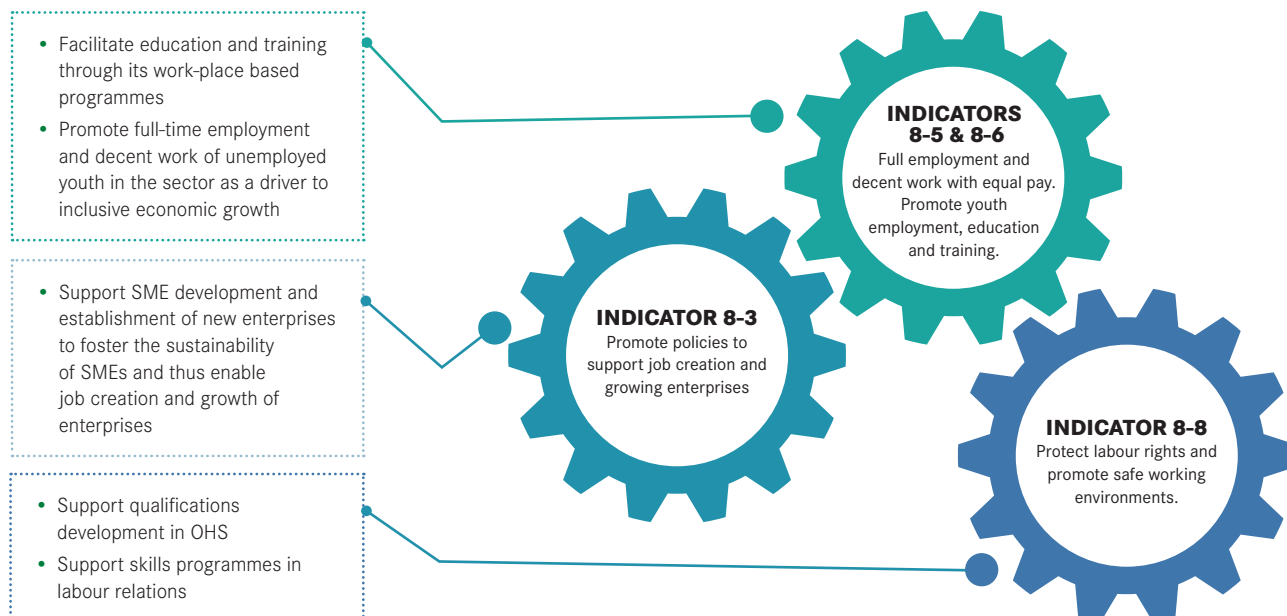


Figure 1-3: Implications of the SDG on the Strategic Plan of the HWSETA (2020-2025), Indicator 8



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 Government of their commitment to transform Africa into a global powerhouse. It consists of 20 goals and the goals aligned to the mandate of the HWSETA include:

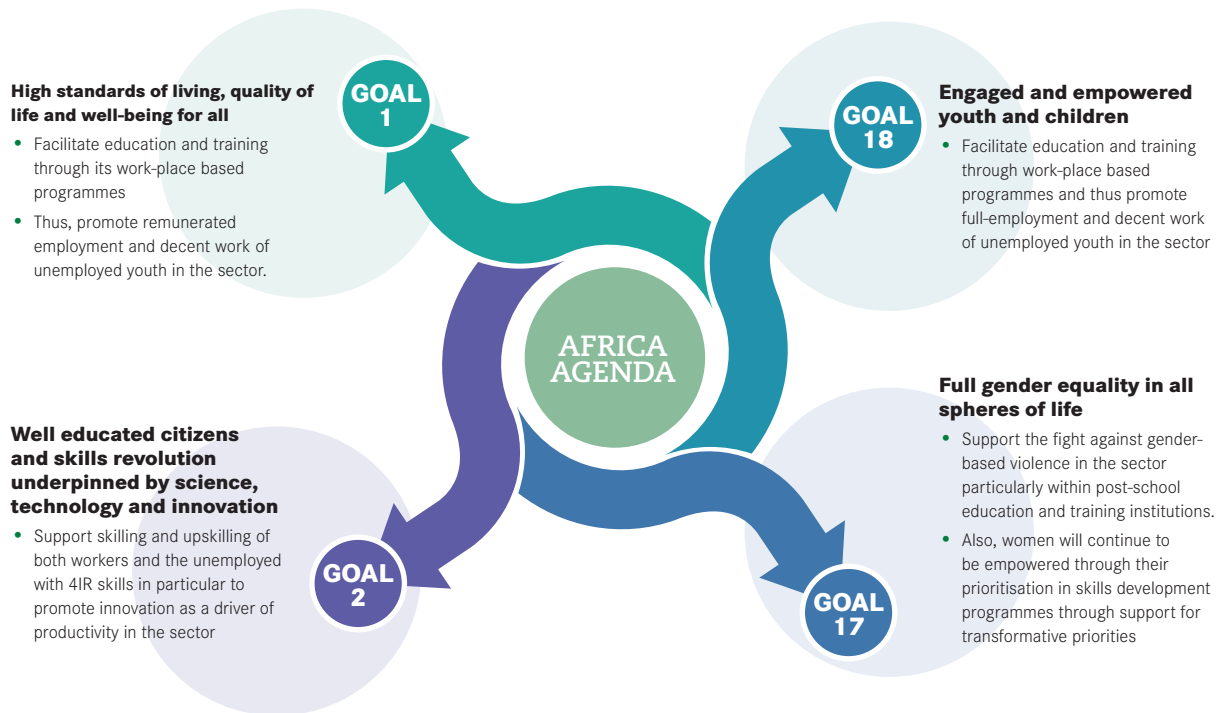
Goal 1: High standards of living, Quality of Life and well-being for all

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 the HWSETA Strategic Plan (2020-2025)



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

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

Chapter 4 is most relevant to the Strategic Plan of the 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; and
- 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 the HWSETA, and this are discussed in the table below as follows:

Figure 3: Implications of the SADC RIDSP on the HWSETA Strategic Plan (2020-2025)

Pillar III Social and Human Capital Development Strategic Objective 4 Increased job creation with decent work opportunities for full and productive employment in the region	Outcome 1: Increased job creation and access to decent work opportunities Key interventions: Holistic decent work agenda promoted and implemented, prioritising job creation and access to productive employment opportunities for young people.	HWSETA Response: The HWSETA will facilitate access into work opportunities that provide decent work through its workplace-based skills development initiatives. Also, the HWSETA will contribute towards job creation through the promotion and capacitation of graduates to with entrepreneurship skills that will enable them to venture into self-employment and opening up of new enterprises.		
Cross-Cutting Issues: Gender, Youth, Environment and Climate Change, and Disaster Risk Management Strategic Objective 3 Improved youth empowerment and participation of young people and people with disabilities in all aspects of social and economic development, and enhanced welfare of senior citizens	Outcome 1: Enhanced participation of people with disabilities in socio-economic development Key interventions: Disability issues mainstreamed in all sectors and programmes, including in decision-making processes.	HWSETA Response: The HWSETA prioritizes people with disabilities in skills development initiatives and streamline certain programmes specifically for this population group.		
Pillar III Social and Human Capital Development Strategic Objective 3 Increased access to quality and relevant education and skills development, including in science and technology, for SADC citizens	Outcome 1: Enhanced equitable access to quality and relevant education Key interventions: Universal access to education promoted for sustainable development, taking into account aspects of gender equality, human rights, and global citizenship. Implementation of the SADC Qualifications Framework enhanced. Open distance learning strategies in Member States to promote greater access to education at all levels, including in the context of unforeseen disruptions, implemented.	HWSETA Response: The HWSETA will continue to facilitate access into PSET education and training for both workers and the unemployed through its comprehensive bursary programme for qualifications at NQF 5 to 10 at TVET Colleges and Universities. The HWSETA will support the implementation of the SADC Qualifications Framework The HWSETA will fast-track the implementation of e-learning in occupational education and training offered by Colleges it accredits, thus promoting distance learning in the sector.	Outcome 2: Enhanced skills development for regional industrialization Key interventions: SADC citizens' digital skills developed to empower them to benefit from the changing nature of work and the rise of the digital economy, leveraging on infrastructure development in the region. Acquisition of skills, competences, and qualifications, ensuring that education and training systems are responsive to labour market needs and the evolution of work, promoted.	HWSETA Response: The HWSETA will support the sector to capacitate workers with the digital skills that are required for the changing nature of work. The HWSETA will support the acquisition of critical skills for workers and scarce skills for both workers and the unemployed in order to be responsive to the labour market needs.

2.2.2 National Government Policies influencing the Strategic Plan

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

- The National Development Plan (2030)
- The Draft Medium-Term Development Plan (2030)
- The acceleration plan to achieve the NDP targets by 2030
- National Rural Development Strategy
- Science, Technology, and 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 next sub-sections.

2.2.2a National Government Policies: The National Development Plan

The overall aim of the National Development Plan (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: Implications of the National Development Plan on the HWSETA Strategic Plan (2020-2025)

The HWSETA plays a role of an enabler as its mandate contributes towards the achievement of the NDP goals:

Goal 1: The HWSETA will continue to support cooperative development, CET education and training programmes, NPO sector, and SMEs which play a key role in supporting livelihoods of communities and upliftment of its members through skills development.

Goal 2: The HWSETA, through its skills development programmes, will continue to fund training that is geared towards employment, self-employment, and the establishment of new enterprises.

Goal 3: The 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 Medium-term Strategic Framework (MTSF)

The NDP is our long-term strategic plan that serves for 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

The NDP assesses progress towards Vision 2030 and makes recommendations for course correction towards the achievement of NDP targets and outcomes.

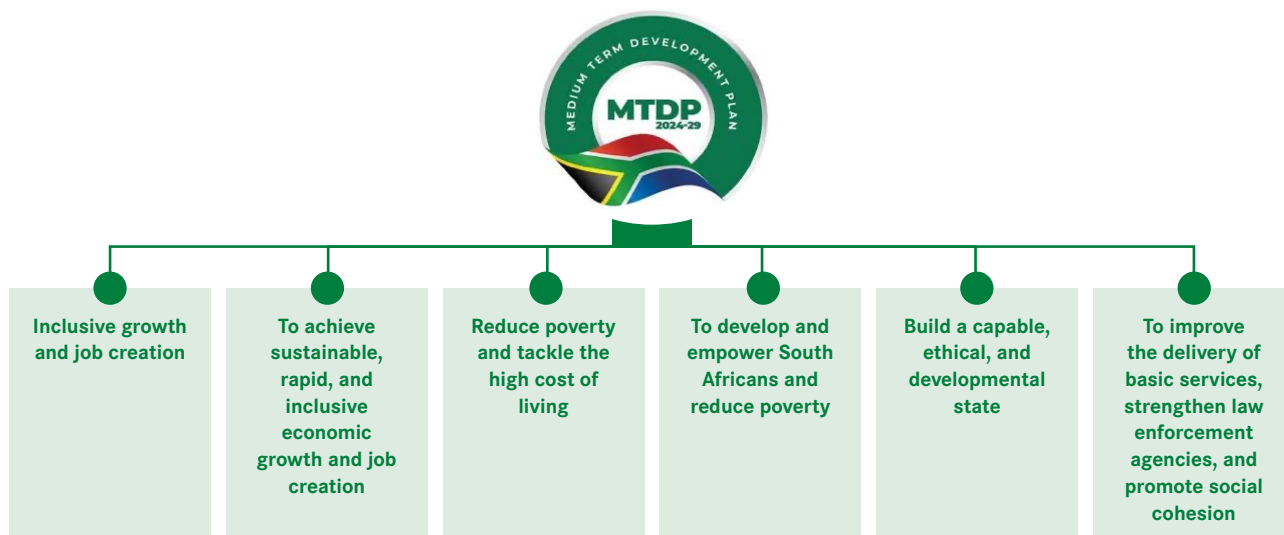
The overarching goals of the NDP

Eradicate absolute poverty from 39% of people living below the poverty line of R419 (2009 prices) to zero.	Reduce unemployment rate to 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

2.2.2B National Government Policies: The Revised Medium-Term Development Plan (2025-2030)

The draft Medium-Term Development Plan (MTDP) 2024-2029 replaces the Medium-Term Strategic Framework (2019-2024). The draft MTDP contains three strategic priorities, which are, inclusive growth and job creation; reduce poverty and tackle high cost of living; and build a capable, ethical and developmental state.

Figure 4: Medium-Term Development Plan 2024-2029



Although the mandate of the HWSETA is directly linked to Priority 2: reduce poverty and tackle high cost of living, a contribution can also be made to the other two strategic priorities of the Draft MTDP. Outcomes to which the HWSETA can make a contribution through its strategic plan 2025-2030 will be implemented as Strategic Integrated High Impact Programmes (SIHIP), through the theme, “A skilled and healthy workforce is a key instrument to poverty reduction”. The strategic approach towards the achievement of the Medium-Term Development Plan (2024-2029) is therefore discussed in the table below:

**Table 3: Strategic Approach Towards the Achievement of the Medium-Term Development Plan (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 to the importance of WSP information and its utilisation. - Increased coverage of dissemination of SSP and labour market research to the entire PSET, Health, Veterinary, and Social Development sectors.	- Professional bodies such as associations, councils etc. will support the HWSETA to sensitise constituencies of these bodies about the importance of WSP information. - HWSETA to convene gatherings to lobby key stakeholders for participation in mobilisation of employers.

STRATEGIC PRIORITY MTDP OUTCOME		GOALS AND OBJECTIVES	PARTNERS ROLES AND RESPONSIBILITIES	
1.3	Enabling environment for investment and improved competitiveness through structural reforms	KRA 1.3.1: Streamline support for small enterprises, entrepreneurs and cooperatives, especially in townships and villages, to thrive. Also, strengthen the regime of start-ups. KRA 1.3.3: Continue the structural economic reforms to address spatial inequality and strengthen digital transformation.	• To place greater focus on workplace-based training for sector college learners. • In addition to the priority placed on SMEs, start-ups, entrepreneurs, cooperatives in rural areas, those located in townships will also be supported as a priority. • Continue to support the sector to capacitate graduates with requisite experience with social entrepreneurship skills and establishment of new enterprises. • Support new venture with necessary equipment for strengthening their viability.	• HWSETA will facilitate work-place 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.	• To conduct extensive research to understand changing skills needs in general • To engage with stakeholders, training providers, employers & key role-players • To monitor and track the performance of skills development partners & learners	• Partnerships and collaboration with the higher education and research institutions, amongst 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 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. Establish a database of the NEET Youth for recruitment of unemployed learners into workplace-based and bursary programmes of the HWSETA. Priority to be given to women and people with disabilities.	• SASSA will provide the database of beneficiaries of social wage grants. • DSI will link HWSETA with HSRC and will monitor progress of this partnership. • HSRC will profile beneficiaries on the SASSA social wage beneficiary databases to check eligibility for post-school education and gaining access into health, veterinary, and social development programmes. • HWSETA will collaborate with the HSRC and then compile a database of Youth that is 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.
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.		

STRATEGIC PRIORITY MTDP OUTCOME		GOALS AND OBJECTIVES	PARTNERS 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. 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 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 in order to ensure public and private facilities pass inspection and are accredited to provide health care under the NHI Fund. • Support the Department of Social Development and the Department of Health to improve 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 Health will identify skills required for phasing in the National Health Insurance Act. • OHSC will identify skills required to finalise the implementation of the National Quality Improvement Plan. • The HWSETA will fund training of workers in the health sector for capacitation to finalise the National Quality Improvement Plan and phase in the National Health Insurance Act. • 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 the training programmes. • DBE to facilitate piloting of the training programmes.
2.5	Skills for the economy	KPA: 2.5.1 Strengthen the partnership with the private sector to unlock the deployment of artisans and TVET graduates through workplace-based placements and work integrated learning opportunities.	Strengthen the partnership 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 Artisan Development program of the HWSETA by facilitating the placement of all artisan learners on learnership programme 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 PRIORITY MTDP OUTCOME		GOALS AND OBJECTIVES	PARTNERS 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.	• Department of Social Development will identify skills required for the implementation of 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, like the Thuthuzela Centres and GBV desks in police stations.	

2.2.2c National Government Policies: The Acceleration Plan to Achieve the NDP targets by 2030

The accelerated plan to achieve the National Development Plan by 2030 is a proposal that was developed by the interdepartmental National Working Group to the Presidency on Poverty Alleviation. The acceleration plan to achieve the NDP targets by 2030 presents a framework founded on three principles that will guarantee pathways out of poverty. These include; A Capability Approach (For People & State); Integrated, Coordinated and Massified Implementation; and The No-Poverty Guarantee.

The Interdepartmental National Working Group recommends that South Africa adopts this Presidential NO POVERTY GUARANTEE:

“No household and or individual will live below the poverty line by 2030 in South Africa. Members of households in the bottom 40% have access to a comprehensive set of interventions that create pathways for households and individuals to exit out of poverty.”

The Interdepartmental National Working Group recommends that implementation should start immediately and will be evaluated each year to 2030. A summary of the accelerated plan to achieve the NDP targets by 2030 and the contribution of the HWSETA to the plan is summarised in figure 5:

Figure 5: Summary of the Accelerated Plan to Achieve the NDP Targets by 2030

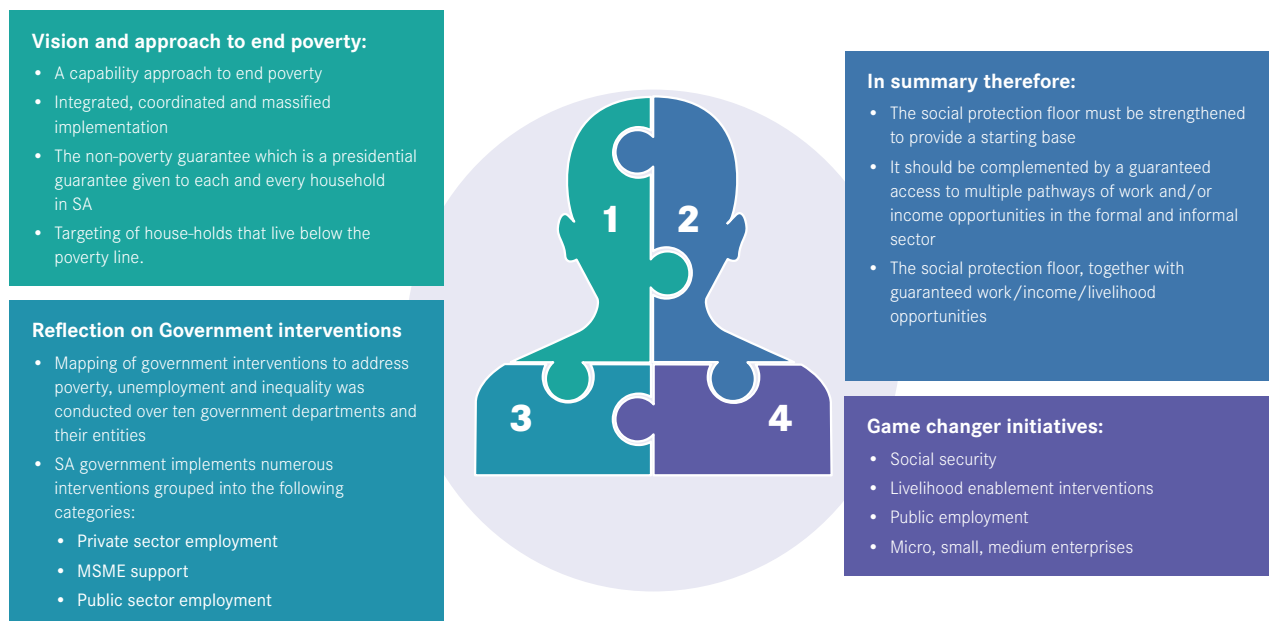
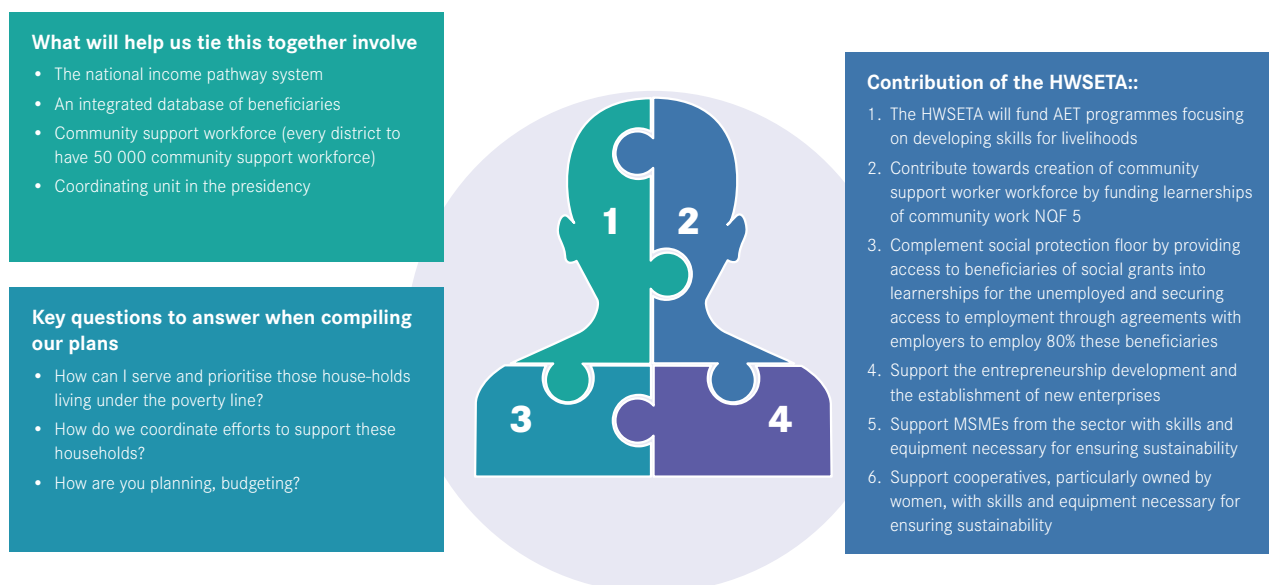


Figure 5-1: Summary of the Accelerated Plan to Achieve the NDP Targets by 2030 (continued)



2.2.2d 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 and modern rural economy
- Lack of jobs, job opportunities, and entrepreneurs

The response of the HWSETA therefore shall be as follows:

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

2.2.2e National Government Policies: Science, Technology, and Innovation Decadal Plan 2032

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

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

2.2.2f National Government Policies: Strategy for Economic Empowerment of Women, Youth and Persons with Disabilities (WYPD)

The HWSETA will support this strategy through a targeted approach where specific indicators will be assigned to cater for people with disabilities. Women and the 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 therefore are the strategic priorities that have been identified to be in line with the mandate of the HWSETA and therefore contribution will be made during the 2025-2030 strategic period.

Figure 6: Strategy for the Economic Empowerment of Women, Youth, and Persons with Disabilities

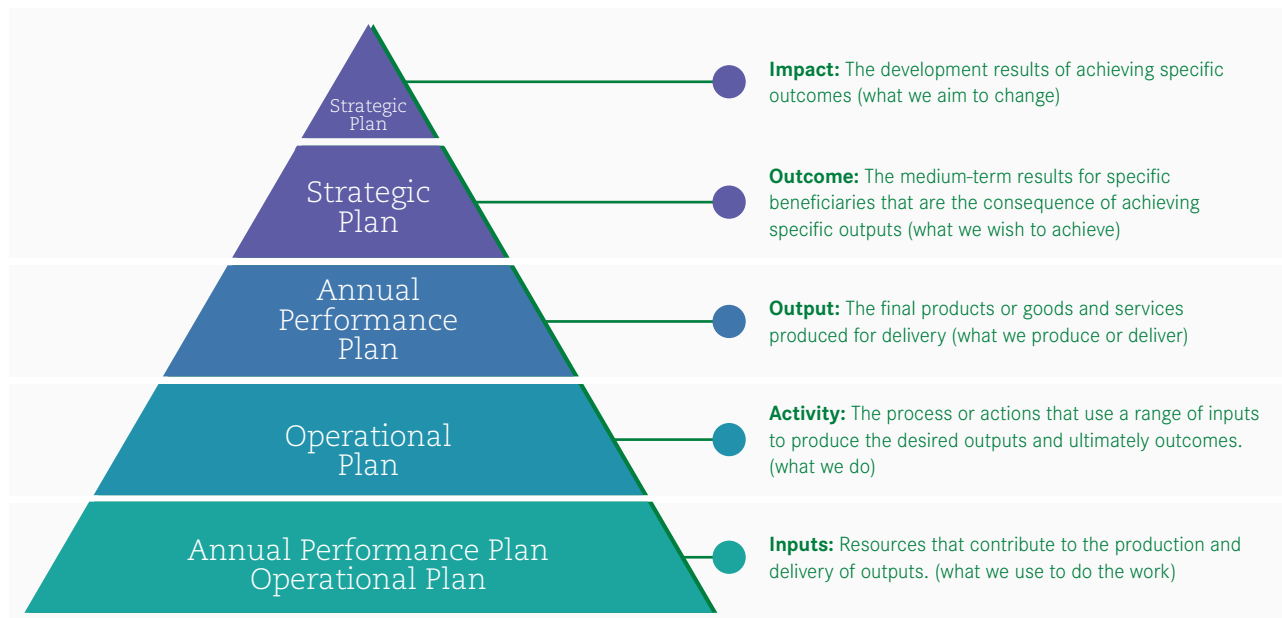


2.2.2g The Revised Framework for Strategic Plans and Annual Performance Plans (2019)

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

Figure 7: The Results Based Approach to Government Planning

Introduced to government planning by the revised strategic and annual performance planning framework of 2019



2.2.3 Sectoral Policies influencing the Strategic Plan

Policies for the Post-School Education and Training (PSET) sector include:

- The National Skills Development Plan (2030)
- The Economic Reconstruction Recovery Plan Skills Strategy (2030)

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

2.2.3a Sectoral policies: the National Skills Development Plan (2030)

The National Skills Development Plan (2030) with its eight outcomes are translated into eight strategic outcomes and four impact statements of the strategic plan of the HWSETA, as illustrated in table 4.1.

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
"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)	To improve responsiveness of the 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"	The HWSETA provides an efficient and effective governance, skills planning, programme implementation, and evaluation system which identifies and increases the production of occupations in high demand in the strategic period	The HWSETA is capacitated with adequate human and financial resources, as well as automated business processes to deliver on its mandate and achieve its targets in the strategic period
			The SSP and research reports produced by the HWSETA are credible and provide useful information to internal and external stakeholders, as well as the general public, through various dissemination platforms in the strategic period
			The monitoring, evaluation, and impact studies, including tracer studies, produced by the HWSETA, are credible and provide useful information to internal and external stakeholders, through various dissemination platforms in the strategic period
			The 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 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
"There has been limited emphasis, particularly at a school level, on career and vocational guidance for our youth...[as such] there is 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)	"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)	The HWSETA creates access for unemployed youth into its skills development interventions in the strategic period	The 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 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) "the role of SETAs as intermediary bodies is posited as a key factor in linking the world of work and education " 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 targeting unemployed students and graduates from TVET and HEI to train them for employment through work-based training	The HWSETA provides an efficient and effective governance, skills planning, programme implementation, and evaluation system which identifies and increases the production of occupations in high demand in the strategic period	Employers in the sector open up their workplaces for workplace-based learning through partnerships with the HWSETA in the strategic period Unemployed persons find employment after successfully completing workplace-based learning programmes funded by the HWSETA in the strategic period The 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 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 for those in the labour market" "Trade unions and worker education and training initiatives are able to use the critical networks of their organisations (e.g 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)	NSDP's (2019, p.18) solutioning is that "SETAs must support the training of employed workers and encourage employers to expand such training 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 employed workforce for training using learnership, bursaries, and skills programmes for upskilling to improve productivity. 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)	The HWSETA contributes to the improvement of level of skills to 80% of the health and welfare sector workforce through various learning programmes that address critical skills in the strategic period The 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	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
			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 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
South Africa's intermediate skills base is too low to support the country's socio-economic development goals...[and] not keeping pace with the skills required to remain competitive in an increasingly knowledge-based economy" (NSDP 2019, p.18). NSDS III (2012, p.13) argues that the low intermediate skills base and not upgrading skills at the pace of competitive knowledge-based economies is due to the challenge of access. "On the other hand, access relates to the availability of places in relevant programmes, on the other, it relates to the constraints (social, academic, geographical and financial)"	"QCTO has, since 2012, been developing new occupational qualifications which will become part of the offering in TVET colleges and CET colleges...[and SETAs] will play an important role in supporting the increased production of occupationally directed programmes". (NSDP 2019, p.18) Skills levy institutions, through their funding, will play an important role in supporting the increased production of occupationally directed programmes	The HWSETA contributes to the improvement of level of skills to 80% of the health and welfare sector workforce through various learning programmes that address critical skills in the strategic period	The HWSETA develops full and part occupational qualifications relevant to occupations in the sector in the reporting period
			The HWSETA accredits skills development providers, registers assessors and moderators and issue certificates for learners found competent in the reporting period
			The HWSETA supports partnerships with post-school education institutions in the reporting period
			The HWSETA contributes towards the creation of researchers for the health and social development sector in the strategic period
			The HWSETA supports unemployed persons with top-up skills to increase the prospects of them finding employment

Table 4.6 Linkage of 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 “cater mainly for youths 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” NSDP (2019, p.20) illustrates the scope of this problem as it states, “STATSA (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 which “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”	The HWSETA supports the growth of public and private college system so that colleges may qualify as centres of specialisation in the strategic period	The HWSETA supports public college lecturers and curriculum management to improve onsite practical and vocational capacity in the reporting period The HWSETA promotes access into vocational programmes of TVET and other sector colleges in the strategic period

Table 4.7 Linkage of 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
“The inability of the 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)	Focus on entrepreneurship and cooperative development which is “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)	The HWSETA provides increased support towards skills development activities for entrepreneurial, cooperative, as well as the establishment of new enterprises in the strategic period	The HWSETA funds skills development needs of cooperatives, small and emerging businesses, new enterprises, and large-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
The NGP emphasises the importance of skills development and, as indicated above, looks to the National Skills Development Strategy (NSDS) for guidance. This challenge translates into a question: What skills are required for the implementation of its five main job drivers	“Fostering rural development and regional integration.” (NSDP 2019, p.7)	The 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 the HWSETA to support rural development and professionalisation in the public sector through high-impact projects of the MTDP in the strategic period

Table 5: Strategic outcomes alignment with NDP, MTD, 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 work-place 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	5	The HWSETA contributes to increased access by the unemployed into occupationally directed programmes in the health and welfare sector during the strategic period.
4	Increase access to occupationally directed programmes	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.
5	Support the growth of the public college institutional type	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.
6	Skills development support for entrepreneurship and cooperative development	2	The HWSETA creates access for unemployed Youth into its skills development interventions in the strategic period.
8	Support career development services	8	The HWSETA supports rural development, and professionalisation in the sector through high impact projects in the strategic period.
	Rural Development (SLA Outcome: Rural Development) <i>(Based on NSDP main job driver: Fostering rural development and regional integration)</i>		

Figure 8: Alignment of 2025-2030 strategic goals (impact) and outcomes of the HWSETA to the outcomes of the NSDP 2030



2025-2030

It should be noted that the 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 Sub-Committees of the HWSETA Board receive the following reports:

- Quarterly reporting on financial and performance results
- Research, monitoring and 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 the HWSETA
- Ad hoc reporting when required
- Responses to parliamentary questions

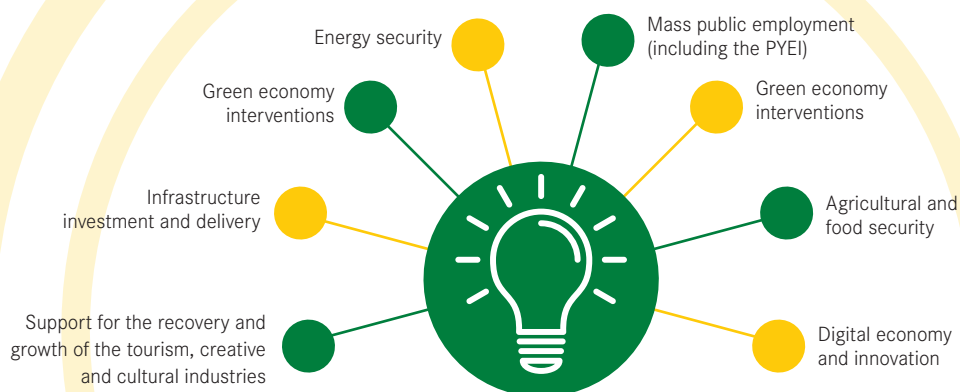
Finally, HWSETA's commitment to keeping stakeholders informed of HWSETA's activities results in:

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

2.2.3b Sectoral Priorities: The ERRP Skills Strategy

The ERRP focuses on strengthening key sectors of the economy that are a priority to the recovery of the economy. These include:

Figure 9: Priority Occupations of the ERRP



The DHET developed the ERRP skills strategy which maps out the role that will be played by the post-school education sector to support the implementation of the ERRP. The ERRP Skills Strategy contains 102 occupations required by the ERRP which are considered to have skills shortages. From this list, the HWSETA has nine occupations falling within its ambit and one cross cutting skill. Training on these occupations was funded from 2022 to 2024 and progress that was made is detailed in table 7.

Table 7: Contribution of the HWSETA TO THE ERRP SKILLS STRATEGY

	OCCUPATION	2022-2025 3-YEAR TARGET	2022-2023 ACTUAL ACHIEVE- MENT	2023-2024 ACTUAL ACHIEVE- MENT	2022-2024 TOTAL ACHIEVED	2022-2024 PERCENTAGE ACHIEVE- MENT	2022-2024 COST PER LEARNER	2022-2024 TOTAL COST
1	Research and Development Manager	24	3	22	23	96%	R80 000	R1 840 000
2	Safety, Health, Environment and Quality (SHE&Q Practitioner)	45	23	19	42	93%	R30 000	R1 260 000
3	Early Childhood Development Practitioner	1299	680	481	1161	89%	R30 000	R34 830 000
4	Biotechnologist	105	1	9	10	10%	R80 000	R800 000
5	Microbiologist	105	3	16	19	18%	R80 000	R1 520 000
6	Environmental Scientist (Environmental Technician)	300	88	43	131	44%	R30 000	R3 930 000
7	Refrigeration Mechanic	135	55	49	104	77%	R45 000	R4 680 000
8	Social Entrepreneurship	75	0	30	30	40%	R60 000	R1 800 000
9	Qualification in Medical Technology	1	0	1	1	0%	R64 500	R64 500
CROSS CUTTING SKILL								
10	Digital Skills	950	151	293	444	47%	R6 000	R2 664 000

A total of 3039 employed and unemployed persons were targeted to be funded in the above occupations over a two-year period (2022-2024) for a total of R86 250 000. By the end of this period, the HWSETA funded a total of 1967 employed and unemployed persons, which is 65% of the target.

Additionally, areas of specialisation identified by the Department of Science and Innovation were funded through HWSETA bursary programmes from 2022-2023. These included university programmes in the fields of Chemistry, Radiology, Medical Sciences, Pharmacology, Physiochemistry, Radiography, Medical Sciences and Public Health.

3. INSTITUTIONAL POLICIES AND STRATEGIES OVER THE FIVE-YEAR PLANNING PERIOD

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 Medium-Term Development Plan 2024-2029. These areas are identified from the MTDP based on the mission statement of the HWSETA. The MTDP is thus implemented by the HWSETA through its strategic plan based on the following strategic focus areas:

Figure 10: Strategic Focus areas of the Strategic Plan 2025-2030



The strategic focus areas of the 2025-2030 strategic plan ensures alignment between HWSETA values; creation of road-maps, 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 11: Linkage Of Key Strategic Priority Areas With Implementation



3.2 Medium-Term Development Plan 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 2024, 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 43,8 per cent¹. Most unemployed individuals had an education level below matric (grade 12), while around 34 percent had completed their matric year². Approximately 10% of graduates were unemployed.

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 market³. 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 the key contributors towards poverty in South Africa. The key approach towards reduction of poverty is by increasing labour productivity through skills development.

One of the statements of intent by the government of national unity is to invest in people through education, skills development and affordable quality healthcare. This is aligned to the National Development Plan (NDP) 2030's goal of improving education, training and innovation. The Medium-Term Development Plan (MTDP) aims to implement the NDP under three strategic priorities: inclusive growth and job creation, reduce poverty and tackle the high cost of living and 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 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 thus limited educational achievement among the youth.
- Failure of graduates to transition from school education into employment.
- Shortage of skilled workers.
- Mismatch between skills sets and labour market demands.

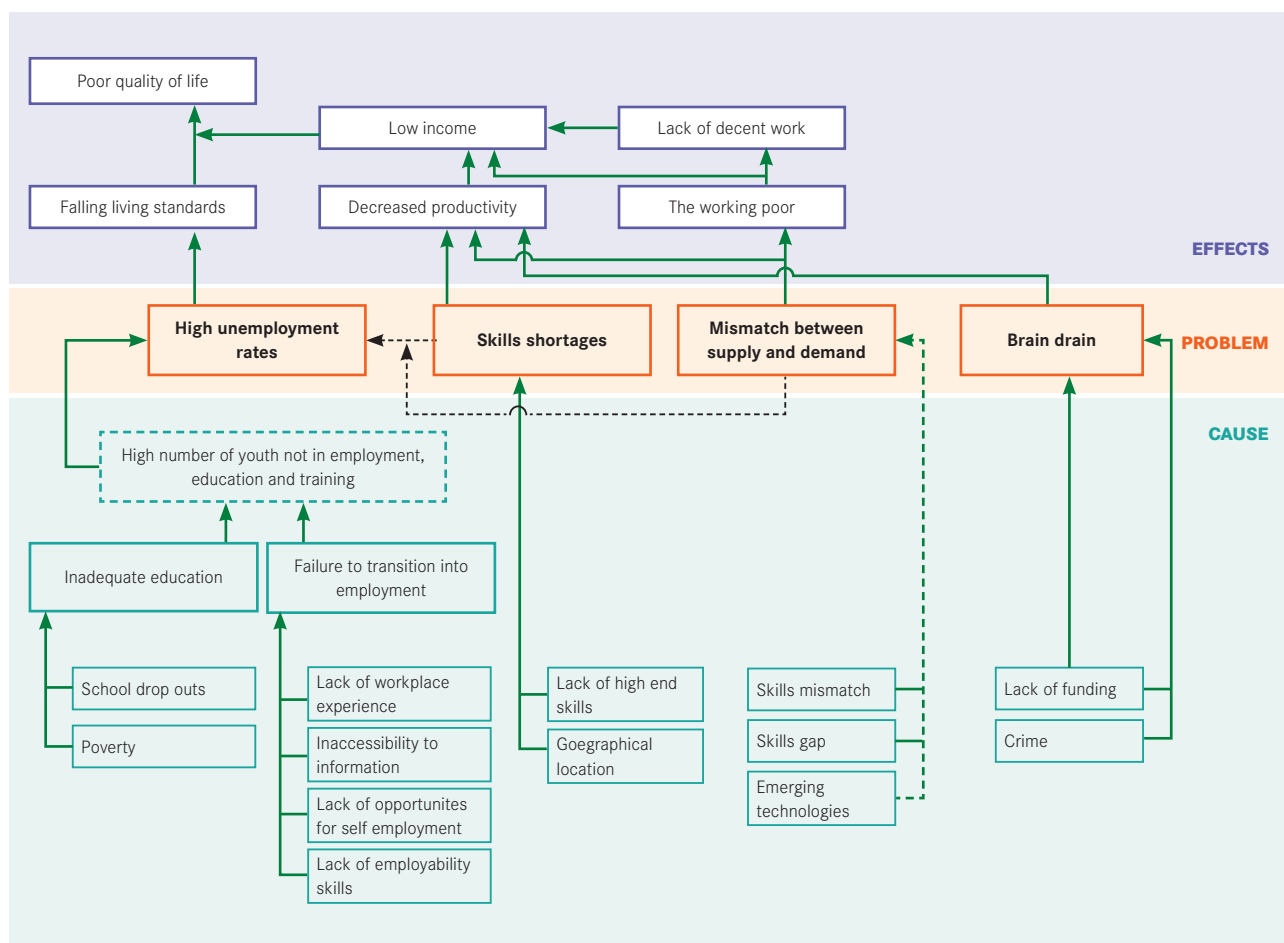
Figure12 summarises the analysis of the identified challenges, core problem and root cause analysis of hindering improvements to unemployment.

¹ STATSSA, *The Quarterly Labour Force Survey (QLFS) Q1 2024*

² Statista, *Share of unemployed in South Africa in the fourth quarter of 2024, by education level*

³ DHET, *2022 Skills Supply and Demand in South Africa*

Figure 12: Problem Analysis based on the MTDP (2024-2029)



Root cause 1: Inadequate education among the youth

- In South Africa, low educational attainment, as well as 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, as well as 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 due to lack of promotion of entrepreneurship by the education system, lack of mentorship and lack of funding.
- The absence of information on what skills are in demand and where jobs are results in many young people making a choice of career 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 and jobs remain vacant for long periods of time. 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 in a situation where we have people who need work, but these people do not have the skills needed to do the job.
- Access to employment opportunities is also dependent upon 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 a rural 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 comes about 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 very costly to match people with jobs and 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 towards 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 in demand are not those that are in supply and this often occurs with technological change.

3.2.3 Effects of the problem

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

3.2.4 Solution to the Problem 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 that are linked to the goal are:

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

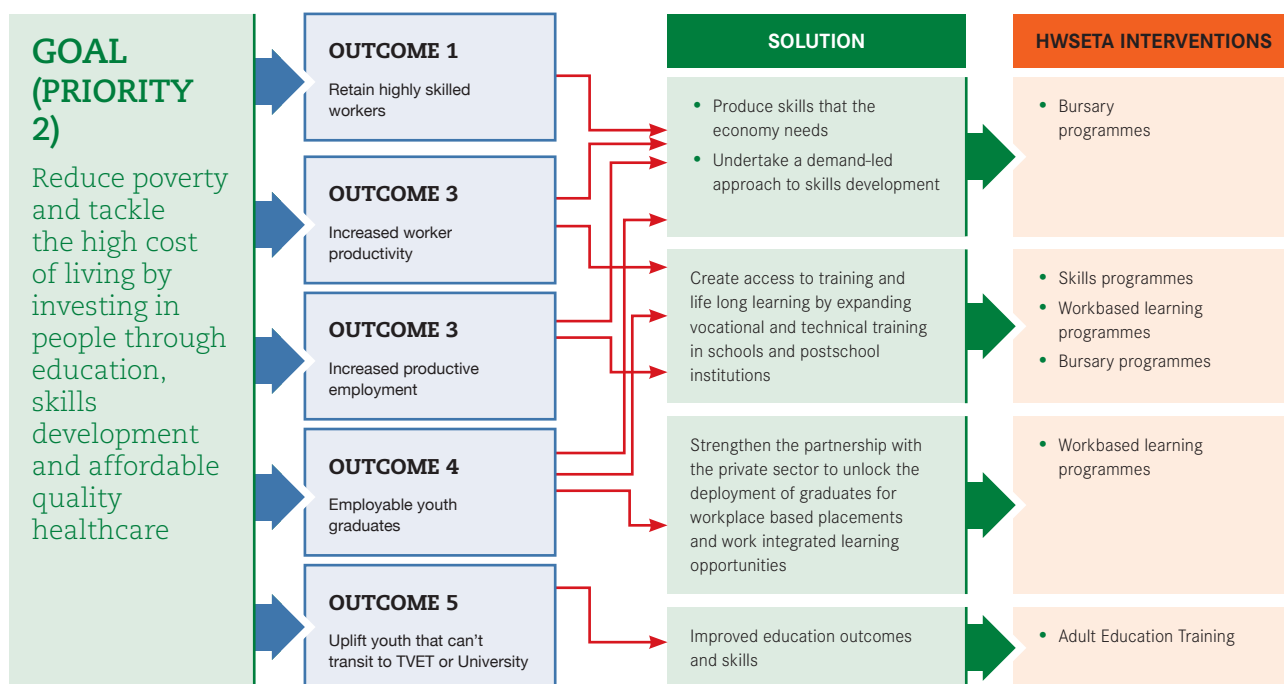
3.2.5 HWSETA's Approach Towards Implementation of the MTDP Priority 2

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

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

1. To produce skills that the economy needs.
2. To undertake a demand-led approach to skill 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 the partnership with the private sector to unlock the deployment of graduates for workplace-based placements and work integrated learning opportunities for graduates.

Figure 13: Solution analysis for the mtdp (2024-2029)



3.2.6 The Theory of Change of the HWSETA

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

- a thorough strategic logic for achieving an 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 why change is expected to happen in a particular way.

The Guidelines for implementing the Revised Framework for Strategic Planning also recommend that once the results chain has been developed, the impact and outcomes should be reflected in the Strategic Plan (SP), the outputs reflected in the Annual Performance Plan (APP) and the 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; and assumptions.

3.2.7 HWSETA Stakeholder Analysis

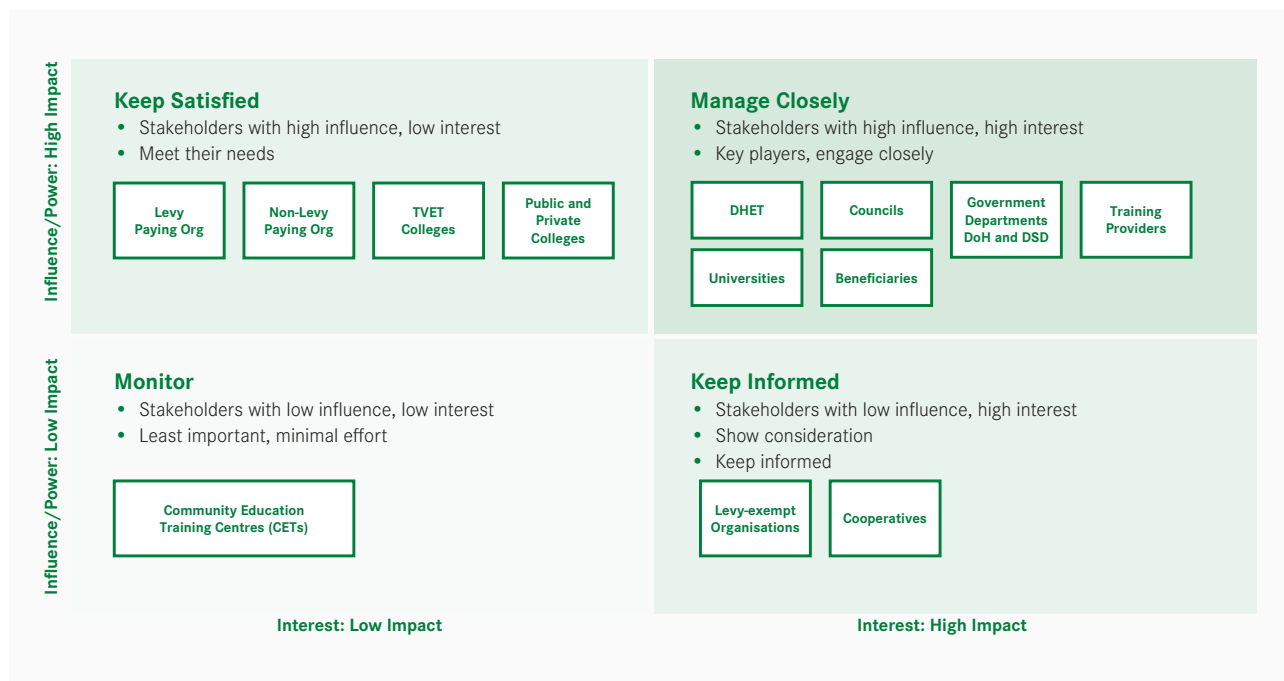
The stakeholder analysis identified major needs and interests of all agents who have an interest in the skills development of the health and welfare sectors. The main stakeholders were identified including their roles and responsibilities.

Table 8: Identification of Main Stakeholders, their Roles and Responsibilities

NO.	STAKEHOLDER/ROLE PLAYER	ROLES AND RESPONSIBILITY
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	Delivery and monitoring of health and social development services
5	Strategic partnerships (Universities, TVET Colleges, Public/Private Colleges, Community Education Training Centres, Other Entities of DHET)	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

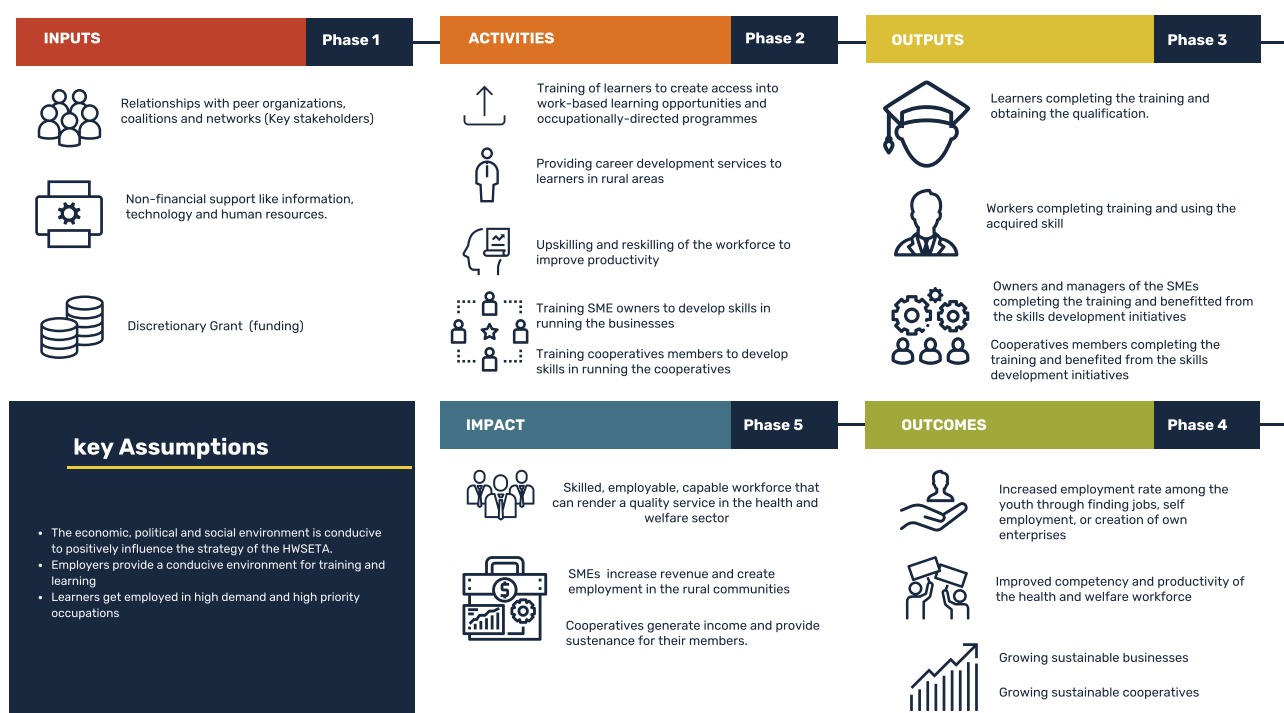
The stakeholders were assessed based on the power or influence and interest.

Figure 14: Stakeholder Analysis and mapping



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

Figure 15: Overview of the Theory of Change of the HWSETA



IF

the HWSETA receives funding and builds capacity through human capital development and uses technology as well as has a strong relationship 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, as well as training small medium enterprise owners and cooperatives members to develop skills in running the businesses and cooperatives, respectively.

SO THAT

learners complete the training and obtain qualifications,
workers complete training and use acquired skills

AND

owners and managers of SMEs complete the training and benefit from the skills development initiatives, cooperatives members complete training and benefit from the skills development initiatives.

LEADING TO

increased employment rate among the youth through finding jobs, self-employment, or creation of own enterprises, improved competency and productivity of the health and welfare workforce

AND

growing sustainable businesses and cooperatives

RESULTING IN

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



increased revenue of
SMEs thus creating
employment in the
rural communities



cooperatives generate income thus providing sustenance for their members

3.3 HWSETA Policies and Strategies of the 5-year Period

Guided by its institutional policies, the HWSETA endeavours to implement the following strategies over the five-year period:

Table 9: Institutional Policies and Strategies over the Five-year Planning period

STRATEGY OVER 5 YEARS	
Research Policy	• Develop Sector Skills Plan 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, the Workers College, National Health Laboratory Services, SANGO Net, and the South African Federation for Mental Health • Publish research papers produced by candidates of post-graduate beneficiaries that are aligned to the research agenda of the HWSETA • 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 of the HWSETA	• 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 the HWSETA • Develop occupational qualifications for the sector • Translate all HWSETA learning materials to braille • Promote the offering of training by skills development providers to be through e-learning • 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 the HWSETA should secure the buy-in of other PSET subsystems for recognition and seamless articulation

STRATEGY OVER 5 YEARS

Discretionary Grant Policy

- Target youth not in Employment, Education or Training (NEET) for job creation
- Support for small businesses that are 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 enroll for Masters Degrees so as to achieve the NDP objective to produce more PhDs and expand the proportion of university lecturers with PhDs from 46% in 2018 to 50% by 2024 and also to facilitate professional registration for occupations that require a Masters degree to practice (such as psychology)
- Develop lecturers of TVET, other Colleges in the sector, and universities through post-graduate bursaries
- Support to post-school education institutions of learning with teaching aids to strengthen learner support
- Teaching aids such as uniforms for radiography students, for example, who require R4000 to purchase the uniform, which protects them from radiation. Other teaching aids include computer centres, cadavers, simulation aids etc.
- Support for NGOs and NPOs by the HWSETA will involve funding of skills development initiatives to strengthen governance and fundraising skills. Also, 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 ensuring that there are enough veterinary professionals to maintain health in animals 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
- Advance digital literacy for academic staff and equip them with digital fluency and digital mastery

M&E Policy and Framework

- Monitor and evaluate the performance of the HWSETA in executing its mandate
- To measure the impact of funding strategies of the HWSETA
- Conduct monitoring and evaluation of funding programmes of the HWSETA. In particular the work integrated learning programme for universities of technology, and the internship programme implemented by the National Department of Health
- Conduct track and trace studies annually for students funded by the HWSETA who complete learnerships, internships, apprenticeships, and university programmes funded through bursaries

Partnership Policy

Partner with key stakeholders such as:

- South African Federation for Mental Health to support capacitation of mental health workers to provide services remotely
- 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
- Department of Health to capacitate healthcare workers to use digital health systems. This will facilitate healthcare workers to meet NHI standards and thus get the accreditation for health facilities. Also, 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 work-places, 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, 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 ,unicipal health service workers.

Partnership Policy

continued

- 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 technologist, veterinary physiotherapist; and also provide Day 1 skills
- Partner with the Department of Basic Education and Training for social services to be rendered by non-profit organisations to be established through the Social Enterprises Programme of the HWSETA
- Partner with entrepreneurship hubs for the capacitation of social service Professionals who will be establishing Social Enterprises
- Partner with the private sector CSR programmes for supporting social enterprises to be established under the Social Enterprises Programme of the HWSETA
- Partner with universities and universities of technology to support undergraduate and post-graduate programmes aligned to bio-innovation health, and bio-innovation knowledge valorisation, these are tabulated in 9 and 10 below
- Partner with the Gauteng Department of Health to support addressing the following needs:
 - The current HRD practitioners in GDOH require training and accreditation as Education, Training and Development Practitioners (ETDP) so that they can become trainers for the HPO certificate
 - The Gauteng Department of Health (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
 - The GDOH plans to have a comprehensive developmental skills interventions aimed at improving competencies of the EPWP contractors that are placed within the Department
 - The Skills Development Interventions such as skills programmes, accredited short courses will require the support from HWSETA
 - There has been greater responsibility placed on ensuring full compliance with the Occupational Health and Safety requirements in all facilities
 - 48 employees have been trained on three ISO standards by the South African Bureau of Standards
 - The GDOH plans to expand the training to another 48 employees who will become the ISO standards custodians
 - Other interventions include the accreditation of the existing training centres on Emergency Medical Services – Basic Life Support with accreditation bodies such as the Resuscitation Council
- Partner with SAMED for the training of health occupations, particularly the unemployed graduates, to obtain the designation of Medical Coders and thus find jobs as medical coders. Also, this will increase the number of Certified Medical Coders in the country and thus support the implementation of the NHI
- Partner with the South African Society of Physiotherapy in order to support physiotherapists with the necessary skills for going into private practice
- Partner with the Pharmacy Council to support research on mental health challenges of pharmacists
- Partner with Higher Health on the Civic Education Skills programme to support soft skills and employability and awareness of societal challenges
- Partner with the Department of Social Development on the professionalisation and improved qualifications of staff and programmes relating to GBV and femicide
- Partner with the DPSA in order to gain access into the PERSAL database
- Partner with other SETAs on SIHIP
- Partners with Department of Health on training of health professionals on social determinants of health as a skills programme or continuous professional education
- Planned partnerships identified for the year starting 2025/26 of the 2025-2030 strategic plan are included in Part B under strategic priorities

4. UPDATE TO RELEVANT COURT RULINGS

Table 10: Relevant Court Rulings

CASE NAME LER-ONG CONSULTING (PLAINTIFF)

Cause of Action – July 2019 to date.

Lawsuit against the 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 R 823 267.00 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)

The HWSETA defended the matter, and the matter 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 the 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.

1. 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.
- LerOng 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 the HWSETA within 6 months.
- The condonation application seeks, inter alia – 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 LerOng opposed it.
- On consultation with HWSETA legal representation 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
 - ✓ LerOng's non-compliance is condoned.
 - ✓ HWSETA pay the costs of LerOng'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.

CASE NAME TRUE HARVEST (PLAINTIFF)

Cause of Action – March 2022 to date.

Lawsuit against the HWSETA in respect of alleged reputational loss in the amount of R 260 000 000.00, 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)

The HWSETA defended the matter, and the matter 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.

HWSETA (Plaintiff) vs OTHERS (Defendants)

CAUSE OF ACTION – NEW MATTER.

The HWSETA is instituting a lawsuit 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.

The HWSETA have exhausted all its remedies entrenched in the Memorandum of Agreements (MoA) to no prospect. 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 the debt owing in the sum of R 2 730 524 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 summons against the defendants.
- The HWSETA opted to institute summons against individual employer.
- On 8 August 2024, instruction was given to the attorneys to proceed on individual employers.

CAUSE OF ACTION – NEW MATTER.

The 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 the HWSETA and further misused the funds paid to them.

The HWSETA have sourced forensic experts to look into the matter of an alleged fraud and the findings were such that indeed collusion between the HWSETA ex-employees and Ms. Masisibi occurred to defraud the HWSETA. Subsequently 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 forensic audit of Mr. Ngwenya's financial records been conducted, and if so, what were the findings?
 - Has a 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 has 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 or 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.

PART B
STRATEGIC
FOCUS OF THE
HEALTH AND
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

The HWSETA endeavors 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

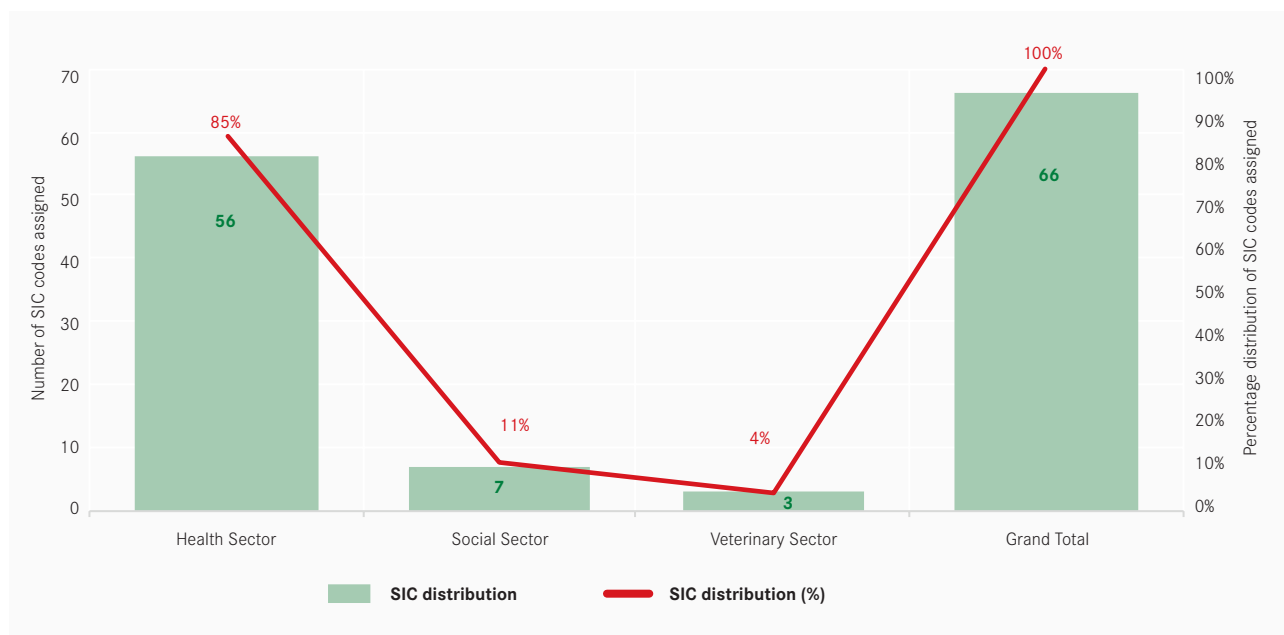
Table 11: Values of the HWSETA

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 16: DHET Assigned SIC Codes defining the scope of the sector



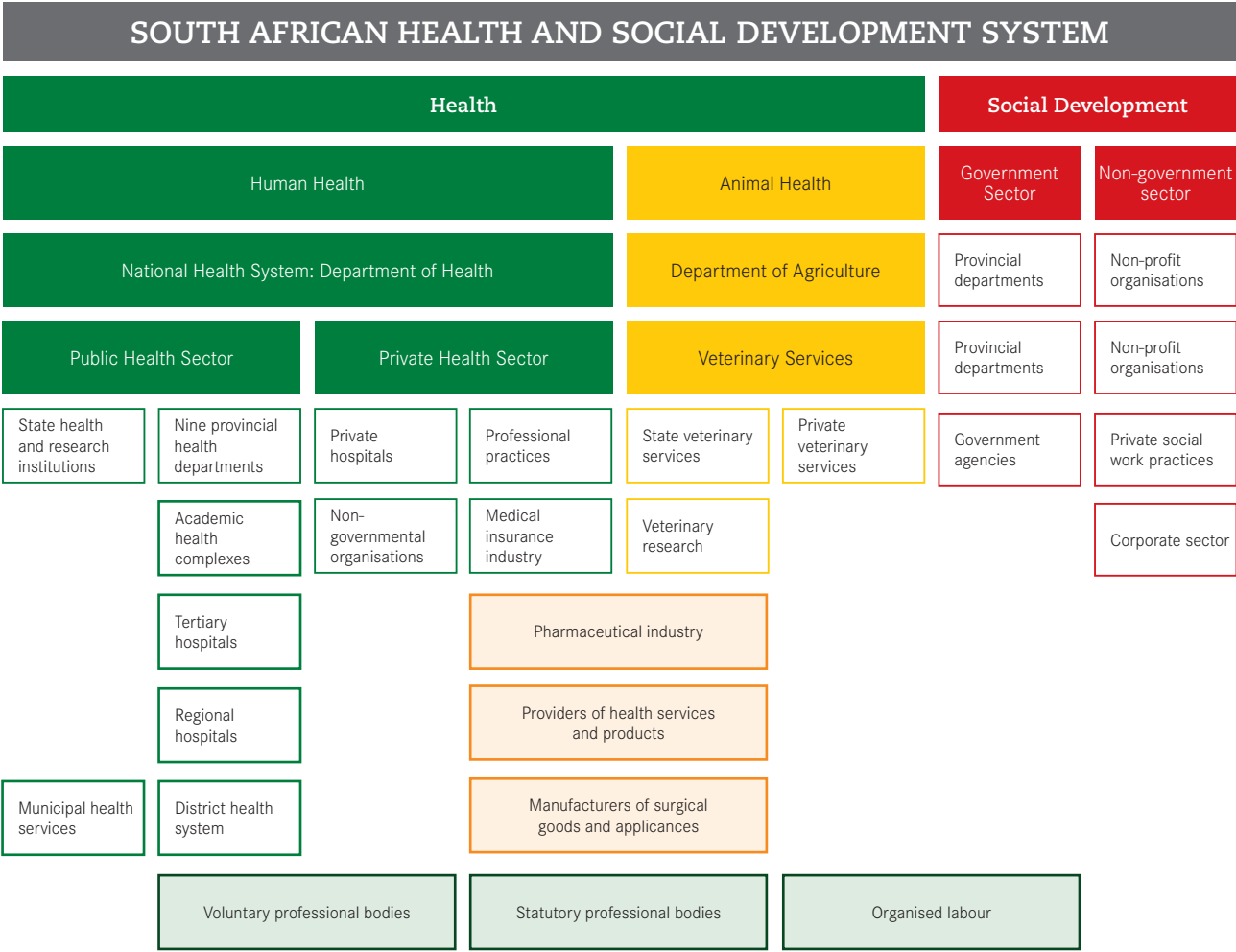
This section will, in broad terms, present information accounting for the health and social development sector as per assigned SIC codes above. The dominance of health and social work SIC codes are reflective of the Departments of Health and Social Development as key role players with respect to policy formulation, legislation, standard-setting, and oversight coordination of services rendered in the sector. These roles significantly shape both the external and internal environment within which HWSETA operates. In addition to these government departments, statutory and voluntary professional bodies, NGOs, CBO's and NPO's, labour and trade unions, research and training institutions, post-school institutions (CETs, TVETs, nursing colleges, and universities), other government departments (i.e., Department of Education and Agriculture), and South African Revenue Service (SARS) play key roles that have a bearing on both the external and internal environment within which HWSETA operates. Roles played by each of the stakeholders indicated above are detailed in the table below.

Table 12: Stakeholders of the HWSETA

ROLE PLAYER	KEY ROLES AND RESPONSIBILITIES
National Departments of Health and Social Development	Policy, legislation, standard-setting, oversight, and coordination of services rendered by provinces
Provincial Departments of Health and Social Development	Delivering and monitoring of health and social development services
Municipal Health Services	Environmental health management, primary health care
Government Agencies	Administration of social protection grants
NGOs, CBOs, and NPOs	Delivering health and social services.
The Hospital Association of South Africa (HASA)	Represents the interests of 64 000 people employed by the majority of private hospital groups and independently owned private hospitals
Statutory professional bodies	Regulation of the respective professions.
Voluntary professional bodies	Representing the interests of specific professions, their members and specialized fields of practice
Labour and trade unions	Shaping of labour market policies, labour relations practices, and human resources management in the sector
Research institutions Medical Research Council Human Sciences Research Council National Health Laboratory Service Onderstepoort Veterinary Institute	Conducting sector-relevant and related research

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

Figure 17: Stakeholders of the HWSETA



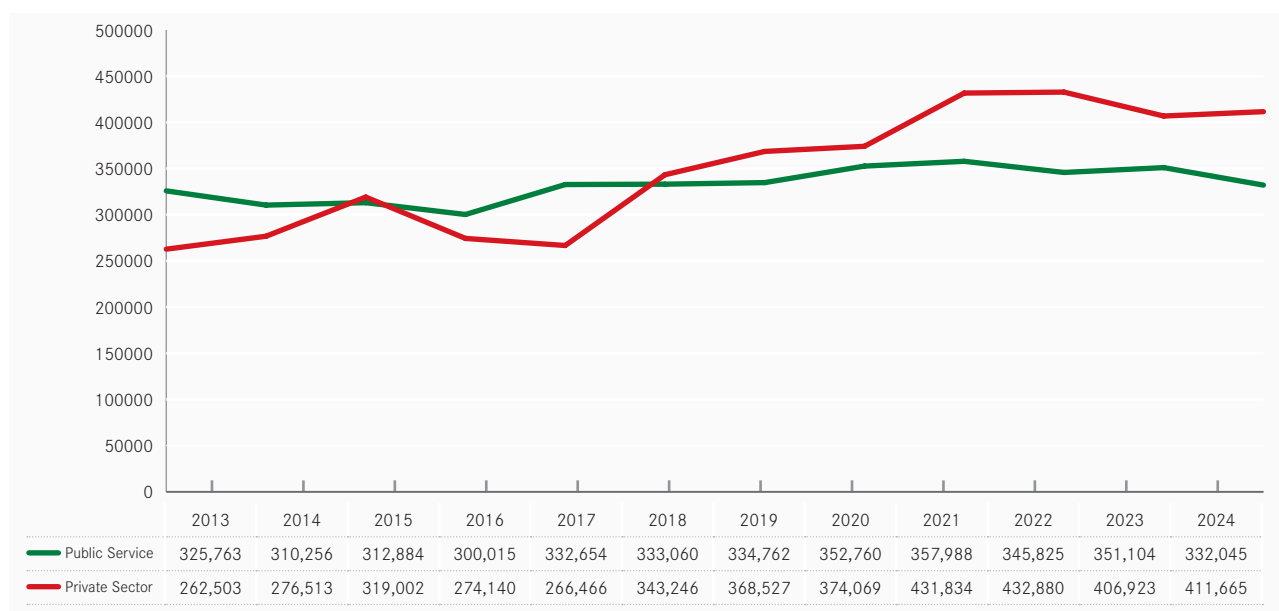
4.1 Profile of the Sector

4.1.1 Total Employment

Three data sources were used to construct a profile of the labour force: data from WSPs submitted by private sector employers to the HWSETA, data from public sector employers submitted to the PSETA, and data provided to the HWSETA from the private Medpages database. The analysis covered 743 710 people in 2024 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 411 655 (55%) are employed in private sector organisations, while 332 045 (45%) work in public service departments. This distribution has remained relatively constant over the past five years (2012-2024). Employment in the public service component of the sector decreased from 352 760 in 2020 to 332 045 in 2024, with an average annual growth of -1,5% over the period. The private sector component of the sector showed an average annual growth of 2,4% over the same period. The total sector (public and private) showed an average annual growth of 0,6% over the 2020-2024 period. This includes all occupational categories as mentioned in the previous paragraph.

Figure 18: Total Employment in the Health and Social Development Sector, 2013-2024



4.1.1a Trends in employment data: Gender

Table 13 shows the gender distribution in the sector from 2014 to 2023. Male's share in employment in the sector varied between 26% and 30% while females formed between 70% and 74% of the workforce over the years.

Table 13: Gender Distribution in the Health and Social Development Sector, 2014 - 2024

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Public Service	%	%	%	%	%	%	%	%	%	%	%
Male	27	27	28	32	28	27	27	26	28	27	27
Female	73	73	72	68	72	73	73	74	72	73	73
Total	100	100	100	100	100	100	100	100	100	100	100
Private sector	%	%	%	%	%	%	%	%	%	%	%
Male	30	25	25	28	25	27	28	29	29	33	32
Female	70	75	75	72	75	73	72	71	71	67	68
Total	100	100	100	100	100	100	100	100	100	100	100
Total sector	%	%	%	%	%	%	%	%	%	%	%
Male	28	26	27	30	27	27	28	28	29	30	30
Female	72	74	73	70	73	73	72	72	71	70	70
Total	100	100	100	100	100	100	100	100	100	100	%

Sources: Calculated from HWSETA and PSETA WSPs 2014-2023, MedPages data 2014-2024.

Females are in the majority in all occupation groups, except for the groups: plant and machine operators and assemblers and skilled agricultural, forestry, fishery, craft, and related trades, which include occupations such as delivery drivers and artisans which are predominantly filled by males.

Table 14: Gender Distribution according to Occupational Groups, 2024

Occupational Group	MALE		FEMALE		TOTAL	
	N	%	N	%	N	%
Public Service						
Managers	4 517	38	7 286	62	11 803	100
Professionals	29 043	21	106 633	79	135 676	100
Technicians and Associate Professionals	20 953	28	53 495	72	74 448	100
Clerical Support	10 800	33	22 153	67	32 953	100
Service and Sales	13 033	27	35 182	73	48 215	100
Skilled Agricultural, Forestry, Related Trades	1 205	55	975	45	2 180	100
Plant and Machine Operators and Assemblers	1 923	73	694	27	2 617	100
Elementary Occupations	7 556	31	16 597	69	24 153	100
Private sector	N	%	N	%	N	%
Managers	15 184	38	24 958	62	40 142	100
Professionals	26 059	20	101 959	80	128 018	100
Technicians and Associate Professionals	21 746	21	81 222	79	102 968	100
Clerical Support	16 461	33	33 348	67	49 809	100
Service and Sales	11 437	25	34 126	75	45 564	100
Skilled Agricultural, Forestry, Related Trades	10 810	90	1 207	10	12 017	100
Plant and Machine Operators and Assemblers	5 865	87	849	13	6 714	100
Elementary Occupations	10 899	41	15 534	59	26 433	100
Total Sector	N	%	N	%	N	%
Managers	19 701	38	32 244	62	51 945	100
Professionals	55 102	21	208 592	79	263 694	100
Technicians and Associate Professionals	42 699	24	134 717	76	177 416	100
Clerical Support	27 261	33	55 501	67	82 762	100
Service and Sales	24 470	26	69 308	74	93 779	100
Skilled Agricultural, Forestry, Related Trades	12 015	85	2 182	15	14 197	100
Plant and Machine Operators and Assemblers	7 788	83	1 543	17	9 331	100
Elementary Occupations	18 455	36	32 131	64	50 586	100

Sources: Calculated from HWSETA and PSETA WSPs 2024, MedPages data 2024.

4.1.1b Trend in Employment Data: Age distribution

Table 15 shows the total age distribution in the public service, private health, and the total sector from 2014 to 2024. The overall age profile remained relatively stable in the public service over the period with people under 35 forming between 25-32% of the workforce and people older than 55 constituting 10-14% of the workers over the period. The percentage of employees younger than 35 years in the private sector is markedly higher – around 33-41% over the period. In the private sector people older than 55 constituted 9-15% of the workers over the period.

Table 15: Age Distribution in the Health and Social Development Sector, 2014-2024

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Public Service	%	%	%	%	%	%	%	%	%	%	%
Younger than 35	30	31	32	29	27	25	26	26	26	24	24
35 to 55	59	57	58	61	63	62	63	63	63	65	64
Older than 55	11	12	10	10	10	14	11	11	11	10	12
Total	100	100	100	100	100	100	100	100	100	100	100
Private sector	%	%	%	%	%	%	%	%	%	%	%
Younger than 35	37	41	40	37	39	38	38	35	40	33	35
35 to 55	54	50	49	49	51	51	50	50	49	54	55
Older than 55	9	9	11	14	11	12	12	15	11	13	11
Total	100	100	100	100	100	100	100	100	100	100	100
Total sector	%	%	%	%	%	%	%	%	%	%	%
Younger than 35	33	36	35	32	34	31	32	31	30	29	29
35 to 55	57	54	54	57	56	56	56	56	57	59	59
Older than 55	10	10	11	11	11	13	12	13	13	12	12
Total	100	100	100	100	100	100	100	100	100	100	100

Sources: Calculated from HWSETA and PSETA WSPs 2024, MedPages data 2024.

The table below highlights the age distribution of managers, professionals, and associate professionals in the health and social development sector for 2020-2024. The proportion of managers under 35 decreased from 31% in 2020 to 28% in 2024. Notably, the proportion of professionals and associate professionals under 35 also decreased over the same period.

Table 16: Age Distribution of Employees in the Public Service and Private Health According to the Occupation Group, 2020-2024

	2020	2021	2022	2023	2024
Managers	%	%	%	%	%
Younger than 35	31	25	25	31	28
35 to 55	57	57	60	56	58
Older than 55	12	18	15	13	14
Professionals	%	%	%	%	%
Younger than 35	31	28	30	26	29
35 to 55	54	58	58	59	58
Older than 55	15	14	12	15	13
Associate professionals	%	%	%	%	%
Younger than 35	39	34	35	29	29
35 to 55	50	54	54	62	60
Older than 55	11	12	11	9	11

Sources: Calculated from HWSETA and PSETA WSPs 2024, MedPages data 2024.

* Age totals are not the same as race and gender because of missing data in records.

4.1.1c Trends in Employment Data: Disability

The proportion of workers with disabilities in the health and social development sector remained the same (1%) between 2020 and 2024. In the same period (2020-2024), between 7-11% workers with disabilities were employed as managers, 21-29% as professionals, 14-18% as technicians and associate professionals, 25-34% as clerical support workers, 11-15% as service and sales workers, 1-2% as skilled agricultural, craft and related trades workers, 1-2% as plant and machine operators and assemblers, and 4-6% as elementary workers.

Table 17: Disability distribution across occupational groups in the health and social development sector, 2020-2024

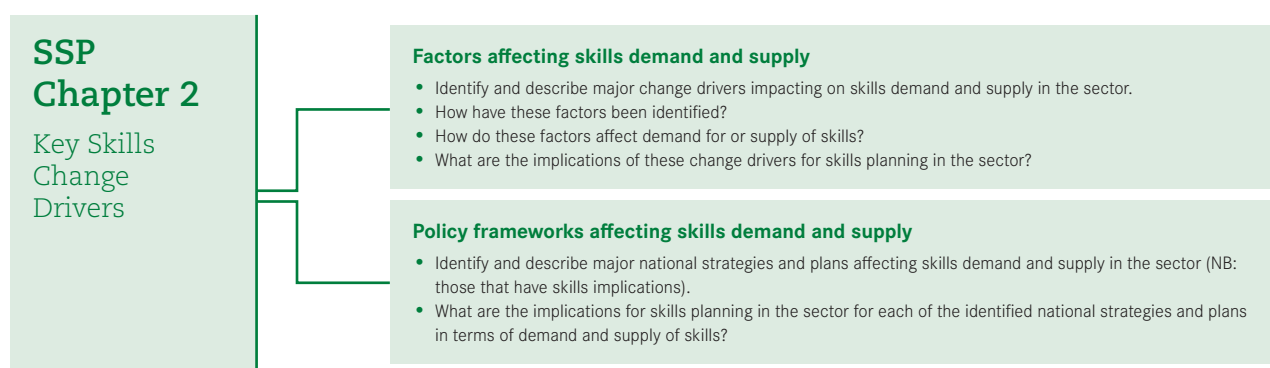
	2020	2021	2022	2023	2024
Disability	%	%	%	%	%
Managers	7	8	11	9	9
Professionals	23	21	24	21	29
Technicians and Associate Professionals	14	18	15	16	16
Clerical Support	34	34	29	31	25
Service and Sales	12	11	13	13	15
Skilled Agricultural, Forestry, Fishery, Craft, & Related Trades	2	1	1	2	2
Plant and Machine Operators and Assemblers	1	2	1	1	1
Elementary Occupations	6	6	5	6	4
% of total employment	1	1	1	1	1

Sources: Calculated from HWSETA and PSETA WSPs 2020-2024.

5. EXTERNAL ENVIRONMENT

PESTEL is an acronym for Political, Economic, Social, Technological, Legal (regulatory), and Environmental. 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”. Figure 19 below shows how PESTEL factors affect skills demand and supply.

Figure 19: Key Skills Change Drivers



The policy frameworks (new/review of legislation) affecting skills demand and supply are classified as political and/or legal factors from the PESTEL since it includes government policies and regulations with legal implications. These include National Health Insurance (NHI) that pursues universal access which will trigger rapid increase of demand for health services. Thus, more requirements for clinical staff and specialists. The recently signed 2nd Presidential Health Compact 2024-2019 anticipates the increased demand for professional and associate professionals and technicians as per the human resources for health. Similarly, the Social Development and Sector Strategy for the Employment of Social Service Practitioners increases demand for SSPs. Increased provision of care and support services in the social sector is expected to increase as per the National Development Plan (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.

The analysis of the external environment further showed that, over the 5-year strategic period, low economic growth negatively effects both public and private sector. The 2nd Presidential Health Compact 2024-2029 expresses the implication of this economic factor to 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 meant changes to the funding landscape due to decreased donor and state funds translating to reduced funds for training and recruitment of posts especially the SSPs. The funding landscape has had a specific impact in the social sector in terms of more demand for monitoring and evaluation (M&E) (both at high and mid-level occupations) and fundraising skills for high level occupations. The M&E skills are needed for reporting on effectiveness of interventions (value for money) especially in the area of reporting on corporate social responsibility by donors.

In the veterinary sector, the economic challenges have expressed themselves with increased competition from the global economy players who can cut costs due to technology efficiencies and level of skill complexity from their employees.

Therefore, both the political/legal and economic factors explain in part, among other factors, the list of top ten occupations in high demand over the 5-year strategic period by sub-sector.

Table 18: Hard-to-Fill Vacancies

RANK	OFO OCCUPATIONS DESCRIPTIONS IN HEALTH SUB-SECTOR	% TOTAL [2019/20 TO 2023/24]	RANK	OFO OCCUPATIONS DESCRIPTIONS IN SOCIAL SUB-SECTOR	% TOTAL [2019/20 TO 2023/24]	RANK	OFO OCCUPATIONS DESCRIPTIONS IN VETERINARY SUB-SECTOR	% TOTAL [2019/20 TO 2023/24]
1	Registered Nurse (Medical)	43%	1	Child And Youth Care Worker	41%	1	Veterinarian	80%
2	General Medical Practitioner	14%	2	Adoption Social Worker	10%	2	Veterinary Nurse	13%
3	Registered Nurse (Critical Care And Emergency)	10%	3	Social Counselling Worker	15%	3	Veterinary Technicians	7%
4	Registered Nurse (Operating Theatre)	4%	4	Child Care Centre Manager	14%			
5	Midwife	2%	5	Community Development Manager	8%			
6	Medical Superintendent	1%	6	Social Auxiliary Worker	6%			
7	Clinical Psychologist	1%	7	Social Services Manager	6%			
8	Psychiatrist	1%						
9	Paediatrics Nurse	1%						
10	Occupational Therapist	1%						
	Proportion of HTFV (%) by sub-sector	78%			100%			100%

In terms of technological factors also referred to as technology changes, employer surveys conducted in 2023 by HWSETA found that almost two-thirds of organisations in the health and social development sector view technology changes either as an opportunity or somewhat of an opportunity. This was consistent with earlier findings from a 2022 survey of healthcare professionals in the private health sector where only 18% indicated that their current job was either completely automated or highly automated. Thus, more technology adoption must still take place in the sector. Furthermore, more opportunities were identified in eLearning given that HWSETA's Skill Development Providers (SDPs) survey conducted in 2022 showed that only 28% had some form of online training delivery from online participation being optional to being fully online. Employer interviews conducted over the 5-year strategic period confirm that technology changes have increased more skills gaps in the area of digital skills (i.e. virtual meetings, online marketing skills, online counselling, telemedicine, health information analytics, and use of social media). As a summary, seven skills key drivers that were dominant over the five-year strategic period [2019/20 to 2023/24] are shown below.

Table 19: Skills implications based on pestel analysis

	SKILLS KEY DRIVER	SUB-SECTOR	PESTEL FACTOR	SKILLS IMPLICATION
1	Shortage of human capital of professionals and associate professionals	Across all sectors	Socio-economic and Political factors	Professionals and associate professionals remain as occupations in high demand due to: I. Limited supply II. Limited training capacity and III. aging rather emigration
2	Economic Challenges	Across all sectors	Economic factor	I. Limited budgets towards skills training due to low economic growth. II. Limited budgets towards recruitment with more retrenchments and low staff retention III. Increased competition from global economy
3	Technology Changes	Across all sectors	Technological factor	I. Increased skills gaps for training or upskilling staff to complement new technologies (virtual/online provisioning, and use of social media), and II. Digitisation of organisations (changing back-end, business model, and front-end of business)
4	New/review of legislation	Across all sectors	Political/Legal factors	Increased demand for services increasing occupations in high demand, and sometimes more job redesigns that creates new skills gaps within workforce staff
5	COVID-19	Across all sectors	Socio-economic factor	An underlying factor that worsened the economic challenges (its effect) and inadvertently promoted adoption of technologies in the sector (a response to the effect). Ultimately, changed the nature of work
6	Funding Landscape	Social sector	Economic and Legal factors	Decreased donor and state funds which ordinarily fund training and recruitment of certain posts Thus, new funding landscape is a response to new economic challenges
7	Inability to retain staff after training	Veterinary Sector (economic)		

5.1 Synthesis of the Skills Needs of Employers and other stakeholders in the sector

Figure 20: Health Sector occupations in high demand

From the 33 occupations in high demand in the health sector, twelve account for 80% of all HTFVs within health sector over the five-year strategic period. In the main, these are professional occupations whose NQF level of skill is high (NQF 7 and above).	OFO OCCUPATIONS DESCRIPTIONS	% TOTAL HTFV 2019/20 - 2023/24
	Registered Nurse: Medical	43%
	General Medical Practitioner	14%
	Registered Nurse: Critical Care And Emergency	10%
	Registered Nurse: Operating Theatre	4%
	Midwife	2%
	Medical Superintendent	1%
	Clinical Psychologist	1%
	Psychiatrist	1%
	Paediatric Nurse	1%
	Occupational Therapist	1%
	Medical Scientist	1%
	Dietician	1%
	TOTAL HTFV (HEALTH SECTOR)	80%

Figure 21: Occupations in high demand for the social sector and veterinary sector

Occupations in high demand: Veterinary Sector Over the five-year strategic period and from recent employer interviews conducted in 2024/25 Veterinarian has the highest demand (accounts for 80% of all HTFVs in the veterinary sector). Veterinary Nurse is the second occupation (accounts for 10% of all HTFVs in social sector) in demand in the veterinary sector Veterinary Technician is the last occupation (accounts for 7% of all HTFVs in veterinary sector) in demand in the veterinary sector mentioned over the past five-year period.	Occupations in high demand: Social Sector Over the five-year strategic period and from recent employer interviews conducted in 2024/25 Child and Youth Care Workers have the highest demand (accounts for 41% of all HTFVs in the social sector in the same period). Adoption Social Worker is the second occupation in demand in the social sector in the same period (accounts for 10% of all HTFVs in social sector).

The following graphic shows skills gaps shared across sub-sectors and occupational levels while accounting for much needed unique needs.

Table 20: Skills gaps for the whole sector

Occupational Level			Three Most Common Skills Gaps			Occupational Level			Three Most Common Skills Gaps			Occupational Level			Three Most Common Skills Gaps		
Health Sector						Social Sector						Veterinary Sector					
High-level occupations (managers and professionals)	1	Leadership Skills	High-level occupations (managers and professionals)	1	Leadership Skills	High-level occupations (managers and professionals)	1	Management Skills									
	2	Management Skills		2	Monitoring & Evaluation		2	Interpersonal skills									
	3	Emotional Intelligence			3			Management Skills	3	Research Skills							
Mid-level occupations (technicians, associates, artisans and clerical)	1	Technical Skills	Mid-level occupations (technicians, associates, artisans and clerical)	1	Technical Skills	Mid-level occupations (technicians, associates, artisans and clerical)	1	Technical Skills									
	2	Customer service		2	Monitoring & Evaluation		2	BBBEE Knowledge									
	3	Interpersonal skills			3			Management Skills (project focused]	3	Interpersonal skills							
Lower-level occupations (plant operators and elementary)	1	Customer service	Lower-level occupations (plant operators and elementary)	1	Time Management	Lower-level occupations (plant operators and elementary)	1	Communication skills									
	2	Computer skills		2	Communication skills		2	Personal Financial management									
	3	Communication skills			3			Computer skills	3	Computer skills							

Emerging skills gaps refer to a list of skills gaps emanating from skills implications of key drivers such as technology changes, national strategies and plans, and any other skills change drivers factors.

Table 21: 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 & funding landscape
Risk detection and mitigation skills	2019/20 to 2023/24	Increased demand for services increasing occupations in high demand, and sometimes more job redesigns that creates new skills gaps within workforce staff.
Innovation	2019/20 to 2023/24	Technology change and shortage of human capital
Self-care	Recent interviews (2024/25)	Technology change and shortage of human capital
Fundraising skills	Recent interviews (2024/25)	Funding landscape

Emerging occupations refer to a list of occupations emanating from skills implications of key drivers such as technology changes, national strategies and plans, and any other skills change drivers factors.

Table 22: 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 2019/20 to 2023/24	Technology changes
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	Human capital: shortage of clinical staff
Nurse Educator	Recent Interviews (2024/25)	Human capital: shortage of clinical staff

In October 2024, the HWSETA hosted two stakeholder engagement sessions to identify skills needs of the sector. The first stakeholder engagement was held 25 October 2024 with the health and veterinary sectors. The following were the topics presented and discussed:

Table 23: Stakeholder Session Programme for the Health and Veterinary Sector

HWSETA	The Health and Welfare SETA strategic approach towards the achievement of the Medium-Term Development Plan, (2024-2029)
	Health Promotion Officer Qualification: A 5-year review of its implementation
SAVC	Promoting 'one health' for people, animals and the environment
NDoh (CNO)	Nursing occupations as a critical and scarce skill in South Africa
NDoh (HRD)	South Africa's strategy to achieve universal health coverage: The National Health Insurance (NHI)
OHSC	National health care norms and standards for promoting quality healthcare

The second stakeholder engagement was held on 28 October 2024 with the social development sector. The following were the topics presented and discussed:

Table 24: Stakeholder Session Programme for the Social Development Sector

HWSETA	The Health and Welfare SETA strategic approach towards the achievement of the Medium-Term Development Plan, (2024-2029)
	The Extent and Nature of Demand and Supply of Social Workers and Social Auxiliary Workers: A Case of the Education and Training Landscape
SAME	The development of social service professionals to become social entrepreneurs
NDSD	The Six pillars of the National Strategic Plan on Gender Based Violence and Femicide
NCPD	Opportunities for persons with disabilities
NCASA	Positioning the co-op movement to combat poverty and unemployment

The skills needs identified during the stakeholder engagement sessions are synthesised below:

Table 25: Skills need for the veterinary and health sector

VETERINARY SKILLS NEEDS	SKILLS NEEDS FOR UNIVERSAL HEALTH COVERAGE	SKILLS NEEDS FOR NATIONAL HEALTH CARE NORMS AND STANDARDS FOR PROMOTING QUALITY HEALTH CARE
- Specialised veterinary skills are needed in niche areas, including wildlife management, animal welfare, and public health. - Growing need for veterinarians in rural areas to address shortages in agricultural sectors, particularly livestock farming. - Emphasis on the need for specialisation in veterinary surgery and pathology to improve diagnostic and treatment capabilities. - There is a need to increase the capacity of veterinary technicians to support veterinarians, especially in regions with fewer professionals. - Continuous professional development (CPD) is crucial to keep up with evolving veterinary practices, particularly in animal health and disease prevention. - Collaboration with PSET (Post-School Education and Training): - Curriculum development and updating are necessary to ensure veterinary training aligns with the changing demands of the profession. - Need for greater collaboration between the veterinary profession and educational institutions to ensure that training programs 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 and 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 26: 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 Post-graduate studies (Masters-level). - Specialisation in critical areas like child protection, trauma counselling, and mental health is necessary due to 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 and 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 on 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 for law enforcement on 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. - Health care professionals need to be trained in responding to GBV survivors with sensitivity and respect. Accountability and Monitoring: - Skills in data collection, monitoring, and evaluation of GBV programmes. - Training on accountability mechanisms for ensuring GBV programmes are effective. Research and Data Management: - Research skills to collect and analyse GBV data for policy improvement. - Training on 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, counseling, 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 for evaluating 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 on 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.

5.2 Partnerships Planned to Address Skills Development Needs for the 2025-2030 Strategic Period

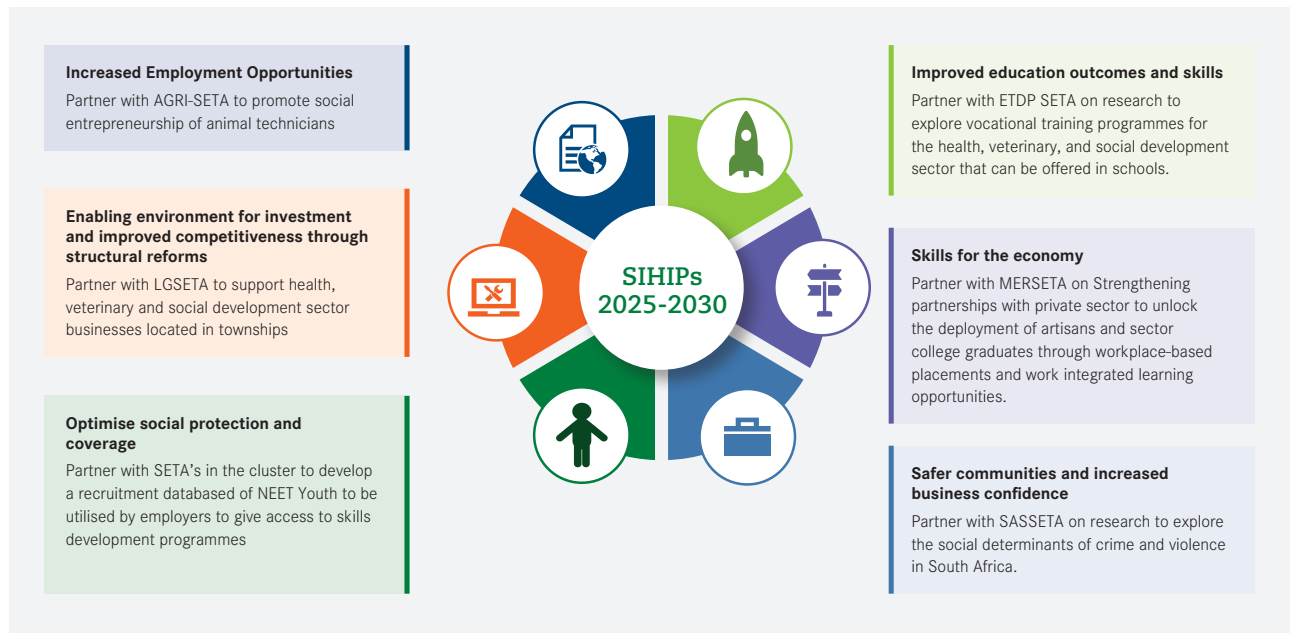
Table 27: Partnerships planned to address skills development needs for the 2025-2030 strategic period

PLANNED PARTNERSHIPS		
1	Department of Health	This partnership will support skills development needs of the DoH in the implementation of NHI and supporting nursing colleges with resources required in order to obtain full accreditation.
2	South African Veterinary Council (SAVC)	The partnership aimed at offering various programmes to train subsistence farmers in animal health and disease prevention. The partnership supports the One Health concept of the United Nations.
3	Department of Agriculture	This partnership will be sought with the Department to foster relations aimed at supporting skills development programmes in the veterinary sector.
4	National Electronic Media Institute of South Africa (NEMISA)	The partnership with NEMISA is aimed at offering training in digital literacy to rural youth, as well as across the sector.
5	Local Government SETA (LGSETA)	The partnership is aimed at co-funding and collaboration in offering training programmes and internships to municipalities with a health and welfare mandate. This includes environmental health practitioners and surveillance.
6	Public Service SETA (PSETA)	The partnership is aimed at the massification of digital literacy skills to staff in the Departments of Health and Social Development. PSETA has partnered with other partners in this initiative and the HWSETA will extend it to its public service stakeholders.
7	South African Medical Association (SAMA)	This planned partnership is aimed at the training of 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.
8	Department of Science Technology and Innovation	This planned partnership is aimed at strengthening collaboration in research between the DSTI and the NSA.
9	Association of South African Social Work Education Institutions (ASASWEI)	This partnership is aimed at supporting social workers to strengthen professional ethics and conduct through continuous professional conduct.
10	SASSA	This partnership is aimed at accessing data of grant beneficiaries for identification of learners receiving social grants and accurate reporting.
11	MICT SETA	Partner with MICT SETA on Integrated Learner Management System.
12	CHIETA	This partnership is aimed at collaboration in development of a system that will facilitate access of school youth and NEET youth into HWSETA skills development programmes.
13	Other SETAs	These partnerships will be entered into with other SETAs in order to deliver high impact programmes to the South African Society.
14	Department of Basic Education	A partnership will be sought with DBE for the purpose of scoping special schools that will be requested to participate in career development programmes of the HWSETA; investigating the best occupational qualifications of the health and social development sector that can be offered in schools.
15	Department of Social Development	Partner with the Department of Social Development to train social workers in supervision and management; fund post-graduate 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.
16	SACSSP	Partnership with the SACSSP 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 intervention. Fund learnerships in child and youth care work.
17	Higher Health	Partner with Higher Health support initiatives in the health and social development sector that are aimed at capacitating the workforce to lead campaigns on toxic masculinity.
18	Worker's College	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.

5.2.1 Partnership approach for SETA Integrated High Impact Programmes of the HWSETA

Partnership approach for SETA Integrated High Impact Programmes (SIHIP) of the HWSETA is summarised in the figure below:

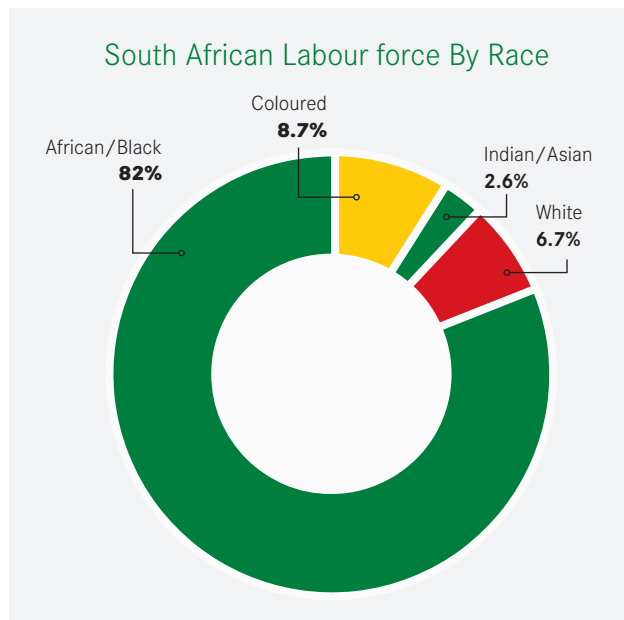
Figure 22: SETA Integrated High Impact Programmes of the HWSETA



5.3 The National Transformative and Redress Priorities

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

Figure 23: Setting targets for race for the employed

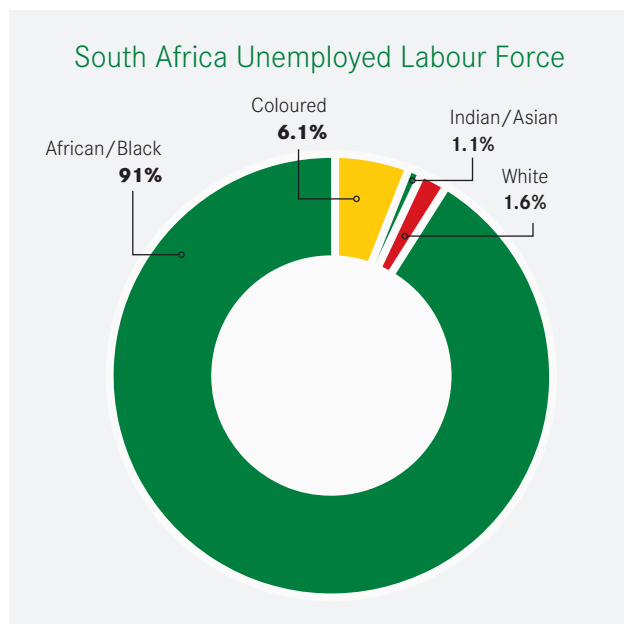


Stats SA Quarter 2 Labour Force Survey for April-June 2024 reports the South African Labour force to be constituted of:

- 82% are Black/Africans,
- 8.7% are Coloured,
- 2.6% are Indian/Asian, and
- 6.7% are White.

To create a pipeline of skills among 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.**

Figure 24: Setting targets for race for the unemployed

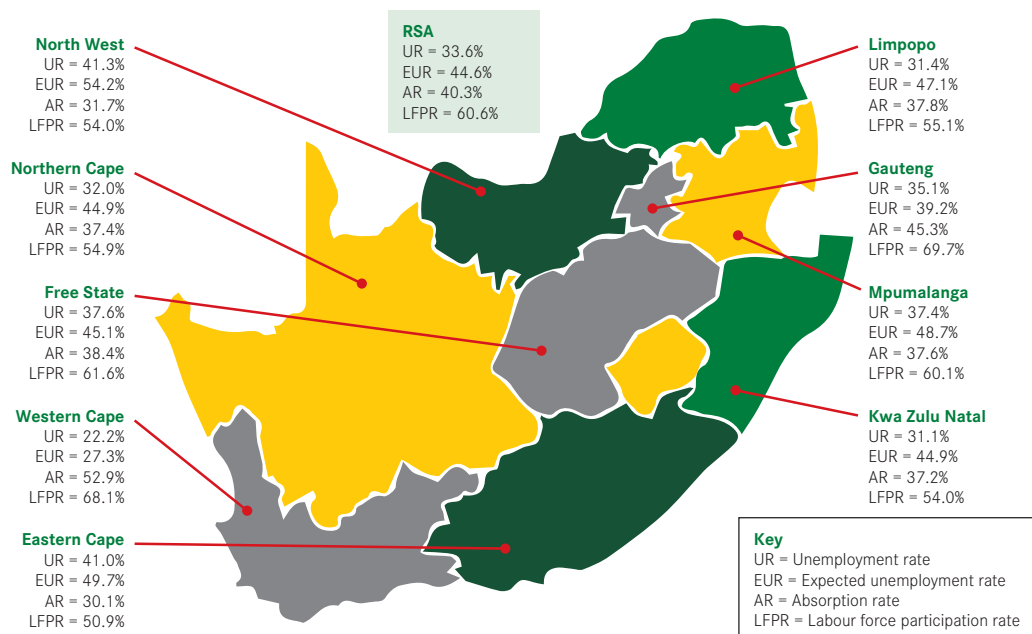


Stats SA Quarter 2 Labour Force Survey for April-June 2024 reports that the unemployed population by race is constituted of:

- 91% Black/Africans,
- 6.1% Coloured,
- 1.1% Indian/Asian, and
- 1.6% White.

To create a pipeline of skills among 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 unemployed at **90% for Africans, 6% Coloured, 2% for Whites, and 2% for Indians.**

Figure 25: Setting targets for geographic location



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%); MP (37,4%); FS (37,6%); GP (35,1); LMP (31,4%); KZN (31,1%); WC (22,2%); NC (32,0%)

For the strategic period therefore, **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.

Figure 26: District that will be prioritised during implementation

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

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

Of the 8 metropolitan municipalities, the HWSETA will prioritize 6

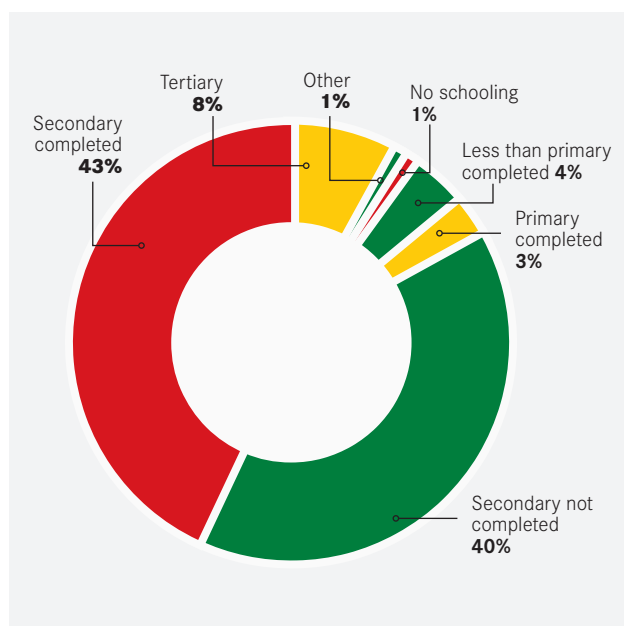
DISTRICT DEVELOPMENT MODEL: RURAL			
1	Johannesburg Metro (JHB)	4	Buffalo City Metro (BUF)
2	Frances Baard DM (DC9)	5	Nelson Mandela Bay Metro (NMA)
3	Cape Town Metro (CPT)	6	Dr KK Kaunda DM (DC40)

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

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

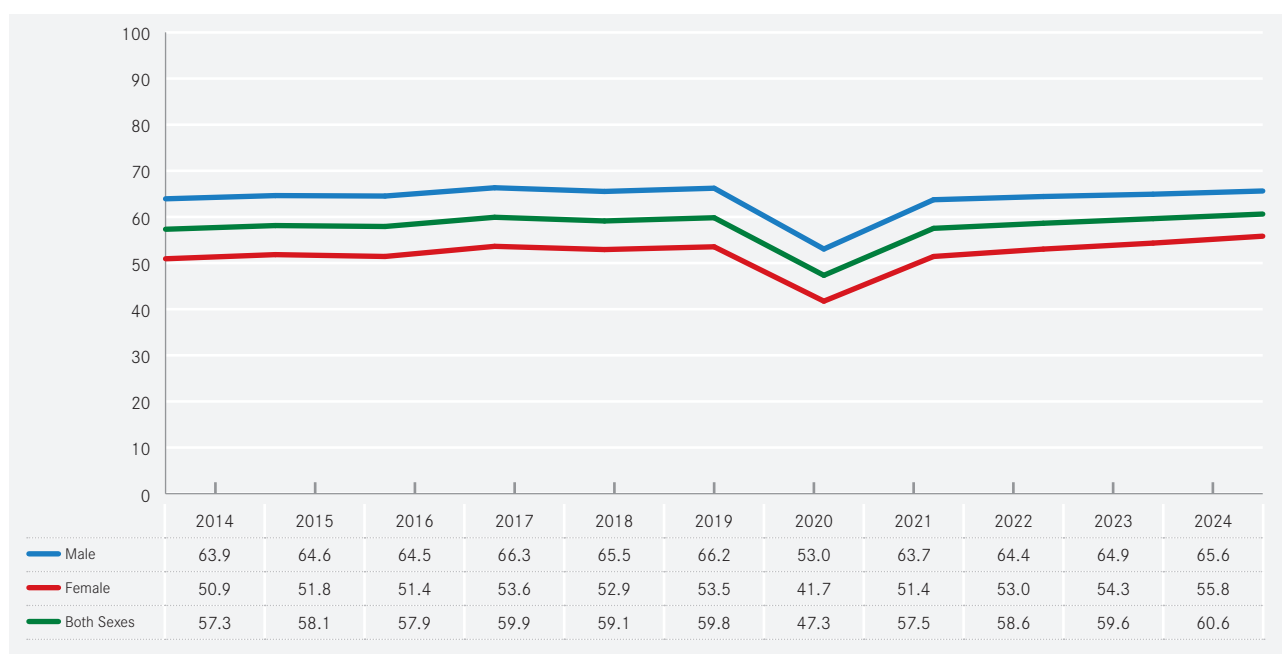
Figure 27: Setting Targets for Unemployed Youth



- 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 the unemployed are people with
 - less than matric, as they constitute 40%,
 - Matric, as they constitute 43%,
 - post-school education and training qualifications, as they constitute 8%
- To accelerate skills development for the youth, HWSETA sets a numerical percentage target of 60% of unemployed youth in its skills development programmes, of which 30% will be the youth NEET.

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

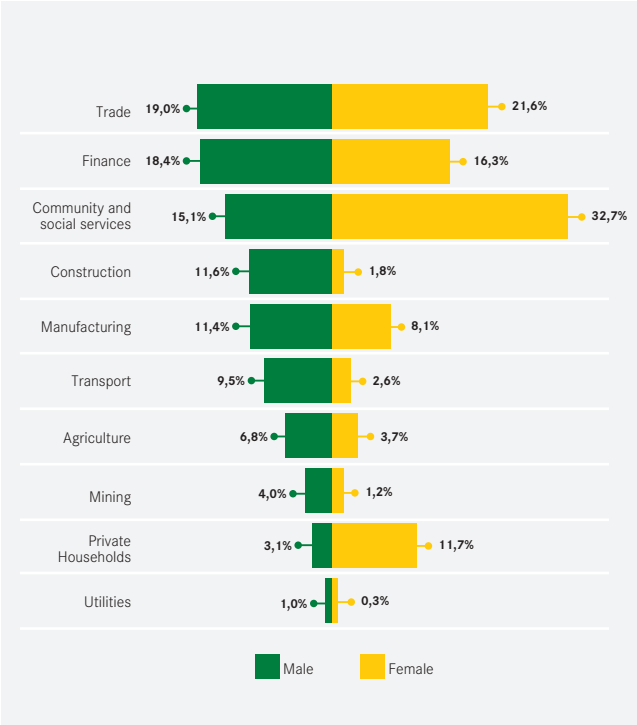
Figure 28: Setting target for women (Part 1)



- Figure 28 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 a 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.

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

Figure 29: Setting Targets for Women (Part 2)

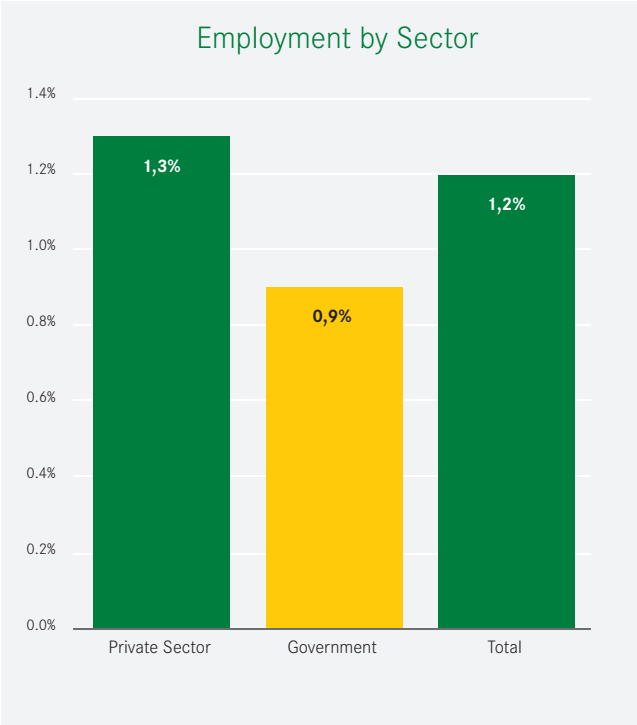


The Stats SA Quarter 4 Labour Force Survey (2024) indicates the following trends of unemployment by gender:

- Women are more likely to beemployed in Community & Social Services, trade and private households as compared to males.
- In order to reduce the number of females employed in private households, the HWSETA will promote employment of females 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 disability to be at 1.2%. This report however, does not disaggregate the analysis for a more in-depth analysis of this population group, such as age and gender etc. For the strategic period therefore, the HWSETA places a numerical target of 5% for people with disabilities across its programmes.

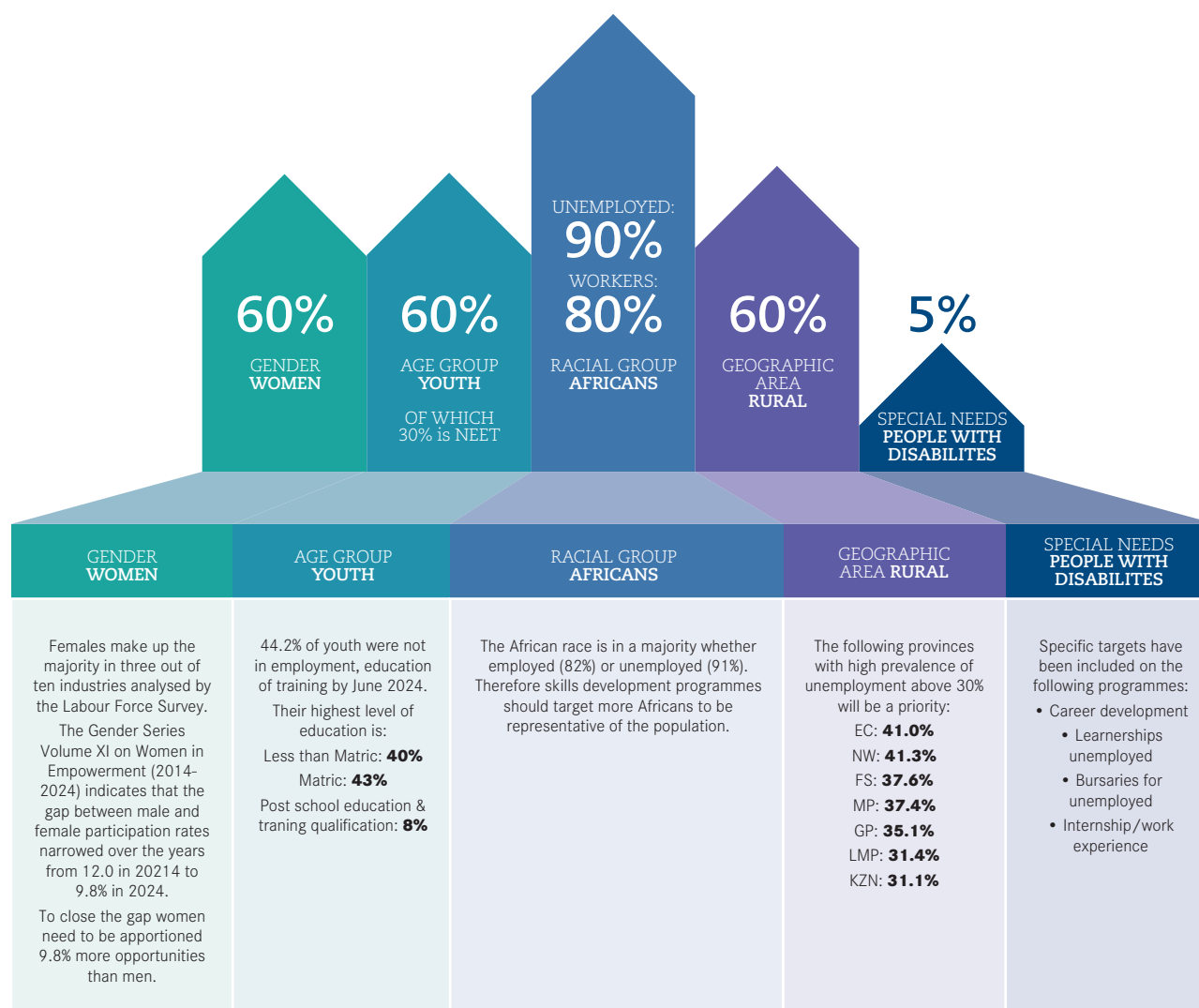
Figure 30: Setting target for people with disabilities



- The 23rd Commission for Employment Equity Annual Report 2022-2023 states that disability representation remains a worrying factor as it has not shifted over the past two years, remaining at 2% across all occupational levels, with the health and social development sector remaining at 1% (Sector Skills Plan Update 2025-2030).
- The 2024 Q2 QLFS reported that 1,658,000 people with disabilities were not economically active.
- The HWSETA places a numerical target of 5% for people with disabilities across its programmes.

Both employed and unemployed learners will be guided by the following targets:

Figure 31: Minimum targets for race, women, youth, rural areas, and people with disabilities



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

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

- a. Sustainable skills pipeline into the health and social development sector.
- b. The professionalisation of the current workforce and new entrants to the sector.
- c. Vital skills and skills set required to enable the state to meet its service delivery obligations as a developmental state.
- d. Skills needs and gaps in the time of the COVID-19 pandemic.

These skills development priorities are viewed from a strategic perspective. Firstly, a sustainable skills pipeline enables entry into employment in the health and social development sector at different entry points. Secondly, by prioritising the professionalisation of the workforce, the HWSETA can contribute to skills interventions required to improve service quality and efficiency, and address changes to service provision. Thirdly, the HWSETA can support large-scale skills development interventions needed for the state to enhance the lives, health, well-being, and livelihoods of its citizens.

SETAs are obliged to develop a Sector Priority Occupations list as part of their sector skills planning processes. These lists are meant to align training programmes offered in and for the sector to the scarce skills or skills shortages experienced in the sector. The SPOIL list is then used to guide funding decisions in the SETA, and the following is the Sectoral Priority Occupations and Intervention List for 2025-2026.

6.1 Skills Priorities for the 2025-2023 Strategic Period

Implementation of the strategy of the HWSETA will focus on developing skills identified through the SSP and research as priorities for the sector which are 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 skills gaps list
- Skills identified in the ERRP skills strategy
- Skills identified for the development of Digital and Future Skills (4th Industrial Revolution)

Interventions aimed at developing these skills will aim to achieve the minimum targets for promoting equity for gender, race, age, geographic location and people with disabilities. Also, the Ministerial Directive on Pre-2009 Qualifications will be addressed.

Table 28: Sectoral priority occupations and intervention list 2025-2026

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	2025-2030	222108	REGISTERED NURSE (MEDICAL)	Hospital Nurse/ General Nurse/ Prison Nurse/ Nursing Prison Officer	Diploman in Nursing	6	Y	1186	270
					Bachelor of Nursing Science	7	Y		320
					Advanced Diploma in (Nursing)	7	Y		10
HWSETA	2025-2030	221101	GENERAL MEDICAL PRACTITIONER	General Practitioner (GP)/ Medical Practitioner/ Doctor/ Primary health Care Physician/ Sports Physician / Physician	Postgraduate Diploma in Critical care (Adult)	8	Y		20
					Bachelor of Medicine and Surgery (MBCHB)	8	Y	384	450
HWSETA	2025-2030	222105	REGISTERED NURSE (CRITICAL CARE AND EMERGENCY)	Coronary Care Unit Nurse/ Emergency or Trauma Nurse/ Acute Care Nurse/ Intensive Care Nurse	Postgraduate Diploma in Critical care (Adult)	8	Y	269	20
					Postgraduate Diploma in Emergency Care or Nursing	8	Y		10
HWSETA	2025-2030	532903	NURSING SUPPORT WORKER	Assistant in Nursing/ Nursing Attendant/ Hospital Aide/ Nurses' Aide/ Paramedical Aide	Higher certificate in Nursing	5	Y	196	170
HWSETA	2025-2030	222111	REGISTERED NURSE (OPERATING THEATRE)	Operating Room Nurse/ Operating Theatre Nurse/ Recovery Nurse / Anaesthetic Nurse	Postgraduate Diploma in Operating Theatre Nursing	8	Y	116	20
					Bachelor of Medical and Surgical Nursing Science: Operating Theatre Nursing	8	Y		25
					Advanced Diploma in Medical and Surgical Nursing Science	6	Y		25
HWSETA	2025-2030	263508	CHILD AND YOUTH CARE WORKER	Child and Youth Counsellor	Occupational Certificate: Child and Youth Care Worker	5	Y	46	26
					Bachelor of Child and Youth care	8	Y		10
					Postgraduate Diploma in Child and Youth Care	8	Y		10
HWSETA	2025-2030	134201	MEDICAL SUPERINTENDENT	Health Service Manager/ Health Service Coordinator/ Public Health Administrator/ Director of Clinical Services/ Director of Medical Services/ Public Health Manager/ Medical Manager	Postgraduate Diploma in Health Services Management	8	Y	29	15
HWSETA	2025-2030	225101	VETERINARIAN	Veterinary Parasitologist/ Animal Doctor/ Veterinary Pathologist/ Veterinary Surgeon/ Veterinary Epidemiologist	Bachelor of Veterinary Science	8	Y	23	95
HWSETA	2025-2030	222113	PAEDIATRICS NURSE	Children's nurse	Postgraduate Diploma in Child Nursing	8	Y	22	10
HWSETA	2025-2030	263501	SOCIAL COUNSELLING WORKER	Trauma Counsellor/ Bereavement Counsellor/ Wellness Counsellor/ HIV/AIDS Counsellor/ Genetic Counsellor/ Women's Welfare Organizer	Occupational Certificate: Social Counselling Worker	5	Y	17	17

Table 29: Complete hard to fill vacancy list

OCCUPATION	PRIVATE	PUBLIC	TOTAL	BUDGET CONSTRAINT	CHANGE IN QUALIFICATION	POOR REMUNERATION	COMPETITIVE SALARIES IN THE MARKET (HEAD HUNTED)	EQUITY CONSIDERATIONS	GENERAL SCARCITY OF SPECIALIZED SKILLS	GEOGRAPHIC LOCATION	LIMITED SUPPLY	LIMITED TRAINING	SCARCITY OF PEOPLE WITH EXPERIENCE	SCARCITY OF QUALIFICATIONS
222105 REGISTERED NURSE (CRITICAL CARE AND EMERGENCY)	921	424	1345				x		x	x	x	x	x	x
222111 REGISTERED NURSE (OPERATING THEATRE)	346	236	582							x	x	x	x	x
222113 PAEDIATRICS NURSE	10	101	111						x			x	x	x
134201 MEDICAL SUPERINTENDENT	52	92	144										x	x
222108 REGISTERED NURSE (MEDICAL)	5622	306	5928				x		x		x	x	x	x
222101 GENERAL MEDICAL PRACTITIONER	80	1841	1921							x	x		x	x
532903 NURSING SUPPORT WORKER	840	139	979				x				x		x	x
226203 RETAIL PHARMACIST	547	0	547						x		x		x	
226201 HOSPITAL PHARMACIST	144	244	388							x	x			
222117 MIDWIFE	35	296	331								x	x		
263508 CHILD AND YOUTH CARE WORKER	46	182	228								x			
222112 REGISTERED NURSE (SURGICAL)	4	212	216								x	x	x	x
222108 PSYCHIATRIST	15	110	125			x	x		x		x		x	x
263401 CLINICAL PSYCHOLOGIST	11	114	125				x							
222103 EMERGENCY MEDICINE SPECIALIST	95	23	118						x					
225101 VETERINARIAN	117	0	117				x			x	x		x	
226902 OCCUPATIONAL THERAPIST	19	86	105								x			
221204 OBSTETRICIAN AND GYNAECOLOGIST	0	103	103				x							x
213110 MEDICAL SCIENTIST	98	2	100								x		x	
263501 SOCIAL COUNSELLING WORKER	80	6	86								x			
134101 CHILD CARE CENTRE MANAGER	78	0	78		x									
321201 MEDICAL TECHNICIAN	73	0	73				x				x		x	
122101 SALES AND MARKETING MANAGER	73	0	73		x				x					
226501 DIETITIAN	14	55	69											x
221212 FORENSIC PATHOLOGIST	0	59	59			x			x					x
321206 MEDICAL TECHNOLOGIST	48	9	57				x				x		x	
263507 ADOPTION SOCIAL WORKER	39	16	55		x		x				x		x	
221206 PAEDIATRICIAN	0	48	48											x
134402 COMMUNITY DEVELOPMENT MANAGER	45	0	45										x	
221103 PUBLIC HEALTH PHYSICIAN	0	44	44											x
325701 ENVIRONMENTAL AND OCCUPATIONAL HEALTH INSPECTOR	30	6	36		x									
221224 ORTHOPAEDIC SURGEON	0	34	34						x					x
226601 AUDIOLOGIST	0	34	34											
341203 SOCIAL AUXILIARY WORKER	33	0	33						x			x		
134401 SOCIAL SERVICES MANAGER	32	0	32						x		x			
122301 RESEARCH AND DEVELOPMENT MANAGER	25	1	26		x					x	x			
321301 PHARMACY TECHNICIAN	20	5	25							x	x			
221213 RADIATION ONCOLOGIST	1	23	24			x	x		x		x			x
221211 SURGEON	5	19	24			x			x		x			
321114 HEALTH TECHNICAL SUPPORT WORKER	24	0	24											
222106 REGISTERED NURSE (DEVELOPMENTAL DISABILITY)	8	15	23											x
221225 NEUROSURGEON	2	20	22			x	x		x					
251203 DEVELOPER PROGRAMMER	20	0	20											
321121 CARDIOTHORACIC PERFUSION CLINICAL TECHNOLOGIST	0	20	20				x		x					x
Total	44 Occupations with 20 or more HTFVs	9652	4925	14577										
		66%	34%	100%										

Sources: Calculated from HWSETA private sector WSP submissions (2023/24) and PSETA public sector WSP submissions (2023/24).

Table 30: Skills gaps at OFO major group, 2020 - 2024

OFO CODE	OFO MAJOR GROUP	TOP THREE SKILLS GAPS [2020-2023]	TOP THREE SKILLS GAPS [2020-2023]
2021-1	Managers	First aid	Management development
		Health and safety	POL QA 04-06
		Ergonomics and wellbeing	Health and safety
2021-2	Professional	Continuing professional development (occupation-based)	Continuing professional development (occupation-based)
		Customer service training	Soft skills training
		Diversity and inclusion training	Basic life support (BLS)
2021-3	Technicians and Associate Professionals	Basic life support (BLS)	Continuing Professional Development (occupation-based)
		Patient assessment and patient records	Customer experience training
		Continuing professional development (occupation-based)	Soft skills training
2021-4	Clerical Support Workers	Family and friends CPR	Computer skills
		Time management	Courier training
		Ergonomics and wellbeing	Customer experience training
2021-5	Service and Sales Workers	Standard operating procedure (SOP)	Standard operating procedure (SOP)
		Training	Training
		Healthcare basics	Manual handling of elderly and vulnerable

Table 31: Skills gaps at the most dominant occupation planned for training in each OFO Group

2020-2023 OFO CODE	OCCUPATION	TOP THREE SKILLS GAPS	2024 OFO CODE	OCCUPATION	TOP THREE SKILLS GAPS
2021-134402	Community Development Manager	Health and Safety	2021-121908	Quality Systems Manager	Continuing Professional Development (CPD)
		Fire fighting			POL Q04-06
		First Aid			Good laboratory practice
2021-222108	Registered Nurse (Medical)	Basic Life Support (BLS)	2021-322101	Enrolled Nurse	Nursing CPD Module 1-4
		In Service Nephrology			2021-222108
		Advanced Cardiac Life Support (ACLS)			Supervision and leadership training
2021-322101	Enrolled Nurse	Basic Life Support (BLS)	2021-411101	General Clerk	Computer Skills
		Nursing CPD Module 1-4			Customer Experience training
		Patient assessment and Patient records			WELLNESS : On The Money/ Debt Management
2021-431101	Accounts Clerk	Time management	2021-532903	Nursing Support Worker	Basic Nursing Procedures Workshop)
		Basic Excel functions and Power BI			Early Warning Adult observation
		Telephone & email etiquette and Billing Rules			Basic life support (BLS)
2021-532903	Nursing Support Worker	Basic Life Support (BLS)	2021-661502	Optical Mechanic	Standard Operating Procedures
		Early Warning Adult observation			Management course
		Patient Records made Practical			First Aid
2021-671101	Electrician	Fire fighting and rescue	2021-732101	Delivery Driver	Advanced Driving Skills
		Family & Friends CPR			Transporting Dangerous Goods
		Basic Computer Skills			POPIA Training
2021-732203	Emergency Vehicle Drivers	PRF fundamentals Training	2021-833402	Store Person	CPR In-Service
		Radio Communications and etiquette			Workplace Bullying Workshop
		Basic Anatomy and Physiology			Advanced Cardiovascular Life Support (ACLS)
2021-811202	Healthcare Cleaner	Basic infection prevention			
		CSSSD Training			
		Cleaning procedures and chemical safety			

Learning programmes linked to occupations that have hard to fill vacancies, as well as skills gaps identified will be addressed by the HWSETA through it's skills development programmes and projects and will be implemented across its operational sub-programmes with available financial resources which are generated through the skills development levy.

6.1.1 The implementation of the ERRP skills strategy

The HWSETA will continue to contribute towards the implementation of the ERRP Skills strategy. The following will be the occupations that will be funded over the 5-year strategic period.

Table 32: Continued support for the ERRP Skills Strategy during the 2025-2030 strategic period

OCCUPATION	BASELINE 2022-2024	TARGET 2025-2026	TARGET 2026-2027	TARGET 2027-2028	TARGET 2029-2029	TARGET 2029-2030	TOTAL CONTRIBUTION
1 Research and Development Manager	23	25	25	25	25	25	125
2 Safety, Health, Environment and Quality (SHE&Q Practitioner)	42	45	45	45	45	45	225
3 Biotechnologist	10	15	15	15	15	15	75
4 Microbiologist	19	20	20	20	20	20	100
5 Environmental Scientist (Environmental Technician)	131	135	135	135	135	135	675
6 Refrigeration Mechanic	104	105	105	105	105	105	525
7 Social Entrepreneurship	30	30	30	30	30	30	150
8 Medical Equipment Repairer and Maintenance	New	15	15	15	15	15	75
Cross Cutting Skill							
9 Digital Skills	950	1000	1000	1000	1000	1000	5000

Additionally, the HWSETA will continue to support funding of training towards areas of specialisation identified by the Department of Science and Innovation, which are in the following fields:

Table 33: Undergraduate University Programmes funded by the HWSETA which are aligned to Bio-innovation Health and innovation Indigenous Knowledge Valorisation

FIELD	QUALIFICATIONS ALIGNED TO BIO-INNOVATION HEALTH SKILLS
UNDERGRADUATE UNIVERSITY PROGRAMMES FUNDED BY THE HWSETA WHICH ARE ALIGNED TO THE BIO-INNOVATION HEALTH SKILLS	
Chemistry	NDip Analytical Chemistry
	BSc Chemical Sciences
Radiography	Bachelor of Diagnostic Radiography
	Bachelor of Nuclear Medicine Technology
	Bachelor of Diagnostic Ultrasound
	Bachelor of Radiation Therapy
Medical Sciences	BHS Medical Laboratory Sciences
	NDip Biomedical Technology
	Bachelor of Health Sciences
	Bsc Life Sciences
	Bachelor of Physiology
	BSc Biochemistry and Microbiology
	BSc Genetics and Microbiology
	BSc Medical Bioscience
UNDERGRADUATE UNIVERSITY PROGRAMMES FUNDED BY THE HWSETA WHICH ARE ALIGNED TO THE BIO-INNOVATION INDIGENOUS KNOWLEDGE VALORISATION SKILLS	
Pharmacology	Bachelor of Pharmacy
Phytochemistry	BSM Complementary Medicine: Phytotherapy

Table 34: Postgraduate University Programmes funded by the HWSETA which are aligned to Bio-innovation Health and Bio- innovation Indigenous Knowledge valorisation

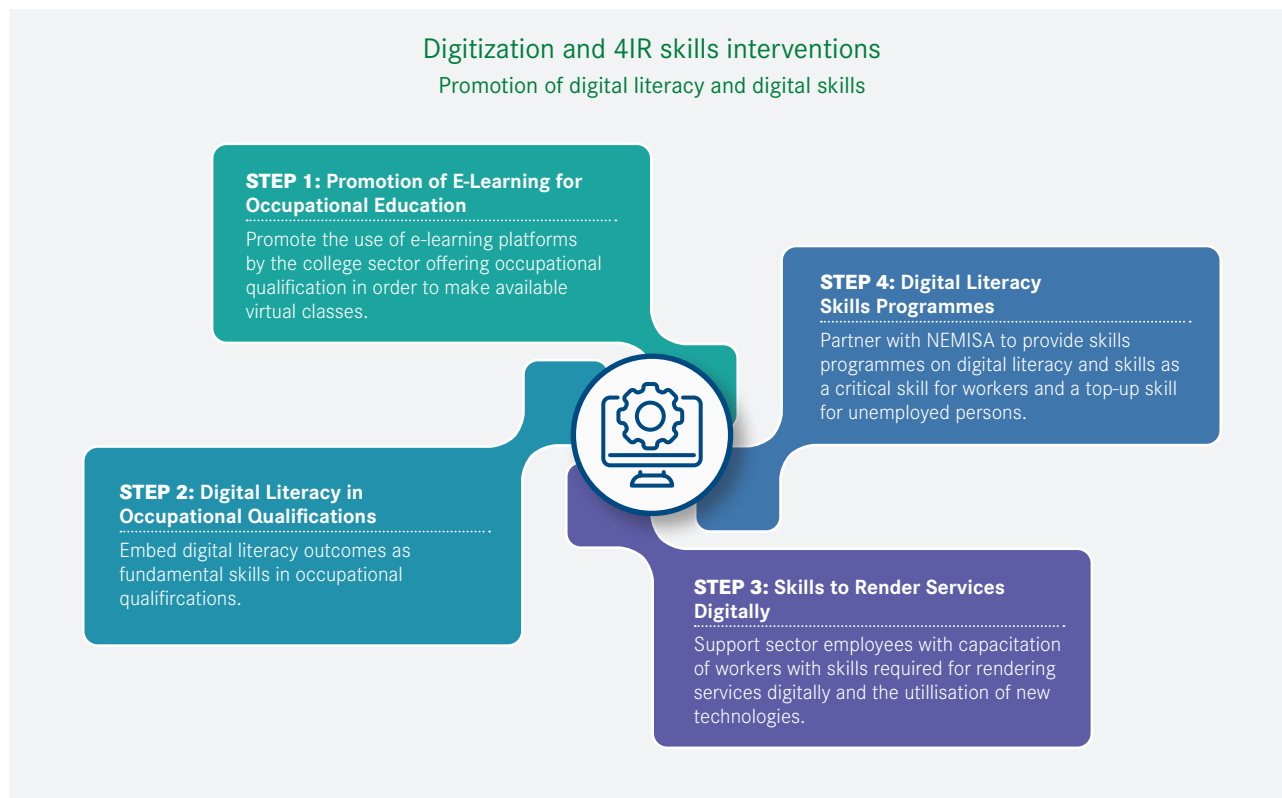
FIELD	QUALIFICATIONS	AREA OF SPECIALISATION
POSTGRADUATE UNIVERSITY PROGRAMMES FUNDED BY THE HWSETA WHICH ARE ALIGNED TO BIO-INNOVATION HEALTH SKILLS		
Radiography	Masters & PhD in Radiography	Radiobiology, Radiochemistry, Radio pharmacy
Medical Sciences	Masters & PhD in Medical Sciences	Immunology, Microbiology, Molecular biology, vaccinology, Flow chemistry, Bioinformatics
UNDERGRADUATE UNIVERSITY PROGRAMMES FUNDED BY THE HWSETA WHICH ARE ALIGNED TO THE BIO-INNOVATION INDIGENOUS KNOWLEDGE VALORISATION SKILLS		
Public Health	Masters & PhD in Public Health	Epidemiology, African Traditional medicines
Pharmacology	Masters in Pharmacology & Therapeutics	Pharmacology
	Masters in Pharmaceutical affairs	

NB: During the 2025 - 2030 strategic period, the HWSETA will fund training in the above qualifications as areas of specialisation identified by the Department of Science and Innovation.

6.1.2 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 32: Development of digital skills for the sector



6.1.3 Implementation of the Ministerial Directive on Pre-2009 Qualifications

The HWSETA has re-aligned 32 qualifications with only five remaining as detailed below:

Table 35: Qualifications to be re-aligned to occupational qualifications

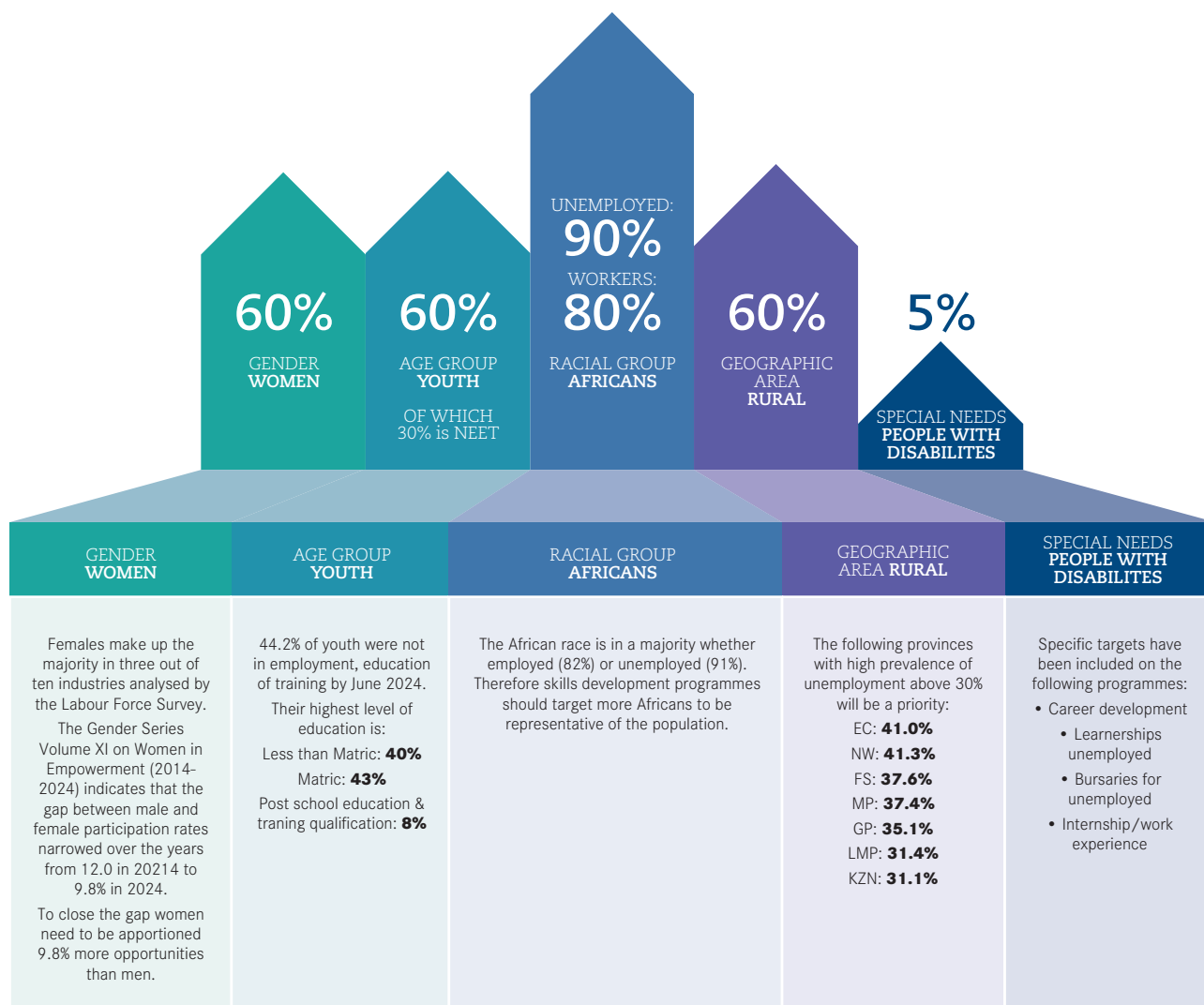
1	59345	Further Education and Training Certificate: Phlebotomy Techniques	NQF Level 04	120	30 June 2023	SGB Phleb	HPCSA
2	64229	Advanced Certificate: Medical Rescue Technology	Level TBA: Pre-2009 was L6	138	30 June 2023	SGB ECP	HPCSA
3	64910	Advanced Certificate: Ultrasound Diagnostics	NQF Level 06	120	30 June 2023	TT 9 RCT	HPCSA
4	64969	Higher Certificate: Clinical Technology	NQF Level 05	120	30 June 2023	TT 9 RCT	HPCSA
5	65069	Advanced Certificate: Diagnostic Radiography	NQF Level 06	240	30 June 2023	TT 9 RCT	HPCSA

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

6.1.4 Inclusion and Prioritisation of Special Population Groups

Marginalised and disadvantaged (special) 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. The HWSETA will implement minimum targets for these population groups as follows:

Figure 33: Minimum targets for specific population groups



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

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

Of the eight metropolitan municipalities, the HWSETA will prioritise six

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



For the strategic period therefore, 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.

Additionally, interventions targeting people with disabilities will be created to ensure 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 the HWSETA.

Table 36: Outcomes and interventions for people with disabilities

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)
INDICATOR	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 main-stream schools	6000
	SUB-INDICATOR	Learners from main-stream schools	1800
	MTEF PERIOD (2025-2028)		3000

6.1.5 Sector Specific training needs

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

Table 37: Training needs for the Veterinary and Health sector

VETERINARY SKILLS NEEDS	SKILLS NEEDS FOR UNIVERSAL HEALTH COVERAGE	NATIONAL HEALTH CARE NORMS AND STANDARDS FOR PROMOTING QUALITY HEALTH CARE SKILLS NEEDS
• Critical skills in ◦ wildlife management, ◦ animal welfare ◦ public health • Veterinarians in rural areas, ie livestock farming • Specialisation in veterinary surgery and pathology • Veterinary technicians • Continuous professional development (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: skills in ◦ resource management ◦ strategic planning ◦ policy development • Leadership and governance skills • Community health worker (CHW) skills • Digital Health: ◦ skills in 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 programs ◦ 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 skills • Monitoring and evaluation skills • Risk management • Clinical leadership • Data analytics • Quality improvement • Community engagement

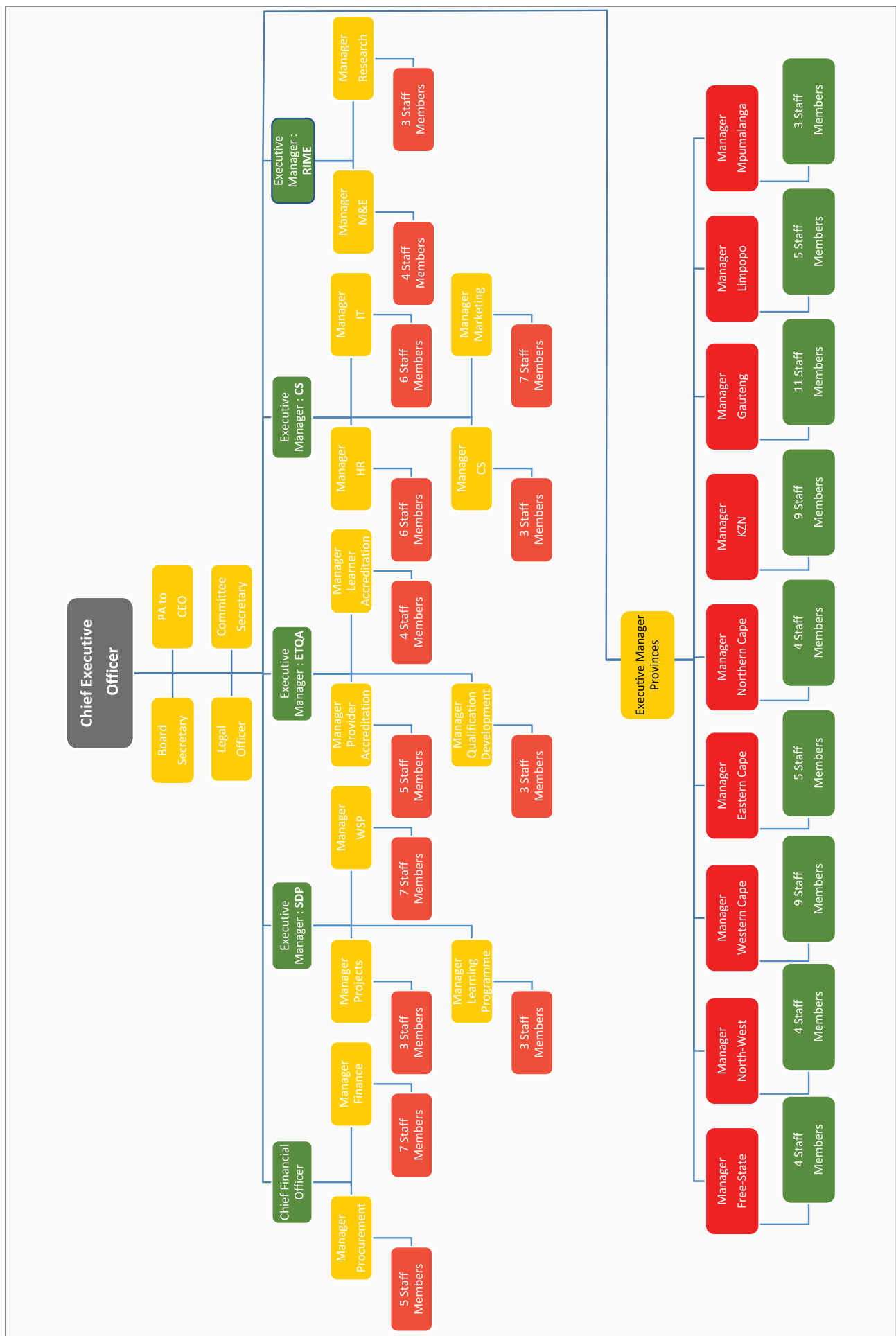
Table 38: Training needs for the SOCIAL sector

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 and evaluation: skills • Auditing of health facilities • Clinical leadership • Continuous quality improvement • Skills in community engagement	Critical skills in: • Gender sensitivity and awareness programs 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, and 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. The HWSETA vision permeates through the organisation from the strategic level to the operational level. Management systems and policies are in place and staff are aware of them. The hierarchies of authority and responsibility have been defined at every level. The HWSETA has a fully-fledged financial and accounting system. Budgeting is project-specific and fund utilisation is prepared and monitored regularly through periodic reports. The HWSETA has in place risk management systems to ensure delivery on its mandate. The HWSETA is complemented by qualified human resources capable of carrying out the implementation of the Strategic Plan and Annual Performance Plans which are in consonance with the mission and objectives of the HWSETA.

The HWSETA has 170 positions of which 96% (key positions) are filled thus far. There is at least one provincial office located in each of the nine provinces of South Africa. For easy access by communities, this is being augmented by offices at the Technical and Vocational Education and Training (TVET) Colleges. The Delivery Model clearly makes a distinction between centralised and decentralised functions. A Service Delivery Charter has been adopted to ensure uniformity and standardisation in the service rendered. This is aimed at inculcating a culture of accountability and performance management. The organogram depicting the management of the HWSETA is on the next page.



To be efficient and achieve optimal performance, the HWSETA, in terms of programmes, is structured in the following manner:

Programme 1: Administration

- a) Office of the CEO comprising of Board office and legal services
- b) Corporate Services- includes marketing, human resources and information technology
- c) Finance comprising of supply chain management, grants and general finance

Programme 2: Skills Planning and impact Assessment

- a) Research, Information, Monitoring and Evaluation, incorporating:
 - Research
 - Monitoring and 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 approves workplace skills plan.
- iv. Forming 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 deliver basic cross-cutting functions, which encapsulate all functions mentioned above.

7.1 Human Resource Plan of the HWSETA

The 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 the HWSETA.
- c) Currently, 61% of staff at the HWSETA are women, and 4% are people living with disabilities. Approximately a quarter of employees are youth.

7.2 ICT

The automation of business processes of the 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

- The estimated revenue from Skills Development Levies is conservative taking into account on average a 5.8% increase from year-to-year. Actual revenue in the past has at least kept abreast with CPI, and the HWSETA's levy base remains stable. Actual penalties received do vary from year-to-year and cannot be estimated reliably, but will not be significantly different from the estimated penalties to be received above.
- On 1 April 2013, a Cabinet Memorandum, 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 the HWSETA. The contribution is utilised as follows:

10%	Administration of the HWSETA
20%	Discretionary grant funding

- The contribution by Government Departments is reflected in the budget as a conservative figure due to the poor collection of this stream of levies over the last three years. These levies that add to revenue distorts the % of revenue allocated for administration and discretionary grant expenditure. Therefore, the %'s allocated for the administration of 10.5% and discretionary of 49.5%, is distorted.
- Discretionary grant funding of R468 million, R489 million and R510 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 a number of factors including the SSP research, strategic planning, the prior year actual achievements and Government priorities. The administration budget set aside caters for sufficient capacity within the 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.
- During the 2019/20 financial year, the HWSETA committed 177% of its discretionary grant reserve respectively for funding, with exceptional performance against predetermined targets.

7.4 Challenges to the achievement of HWSETA Mandate

Some of the challenges the HWSETA faces in order to achieve its mandate are the following:

- a) Lack of timeous compliance with the criteria of discretionary grant funding by employers resulting in material de-commitments 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-to-case basis.
- b) The slow rate of prosecution of skills development providers who defrauded learners due to the lack of a legislative tool for this purpose.

The likely impact of COVID-19 on the HWSETA's delivery of its mandate include the following:

- a) Resourcing of the 2022/23 annual plan has been limited within a budget of R530million. In prior years, the HWSETA was able to plan above the expected discretionary budget as it had reserves to tap into. In 2020/21 these reserves were depleted, thus budgeting above expected revenue was not an option for 2022/23. This affected target setting for 2022/23 so much so that targets have been reduced from baseline by up to 60%.
- b) The late start of the 2021 academic year and the eminent risk of a fourth and fifth wave of COVID-19 posed a challenge to entries into funding programmes for the 2022 academic year and timeous reporting of all completions.
- c) The risk of retrenchments in the NGO Sector as a result of reduced Departmental funding and reduced international donor funds due to COVID-19.
- d) The risk of Small and Emerging Business that face financial difficulty due to the current economic environment caused by the COVID-19 National Disaster lockdown regulations, may result in a sharp decline of SMEs meeting the threshold for paying the skills levy.
- e) The risk of medium and large business that face financial difficulty due to the current economic environment caused by the COVID-19 National Disaster lockdown regulations, may result in a decline either in the number of businesses that meet the threshold to pay the skills levy or to reduced skills levy contributions.

7.5 Performance of the HWSETA in achieving 2023/24 APP targets

COVID-19 had a devastating effect on the economy of South Africa, so much so that the 2023/24 financial year commenced with the country geared towards implementing the Economic Reconstruction and Recovery Plan. The objectives of this plan were to:

- Create jobs, primarily through aggressive infrastructure investment and mass employment programmes
- Reindustrialise the economy, focusing on growing small businesses
- Accelerate economic reforms to unlock investment and growth;
- Fight crime and corruption; and
- Improve the capability of the state

The role of the post-school education sector cuts across the above objectives as it was tasked with ensuring that the country has sufficient skilled labour with requisite skills. The Department of Higher Education and Training therefore developed a skills strategy which specified the role each of its entities would have to play to ensure the sufficient number of skilled labour with requisite skills. The year was therefore dedicated to crafting the skills strategy and formulating implementation strategies. The HWSETA ensured that its strategy and Annual Performance Plan for 2025/26 are aligned to the skills strategy as this will be the first year of implementation.

In 2023/24 the health and social development sector continued to grapple with the aftermaths of COVID-19. The HWSETA focused on skills development projects that would yield job opportunities in support of the ERRP. As thus, the HWSETA was able to reach a performance level of **76%** of its annual targets of the 2022/23 APP.

The HWSETA targeted to fund a total of **16 597** students in its APP of 2023-2024 through the following programmes:

Workplace- based learning programmes	learnerships, apprenticeships, TVET college placement, university student placement, internships for graduates
Bursary programmes	under-graduate, post-graduate, 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 **10 113** learners were funded, and of these learners, **3 198** (32%) learners were entered into workplace-based learning programmes; **5 454** (54%) were entered into Occupationally based programme; **1 461** (14%) were entered into bursaries programmes. Of the **10 113** funded learners, **2 974** were employed (29%) while **7 139** (71%) were unemployed.

Furthermore; the HWSETA funded a total of **76** small businesses for skills development; **eight** rural development and public sector projects; and **19** cooperatives.

Strategy to Overcome Areas of Under-achievement

Programme 3: Full qualifications will be offered in parts to workers to make it possible for employers to release their workers for training as employers could not afford to release workers for prolonged periods of time to attend training. Also, 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 qualification as these span multiple years.

Programme 4: Learners will be entered earlier in the financial year into the RPL programme to allow for the 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 thus reported against the indicator that measures completions for the RPL programme.

7.5.1 Progress Towards the Achievement of Impacts and Outcomes

This was the fourth year of implementing the strategic plan for 2020-2025. This plan maps out 4 impact statements which are broken down to 8 outcome statements and 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 2020-2024, 33 of the 44 (75%) outcomes 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	BASELINE ⁴	2020-2024 ACHIEVEMENT
1 The HWSETA contributes to the development of a post-school system which increases the production of occupations in high demand	1 The HWSETA provides an efficient and effective skills planning, programme implementation and evaluation system which identifies occupations in high demand during the strategic period.	SO-1 The HWSETA is capacitated with adequate human and financial resources, as well as automated business processes to deliver on its mandate and achieve its targets in the strategic period.	Stakeholder satisfaction survey	80%	60%	43%
		SO-2 The SSP and research reports produced by the HWSETA are credible and provide useful information to internal and external stakeholders, as well as 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 the 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%	87%
		SO-4 The 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%	Study to be conducted in 2024-25
	2 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.	SO-5 Employers in the sector open-up their workplaces for workplace-based learning through partnerships with the HWSETA in the strategic period	Desktop review of employer participation in skills development initiatives of the HWSETA	60%	30%	32% (1812/5715)
		SO-6 Unemployed persons find employment after successfully completing workplace-based learning programmes funded by the HWSETA in the strategic period	Synthesis of track and trace studies for workplace-based training	60% (1352/2254)	2254	44% (1316/2995)
		SO-7 The 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 the HWSETA through the WIL programme: Outcomes Evaluation	347	579	33% (113/347)

⁴ 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.

IMPACT		OUTCOMES		KEY STRATEGIC OBJECTIVES		PLANNED INTERVENTIONS	TARGET	BASELINE ⁴	2020-2024 ACHIEVE- MENT
2	The 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	The 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 the HWSETA for full-learning programmes: exploration of employment pathways	60% (801 / 1336)	1336	21% (179 / 856)
				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 the HWSETA for skills, short-learning, and AET programmes: employee skills assessment approach	60% (4385 / 7309)	7309	Study to be conducted in 2024-25
	4	The HWSETA contributes to increased access by the unemployed into occupationally directed programmes in the health and welfare sector during the strategic period	SO-10	The HWSETA develops full and part occupational qualifications relevant to occupations in the sector in the reporting period.	Case studies into the relevance of occupational qualifications developed by the HWSETA to the sector	12	12	2	
			SO-11	The HWSETA accredits skills development providers, registers assessors and moderators and issue certificates for learners found competent in the reporting period	Database analysis of level of participation of skills development providers in offering occupational education and training programmes during the strategic period	1:40 (39:1585)	1:40 ⁵ (66:2643)	Study to be conducted in 2024-25	
			SO-12	The HWSETA supports partnerships with post-school education institutions in the reporting period.	Desktop review of participation of post-school education and training institutions in HWSETA skills development initiatives	76	71	89% (68/76)	
			SO-13	The HWSETA contributes towards the creation of researchers for the health and social development sector in the strategic period	Track and trace study for unemployed persons funded by the HWSETA: exploration of education and employment pathways	60% (159 / 266)	266	86% (230 / 266)	
			SO-14	The HWSETA supports unemployed persons with top-up skills in order to increase the prospects of them finding employment	Track and trace study for unemployed persons funded by the HWSETA: xploation of employment pathways	60% (858 / 1430)	1430	Study to be conducted in 2024-25	
			5	The 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	The 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 the HWSETA on TVET and other college lecturers and managers during the strategic period	48	31
	SO-16	The 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 the HWSETA through vocational bursaries: exploration of pathways		163	272	12% (19 / 163)		

⁵ 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.

IMPACT	OUTCOMES	KEY STRATEGIC OBJECTIVES	PLANNED INTERVENTIONS	TARGET	BASELINE ⁴	2020-2024 ACHIEVEMENT
3 The HWSETA contributes to increased capacity of large, medium, and small firms, as well as small and emerging businesses and cooperatives of the health and welfare sector to become more sustainable and expand in size by 2030.	6 The HWSETA provides increased support towards skills development activities for entrepreneurial, cooperative, as well as the establishment of new enterprises in the strategic period.	SO-17 The HWSETA funds skills development needs of cooperatives, small and emerging businesses, new enterprises, and large-medium-and large firms of the sector in the strategic period	Outcome evaluation study of contribution of skills development interventions to the sustainability of cooperatives, small and emerging businesses, new enterprises, and large-medium-and large firms of the sector	60% (1296/2160)	21 60	60% (1297/2160)
4 The HWSETA contributes to increased capacity of the State, NGO and NPO sector, Trade Unions to meet social and rural development needs of the South African Citizens by 2030.	7 The HWSETA provides increased support to the State, Trade unions, NGOs, and NPOs in order to strengthen governance and service delivery and thus advance social, rural, and community development in the strategic period.	SO-18 The HWSETA supports skills development priorities of government departments, NPOs, trade unions, of the sector in the reporting period	Evaluation study measuring relevance of skills development initiatives for government departments, NPOs, trade unions, of the sector in the reporting period	653	588	
	8 The HWSETA makes career development services related to the health and welfare sector accessible to rural and targeted youth in the strategic period	SO-19 The HWSETA makes career development services accessible to school and post-school youths ⁶ in the reporting period	Design evaluation of the career development programme and programme for the capacitation of career development practitioners of the HWSETA during the strategic period	15% (275/1835)	15% (275/1835)	10% (176/1760)

⁶ 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 2023/24 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 five-year targets for the outcome indicators.

Outcome statement 1:

The HWSETA provides an efficient and effective governance, skills planning, programme implementation, and evaluation system which identifies and increases the production of occupations in high demand in the strategic period.

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- SO-1.** A stakeholder satisfaction survey was conducted in 2021/22 and results yielded an efficiency level of 43,25% and effectiveness level of 42,09%. Overall, therefore the HWSETA achieved an average efficiency and effectiveness level of 43%.
 - 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 2020/21 the quality of the HWSETA SSP was rated 85%, in 2021/22 it was rated 89%. As of 2022/23 the SSP no longer gets rated by the DHET but only provide general feedback. A peer review mechanism will be utilised to review the credibility of SSP and research reports.
 - SO-3.** A recommendation register from monitoring and evaluation studies conducted each year on programmes and projects of the HWSETA is maintained. The implementation of these recommendations is monitored annually to ensure utilisation of monitoring and evaluation studies. By the end of 2023/24 the implementation of M&E recommendations was at 98%, which is an over-achievement of the 5-year target. It should be noted however that this target is a cumulative percentage counted over the 5-year strategic period. The remaining 2% is as a result of M&E studies that were concluded by financial year end of 2023/24, which therefore could not be implement within the period under review. This outstanding percentage is expected to be implemented by mid-year of 2024/25. Thus far, the HWSETA has evaluated 33 (75%) of the 44 outcome indicators between 2020/21 and 2023/24 through monitoring and evaluation studies. The remaining 11 will be measured in 2024/25. Overall, therefore the percentage achievement for the strategic objective is 87%.
 - SO-4.** A desktop review of the allocation of the discretionary budget will be conducted in 2024/25 and this will cover the strategic period.

Outcome statement 2:

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

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- 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. 32% of employers partnered with the HWSETA to implement learnerships, apprenticeships, and TVET/University WIL. These employers constituted 1812 of the 5715 organisations that submitted their WSPs and were approved. Another desk-top review will be conducted in 2024/25.
 - SO-6.** The HWSETA conducts track and trace studies on unemployed learners that complete learnerships, apprenticeships, internships, and university undergraduate degrees annually. The track and trace study conducted in 2023/24 yielded an employment rate of 60%. The disaggregated employment by programme is summarised below.

Number of unemployed persons funded by the HWSETA who found jobs six months after completing their workplace-based programmes:
 - Internships : 429/610 (66%)
 - Learnerships: 730/1400 (52%)
 - Apprenticeships: 138/150 (92%)
 - SO-7.** Of the learners that have reported to have completed the WIL placement, 31% of TVET learners have obtained their qualifications while 34% of university learners have obtained their qualifications. Overall, therefore the percentage achievement for the strategic objective is 33%

Outcome statement 3:

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

- SO-8.** Due to a low response rate, one outcome was measured in 2023/24. Track and trace studies for identifying workers that have improved competence after completion was only introduced in 2023/24 and 27/609 (4%) learnership learners reported to have improved competence. Levels of competence improvements were not determined for artisanship and bursaries as there was poor response from this cohort. 88% (111/126) of the outcome target has been met. A track and trace study for workers that had undergone the recognition of prior learning assessment during the strategic period was conducted in 2023/24 to identifying learners that actually obtained full qualifications through RPL. Progress made in 2023/24 towards meeting the 5-year target reached 34% of the target. 41/120 students that completed post-graduate degrees were tracked and confirmed through self-disclosure. Overall, therefore the percentage achievement for the strategic objective is 21% (179/856).
- SO-9.** A track and trace study for workers funded by the HWSETA for skills, short-learning, and AET programmes will be conducted in 2024/25.

Outcome statement 4:

The 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 2022/23. These two qualifications therefore are found relevant based on the employer interviews.
- SO-11.** A database analysis of level of participation of skills development providers in offering occupational education and training programmes will be conducted in 2024/25.
- SO-12.** 89% of universities, TVET colleges and other colleges partnered with the HWSETA to implement vocational, under-grad degrees, post-grad diplomas, and post-grad degreed bursaries. These PSET institutions constituted 68 of the 76 institutions that offer training programmes funded by the HWSETA during the strategic period.
- SO-13.** Progress made in 2023/24 towards meeting the 5-year target reached 86% of the target. 230/266 (86%) unemployed persons funded through bursaries for university undergraduate programmes found jobs six months after completing their qualifications. Another track and trace study will be conducted in 2024/25 and learners 2023/24 will be traced.
- SO-14.** A track and trace study for unemployed persons funded by the HWSETA for skills programmes and post-graduate bursaries will be conducted in 2024/25 to explore employment Pathways.

Outcome statement 5:

The HWSETA supports the growth of the public and private college system so that colleges may qualify as a centres of specialisation in the strategic period.

- SO-15.** A survey measuring increased skills of lecturers that were funded during the strategic period was conducted in 2021/23 and 21 (39%) lectures were identified to have improved performance due to the skills development initiatives of the HWSETA.
- SO-16.** Progress made in 2023/24 towards meeting the 5-year target reached 2.3% of the target. 19/835 (2.3%) unemployed persons funded for vocational bursaries found jobs six months after completing vocational qualifications. Another track and trace study will be conducted in 2024-2025 will be followed. This will be the third year of conducting this evaluation.

Outcome statement 6:

The HWSETA provides increased support towards skills development activities for entrepreneurial and cooperative activities, as well as the establishment of new enterprises and cooperatives in the strategic period

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- SO-17.** An outcomes evaluation study was conducted in 2022-2023 and it confirmed that 13/36 (36%) cooperatives supported by the HWSETA do achieve the desired and outcomes. Another outcomes evaluation will be conducted in 2024/25. A rapid assessment of the outcomes of the SME project of the HWSETA was conducted in 2022/23 and progress made towards the 5-year target was 24% (84/348). Another cohort of SMEs funded for skills development will be conducted in 2024/25. Overall, therefore the percentage achievement for the strategic objective is 25% (97/384).

Outcome statement 7:

The 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.

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- SO-18.** A rapid assessment of the outcomes of the levy-exempt project of the HWSETA was conducted in 2022/23 and progress made towards the 5-year target was 68%, 273/400. A follow-up study will be conducted in 2023/24. A rapid assessment of the outcomes of the levy-exempt project of the HWSETA was conducted in 2022/23 and progress made towards the 5-year target was 24%, 94/400. A survey was conducted in 2022/23 to find out the relevance of skills development training union officials are exposed to and also assessed whether the skills need of these officials are met. 57/253 (22%) confirmed the relevance of training to their skills development needs. Overall, therefore the percentage achievement for the strategic objective is 65% (424/563).

Outcome statement 8:

The HWSETA supports career development services related to the health and welfare sector and makes them accessible to rural and targeted youths in the strategic period.

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- SO-19.** 10% of the 5-year target was achieved as 176 learners that were exposed to career awareness were offered bursaries in 2021/22, 2022/23 and 2023/24.

Reasons for this low achievement

Performance for outcome 4 is affected by TVET College lecturer development, where 37% of the lecturers did not respond to the survey questionnaire. A follow-up on the non-responses will be made to improve the response rate and then perhaps improve the performance of this outcome statement in preparation for the mid-term review report that will be issued in August 2023.

Performance for outcome statement 5 is affected by the low number of learners that register their addresses on the career portal rendering it difficult to account for the geographic location of all learners that visit the portal. The field for address has been marked as mandatory on registration to the portal.

7.6 Description of the strategic planning process

In August and September, the Board, the CEO and the 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 ERRP skills strategy, the Revised 2019-2024 MTSE, and the Human Resource Strategies for Health and Social Development. Findings from these workshops are included in this strategic plan and there are partnerships going forward that 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 the HWSETA was undertaken, the top ten 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. There is an ongoing monitoring process by both the Audit and Risk Committee and the Board. On an ongoing basis, the CEO and the Executives meet and identify other risks which might emerge during implementation, and the Risk Register is amended to factor those. 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 the HWSETA undertakes a scanning exercise. This is usually done through the research that underpins the 5-year Sector Skills Plan (SSP). 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 the situational analysis and description of the external environment of the HWSETA for the strategic plan
- b) The second step is to take note of significant national government imperatives announced in the past year. For example, the ERRP skills strategy, the revised MTDP 2024-2029, the 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 influences the draft plan.
- e) The HWSETA management team develops a final Strategic Plan and Budget and this is presented to the Board for final approval.
- f) The annual performance plan then becomes the basis of the management plan in which delivery is structured over the 4 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. If and when required, corrective action plans will be put in place to deal with items not progressed satisfactorily.



PART C

MEASURING THE
PERFORMANCE
OF THE HEALTH
AND WELFARE
SETA.

1. INSTITUTIONAL PERFORMANCE INFORMATION

Over the next five years, the HWSETA will place renewed emphasis on its role in the education and training levy-grant system and its role in influencing and implementing skills development programmes and projects in the health and welfare sector. The mandate of the HWSETA extends to an integrative role in skills planning, development of learning programmes and implementing these in the sector. In 2030, the assessment and achievement of the outcome indicators will take place having considered the length of the programmes in the sector. 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 which will guide the 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 outlines the annual planned targets for 2025/26.

Programme 1: Administration

Purpose: This programme is responsible for the overall strategic management and support to the HWSETA operations divisions. The goal of this programme is to ensure that the 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.

OUTCOME IND. NO	OUTCOME INDICATOR	OUTCOME IND. NO	2025-2030 OUTPUT INDICATOR	AUDITED PERFORMANCE 2021-2022	AUDITED PERFORMANCE 2022-2023	AUDITED PERFORMANCE 2023-2024	ESTIMATED PERFORMANCE 2024-2025	PLANNED PERFORMANCE 2025-2026	PLANNED PERFORMANCE 2026-2027	PLANNED PERFORMANCE 2027-2028
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 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
2-10	Percentage of NEET and school going youth registered on the career development recruitment database of the HWSETA who are enrolled into WBL and bursary programmes of the HWSETA during 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.	8 402 (14 events)	11 684 (25 events)	4250 (5 events)	4250 (5 events)	7 ⁷	7	7
		3	Number of NEET Youth reached through the career portal of the HWSETA to identify youth eligible to enter into workplace-based learning programmes of the HWSETA in the reporting period.	0	0	0	0	1000	1000	1000
		4	Number of NEET Youth reached through the career portal of the HWSETA to identify youth eligible to enter into workplace-based learning programmes of the HWSETA in the reporting period.	0	0	0	0	3	3	3
		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	0	3000 ⁹	3000	3000
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 unemployed youth exposed to career development programmes of the HWSETA who are registered on the career development recruitment database of the HWSETA in the reporting period	0	0	0	0	1200	1200	1200
			a) Mainstream schools	0	0	0	0	600	600	600
			b) Special-needs schools	0	0	0	0	600	600	600
			c) NEET Youth	0	0	0	0	600	600	600

⁷ Three (3) of the schools should be mainstream schools; Two (2) of these schools should be special needs; 2 of these schools should be CET Colleges.

⁸ Three (3) of the schools should be mainstream schools; Two (2) of these schools should be special needs; 2 of these schools should be CET Colleges.

⁹ 1000 should be learners from special needs

OUTCOME IND. NO	OUTCOME INDICATOR	OUTCOME IND. NO	2025-2030 OUTPUT INDICATOR	AUDITED PERFORMANCE 2021-2022	AUDITED PERFORMANCE 2022-2023	AUDITED PERFORMANCE 2023-2024	ESTIMATED PERFORMANCE 2024-2025	PLANNED PERFORMANCE 2025-2026	PLANNED PERFORMANCE 2026-2027	PLANNED PERFORMANCE 2027-2028
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	0	10%	10%	15%	15%	15%
			a) High							
			b) Intermediate	0	0	30%	30%	65%	65%	65%
			c) Low	0	0	20%	20%	0,5%	0,5%	0,5%
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 ¹⁰ and ATRs approved for small, medium, large firms in the reporting period	1389	1392	1200	1183	1405	1405	1405
			a) Small							
			b) Medium	169	177	170	150	179	179	179
			c) Large							
				150	155	120	132	159	159	159

10 WSP stands for Workplace Skills Plans and ATR stands for Annual Training Report

Programme 2: Skills Planning and impact Assessment

Purpose: The HWSETA has configured this programme to include two sub-divisions, namely Research and Information and Monitoring and Evaluation. Each sub-division is headed by its own manager. The HWSETA utilises this programme to implement skills planning related projects that include development and update of the sector skills plan, 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 the HWSETA. These are vital for lessons learned and ensuring that projects contribute positively to the sector and desired impacts are achieved.

OUTCOME IND. NO	OUTCOME INDICATOR	OUTCOME IND. NO	2025-2030 OUTPUT INDICATOR	AUDITED PERFORMANCE 2021-2022	AUDITED PERFORMANCE 2022-2023	AUDITED PERFORMANCE 2023-2024	ESTIMATED PERFORMANCE 2024-2025	PLANNED PERFORMANCE 2025-2026	PLANNED PERFORMANCE 2026-2027	PLANNED PERFORMANCE 2027-2028
1-2	Percentage of criteria of the 2024-2029 DHET ¹¹ Sector Skills Plan (SSP) framework that is met by the HWSETA SSP and it's Annual Updates in the strategic period.	9	Number of SSP updates and applied research reports ¹² completed and noted by key stakeholders ¹³ in the reporting period	6	5	6	6	6	6	6
1-7	Percentage of SSP, Research, Monitoring & Evaluation recommendations implemented by internal stakeholders of the HWSETA in the strategic period.	10	Number of monitoring, evaluation, and impact studies, including tracer studies, completed and noted by key stakeholders ¹⁴ as measuring the performance of learning programmes and projects implemented by the HWSETA in the reporting period	5	7	7	7	6	6	6
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 studies during the reporting period	0	0	0	0	4	4	4

¹¹ DHET stands for Department of Higher Education and Training

¹² SSP (Sector Skills Plan) 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

¹³ SSP update and research reports are presented to one of the Board committees and findings are noted by these committees. The Board is a key stakeholder to SSP and research reports produced by the HWSETA.

¹⁴ 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 within the health and welfare sectors. To this end, this programme is responsible for the implementation of learning programmes, approval of grants and implementation of projects. It also provides policy and advice to employers wishing to access grants from the HWSETA.

OUTCOME IND. NO	OUTCOME INDICATOR	OUTCOME IND. NO	2025-2030 OUTPUT INDICATOR	AUDITED PERFORMANCE 2021-2022	AUDITED PERFORMANCE 2022-2023	AUDITED PERFORMANCE 2023-2024	ESTIMATED PERFORMANCE 2024-2025	PLANNED PERFORMANCE 2025-2026	PLANNED PERFORMANCE 2026-2027	PLANNED PERFORMANCE 2027-2028
3-12	Percentage of students who obtain their TVET and sector 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	1063	290	639	375	975	975	975
		13.2	Number of university and college students reported to the HWSETA as having completed the work integrated learning programmes funded by the HWSETA in the reporting period	810	479	345	287	473	473	473
3-13	Percentage of unemployed persons who find employment after successfully completing graduate internship programmes and work-experience programmes funded by the HWSETA by the end of the strategic period	14.1	Number of unemployed persons entered-into the graduate internship and workplace experience programmes funded by the HWSETA in the reporting period	1157	247	406	874	1049	1049	1049
4-16	Number of workers whose competence is improved after successful completion of the learnership programmes registered with the HWSETA by the end of the strategic period.	14.2	Number of unemployed persons reported to the HWSETA as having completed internship and workplace experience programmes funded by the HWSETA in the reporting period.	1125	30	25	731	604	604	604
		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	0	0	0	0	50	50	50
		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	955	1231	652	1593	1072	1072	1072
				22	247	218	913	643	643	643
								313	313	313

OUTCOME IND. NO	OUTCOME INDICATOR	OUTCOME IND. NO	2025-2030 OUTPUT INDICATOR	AUDITED PERFORMANCE 2021-2022	AUDITED PERFORMANCE 2022-2023	AUDITED PERFORMANCE 2023-2024	ESTIMATED PERFORMANCE 2024-2025	PLANNED PERFORMANCE 2025-2026	PLANNED PERFORMANCE 2026-2027	PLANNED PERFORMANCE 2027-2028
3-14	Percentage of unemployed persons who find employment after successfully completing learnership programmes registered by the HWSETA by the end of the strategic period	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	1955	2019	831	2220	1621	1621	1621
								600	600	600
								100	100	100
		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	1394	437	574	1480	1457	1457	1457
								320	320	320
								80	80	80
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.	16.1	Number of apprentices and trainee technicians entered into the HWSETA funded apprenticeship programmes in the reporting period	49	55	35	131	215	107	131
				102	117	100	85	85	43	85
3-15	Percentage of unemployed persons who find employment after successfully completing artisan programmes funded by the HWSETA during 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	91	50	20	33	112	41	111
				158	64	53	59	102	85	73
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	1623	1660	3395	1461	2569	2569	2569
				1932	999	674	796	2312	2312	2312

OUTCOME IND. NO	OUTCOME INDICATOR	OUTCOME IND. NO	2025-2030 OUTPUT INDICATOR	AUDITED PERFORMANCE 2021-2022	AUDITED PERFORMANCE 2022-2023	AUDITED PERFORMANCE 2023-2024	ESTIMATED PERFORMANCE 2024-2025	PLANNED PERFORMANCE 2025-2026	PLANNED PERFORMANCE 2026-2027	PLANNED PERFORMANCE 2027-2028
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	5388	3032	939	3354	8160	8160	8160
			a) HWSETA funded b) Sector funded				900	900	900	
		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.	3163	1983	485	2898	6528	6528	6528
			a) HWSETA funded b) Sector funded				720	720	720	
5-24	Percentage of 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	0	50	50	50
			a) Bursaries for people living with disabilities b) Undergraduate bursaries	343	131	274	200	300	300	
		18.2	Number of unemployed persons re-entered into the HWSETA bursary programmes as continuing students in the reporting period	41	70	103	40	71	71	71
			a) Undergraduate b) Post-graduate research bursaries	577	415	187	180	180	180	
		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	8	15	16	16	43	43	43
			a) Bursaries for people living with disabilities b) Undergraduate bursaries	0	0	0	0	0	25	25
			c) Post-graduate research bursaries	463	246	70	26	193	193	193
				28	5	31	14	43	43	43

OUTCOME IND. NO	OUTCOME INDICATOR	OUTCOME IND. NO	2025-2030 OUTPUT INDICATOR	2021-2022						2027-2028					
				AUDITED PERFORMANCE	AUDITED PERFORMANCE	AUDITED PERFORMANCE	ESTIMATED PERFORMANCE	PLANNED PERFORMANCE	PLANNED PERFORMANCE	PLANNED PERFORMANCE	PLANNED PERFORMANCE	PLANNED PERFORMANCE	PLANNED PERFORMANCE	PLANNED PERFORMANCE	PLANNED PERFORMANCE
4-19	Number of workers whose competence is improved after successfully completing qualifications funded through the bursary programmes of the HWSETA during the strategic period	18.4	Number of workers entered-into the HWSETA bursary programmes in the reporting period	686	63	199	255	250	250	250	250	250	250	250	250
				0	0	58	100	58	58	58	58	58	58	58	58
				60	106	114	60	89	89	89	89	89	89	89	89
	Number of workers re-entered-into the HWSETA bursary programmes as continuing students in the reporting period	18.5	a) Undergraduate bursaries	50	40	40	200	150	150	150	150	150	150	150	150
				5	24	29	30	53	53	53	53	53	53	53	53
				57	6	11	76	100	100	100	100	100	100	100	100
4-20	Number of workers reported to the HWSETA as having completed qualifications funded through bursary programmes of the HWSETA in the reporting period	18.6	a) Undergraduate bursaries	0	0	0	41	35	35	35	35	35	35	35	35
				35	7	28	21	53	53	53	53	53	53	53	53
				324	229	90	180	156	156	156	156	156	156	156	156
	Number of workers whose livelihood is improved 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 ¹⁵ programmes aimed at developing livelihood skills in the reporting period	8	0	30	137	125	125	125	125	125	125	125	125
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	25	21	19	8	18	18	18	18	18	18	18	18
				161	130	76	102	120	120	120	120	120	120	120	120
				0	0	30	21	30	30	30	30	30	30	30	30
	Number of people trained on entrepreneurship development to start new business ventures funded by the HWSETA in the reporting period	20.2	a) People trained on entrepreneurship development	0	0	0	0	10	10	10	10	10	10	10	10

OUTCOME IND. NO	OUTCOME INDICATOR	OUTCOME IND. NO	2025-2030 OUTPUT INDICATOR	AUDITED PERFORMANCE 2021-2022	AUDITED PERFORMANCE 2022-2023	AUDITED PERFORMANCE 2023-2024	ESTIMATED PERFORMANCE 2024-2025	PLANNED PERFORMANCE 2025-2026	PLANNED PERFORMANCE 2026-2027	PLANNED PERFORMANCE 2027-2028
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	81 (5 unions)	53 (3 unions)	41 (5 unions)	45 (3 unions)	71 (5 unions)	71 (5 unions)	71 (5 unions)
7-32	Number of NPOs that 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	179	63	39	51	85	85	85
5-25	Percentage of HWSETA partnerships with TVET and 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	0	5	4	12	12	12
			a) SETA-TVET and sector colleges partnerships							
			b) SETA-university partnerships	40	46	23	9	17	17	17
			c) SETA-employer partnerships ¹⁶	0	0	0	0	247	247	247
1-6	Percentage of unemployed persons who find employment after successfully completing learning programmes funded by the HWSETA by	24	Percentage of learners who completed workplace-based learning programmes absorbed into employment or ventured into self-employment in the reporting period	0	0	0	0	60% (1 546 / 2 577)	60% (1 546 / 2 577)	60% (1 546 / 2 577)
			a) Learners absorbed into employment by host employer							
			b) Learners ventured into self-employment	0	0	0	0	10% (258 / 2 577)	10% (258 / 2 577)	10% (258 / 2 577)
			c) Learners found jobs through own effort	0	0	0	0	10% (258 / 2 577)	10% (258 / 2 577)	10% (258 / 2 577)
8-33	Number of Projects initiated by the HWSETA to support rural development, professionalisation in the public sector, and inter-SETA 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 ¹⁷ in the reporting period	19	8	5	4	7	7	7
			a) Rural development projects							
			b) Public sector projects	11	15	6	5	9	9	9
			c) Inter-SETA high impact projects supporting the MTDP	New sub-indicator	New sub-indicator	New sub-indicator	New sub-indicator	4	4	4

¹⁶ SETA-Employer partnerships are for WBL Programmes

¹⁷ Medium-Term Development Plan (MTDP)

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	OUTCOME IND. NO	2025-2030 OUTPUT INDICATOR	AUDITED PERFORMANCE 2021-2022	AUDITED PERFORMANCE 2022-2023	AUDITED PERFORMANCE 2023-2024	ESTIMATED PERFORMANCE 2024-2025	PLANNED PERFORMANCE 2025-2026	PLANNED PERFORMANCE 2026-2027	PLANNED PERFORMANCE 2027-2028
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 ¹⁸	349	281	255	1000	350	350	350
		26.2	Number of workers who completed RPL assessments funded by the HWSETA in the reporting period	0	264	0	240	280	280	280
6-26	Number of lecturers and education 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	57	43	14	45	37	37	37
			a) Lecturers trained on skills programmes ¹⁹							
			b) Education managers trained on curriculum related studies	0	0	12	30	10	10	10
			c) Lecturers awarded bursaries ²⁰	0	0	0	10	10	10	10
		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	35	6	10	26	29	29	29
			a) Lecturers trained on skills programmes							
			b) Education managers trained on curriculum related studies	0	0	12	8	8	8	8
			c) Lecturers awarded bursaries	0	0	0	7	5	5	5

¹⁸ Linked to operational plan indicator for capacity building of assessors to conduct RPL assessments

¹⁹ 49% (18) of lecturers should be from sector colleges

²⁰ 48% (14) of lecturers should be from sector colleges

OUTCOME IND. NO	OUTCOME INDICATOR	OUTCOME IND. NO	2025-2030 OUTPUT INDICATOR	AUDITED PERFORMANCE 2021-2022	AUDITED PERFORMANCE 2022-2023	AUDITED PERFORMANCE 2023-2024	ESTIMATED PERFORMANCE 2024-2025	PLANNED PERFORMANCE 2025-2026	PLANNED PERFORMANCE 2026-2027	PLANNED PERFORMANCE 2027-2028
6-27	Number of CET learners and people living 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 ²¹	0	0	0	0	20	20	20
		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 ²²	0	0	0	0	10	10	10
6-29	Percentage of occupational qualifications developed by the HWSETA found to be relevant to occupations in 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	1	2	2	2	2
6-28	Number of accredited skills development providers who offer training on occupational qualifications and have at least 90% of those learners that wrote 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	73	77	77	65	70	70	70
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	5224	6940	2243	1325	800	800	800

21 50% of these learners should be learners with special needs

22 50% of these learners should be learners with special needs

2. Indicators, Annual, and Quarterly Targets

Programme 1: Administration

OUTCOME IND. NO	2025-2030 OUTPUT INDICATOR		2025-2030 ²³ BASELINE	2025-2026 TARGET	Q1 TARGET	Q2 TARGET	Q3 TARGET	Q4 TARGET	TOTAL COST 2025-2026
1	Number of good governance reports produced for ensuring good of human resource management, financial management, and IT governance by the HWSETA to facilitate effective and efficient service delivery in the reporting period.		4	4	1	1	1	1	R5 450 000 ²⁴
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.	a) Events hosted in rural areas	23	7 ²⁵	2	3	1	1	R939 780
		b) Events hosted in urban areas	23	7 ²⁶	2	3	1	1	R939 780
3	Number of NEET youth reached through the career portal of the HWSETA to identify youth eligible to enter into workplace-based learning programmes of the HWSETA in the reporting period.		0	1000	250	250	250	250	R0
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	3	0	1	1	1	R600 000
5	Number of youth from mainstream and special-needs schools exposed to aptitude tests funded by the HWSETA in the reporting period		new	3000 ²⁷	800	800	700	700	R3 750 000
6	Number of unemployed youth exposed to career development programmes of the HWSETA who are registered on the career development recruitment database of the HWSETA in the reporting period	a) Mainstream schools	0	1200	100	100	400	600	R0,00
		b) Special-needs schools	0	600	100	100	200	200	R0,00
		c) NEET Youth	0	600	100	100	200	200	R0,00
7	Percentage of discretionary grant budget allocated for developing high, intermediate, and low-level skills in the reporting period	a) High-level	15%	15%	0%	0%	0%	15%	R0
		b) Intermediate	65%	65%	0%	0%	0%	65%	R0
		c) Low-level	0,5%	0,5%	0,0%	0,0%	0,0%	0,5%	R0
8	Number of WSPs and ATRs approved for Small, Medium, Large firms in the reporting period	a) Small firms	1405	1405	0	500	500	405	R0
		b) Medium firms	179	179	0	50	50	79	R0
		c) Large firms	159	159	0	50	50	59	R0

²³ Baseline has been taken from the average performance of 2020-2024 financial years

²⁴ R450 000 budget is linked to filling of vacant positions which is in the operational plan, and R5 000 000 budget is linked to automation of business processes which is in the operational plan

²⁵ Three (3) of the schools should mainstream schools; Two (2) of these schools should be special needs; 2 of these schools should be CET Colleges.

²⁶ Three (3) of the schools should mainstream schools; Two (2) of these schools should be special needs; 2 of these schools should be CET Colleges.

²⁷ 1000 should be learners from special needs schools

Programme 2: Skills Planning and Impact Assessment

Outcome Ind. No	2025-2030 OUTPUT INDICATOR	2025-2030 BASELINE	2025-2026 TARGET	Q1 Target	Q2 Target	Q3 Target	Q4 Target	TOTAL COST 2025-2026	
9	Number of SSP updates and applied research reports ²⁸ completed and noted by key stakeholders ²⁹ in the reporting period	6	6	1	1	2	2	R3 600 000	
10	Number of monitoring, evaluation, and impact studies, including tracer studies, completed and noted by key stakeholders ³⁰ as measuring the performance of learning programmes and projects implemented by the HWSETA in the reporting period	6	6	1	1	2	2	R6 300 000 ³¹	
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	4	4	0	0	2	2	R2 000 000	
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.	a) Research partnerships	0	2	0	0	0	2	R1 700 000
	b) Strategic partnerships	0	2	0	1	0	1	R400 000	

Programme 3: Skills Development Programmes and Projects

OUTCOME IND. NO	2025-2030 OUTPUT INDICATOR		2025-2030 BASELINE	2025-2026 TARGET	Q1 TARGET	Q2 TARGET	Q3 TARGET	Q4 TARGET	TOTAL COST 2025-2026
13.1	Number of university and college students entered-into work integrated learning programmes funded by the HWSETA in the reporting period	a) TVET college and Sector College students	690	975	98	195	292	390	R73 710 000
		b) University students	473	473	47	95	142	189	R38 313 000
13.2	Number of university and college students reported to the HWSETA as having completed the work integrated learning programmes funded by the HWSETA in the reporting period	a) TVET college and sector college students	414	552	55	110	166	221	R0
		b) University students	331	378	38	76	113	151	R0
14.1	Number of unemployed persons entered-into the graduate internship and workplace experience programme funded by the HWSETA in the reporting period	a) Internships for unemployed graduates	755	1049	104	210	315	420	R85 913 100
		b) Work experience for unemployed people living with disabilities	new	200	20	40	60	80	R28 278 200
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.	a) Internships for unemployed graduates	453	604	60	121	181	242	R0
		b) Work Experience for unemployed people with disabilities	New indicator	50	5	10	15	20	R0

²⁸ 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

²⁹ Confirmation of SSP update and research reports by stakeholders refers to the presentation of findings to one of the Board Committees

³⁰ Stakeholders include HWSETA implementing managers, executive managers, and/or Board Committees

³¹ R2 400 000 of this budget is allocated for monitoring studies and the development of monitoring web-application for collecting completions

OUTCOME IND. NO	2025-2030 OUTPUT INDICATOR		2025-2030 BASELINE	2025-2026 TARGET	Q1 TARGET	Q2 TARGET	Q3 TARGET	Q4 TARGET	TOTAL COST 2025-2026
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	644	1072	107	214	322	429	R26 800 000
		b) Sector funded learnerships	321	521	52	105	156	208	R0
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	386	643	64	129	193	257	R0
		b) Sector funded learnerships	193	313	31	63	94	125	R0
15.3	Number of unemployed persons whose learner agreements are registered with the HWSETA for learnerships as sector funded or HWSETA funded in the reporting period	a) HWSETA funded learnerships	1421	1621	162	324	486	649	R98 143 445
		b) Sector funded	400	600	60	120	180	240	R0
		c) HWSETA funded learnerships for people with disabilities	new	100	10	20	30	40	R12 081 700
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	1124	1457	114	227	341	775	R0
		b) Sector funded learnerships	241	320	32	64	96	128	R0
		c) HWSETA funded learnerships for people with disabilities	new	80	0	0	0	80	R0
16.1	Number of apprentices and trainee technicians entered- into the HWSETA funded apprenticeship programme in the reporting period	a) Employed apprentices	107	215	22	43	65	85	R9 675 000
		b) Unemployed apprentices	43	85	8	17	26	34	R9 010 000
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	92	112	12	20	30	50	R0
		b) Unemployed apprentices	54	102	10	20	30	42	R0
17.1	Number of unemployed persons funded by the HWSETA for skills programmes that support workplace-based learning programmes in the reporting period		2141	2569	257	514	771	1027	R15 414 000
17.2	Number of unemployed persons reported to the HWSETA as having completed skills programmes that support workplace-based learning programmes in the reporting period		2120	2312	231	462	694	925	R0
17.3	Number of workers entered- into skills programmes and short courses funded by the HWSETA and the sector in the reporting period	a) HWSETA Funded	5440	8160	816	1632	2448	3264	R69 547 680
		b) Sector funded	new	900	90	180	270	360	R0
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.	a) HWSETA funded	5364	6528	653	1306	1958	2611	R0
		b) Sector funded	new	720	72	144	216	288	R0
18.1	Number of unemployed persons entered-into the HWSETA bursary programmes in the reporting period	a) Bursaries for people living with disabilities	new	50	5	10	15	20	R7 000 000
		b) Undergraduate bursaries	322	300	30	60	90	120	R39 000 000
		c) Post-graduate research bursaries	71	71	7	14	22	28	R8 520 000
18.2	Number of unemployed persons re-entered into HWSETA bursary programmes as continuing students in the reporting period	a) Undergraduate	129	180	18	36	54	72	R23 400 000
		c) Post-graduate research	28	43	4	9	13	17	R4 300 000

OUTCOME IND. NO	2025-2030 OUTPUT INDICATOR		2025-2030 BASELINE	2025-2026 TARGET	Q1 TARGET	Q2 TARGET	Q3 TARGET	Q4 TARGET	TOTAL COST 2025-2026
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	a) Bursaries for people living with disabilities	new	0 ³²	0	0	0	0	R0
		b) Undergraduate bursaries	77	193	19	39	58	77	R0
		c) Post-graduate research bursaries	17	43	4	9	13	17	R0
18.4	Number of workers entered-into the HWSETA bursary programmes in the reporting period	a) Undergraduate bursaries	295	250	25	50	75	100	R12 500 000
		b) Post-graduate diploma bursaries	58	58	6	12	17	23	R2 900 000
		c) Post-graduate research bursaries	89	89	8	18	27	36	R4 450 000
18.5	Number of workers re-entered-into the HWSETA bursary programmes as continuing students in the reporting period	a) Undergraduate bursaries	177	150	15	30	45	60	R7 500 000
		b) Post-graduate research bursaries	36	53	5	11	16	21	R2 650 000
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	71	100	10	20	30	40	R0
		b) Post-graduate diploma bursaries	14	35	4	6	11	14	R0
		c) Post-graduate research bursaries	23	53	5	11	16	21	R0
19.1	Number of workers funded by the HWSETA for informal AET programmes aimed at developing livelihood skills in the reporting period		156	156	16	31	47	62	R686 400
19.2	Number of workers reported to the HWSETA as having completed informal AET programmes aimed at developing livelihood skills in the reporting period		94	125	12	25	38	50	R0
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	18	18	2	4	5	7	R900 000
		b) SMMEs	133	120	12	24	36	48	R6 000 000
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	30	30	3	6	9	12	R1 500 000
		b) New business ventures	new	10	0	2	4	4	R1 000 000
21	Number of officials from trade unions funded for training by the HWSETA in the reporting period		71 (5 unions)	71 (5 unions)	7 (1 unions)	14 (1 unions)	22 (1 unions)	28 (5 unions)	R1 600 000
22	Number of NPOs funded by the HWSETA to enhance the development and sustainability of their organisations in the reporting period		85	85	8	17	26	34	R1 275 000
23	Number of partnerships entered-into by the HWSETA with post-school education institutions and sector employers in the reporting period	a) SETA-TVET and sector colleges partnerships	12	12	0	2	4	6	R2 400 000
		b) SETA-university partnerships	17	17	0	3	5	9	R3 400 000
		c) SETA-employer partnerships	247	247	25	49	74	99	R0

³² No completions are expected to be reported as the first enrolments will be entered into the programme during the 2025/26 financial year

OUTCOME IND. NO	2025-2030 OUTPUT INDICATOR		2025-2030 BASELINE	2025-2026 TARGET	Q1 TARGET	Q2 TARGET	Q3 TARGET	Q4 TARGET	TOTAL COST 2025-2026
24	Percentage of learners who completed workplace-based learning programmes absorbed ³³ into employment or ventured into self-employment ³⁴ in the reporting period	a) Learners absorbed into employment by host employer ³⁵	0	60% (1 546/2 577)	0	0	0	60% (1 546/2 577)	Linked to indicator 10 budget
		b) Learners ventured into self-employment	0	10% (258/2 577)	0	0	0	10% (258/2 577)	
		c) Learners found jobs through own effort ³⁶	0	10% (258/2 577)	0	0	0	10% (258/2 577)	
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	a) Rural development projects	11	7	1	1	2	3	R1 540 000
		b) Public sector projects	13	9	1	1	3	4	R9 000 000
		c) Inter-SETA high-impact projects supporting the MTDP	new	4	0	1	1	2	R10 900 000

Programme 4: Quality Assurance and Qualification Development

OUTCOME IND. NO	2025-2030 OUTPUT INDICATOR		2025-2030 BASELINE	2025-2026 TARGET	Q1 TARGET	Q2 TARGET	Q3 TARGET	Q4 TARGET	TOTAL COST 2025-2026
26.1	Number of workers enrolled for RPL assessments funded by the HWSETA in the reporting period ³⁷		311	350	0	100	100	150	R13 625 000 ³⁸
26.2	Number of workers completed RPL assessments funded by the HWSETA in the reporting period		142	280	0	0	100	180	R0
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	a) Lecturers trained on skills programmes	19	37 ³⁹	0	10	10	17	R162 800
		b) Education managers trained on curriculum related studies	6	10	0	0	0	10	R62 500
		c) Lecturers awarded bursaries		10	0	0	0	10	R500 000
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	a) Lecturers trained on skills programmes	17	29 ⁴⁰	0	0	17	12	R0
		b) Education managers trained on curriculum related studies	4	8	0	0	4	4	R0
		c) Lecturers awarded bursaries	new	5	0	0	2	3	R0
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		new	20 ⁴¹	0	0	10	10	R268 000

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

34 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

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

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

37 Linked to operational plan indicator for capacity building of assessors to conduct RPL assessments

38 The budget includes a budget of R4 175 000 for capacity building of assessors to conduct RPL assessments.

39 49% (18) of lecturers should be from sector colleges

40 48% (14) of lecturers should be from sector colleges

41 50% of these learners should be learners with special needs

OUTCOME IND. NO	2025-2030 OUTPUT INDICATOR	2025-2030 BASELINE	2025-2026 TARGET	Q1 TARGET	Q2 TARGET	Q3 TARGET	Q4 TARGET	TOTAL COST 2025-2026
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	new	10 ⁴²	0	0	5	5	R0
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 ⁴³	2	2	0	0	0	2	R12 504 000 ⁴⁴
30	Number of skills development providers recommended by the HWSETA for accreditation and accepted by the QCTO in the reporting period	69	70	12	18	20	20	R306 250
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	2598	800 ⁴⁵	100	150	200	350	R11 900 000 ⁴⁶

3. Explanation of Planned Performance

3.1 Planned Implementation Over the five-year Planning Period

Planning follows the results-based approach. This means that impact to be derived from effecting the mandate the HWSETA has identified. To identify this impact the NSDP (2030) was used as the basis, as it provides the outcomes that must be cascaded into the strategic plans of SETAs. From these outcomes, impact was identified and then output statement were constructed as roadmap for the achievement of outcomes. A results chain was therefore developed in line with the mandate of the HWSETA. The following is the results chain that guided construction of impact statements, outcome statements, and output statements

DESCRIPTION OF RESULTS CHAIN FOR THE STRATEGY OF THE HWSETA

RESULTS CHAIN	DEFINITION	DESCRIPTION OF ELEMENTS OF A RESULTS CHAIN	PLANNING DOCUMENT
Input	Inputs are: - The resources, information, and other elements that are used to produce the project's outputs and achieve its goals - The resources used to provide services. "what we use to do the work". - Include finances, personnel, equipment and buildings.	These inputs are essential for the project's success and can be mainly categorized as: Human Resources: This includes personnel, their time, skills, and expertise required for the project. Financial Resources: This refers to the Discretionary Grant, Mandatory Grant and Admin Budget Information Technology: This encompasses technology infrastructure, software, and expertise needed to plan, execute, and deliver projects.	Operational Plan Annual Performance Plan Budget

⁴² 50% of these learners should be learners with special needs

⁴³ The budget includes a budget for the development of ten skills programmes which are contained in the operational plan

⁴⁴ The budget includes a budget of R1 042 000 for the development of ten skills programmes.

⁴⁵ 800/1000 students who wrote EISA exams are recommended for certification. Target for EISA is contained in the operational plan.

⁴⁶ The budget includes a budget of R6 500 000 for EISA examinations

RESULTS CHAIN	DEFINITION	DESCRIPTION OF ELEMENTS OF A RESULTS CHAIN	PLANNING DOCUMENT
Activities	This encompasses all the actions taken to successfully plan, execute, and close a project. These activities include planning, executing, monitoring, and controlling the project, as well as closing the project. Key activities also involve managing scope, schedule, budget, quality, and risks. In essence, activities describe "what we do"	• Board approved implementation strategies • Approval schedules • Entering into partnerships with key implementation stakeholders • Commitment of funds through MoAs • Funding of learners through Discretionary Grant, Mandatory Grants, and the Admin Budget • Monitoring implementation of skills development programmes • Identification and collection of completions • Reporting of performance information to demonstrate service delivery	Operational Plan Annual Performance Plan
Output	Outputs are the direct, immediate results of the work performed, providing a quantitative or qualitative measure of the program's activity. They are distinct from outcomes, which are the longer-term effects or changes that the program aims to achieve.	The direct, immediate results of skills development programmes include: • Qualification obtained by unemployed persons making them employable or able to create own opportunities. • Qualification obtained by employed persons leading to increase in their capacity and enabling them to create own opportunities. • Skills obtained through short learning programmes leading to improved skills and capabilities.	Annual Performance Plan
Outcome	Immediate Outcomes	Immediate outcomes occur shortly after an intervention, often within a year, and focus on changes in knowledge, attitudes, and skills. Measurability: Measured several months after program completion, that 6 months after completion Focus of measure: Employment of those unemployed or venturing into self-employment. For the employed, can measure skills or knowledge gained through skills programmes or short learning programme Connection to Long-Term Outcomes: Serve as building blocks for future, more significant changes.	Annual Performance Plan
	Intermediate Outcomes	Intermediate outcomes emerge after a year and up to 3 years after an intervention, and involve changes in behaviour, norms, or policies. Measurability: Measured a year after program completion. Focus of measure: Quality of employment for those that were funded as unemployed persons. Sustainability of self-employment for those that ventured into self-employment. Career progression for those funded as employed for full programmes such as university bursaries, learnerships apprenticeships etc. Connection to Long-Term Outcomes: Reflect the implementation of new behaviours and policies, paving the way for broader systemic changes.	Strategic Plan
	Intermediate Outcomes-term Outcomes	Long-term outcomes, achieved after 3 years and up to 5 years or beyond after an intervention, encompass broader changes in organizations and systems Measurability: Measured a few years after program completion. Focus of measure: Career paths yielded by skills development programmes long-term. Connection to Long-Term Outcomes: Reflect the cumulative impact of changes in knowledge, behaviours, and policies over time. <i>Skills development programs provide training to improve job skills, leading to increased employment rates among participants</i>	Strategic Plan

Financial resourcing was done together with the compilation of output indicators. Each indicator and sub-indicator has been allocated a budget. It is through this budget that the outputs will be achieved.

3.2 Planned implementation over the annual performance period 2025-2026

APP target aligned to DHET APP priorities include the following:

Table 39: Alignment with DHET Priority Outcomes and Targets

OUTPUT INDICATOR NO.	2026-2030 OUTPUT INDICATOR		2025-2026 TARGET	2025-2026 BUDGET
13.1	Number of university and college students entered-into work integrated learning programmes funded by the HWSETA in the reporting period in the reporting period	a) TVET and sector college students	975	R73 710 000
13.2	Number of university and college students reported to the HWSETA as having completed the work integrated programmes funded by the HWSETA in the reporting period	a) TVET and sector college students	473	R0
14.1	Number of unemployed persons entered-into the internship and workplace experience programme funded by the HWSETA in the reporting period	a) Internships for university graduates	1049	R85 913 100
		b) Work experience for People with disabilities	200	R28 278 200
14.2	Number of unemployed persons reported to the HWSETA as having completed the internship and workplace experience programmes funded by the HWSETA in the reporting period	a) Internships for university graduates	604	R0
		b) Work experience for people with disabilities	50	R0
15.1	Number of workers whose learnership agreements are registered with the HWSETA for learnerships as industry funded or HWSETA funded in the reporting period	a) HWSETA funded	1072	R26 800 000
		b) Sector funded	521	R0
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	643	R0
		b) Sector funded	313	R0
15.3	Number of unemployed persons whose learnership agreements are registered with the HWSETA as industry funded or HWSETA funded in the reporting period	a) HWSETA funded learnerships	1621	R98 143 445
		b) Sector funded	600	R0
		c) HWSETA funded learnerships for people with disabilities	100	R12 081 700
15.4	Number of unemployed persons reported to the HWSETA as having completed learnerships registered with the HWSETA as industry or HWSETA funded in the reporting period	a) HWSETA funded learnerships	1457	R0
		b) Sector funded	320	R0
		c) HWSETA funded learnerships for people with disabilities	80	R0
16.1	Number of apprentices and trainee technicians entered-into the HWSETA funded apprenticeship programme in the reporting period	a) Employed apprentices	215	R9 675 000
		b) Unemployed apprentices	85	R9 010 000
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	112	R0
		b) Unemployed apprentices	102	R0
17.1	Number of unemployed persons funded by the HWSETA for skills programmes that support workplace-based learning programmes in the reporting period		2569	R15 414 000
17.2	Number of unemployed persons reported to the HWSETA as having completed skills programmes that support workplace-based learning programmes in the reporting period		2312	R0
17.3	Number of workers entered- into skills programmes and short courses funded by the HWSETA and the sector in the reporting period	HWSETA funded	8160	R69 547 680
		Sector funded	900	R0
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.	HWSETA funded	6528	R0
		Sector funded	720	R0
TOTAL SUM		Total learners to be funded	18 067	R418 898 125
		Total completions to be reported	13 714	R0

TABLE 40: OUTCOMES THAT INTERVENTIONS FOR PEOPLE WITH DISABILITIES

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 main-stream 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 main-stream schools	1800
	Number of NEET Youth reached through Career Portal who enter into Skills Development Programmes of the HWSETA in the reporting period		3000

4. PROGRAMME RESOURCE CONSIDERATIONS

4.1 Expenditure estimates

STATEMENT OF FINANCIAL PERFORMANCE

	2021-22 R'000	AUDITED 2022-2023 R'000	2023-2024 R'000	APPROVED BUDGET 2024-2025 R'000	PROPOSED ADJUSTED BUDGET 2024-2025 R'000	PROPOSED BUDGET 2025-26 R'000	PROPOSED BUDGET 2026-2027 R'000	PROPOSED BUDGET 2027-2028 R'000	5 YEAR BUDGET TO 2024-2028 Total R'000
REVENUE									
Non - Exchange Revenue	753,917	923,559	946,184	924,736	1,008,829	1,055,336	1,103,354	1,153,225	5,266,928
Skills Development Levy: income	745,559	919,185	941,889	924,736	1,008,829	1,055,336	1,103,354	1,153,225	5,262,633
Skills Development Levy: penalties and interest	8,358	4,374	4,295	-	-	-	-	-	4,295
Exchange Revenue	15,974	19,764	36,389	23,100	33,603	35,152	36,910	38,578	180,633
Interest income	14,448	18,648	31,405	23,100	33,603	35,152	36,910	38,578	175,649
Other income	1526	1,116	4,984	-	-	-	-	-	4,984
Total revenue	769,891	943,323	982,573	947,836	1,042,432	1,090,489	1,140,264	1,191,804	5,447,562
EXPENSES									
Total expenses	969,267	945,589	797,307	944,836	1,037,432	1,085,488	1,135,264	1,186,804	5,242,296
Employer grant and project expenses	807,148	763,275	595,550	733,921	799,711	837,113	875,646	915,436	4,023,456
Administration expenses	159,563	178,676	197,039	206,048	232,854	243,275	254,273	265,781	1,193,222
QCTO - 0.5% of SETA levy as determined by the Minister	2,556	3,638	4,718	4,867	4,867	5,101	5,345	5,587	25,618
Net surplus/(deficit) for the period before capex	(199,376)	(2,266)	185,266	3,000	5,000	5,000	5,000	5,000	205,266
Capital expenditure	2,080	2,928	3,283	3,000	5,000	5,000	5,000	5,000	23,283

SKILLS DEVELOPMENT INCOME

	2021-22 R'000	AUDITED 2022-2023 R'000	2023-2024 R'000	APPROVED BUDGET 2024-2025 R'000	PROPOSED ADJUSTED BUDGET 2024-2025 R'000	PROPOSED BUDGET 2025-26 R'000	PROPOSED BUDGET 2026-2027 R'000	PROPOSED BUDGET 2027-2028 R'000	5 YEAR BUDGET TO 2024-2028 Total R'000
Levy income: Administration	175,702	214,746	203,114	213,111	237,719	248,677	259,992	271,744	1,221,246
Levies received from SARS - 10.5%	76,373	84,833	92,875	93,083	97,519	102,014	106,656	111,477	510,541
Government levies received - 33.3%	99,329	129,913	110,239	120,028	140,200	146,663	153,336	160,267	710,705
Levy income: Employer Grants	145,543	161,417	176,909	177,115	185,754	194,318	203,159	212,342	972,482
Levies received from SARS - 20%	145,543	161,417	176,909	177,115	185,754	194,318	203,159	212,342	972,482
Levy income: Discretionary Grants	432,672	543,022	561,866	534,510	585,356	612,341	640,202	669,140	3,068,905
Levies received from SARS - 49.5%	369,810	400,778	439,220	439,754	461,181	482,441	504,393	527,191	2,414,426
Government levies received - 66.7%	62,862	142,244	122,646	94,756	124,175	129,900	135,810	141,949	654,479
Total	753,917	919,185	941,889	924,736	1,008,829	1,055,336	1,103,354	1,153,225	5,262,633

EMPLOYER GRANT AND PROJECT EXPENDITURE

	2021-22 R'000	AUDITED 2022-2023 R'000	2023-2024 R'000	APPROVED BUDGET 2024-2025 R'000	PROPOSED ADJUSTED BUDGET 2024-2025 R'000	PROPOSED BUDGET 2025-26 R'000	PROPOSED BUDGET 2026-2027 R'000	PROPOSED BUDGET 2027-2028 R'000	5 YEAR BUDGET TO 2024-2028 Total R'000
Mandatory grants	96,073	102,103	112,023	115,125	120,740	126,307	132,053	138,022	629,146
Discretionary grants	711,075	661,172	483,527	618,796	678,971	710,807	743,592	777,414	3,394,310
Total	807,148	763,275	595,550	733,921	799,711	837,113	875,646	915,436	4,023,456
Estimated Participation Rate	66%	63%	63%	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 adjusted 2024/25 budgeted figures. The revenue figures for the 1st Quarter of the 2024/25 financial year have exceeded budget, as well as revenue receipts for the same period in the 2023/24 financial year. Furthermore, the financial results of the private health sector, whose SDL contributions comprise a significant portion of the revenue stream for the 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.

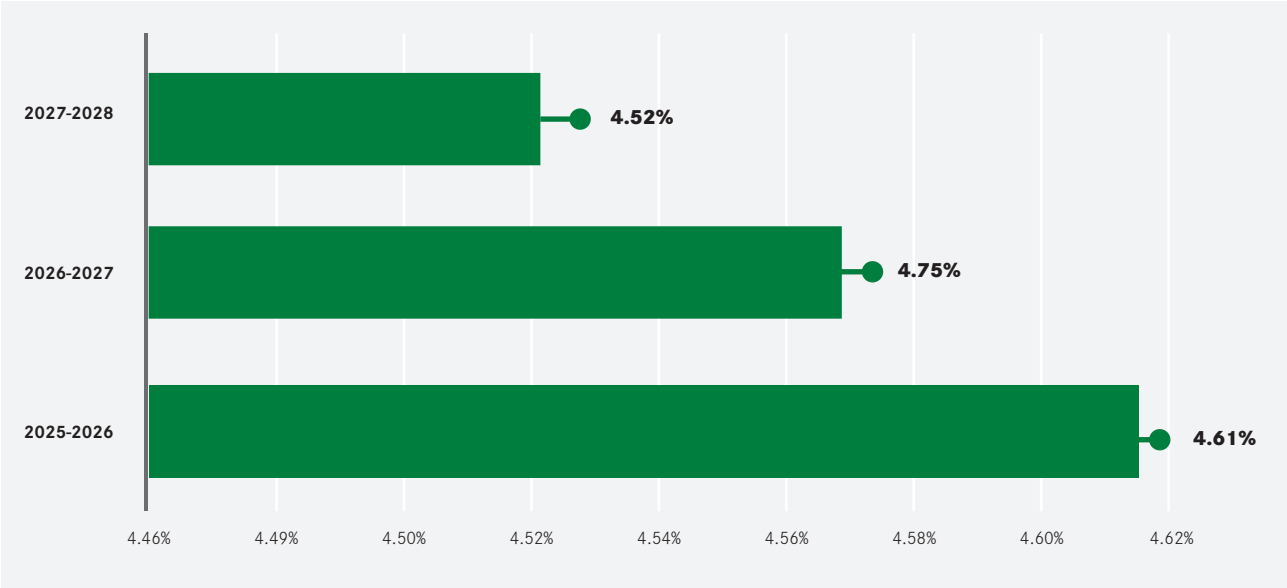
The 2025/26 MTEF Budget has been formulated to consider the improved revenue trends.

On 1 April 2013, a Cabinet Memorandum, 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 the HWSETA. The contribution is utilised as follows:

33%	Administration of the HWSETA
67%	Discretionary grant funding

After years marked by inconsistent invoices and payment trends relating to government levies received from the National and Provincial departments of health as well as social development, there has been a positive shift in the last two financial years. The HWSETA was able to invoice all the twenty (20) departments for government levies. The collection rate has averaged between 90% and 95%. The collection rate is at the backdrop of extensive follow-up with the government departments to settle the invoiced levies. By the end of the first quarter of 2024/25 there were 18 out of the 20 departments invoiced for the levies and 23% of the invoiced amount had been collected for the period. Therefore, the government levies budget for the 2024/25 financial year was revised to consider the status as at end of the first quarter. The 2025/26 budget for government levies is based on the adjusted 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 distorts 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% is distorted as it includes government levies portion of 33% for administration and 67% for discretionary grants.

Figure 34: % 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 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 between 4.48% to 4.53% over the MTEF period. This is within the costing assumptions as per MTEF Guidelines issued by the National Treasury. Based on the support from Government Departments contributing to the administration of the HWSETA, this stretches the HWSETA’s ability to meet its obligations

relating to operations.

The levy income administration (administration funds) of R248 677 000 for 2025/26 is made up of skills development levy of R102 014 000 and government levy of R146 663 000.

Figure 35: Percentage Movement in Administration Expenditure over the MTEF

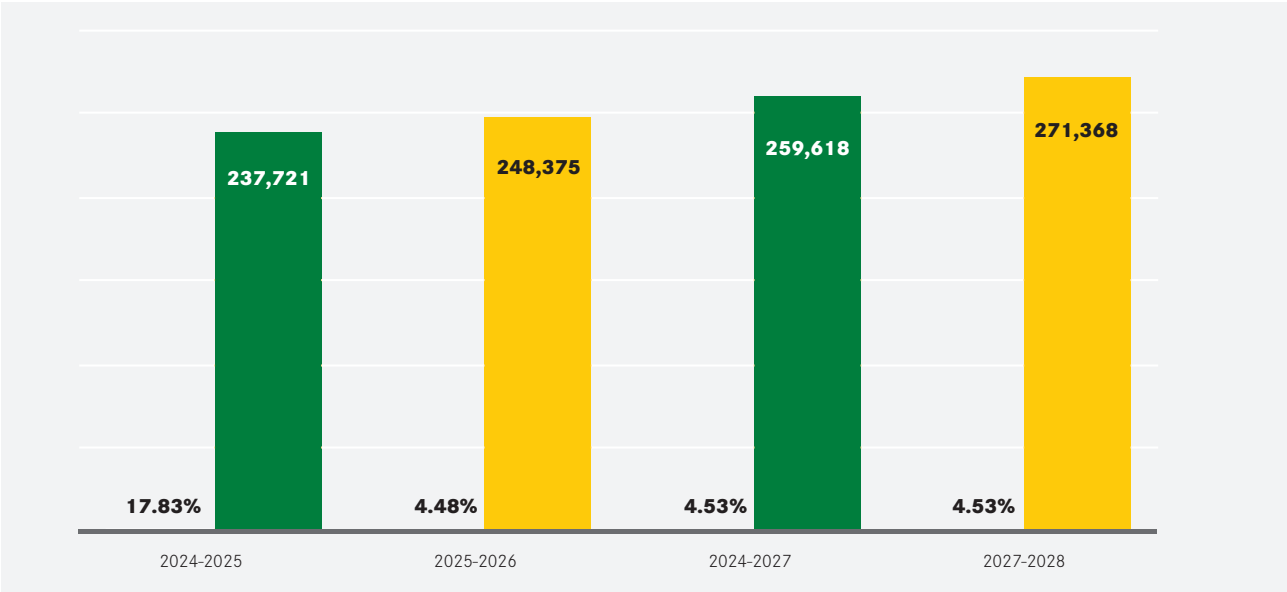
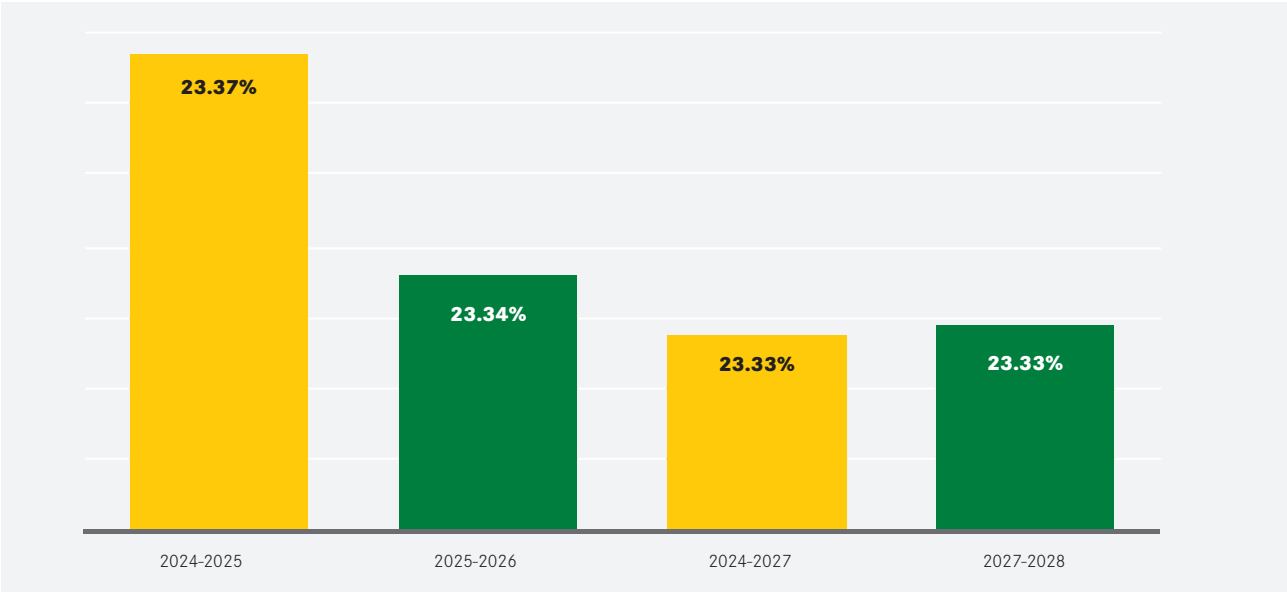


Figure 36: Administration Expenditure as a Percentage of Income



HWSETA’s income for administration expenditure is supplemented by the income received from the Government Departments of Health and Social Development. Refer to attached annexures for details of budget per programme.

4.2 Relating expenditure trends to strategic outcome-oriented goals

Discretionary grant funding of R711 million, R743 million and R777 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 the 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 unemployed, TVET WIL, internships, training for trade unions and special projects (ad hoc submissions). The HWSETA currently has three categories for project management fees, and they are:

- The first category of 3% project management fee is for the bursaries 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 already have mechanisms to manage bursaries in place as they also work with other funders such as the NSFAS, public sector organisations and industry. The HWSETA compensates them to ensure that all our prerequisites and administration processes are upheld considering the manual administrative processes, as well as reporting processes.
- 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 employers participating are compensated for the administration which includes recruitment, contracting paperwork, monitoring, reporting and managing the projects until completion due to their lengthy duration. This reduced rate also ensures that the HWSETA stretches the rand as far as possible towards the benefit of the learner rather than the employer.
- The third category of 7.5% project management fee is made to special projects which are partnership driven.

A project management fee is not allocated to the following programmes:

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

For the 2023/24 and 2024/25 financial years, the project management fees accounted for 1,65% and 1,53% of the APP/Discretionary budget for the respective years. For the 2025/26 financial year, with an estimated average of 1,6%, the estimated project management fee included in the APP/Discretionary budget is R11,4 million.

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

Over the 2022/23 and 2023/24 period, the HWSETA has committed 368% and 119% of its discretionary grant reserve respectively for funding with performance against predetermined targets. HWSETA's over-commitment state has reduced significantly by 68% in the 2023-2024 financial year. Apart from the cleansing of the commitments register following the qualification in the 2022-2023 AG Audit outcome, the reduction is also testament to the success of the strategies that were implemented by the entity to drive down the over-commitment state which had been prevalent in the last four years. Among others the strategy included aggressively releasing commitments, delaying the approval cycle of discretionary

grant projects and not committing any ad-hoc projects unless it is extremely important. Unlike in the previous MTEF period when only 85% of the APP budget was allocated, the APP budget for the 2025/26 MTEF period is 95% allocated as indicated below:

TOTAL ALLOCATION OF BUDGET PER PROGRAMME IS AS FOLLOWS:	
Programme 1:	R 11 679 560
Programme 2:	R 11 600 000
Programme 3:	R 615 527 525
Programme 4:	R 39 328 550
	R678 138 635

Participation in Mandatory Grant Submissions

The estimated participation in mandatory grant submission is based purely on historical outcomes given that the average for the last five (5) financial years (2019 to 2024) was 65%. Furthermore, the level of participation is driven by, amongst others, employers submitting their Workplace Skills Plans (WSPs) as mandatory grants are paid only to levy paying employers with an approved WSP status.

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

B-BBEE Compliance

The 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 the HWSETA to the service provider to verify. It is expected that once the verification is completed, the contributory status of the HWSETA will change. Furthermore, since the implementation of the 2022 Preferential Procurement Regulations (PPR), the HWSETA specific goals include black owned enterprises, black youth, black female, people with disabilities, as well as emerging micro enterprises (EME/QSEs).

4.2 Relating expenditure trends to strategic outcome-oriented goals

Discretionary grant funding of R599 million, R646 million and R675 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 a number of factors including the SSP research, strategic planning, the prior year actual achievements and Government priorities. The administration budget set aside, caters for sufficient capacity within the HWSETA to meet all target 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.

In the past two years, 2021/22 and 2022/23, the HWSETA has committed 47.6% and 36.8% of its discretionary grant reserve respectively for funding with exceptional performance against predetermined targets. The HWSETA aims to drive down the current over-commitment state over the next three years of the MTEF by aggressively releasing current commitments, delaying the approval cycle of discretionary grant projects and not committing to any ad-hoc projects unless it is extremely important. Therefore, targets may be lower than prior years and the base line.

4.3 Update Key Risks

OUTCOME	KEY RISK	RISK MITIGATION
Research, monitoring, evaluation, and impact system of the HWSETA provides a credible skills planning and evaluation system that ensures that its funding initiatives yield good impact in the strategic period	Not having enough research capacity internally to conduct research on the 17 research outputs stated in the NSDS and also creating 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 of the work done
The HWSETA delivers its mandate efficiently and effectively through its well capacitated organisational structure 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 the effects of COVID-19. ERP may not yield efficiencies immediately, as such systems take time to be optimally in use	Target in cognisance of the effects of COVID-19 on the HWSETA and the sector at large. Find innovative ways of saving costs such as funding online training instead of face contact which requires costs for venue, travelling accommodation and meals. IT staff to manage the migration from manual system to automated has been added.
The 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 not fully exposing learners to workplace practical training	Conduct M&E visits and interview learners as they are directly affected
The HWSETA provides quality assurance services for the health and welfare sector that ensures quality in occupational education and training in the strategic period	Skills development providers are struggling to offer training during National Disaster lockdown regulations as they may not have infrastructure for e-learning	Change management to be applied where e-learning is phased in gradually, where hybrid training is offered at first, and then swiftly moving to fully embracing e-learning
The HWSETA supports the growth of the public college system so that public colleges may qualify as a centres of specialisation in the strategic period	Health sector colleges not having sufficient educators due to changes in professional landscape	Offer post-graduate bursaries to colleges with revised landscapes such as the nursing profession
The HWSETA supports career development services related to the health and welfare sector and makes them accessible to rural and targeted youths in the strategic period	Not having access to school pupils to conduct career exhibitions due to COVID-19 National Disaster regulations of social distancing.	Partner with DHET's basic education career development section (Khetha) to collaboratively offer career development Train life orientation teachers as career development practitioners on health and welfare sector careers and funding programmes of the HWSETA. These teachers will provide career awareness to their students thus conducting career development on behalf of the HWSETA
The HWSETA contributes to the improvement of level of skills for 50% of the South African workforce through various learning programmes that address the 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 next cycle of planning comes the 5-year target will be revised
The HWSETA contributes to increased access, by the unemployed into occupationally directed programmes of the health and welfare sector in the strategic period	Employment rate of students who complete qualifications may not reach desired target due to economic climate	Expose students to training on self-employment so that students don't rely on jobs, they can create their own jobs
The 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 due to lack of funding resulting from diversion of funds to fight the spread and the effects of COVID-19	NGOs need to align themselves with the country's agenda to fight COVID-19 and its effects thereby making themselves relevant to addressing the needs of the society during COVID-19
The HWSETA supports skills development for entrepreneurial and cooperative activities, as well as the establishment of new enterprises and cooperatives in the strategic period	Retrenchments of staff and closure of small businesses due to COVID-19 National Disaster lockdown restrictions may reduce the number of businesses meeting the threshold to pay skills levy and thus affect the budget of the HWSETA	The HWSETA needs to monitor economic trends and its income so as to pro-actively revise its annual plans.

PART D

TECHNICAL INDICATOR DESCRIPTOR.

The DPME defines a Technical Indicator Description as, ***“A technical indicator description (TID) is 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 the HWSETA in its TID. Also, the TID is utilised together with the standard operating procedures for the verification and validation of performance information PoEs. It is important to note, however, that spatial transformation targets are not applicable to the HWSETA, and also that the disaggregation of beneficiaries is not applicable to all output indicators of the APP of the HWSETA.

PROGRAMME 1

INDICATOR 1

INDICATOR TITLE	Number of good governance reports produced to ensure good human resource management, financial management, and IT governance by the HWSETA in order to facilitate effective and efficient service delivery in the reporting period.
DEFINITION	This indicator measures the number of Health and Welfare Sector Education and Training Authority good governance reports prepared in line with the requirements of the DHET and submitted to the DHET including other supplementary government reports in the reporting period. Supplementary reports are reports that provide the Board with quarterly financial results of the HWSETA, as well as quarterly Corporate Services reports on governance, risk and performance measures. This indicator measures the efficient management of human resources, financial resources, IT infrastructure, and IT systems by governance structures of the HWSETA. Governance of these resources, infrastructure, and systems facilitate effective and efficient service delivery. Good governance means that processes of the organisation 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 the HWSETA to improve human resource performance and productivity. Financial management is a key aspect of good governance, as it helps 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.
SOURCE 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 will be submitted quarterly to the DHET and a letter of acknowledgement will be issued by the DHET. - One management accounts report submitted in each quarter to the Board will be counted as supporting evidence for the achievement of this indicator - One governance, risk and performance measures of corporate services report submitted in 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 and proof of submission - Submission to the Board of the quarterly report on the management accounts of the HWSETA, which is signed by the chairperson of the Board - Submission to the Board of the Quarterly Corporate Services report on governance, risk and performance measures, 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	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	- One governance report will be submitted quarterly to the DHET and a letter of acknowledgement will be issued by the DHET - One submission of the Quarterly Report on the management accounts of the HWSETA will be submitted quarterly to the Board - One submission of the Quarterly Corporate Services report on governance, risk and performance measures will be submitted quarterly to the Board
INDICATOR RESPONSIBILITY	Board Secretary
INDICATOR WEIGHT	0.5%

INDICATOR 2

INDICATOR TITLE	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.
DEFINITION	This indicator measures career development awareness events the HWSETA hosted for the purpose of providing exposure for youth in schools and youth in post-school education and training who are from rural and urban areas. These events must be hosted in schools and colleges located in rural and urban areas based on the following classification: • Main-stream schools: These are schools offering basic education for children who do not have special education needs. These schools start from grade R to grade 12. • Special-needs schools: These are schools that cater for children who have special educational needs due to learning difficulties, physical disabilities or behavioural problems. These schools start 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 youth who are learners from schools, in grades 9 to 12 within the 15 to 18 year age group, as well as students from CET colleges in the 15 to 34 year age group. Classification of rural and urban areas is contained as an annexure to the Standard Operating Procedures 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	• A letter from schools or CET colleges accepting a request from the HWSETA to host a career development event within 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 the HWSETA. This report should classify the schools in terms of main-stream, special needs schools, and CET colleges • Classification of municipalities register
METHOD OF CALCULATING/MEASURING	• One career awareness event hosted by the HWSETA within the premises of 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 rural areas will be reported as events hosted in rural areas • 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 area, it will be assumed that the pupils from that school are from the rural areas
DISAGGREGATION OF BENEFICIARIES	Transformational target for municipal development nodes identified in the 2025/26 APP should reach 60% of youth from these nodes. Refer to figure 3 for the municipal development nodes targeted by the HWSETA.
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	1.0%

OUTPUT INDICATOR 3

INDICATOR TITLE	Number of NEET youth reached through the career portal of the HWSETA to identify youth eligible to enter into workplace-based learning programmes of the HWSETA in the reporting period.
DEFINITION	This indicator measures NEET youth who access the career portal of the 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 people in the 15 – 24 year age bracket who are outside the schooling system either due to dropping out of school or from completing matric. The location of NEET youth is identified through the addresses these youth provide on the career portal of the HWSETA. Classification of rural and urban areas is contained as an annexure to the Standard Operating Procedures 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 utilised to identify NEET youth (youth not in education, employment, or training) category.
METHOD OF CALCULATING/MEASURING	- All learners to be reported should be youth and they have accessed the career portal of the HWSETA and registered their names either on the attendance register provided by the 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 determined by 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	Transformational target for municipal development nodes identified on the 2025/26 APP should reach 60% of youth from these nodes. Refer to figure 3 for the municipal development nodes targeted by the HWSETA.
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	The Marketing division will make career guidance services available to school pupils and youth not in employment, education, and training (NEET)
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 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.
DEFINITION	This indicator measures capacity building workshops conducted by the 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 which support young people to make choices and to develop their career thinking. In career strategy there is a requirement for schools and colleges to provide young people with access to personal guidance and this should be with a careers adviser who should be trained.
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.
MEANS OF VERIFICATION	• Report written by skills development provider in 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 ten career guidance teachers will be trained from ten different schools
DISAGGREGATION OF BENEFICIARIES	60% of career guidance teachers should be from schools that are 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	0.5%

OUTPUT INDICATOR 5

INDICATOR TITLE	Number of youth from mainstream and special-needs schools exposed to aptitude tests funded by the HWSETA in the reporting period*
DEFINITION	This indicator identifies youth from mainstream and special-needs schools who have been exposed to aptitude testing to identify aptitude for pursuing qualifications offered in the health, veterinary, and social development sector. An aptitude test is a tool that 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.
SOURCE 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 for HWSETA to utilise report for placement of learners into the career development recruitment database of the HWSETA
DISAGGREGATION OF BENEFICIARIES	60% of schools where learners are tested should be from schools that are 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 career development programmes of the HWSETA who are registered on the career development recruitment database of the HWSETA in the reporting period.
DEFINITION	This indicator measures the number of school going and NEET youth who were exposed to career development programmes of the HWSETA and then registered on the career development recruitment database of the HWSETA in the strategic period. Those that are registered are found to have an aptitude for pursuing careers in the health and social development sector.
SOURCE OF DATA	- Database of learners from rural and urban schools exposed to career awareness services - Database of the 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	- Youth exposed to career development programmes of the HWSETA who are registered in the career development database as youth from mainstream school, will be reported as achievements. - Youth exposed to career development programmes of the HWSETA who are registered in the career development database as youth from special-needs school, will be reported as achievements. - Youth exposed to career development programmes of the HWSETA who are registered in the career development database as NEET youth, will be reported as achievements.
MEANS OF VERIFICATION	- Database of the 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	60% of youth should be from rural areas and townships
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	At least 12 400 career development youth who have aptitude for health and social development qualifications will be enter into HWSETA career development recruitment database
INDICATOR RESPONSIBILITY	- Marketing Manager - Learning Programme Managers - Project Managers
INDICATOR WEIGHT	1.1%

OUTPUT INDICATOR 7

INDICATOR TITLE	Percentage of discretionary grant budget allocated at developing high, intermediate, and low-level skills in the reporting period
DEFINITION	This indicator indicates the allocation of the discretionary grant budget to learning programmes by level of skills, which includes 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. Discretionary budget for 2025-2026 is R710 808 000 and this will be the denominator of the three targets of this indicator. This therefore means that high-level skills will be allocated 15% of R710 808 000, intermediate skills will be allocated 65% of R710 808 000, and elementary skills will be allocated 0,5% of R710 808 000. Therefore, the numerators are 10% for high-level skills, 30% for intermediate skills, and 20% for elementary skills level learning programmes
SOURCE 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	80,5% (R572 200 440/R710 808 000) 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: $15\% \text{ of the discretionary grant} = \frac{R106\,621\,200}{R710\,808\,000} = 15\% \text{ of the discretionary grant}$ For intermediate skills the following will be the achievement: $65\% \text{ of the discretionary grant} = \frac{R462\,025\,200}{R710\,808\,000} = 15\% \text{ of the discretionary grant}$
MEANS OF VERIFICATION	Discretionary grant budget allocation schedule
ASSUMPTIONS	80,5% of the discretionary grant budget will be allocated by level of skill per learning programme
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
CALCULATION TYPE	Non-cumulative
REPORTING CYCLE	Annually
DESIRED PERFORMANCE	80,5% 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%

INDICATOR 8

INDICATOR TITLE	Number of WSPs and ATRs approved for small, medium, large firms in the reporting period.		
DEFINITION	This indicator measures the number of small firms whose Workplace Skills Plans/Annual Training Reports (WSPs/ATRs) were evaluated and approved by the HWSETA during the reporting period. Small firms are firms that have 0-49 employees This indicator measures the number of medium firms whose Workplace Skills Plans/Annual Training Reports (WSPs/ATRs) were evaluated and approved by the HWSETA during the reporting period. Medium firms are firms that have 50-149 employees This indicator measures the number of large firms whose Workplace Skills Plans/Annual Training Reports (WSPs/ATRs) were evaluated and approved by the HWSETA during the reporting period. Large firms are firms that have 150+ employees		
SOURCE 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 women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A		
CALCULATION TYPE	Cumulative (year-end)		
REPORTING CYCLE	Quarterly		
DESIRED PERFORMANCE	- The Small firms will submit WSPs/ATRs that meet minimum standards for approval - The Medium firms will submit WSPs/ATRs that meet minimum standards for approval - The Large firms will submit WSPs/ATRs that meet minimum standards for approval		
INDICATOR RESPONSIBILITY	WSP Manager		
INDICATOR WEIGHT	0.9%		

PROGRAMME 2

OUTPUT INDICATOR 9

INDICATOR TITLE	Number of SSP updates and applied research reports ⁴⁷ completed and noted by key stakeholders ⁴⁸ in the reporting period	
DEFINITION	The indicator reports the latest SSP update and number of research reports ⁴⁹ produced per financial year. The SSP update is acknowledged by the DHET and the research reports are noted by one of the 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. Also, it has a 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 in 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 be first planned for in the research agenda	
DISAGGREGATION OF BENEFICIARIES	• Targets for women: N/A • Targets for youth: N/A • Targets for people with disabilities: 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%	

⁴⁷ 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

⁴⁸ Confirmation of SSP update and research reports by stakeholders refers to the presentation of findings to one of the Board Committees

⁴⁹ 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

OUTPUT INDICATOR 10

INDICATOR TITLE	Number of monitoring, evaluation, and impact studies, including tracer studies, completed and noted by key stakeholders ⁵⁰ as measuring the performance of learning programmes and projects implemented by the 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 the 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	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	M&E Officer or Impact Assessment Practitioner will conduct a credible monitoring and evaluation study whose results can be confirmed by key stakeholders as measuring the performance of programmes and projects of the HWSETA
INDICATOR RESPONSIBILITY	- Manager responsible for programme under review - M&E Officer - Impact Assessment Practitioner
INDICATOR WEIGHT	3.0%

⁵⁰ Stakeholders include HWSETA implementing managers, executive managers, and/or Board Committees

OUTPUT INDICATOR 11

INDICATOR TITLE	Number of research, monitoring and 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 and 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 and 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's 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's most meaningful to the audience.
SOURCE OF DATA	Article disseminating research monitoring and evaluation studies
METHOD OF CALCULATING/MEASURING	Each article produced for research monitoring and evaluation studies and disseminated will be counted once.
MEANS OF VERIFICATION	Article disseminating research monitoring and evaluation studies
ASSUMPTIONS	Article will communicate findings on the basis of objectives of the study that were researched or evaluated
DISAGGREGATION OF BENEFICIARIES	• Targets for women: N/A • Targets for youth: N/A • Targets for people with disabilities: 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 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.
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.
MEANS OF VERIFICATION	Contractual agreements, such as Service Level Agreements, MoAs and MoUs.
ASSUMPTIONS	The HWSETA will enter into partnerships for collaboration in strategy implementation or research.
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	Strategic and research partnerships that will support the HWSETA research work with databases and data
INDICATOR RESPONSIBILITY	- Research Manager - Executive Manager: RIME
INDICATOR WEIGHT	3.0%

PROGRAMME 3

OUTPUT INDICATOR 13.1

INDICATOR TITLE	Number of university and college students entered-into work integrated learning programmes funded by the HWSETA in the reporting period
DEFINITION	This indicator identifies the number university students funded by the HWSETA for work integrated programmes. Focus is on health, veterinary, animal health, social sciences and social development programmes. This indicator also identifies the number of TVET and sector public college students funded by the 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 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 etc. Work-integrated learning (WIL) is a teaching and learning method that combines a student's academic studies with practical experience in a workplace setting.
SOURCE OF DATA	• Employer organisations • Students
METHOD OF CALCULATING/MEASURING	All students funded by the HWSETA for university, TVET and sector colleges work integrated learning programmes are recorded as achievements against this indicator by the HWSETA
MEANS OF VERIFICATION	• MoA • Schedule or list of students • Student registration forms (may also be referred to as a learner agreement) • Certified copy of ID of Students
ASSUMPTIONS	University, TVET and sector public college students placed with employers for work integrated learning funded by the HWSETA are registered with the HWSETA.
DISAGGREGATION OF BENEFICIARIES	A number of factors come into play in the recruitment and selection of beneficiaries. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to endeavor to include the following percentages of targeted populations: • 90% Africans (unemployed)/80% Africans (workers) • 60% women • 60% youth, of which 30% should be in the not in employment education and training (NEET) category • 60% people from rural areas and townships • 5% people living with disabilities The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	Employer organisations should register students for university, TVET and sector colleges work integrated with the HWSETA
INDICATOR RESPONSIBILITY	• Projects Manager
INDICATOR WEIGHT	1.0%

OUTPUT INDICATOR 13.2

INDICATOR TITLE	Number of university and college students reported to the HWSETA as having completed the work integrated learning programmes funded by the HWSETA in the reporting period
DEFINITION	This indicator also identifies the number of university students who complete work integrated learning programmes funded by the HWSETA. This indicator also identifies the number of TVET and sector public college students who complete work integrated learning programmes funded by the 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 certificate of completion by the employer or letter from the employer; Certified ID Copy
ASSUMPTIONS	Employer organisation will timeously report completions to the HWSETA
DISAGGREGATION OF BENEFICIARIES	• 90% Africans (unemployed)/80% Africans (workers) • 60% women • 60% youth, of which 30% should be in the not in employment education and training (NEET) category • 60% people from rural areas and townships • 5% people living with disabilities
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	4.0%

OUTPUT INDICATOR 14.1

INDICATOR TITLE	Number of unemployed persons entered into the graduate internship and workplace experience programme funded by the HWSETA in the reporting period
DEFINITION	This indicator identifies the number of unemployed graduates who are placed on internship programmes funded by the 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) This indicator also identifies the number of unemployed people living with disabilities who are placed on work-experience programmes funded by the HWSETA. Work experience is a period of time during which a young person works for a company or organisation in order to get experience of 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	Funded persons that have obtained a qualification are placed with employers in the health and social development sector on internship programmes funded by the HWSETA reported as achievements against this indicator. At least 90% of unemployed graduates funded should be placed in internship positions of the social development, health and veterinary fields. Funded people living with disabilities that 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 on work-experience programmes funded by the HWSETA reported as achievements against this indicator.
MEANS OF VERIFICATION	MoAs with employers participating in the internship programme of the HWSETA • Internship agreement or registration form • Certified ID copies of students 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
ASSUMPTIONS	• Employers will expose unemployed graduates to the workplace to gather professional experience that will help them to find jobs. • Employers will expose unemployed people living with disabilities to work experience that will help them become more employable.
DISAGGREGATION OF BENEFICIARIES	A number of factors come into play in the recruitment and selection of beneficiaries. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to endeavor to include the following percentages of targeted populations: • 90% Africans (unemployed) • 60% women • 60% youth, of which 30% should be in the not in employment education and training (NEET) category • 60% people from rural areas and townships • 5% people living with disabilities The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	All unemployed graduates that are placed on internship programmes should find jobs before the internship ends
INDICATOR RESPONSIBILITY	• Projects Manager
INDICATOR WEIGHT	1.0%

OUTPUT INDICATOR 14.2

INDICATOR TITLE	Number of unemployed persons reported to the HWSETA as having completed the internship and workplace experience programmes funded by the HWSETA in the reporting period.
DEFINITION	This indicator identifies the number of unemployed graduates who completed internship programmes funded by the 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. The indicator also identifies people living with disabilities who complete work-experience funded by the HWSETA. (Full defining of the programme is provided in indicator 14.1.
SOURCE OF DATA	• Employer organisation • Funded persons
METHOD OF CALCULATING/MEASURING	All interns funded by the HWSETA who complete the internship either due to it coming to an end or on resignation of an intern due to finding a job will be counted as an achievement against this indicator. All people living with disabilities who complete work-experience programme either due to it coming to an end or on resignation of an intern due to finding a job will be counted as an achievement against this indicator.
MEANS OF VERIFICATION	Proof of completion in the form of certificate of completion by the employer or letter from the employer; Certified ID copy
ASSUMPTIONS	Employer organisation will timeously report completions to the HWSETA
DISAGGREGATION OF BENEFICIARIES	• 90% Africans (unemployed) • 60% women • 60% youth, of which 30% should be in the not in employment education and training (NEET) category • 60% people from rural areas and townships • 5% people living with disabilities
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	Completions are reported by employer organisations timeously to improve efficiencies in reporting
INDICATOR RESPONSIBILITY	• Projects Manager
INDICATOR WEIGHT	4.0%

OUTPUT INDICATOR 15.1

INDICATOR TITLE	Number of workers whose learner agreements are registered with the HWSETA for learnerships as industry funded or HWSETA funded in the reporting period
DEFINITION	This indicator identifies workers enrolled on learnerships established by the HWSETA in terms of section 16 of the Skills Development Act 97 of 2008; whose learner agreements are registered with the 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 that are funded will constitute a minimum of 60%. NB: Learnerships funded are those registered by the 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 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	- Learnership registration certificate - MoAs (for HWSETA funded students) - Student schedule or database - Student agreement forms (may also be referred to as a learner agreement) - Certified copy of student IDs
ASSUMPTIONS	Students enrolled on learnerships established by the HWSETA have student agreements registered with the HWSETA whether they are funded by the HWSETA or by industry.
DISAGGREGATION OF BENEFICIARIES	A number of factors come into play in the recruitment and selection of beneficiaries, particularly the employed. This makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to include the following percentages of targeted populations: 80% Africans 60% women 60% youth, of which 30% should be in the not in employment education and training (NEET) category 60% people from rural areas and townships 5% people living with disabilities The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	Employers should register learner agreements of all learners enrolled for learnerships established by the HWSETA in adherence to section 17(3) of the Skills Development Act 97 of 2008, as amended
INDICATOR RESPONSIBILITY	Learning Programme Manager
INDICATOR WEIGHT	1.0%

OUTPUT INDICATOR 15.2

INDICATOR TITLE	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
DEFINITION	This indicator identifies the number of workers who are reported as having completed learnership training registered with the HWSETA through the registration of learnership agreements. This includes both workers funded by the HWSETA and the industry. The completion of the learnership depends on the length of the learnership programme, which can span from a year to two years. Completions are therefore reported by employers or training providers after completion of the learnership programme.
SOURCE OF DATA	- Employers - Training providers - Funded persons
METHOD OF CALCULATING/MEASURING	Students that were registered with the HWSETA, whether funded by the HWSETA or industry, for learnerships who complete the programme will be recorded as achievements against this indicator
MEANS OF VERIFICATION	- Proof of completion in the form of statement of results or qualification certificate. - For HWSETA funded learnerships, the endorsement of learner results by the HWSETA through a verification report will be accepted as proof of completion. - Certified ID copy
ASSUMPTIONS	Employers and/or training providers will timeously report completions to the HWSETA
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	Completions of learnership programmes are reported by employers and training providers timeously to improve efficiencies in reporting
INDICATOR RESPONSIBILITY	Learning Programme Manager
INDICATOR WEIGHT	4.0%

OUTPUT INDICATOR 15.3

INDICATOR TITLE	Number of unemployed persons whose learner agreements are registered with the HWSETA for learnerships as sector funded or HWSETA funded in the reporting period
DEFINITION	This indicator identifies unemployed persons, as well as people living with disabilities enrolled on learnerships established by the HWSETA in terms of section 16 of the Skills Development Act 97 of 2008; whose learner agreements are registered with the HWSETA in terms of section 17(3) of the Skills Development Act 97 of 2008. This includes unemployed people funded by the HWSETA and those funded by the industry. NB: Learnerships funded are those registered by the HWSETA at the DHET.
SOURCE OF DATA	- Employer organisations - HWSETA learner database
METHOD OF CALCULATING/MEASURING	- Each unemployed person and persons living with disabilities have one student agreement per learnership and each student agreement is counted once whether funded by HWSETA or by 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	• Learnership registration certificate • MoA (for funded students) • Schedule or list of learners • Student registration forms • Certified copy of student ID
ASSUMPTIONS	Students enrolled on learnerships established by the HWSETA have learner agreements registered with the HWSETA whether they are funded by the HWSETA or industry
DISAGGREGATION OF BENEFICIARIES	A number of factors come into play in the recruitment and selection of beneficiaries. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to include the following percentages of targeted populations: • 90% Africans • 60% women • 60% youth, of which 30% should be in the not in employment education and training (NEET) category • 60% people from rural areas and townships • 5% people living with disabilities The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	Employers should register learner agreements of all students enrolled for learnerships established by the HWSETA with the HWSETA in adherence to section 17(3) of the Skills Development Act 97 of 2008, as amended
INDICATOR RESPONSIBILITY	• Learning Programme Manager
INDICATOR WEIGHT	1.5%

OUTPUT INDICATOR 15.4

INDICATOR TITLE	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
DEFINITION	This indicator identifies the number of unemployed persons, as well as people living with disabilities who are reported as having completed learnership training that was registered with the HWSETA through the registration of learnership agreements. This includes both unemployed persons funded by the HWSETA and industry. The completion of the learnership depends on the length of the learnership programme, which can span from a year 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 living with disabilities who complete training, whether it was funded by the HWSETA or sector, will be recorded as achievements against this indicator. Each student is counted once
MEANS OF VERIFICATION	Proof of completion in the form of statement of results or qualification certificate. For HWSETA funded learnerships, the endorsement of learner results by the HWSETA through a verification report will be accepted as proof completion. Certified ID copy
ASSUMPTIONS	Employers and/or training providers will timeously report completions to the HWSETA
DISAGGREGATION OF BENEFICIARIES	• Targets for women: N/A • Targets for youth: N/A • Targets for people with disabilities: N/A
CALCULATION TYPE	Cumulative (year-end)

REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	Completions of learnership programmes are reported by employers and training providers timeously to improve efficiencies in reporting
INDICATOR RESPONSIBILITY	• Learning Programme Manager
INDICATOR WEIGHT	6.0%

OUTPUT INDICATOR 16.1

INDICATOR TITLE	Number of apprentices and trainee technicians entered- into the HWSETA funded apprenticeship programme in the reporting period
DEFINITION	This indicator identifies the number of employed and unemployed apprentices and trainee technicians supported by the 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 the HWSETA are recorded as achievements against this indicator by the 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	• MoAs • Learner agreements • ID copy of students
ASSUMPTIONS	Students funded by the HWSETA for apprenticeships or as trainee technicians successfully complete their training
DISAGGREGATION OF BENEFICIARIES	A number of factors come into play in the recruitment and selection of beneficiaries, particularly the employed. This makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to include the following percentages of targeted populations: • 20% women • 40% youth The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	Employers should register learner agreements of all learners enrolled for apprenticeships funded by the HWSETA
INDICATOR RESPONSIBILITY	• Learning Programme Manager
INDICATOR WEIGHT	1.0%

OUTPUT INDICATOR 16.2

INDICATOR TITLE	Number of apprentices and trainee technicians reported to the HWSETA as having completed apprenticeships funded by the 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 the HWSETA. The completion of the apprenticeship depends on the length of the programme, which can span from a year 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	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 the HWSETA
DISAGGREGATION OF BENEFICIARIES	A number of factors come into play in the recruitment and selection of beneficiaries, particularly the employed. This makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to include the following percentages of targeted populations: • 20% women • 40% youth The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
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	4.0%

OUTPUT INDICATOR 17.1

INDICATOR TITLE	Number of unemployed persons funded by the 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 the HWSETA or the sector for skills programmes that support workplace-based learning programmes in the reporting period. These cater for critical skills required by unemployed persons 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 gain insights 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 programme include learnerships, apprenticeships, work-integrated learning, internship programmes. Since this programme offers skills programmes as a top-up skill, all students funded for skills programmes should have been funded in one of the programmes that compose WBL programmes. Such student should still be in one of these programmes when they get enrolled for the skills programme or should have at least completed such programmes six months prior to them 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.
MEANS OF VERIFICATION	- Learner/student agreement of either a learnership, internship, work-integrated learning, or apprenticeship - MoA - Schedule or learner list - Student registration forms - Certified copy of student's ID
ASSUMPTIONS	Students funded for skills programmes are registered with the HWSETA.
DISAGGREGATION OF BENEFICIARIES	A number of factors come into play in the recruitment and selection of beneficiaries. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to include the following percentages of targeted populations: 90% Africans 60% women 60% youth, of which 30% should be in the not in employment education and training (NEET) category 60% people from rural areas and townships 5% people living with disabilities The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	Employer organisations should register their learner agreements with the HWSETA
INDICATOR RESPONSIBILITY	Learning Programme Manager
INDICATOR WEIGHT	0.5%

OUTPUT INDICATOR 17.2

INDICATOR TITLE	Number of unemployed persons reported to the 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 the HWSETA or the sector to support workplace-based learning programmes. The completion depends on the length of the programme, which can span from a day to nine months. Refer to indicator 17.1 for definition of skills programme and work-place-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. - For HWSETA skills programmes, the endorsement of learner results by the HWSETA through a verification report will be accepted as proof completion - Certified ID Copy
ASSUMPTIONS	Employer organisations will timeously report completions to the HWSETA

DISAGGREGATION OF BENEFICIARIES	• 90% Africans • 60% women • 60% youth of which 30% should be in the not in employment education and training (NEET) category • 60% people from rural areas and townships • 5% people living with disabilities
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	2.0%

OUTPUT INDICATOR 17.3

INDICATOR TITLE	Number of workers entered into skills programmes and short courses funded by the HWSETA and the sector in the reporting period
DEFINITION	This indicator identifies the number of workers funded by the 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, 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 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 the HWSETA support continuous professional development (CPD) only. Skills programmes and short courses reported may be funded by the 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 the HWSETA are recorded as achievements against this indicator by the HWSETA. At least 90% of skills programmes funded should be from the skills gap contained in table 22 and 23 of this APP. • One learner can be funded for a maximum three skills or short courses. Learner is counted or reported once.
MEANS OF VERIFICATION	• MoAs with employers participating in skills programmes or short courses (only for HWSETA funded programmes) • A QCTO registration certificate of the skills programme funded must be attached • A CPD accreditation certificate of the short course funded must be attached • Learner agreement or student registration form • Certified copy of student ID
ASSUMPTIONS	Learners should attend the skills programme and complete it.
DISAGGREGATION OF BENEFICIARIES	A number of factors come into play in the recruitment and selection of beneficiaries, particularly the employed. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to include the following percentages of targeted populations: • 80% Africans • 60% women • 60% youth, of which 30% should be in the not in employment education and training (NEET) category • 60% people from rural areas and townships • 5% people living with disabilities The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
CALCULATION TYPE	Cumulative (year-end)

REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	Employer organisations should register their learner agreements with the HWSETA.
INDICATOR RESPONSIBILITY	Learning Programme Manager
INDICATOR WEIGHT	1.0%

OUTPUT INDICATOR 17.4

INDICATOR TITLE	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.
DEFINITION	This indicator identifies the number of workers who completed skills programmes and short courses funded by the HWSETA or by the sector. The completion depends on the length of the programme, which can span from a day to nine months
SOURCE OF DATA	- Employer organisations - Funded persons
METHOD OF CALCULATING/MEASURING	All workers funded by the HWSETA or the sector for skills programmes and short courses who complete the skills programme are recorded as achievements against this indicator.
MEANS OF VERIFICATION	Proof of completion in the form of statement of results or certificate of completion. For HWSETA skills programmes, the endorsement of learner results by the HWSETA through a verification report will be accepted as proof completion. Certified ID Copy.
ASSUMPTIONS	Employer organisations will timeously report completions to the HWSETA
DISAGGREGATION OF BENEFICIARIES	80% Africans 60% women 60% youth, of which 30% should be in the not in employment education and training (NEET) category 60% people from rural areas and townships 5% people living with disabilities
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	4.0%

OUTPUT INDICATOR 18.1

INDICATOR TITLE	Number of unemployed persons entered into the HWSETA bursary programmes in the reporting period
DEFINITION	This indicator identifies the number of unemployed persons funded by the HWSETA through its bursary programmes, which comprises of: a) Bursaries for people living with disabilities b) Undergraduate bursaries c) Post-graduate 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. Higher education qualifications occupy six levels of the NQF, levels 5 to 10. Levels 5-7 are under-graduate and levels 8-10 are post-graduate. The framework comprises the following qualification types: Under-graduate Qualifications • Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree; Post-graduate Qualifications • Post-graduate Diploma • Honours Degree • Master's Degree • Doctoral Degree. The HWSETA however has to operationalise its undergraduate and post-graduate bursary programmes to represent the following types of qualifications: • Undergraduate bursary programme to fund: Higher Certificate • Advanced Certificate, Diploma, Advanced Diploma, Bachelor's Degree • The Post-graduate research bursary programme to fund: Honours Degree, Master's Degree, Doctoral or PhD Degrees. • Bursaries for people living with disabilities to fund: undergraduate, Honours, Masters and PHD qualifications for people living with disabilities.
SOURCE OF DATA	• Universities • Unemployed university students funded including those who are persons living with disabilities • HWSETA learner database
METHOD OF CALCULATING/MEASURING	All unemployed persons including people living with disabilities funded for under-graduate and post-graduate qualifications by the HWSETA are recorded as achievements against this indicator by the HWSETA
MEANS OF VERIFICATION	• MoA • Student list • Learner/student registration forms • Certified copy of student IDs • Proof of registration
ASSUMPTIONS	Unemployed persons funded on under-graduate and post-graduate qualifications are registered with the HWSETA.
DISAGGREGATION OF BENEFICIARIES	A number of factors come into play in the recruitment and selection of beneficiaries. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Universities therefore will be encouraged to endeavor to include the following percentages of targeted populations: • 90% Africans • 60% women • 60% youth, of which 30% should be in the not in employment education and training (NEET) category • 60% people from rural areas and townships • 5% people living with disabilities The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	Unemployed persons funded by the HWSETA should register their learner agreements with the HWSETA
INDICATOR RESPONSIBILITY	• Projects Manager
INDICATOR WEIGHT	1.5%

OUTPUT INDICATOR 18.2

INDICATOR TITLE	Number of unemployed persons re-entered into the HWSETA bursary programmes as continuing students in the reporting period
DEFINITION	This indicator identifies the number of unemployed persons funded by the HWSETA through bursaries who re-register for the next level of a multi-year qualification, which comprises of: a) Undergraduate bursaries b) Post-graduate research bursaries Refer to indicator 18.1 for full definitions of the programme.
SOURCE OF DATA	• Universities • Unemployed university students funded • HWSETA learner database
METHOD OF CALCULATING/MEASURING	All students funded for under-graduate and post-graduate qualifications by the HWSETA are recorded as achievements against this indicator by the HWSETA
MEANS OF VERIFICATION	• Student list • Learner agreement or registration form • Certified copy of student ID • MoA • Proof of registration
ASSUMPTIONS	Students funded on post-graduate bursaries are registered with the HWSETA.
DISAGGREGATION OF BENEFICIARIES	• 90% Africans • 60% women • 60% youth, of which 30% should be in the not in employment education and training (NEET) category • 60% people from rural areas and townships • 5% people living with disabilities
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	Learners should register their learner agreements with the HWSETA
INDICATOR RESPONSIBILITY	• Projects Manager
INDICATOR WEIGHT	1.0%

OUTPUT INDICATOR 18.3

INDICATOR TITLE	Number of unemployed persons reported to the HWSETA as having completed qualifications funded through the bursary programmes of the HWSETA in the reporting period
DEFINITION	This indicator identifies the number of students who completed qualifications funded by the HWSETA through: a) Bursaries for people living with disabilities b) Undergraduate bursaries c) Post-graduate research bursaries Refer to indicator 18.1 for full definitions of the programme
SOURCE OF DATA	• Universities • Unemployed university students funded including students living 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. Approval schedule containing list of students funded. This schedule should be signed by the Executive Manager and should contain the funding year learner agreement 3. Certified ID Copy
ASSUMPTIONS	Unemployed persons will timeously report completions to the HWSETA
DISAGGREGATION OF BENEFICIARIES	• 90% Africans • 60% women • 60% youth, of which 30% should be in the not in employment education and training (NEET) category • 60% people from rural areas and townships • 5% people living with disabilities
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	6.0%

OUTPUT INDICATOR 18.4

INDICATOR TITLE	Number of workers entered-into the HWSETA bursary programmes in the reporting period
DEFINITION	This indicator identifies the number of workers funded by the HWSETA through its bursary programmes, which comprises of: a) Undergraduate bursaries b) Post-graduate diploma bursaries d) Post-graduate 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. Higher education qualifications occupy six levels of the NQF, levels 5 to 10. Levels 5-7 are under-graduate and levels 8-10 are post-graduate. The framework comprises the following qualification types: Under-graduate Qualifications • Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree • Post-Graduate Diploma; Post-graduate Qualifications • Post-graduate Diploma • Honours Degree • Master's Degree • Doctoral Degree. The HWSETA however has to operationalise its undergraduate and post-graduate bursary programmes to represent the following types of qualifications: • Undergraduate bursary programme to fund: Higher Certificate • Advanced Certificate • Diploma • Advanced Diploma • Bachelor's Degree. • Post-graduate diploma bursaries to fund post-graduate diplomas • The post-graduate research bursary programme to fund: Honours Degree • Master's Degree • Doctoral or PhD Degrees.
SOURCE OF DATA	• Universities • Employed university students funded • HWSETA learner database • Proof of registration
METHOD OF CALCULATING/MEASURING	All workers funded for under-graduate, post-graduate diplomas, and post-graduate research qualifications by the HWSETA are recorded as achievements against this indicator by the HWSETA
MEANS OF VERIFICATION	• MoA • Student list • Learner/student registration forms • Certified copy of student IDs • Proof of registration

ASSUMPTIONS	Workers funded for under-graduate, post-graduate diplomas and post-graduate qualifications are registered with the HWSETA.
DISAGGREGATION OF BENEFICIARIES	A number of factors come into play in the recruitment and selection of beneficiaries. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Universities therefore will be encouraged to endeavor to include the following percentages of targeted populations: • 80% Africans • 60% women • 60% youth, of which 30% should be in the not in employment education and training (NEET) category • 60% people from rural areas and townships • 5% people living with disabilities The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	Workers funded by the HWSETA should register their learner agreements with the HWSETA
INDICATOR RESPONSIBILITY	• Projects Manager
INDICATOR WEIGHT	1.5%

OUTPUT INDICATOR 18.5

INDICATOR TITLE	Number of workers re-entered into HWSETA bursary programmes as continuing students in the reporting period
DEFINITION	This indicator identifies the number of unemployed persons funded by the HWSETA through bursaries who re-register for the next level of a multi-year qualification, which comprises of: a) Undergraduate bursaries b) Post-graduate research bursaries Refer to indicator 18.4 for full definitions of the programme.
SOURCE OF DATA	• Universities • Employed university students funded • HWSETA learner database
METHOD OF CALCULATING/MEASURING	All students funded for under-graduate and post-graduate qualifications by the HWSETA are recorded as achievements against this indicator by the HWSETA
MEANS OF VERIFICATION	• Student list • Learner agreement or student registration form • Certified copy of student ID • Proof of registration
ASSUMPTIONS	Students funded on post-graduate bursaries are registered with the HWSETA.
DISAGGREGATION OF BENEFICIARIES	• 80% Africans • 60% women • 60% youth, of which 30% should be in the not in employment education and training (NEET) category • 60% people from rural areas and townships • 5% people living with disabilities
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	Learners should register their learner agreements with the HWSETA

INDICATOR RESPONSIBILITY	Projects Manager
INDICATOR WEIGHT	1.0%

OUTPUT INDICATOR 18.6

INDICATOR TITLE	Number of workers reported to the HWSETA as having completed qualifications funded through the bursary programmes of the HWSETA in the reporting period
DEFINITION	This indicator identifies the number of students who completed qualifications funded by the HWSETA through: a) Undergraduate bursaries b) Post-graduate diploma bursaries e) Post-graduate 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 statement of results or qualification certificate - Approval schedule containing list of students funded. This schedule should be signed by the Executive Manager and should contain the funding year;
ASSUMPTIONS	Universities will timeously report completions to the HWSETA and certified ID copy
DISAGGREGATION OF BENEFICIARIES	80% Africans 60% women 60% youth, of which 30% should be in the not in employment education and training (NEET) category 60% people from rural areas and townships 5% people living with disabilities
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	Completions are reported by unemployed persons funded timeously to improve efficiencies in reporting
INDICATOR RESPONSIBILITY	Projects Manager
INDICATOR WEIGHT	6.0%

OUTPUT INDICATOR 19.1

INDICATOR TITLE	Number of workers funded by the HWSETA for informal AET programmes aimed at developing livelihood skills in the reporting period
DEFINITION	This indicator identifies the number of workers funded by the HWSETA for (AET) adult education and training 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 - HWSETA student database - Registration form

METHOD OF CALCULATING/MEASURING	All workers funded for AET by the HWSETA are recorded as achievements against this indicator by the HWSETA
MEANS OF VERIFICATION	• MoA • Schedule or list of students • Student registration forms • Certified copy of student ID
ASSUMPTIONS	Workers funded for AET programmes are registered with the HWSETA.
DISAGGREGATION OF BENEFICIARIES	A number of factors come into play in the recruitment and selection of beneficiaries, particularly the employed. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to include the following percentages of targeted populations: • 80% Africans • 60% women • 60% youth, of which 30% should be in the not in employment education and training (NEET) category • 60% people from rural areas and townships • 5% people living with disabilities The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
CALCULATION TYPE	Cumulative
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	Employer organisations should register their learner agreements with the HWSETA
INDICATOR RESPONSIBILITY	• Projects Manager
INDICATOR WEIGHT	0.5%

OUTPUT INDICATOR 19.2

INDICATOR TITLE	Number of workers reported to the 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 the HWSETA who completed AET programmes aimed at developing livelihood skills. The completion depends on the length of the programme.
SOURCE OF DATA	• Employer organisations • 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 and Certified ID copy
ASSUMPTIONS	Employers will timeously report completions to the HWSETA
DISAGGREGATION OF BENEFICIARIES	• 80% Africans • 60% women • 60% youth, of which 30% should be in the not in employment education and training (NEET) category • 60% people from rural areas and townships • 5% people living with disabilities
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	Employer organisations should register their learner agreements with the HWSETA

INDICATOR RESPONSIBILITY	Projects Manager
INDICATOR WEIGHT	2.0%

OUTPUT INDICATOR 20.1

INDICATOR TITLE	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	
DEFINITION	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. 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 employee 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 priorities. Skills development programmes funded by the HWSETA are then measured if they addressed these priorities	
MEANS OF VERIFICATION	Cooperatives: - MoA or SLA with relevant stakeholder - Registration of cooperative	SMEs: - MoAs with small and emerging businesses - CIPC registration certificate - Schedule of funded small and emerging businesses
ASSUMPTIONS	- Cooperatives will identify skills needs relevant to their core business - The HWSETA will fund skills development priorities of small and emerging businesses	
DISAGGREGATION OF BENEFICIARIES	- Priority will be given to cooperatives with a majority of women as part of membership and also youth. - Priority will be given to SMEs in rural areas and townships	
CALCULATION TYPE	Cumulative (year-end)	
REPORTING CYCLE	Quarterly	
DESIRED PERFORMANCE	- The HWSETA will fund skills development priorities of cooperatives - The HWSETA will fund skills development priorities of small and emerging businesses	
INDICATOR RESPONSIBILITY	Projects Manager	
INDICATOR WEIGHT	2.0%	

OUTPUT INDICATOR 20.2

INDICATOR TITLE	Number of people trained on entrepreneurship development to start new business ventures funded by the HWSETA in the reporting period
DEFINITION	This indicator measures the number of people funded through the entrepreneurship development programme of the HWSETA to support their businesses start-up ventures. This programme involves skills development training initiatives for exposure of individual persons to entrepreneurship, as well as support for business start-ups by the HWSETA per year. A business startup is a company not older than 3-5 years.

SOURCE OF DATA	Individuals funded by the HWSETA through its entrepreneurship development programme to start their businesses during the reporting period. CIPC registration certificates for companies.
METHOD OF CALCULATING/MEASURING	Each person funded by the HWSETA for participation in the entrepreneurship development programme will be counted once irrespective of the number of activities he or she has 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
ASSUMPTIONS	The HWSETA will support people based on new venture proposal and support them to either 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 5-years of registration.
DISAGGREGATION OF BENEFICIARIES	• Targets for Women: 50% • Targets for Youth: 65% • Targets for people with Disabilities: 5%
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	The 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 the HWSETA in the reporting period
DEFINITION	This indicator identifies the number of employees from trade unions that have been exposed to some form of skills development programme by the HWSETA. Union officials refer to union employees. “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”. https://economictimes.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	• MoAs with trade unions • Schedule or list of official that have been trained • Attendance registers of the training or learner agreement and Certified ID copy
ASSUMPTIONS	The HWSETA will fund skills development priorities of trade unions
DISAGGREGATION OF BENEFICIARIES	• Targets for women: N/A • Targets for youth: N/A • Targets for people with disabilities: N/A
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	The HWSETA will fund skills development priorities of trade unions

INDICATOR RESPONSIBILITY	Projects Manager
INDICATOR WEIGHT	1.0%

OUTPUT INDICATOR 22

INDICATOR TITLE	Number of NPOs funded by the HWSETA to enhance the development and sustainability of their organisations in the reporting period
DEFINITION	This indicator measures the number of non-profit organisations (NPOs) whose skills development needs are funded by the HWSETA to support priorities aimed at enhance the development and sustainability of these organisations. NPOs are registered in terms of the NPO Act No, 71 of 1997, 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 organs of the state.
SOURCE OF DATA	Employees from NPOs
METHOD OF CALCULATING/MEASURING	NPOs who enter into MoAs with the HWSETA for training of NPO officials through HWSETA funding will be recorded as achievements against this indicator. One NPO will be reported once.
MEANS OF VERIFICATION	- MoAs with NPOs - Schedule or list of official that have been trained - Attendance registers of the training or learner agreement and Certified ID copy
ASSUMPTIONS	The HWSETA will fund skills development priorities of NPOs
DISAGGREGATION OF BENEFICIARIES	Priority will be given to NPOs in rural areas and townships
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	The 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 the 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 the HWSETA to train students funded by the HWSETA. This includes: - TVET and sector colleges partnerships - University partnerships - Employer organisation partnerships 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.
SOURCE OF DATA	- List of TVET and sector colleges, universities, and employer organisations that have signed partnership agreements with the 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 the 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 women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	All institutions and organisations who sign MoAs with the HWSETA for training will do so for the duration of the learning programme
INDICATOR RESPONSIBILITY	- Projects Manager - Learning Programme Manager
INDICATOR WEIGHT	1.5%

OUTPUT INDICATOR 24

INDICATOR TITLE	Percentage of learners who completed workplace-based learning programmes absorbed ⁵¹ into employment or ventured into self-employment ⁵²
DEFINITION	This indicator measures the number of unemployed learners that obtained employment within 6 months after completing workplace-based learning (WIL) programmes, which include learnership programme, apprenticeships, graduate internships. The indicator measures employment obtained in three modes, as follows: a) Learners absorbed into employment by host employer⁵³ b) Learners that ventured into self-employment c) Learners found jobs through their own effort⁵⁴ - Absorption into employment refers to the process of transitioning learners, interns, or apprentices into permanent employment after completing their work-place based learning programmes - A "host employer" is an organization or business that provides a workplace for learners or trainees, often in the context of learnerships or work-integrated learning programs - 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 & Sector Colleges, Universities, and Employer Organisations that have signed partnership agreements with the HWSETA - MoAs signed with TVET & Sector Colleges, Universities, and Employer Organisations

⁵¹ Absorption into employment refers to the process of transitioning learners, interns, or apprentices into permanent employment after completing their workplace based learning programmes

⁵² 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

⁵³ A "host employer" is an organization or business that provides a workplace for learners or trainees, often in the context of learnerships or work-integrated learning programs

⁵⁴ Finding a job through your own efforts involves actively seeking opportunities, building connections, and honing your skills

METHOD OF CALCULATING/MEASURING	Calculation of the percentage of learner absorption into employment is as follows: $\% \text{ of learner absorption into employment} = \frac{\text{number of learners absorbed into employment after completion of WBL programmes}}{\text{total number of learners who completed workplace based learnership programmes}} \times 100$ Calculation of the percentage of learners venturing into self-employment is as follows: $\% \text{ of learners venturing into self-employment} = \frac{\text{number of learners venturing into self-employment after completion of WBL programmes}}{\text{total number of learners who completed workplace based learnership programmes}} \times 100$ Calculation of the percentage of learners who found jobs through their own effort is as follows: $\% \text{ of learners that found employment through their own efforts} = \frac{\text{number of learners that found employment through their own efforts after completion of WBL programmes}}{\text{total number of learners who completed workplace based learnership programmes}} \times 100$
MEANS OF VERIFICATION	- List of unemployed - MoAs signed with TVET & Sector Colleges, Universities, and Employer Organisations
ASSUMPTIONS	Institutions and organisations that enter-into these partnerships will not decommit
DISAGGREGATION OF BENEFICIARIES	Targets for Women: N/A Targets for Youth: N/A Targets for people with Disabilities: N/A
CALCULATION TYPE	Cumulative
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	At least 80% of learners who completed workplace-based learning programmes will obtain employment at least 6 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 the HWSETA to support priority areas of the Medium-Term Development Plan (2024-2029). This indicator has the following sub-indicators: - Rural development projects - Public sector projects - 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 counting the number of partnership agreements signed with relevant stakeholders based on projects.
MEANS OF VERIFICATION	The health and social development sector will make their rural, public sector, and inter-SETA priorities known to the HWSETA and will play their role in ensuring that there are partnership agreements in place and that these get implemented

ASSUMPTIONS	MoAs signed by the 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	The HWSETA will fund rural and provincial skills development projects
INDICATOR RESPONSIBILITY	Projects Manager
INDICATOR WEIGHT	3.0%

PROGRAMME 4

OUTPUT INDICATOR 26.1

INDICATOR TITLE	Number of workers enrolled for RPL assessments funded by the 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 that 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 that have been funded by the HWSETA will be recorded as achievements against this indicator
MEANS OF VERIFICATION	- Schedule of list of learners - Learner registration forms - ID copy of learner (availability is dependent on learner consent) - MOA/SLA
ASSUMPTIONS	Learners exposed to RPL will either get part-or full qualifications
DISAGGREGATION OF BENEFICIARIES	A number of factors come into play in the recruitment and selection of beneficiaries, particularly the employed. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to include the following percentages of targeted populations: 80% Africans 60% women 60% youth, of which 30% should be in the not in employment education and training (NEET) category 60% people from rural areas and townships 5% people living with disabilities The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
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	0.5%

OUTPUT INDICATOR 26.2

INDICATOR TITLE	Number of workers completed RPL assessments funded by the HWSETA in the reporting period
DEFINITION	This indicator identifies workers who complete the RPL assessments or programme. 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 funded who complete assessment will be recorded as achievements against this indicator
MEANS OF VERIFICATION	RPL Assessments or employer report or certificate of completion and Certified ID copy
ASSUMPTIONS	Workers exposed to RPL will either get part-or full qualifications
DISAGGREGATION OF BENEFICIARIES	• 80% Africans • 60% women • 60% youth, of which 30% should be in the not in employment education and training (NEET) category • 60% people from rural areas and townships • 5% people living with disabilities
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	2.0%

OUTPUT INDICATOR 27.1

INDICATOR TITLE	Number of lecturers and education managers from TVET Colleges, and sector colleges funded for skills development programmes by the HWSETA in the reporting period
DEFINITION	This indicator measures the number of lecturers and education managers from public TVET and sector colleges funded by the HWSETA for skills development programmes in the reporting period. This involves: - TVET and sector college lecturers trained on skills programmes - TVET and sector college education managers trained on curriculum related studies - 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 on skills programmes • TVET and sector college education managers trained on 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 the HWSETA are recorded as achievements against this indicator by the HWSETA
MEANS OF VERIFICATION	• MoAs with TVET and sector colleges • Schedule or list of lecturers from public TVET and sector colleges • Schedule of education managers from public TVET and sector colleges • Registration forms of lecturers and education managers from public TVET and sector colleges • Certified ID copy of lecturers and education managers funded from public TVET and sector colleges
ASSUMPTIONS	Lecturer and education managers from TVET and sector colleges who are funded will complete the programme
DISAGGREGATION OF BENEFICIARIES	A number of factors come into play in the recruitment and selection of beneficiaries, particularly the employed. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to include the following percentages of targeted populations: • 80% Africans • 60% women • 60% youth, of which 30% should be in the not in employment education and training (NEET) category • 60% people from rural areas and townships • 5% people living with disabilities The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	Employer organisations should register their learner agreements with the HWSETA
INDICATOR RESPONSIBILITY	• ETQA Managers
INDICATOR WEIGHT	1.5%

OUTPUT INDICATOR 27.2

INDICATOR TITLE	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
DEFINITION	This indicator measures the number of lectures and education managers from public TVET and sector colleges that completed training funded by the HWSETA in the reporting period. This involves: a) TVET and sector college lecturers trained on skills programmes b) TVET and sector college education managers trained on 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 on skills programmes • TVET and sector college education managers trained on curriculum related studies • TVET and sector college lecturers awarded bursaries
METHOD OF CALCULATING/MEASURING	Funded lecturers and education managers from TVET and sector colleges 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 the HWSETA
DISAGGREGATION OF BENEFICIARIES	80% Africans 60% women 60% youth, of which 30% should be in the not in employment education and training (NEET) category 60% people from rural areas and townships 5% people living with disabilities
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	Completions are reported by TVET and sector college lecturers and education managers timeously to improve efficiencies in reporting
INDICATOR RESPONSIBILITY	ETQA Managers
INDICATOR WEIGHT	6.0%

OUTPUT INDICATOR 28.1

INDICATOR TITLE	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																																					
DEFINITION	This indicator identifies the number of unemployed CET learners, including those with special needs (people living with disabilities), funded by the HWSETA for adult education and training which should be undertaken through community education and training Centres. Adult education and training programmes (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 never had an opportunity to pass Standard 7/ Grade 9/ ABET 4/ NQF 1. Adult education and training (AET) is registered with the NQF at NQF level 1, but AET consists of 4 levels. The 4 levels as a whole, when completed is the equivalent of NQF level 1 or Grade 9. In other words, the four levels of AET is equivalent to Grades R – 9. The table below indicates where in the NQF, ABET is situated, (2023 Triple E Training; eeee.co.za): <table><tr><th>NQF Level</th><th colspan="3">Traditional ABET / AET</th></tr><tr><td>5-10</td><td>HET</td><td colspan="2"></td></tr><tr><td>4</td><td rowspan="3">FET</td><td colspan="2">Grade 12</td></tr><tr><td>2</td><td colspan="2">Grade 11</td></tr><tr><td>2</td><td colspan="2">Grade 10</td></tr><tr><td>1</td><td rowspan="5">GET</td><td colspan="2">AET Level 4 - Grade 9</td></tr><tr><td></td><td colspan="2">AET Level 3 - Grade 7</td></tr><tr><td></td><td colspan="2">AET Level 2 - Grade 5</td></tr><tr><td></td><td colspan="2">AET Level 1 - Grade 3</td></tr><tr><td></td><td colspan="2">AET Level 0 - Pre AET</td></tr></table> 				NQF Level	Traditional ABET / AET			5-10	HET			4	FET	Grade 12		2	Grade 11		2	Grade 10		1	GET	AET Level 4 - Grade 9			AET Level 3 - Grade 7			AET Level 2 - Grade 5			AET Level 1 - Grade 3			AET Level 0 - Pre AET	
NQF Level	Traditional ABET / AET																																					
5-10	HET																																					
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		AET Level 3 - Grade 7																																				
		AET Level 2 - Grade 5																																				
		AET Level 1 - Grade 3																																				
		AET Level 0 - Pre AET																																				
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 the HWSETA are recorded as achievements against this indicator by the HWSETA. Each student is counted once																																					
MEANS OF VERIFICATION	• MoA • Schedule or list of students (unemployed persons) • Learner/student registration forms • Certified copy of student IDs																																					
ASSUMPTIONS	Students funded for AET programmes are registered with the HWSETA.																																					

DISAGGREGATION OF BENEFICIARIES	A number of factors come into play in the recruitment and selection of beneficiaries. This therefore makes it difficult for the HWSETA to set mandatory targets for women, the youth, and persons with disabilities. Employers therefore will be encouraged to include the following percentages of targeted populations: • 90% Africans • 60% women • 60% youth, of which 30% should be in the not in employment education and training (NEET) category • 60% people from rural areas and townships • 5% people living with disabilities The disaggregation of the target allocated for this indicator for the current financial year remains discretionary
CALCULATION TYPE	Cumulative (year-end)
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	Employer organisations should register their learner/student agreements with the HWSETA
INDICATOR RESPONSIBILITY	• ETQA Managers
INDICATOR WEIGHT	0.5%

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 the 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 the HWSETA through community education and training (CET) centres. The completion depends on the length of the programme. AET programmes spans over a period of 12 months for each level. A full detail of AET programmes is provided under indicator 27.1
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 and Certified ID Copy.
ASSUMPTIONS	Employer organisations will timeously report completions to the HWSETA
DISAGGREGATION OF BENEFICIARIES	• 90% Africans • 60% women • 60% youth, of which 30% should be in the not in employment education and training (NEET) category • 60% people from rural areas and townships • 5% people living with disabilities
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 Managers
INDICATOR WEIGHT	2.0%

OUTPUT INDICATOR 29

INDICATOR TITLE	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
DEFINITION	This indicator identifies the number of pre-2009 qualifications that have been re-aligned to occupational qualifications by the 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 consists of a minimum of 25 credits associated with a trade, occupation or profession, resulting from work-based learning and consisting of the knowledge practical skills and work experience standards as defined in the Skills Development Act No 97 of 1998.
SOURCE OF DATA	- Qualification development facilitators appointed by the HWSETA - Key stakeholders involved in the re-alignment of qualifications - The QCTO
METHOD OF CALCULATING/MEASURING	Qualifications submitted to the QCTO for registration and subsequently acknowledged by the QCTO will be counted as achievements against this indicator
MEANS OF VERIFICATION	- Fully developed qualification - Letter of submission to the QCTO - Acknowledgement letter issued by the QCTO
ASSUMPTIONS	- Institution will teach students the approved syllabus - Institutions apply for certification of learners
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
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	1.0%

OUTPUT INDICATOR 30

INDICATOR TITLE	Number of skills development providers recommended by the 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 the 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. Reaccreditation 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 recommended to the QCTO for accreditation or re-accreditation are 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 the HWSETA will be reported
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
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%

OUTPUT INDICATOR 31

INDICATOR TITLE	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.
DEFINITION	This indicator measures the number of students who wrote and passed EISA examinations coordinated by the HWSETA and are therefore recommended to the QCTO for certification. EISA stands for External Integrated Summative Assessment. EISA is a national exam that is meant to ensure a uniform standard for the qualification. The QCTO issues certificates for qualifications, the 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
METHOD OF CALCULATING/MEASURING	Number of qualification certificates or statement of results or achievements issued per students or person
MEANS OF VERIFICATION	- Statement of results or achievements, and/or - Qualification certificate - ID Copy of a learner
ASSUMPTIONS	All students on full qualifications will be issued a qualification certificate and/or statement of results
DISAGGREGATION OF BENEFICIARIES	- Targets for women: N/A - Targets for youth: N/A - Targets for people with disabilities: N/A
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%	10%
				b) Medium Firms	0,3%	
				c) Large Firms	0,3%	
Research reports	None	None	9	None	3,0%	
M&E studies	None	None	10	None	3,0%	
Dissemination of research, M&E findings	None	None	11	None	1,0%	5%
Strategic partnerships	None	None	12	a) Research partnerships	1,0%	
				b) Strategic partnerships	2,0%	
Work-integrated learning programme	Unemployed	Entry	13.1	a) TVET college and sector college students	0,5%	
				b) University students	0,5%	
		Completion	13.2	a) TVET college and sector college students	2,0%	
				b) University students	2,0%	
Internships and work-experience programme	Unemployed	Entry	14.1	a) Internships for unemployed graduates	0,5%	5%
				b) Work-experience for people living with disabilities	0,5%	
		Completion	14.2	a) Internships for unemployed graduates	2,0%	
				b) Work-experience for people living with disabilities	2,0%	

ABRIDGED DESCRIPTION	SOCIO-ECONOMIC STATUS	ENTRY OR COMPLETION	INDICATOR	SUB-INDICATOR	WEIGHT	AGG. WEIGHT
Learnerships	Employed	Entry	15.1	a) HWSETA funded learnerships	0,5%	12,5%
				b) Sector funded learnerships	0,5%	
		Completion	15.2	a) HWSETA funded learnerships	2,0%	
				b) Sector funded learnerships	2,0%	
	Unemployed	Entry	15.3	a) HWSETA funded learnerships	0,5%	
				b) Sector funded learnerships	0,5%	
				c) HWSETA funded learnerships for people living with disabilities	0,5%	
		Completion	15.4	a) HWSETA funded learnerships	2,0%	
				b) Sector funded learnerships	2,0%	
				c) HWSETA funded learnerships for people living with disabilities	2,0%	
Apprenticeships	Employed	Entry	16.1	None	0,5%	5%
		Completion			2,0%	
	Unemployed	Entry	16.2	None	0,5%	
		Completion			2,0%	
Skills programmes	Employed	Entry	17.1	None	0,5%	7,5%
		Completion	17.2	None	2,0%	
	Unemployed	Entry	17.3	a) HWSETA funded	0,5%	
				b) Sector funded	0,5%	
		Completion	17.4	a) HWSETA funded	2,0%	
				b) Sector funded	2,0%	
Bursary programmes	Employed	Entry	18.1	a) Bursaries for people living with disabilities	0,5%	17%
				b) Undergraduate bursaries	0,5%	
				c) Post-graduate research bursaries	0,5%	
		Continuing	18.2	a) Undergraduate bursaries	0,5%	
				b) Post-graduate bursaries	0,5%	
		Completion	18.3	a) Bursaries for people living with disabilities	2,0%	
				b) Undergraduate bursaries	2,0%	
				c) Post-graduate research bursaries	2,0%	
	Unemployed	Entry	18.4	a) Undergraduate bursaries	0,5%	
				b) Post-graduate diploma bursaries	0,5%	
				c) Post-graduate research bursaries	0,5%	
		Continuing	18.5	a) Undergraduate bursaries	0,5%	
	Completion	18.6		b) Post-graduate bursaries	0,5%	
				a) Undergraduate bursaries	2,0%	
				b) Post-graduate diploma bursaries	2,0%	
				c) Post-graduate research bursaries	2,0%	
AET programmes (informal)	Employed	Entry	19.1	None	0,5%	2,5%
		Completion	19.2	None	2,0%	

ABRIDGED DESCRIPTION	SOCIO-ECONOMIC STATUS	ENTRY OR COMPLETION	INDICATOR	SUB-INDICATOR	WEIGHT	AGG. WEIGHT
Cooperatives & SME	None	None	20.1	a) Cooperatives	1,0%	2%
				b) SMEs	1,0%	
Entrepreneurship development	None	None	20.2	a) People trained on entrepreneurship development	1,0%	2%
				b) 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	a) TVET and sector college partnerships	0,5%	1.5%
				b) University Partnerships	0,5%	
				c) SETA-employer partnerships	0,5%	
Employment of learners who completed Work- place based Learning	Unemployed		24	a) Learners absorbed into employment by host employer	0,5%	1.5%
				b) Learners that venture into self-employment	0,5%	
				c) Learners found jobs through their own effort	0,5%	
Strategic priority sector projects	None	None	25	a) Rural development projects	1%	3%
				b) Public sector projects	1%	
				c) Inter-SETA high impact projects	1%	
RPL assessments	None	Entry	26.1	None	0,5%	2,5%
		Completion	26.2	None	2,0%	
Lecturer and education manager development	Employed	Entry	27.1	a) Lecturers trained on skills programmes	0,5%	7,5%
				b) Education managers trained on curriculum development	0,5%	
				c) Lecturer awarded bursaries	0,5%	
		Completion	27.2	a) Lecturers trained on skills programmes	2,0%	
				b) Education managers trained on curriculum development	2,0%	
				c) Lecturer awarded bursaries	2,0%	
AET for CET college learners	Unemployed	Entry	28.1	None	0,5%	2,5%
		Completion	28.2	None	2,0%	
Occupational qualification developed	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%	

MATERIALITY
AND
SIGNIFICANCE
FRAMEWORK
POLICY.

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1. POLICY STATEMENT

Treasury Regulation Section 28.3.1 – *“For purposes of material [sections 55(2) of the Public Finance Management Act (PFMA)] and significant [section 54(2) of the PFMA], the Accounting Authority must develop and agree a framework of acceptable levels of materiality and significance with the relevant Executive Authority.”*

1.1 DEFINITIONS AND ACRONYMS

PFMA	Public Finance and Management Act of 1999 as amended
SARS	South African Revenue Service
HWSETA	Health and Welfare Sector Education and Training Authority
Executive Authority	The Department of Higher Education and Training
Qualitative	Relating to, measuring, or measured by the quality of something i.e why, how or what rather than its quantity.
Quantitative	Relating to, measuring, or measured by the quantity of something i.e how many, how much or how often rather than its quality.
Conservative	Taking a lower figure to ensure a more acceptable risk tolerance.

2. SCOPE AND APPLICABILITY

This document was developed to give effect to the May 2002 amendment to the Treasury Regulations, whereby the following requirement was placed on public entities:

Section 28.3.1 – *“For purposes of material [sections 50(1) and 55(2) of the Public Finance Management Act (PFMA)] and significant [section 54(2) of the PFMA], the accounting authority must develop and agree a framework of acceptable levels of materiality and significance with the relevant executive authority.”*

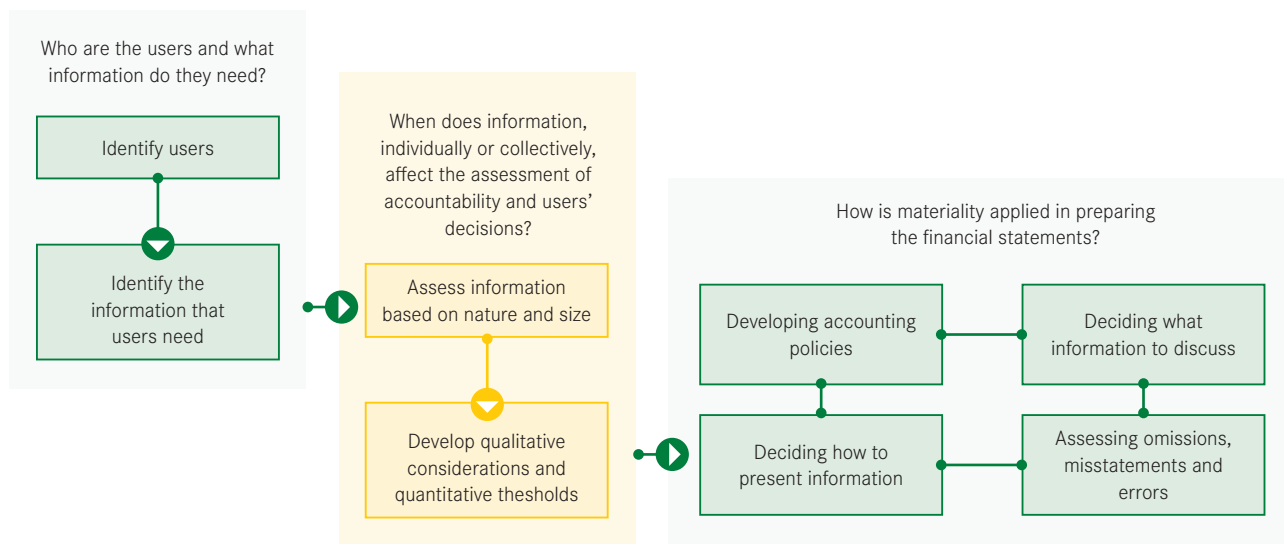
SAAS 320.03 defines materiality as follows: *“Information is material if its omission or misstatement could influence the economic decisions of users taken based on the financial statements. Materiality depends on the size of the item or error judged in the circumstances of its omission or misstatement. Thus, materiality provides a threshold or cut-off point, rather than being a primary qualitative characteristic which information must have if it is to be useful.”*

The document has further been aligned with the Guidelines on the application of materiality to financial statements issued by the Accounting Standards Board (the ASB) in April 2019.

Omissions or misstatements of items are material:

- If they could collectively or individually,
- Influence decisions or assessment of users,
- Made based on financial statements, and
- Depends on the nature and size of the omission or misstatement.

Key assessments and decisions



Materiality can be based on several financial indicators. The type of financial indicators detailed below are widely used and accepted in the accounting profession as a basis for calculating materiality. It is important to note that this should not be confused with audit materiality as determined by the Office of the Auditor- General of South Africa.

BASIS	ACCEPTABLE PERCENTAGE RANGE
Total revenue	0.5% – 1%
Net surplus (profit after tax)	2% – 5%
Total assets	0.5% – 2%

The framework is based on two main categories, namely the qualitative and quantitative approaches. The policy further includes a broad outline of purchasing, expenditure approval and investments approval processes to illustrate the different levels of significance for various transactions and activities.

The materiality framework also sets out the materiality and significance levels as follows:

MATERIALITY TYPE	MATERIALITY BASIS	THRESHOLD
Legislative	Section 54 and 55 of the PFMA	Disclosure to be made in line with legislative requirements
Significant transaction	Total revenue	0,5% (R3 million)
Quantitative	Total revenue	0,5% (R3 million)
Qualitative	Fruitless and wasteful expenditure	All transactions reported
	Irregular expenditure	All transactions reported
	Losses due to fraud or criminal conduct	All transactions reported

3. NAME OF THE POLICY

Materiality and Significance Framework Policy.

4. PROCEDURE

4.1. Approval and Reporting Requirements

Approval of the policy will lead to its implementation within HWSETA.

4.2 Adherence to Policies and Procedures

The policy shall be adhered to by all employees of the HWSETA.

4.3 Creating Awareness

All managers must ensure that all employees are made aware of this policy.

It is the responsibility of managers to ensure that all employees receive appropriate training and education about this policy.

4.4 Custodian of this Policy

The custodian of this policy is the Chief Financial Officer.

The Executive Committee is responsible for the administration, revision, interpretation, and application of this policy.

4.5 Application

This policy shall apply to all the employees and Board members of the HWSETA.

4.6 Review

Copies of this document shall be issued as controlled copies. No amendments, variations or alterations shall be of any effect unless approved by the Board.

This document shall be revised as and when required, or if required by changes in legislation or circumstances, at a date decided by the CEO and / or the Board. All revisions shall be recorded in the Document Control Register and the superseded document destroyed.

4.7 Sources of Information and Legislative Framework

- The Public Finance and Management Act, 1999 (PFMA)
- National Treasury Regulations
- Practice note on applications under section 54 of the PFMA
- Accounting Standards Board (ASB)
- Guideline on the application of materiality to financial statements

Section 50 (1)	(1) The accounting authority for a public entity must – (c) on request, disclose to the executive authority responsible for that public entity or the legislature to which the public entity is accountable, all material facts, including those reasonably discoverable, which in any way influence the decision or actions of the executive authority or that legislature; and	Both quantitative and qualitative aspects as referred in sections 5.1 and 5.2 define materiality for purposes of section 50(1) (c).
Section 55 (2)	(b) include particulars of – (i) any material losses through criminal conduct and any irregular expenditure and fruitless and wasteful expenditure that occurred during the financial year;	Both quantitative and qualitative aspects as referred in sections 5.1 and 5.2 define materiality for purposes of losses through criminal conduct. All losses incurred relating to criminal conduct, irregular and any fruitless and wasteful expenditure is regarded as material due to the application of the nature of such losses (qualitative aspects).
Section 66 (1)	(1) An institution to which this Act applies may not borrow money or issue a guarantee, indemnity or security, or enter into any other transaction that binds or may bind that institution or the Revenue Fund to any future financial commitment, unless such borrowing, guarantee, indemnity, security or other transaction – (a) is authorised by this Act; and (b) in the case of public entities, is also authorised by other legislation not in conflict with this Act; and (c) in the case of loans by a province or a provincial government business enterprise under the ownership control of a provincial executive, is within the limits as set in terms of the Borrowing Powers of Provincial Governments Act, 1996 (Act No 48 of 1996).	The HWSETA acts within the ambit as set by this clause.
Section 54 (2)	(1) Before a public entity concludes any of the following transactions, the accounting authority for the public entity must promptly and in writing inform the relevant treasury of the transaction and submit relevant particulars of the transaction to its executive authority for approval of the transaction (a) establishment or participation in the establishment of a company; (b) participation in a significant partnership, trust, unincorporated joint venture or similar arrangement (c) acquisition or disposal of a significant shareholding in a company (d) acquisition or disposal of a significant asset (e) commencement or cessation of a significant business activity; and (f) a significant change in the nature or extent of its interest in a significant partnership, trust, unincorporated joint venture or similar arrangement.	The HWSETA acts within the ambit as set by this clause.

5. PROCEDURE

QUANTITATIVE ASPECTS

5.1 MATERIALITY LEVEL

A more conservative materiality level has been set and will be used for all classes of transactions. The level of a material loss is assessed as R4 815 000 (R4 283 000: 2024/25) annually and R401 000 (R357 000: 2024/25) per month, being an average of annual income for two years at 0.5% of 80% skills development levies received including interest earned and levies received from the government departments in the health and social welfare sector. This must be reviewed annually by the CFO and presented to the CEO for approval by the HWSETA Board.

Different levels of materiality can be set for different classes of transactions. The HWSETA has taken the approach of setting a more conservative materiality level that will be used for all classes of transactions.

5.2 PROCEDURE TO DETERMINE MATERIALITY LEVELS

In determining the materiality value at 0,5 % of revenue, the following factors were considered:

Nature of the HWSETA's business.

HWSETA is funded through levies collected by the Department of Higher Education and Training, through SARS, and the interest earned on the investments in call deposit accounts. An estimate of 87.5% of these levies received are then channelled back to the sectors through mandatory grants (25%) and discretionary grants (62.5%). Therefore, HWSETA can be seen as a conduit for the redistribution of funds received for learning needs, back into the sector. Given the nature of HWSETA as a revenue-driven organisation, preference is given to the gross revenue as the basis of defining the level of materiality.

Statutory requirements applicable to the HWSETA.

The HWSETA is a statutory body that has been formed to give effect to the Skills Development and Skills Development Levies Act and has been listed as a Public Finance Management Act (PFMA) Schedule 3A public entity. Accordingly, preference is given to a lower level of materiality (i.e. closer to the lower level of the acceptable percentage range of a given percentage) because the HWSETA is governed by various legal frameworks and its responsibility and accountability to its stakeholders and public.

The control and inherent risks associated with the HWSETA.

The risk control of HWSETA and materiality level conclusions are based on the following factors:

- Existence of proper and appropriate governance structures;
- An Audit, Risk, Governance and Ethics Committee that closely monitors the control environment of the HWSETA was established;
- The function of internal audit is outsourced to a reputable firm;
- The three year internal audit plan informed by annual risk assessments is performed, reviewed and agreed upon by the Audit, Risk, Governance and Ethics Committee;
- The function of financial management is performed by qualified accountants;
- The results of internal audit reports are assessed; and
- Risks identified in the annual risk assessment are considered accordingly.

QUALITATIVE ASPECTS

Materiality is not merely related to the size of the entity and the elements of its financial statements. Obviously, misstatements that are large either individually or in the aggregate may affect a “reasonable” user’s judgment. However, misstatements may also be material on qualitative grounds. These qualitative grounds include amongst other:

- New ventures that the HWSETA enters into;
- Unusual transactions entered into that are not repetitive, and are purely disclosable due to their nature, and have an impact on decision making by users of financial statements;
- Transactions entered into that could result in reputation risk to the HWSETA;
- The nature and circumstances relating to any fruitless and wasteful expenditure, irregular expenditure and unauthorised expenditure incurred by or on behalf of the HWSETA;
- Any fraudulent or dishonest behaviour of an officer or staff of the HWSETA at senior or management level; and
- Procedures/processes required by legislation or regulation (e.g. GRAP, PFMA and the Treasury Regulations).

As approved by the Board of the HWSETA on 29 August 2024



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HWSETA