



Strategic Plan
for the fiscal years
2020–2025
(Five years beginning with **2024-2025**)

30 November 2023

FOREWORD BY THE MINISTER



The mandate of the Sector Education and Training Authorities is derived, in the main from the Skills Development Act 97 of 1998 as amended, which amongst others, directs SETAs to develop Sector Skills plans (SSPs). In their Sector Skills Plans, 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 that are Not in Education, Employment, or Training (NEET), which is standing at over 3.3 million in the third quarter of 2023.

The launch of the National Plan for Post-School Education and Training on 7 September 2023, signaled our government's commitment towards achieving an improved, transformed, expanded, responsive, and articulated Post-School Education and Training (PSET). Our National Plan for Post-School Education and Training (NPPSET) is our roadmap for implementing the vision of the White Paper for Post-School Education and Training (WP-PSET). It will continue to guide our SETA system strategy and planning instruments as it is framed within the broader goals and priorities of the National Development Plan (NDP), which foregrounds the national efforts to address the triple challenges of unemployment, inequality, and poverty. Important, to note, is that it remains our overarching policy instrument and a blueprint for guiding planning in our post-school system. It will be proper for everyone to have access to the National Plan for Post-School Education and Training. It aligns and integrates the work that is already underway and provides a policy framework for major transformative changes the government wants to bring about, across the post-school system and its nexus with society and the economy.

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, which must be reflected at all material times in our SETA interventions. The Ministry of Higher Education, Science, and Innovation is among the leading ministries for the 2019–2024 Medium Term Strategic Framework (MTSF) Priority 3: Education, Skills, and Health, and the following medium-term outcomes have been identified:

- An integrated and coordinated PSET system.
- Expanded access to PSET opportunities.
- Improved success and efficiency of the PSET system.
- Improved quality of PSET provisioning.
- A responsive PSET system

The President launched the Economic Reconstruction and Recovery Plan (ERRP) in October 2020 pointing out to 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, in the main 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 Economic Reconstruction and Recovery Plan Skills Strategy (ERRP SS) aims to support the Economic Reconstruction and Recovery Plan (ERRP), ensuring that it is not compromised by skills shortages. It is born out of the urgency for a well-coordinated strategy of skills development to support both the management of the COVID-19 global health pandemic and economic and social recovery. President Ramaphosa captured our determination to reset the South African economy when he said: "We are determined not merely to return our economy to where it was before the coronavirus, but to forge a new economy in a new global reality." As stated in the ERRP, South Africa is now on the threshold of an important opportunity to imaginatively, and with a unity of purpose, reshape its economic landscape.

The ERRP SS is located within the broader skills planning arsenal of the Post-School Education and Training (PSET) system, which promotes the use of 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 the implementation of 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 as well as workplace-based learning opportunities. We have surpassed the State of the Nation Address (SoNA) 10,000 Technical and Vocational Education and Training (TVET) target placements in 2022 leading to setting a target for 2023 of 20,000 TVET placements.

For the 2024/25 financial year, the entire SETA system has set itself the following targets, as part of expanding post-school opportunities:

- 190 000 workplace-based learning (WBL) opportunities;
- 150 000 learners registered in skills development programs;
- 36 375 learners entering artisanal programs;
- 26 500 learners passing artisanal trades;
- 53 000 learners completing learnerships;
- 11 000 learners completing internships; and
- 128 000 learners completing skills programs.

The SETA will enter into the Service Level Agreement with the Director-General of the Department and commit that 25% of all targets be achieved on a quarterly basis, with 100% achievement in the last quarter of the financial year. Whilst the TVET placement must be achieved at 100% by the end of December 2024.

The SETA Annual Performance Plan (APP) provides a clear commitment to the delivery of our skills development priorities and targets for implementation during the 2023/24 financial year.

A handwritten signature in black ink, appearing to be 'Dr. BE Nzimande', written over a horizontal line.

Dr. BE Nzimande, MP Executive Authority of Higher Education, Science, and Innovation

ACCOUNTING AUTHORITY STATEMENT

The purpose of the draft 5-year 2020-2025 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 2020-2025 of the Strategic Plan, which was then submitted to the Department of Higher Education and Training (DHET) to fulfill 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 5-year 2020-2025 Strategic plan is in alignment with the National Skills Development Plan (2030) which contains priority 3 (Education, Skills and Health) of the Revised Medium-Term Strategic Framework (2019-2024) and Chapter 9 of the National Development Plan.

For oversight purposes, the HWSETA prides itself with the services of a highly effective Audit and Risk Committee composed of an Independent Chairperson and two other independent members who ensure that the three-year audit coverage plan, which is risk-based, is developed and endorsed. This Committee directs and oversees the function of the HWSETA Internal Auditors and ensure 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 the HWSETA 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 the year in question. The Budget structure for the plans is also adjusted accordingly. 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 2021 to 31 March 2025.

The drafting of the plans is preceded by Strategic Planning sessions and session on Risks identification. 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 3 of the Medium-Term Strategic Framework, 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;
- The Grant Regulations will be well received by employers and will enable the HWSETA to accelerate delivery overall; and
- There would be a smooth transition to the implementation of the NSDP (2030) which 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 R3.3 million and above which results from irregular, fruitless or wasteful expenditure caused by gross negligence.

The R3.3 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. The Delivery Agreement of the Minister of Higher Education and Training would also find reflection through the SLA.

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 specialized performance review IT system that shows deviations from plans and over and under-performance. Both the total HWSETA and the various sub-divisional scores are communicated to staff after each review session.

The DHET also has a monitoring role to fulfil on a quarterly basis. This serves as an early warning system whereby an assessment is performed by an outside party to ensure objectivity. 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 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. 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 6 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 9 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 will be held in November 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 2020-2025.







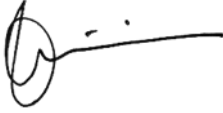
	
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ABBREVIATIONS AND ACRONYMS

AHPCSA	Allied Health Professions Council of South Africa	NEI	Nursing Education Institution
AIDS	Acquired Immune Deficiency Syndrome	NDP	National Development Plan
APP	Annual Performance Plan	NGO	Non-Governmental Organisation
AQP	Assessment Quality Partner	NGP	New Growth Path
ATR	Annual Training Reports	NHA	National Health Act, 61 of 2003
CBO	Community-Based Organisation	NHI	National Health Insurance
CDP	Community Development Practitioner	NPO	Non-Profit Organisation
CDW	Community Development Worker	NQF	National Qualifications Framework
CESM	Classification of Education Study Material	NSCA	National Senior Certificate for Adults
CHE	Council on Higher Education	NSDS	National Skills Development Strategy
CHW	Community Health Worker	NSF	National Skills Fund
CPD	Continuous Professional Development	NT	National Treasury
CYCW	Child and Youth Care Worker	OFO	Organising Framework for Occupations
DBE	Department of Basic Education	PBSW	Professional Board for Social Work
DBSA	Development Bank of South Africa	PBCYC	Professional Board Child and Youth Care
DHET	Department of Higher Education and Training	PFMA	Public Finance Management Act
DoH	Department of Health	PHC	Primary Healthcare
DSD	Department of Social Development	PIVOTAL	Professional, Vocational, Technical And Academic Learning
ECD	Early Childhood Development	PSETA	Public Service Sector Education Training Authority
ERRP	Economic Reconstruction Recovery Plan	QCTO	Quality Council for Trades and Occupations
FET	Further Education and Training	QDP	Quality Development Partner
FETC	Further Education and Training Certificate	RPL	Recognition of Prior Learning
GDP	Gross Domestic Product	SACSSP	South African Council for Social Service Professions
GET	General Education and Training	SANC	South African Nursing Council
GETC	General Education and Training Certificate	SAPC	South African Pharmacy Council
GP	General Medical Practitioner	SASSA	South African Social Security Agency
HASA	Hospital Association of South Africa	SAVC	South African Veterinary Council
HEI	Higher Education Institution	SAW	Social Auxiliary Worker
HEMIS	Higher Education Management Information System	SDA	Skills Development Act
HET	Higher Education and Training	SDF	Skills Development Facilitator
HIV	Human Immunodeficiency Virus	SDL	Skills Development Levy
HPCSA	Health Professions Council of South Africa	SIC	Standard Industrial Classification
HWSETA	Health and Welfare Sector Education and Training Authority	SSACI	Swiss South African Cooperation Initiative
MLW	Mid-level Worker	SSP	Sector Skills Plan
MRC	South African Medical Research Council	TB	Tuberculosis
MTEF	Medium Term Expenditure Framework	TVET	Technical and Vocational Education and Training
MTSF	Medium Term Strategic Framework	UMALUSI	Council for Quality Assurance in General and Further Education and Training
NC	National Certificate	WHO	World Health Organisation
NCV	National Certificate (Vocational)	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 a 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; and
- 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.
- 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 the 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). Table 1 below outlines this mandate in line with the various divisions of the HWSETA:

TABLE 1: THE MANDATE OF THE HWSETA PER DIVISION

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
RIME

Research	<p>4. Be an authority on labour market intelligence in the Health and Welfare Sector</p> <p>5. Conduct skills planning:</p> <p>5.1 Identify and articulate skills needs of the sector</p> <p>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</p> <p>5.3 Ensure that government departments; agencies involved in assisting start-up businesses, cooperative development, community and rural development, and ABET are informed about:</p> <ul style="list-style-type: none"> ○ 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	<p>Through research-based evaluations:</p> <p>6. Measure the efficiency and effectiveness of the HWSETA interventions</p> <p>7. Examine the extent to which the HWSETA has affected the provision of skills to enable the economy to grow as well as to ensure that individuals can progress along valid learning pathways</p> <p>8. Monitor and evaluate the impact of skills interventions in the health and welfare sector</p>
CORPORATE SERVICES	
	<p>9. Provide adequate capacity in the HWSETA to conduct:</p> <p>9.1 skills planning and meet the critical purpose of identifying and articulating skills needs in the sector</p> <p>9.2 quality assurance of training taking place in the sector</p>
Skills Development Programmes and Projects	
	<p>10. Develop interventions that are agreed upon with stakeholders and can improve the match between education and training supply and demand</p> <p>11. Foster relations with government departments, agencies involved in assisting start-up businesses, cooperative development, community and rural development, AET etc</p> <p>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</p> <p>13. Facilitate access to AET for workers in the health and welfare sector (even if this is to direct them to relevant institutions)</p>
Education, Training, and Quality Assurance	
	<p>14. Improve quality of learning taking place in the health and welfare sector</p> <p>15. Support the development of providers of education and training</p>
Provincial Offices	
	<p>16. Implement the following ETQA functions provincially:</p> <ul style="list-style-type: none"> • Provider Accreditation • Assessor and moderator registrations • Verification of training conducted by HWSETA accredited skills development providers • Provide assistance with EISA examinations. <p>17. Implement the following SDP functions provincially:</p> <ul style="list-style-type: none"> • Evaluation of Expressions of Interest • Evaluation of MoAs <p>18. Implementation of the workplace based programmes, occupationally based programmes, and bursary programmes.</p>

1.2 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 Strategic Plan is aligned to international, continental, and national government priorities, as well as sectoral priorities.

1.2.1 Internal, Continental, Regional and Emerging National Government Priorities,

The financial year 2024-2025 straddles between the 6th administration (2019-2024) and the 7th administration (2024-2029). It also represents the last year of current institutional planning cycle (2020-2025). Guidance on the revision and re-tabling of the 2024-2025 APP will be provided by the Department of Planning Monitoring and Evaluation (DPME) following the 2024 general elections and the new 2024-2029 MTSF.

The Strategic Plan of the HWSETA is aligned to International, Continental, Regional and National Government Priorities. International priorities are contained in the Sustainable Development Goals (2030), continental priorities are contained in the Africa Agenda 2063, and the regional plans are contained in the Southern African Development Community (SADC) Regional Indicative Strategic Development Plan (RISDP) 2020-2030. National Government priorities are prescribed by DPME as follows:

- The National Development Plan (2030);
- The Revised 2019-2020 Medium-Term Strategic Framework, including;
- The State of the Nation Address 2023 commitments, including the yet to be pronounced 2024 commitments (which should be included in the Revised 2024-2025 APP), including the National Transformative and Redress Priorities
- The Economic Reconstruction Recovery Plan

A. International Priorities contains in the Sustainable Development Goals (2030)

The overall aim of the Sustainable Development Goals (SDG) is a universal agenda for a comprehensive, far-reaching and people-centred goals set to realize the human rights of all, and to achieve gender equality and the empowerment of all women and girls. The SDG and targets came into effect on 1 January 2016. 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:

TABLE 2: IMPLICATIONS OF THE SDG ON THE STRATEGIC PLAN OF THE HWSETA (2020-2025)

<p>Goal 3 has 17 indicators which are aligned to the other goals of the SDG to promote integrated implementation. Indicators that are linked to the HWSETA mandate include:</p> <p>Indicator 3-4: Supporting high quality education for all to improve health and health equity.</p> <p><i>The HWSETA will continue to support qualifications development for occupational education and training in the health sector. Also, health care educators for occupations with new education landscapes will continue to be supported to obtain the necessary skills to offer training within the higher education band.</i></p> <p>Indicator 3-5: Fighting gender inequalities including violence against women.</p> <p><i>The HWSETA will continue to support the fight against gender-based violence in the sector particularly within post-school education and training institutions.</i></p> <p>Indicator 3-8: Promoting health employment as a driver of inclusive economic growth.</p> <p><i>The HWSETA will continue to facilitate education and training in the sector through its work-place based programmes and thus promote employment in the health sector as a driver to inclusive economic growth.</i></p> <p>Indicator 3-10: Ensuring equitable access to health coverage based on stronger primary care</p> <p>The HWSETA will continue to support the implementation of NHI in the health sector in terms of capacitation of health workers with skills required.</p>
<p>Goal 4 has 10 indicator targets. Indicators that are linked to the HWSETA mandate include:</p> <p>Indicator 4-3: Access to affordable Technical Vocational and Higher Education.</p> <p><i>The HWSETA will continue to offer bursaries to TVET and Higher education students placing priority to population groups that were previously disadvantaged, including race, gender, age, and disability.</i></p> <p>Indicator 4-4: Increase the number of people with relevant skills for financial success.</p> <p><i>The HWSETA will continue to fund both employed and unemployed persons in the health and social development sector in order to empower the unemployed with skills that will facilitate entry into the job market and provide appropriate skills to the employed for high productivity and career progression.</i></p> <p>Indicator 4-6: Universal Literacy and Numeracy.</p> <p><i>The HWSETA will continue to fund Adult Education and Training Programmes and thus contribute to universal literacy and numeracy.</i></p> <p>Indicator 4-B: Expand higher education scholarships for developing countries</p>

<p>The HWSETA will continue to offer bursaries to undergraduate and post-graduate students and thus contribute towards the expansion of scholarships in higher education.</p>
<p>Goal 8 has 12 indicator targets. Indicators that are linked to the HWSETA mandate include:</p> <p style="text-align: center;">Indicator 8-2: Diversify, innovate and upgrade for economic productivity.</p> <p style="text-align: center;"><i>The HWSETA will continue to support upskilling of workers with critical skills in particularly in 4IR order to promote innovation as a driver of productivity in the sector</i></p> <p style="text-align: center;">Indicator 8-3: Promote policies to support job creation and growing enterprises.</p> <p style="text-align: center;"><i>The HWSETA will continue to support SME development and establishment of new enterprises in order to foster the sustainability of SMEs and thus enable job creation and growth of enterprises .</i></p> <p style="text-align: center;">Indicator 8-5: Full employment and decent work with equal pay.</p> <p style="text-align: center;">Indicator 8-6: Promote youth employment, education and training</p> <p style="text-align: center;"><i>The HWSETA will continue to facilitate education and training through its work-place based programmes and thus promote full-employment and decent work of unemployed youth in the sector.</i></p> <p style="text-align: center;">Indicator 8-8: Protect labour rights and promote safe working environments</p> <p style="text-align: center;"><i>The HWSETA will continue to support qualifications development in OHS and also provide quality assurance in training offered in this field ensuring high quality training and thus supporting the promotion of safe working environments.</i></p>

B. The Continental Priorities contained in 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 the 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

TABLE 3: IMPLICATIONS OF THE AFRICA AGENDA ON THE HWSETA STRATEGIC PLAN (2020-2025)

<p>The Africa Agenda 2063 consists of 20 goals that are aligned to 7 aspirations Goals aligned to the mandate of the HWSETA are aligned to 2 aspirations as follows:</p> <p style="text-align: center;">Aspiration 1: A prosperous Africa based on inclusive growth and sustainable development</p> <p style="text-align: center;">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</p> <p style="text-align: center;">Aspiration 6: An Africa whose development is people driven, especially relying on the potential offered by its women and youth, and well catered for children</p> <p style="text-align: center;">Goal 17: Full gender equality in all spheres of life Goal 18: Engaged and empowered youth and children</p>

The Africa Agenda 2063 consists of 20 and 39 priority areas goals that are aligned to 7 aspirations. Goals aligned to the mandate of the HWSETA are aligned to 2 aspirations and 5 priority areas as follows:

Aspiration 1: A prosperous Africa based on inclusive growth and sustainable development

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

Priority areas: Income, jobs, decent work

The HWSETA will continue to facilitate education and training through its work-place based programmes and thus promote remunerated employment and decent work of unemployed youth in the sector.

Goal 2: Well educated citizens and skills revolution underpinned by Science, Technology and innovation

Priority area: Education and Science Technology and Innovation

The HWSETA will continue to support skilling and upskilling of both workers and the unemployed with skills in 4IR in particularly in order to promote innovation as a driver of productivity in the sector

Aspiration 6: An Africa whose development is people driven, especially relying on the potential offered by its women and youth, and well catered for children

Goal 17: Full gender equality in all spheres of life

Priority areas: Women and girls empowerment

Violence and discrimination against women and girls

The HWSETA will continue to support the fight against gender-based violence in the sector particularly within post-school education and training institutions. Also, women will continue to be empowered through their prioritization in skills development programme through support for transformative priorities

Goal 18: Engaged and empowered youth and children

The HWSETA will continue to facilitate education and training through its work-place based programmes and thus promote full-employment and decent work of unemployed youth in the sector

C. The Regional Priorities contained in the SADC Regional Indicative Strategic Development Plan 2020-2030

The RISDP 2020–2030 provides a guiding framework for the implementation of SADC's regional integration and developmental agenda and programmes for the next 10 years. RISDP 2020–2030 is divided into five chapters that provide a comprehensive overview of SADC's journey to date and the status quo and elaborate 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 during the period 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:

TABLE 4: IMPLICATIONS OF THE SADC RISDP ON THE HWSETA STRATEGIC PLAN (2020-2025)

<p>Pillar 3: Social and Human Capital Development</p> <p>Strategic Objective 3: Increased access to quality and relevant education and skills development, including in science and technology, for SADC citizens</p> <p>Outcome 1: Enhanced equitable access to quality and relevant education</p> <p>Key Interventions Universal access to education promoted for sustainable development, taking into account aspects of gender equality, human rights, and global citizenship. 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. Implementation of the SADC Qualifications Framework enhanced. The HWSETA will support the implementation of the SADC Qualifications Framework Open distance learning strategies in Member States to promote greater access to education at all levels, including in the context of unforeseen disruptions, implemented. 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.</p>
<p>Pillar 3: Social and Human Capital Development</p> <p>Strategic Objective 3: Increased access to quality and relevant education and skills development, including in science and technology, for SADC citizens.</p> <p>Outcome 2: Enhanced skills development for regional industrialisation</p> <p>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. The HWSETA will support the sector to capacitate workers with the digital skills that are required for the changing nature of work. Acquisition of skills, competences, and qualifications, ensuring that education and training systems are responsive to labour market needs and the evolution of work, promoted.</p>

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.

Pillar 3: 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.

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 2:

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.

The HWSETA prioritizes people with disabilities in skills development initiatives and streamline certain programmes specifically for this population group.

D. National Government Priorities contained in 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 5 summarises the strategic actions needed to achieve these aims and the resulting implications for skills planning in the health and social development sector.

TABLE 5: IMPLICATIONS OF THE NATIONAL DEVELOPMENT PLAN ON THE HWSETA STRATEGIC PLAN (2020-2025)

<p>The HWSETA plays a role of an enabler as its mandate contributes towards the achievement of the NDP goals:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>The NDP is implemented through the Medium-term Strategic Framework (MTSF)</p>	<p>The NDP is our long-term strategic plan that serves four broad objectives:</p> <ol style="list-style-type: none"> 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  <p>NATIONAL DEVELOPMENT PLAN 2030</p> <p>NDP review assesses progress towards Vision 2030 and makes recommendations for course correction towards the achievement of NDP targets and outcomes</p> <p><u>The overarching goals of the NDP:</u></p> <ul style="list-style-type: none"> ○ 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.
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E. NATIONAL GOVERNMENT PRIORITIES CONTAINED IN THE REVISED MEDIUM-TERM STRATEGIC PLAN (2019-2024)

The mandate of the HWSETA is linked to Priority 3: Education, Skills, and Health (refer to table 2 and 3below).

TABLE 6: IMPLICATIONS OF THE REVISED MTSF (2019-2024) ON THE HWSETA STRATEGIC PLAN


<p>THE HWSETA IS RESPONSIBLE FOR INDICATORS LOCATED WITHIN THE FOLLOWING PRIORITIES:</p> <p>PRIORITY 2: ECONOMIC TRANSFORMATION AND JOB CREATION OUTCOME: MORE DECENT JOBS SUSTAINED AND CREATED WITH YOUTH, WOMEN, AND PERSONS WITH DISABILITIES PRIORITIES</p> <p>PRIORITY 3: EDUCATION SKILLS AND HEALTH OUTCOMES: EXPANDED OUTCOMES TO PSET OPPORTUNITIES IMPROVED SUCCESS AND EFFICIENCY OF THE PSET SYSTEM IMPROVED QUALITY OF PSETA PROVISIONING A RESPONSIVE PSETA SYSTEM</p>	<p>The seven Apex Priorities remain in place</p> <p>The Seven Priorities are derived from the NDP, Electoral Mandate and SONA:</p> <ul style="list-style-type: none"> ● Priority 1: A Capable, Ethical and Developmental State ● Priority 2: Economic Transformation and Job Creation ● Priority 3: Education, Skills and Health ● Priority 4: Consolidating the Social Wage through Reliable and Quality Basic Services ● Priority 5: Spatial Integration, Human Settlements and Local Government ● Priority 6: Social Cohesion and Safe Communities ● Priority 7: A better Africa and World <p>Cross Cutting Focus: Women, Youth & Persons with Disabilities</p>  <p>NDP 2030 GOALS</p> <ul style="list-style-type: none"> ○ 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. <p>“If state capability is poor, then even the best-designed policies and interventions will not succeed...”</p> <p>“Building a capable state is a top priority in delivering on economic objectives.” (NPC Economic Review, 2020)</p> <p>https://www.dkime.gov.za/files/ncourts/0/outcomes/0/outcomes/mtsf2021.aspx</p>
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TABLE 7: REVISED MTSF (2019-2024) LINKED TO THE MANDATE OF THE HWSETA

PRIORITY	OUTCOME	INDICATOR	INTERVENTION	INDICATOR	HWSETA PROGRAMME	
2	Economic Transformation and job creation	More decent jobs sustained and created with youth, women, and persons with disabilities priorities	Unemployment rate	Create an enabling environment for employment through policy and regulations	Demand skills planning through the Skills Priority Plan	Compilation of 5-year SSP, which is updated annually
3	Education, Skills and Health	Expand access to PSET opportunities	<p>Annual registration of SETA supported work-based learning (WBL) programmes:</p> <p>Number of learners registered for SETA supported skills learnerships annually</p> <p>Number of learners registered for SETA supported learnerships annually</p> <p>Number of learners registered for SETA supported internships annually</p> <p>Number of learners registered for SETA supported skills programmes annually</p>	SETAs identify increasing number of workplace-based opportunities and make information of work-based learning known to the public	Targets in the SLA between the DHET and SETAs to improve performance are met	Learnership programme Internship programme Skills programmes
		Improved success and efficiency of the PSET system	<p>Number of learners completing SETA supported internships</p> <p>Number of learners completing SETA supported learnerships</p>			
		Improved quality of PSETA provisioning	Preparation of TVET college lecturer lecturers with appropriate qualifications	Improved institutional governance (universities, TVETs, CETs, NSGAS, and SETAs) through standards monitoring and reporting, and through building management capacity	Percentage of SETAs that meet standards of good governance	Governance by the Board
					Allocated SETA grants paid on time to employers	Mandatory grant payments
	A responsive PSETA system	Strengthen skills planning	SETA develop credible sector plans which include forecasting	SETAs fund programmes identified through research that meet the needs of emerging and small enterprises in TVET and CETs		

E. National Government Priorities contained in the State of the Nation Address (SONA, 2022 and 2023)

The State of the Nation Address pointed out the following priorities for the country:

(a) Continued divide of society by race, geography, gender, education, unemployment. As an entity of the government mandated with the function of promoting skills development, the HWSETA sets numerical targets intended to ensure the equitable representation of suitably qualified people based on race, gender, geographic location, and youth, as follows:

i) The The Stats SA Quarter 2 Labour Force Survey (2023) indicates unemployment by gender as follows:

- Men are at 16,2%
- Women are at 16,4%

Employment by gender is as follows:

- Men are at 37,9%
- Women are at 29,5%

The distribution of employment by sector depicts men to be in majority in the formal sector, informal sector, and agriculture; while women are in majority in private house-holds. 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 HWSETA therefore sets numeric percentage targets for the **unemployed at 65% for females and 35% for males.**

FIGURE 1: EMPLOYMENT BY GENDER, LABOUR FORCE SURVEY: Q2: 2023

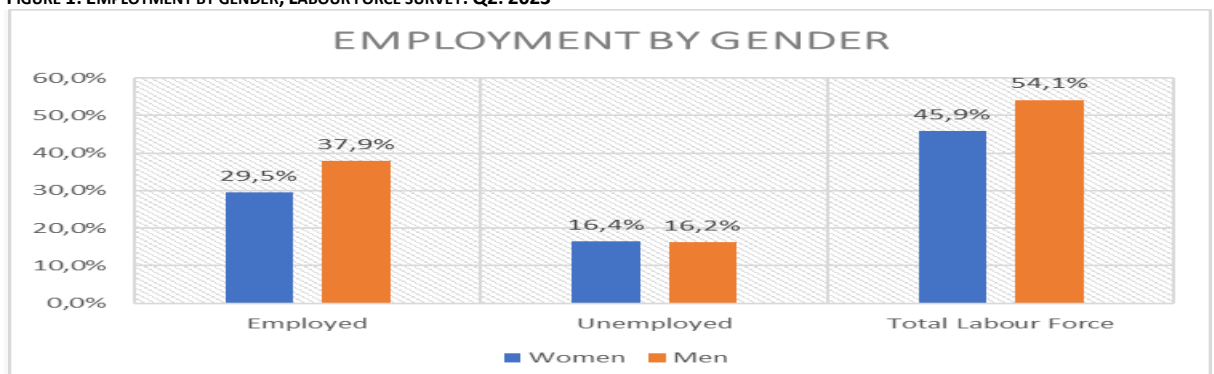
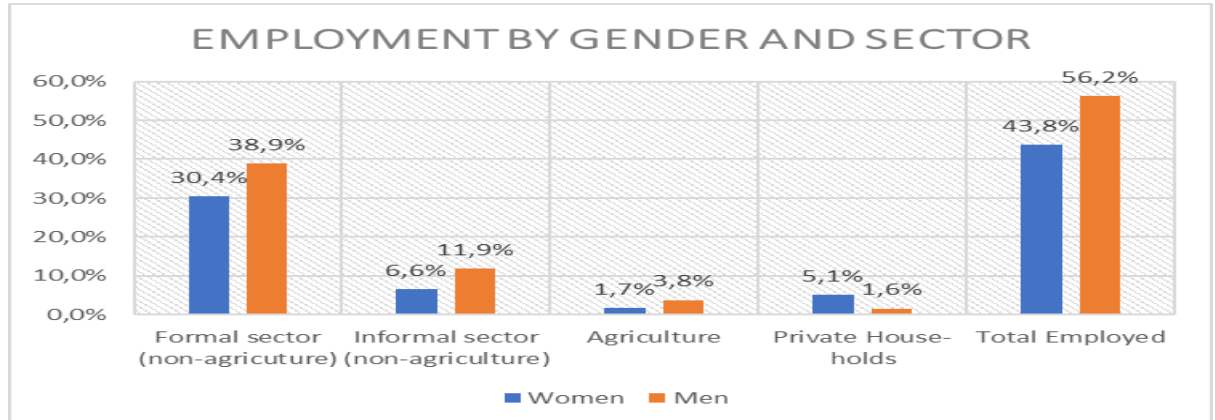


FIGURE 2: EMPLOYMENT BY GENDER AND INDUSTRY, LABOUR FORCE SURVEY: Q2: 2023



(ii) Stats SA Quarter 2 Labour Force Survey for April- June 2023 reports the South African Labour force to be constituted of,

- **82% are Black/Africans,**
- **9% are Coloured,**
- **2% are Indian/Asian, and**
- **7% are White.**

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

FIGURE 3: SA LABOUR FORCE BY RACE

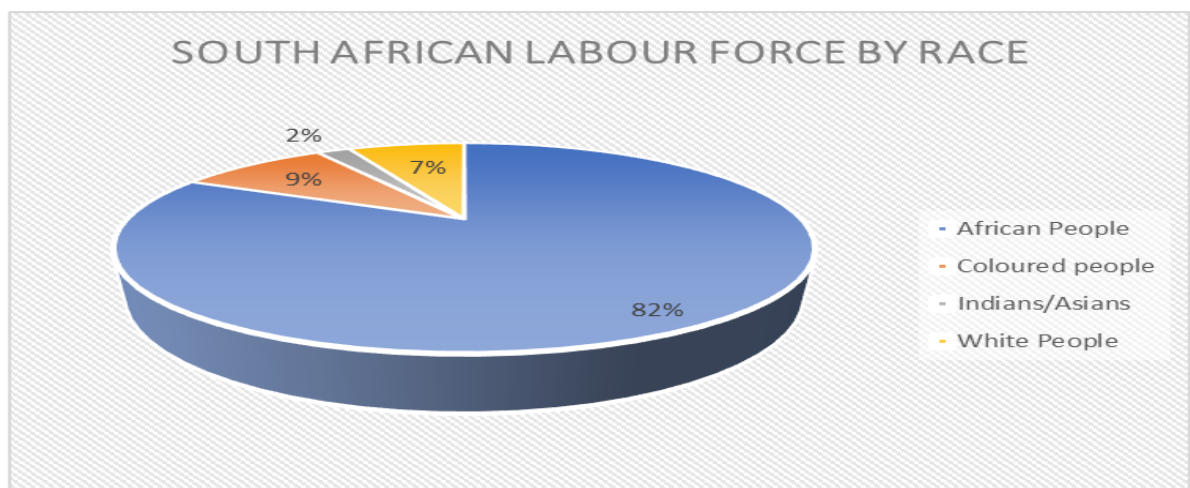
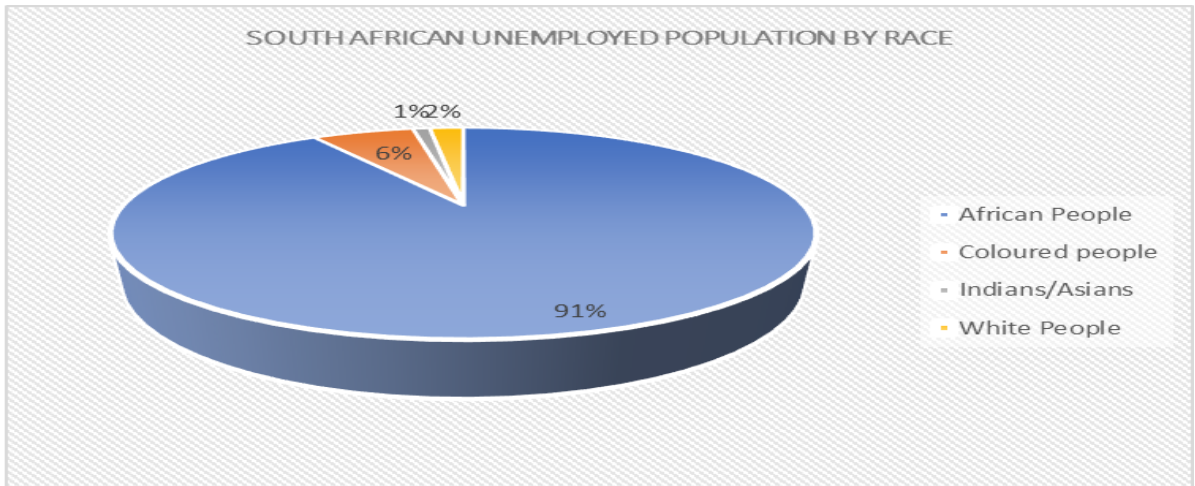
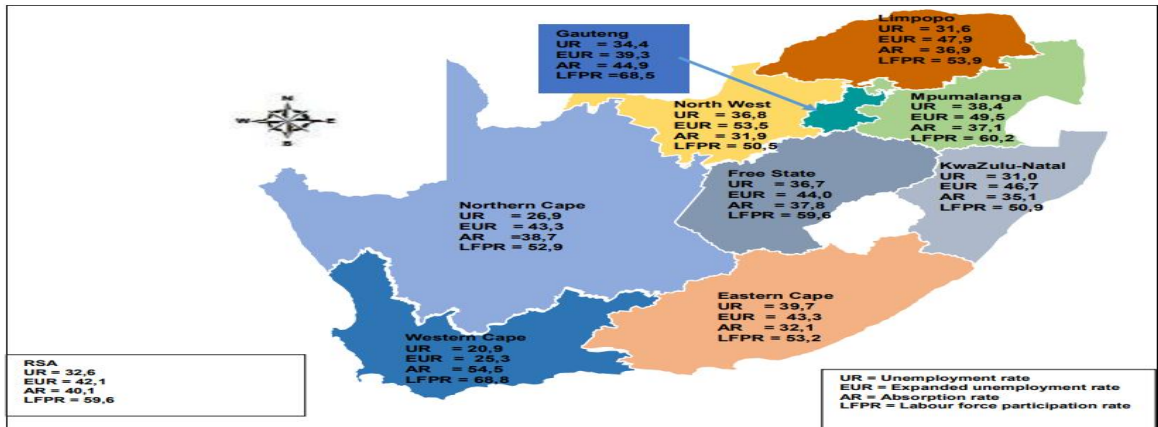


FIGURE 4: SOUTH AFRICAN UNEMPLOYED POPULATION BY RACE



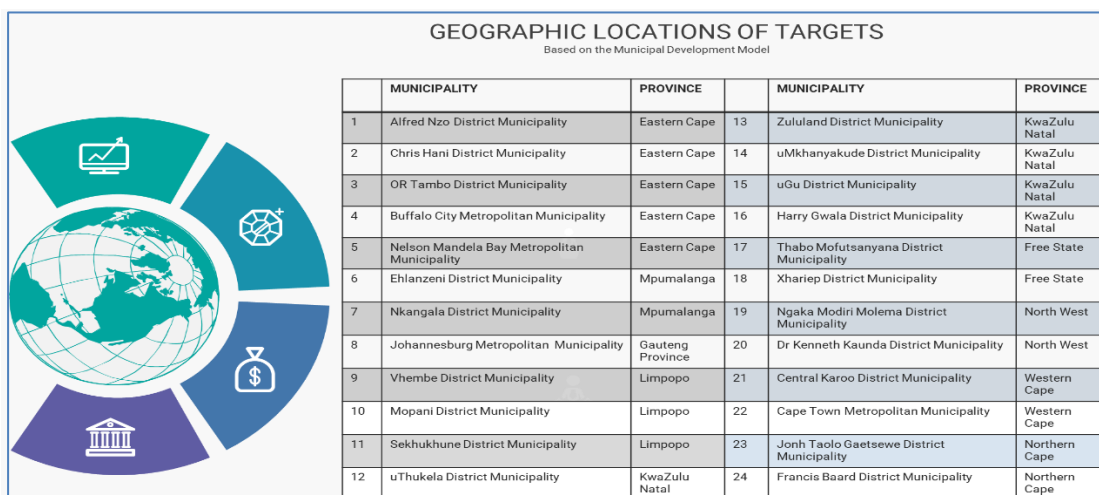
- (iii) Stats SA Quarter 2 Labour Force Survey for April- June 2023 reports the following findings for provincial spread of unemployment in the country:
- **EC (39,7%); MP (38,4%); NW (36,8%); FS (36,7%); GP (34,4); LMP (31,6%); KZN (31,0%); NC (26,9%); WC (20,9%).**

FIGURE 5: PROVINCIAL UNEMPLOYMENT RATE (STATS SA, Q2 LABOUR FORCE SURVEY 2023)



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.

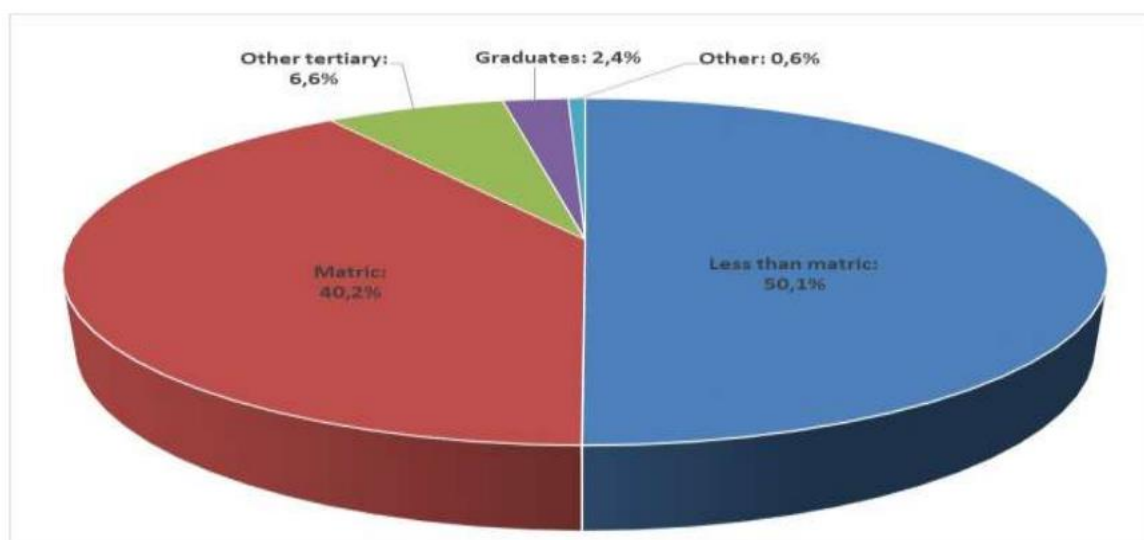
FIGURE 6: GEOGRAPHIC LOCATIONS BY METROPOLITAN AND DISTRICT MUNICIPALITY DEVELOPMENT MODEL



- (iv) Stats SA Quarter 2 Labour Force Survey for April-June 2023 reports that **34,2% of youth (15-34 years)** were Not in Employment, Education, or Training by June 2023. Also, this report shows that a high number of unemployment are people with
- less than matric, as they constitute **50,1%**,
 - Matric, as they constitute **40,2%**,
 - post-school education and training qualifications, as they constitute **9,4%**

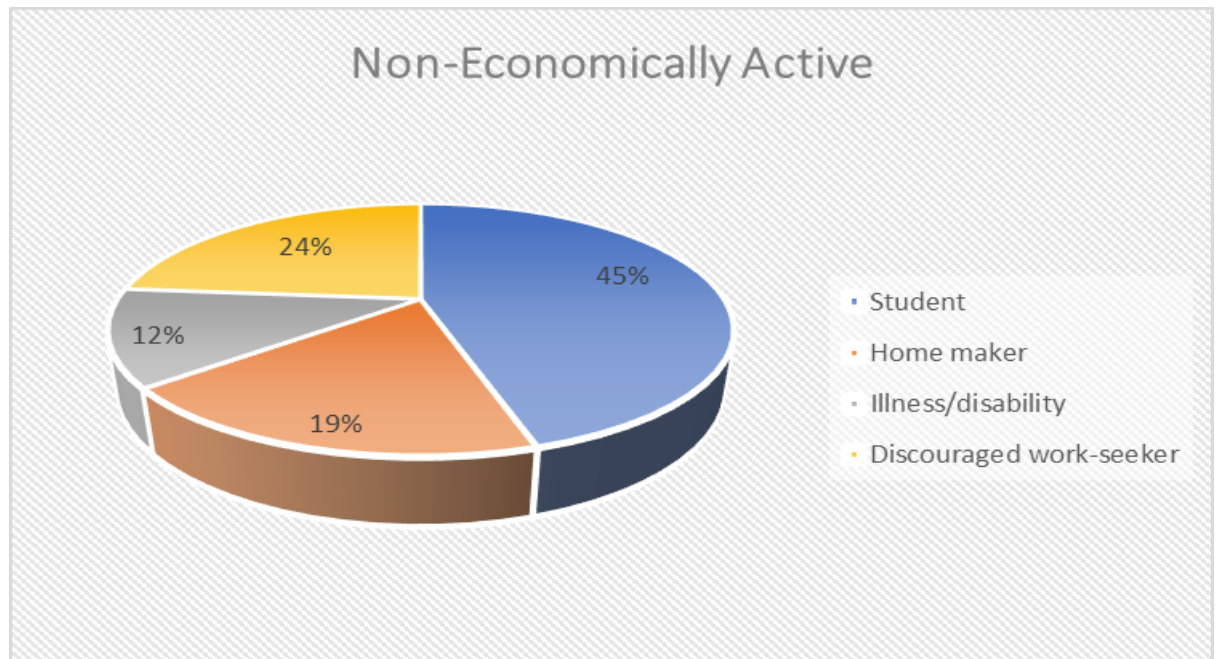
To accelerate skills development for the youth, HWSETA sets a numerical percentage target of **60% of unemployed Youth** in its skills development programmes.

Figure 7: Proportion of the unemployed by education level (2023 Q2 Labour Force Survey, Stats SA)



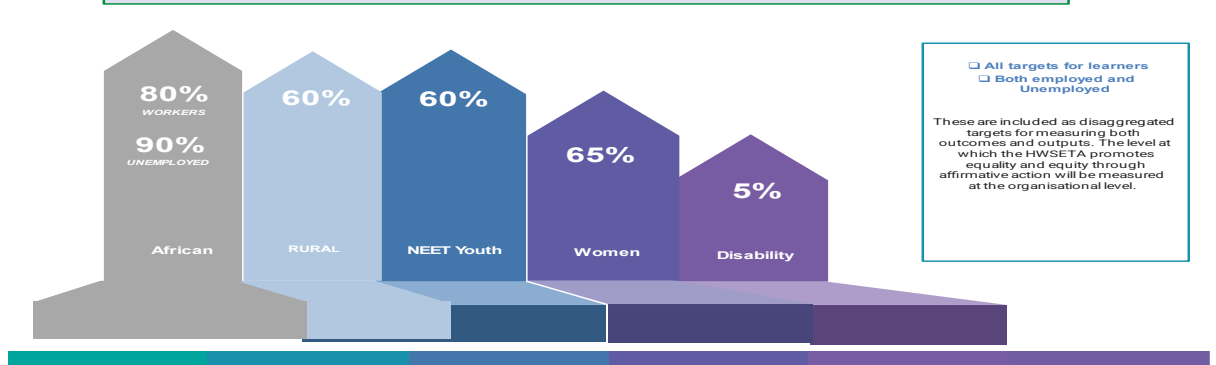
(v) The Stats SA Quarter 2 Labour Force Survey (2023) indicates people with disability to be at 12%. This report however, does not disaggregate the analysis for a more in-depth analysis of this population group, such as age and gender etc. For the strategic period, therefore the HWSETA places a numerical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

FIGURE 8: NON-ECONOMICALLY ACTIVE POPULATION INCLUDING PEOPLE WITH DISABILITIES



All targets for learners Both employed and Unemployed will be guided by the following targets:

FIGURE 9: NUMERICAL PERCENTAGE TARGETS OF THE HWSETA FOR RACE, GEOGRAPHIC LOCATION, YOUTH, WOMEN, AND PEOPLE WITH DISABILITIES



(vi) “The President pointed out that ‘government does not create jobs, but business creates jobs. Around 80% of all the people employed in South Africa are employed in the private sector,’ (President of RSA, 10 February 2022). For the health sector, employment by private sector is at 66% and for the social development sector employment by the private sector is at 25%. The President, in his address goes further to state that the key task of government is to create the conditions that will enable the private sector, both big and small, to emerge, to grow, to access new markets, to create new products, and to hire more employees. To heed the call of the President, the HWSETA has put in place a strategy for stimulating self-employment of Social Service Providers. This is summarised in the figure below:

FIGURE 10: BACKGROUND TO THE STRATEGY OF THE HWSETA TO STIMULATING SELF-EMPLOYMENT OF SOCIAL SERVICE PROFESSIONALS THROUGH SOCIAL ENTREPRENEURSHIP

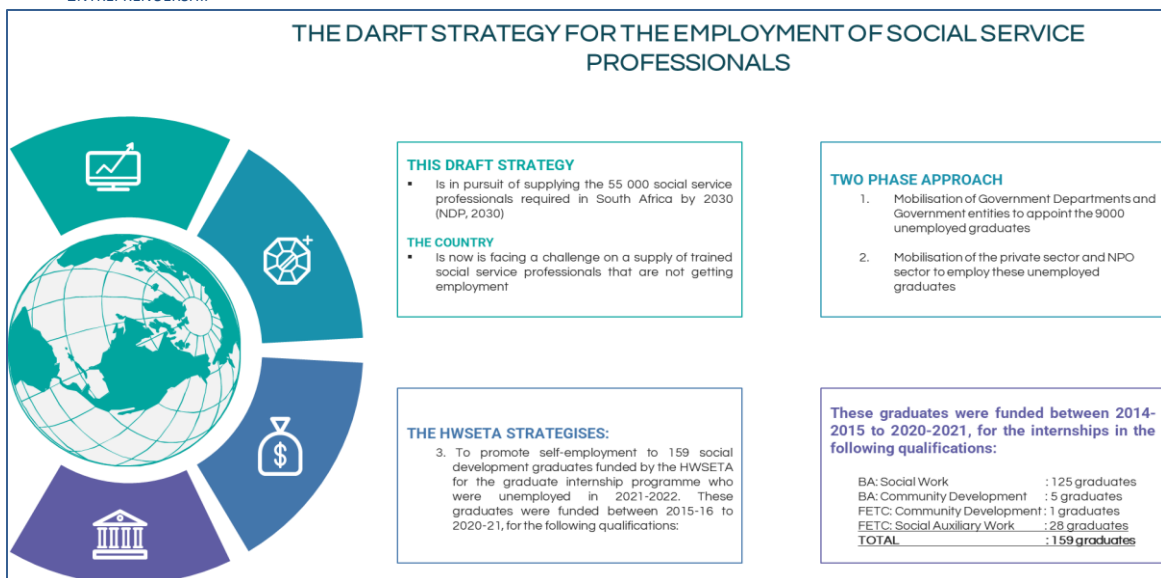


FIGURE 11: STEP ONE – FORMATION OF PARTNERSHIPS

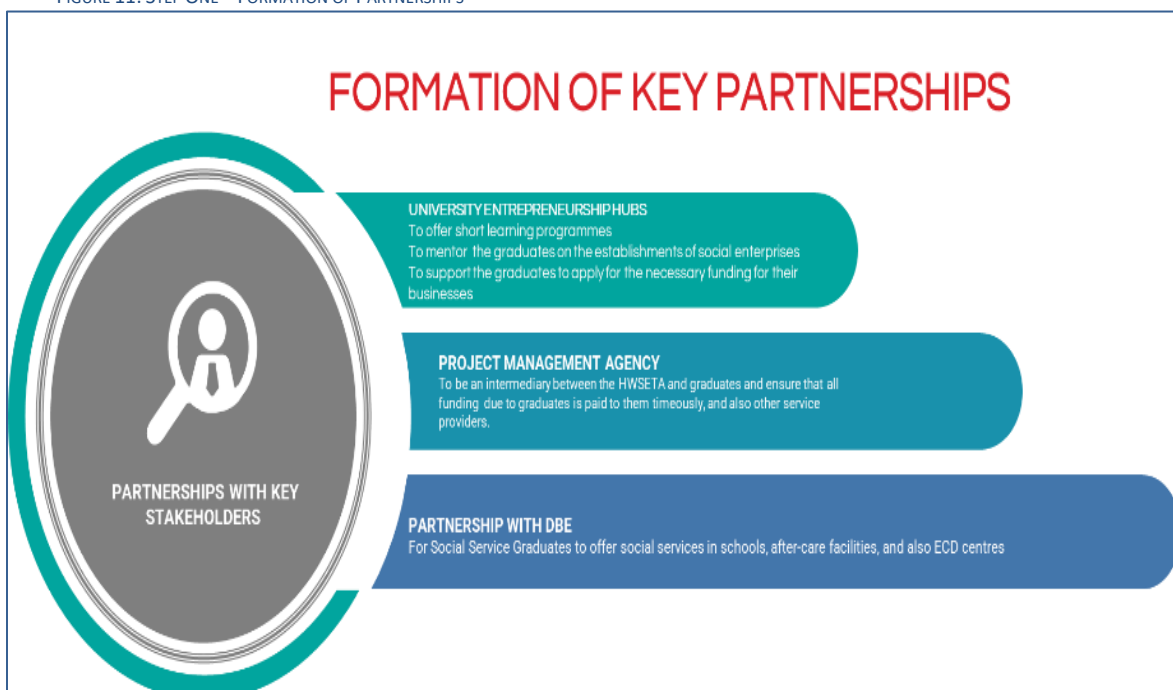
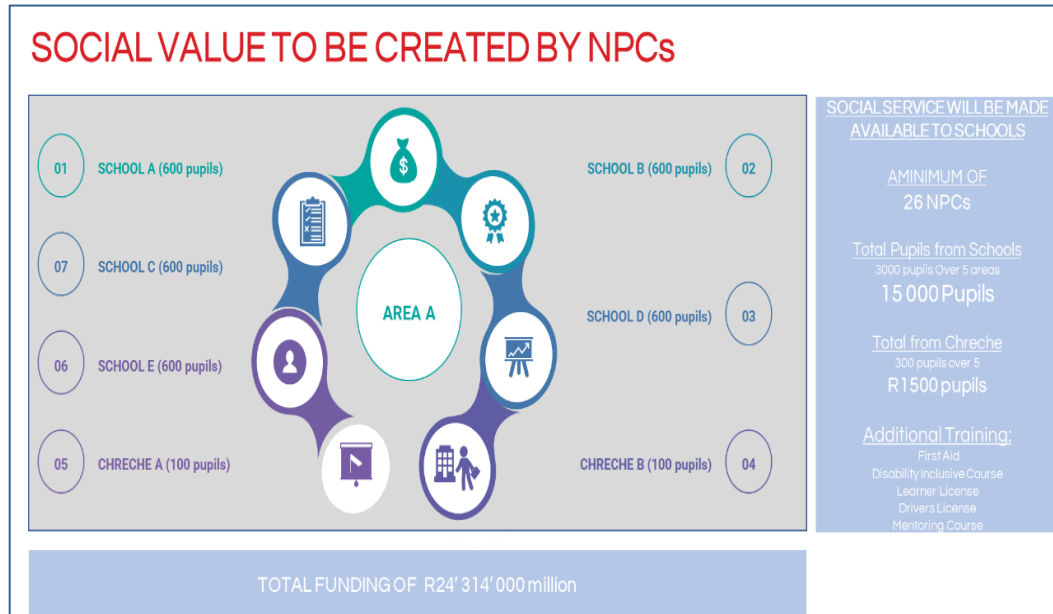


FIGURE 12: MODEL OF SUPPORT TO BE GIVEN TO SOCIAL SERVICE GRADUATES

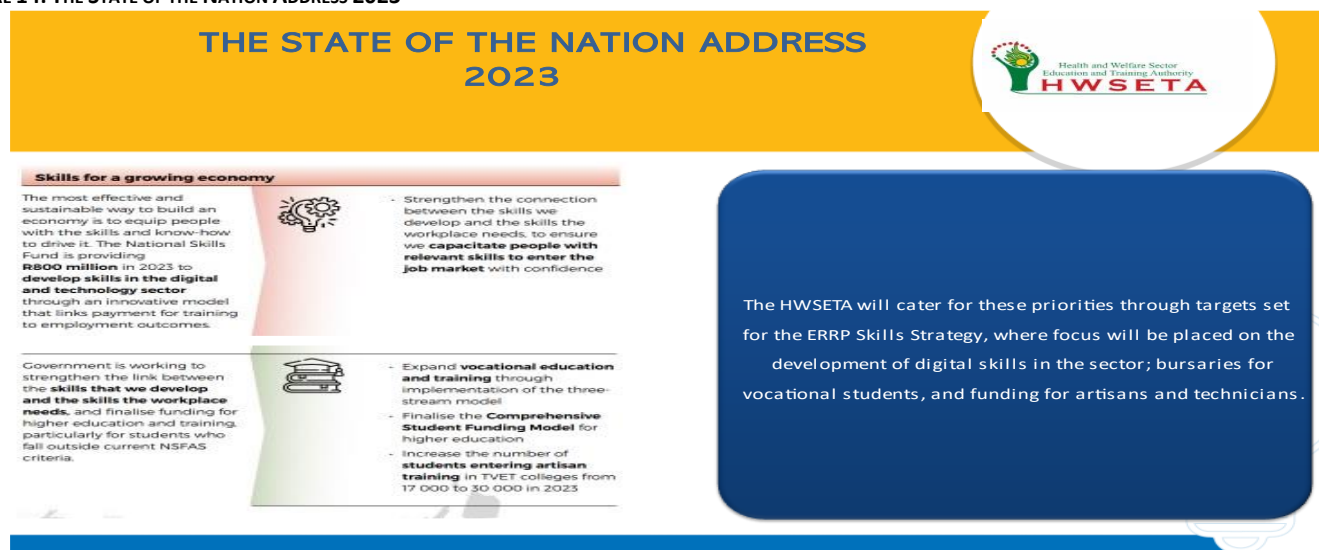


FIGURE 13: SOCIAL VALUE TO BE CREATED BY NON-PROFIT COMPANIES



In the State of the Nation Address (2023) the President of the Republic of South Africa recognized the need for the development of skills to grow the economy. Digital and Technology Skills in particular were recognized for growing the economy, and focused was placed on the skilling and upskilling of workers. The HWSETA endeavors to achieve such skills needs through the implementation of of the ERRP skills strategy as illustrated in the next topic.

FIGURE 14: THE STATE OF THE NATION ADDRESS 2023



1.2.2 Sectoral Priorities: Post-School Education and Training Sector, Health and Social Development Sector

Sectoral Priorities for the Post-School Education and Training Sector (PSET) are contained in the following key government plans:

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

Sectoral Priorities for the Health and Social Development Sector are derived from skills needs of employer organisations through workplace skills plans, employer surveys, and stakeholder engagements. This section discusses these plans in detail and also the contribution of the HWSETA towards the fulfillment of these priorities.

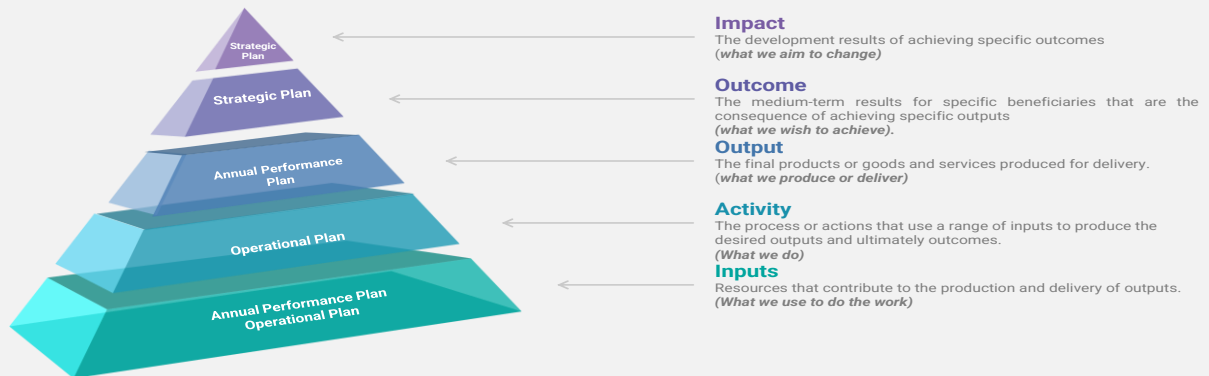
A. THE NATIONAL SKILLS DEVELOPMENT PLAN (2030)

The strategic and annual performance planning is guided by the Revised Framework for Strategic Plans and Annual Performance Plans (2019), which introduced the results-based planning approach to Government Planning as follows:

FIGURE 15: THE RESULTS BASED APPROACH TO GOVERNMENT PLANNING

THE RESULTS BASED APPROACH TO STRATEGIC PLANNING

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



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 the next figure below:

TABLE 8: LINKAGE OF THE NSDP OUTCOME 1 TO THE HWSETA STRATEGIC PLAN (2020-2025)

NSDP OUTCOME 1 'IDENTIFY AND INCREASE PRODUCTION OF OCCUPATIONS IN HIGH DEMAND'			
Problem/Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<p>"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).</p>	<p>To improve <u>responsiveness</u> 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"</p>	<p>The HWSETA provides an efficient and effective skills planning, programme implementation, and evaluation system which identifies and increases the production of occupations in high demand in the strategic period</p>	<p>The extent to which external stakeholders of the HWSETA are satisfied with efficiency and effectiveness service delivery</p>
			<p>The relevance of the Sector Skills Plan of the HWSETA to the DHET SSP framework</p>
			<p>The extent to which internal stakeholders of the HWSETA implement Monitoring and Evaluation recommendations</p>

NSDP OUTCOME 1 'IDENTIFY AND INCREASE PRODUCTION OF OCCUPATIONS IN HIGH DEMAND'			
Problem/Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
			The extent to which monitoring and evaluation reports measure the strategic outcomes of the HWSETA strategic plan 2022-2025 by the end of the strategic plan.

TABLE 9: LINKAGE OF THE NSDP OUTCOME 2 TO THE HWSETA STRATEGIC PLAN (2020-2025)

NSDP OUTCOME 2 'LINKING EDUCATION AND THE WORKPLACE			
Problem/ Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<p>The White Paper for PSET (2013, p.viii) recognizes <i>“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”</i></p>	<p>According to NSDP (2019, p.16) <i>“the role of SETAs as intermediary bodies is posited as a key factor in linking the world of work and education”</i> through training for employment, facilitating and brokering <i>“linkages between the labour market, employers and sectors with the educational training institutional supply”</i>. As such; NSDP outcome 2 focuses on <u>targeting the unemployed students</u> and graduates from TVET and HEI to <u>train them for employment</u> through work-based training.</p>	<p>The HWSETA promotes linkages between education and the workplace to increase work-place based learning opportunities <u>for the unemployed</u> in the health and welfare sector in the strategic period.</p>	The extent to which employers participate in HWSETA skills development initiatives in comparison to those that submit the WSP in the strategic period.
			Unemployed persons who find employment after successfully completing internships for graduates funded by the HWSETA in the strategic period
			Unemployed persons who find employment after successfully completing learnerships funded by the HWSETA in the strategic period.
			Unemployed persons who find employment after successfully completing Artisanship programmes funded by the HWSETA in the strategic period
			The percentage of the unemployed who find employment after completing learning programmes funded by the HWSETA in the strategic period.
			Number of unemployed persons who obtain their TVET College qualification after successfully completing TVET College Work Integrated (WIL) Learning programmes funded by the HWSETA in the strategic period
			Number of unemployed persons who obtain their university qualifications after successfully university Work Integrated (WIL) Learning programmes funded by the HWSETA in the strategic period

TABLE 10: LINKAGE OF THE NSDP OUTCOME 3 TO THE HWSETA STRATEGIC PLAN (2020-2025)

NSDP OUTCOME 3 'IMPROVING THE LEVEL OF SKILLS IN THE SOUTH AFRICAN WORKFORCE			
Problem/ Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<p>NSDP (2019, p.17) problematizes <i>“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”</i></p>	<p>NSDP’s (2019, p.18) solutioning is that <i>“SETAs must support the training of employed workers and encourage employers to expand such training in order to improve the overall productivity of the economy, achieve transformation and address skills imbalances in our workforce in particular and the labour market in general”</i></p> <p>Implication: NSDP outcome 3 focuses on targeting the <u>employed workforce</u> for training using learnership, bursaries, and skills programmes <u>for upskilling to improve productivity.</u></p>	<p>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</p>	<p>Number of workers whose competence is improved after successful completion of the learnership programmes of the HWSETA in the strategic period</p>
			<p>Number of workers whose competence is improved after successful completion of the Artisanhip programmes of the HWSETA in the strategic period</p>
			<p>Number of workers whose competence is improved after successful completion of qualifications funded through the undergraduate and post-graduate Diploma Bursary programmes of the HWSETA in the strategic period.</p>
			<p>Number of workers whose competence is improved after successful completion of qualifications funded through the post-graduate Research- Bursary programmes of the HWSETA in the strategic period.</p>
			<p>Number of workers whose productivity is improved after successful completion of skills programmes funded by the HWSETA in the strategic period.</p>
			<p>Number of workers who obtain full qualifications after successfully completing RPL programmes funded by the HWSETA</p>

TABLE 11: LINKAGE OF THE NSDP OUTCOME 4 TO THE HWSETA STRATEGIC PLAN (2020-2025)

NSDP OUTCOME 4 'INCREASE ACCESS TO OCCUPATIONALLY DIRECTED PROGRAMMES'			
Problem/ Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<p><i>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"</i> (NSDP 2019, p.18). NSDS III (2012, p.13) argues that low intermediate skills base and not upgrading skills at the pace of competitive knowledge-based economies is due to the challenge of access. "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)"</p>	<p>"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 <u>increased production of occupationally directed programmes</u>". (NSDP 2019, p.18). Skills levy institutions through their funding will play an important role in supporting the increased production of occupationally directed programmes.</p>	<p>The HWSETA contributes to increased access to occupationally directed programmes in the health and welfare sector during the strategic period</p>	<p>Occupational qualifications developed by the HWSETA are confirmed by the sector to be relevant to occupations on high demand</p>
			<p>The extent to which Universities, TVET Colleges, and Professional Councils participate in HWSETA skills development initiatives in comparison to the total number of those that offer education and training in the sector</p>
			<p>Unemployed persons who find employment after successfully completing university degrees funded by HWSETA under-graduate programme in the strategic period</p>
			<p>Unemployed persons who find employment after successfully completing university degrees funded by HWSETA post-graduate programme in the strategic period</p>
			<p>Unemployed persons who find relevance to skills programmes, funded by the HWSETA in the strategic period</p>

TABLE 12: LINKAGE OF THE NSDP OUTCOME 5 TO THE HWSETA STRATEGIC PLAN (2020-2025)

NSDP OUTCOME 5 'SUPPORT THE GROWTH OF THE PUBLIC COLLEGE INSTITUTIONAL TYPE '			
Problem/ Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<p>WP-PSET (2013, p.xii) states that CETCs will "cater mainly for youths and adults who did not</p>	<p>NSDP (2019, p.19) advances the WP-PSET position which "proposes an <u>expansion of this institutional type [TVET] to absorb the largest</u></p>	<p>The HWSETA supports the growth of public and private college system so</p>	<p>Number of unemployed persons who obtain full qualifications after successful completion of the AET programmes funded by the HWSETA in the strategic period.</p>

NSDP OUTCOME 5 'SUPPORT THE GROWTH OF THE PUBLIC COLLEGE INSTITUTIONAL TYPE '			
Problem/ Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<p><i>complete their schooling or who never attended school and thus <u>do not qualify to study at TVET colleges and universities</u></i>" NSDP (2019, p.20) illustrates the <u>scope of this problem</u> as it states, "STATsSA (2018) estimates that more than 18 million people above 20 years have educational levels below the National Senior Certificate, and there are few opportunities for education and work for them"</p>	<p><i>enrolment growth in the post-school system...[with the view that] the growth of stronger TVET colleges will <u>expand the provision of mid-level technical and occupational qualifications</u>...[consequently this] will <u>also relieve the higher education institutional type</u> which is already under strain from high demand"</i></p>	<p>that colleges may qualify as centres of specialization in the strategic period</p>	<p>Increased number of lecturers whose performance in teaching improves due to skills development initiatives funded by the HWSETA in the strategic period.</p>
			<p>Unemployed persons who find employment after successfully completing vocational programmes, funded by the HWSETA in the strategic period</p>
			<p>Increased number of TVET College lecturers whose competence is increased from training received supported by HWSETA funded bursaries.</p>

TABLE 13: LINKAGE OF THE NSDP OUTCOME 6 TO THE HWSETA STRATEGIC PLAN (2020-2025)

NSDP OUTCOME 6 'SKILLS DEVELOPMENT SUPPORT FOR ENTREPRENEURSHIP AND COOPERATIVE DEVELOPMENT'			
Problem/ Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<p><i>"<u>The inability of the youth to engage in economic activity and find employment</u>...[and] the challenge of <u>inculcating a culture and spirit of entrepreneurship and self-employment</u> lies not only in making funding available but in developing <u>the skills and</u></i></p>	<p>Focus on entrepreneurship and cooperative development which is "less about obtaining <u>formal occupational qualifications and more about applied, peer and mentored learning and support</u>...[understanding that] <u>successful cooperatives operate</u></p>	<p>The HWSETA provides increased support towards skills development activities for entrepreneurial, cooperative, as well as the establishment of new enterprises in the strategic period.</p>	<p>Number of cooperatives whose sustainability is strengthened through skills development initiatives funded by the HWSETA.</p>
			<p>Number of small and emerging businesses whose sustainability is strengthened through skills development initiatives funded by the HWSETA.</p>
			<p>Number of enterprises established with the support of the HWSETA in the strategic period.</p>

NSDP OUTCOME 6 'SKILLS DEVELOPMENT SUPPORT FOR ENTREPRENEURSHIP AND COOPERATIVE DEVELOPMENT'			
Problem/ Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<i>competencies of the youth and potential entrepreneurs in general</i> " (NSDP 2019, p.22).	<i>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"</i> (NSDP 2019, p.23).		Increase in the percentage of health and welfare sector large, medium, and small firms that actually send employees for training as per WSPs to the health and social development sector in the strategic period

TABLE 14: LINKAGE OF THE NSDP OUTCOME 7 TO THE HWSETA STRATEGIC PLAN (2020-2025)

NSDP OUTCOME 7 'ENCOURAGE AND SUPPORT WORKER INITIATED TRAINING'			
Problem/ Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<i>"Trade unions and worker education and training initiatives are able to use the critical networks of their organizations (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"</i> (NSDP 2019, p.23).	Supporting trade unions and worker education and training <i>"will benefit the workplace, our economy, as well as the developmental objectives of our country"</i> (NSDP 2019, p.23).	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	Increased number of levy exempt organisations exposing their employees to skills development training that is relevant to their work in the strategic period
			Increased number of trade union officials exposed to skills development programmes that are relevant to their skills needs in the strategic period

TABLE 15: LINKAGE OF THE NSDP OUTCOME 8 TO THE HWSETA STRATEGIC PLAN (2020-2025)

NSDP OUTCOME 8 'SUPPORT CAREER DEVELOPMENT SERVICES'			
Problem/ Proposition	Solution	HWSETA Outcome Statement	HWSETA Outcome Indicators
<p><i>"There has been limited emphasis, particularly at a school level, on career and vocational guidance for your 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).</i></p>	<p><i>"Aim to provide quality career and study related information and counselling services...[for] our people to 'embrace' and 'fulfil their potential'" (NSDP 2019, p.24).</i></p>	<p>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.</p>	<p>Number of learners from rural school exposed to career awareness services in the strategic period.</p>
			<p>Percentage of learners exposed to career awareness services who enter-into HWSETA funded learning programmes in the strategic period</p>
			<p>Number of career guidance practitioners funded by the HWSETA who offer their services to rural areas in the strategic period</p>

FIGURE 16: ALIGNMENT OF HWSETA STRATEGIC OUTCOMES TO THE NSDP OUTCOMES



FIGURE 17: LINKING HWSETA STRATEGIC OUTCOMES TO IMPACT STATEMENT



It should be noted that the HWSETA has both legislated and good governance reporting requirements:

TABLE 16: 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 reprinting
- 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

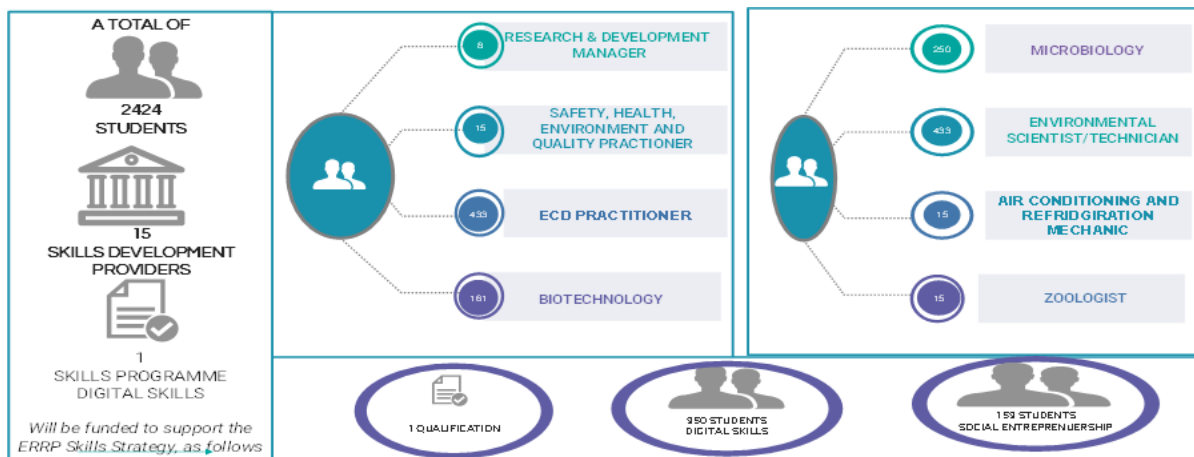
Finally, HWSETA's commitment to keeping stakeholders informed of HWSETA's activities results in:

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

B. NATIONAL GOVERNMENT PRIORITIES: THE ERRP SKILLS STRATEGY

The ERRP Skills Strategy contains 102 occupations required by the ERRP which are considered to have skills shortages. From this list, the HWSETA has 8 occupations falling within its ambit and these include the following:

FIGURE 18: CONTRIBUTION OF THE HWSETA TO THE ERRP SKILLS STRATEGY



The figure above also shows the contribution that will be made by the HWSETA towards achieving the ERRP Skills Strategy annually.

FIGURE 19: TARGETS FOR THE IMPLEMENTATION OF THE ERRP SKILLS STRATEGY

OCCUPATION	2022-2024 3-year target	2022-2023 ANNUAL TARGET	2022-2023 ACTUAL ACHIEVEMENT	2023-2024 TARGETS	2023-2024 TARGETS (PROPOSED)
Research and Development Manager	24	8	3	8	13
Safety, Health, Environment and Quality (SHE&Q) Practitioner)	45	15	23	15	7
Early Childhood Development Practitioner	1299	433	680	433	186

OCCUPATION	2022-2024 3-year target	2022-2023 ANNUAL TARGET	2022-2023 ACTUAL ACHIEVEMENT	2023-2024 TARGETS	2023-2024 TARGETS (PROPOSED)
Biotechnologist	155	52	1	52	102
Microbiologist	278	93	3	93	184
Environmental Scientist (Environmental Technician)	433	144	88	144	201
Air-conditioning and Refrigeration Mechanic	45	15	0	15	30
Refrigeration Mechanic	45	15	55	15	0
Social Entrepreneurship	159	0	0	80	79
Qualification in Medical Technology	1	0	0	1	0
CROSS CUTTING SKILL					
Digital Skills	950	316	151	316	579

C. HEALTH AND SOCIAL DEVELOPMENT PRIORITIES: SUPPORT OF THE HWSETA TO THE SKILLS NEEDS OF THE SECTOR

The HWSETA will provide specific support to the health sector, social development sector, and the National Digital and Future Skills Strategy. The support is illustrated in the three following figures, as follows:

FIGURE 20: SUPPORT FOR THE HEALTH SECTOR

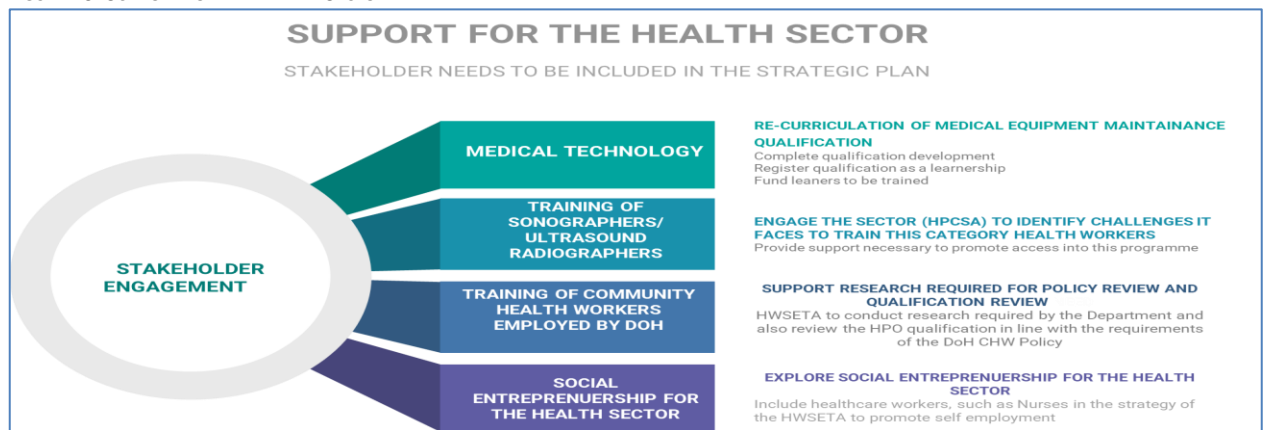


FIGURE 21: SUPPORT FOR THE HEALTH SECTOR (2)

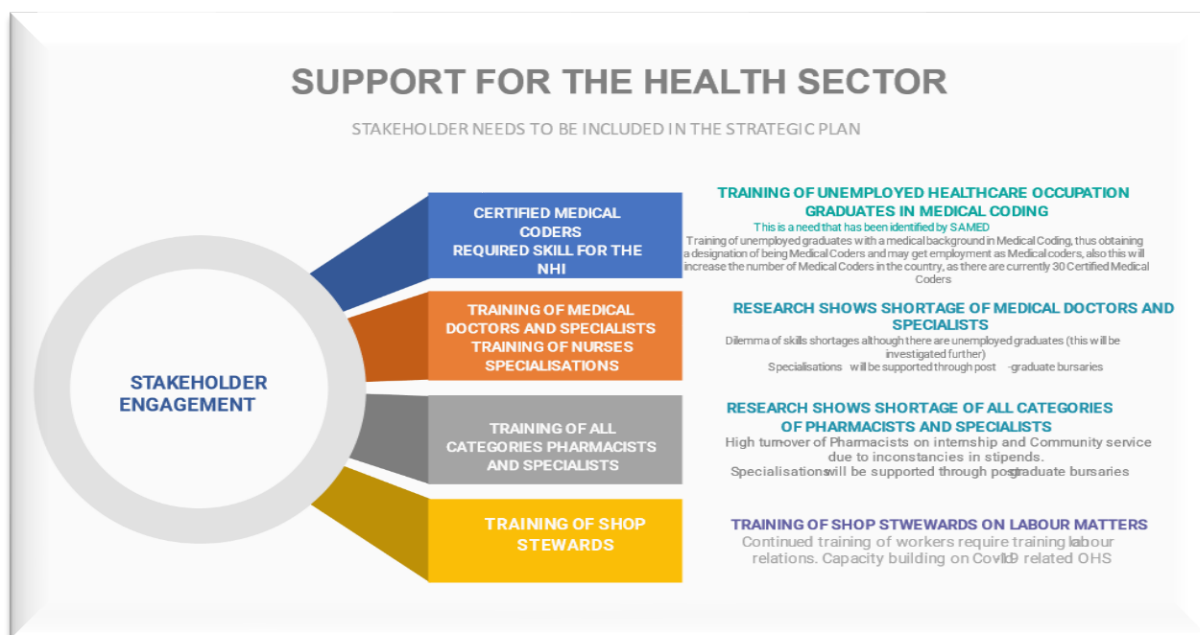


FIGURE 22: SUPPORT FOR THE SOCIAL DEVELOPMENT SECTOR



FIGURE 23: RESPONSE OF THE HWSETA TO THE NATIONAL DIGITAL AND FUTURE SKILLS STRATEGY

STRATEGY	PLANNED INTERVENTION	STRATEGIC ACTIONS	HWSETA's RESPONSE
STRATEGY ELEMENT 1 Digital foundations: Basic and intermediate digital skills	Promotion of capacity-building for PSET lecturing staff,	Development and rollout of open online courses covering digital skills.	<ul style="list-style-type: none"> Development of sectoral appropriate digital skill programmes
STRATEGY ELEMENT 3: Skills for Industry 4.0 and the world of work	Digital skills for Economy 4.0	SETAs) must incorporate digital skills planning in their sector skills plans.	<ul style="list-style-type: none"> SSP
	Research on digital skills, digital disruption and the labour market	Annual SETA surveys should include a focus on current digital skills, future digital skills needs emerging in South African industries and should explicitly report on the skills gap.	<ul style="list-style-type: none"> Research

STRATEGY	PLANNED INTERVENTION	STRATEGIC ACTIONS	HWSETA's RESPONSE
	Digital learning for youth and unemployed persons	Government [...] promote the funding, development and popularisation of online platforms and open online courses for industry-oriented learning and continuing profession development (CPD).	<ul style="list-style-type: none"> ● Skills programmes for employed and unemployed persons (offered online and/or open online courses).
STRATEGY ELEMENT 8: Funding for digital skills	Funding for digital skills: SETAs	SETA to include sectorally appropriate digital skills development within training programmes and internships. The SETAs should consider funding for basic digital skills sets that will assist job seekers and form the basis for later upskilling.	<ul style="list-style-type: none"> ● Bursaries (eHealth/Telemedicine/Healthcare Technology etc related qualifications and research) ● Cross-cutting skills programmes for the employed and unemployed persons including learners funded for bursaries and internship.

Additional to the above the HWSETA will support critical skills for workers, which have been analysed through the SSP 2024-2025 update as follows:

TABLE 17: CRITICAL SKILLS LIST (2023 WSP)

	Training Intervention as a Top Skill Gaps training	Grouping Planned Training	OFO Major Group category	Total number of employees for Skills Gaps training Per OFO category	Total number of employees for Skills Gaps training in the sector
1	Nursing CPD 1-4 Modules	Continous development	Professionals	12277	21902
			Technicians and Associate Professionals	9625	
2	Customer Service Training	Skills programmes	Service and Sales Workers	4718	4746
			Elementary Occupations	28	
3	The Living and Working Compassionately care4YOU - Journey	Skills programmes	Professionals	1487	3110
			Technicians and Associate Professionals	1117	
			Clerical Support Workers	469	
			Elementary Occupations	37	
4	Basic life support	Skills programmes	Professionals	1099	1893
			Technicians and Associate Professionals	794	
5	POPIA Training	Continous development	Professionals	567	796
			Technicians and Associate Professionals	229	
6	Wellness Training	Continous development	Technicians and Associate Professionals	178	336
			Clerical Support Workers	158	
7	Family & Friends CPR	Continous development	Clerical Support Workers	172	287
			Service and Sales Workers	115	
8	Electronic Medical records	Skills programmes	Clerical Support Workers	259	259
9	First Aid	Skills programmes	Service and Sales Workers	131	244
			Managers	113	
10	Patient Services: Admissions Toolkit for Admission Clerks	Skills programmes	Clerical Support Workers	224	224
11	Emotional Intelligence	Continous development	Managers	201	201
12	Security Policy	Continous development	Managers	138	138
13	Preventing Sexual Abuse and Exploitation	Continous development	Managers	138	138
14	NC: Business Analysis	Learnership	Clerical Support Workers	43	54
			Elementary Occupations	11	
15	NC: Generic Management	Learnership	Clerical Support Workers	27	50
			Technicians and Associate Professionals	13	
			Elementary Occupations	10	
16	QUALITY ASSURANCE	Continous development	Elementary Occupations	27	27
17	Advanced Health Management Programme	Academic qualification	Professionals	12	22
			Clerical Support Workers	10	
18	Device Training	Continous development	Plant and machine operators and assemblers	21	21
19	Higher Certificate in Management Practice	Learnership	Professionals	19	19
20	Safety precautions when working with Electricity	Continous development	Skilled Agricultural, forestry, fishery, craft and related trades workers	4	4

The HWSETA will also support the sector with skills interventions to close the gap created by hard to fill vacancies and this are categorized into the top ten that serves as an annexure to the Sector Skills Plan and also the top twenty which aims to expand the support that can be provided by the HWSETA through its 2020-2025 Strategic Plan. These are displayed in two tables on the next page.

TABLE 18: SECTORAL PRIORITY OCCUPATIONS LIST (TOP 10)

SECTORAL PRIORITY OCCUPATIONS AND INTERVENTION LIST 2024-2025									
SE TA 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	2024/2025	2021-532903	Nursing Support Worker	Assistant in Nursing/Hospital Aide/Nurses' Aide/Paramedical Aide	Learnship: Diploma in Nursing	6	Y	847	423
					Higher Certificate in Nursing	5			424
HWSETA	2024/2025	2021-226201	Hospital Pharmacist	Hospital Chemist/Clinical Pharmacist/Health Service Pharmacist	Masters of Pharmacy	9	Y	277	14
					Post graduate Diploma in Hospital Pharmacy Management	8			74
					Bachelor of Pharmacy	8			37
HWSETA	2024/2025	2021-222116	Nursing Manager	Nurse Unit Manager/Charge Nurse/Charge Sister	Masters in Nursing Science	9	Y	103	8
					Bursary: Nursing Science	7			24
HWSETA	2024/2025	2021-221204	Obstetrician and Gynaecologist	Child Birth Specialist	Master of Medicine in Obstetrics and Gynaecology	9	Y	58	9
HWSETA	2024/2025	2021-321104	Sonographer	Cardiac Ultrasound Technician/Ultrasonographer	Post graduate Diploma in General ultrasound	9	Y	57	4
					Bachelor of Diagnostic Ultrasound	8			16
HWSETA	2024/2025	2021-213110	Medical Scientist	Clinical Biochemist/Microbiologist (Medical Research)/Clinical Research Associate	Masters Health Science in Biomedical Science	9	Y	54	3
					Bachelor of Health Science in Molecular and Medical Sciences	8			8
					Bachelor of Science Medical Sciences	7			8
HWSETA	2024/2025	2021-134101	Child Care Centre Manager	Early Childhood Development Centre Manager/Child Care Centre Director	OC: Child and Youth Care Worker	5	Y	47	23
					OC: Early Childhood Development Practitioner	4			24
HWSETA	2024/2025	2021-134101	Emergency Medicine Specialist	Emergency Physician	Master of Emergency Care	9	Y	43	3
					Bachelor of health Sciences in Emergency Care	8			7
HWSETA	2024/2025	2021-221212	Forensic Pathologist	Forensic Pathologist	Master of medicine in Forensic Pathology	9	Y	35	5
HWSETA	2024/2025	2021-221212	Ophthalmologist	Medical Eye Specialist/Ophthalmic Optician	Masters in Medicine in Ophthalmology	9	Y	18	3

TABLE 19: SECTORAL PRIORITY OCCUPATIONS LIST (TOP 20)

2nd Top 10			
OFO Code	Occupation Name	Reasons for HTFV	Quantity in the sector
222108	Registered Nurse (Medical)	Limited amount trained; No post basic training for qualified nurses, high turnover has lead to scarcity irrespective of race and gender.	1661
322101	Enrolled Nurse	Change in Nursing qualifications has led to shortage in enrolled nurses. The new entry requirements to access qualifications are higher - many do not qualify	1629
226203	Retail Pharmacist	Scarcity of Pharmacist Interns, experienced Pharmacist and support personnel; Lack of relevant experience; A few meet the entry requirements	196
221101	General Medical Practitioner	Scarcity of experienced and qualified GPs; finding Clinicians with research experience a challenge.	543
222101	Clinical Nurse Practitioner	Limited Supply	196
321201	Medical Technician	Lack of experience and qualification; Scarce skill set	18
121905	Programme or Project Manager	Scarce skill set	13
321103	Registered Nurse (Community Health)	Shortage of Nuclear radiographers for all genders and race; few people enrolling	13
321103	2021-Nuclear Medicine Technologist	Scarcity of people with required skill	13
422206	Call or Contact Centre Agent	Lack of relevant experience	10

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

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

TABLE 20: INSTITUTIONAL POLICIES AND STRATEGIES OVER THE FIVE YEAR PLANNING PERIOD

Policy of the HWSETA	Strategy over the five years
Research Policy	<ul style="list-style-type: none"> <input type="checkbox"/> Develop Sector Skills Plan to identify occupations in demand and skills needs <input type="checkbox"/> Conduct research to produce research outputs stipulated in the NSDP (2030) <input type="checkbox"/> Support research agendas of professional councils, the Workers College, National Health Laboratory Services, SANGO Net, and the South African Federation for Mental Health <input type="checkbox"/> Publish research papers produced by candidates of post-graduate beneficiaries that are aligned to the research agenda of the HWSETA <input type="checkbox"/> Support authorship of books and funding of research fellows. <input type="checkbox"/> Support health and welfare sector lecturers and students from higher education institutions to conduct research in curriculum development. <input type="checkbox"/> Conduct Surveys that focus on current and future digital skills
Quality Assurance Policies of the HWSETA	<ul style="list-style-type: none"> <input type="checkbox"/> To accredit skills development providers to offer occupational qualifications <input type="checkbox"/> Register Assessors and Moderators <input type="checkbox"/> Endorse learner achievements and issue qualification certificates <input type="checkbox"/> Administer EISA examinations on behalf of the HWSETA <input type="checkbox"/> Develop occupational qualifications for the sector <input type="checkbox"/> Translate all HWSETA learning materials to Brail. <input type="checkbox"/> Promote the offering of training by skills development providers to be through e-learning <input type="checkbox"/> Foster partnerships between TVET Colleges and Private Colleges to offer health and welfare sector education programmes <input type="checkbox"/> Include sectorally appropriate digital skills development, within training programmes and internships <input type="checkbox"/> Occupational qualifications developed by the HWSETA should secure the by-in of other PSET subsystems for recognition and seamless articulation.
Discretionary Grant Policy	<ul style="list-style-type: none"> <input type="checkbox"/> Target Youth not in Employment, Education or Training (NEET) for job creation <input type="checkbox"/> Support for small businesses that are owned by persons with disabilities <input type="checkbox"/> Fund learning programmes as defined by the Skills Development Act <input type="checkbox"/> Fund Continuous Professional Development (CDP) activities <input type="checkbox"/> Fund Honours Degrees to create a pipeline for persons eligible to enroll for Master so as to achieve the NDP objective to produce more PhDs and expand the proportion of university teachers 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) <input type="checkbox"/> Develop lecturers of TVET, other Colleges in the sector, and universities through post-graduate bursaries. <input type="checkbox"/> Support to post-school education institutions of learning with teaching aids to strengthen learner support. <input type="checkbox"/> 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 centers, cadavers, simulation aids etc. <input type="checkbox"/> Support for NGOs and NPOs by the HWSETA will involve funding of skills development initiatives to strengthen governance and fundraising skills. Also, these organizations will be capacitated to become workplaces where host-employers can place learners for work-integrated learning and internship programmes. <input type="checkbox"/> Fund veterinary and para-veterinary students ensuring that there is enough veterinary professionals to maintain health in animals and secure food safety. <input type="checkbox"/> Fund a skills programme on ethical leadership <input type="checkbox"/> Fund basic, intermediate, and advanced digital skills sets to assist job seekers and to upskill workers. <input type="checkbox"/> Advance digital literacy for academic staff and equip them with digital fluency and digital mastery.

Policy of the HWSETA	Strategy over the five years
M&E Policy and Framework	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor and evaluate the performance of the HWSETA in carrying its mandate <input type="checkbox"/> To measure the impact of funding strategies of the HWSETA <input type="checkbox"/> Conduct Monitoring and Evaluation of funding programmes of the HWSETA. In particular: <ul style="list-style-type: none"> <input type="checkbox"/> The work integrated learning programme for universities of technology, and the internship programme implemented by the National Department of Health <input type="checkbox"/> 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	<p>Partner with key stakeholders such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partner with the South African Federation for Mental Health to support capacitation of mental health workers to provide services remotely. <input type="checkbox"/> Partner with the 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 digitization required in the Pathology sector. <input type="checkbox"/> Partner with the 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. <input type="checkbox"/> Partner with the Department of Social Development to train social workers in supervision and management; fund post-graduate bursaries for social workers to study recognized 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. <input type="checkbox"/> 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 <input type="checkbox"/> Partner with Provincial Departments of Health to support the skills development of Municipal Health Service Workers. <input type="checkbox"/> Partner with the Worker's College to address the following skills development need; Basic, Intermediate, and advanced shop steward skills, OHS in the workplace, OHS and environmental legislation, Knowledge of political economy, Informed activism to advance the interests of the working class, Participatory action research, and Labour Relations. <input type="checkbox"/> Partners 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 organizing and mobilization, conducting awareness programmes, psychosocial support, holistic intervention. Fund learnerships in Child and Youth Care Work. <input type="checkbox"/> 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. <input type="checkbox"/> Partner with the SAVC to train Veterinarians, Veterinary Nurses, Veterinary technologists, Laboratory Animal Technologist, Veterinary Physiotherapist; and also provide Day 1 skills <input type="checkbox"/> Partner with the Department of Basic Education and Training for social services to be rendered by Non-Profit Companies to be established through the Social Enterprises programme of the HWSETA

Policy of the HWSETA	Strategy over the five years
	<ul style="list-style-type: none"> <input type="checkbox"/> Partner with Entrepreneurship hubs for the capacitation of Social Service Professional who will be establishing Social Enterprises <input type="checkbox"/> Partner with the private sector CSR programmes for supporting Social Enterprises to be established under the Social Enterprises programme of the HWSETA <input type="checkbox"/> Partner with universities and universities of technology to support undergraduate and post-graduate programmes aligned to Bio-innovation Health, and Bio-innovation knowledge valorization, these are tabulated in 9 and 10 below. <input type="checkbox"/> Partner with the Gauteng Department of Health to support them address the following needs: <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ 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. • Forty-eight 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 centers on Emergency Medical Services – Basic Life Support with accreditation bodies such as the Resuscitation Council. <input type="checkbox"/> 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 <input type="checkbox"/> 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. <input type="checkbox"/> Partner with the South African Society for Physiotherapist in order to support Physiotherapists with the necessary skills for going into Private Practice <input type="checkbox"/> Partner with the Pharmacy Council to support research on mental health challenges of Pharmacists. <input type="checkbox"/> Partner with the DPSA in order to gain access into the PERSAL database. <input type="checkbox"/> Partners with Department of health on training of health professionals on social determinants of health as a skills programme or continuous professional education. <p>Planned partnerships identified for the year starting 2024-2025 of the 2020-2025 strategic plan are illustrated in figure 9 and 10 as follows:</p>

TABLE 21: UNDERGRADUATE UNIVERSITY PROGRAMMES FUNDED BY THE HWSETA WHICH ARE ALIGNED TO BIO-INNOVATION HEALTH AND INNOVATION INDIGENOUS KNOWELDEGE VALORIZATION

Undergraduate University Programmes funded by the HWSETA which are aligned to the Bio-innovation Health skills	
Field	Qualifications aligned to Bio-innovation Health Skills
Chemistry	NDip Analytical Chemistry
	BSc Chemical Sciences

Undergraduate University Programmes funded by the HWSETA which are aligned to the Bio-innovation Health skills	
Field	Qualifications aligned to Bio-innovation Health Skills
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 valorization skills	
Pharmacology	Bachelor of Pharmacy
Phytochemistry	BSM Complementary Medicine: Phytotherapy

TABLE 22: POSTGRADUATE UNIVERSITY PROGRAMMES FUNDED BY THE HWSETA WHICH ARE ALIGNED TO BIO-INNOVATION HEALTH AND BIO-INNOVATION INDIGENOUS KNOWLEDGE VALORIZATION

Postgraduate University Programmes funded by the HWSETA which are aligned to Bio-innovation Health skills		
Field	Qualifications	Area of specialisation
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 valorization skills		
Public Health	Masters & PhD in Public Health	Epidemiology, African Traditional medicines
Pharmacology	Masters in Pharmacology & Therapeutics	Pharmacology
	Masters in Pharmaceutical affairs	
NB: The focus of the HWSETA has been on the qualification and not necessarily on the area of specialisation. As from 2022-2023 the HWSETA targeted the areas of specialisation identified by the Department of Science and Innovation.		

3. UPDATE TO RELEVANT COURT RULINGS

TABLE 23: RELEVANT COURT RULINGS

Name of court case	Ler-Ong Consulting cc/ Health & Welfare Sector Education & Training Authority (Case no: 2009/27795) (High court, Johannesburg)
Progress	<u>September 2023</u> As of 12 September 2023, Ler-Ong Consulting has appointed new attorneys of record MVC Attorneys. Request for a pre-trial conference has been sent to the new attorneys. We are waiting on the three (30 alternate dates. Following pre-trial conference, a trial date will be applied for.
Impact on HWSETA operations and service delivery obligations	There is no impact on operations and service delivery. The case has been running for over a decade now, and has impacted HWSETA financially.
Name of court case	True Harvest College/ Health & Welfare Sector Education & Training Authority and 3 others. (Case no: 24805/22) (High Court, Pretoria)
Progress	<u>September 2023</u> As of 12 September 2023, the parties to the litigation convened for a pre-trial conference on 12 September 2023. HWSETA consulted with Counsel in preparation for a trial. Following pre-trial conference, a trial date will be applied for.
Impact on HWSETA operations and service delivery obligations	There is no impact on operations and service delivery. The case is just over year old and there is a good progress made so far, in the event that the plaintiff wins a case it will have a reputational harm and damage on the HWSETA.
Name of court case	Busa Case: Applied to the Court for the setting aside of regulation 4(4) as promulgated in Government Notice 23 of 2016, published in Government Gazette 39592 in terms of the Skills Development Act 97 of 1998
Impact on HWSETA operations and service delivery obligations	Section 4(4), states that, "20% of the total levies paid by employers in terms of section 3(1) as read with section 6 of the Skills Development Levies Act during each financial year will be paid to the employer who submits a WSP". The judgement of the Labour Appeal Court, on 20 August 2019, set aside the Labour Court judgement, and was replaced by the following: 1. Regulation 4(4) as promulgated in Government] Notice 23 of 2016, published in Government Gazette 39592 in terms of the Skills Development Act 97 of 1998 is set aside. Implication is that the percentage of mandatory grants to be paid to employers is not determined. However, SETAs have continued to pay 20% in mandatory grants in line with the Grant Regulations. SETAs have reported this as a contingent liability pending the determination of the mandatory grant percentage based on the outcome of the negotiations between the Minister and BUSA.

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 endeavours to create an integrated approach to the development and provision of appropriately skilled health and social development workers, to render quality services comparable to world-class standards.

3. VALUES OF THE HWSETA

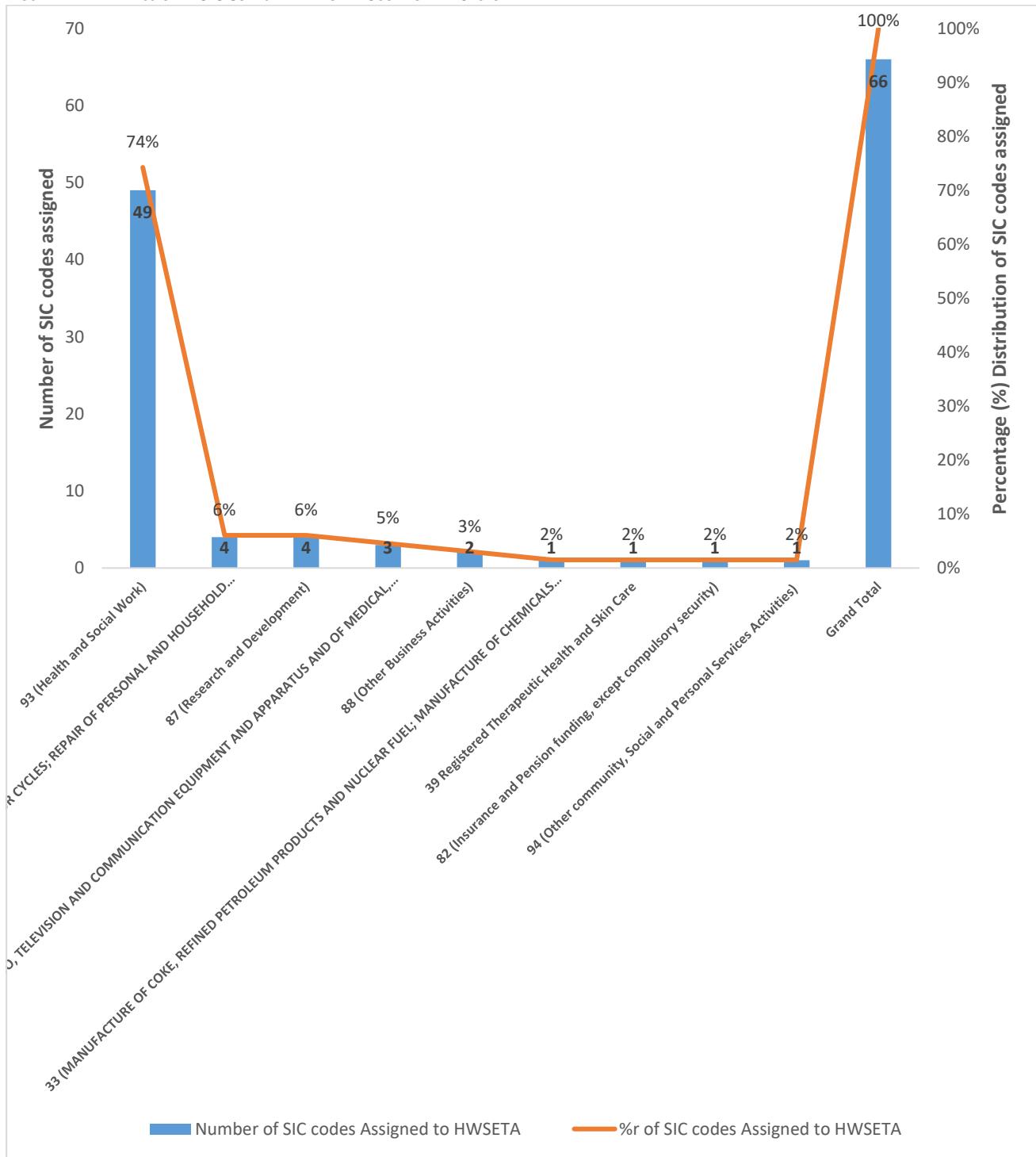
TABLE 24: VALUES OF THE HWSETA

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 24: DHET ASSIGNED SIC CODES DEFINING THE SCOPE OF THE SECTOR



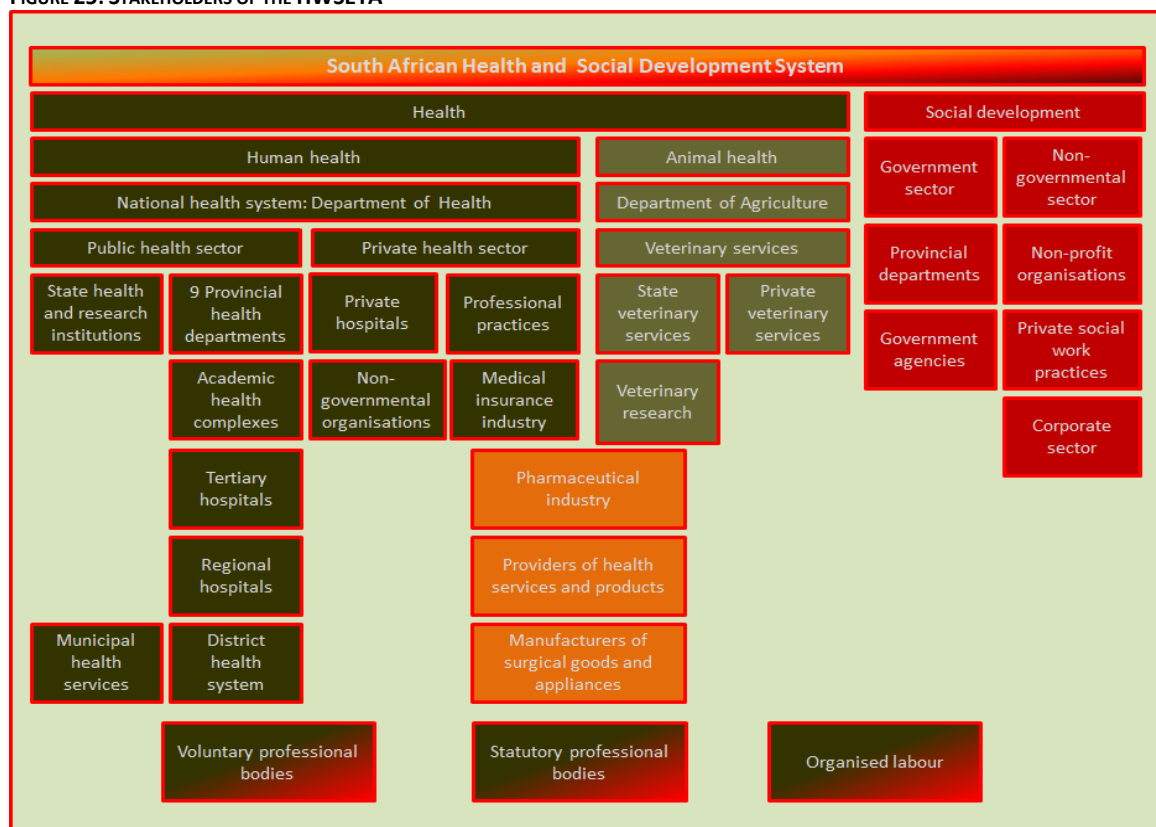
This section will in broad terms present information accounting for the health and social development sector as per assigned SIC codes above. The dominance of health and social work SIC codes are reflective of department of health and social development as key role players with respect to policy formulation, 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 tabulated below in table below.

TABLE 25: 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 healthcare facilities and services, pharmaceutical services and the distribution of medicine, medical research, non-governmental organizations, to veterinary services. The social development component of the sector consists of the government, NGOs and private social work practices (see Figure below).

FIGURE 25: STAKEHOLDERS OF THE HWSETA



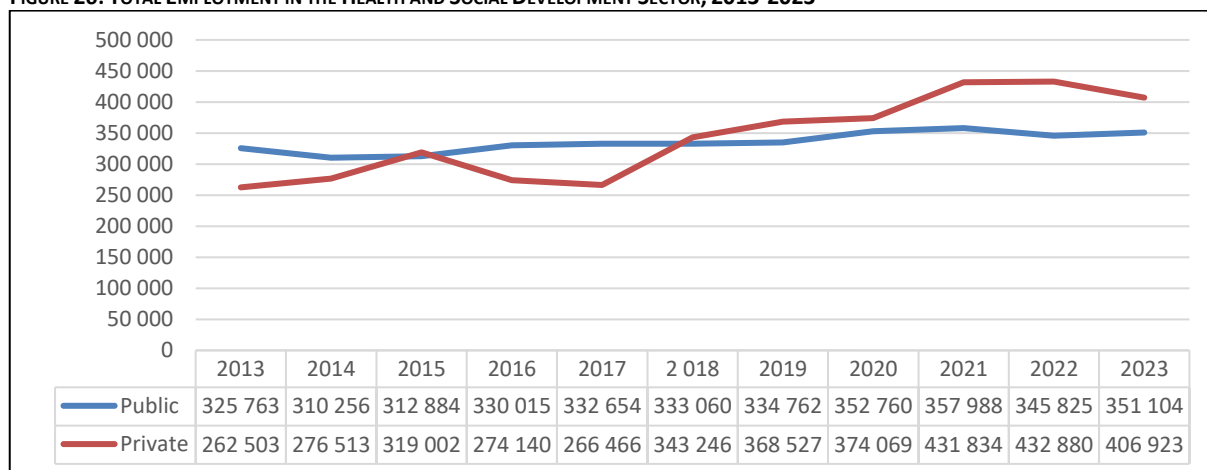
4.1 Profile of the Sector

4.1.1 Total Employment

Three data sources were used to construct a profile of the labour force: Data from the WSPs submitted by private sector employers to the HWSETA and by public sector employers to the PSETA in May 2023 as well as data furnished to the HWSETA from the private Medpages database of March 2023. The data analysis provided information on 758 027 people who are 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. Of these, approximately 406 923 (54%) are employed in private sector organisations (referred to later as the “private sector”), while 351 104 (46%) work in the public service departments.

Estimates of total employment in the health and social development sector can be seen in the figure below. Employment in the public service component of the sector increased from 325 763 in 2013 to 351 104 in 2023. The average annual growth of employment in the public sector was 0,8% over the 2013 to 2023 period. The private sector component of the sector, on the other hand, showed an average annual growth of 4.5% over the 2013 to 2023 period. The total sector (public and private) showed an average annual growth of 2.6%. On average, over the 2013 to 2023 period, there were approximately 335 000 employees working in the public service and 341 000 in the private health and welfare sector per year.

FIGURE 26: TOTAL EMPLOYMENT IN THE HEALTH AND SOCIAL DEVELOPMENT SECTOR, 2013-2023



1.1.2 Trends in employment data: Gender

Table 1-6 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 26: GENDER DISTRIBUTION IN THE HEALTH AND SOCIAL DEVELOPMENT SECTOR, 2014 - 2023

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

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

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 mostly filled by males.

TABLE 27: GENDER DISTRIBUTION ACCORDING TO OCCUPATIONAL GROUPS, 2023

Occupational Group	Male		Female		Total	
	N	%	N	%	N	%
Public Service						
Managers	4 289	39	6 677	61	10 966	100
Professionals	34 856	24	110 740	76	145 596	100
Technicians and Associate Prof	19 123	27	52 255	73	71 378	100
Clerical Support	11 437	32	23 926	68	35 363	100
Service and Sales	13 901	26	39 163	74	53 064	100
Skilled Agricultural, Forestry, Related Trades	1 122	82	252	18	1 374	100
Plant and Machine Operators and Assemblers	2 373	76	747	24	3 120	100
Elementary Occupations	9 248	31	20 995	69	30 243	100
Private sector	N	%	N	%	N	%

Occupational Group	Male		Female		Total	
	N	%	N	%	N	%
Managers	15 963	38	25 778	62	41 741	100
Professionals	39 468	29	95 882	71	135 350	100
Technicians and Associate Prof	19 646	24	61 799	76	81 445	100
Clerical Support	17 560	33	35 959	67	53 520	100
Service and Sales	11 863	25	35 031	75	46 893	100
Skilled Agricultural, Forestry, Fishery, Craft, and Related Trades	11 217	90	1 215	10	12 432	100
Plant and Machine Operators and Assemblers	6 508	88	879	12	7 388	100
Elementary Occupations	11 502	41	16 653	59	28 155	100
Total Sector	N	%	N	%	N	%
Managers	20 252	38	32 455	62	52 707	100
Professionals	74 324	26	206 622	74	280 946	100
Technicians and Associate Prof	38 769	25	114 054	75	152 823	100
Clerical Support	28 997	33	59 885	67	88 883	100
Service and Sales	25 764	26	74 194	74	99 957	100
Skilled Agricultural, Forestry, Related Trades	12 339	89	1 467	11	13 806	100
Plant and Machine Operators and Assemblers	8 881	85	1 626	15	10 508	100
Elementary Occupations	20 750	36	37 648	64	58 398	100

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

1.1.3 Trend in Employment Data: Age distribution

Table 1-8 shows the total age distribution in the Public Service, private health, and the total sector from 2014 to 2023. 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 28: AGE DISTRIBUTION IN THE HEALTH AND SOCIAL DEVELOPMENT SECTOR, 2014-2023

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

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

The 2023 age distribution of employees in the health and social development sector by the occupational group is shown in Table 1-9. In the public sector, 10% of the professionals are over the age of 55 compared to 22% in the private sector. In total, 15% of professionals are over the age of 55 in the health and welfare sector. The larger numbers of people under the age of 35 in the private sector compared to the public sector are concentrated in the following occupational

groups: Managers (35%), Services and Sales (45%), Clerical Support (42%), Technicians and Associate Professionals (33%), Trades (42%), and elementary workers (34%).

TABLE 29: AGE DISTRIBUTION OF EMPLOYEES IN THE PUBLIC SERVICE AND PRIVATE HEALTH ACCORDING TO THE OCCUPATION GROUP, 2023

Occupational Group	Under 35		35 to 55		Older than 55		Total*	
	N	%	N	%	N	%	N	%
Public Service								
Managers	1 646	16	6 551	64	1 965	19	10 162	100
Professionals	38 923	27	88 939	63	13 758	10	141 620	100
Technicians and Associate Prof	16 154	24	44 822	66	6 640	10	67 616	100
Clerical Support	9 108	27	21 321	64	2 712	8	33 141	100
Service and Sales	8 943	18	36 668	72	5 182	10	50 793	100
Skilled Agricultural, etc	179	14	823	64	290	22	1 292	100
Plant and Machine Operators	644	23	1 544	56	572	21	2 760	100
Elementary Occupations	5 438	20	18 168	67	3 586	13	27 192	100
Private sector	N	%	N	%	N	%	N	%
Managers	14 587	35	22 421	54	4 734	11	41 743	100
Professionals	27 383	23	65 982	55	26 092	22	119 458	100
Technicians and Associate Prof	24 894	33	43 350	58	6 679	9	74 923	100
Clerical Support	22 249	42	26 930	50	4 266	8	53 445	100
Service and Sales	20 963	45	22 544	48	3 298	7	46 804	100
Skilled Agricultural, etc	5 185	42	6 436	52	658	5	12 278	100
Plant and Machine Operators	1 588	22	4 724	64	1 072	15	7 384	100
Elementary Occupations	9 553	34	15 713	56	2 635	9	27 901	100
Total sector	N	%	N	%	N	%	N	%
Managers	16 233	31	28 972	56	6 699	13	51 905	100
Professionals	66 306	25	154 921	59	39 850	15	261 078	100
Technicians and Associate Prof	41 048	29	88 172	62	13 319	9	142 539	100
Clerical Support	31 357	36	48 251	56	6 978	8	86 586	100
Service and Sales	29 906	31	59 212	61	8 480	9	97 597	100
Skilled Agricultural, etc	5 364	40	7 259	53	948	7	13 570	100
Plant and Machine Operators	2 232	22	6 268	62	1 644	16	10 144	100
Elementary Occupations	14 991	27	33 881	61	6 221	11	55 093	100

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

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

1.1.4 Trends in Employment Data: Disability

In 2023, 4% of the workers in the sector were people with disabilities. Of the 30 792 workers with disabilities, 1 633 (5%) were employed as managers, 8 800 (29%) as professionals, 6 020 (20%) as technicians and associate professionals, 4 658 (15%) as clerical support workers, 4 260 (14%) as service and sales workers, 196 (1%) as skilled agricultural, craft and related trades workers, 568 (2%) as plant and machine operators and assemblers, and 4 657 (15%) as elementary workers.

5. EXTERNAL ENVIRONMENT

PESTEL is an acronym for Political, Economic, Social, Technological, Legal (regulatory), and Environmental. Its 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 organization concerned. The scanning of the environment is conducted to identify and generalize about “factors changing a sector and causing it to develop in a certain way...[affecting] skills demand or supply” (DHET SSP framework 2022, p.19).

Research Methodology

Questionnaire development

A survey questionnaire instrument was developed with fifteen questions. All the questions had five Likert Scale options. All questions were framed similarly and stating, ‘*what is your assessment of the [factor] in the country and its effects to your organization since the beginning of 2023?*’. Response options always included five options as follows.

- A) It is a threat
- B) It is somewhat of a threat
- C) It is neither a threat nor an opportunity
- D) It is somewhat of an opportunity
- E) It is an opportunity

Data collection

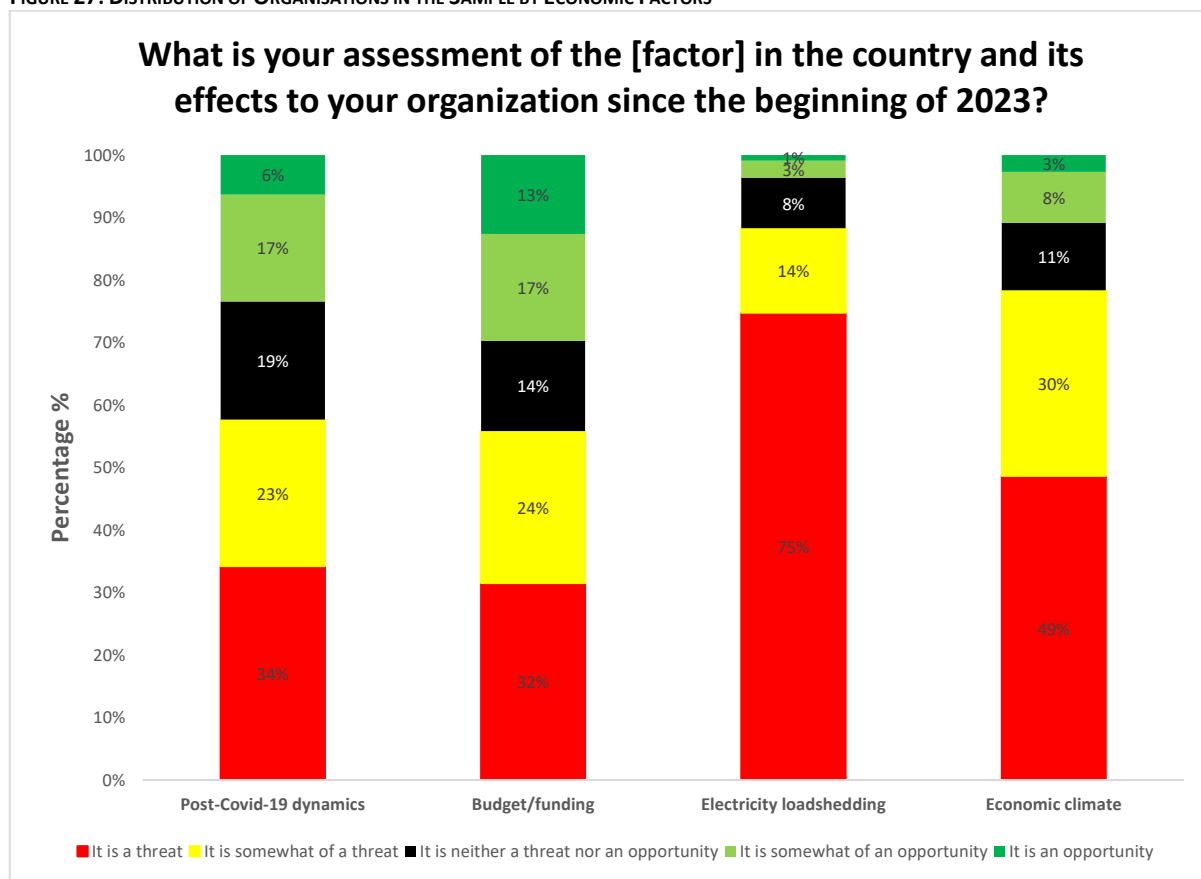
A sample of 237 organizations that had responded to the job loss or gain study in November of 2022 was used for the study. The 237 organizations were sent an email via an online survey platform (SurveyMonkey) between 30 August 2023 and 04 September 2023. Only 111 responded to the survey. This constitutes 47% response rate of the study. Of the 111 responses in the sample, 89% are from the NGO/NPO sector, 7% from the private sector, and 4% from the public/government sector. The sample consists of 86% of small organizations (1-50 employees), 11% of medium organizations (51-150 employees, and only 4% of the large organizations (150 employees and above). This sample is representative of the organizations that submit Work Skills Plan (WSP) but only indicative of all organizations in the health and social development sector. *(N.B Percentages have been rounded off)*

FINDINGS

a) Economic factors

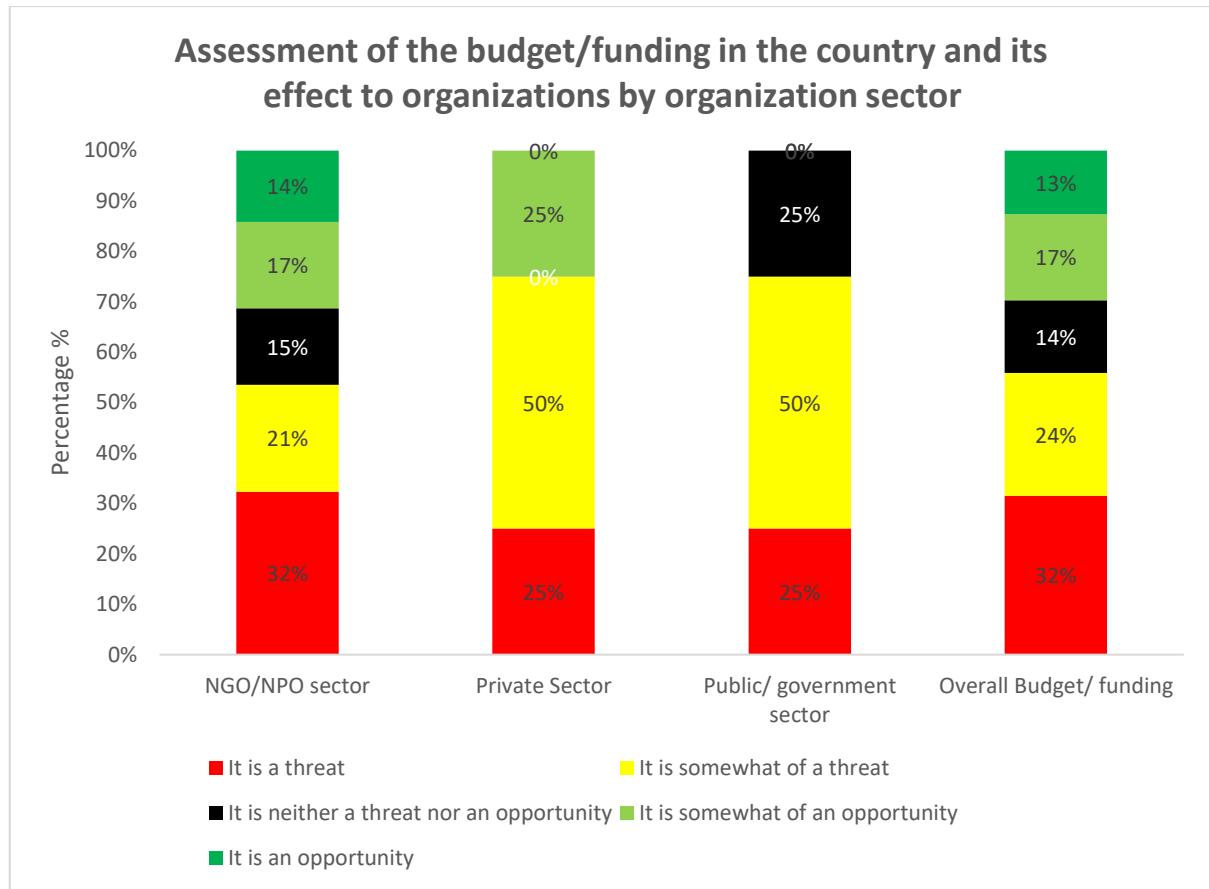
Of the economic factors explored by the study, electricity loadshedding and economic climate remain the predominant factors posing a threat to organizations in the sector. 75% and 49% of organizations in the sample stated with certainty that electricity load shedding and economic climate factors were threats to their organizations (see Figure 28).

FIGURE 27: DISTRIBUTION OF ORGANISATIONS IN THE SAMPLE BY ECONOMIC FACTORS



When disaggregating information, the findings in Figure 29 below signal that public and private sector consider budget/funding more (75%) as a threat than does the NGO/NPO sector (53%). Our analysis of the WSP/ATR data for 2023/24, which is unweighted, highlights only 3 reasons for the hard-to-fill-vacancies in the public sector (DSD & DoH) namely, scarcity of people with required qualifications (58%), poor remuneration/competitive salaries in the market (25%), scarcity of people with required experience (17%). It is reasonable to assume that poor remuneration in the public sector may be implicit of budget constraints. Implication is that investment made by the state in human resource personnel for the public service may be primarily benefiting the private sector due to budget constraints or failure for public healthcare system to compete with private sector in terms of remuneration.

FIGURE 28: DISTRIBUTION OF ORGANIZATIONS IN THE SAMPLE BY BUDGET/FUNDING AND ORGANIZATION SECTOR



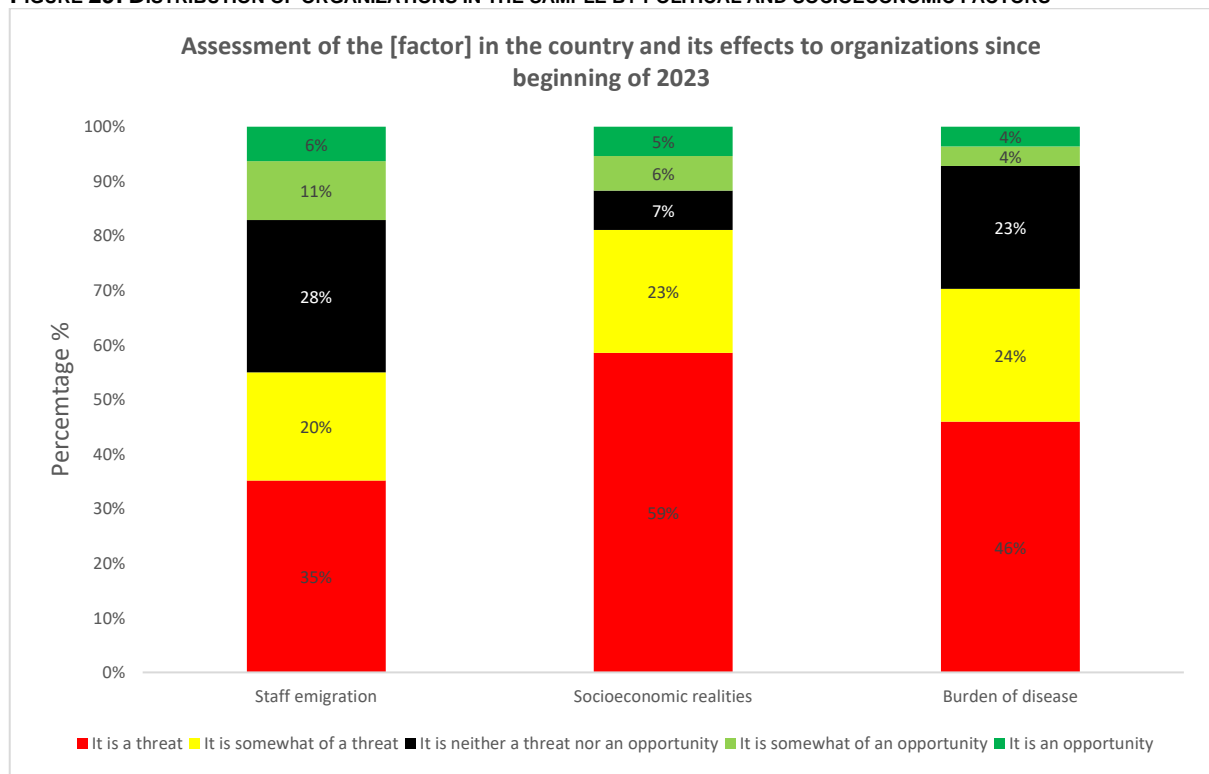
According to Human Resources for Health (2020, p.26), “in 2019/20, South Africa spent 63% of the public health budget on personnel (133 billion on estimate) due to population growth alone the shortfall in essential health workers will worsen by 2025 if health workforce expenditure only increases in line with inflation”. This underscores the aspect of budget constraints as a system issue. During the GIBS healthcare insights conference on 30th of August 2023, Dr Nicholas Crisp the Deputy Director General of National Health Insurance indicated that government plans to amend the provincial and national legislative framework so that money is freed up from provinces to national level. This change will also give more autonomy to hospitals such as their recruitment processes.

Findings from the PESTEL survey are further supported by the HWSETA SSP employer interviews and WSP analysis of hard to fill vacancies which indicate funding as a significant factor in the NPO sector. Effect of funding in the NPO sector is so significant that it can configure the core business, staffing model, and expansion strategy of organizations.

b) Political and socioeconomic factors

Of the political and socioeconomic factors explored by the study, socioeconomic realities (i.e., unemployment) and burden of disease are the predominant factors posing a threat to organizations in the sector. 59%, 46%, and 35% of organizations in the sample stated with certainty that socioeconomic realities, burden of disease, and staff emigration factors were threats to their organizations respectively (see Figure 30). This is consistent with the formulation of the South African problem being a triple problem (poverty, unemployment, and inequality) which negatively affects the economy, education, and health. With respect to staff emigration, these findings are inconsistent with the view derived from the Medpages dataset and survey showing the emigration status in health and social sector to be between 4% and 8% in 2022. However, it may indicate that emigration trend or pattern has begun increasing again post COVID-19 after barriers such as lockdown and travelling restrictions are no longer enforced. Lastly, the survey are different in that Medpages dataset is based on healthcare professionals while the PESTEL survey was conducted on organizations which may be reflecting a more realistic effect of the phenomenon to organizations not individuals.

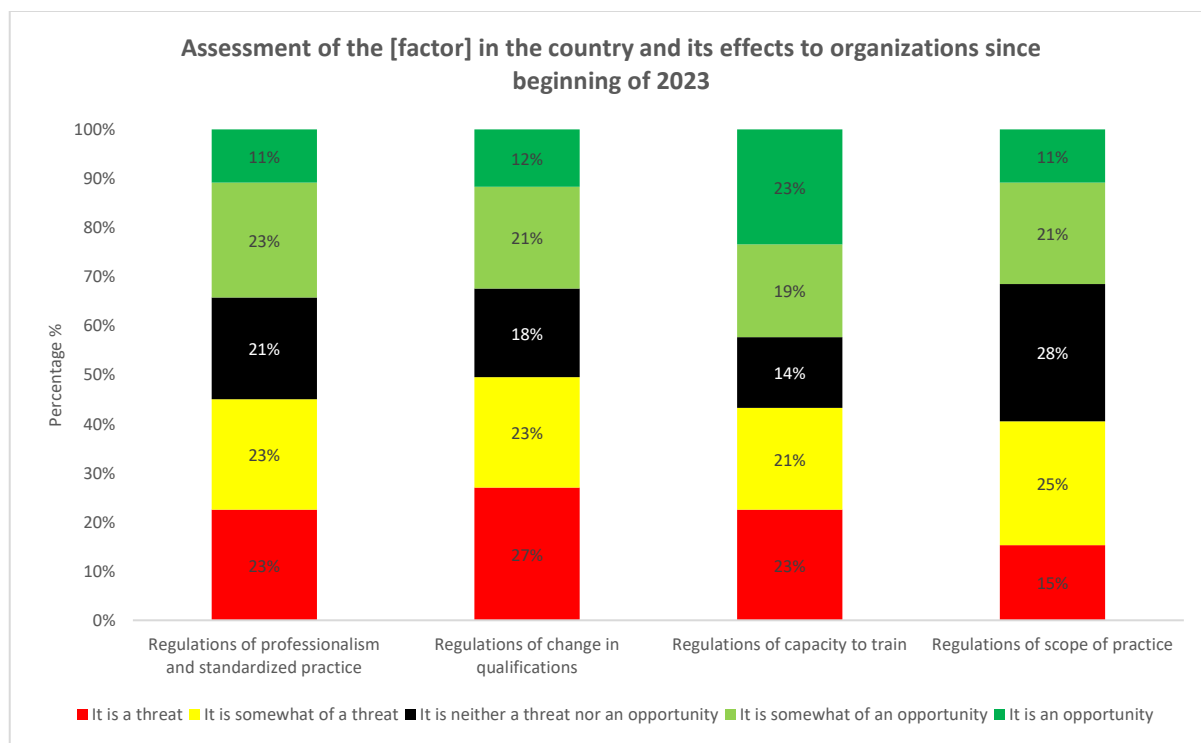
FIGURE 29: DISTRIBUTION OF ORGANIZATIONS IN THE SAMPLE BY POLITICAL AND SOCIOECONOMIC FACTORS



c) Legal or regulatory factors

Figure 31 shows an evenly distribution of all regulatory factors across the continuum of being a threat to being an opportunity. These findings were not anticipated by the study given the effect that change in qualifications has on the volumes of supply of graduates who are in great demand by the labour market. Further, the limits imposed by the scope of practice was expected to be seen as a threat considering its potential effect of hindering innovation around aspects of job redesign where occupational shortages are prevalent in the health and social development sector. Thus, more research through a follow-up PESTEL survey will be conducted in 2024 to better understand this phenomenon.

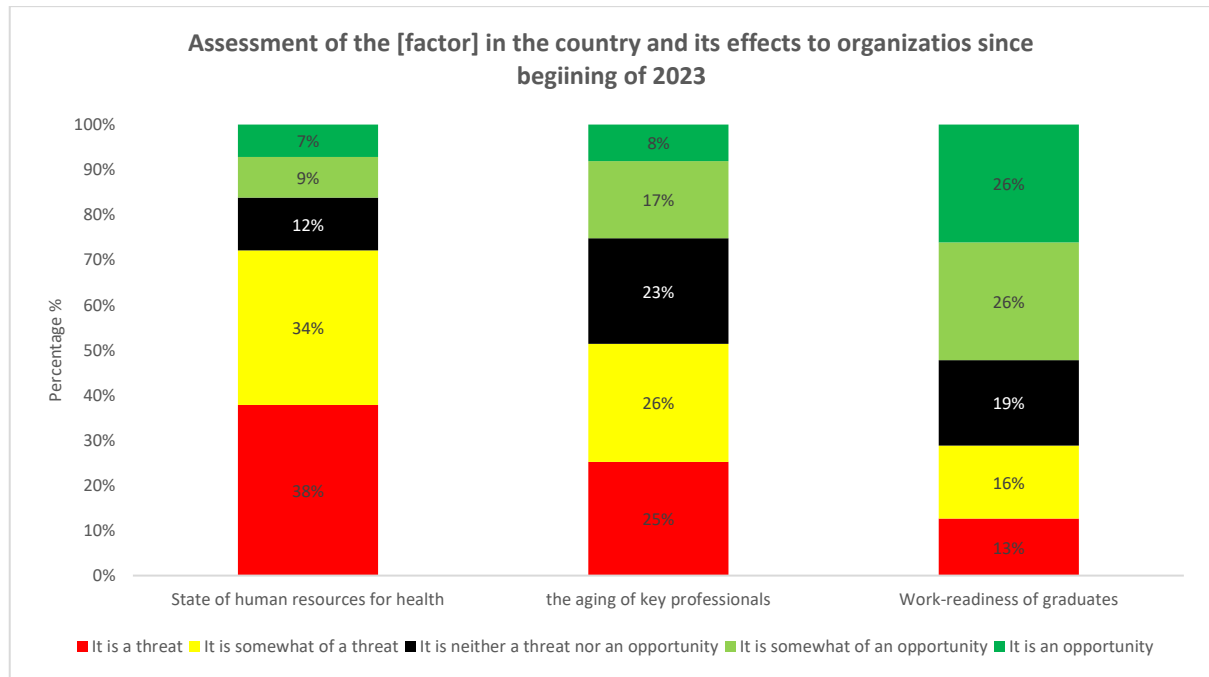
FIGURE 30: DISTRIBUTION OF ORGANIZATIONS IN THE SAMPLE BY REGULATORY FACTORS



d) Factors with overlapping domains

The factors overlap between regulatory, economic, and political factors as they reflect policy decisions or implementation. As shown in Figure 32 below, 38% of organizations in the sample report that state of human resources for health is a threat to their organization. Importantly, the findings also emphasize that 52% of organizations perceive work-readiness of graduates either as an opportunity or somewhat of an opportunity. These findings are crucial as they confirm relevance of the HWSETA’s Work-based Learning (WBL) programmes as valuable to the sector.

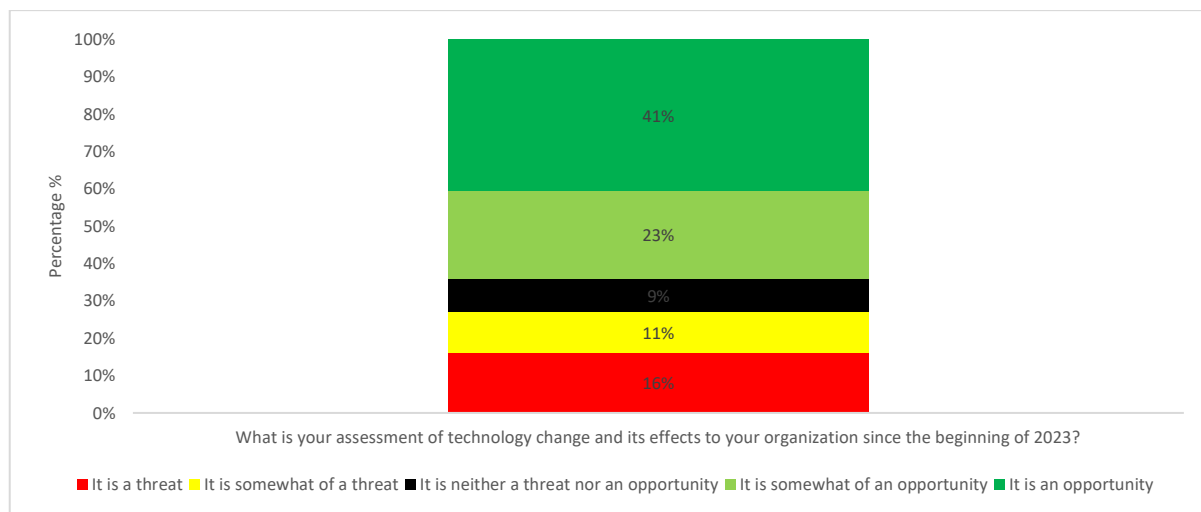
FIGURE 31: DISTRIBUTION OF ORGANIZATIONS IN THE SAMPLE BY REGULATORY FACTORS



e) Technological factors

Technological change has an impact on skills with respect to changes within jobs, job redundancy, and job replacement by new jobs. Findings show that 41% of the organizations state with certainty that technology change presents an opportunity to their organization while 23% recognize it as somewhat of an opportunity. These findings are supported by the study conducted in 2022 on 4IR in the health sector which showed from its sample that 83% of professionals disagreed or neither agreed or disagreed that 4IR technology will result in my job losses within their occupation. Only 17% agreed. Thus, consistently from 2022 to 2023 technology is confirmed not as a threat but opportunity to the sector.

FIGURE 32: DISTRIBUTION OF ORGANIZATIONS IN THE SAMPLE BY A TECHNOLOGICAL FACTOR



Implications and conclusions

Table 1 below indicates predominant threats and opportunities when ranking factors by most distribution at level of certainty as a threat and opportunity respectively. For ranking purposes, the study only considers factors accounted for by at least 35% of the organizations in the sample except for work-readiness of graduates as an opportunity. In the main, economic and socioeconomic factors characterize threats in HWSETA organizations that submit WSPs. This is indicative of dynamics taking place in the health and social development sector.

TABLE 30: PREDOMINANT FACTORS AS THREATS AND OPPORTUNITIES FROM THE SAMPLE

Predominant Threats	Ranking by distribution (only above 35%)	Type of factor	Predominant Opportunity	Ranking by distribution (only above 35%)	Type of factor
Electricity loadshedding	75%	Economic factor	Technology Change	41%	Technological factor
Socioeconomic realities	59%	Socioeconomic factor	Work-readiness of graduates	26%	Regulatory factor
Economic climate	49%	Economic factor			
Burden of Disease	46%	Socioeconomic factor			
State of human Resources	38%	Socioeconomic & Regulatory & Physical Environmental factor			
Staff Emigration	35%	Political factor			

The effect of electricity loadshedding is likely to negatively affect operations and delivery of training (including Work-based Learning programmes) which could be mitigated using technology. Unfortunately, HWSETA’s eLearning study showed that only 28% of Skill Development Providers in the Sector were prepared to implement the eLearning due to lack of an eLearning platform. Thus, there is not internal capacity (weakness) to exploit the existing

opportunity in the sector on behalf of SDPs registered and accredited by HWSETA. To ensure the preparedness of SDPs the HWSETA needs to invest in the ICT infrastructure.

5.1 The Health and Welfare sector landscape

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; and
- 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 the 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 SPO list is then used to guide funding decisions in the SETA, and the following is the Sectoral Priority Occupations and Intervention List for 2023-2024.

TABLE 31: SECTORAL PRIORITY OCCUPATIONS AND INTERVENTION LIST 2024-2025

SECTORAL PRIORITY OCCUPATIONS AND INTERVENTION LIST 2024-2025									
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	2024/2025	2021-532903	Nursing Support Worker	Assistant in Nursing/Hospital Aide/Nurses' Aide/Paramedical Aide	Learnership: Diploma in Nursing	6	Y	847	423
					Higher Certificate in Nursing	5			424
HWSETA	2024/2025	2021-226201	Hospital Pharmacist	Hospital Chemist/Clinical Pharmacist/Health Service Pharmacist	Masters of Pharmacy	9	Y	277	14
					Post graduate Diploma in Hospital Pharmacy Management	8			74
					Bachelor of Pharmacy	8			37
HWSETA	2024/2025	2021-222116	Nursing Manager	Nurse Unit Manager/Charge Nurse/Charge Sister	Masters in Nursing Science	9	Y	103	8
					Bursary: Nursing Science	7			24
HWSETA	2024/2025	2021-221204	Obstetrician and Gynaecologist	Child Birth Specialist	Master of Medicine in Obstetrics and Gynaecology	9	Y	58	9
HWSETA	2024/2025	2021-321104	Sonographer	Cardiac Ultrasound Technician/Ultrasonographer	Post graduate Diploma in General ultrasound	9	Y	57	4
					Bachelor of Diagnostic Ultrasound	8			16
HWSETA	2024/2025	2021-213110	Medical Scientist	Clinical Biochemist/Microbiologist (Medical Research)/Clinical Research Associate	Masters Health Science in Biomedical Science	9	Y	54	3
					Bachelor of Health Science in Molecular and Medical	8			8
					Bachelor of Science Medical Sciences	7			8
HWSETA	2024/2025	2021-134101	Child Care Centre Manager	Early Childhood Development Centre Manager/Child Care Centre Director	OC: Child and Youth Care Worker	5	Y	47	23
					OC: Early Childhood Development Practitioner	4			24
HWSETA	2024/2025	2021-134101	Emergency Medicine Specialist	Emergency Physician	Master of Emergency Care	9	Y	43	3
					Bachelor of health Sciences in Emergency Care	8			7
HWSETA	2024/2025	2021-221212	Forensic Pathologist	Forensic Pathologist	Master of medicine in Forensic Pathology	9	Y	35	5
HWSETA	2024/2025	2021-221212	Ophthalmologist	Medilca Eye Specialist/Ophthalmic Optician	Masters in Medicine in Ophthalmology	9	Y	18	3

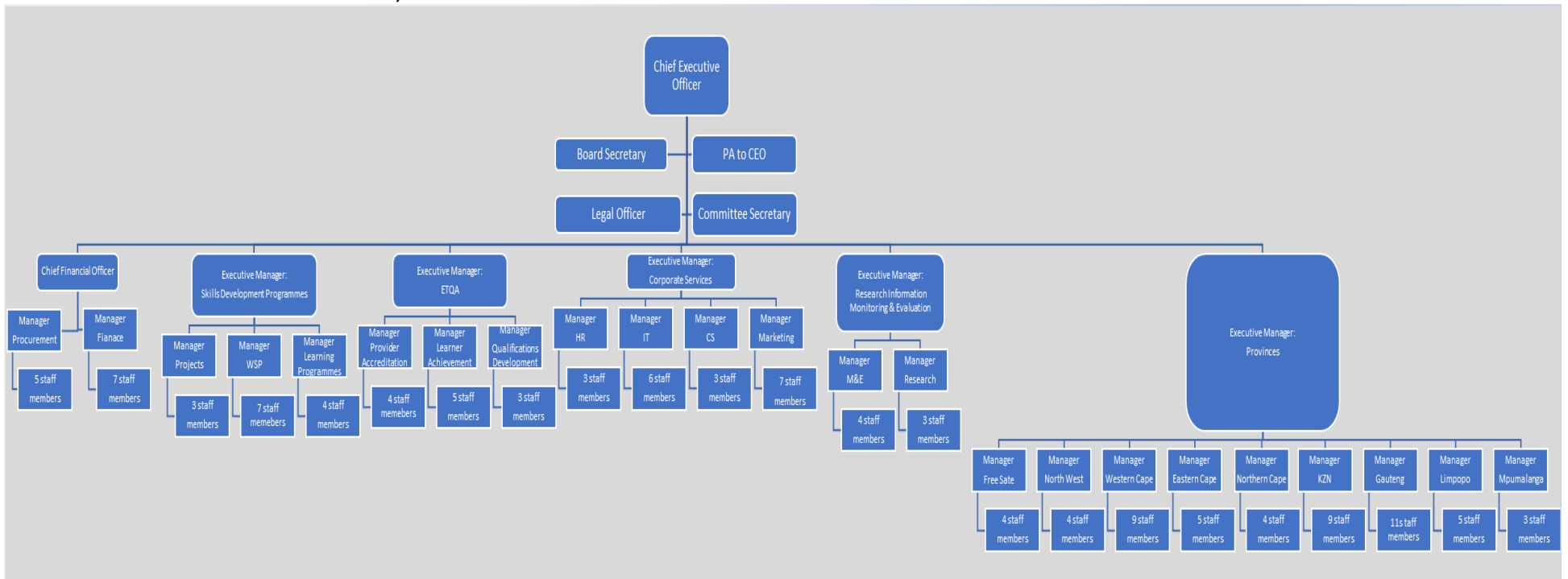
The HWSETA's skills development programmes and projects contained in the Sectoral Priority Occupations and Interventions List will be implemented across its operational sub-programmes and within the limitation of financial resources generated through the skills development levy.

6. INTERNAL ENVIRONMENT

The HWSETA Board is actively and effectively involved in the process of strategy and policy development. The HWSETA vision percolates through the organization from the strategic level to the operational level. The HWSETA has management systems and policies in place and staff is aware of them. The hierarchies of authority and responsibility have been defined at every level. The HWSETA has a fully-fledged financial and accounting system. Budgeting is project-specific and fund utilization is prepared and monitored regularly through periodic reports. The HWSETA has put 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 152 positions of which 96% (key positions) are filled thus far. There is at least one provincial office located in 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 functions decentralized and those centralized. A Service Delivery Charter has been adopted to ensure uniformity and standardization in the service rendered. This is aimed at inculcating a new culture of accountability and performance management. The organogram depicting the management of the HWSETA is on the next page.

FIGURE 33: THE ORGANOGRAM OF THE HWSETA, 2023



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 Resource and Information Technology; and
- 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:
 - o Research
 - o Monitoring and Evaluation

Programme 3: Skills Development Programmes and Projects

- a) Skills Development Programmes and Projects is responsible for:

Sub-programme 3.1: Learning Programmes

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

Sub-programme 3.2: Workplace Skills Plans and Projects

- ii. Funds projects, including Government Projects, Employer initiated Projects, Professional Body Projects.
- iii. Evaluates and approve Workplace Skills 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:
 - o Provider Accreditation,
 - o Learner Achievement
 - o Qualification Development

The Provincial offices are rendering basic cross-cutting functions, which encapsulate all functions mentioned above.

6.1 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 organization 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. Just about a quarter of employees are youth.

6.2 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.

6.3 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 utilized 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 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 year, 2019-2020, the HWSETA committed 177% of its discretionary grant reserve respectively for funding, with exceptional performance against predetermined targets.

6.4 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 2022-2023 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 2020-2021 these reserves were depleted, thus budgeting above expected revenue is not an option for 2022-2023. This has affected target setting for the 2022-2023 so much that targets have been reduced from baseline by up to 60%.

- b) The late start of the academic year for 2021 and the eminent risk of a fourth and fifth wave of Covid-19 pose 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 due to reduced Department funds to this sector 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.

6.5 Performance of the HWSETA in achieving 2022-2023 APP targets

Covid-19 had devastating effects on the economy of South Africa so much so that the financial year for 2022-2023 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 cut across the above objectives as it was tasked with ensuring that the country has a sufficient number of 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 at crafting the skills strategy and formulating implementation strategies. The HWSETA ensured that its strategy and annual performance plan for 2023-2024 were aligned to the skills strategy as this will be the first year of implementation.

In 2022-2023 the health and social development sector continued grapple with the aftermaths of Covid-19 as the pandemic. The HWSETA focused on skills development projects that would yield job opportunities in support of the ERRP. As thus, the HWSETA has been able to reach a performance level of **85%** of its annual targets of the 2022-2023 APP.

The HWSETA targeted to fund a total of **19 502** students in its APP of 2022-2023 through the following programmes:

- Workplace- based learning programs, that include learnerships, apprenticeships, TVET College Placement, University Student Placement, internships for graduates, and skills programmes;
- Bursary programmes, that include under-graduate, post-graduate, and vocational student bursary programmes;
- Occupationally based programmes, that include Adult Education and Training (AET), Lecturer Development, Recognition of prior learning, Trade Union Members, and NGO sector workforce and the workforce from small businesses.

A total of **12 305** learners were, however funded, and of these learners, **4 641 (39%)** learners were entered into workplace-based learning programmes; **6 024 (50%)** were entered into skills-based training programme; **1 370 (11%)** were entered into bursaries programmes. Of the **12 035** funded learners, **5 092** were employed (42%) while **6 943 (58%)** were unemployed. These students were funded and trained through a total of 517 partnerships, which comprised of 57 partnerships with large, medium, and small firms; 129 partnerships with non-profit organisations; 13 partnerships with National and Provincial Government Departments; 7 Professional Bodies; 22 Public Universities, 116 TVET and other Colleges; and 173 employer organisations for workplace-based training of unemployed persons.

Furthermore;

- the HWSETA funded a total of **130** Small Businesses for skills development; **19** Rural Development and Public Sector Projects; and **22** Cooperatives.

Strategy to Overcome Areas of Under-achievement

Programme 2: Universities will be requested by the end of the year to identifying funded students who will be continuing with their studies in the next academic year so

that they can be re-entered into the post-graduate bursary programme in January or February.

Programme 3: Full qualifications will be offered in parts to workers so as 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 in order to attend training. Also, all completions will be collected and reported timeously. Pipeline approach will be used for bursary students to ensure that students are funded for the duration of the entire qualification as these span for multiple years.

Programme 4: Learners will be entered earlier on 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 assessment that are completed and thus reported against the indicator that measures completions for the RPL programme.

3.3.1 Progress Towards the Achievement of Impacts and Outcomes

This was the third year of implementing the strategic plan for 2020-2025. This plan maps out 4 impact statements which are broken down to 9 outcome statements and these are measured through 34 outcome indicators and targets. Progress towards the achievement of the 5-year targets is measured through evaluation studies. During the financial years 2020-2023, 25 of the 34 (74%) outcomes indicators were measured through evaluation studies, as follows:

TABLE 32: SUMMARY OF MEASURED OUTCOME INDICATORS

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Outcomes measured annually	10	10	10	10	10
Outcomes measured once	3	9	12	12	12
Total Outcomes Measured	13	19	22	22	22
BUDGET SPENT	R722,198	R2,163,600	R2,750,000	R2,750,000	R2,750,000

FIGURE 34: MEASURING STRATEGIC OUTCOMES LINKED TO IMPACT STATEMENT 1

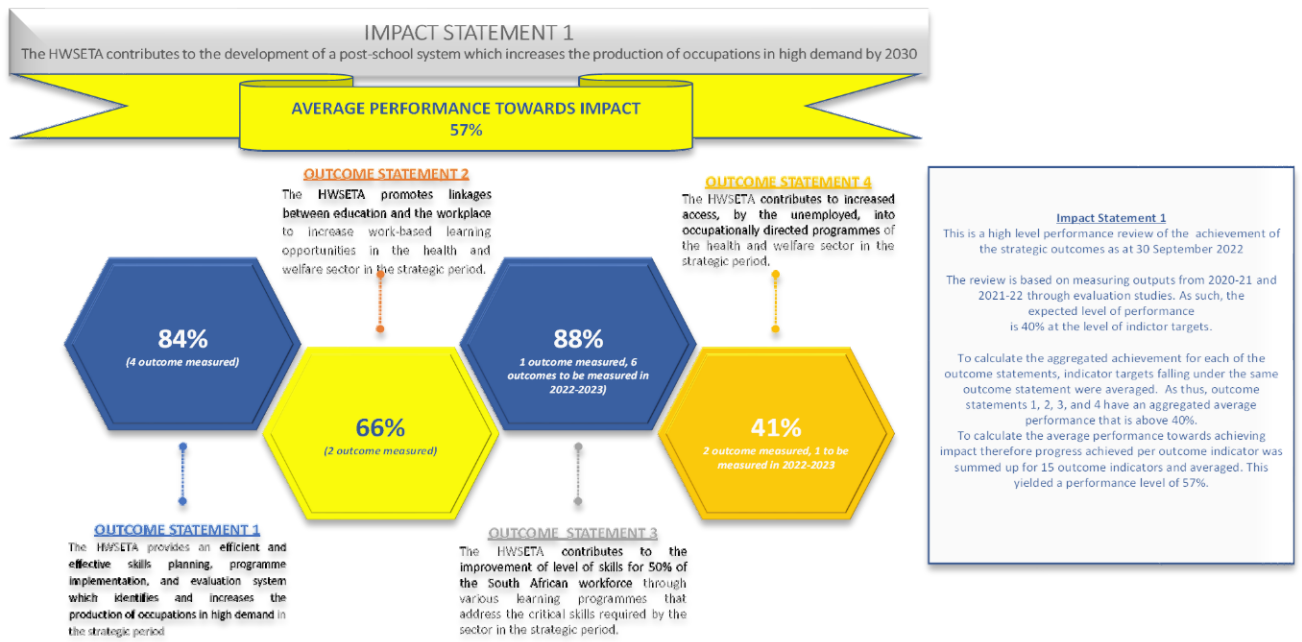


FIGURE 35: MEASURING STRATEGIC OUTCOMES LINKED TO IMPACT STATEMENT 2, 3, AND 4

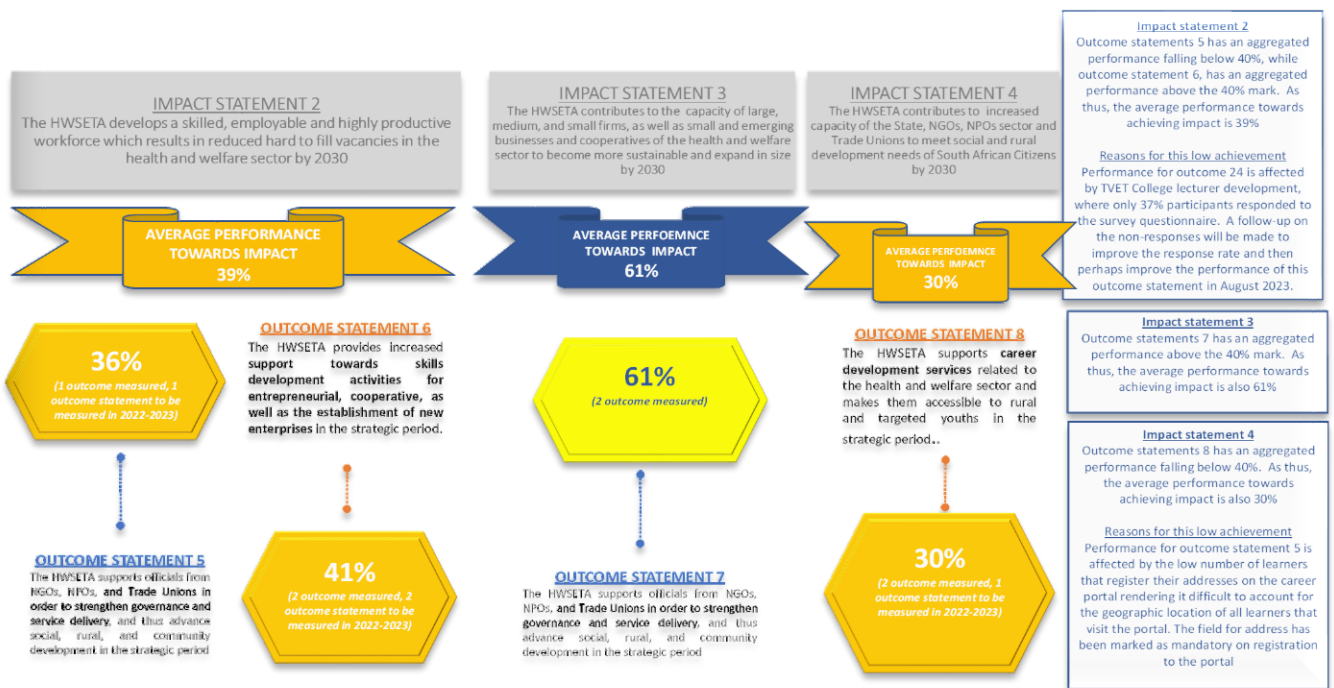


TABLE 33: PROGRESS MADE ON MEASURING OUTCOME STATEMENTS BY 31 MARCH 2023

OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	2019-2020 Baseline	2024-2025 Target	Actual Achievement by 31 May 2023	Data Sources	Comment on Achievement and Improvements required for the remainder of the planning period
1	The HWSETA provides an efficient and effective skills planning, programme implementation, and evaluation system which identifies and increases the production of occupations in high demand in the strategic period	1	The extent to which external stakeholders of the HWSETA are satisfied with efficiency and effectiveness service delivery	60%	80%	43% 54% nr	Stakeholder satisfaction survey	A Stakeholder Satisfaction Survey was conducted in 2021-2022 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%. The next stakeholder satisfaction survey will be conducted in 2024-2025. The HWSETA will review the findings from the survey and strengthen its stakeholder relations through monitoring of adherence to service delivery charter in order to ensure that its stakeholders are attended to timeously.
		2	The relevance of the Sector Skills Plan of the HWSETA to the DHET SSP framework	85%	85%	89% 105%	DHET SSP assessment report	The DHET peer reviews the SSP annual update to check its alignment to the research outputs stipulated in the NSDP (2030). In 2020-2021 the quality of the HWSETA SSP update was rated 85% and in 2021-2022 it was rated 89%. The HWSETA needs to ensure that all areas of improvement from the DHET assessment are addressed to facilitate annual improvement of the quality of its SSP.
		3	The extent to which internal stakeholders of the HWSETA implement Monitoring and Evaluation recommendations	75%	80%	78% 98%	Evaluation Findings register Follow-up report	Recommendations made on M&E studies conducted in 2019-2022 were implemented in 2020-2022. Those that had not been implemented by financial year end will be implemented in 2023-2024. The next follow-up study will be conducted in 2023-2024. Frequency of follow-up on the implementation will be improved from once per year to every six months. This is believed that it will prompt implementing managers to closely monitor their progress towards addressing resolutions of findings raised through evaluation studies.
		4	The extent to which monitoring and evaluation reports measure the strategic outcomes of the HWSETA strategic plan 2022-2025 by the end of the strategic plan.	90%	90%	74% 82%	Strategic Plan 2020-2025: mid-term progress report end-term progress report	The HWSETA evaluated 25 of the 34 strategic outcomes. Each of the evaluation reports produced have been confirmed by implementing managers. The remaining 9 outcome indicators will be measured in 2022-2023 to 2024-2025.
2	The HWSETA promotes linkages between education and the workplace to increase work-place based learning opportunities in the	5	The extent to which employers participate in HWSETA skills development initiatives in comparison to those that submit the WSP in the strategic period.	30%	60%	43% 72% nr	Desktop review report	43% of employers partnered with the HWSETA to implement learnerships, apprenticeships, and TVT/University WIL. These employers constituted 1717 of the 3978 organisations that submitted their WSPs and were approved. Another desk-top review will be conducted in 2023-2024


OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	2019-2020 Baseline	2024-2025 Target	Actual Achievement by 31 May 2023	Data Sources	Comment on Achievement and Improvements required for the remainder of the planning period
	health and welfare sector in the strategic period.							Employers will be encouraged to increase their participation in skills development activities. Provincial Offices of the HWSETA will organize workshops targeting employers that do not participate on skills development programme and inform them about the benefits and incentives available for participating in workplace-based programmes of the HWSETA
		6	The extent to which Universities, TVET Colleges, and Professional Councils participate in HWSETA skills development initiatives in comparison to the total number of those that offer education and training in the sector	70%	80%	76% 95 %	Desktop review report	76% 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 65 of the 76 institutions that offer training programmes funded by the HWSETA and 10 professional councils that serve the health and social sectors during the strategic period. Another desk-top review will be conducted in 2022-2023. Additional universities and TVET Colleges will be lobbied to partner with the HWSETA to implement its skills development initiatives
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.	7	Number of workers followed to identify employment pathways yielded by the learnership programmes of the HWSETA after successful completion of qualification in the strategic period	1485	1485	Undetermined	Tracer study report	2% progress has been made in 2020-22. Tracer studies for workers were conducted on all workers whose training was funded by the HWSETA in 2020-22. Overall, 25 workers reported that they have progressed to higher positions. However, the outcome for this indicator had to be revised in 2022-23 as it was evident that it was not possible to achieve the set target by end of the strategic period. As a result, the outcome indicator was revised to “Number of workers followed to identify employment pathways yielded by [HWSETA learning programmes] ”. This outcome will be measured in 2023-24 and will serve as baseline for follow up evaluations. Also, due to low response rate experienced the research evaluation methodology will be revised to include qualitative methods.
		8	Number of workers followed to identify employment pathways yielded by the Artisanship programmes of the HWSETA after successful completion of qualification in the strategic period	80	75	Undetermined	Tracer study report	
		9	Number of workers followed to identify employment pathways yielded by the undergraduate and post-graduate Diploma Bursary programmes of the HWSETA after successful completion of qualifications in the strategic period.	159	159	Undetermined	Tracer study report	

OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	2019-2020 Baseline	2024-2025 Target	Actual Achievement by 31 May 2023	Data Sources	Comment on Achievement and Improvements required for the remainder of the planning period	
		10	Number of workers followed to identify employment pathways yielded by the post-graduate Research Bursary programmes of the HWSETA after successful completion of qualifications in the strategic period.	36	36	Undetermined	Tracer study report		
		11	Number of workers followed to identify improvement in skills resulting from skills programmes funded by the HWSETA after successful completion in the strategic period.	6198	6198	Undetermined	Tracer study report		
		12	Number of workers who obtain full qualifications after successfully completing AET programmes funded by the HWSETA	660-	660	Undetermined	Tracer Study report	This outcome was not achieved due to a lack of completions. Process evaluation will be conducted in 2023-2024 instead to identify challenges that may prevent the output from being achieved.	
		13	Number of workers who obtain full qualifications after successfully completing RPL programmes funded by the HWSETA	342	342	302 88%	Tracer Study report	88% 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 2021-2022 to identifying learners that actually obtained full qualifications through RPL. The next cohort will be evaluated in 2023-2024	
4	The HWSETA contributes to increased access by the unemployed into occupationally directed programmes in the health and welfare sector during the strategic period	14	Unemployed persons who find employment after successfully completing internships for graduates funded by the HWSETA in the strategic period	University Graduates	610	610	419 69%	Tracer study report	Progress made in 2022-2023 towards meeting the 5year target reached 69% of the target. 419/950 (69%) unemployed persons funded for internships found jobs six months after completing their internship programmes. Another track and trace study will be conducted in 2022-2023 will be followed.
			TVET College Graduates	0	305	Undetermined	Tracer study report	A track and trace study will be conducted in 2023-2024 as the first cohort of graduates was funded in 2021-2022.	

OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	2019-2020 Baseline	2024-2025 Target	Actual Achievement by 31 May 2023	Data Sources	Comment on Achievement and Improvements required for the remainder of the planning period
		15	Unemployed persons who find employment after successfully completing vocational programmes, funded by the HWSETA in the strategic period.	572	835	13 1.6%	Tracer study report	Progress made in 2022-2023 towards meeting the 5year target reached 1.6% of the target. 13/835 (1.6%) unemployed persons funded for vocational bursaries found jobs six months after completing vocational qualifications. Another track and trace study will be conducted in 2022-2023 will be followed. This will be the second year of conducting this evaluation.
		16	Unemployed persons who find relevance to skills programmes, funded by the HWSETA in the strategic period.	1500	4316	Undetermined	Tracer study report	Due to poor response rate in the 2022-2023 track and trace study a qualitative evaluation study in the form of focus group discussions will be conducted.
		17	Unemployed persons who find employment after successfully completing learnerships funded by the HWSETA in the strategic period.	1400	1400	676 48%	Tracer study report	Progress made in 2022-2023 towards meeting the 5year target reached 48% of the target. 676/1400 (48%) unemployed persons funded for learnerships found jobs six months after completing their qualifications. Another track and trace study will be conducted in 2023-2024 and learners that completed in 2022-2023 will be followed.
		18	Unemployed persons who find employment after successfully completing apprenticeships funded by the HWSETA in the strategic period	150	150	137 91%	Tracer study report	Progress made in 2022-2023 towards meeting the 5year target reached 91% of the target. 137/150 (91%) unemployed persons funded for apprenticeships found jobs six months after completing their qualifications. Another track and trace study will be conducted in 2023-2024 and learners that completed in 2022-2023 will be followed.
		19	Unemployed persons who find employment after successfully completing university degrees under-graduate programme in the strategic period	262	262	172 66%	Tracer study report	Progress made in 2022-2023 towards meeting the 5year target reached 66% of the target. 172/262 (61%) 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 2023-2024 and learners 2022-2023 will be followed.
		20	Unemployed persons who find employment after successfully completing	undetermined	120	39 32%	Tracer study	Progress made in 2022-2023 towards meeting the 5year target reached 32% of the target. 32/120 students that completed post-graduate degrees were tracked and confirmed through self-disclosure. Multiple data collection sources will be used to secure

OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	2019-2020 Baseline	2024-2025 Target	Actual Achievement by 31 May 2023	Data Sources	Comment on Achievement and Improvements required for the remainder of the planning period
			university degrees funded by HWSETA post-graduate programme in the strategic period					a higher response rate as this usually affects the results of the tracer study
		21	The percentage of the unemployed who find employment after completing learning programmes funded by the HWSETA in the strategic period.	60%	60%	45% 75%	Synthesis of tracer studies report	A tracer study was conducted on unemployed learners that completed learning programs funded by the HWSETA through learnerships, bursaries, artisans and internships. The overall employment rate yielded by tracer study conducted in 2020-2021 was 60%, and the one yielded by the 2021-2022 study was 33% while 2022-2023 tracer study resulted in 42% employment rate. This therefore results in an average employment rate of 45% over the three years of the strategic period.
		22	Number of unemployed persons who obtain their TVET College qualification after successfully completing TVET College Work Integrated (WIL) Learning programmes funded by the HWSETA in the strategic period	685	685	172 25%	Tracer study report	Multiple data collection sources will be used to secure a higher response rate as this usually affects the results of the tracer study.
		23	Number of unemployed persons who obtain their university qualifications after successfully university Work Integrated (WIL) Learning programmes funded by the HWSETA in the strategic period	1211	1211	323 27%	Tracer study report	Multiple data collection sources will be used to secure a higher response rate as this usually affects the results of the tracer study.
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.	24	Occupational qualifications developed by the HWSETA are confirmed by the sector to be relevant to occupations on high demand	0%	100%	100%	Survey report	Eight qualifications have been developed since 2020. So far, Track and trace study of learners trained through two qualifications (SAW and CYC) confirmed the relevance of these qualifications to occupations as a proxy indicator. Employers were also interviewed and confirmed relevance of these qualifications in 2022-2023.
		25	Increased number of lecturers whose performance in teaching improves due to skills development initiatives funded by the HWSETA in the strategic period.	35	53	21 39	Survey Report	A survey measuring increased skills of lecturers that were funded during the strategic period was conducted in 2021-2022 and 19 lectures were identified to have improved performance due to the skills development initiatives of the HWSETA. A follow up survey with the 2021-2022 non-responses was conducted in 2022-2023. Additional 2 lecturers self-reported that their

OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	2019-2020 Baseline	2024-2025 Target	Actual Achievement by 31 May 2023	Data Sources	Comment on Achievement and Improvements required for the remainder of the planning period
								performance has improved. A survey of additional cohorts will be conducted in 2023-2024.
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.	26	Number of cooperatives whose sustainability is strengthened through skills development initiatives funded by the HWSETA.	0	36	13 36%	Evaluation study report	Outcomes evaluation study was conducted in 2021-2022 and it confirmed that cooperatives supported by the HWSETA do achieve the desired and outcomes. Another outcomes evaluation will be conducted in 2023-2024.
		27	Increased number of small and emerging businesses exposing their employees to relevant skills development training in the strategic period	0	348	84 24%	Survey report	A rapid assessment of the outcomes of the SME project of the HWSETA was conducted in 2022-2023 and progress made towards the 5-year target was 24% (84/348). Another cohort of SMEs funded for skills development will be conducted in 2023-24
		28	Number of enterprises established with the support of the HWSETA in the strategic period.	0	200	Undetermined	Survey report	This outcome is new as it supports the new strategy of the HWSETA to capacitate unemployed social service graduate to open up social enterprises.
		29	Increase in the percentage of health and welfare sector large, medium, and small firms that actually send employees for training as per WSPs to the health and social development sector in the strategic period	Undetermined	60%	51% 85%	Database analysis report	Database analysis was conducted to compare the number of levy paying and non-levy paying employers that actually implement their WSPs submitted to the HWSETA in order to show the level of participation of employers on skills development. Progress made in 2020-2022 is 51%, of which a total of 4460/8738 levy paying and non-paying participated in HWSETA skills development initiatives.
7	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	30	Increased number of levy exempt organisations exposing their employees to skills development training that is relevant to their work in the strategic period	300	400	273 68%	Database analysis report	A rapid assessment of the outcomes of the levy-exempt project of the HWSETA was conducted in 2022-2023 and progress made towards the 5-year target was 68%. A follow-up study will be conducted in 2023-2024.
		31	Increased number of trade union officials exposed to skills development programmes that are relevant to their skills needs in the strategic period	234	253	249 76%	Survey report	A survey was conducted in 2022-2023 to find out the relevance of skills development training union officials are exposed to and also assessed whether the skills needs of these officials are met. 57 confirmed the relevance of training to their skills development needs.
8	The HWSETA supports career development services related to the health and welfare sector and makes them	32	Number of learners from rural school exposed to career awareness services in the strategic period.	Undetermined	14400	10217 71%	Career Portal Database	71% of the 5-year target was achieved in 2022-2023 due to high traffic of learners that engage with the career portal for career awareness. A follow-up desktop analysis will be conducted in 2023-2024.

OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	2019-2020 Baseline	2024-2025 Target	Actual Achievement by 31 May 2023	Data Sources	Comment on Achievement and Improvements required for the remainder of the planning period
	accessible to rural and targeted youth in the strategic period.	33	Percentage of learners exposed to career awareness services who enter-into HWSETA funded learning programmes in the strategic period	5%	10%	8.6% 	Bursary	8.6% of the 5-year target was achieved in 2022-2023 due to increased access created by the career awareness portal. Additional bursaries will be offered in 2023-2024, and rapid assessment to evaluate the immediate outcomes of the career awareness programme will be conducted in 2023-2024.
		34	Number of career guidance practitioners funded by the HWSETA who offer their services to rural areas in the strategic period	Undetermined	36	Undetermined	Survey report	A survey will be conducted in 2023-2024 on career guidance practitioners funded by the HWSETA for training whether they do offer training in schools that are in the rural areas as training did not happen in 2021-2022. A survey of additional cohorts will be conducted in 2024-2025.

This progress is based on measuring outputs from 2020-21, 2021-22, and 2022-2023 through evaluation studies. As such, the expected level of performance is 40% at the level of indicator targets.

To calculate the aggregated achievement for each of the outcome statements, indicator targets falling under the same outcome statement were averaged. As thus, outcome statements 1, 2, 3, 4, 5, 7 and 8 have an aggregated average performance that is above 40%. However, the outcome statement 6 has an aggregated average performance below 40%.

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

6.6 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 10 strategic HWSETA risks were identified and a risk register was compiled. The results of the Risk Assessment Workshop are incorporated into HWSETA’s Strategic Business Plan, whereby action plans to mitigate the impact of these risks are formulated, costed, and included in the Annual Business Plan. 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.

6.6.1 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. The sector skills plan notes significant developments in the Health and Social Development Sectors and from this, the scarce and critical skills list is derived. The SSP contributes towards situational analysis and 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 over the past year. For example, the ERRP skills strategy, the revised MTSF 2019-2024, 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. 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.

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.

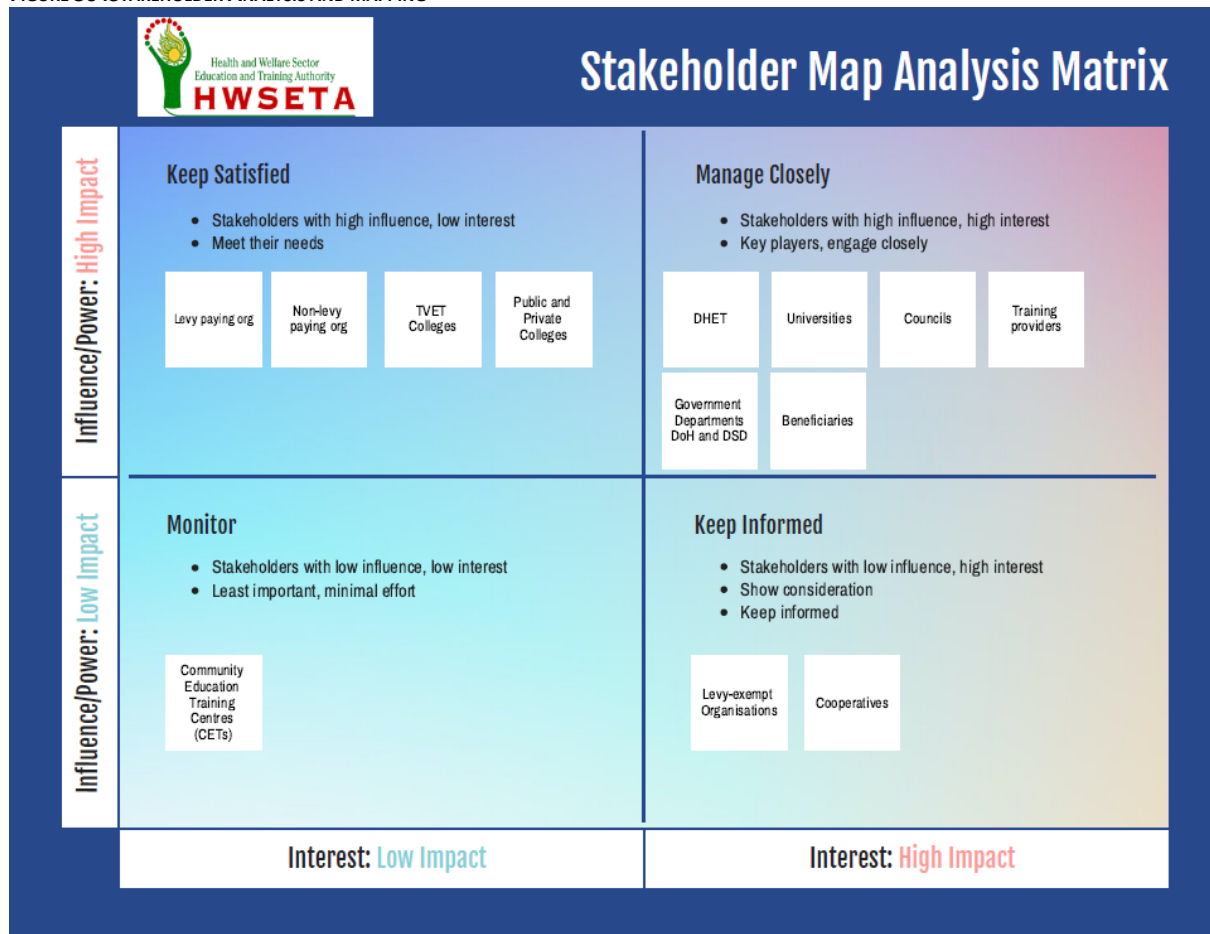
TABLE 34: IDENTIFICATION OF MAIN STAKEHOLDERS, THEIR ROLES AND RESPONSIBILITIES

No.	Stakeholder/Role player	Roles and responsibility
1	Levy-exempt organizations	Deliver health and social services
2	Non-levy paying organizations	
3	Levy paying organizations	
4	National and Provincial Department of Health Department of Social Development	Delivering and monitoring of health and social development services
5	Strategic partnerships	Provide training

No.	Stakeholder/Role player	Roles and responsibility
	(Universities, TVET Colleges, Public/Private Colleges, Community Education Training Centres)	
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.

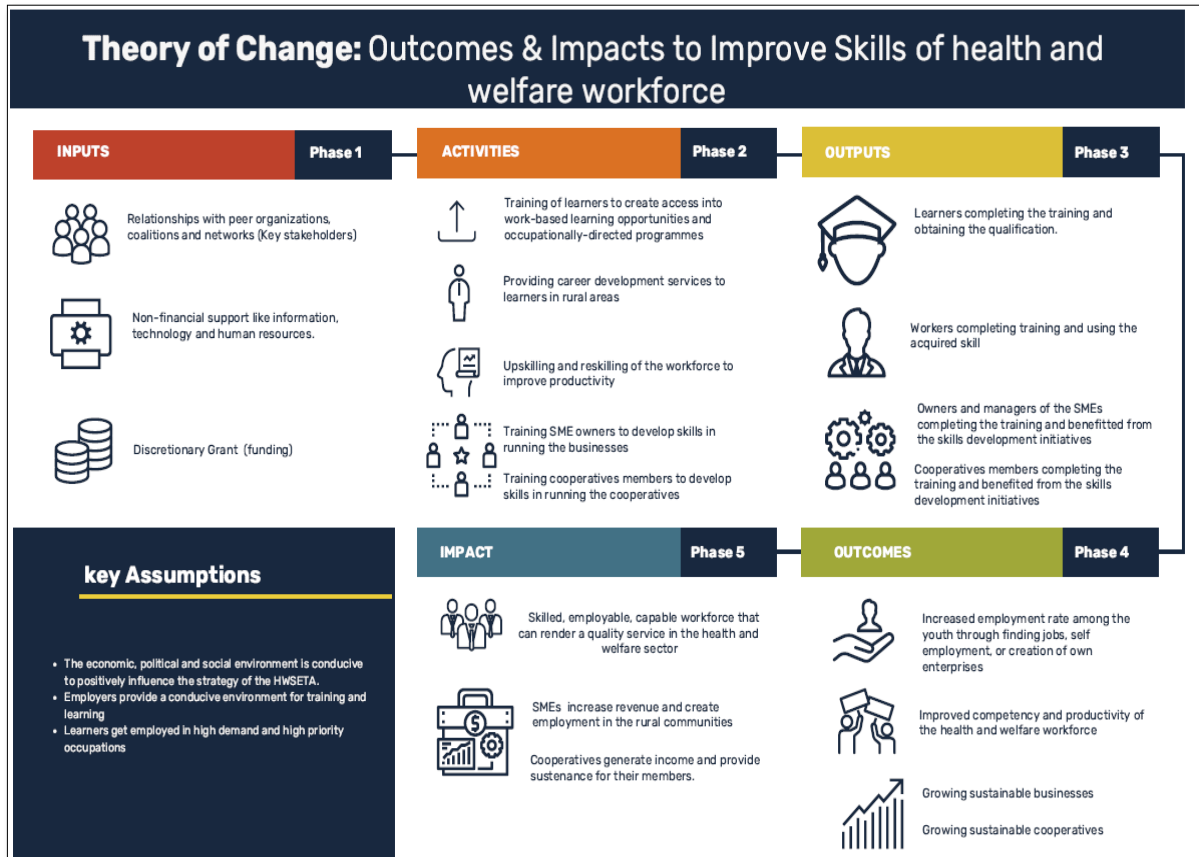
FIGURE 36 :STAKEHOLDER ANALYSIS AND MAPPING



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 organizations, non-levy paying organizations, 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 levv-exempt organizations 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 37: OVERVIEW OF THE THEORY OF CHANGE OF THE HWSETA



IF

the HWSETA receive funding and builds capacity through human capital development and use technology as well as have 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 Enterprises 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,

AND

increased revenue of SMEs thus creating employment in the rural communities,

AND

Cooperatives generate income thus providing sustenance for their members.

2. Institutional Performance Information

Over the next five years, the HWSETA places 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. The achievement and assessment of the outcome indicators will be in 2025 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

1.2 Impact Statements

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 campus for

developing 4 impact statements, 8 outcome statements and 21 outcome indicators. The impact statements include the following:

TABLE 35: IMPACT STATEMENTS OF THE HWSETA STRATEGIC PLAN (2020-2025)

Impact Statement 1	The HWSETA contributes to the development of a post-school system which increases the production of occupations in high demand by 2030
Impact Statement 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
Impact Statement 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.
Impact Statement 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.

1.3 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					
OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	Baseline	5 Year Target
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.	1.1	The relevance of the Sector Skills Plan of the HWSETA to the DHET SSP framework	85%	85%
		1.2	The extent to which internal stakeholders of the HWSETA implement Monitoring and Evaluation recommendations	75%	80%
		1.3	The extent to which external stakeholders of the HWSETA are satisfied with efficiency and effectiveness service delivery	60%	80%
		1.4	The extent to which monitoring and evaluation reports measure the strategic outcomes of the HWSETA strategic plan 2020-2025 by the end of the strategic period.	70%	80%
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.	2.1	The extent to which employers participate in HWSETA skills development initiatives in comparison to those that submit the WSP in the strategic period.	30%	60%
		2.2	Unemployed persons who find employment after successfully completing internships for graduates funded by the HWSETA in the strategic period	791	1316
		2.3	Unemployed persons who find employment after successfully completing learnerships funded by the HWSETA in the strategic period	437	2735
		2.4	Unemployed persons who find employment after successfully completing Artisan programmes funded by the HWSETA in the strategic period	48	174
		2.5	Percentage of unemployed persons who find employment after successfully completing learning programmes funded by the HWSETA in the strategic period	60%	65%
		2.3	The extent to which unemployed persons obtain their university qualifications after successfully university Work Integrated (WIL) Learning programmes funded by the HWSETA	850	1259
		2.4	The extent to which unemployed persons obtain their TVET College qualifications after successfully completing TVET College Work Integrated (WIL) Learning programmes funded by the HWSETA	800	1673
3	The HWSETA contributes to the improvement of level of skills to 50% of the health and welfare sector workforce through various learning	3.1	Number of workers whose competence is improved after successful completion of the learnership programmes of the HWSETA in the strategic period.	1485	1995
		3.2	Number of workers whose competence is improved after successful completion of the	20	50

IMPACT STATEMENT 1: The HWSETA contributes to the development of a post-school system which increases the production of occupations in high demand					
OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	Baseline	5 Year Target
	programmes that address critical skills in the strategic period.		Artisan programmes of the HWSETA in the strategic period.		
		3.3	Number of workers whose competence is improved after successful completion of the qualifications funded through the undergraduate bursary programme of the HWSETA in the strategic period.	159	212
		3.4	Number of workers whose competence is improved after successful completion of the qualifications funded through the post-graduate Diploma bursary programme of the HWSETA in the strategic period.	0	59
		3.5	Number of workers whose competence is improved after successful completion of the qualifications funded through the post-graduate research bursary programme of the HWSETA in the strategic period.	36	59
		3.6	Number of workers whose competence is improved after successful completion of the skills programmes of the HWSETA in the strategic period.	6198	8816
		3.7	Number of workers who obtain full qualifications after successfully completing the RPL programmes funded by the HWSETA.	342	608
		3.8	Workers who obtain full qualifications after successfully completing AET and RPL programmes funded by the HWSETA	360	415
		3.9	The percentage of academic staff with PhDs in health and social development university programmes by 2030. The target will be 75% of academic staff with 50% being women and black.	0	75%
4	The HWSETA contributes to increased access by the unemployed into occupationally directed programmes in the health and welfare sector during the strategic period	4.1	Occupational qualifications developed by the HWSETA are confirmed by the sector to be relevant to occupations on high demand	0%	100%
		4.2	Number of Skills Development Providers who offer training on occupational qualifications and have at least 60% of those learners certificated	40	151
		4.3	The extent to which Universities, TVET Colleges, and Professional Councils participate in HWSETA skills development initiatives in comparison to the total number of those that offer education and training in the sector	30	35
		4.4	Unemployed persons who find employment after successfully completing undergraduate	104	799

IMPACT STATEMENT 1: The HWSETA contributes to the development of a post-school system which increases the production of occupations in high demand					
OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	Baseline	5 Year Target
			qualifications funded through undergraduate bursary programmes funded by the HWSETA.		
		4.5	Unemployed persons who find employment after successfully completing post-graduate Diploma qualifications funded through post-graduate Diploma bursary programmes funded by the HWSETA.	0	100
		4.6	Unemployed persons who find employment after successfully completing post-graduate research qualifications funded through post-graduate research bursary programmes funded by the HWSETA.	30	45
		4.7	Unemployed persons who find relevance in skills programmes funded by the HWSETA	1500	4316
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.	5.1	Number of unemployed persons who obtain full qualifications after successfully completing AET programmes funded by the HWSETA.	405	556
		5.2	Increased number of lecturers whose performance in teaching improves due to skills development initiatives funded by the HWSETA in the strategic period	35	53
		5.3	Number of unemployed persons who find employment after successfully completing vocational programmes funded by the HWSETA in the strategic period	572	835
		5.4	Number of TVET College lecturers whose competence is increased from training supported by the HWSETA through bursary programmes in the strategic period	0	10
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.	6.1	Number of cooperatives whose sustainability is strengthened through skills development initiatives funded by the HWSETA.	0	10
		6.2	Number of small and emerging business whose sustainability is strengthened through skills development initiatives funded by the HWSETA.	0	70
		6.3	Number of enterprises established with the support of the HWSETA in the strategic period.	0	200
		6.4	Percentage of large, medium, and small firms submitting WSPs against those that pay the skills levy in the health and welfare sector	30%	60%

IMPACT STATEMENT 1: The HWSETA contributes to the development of a post-school system which increases the production of occupations in high demand					
OUTCOME NO	OUTCOME STATEMENT	INDICATOR NO	INDICATORS TO BE MEASURED	Baseline	5 Year Target
7	The HWSETA provides increased support to the Sate, 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.	7.1	Number of projects whose sustainability is strengthened through skills development initiatives funded by the HWSETA	4	8
		7.2	The number of Trade Union officials who gained relevant skills through skills development programmes funded by the HWSETA	100	240
		7.3	The number of NGOs and NPOs whose governance has been strengthened through skills development programmes funded by the HWSETA	5	50
8	The HWSETA makes career development services related to the health and welfare sector accessible to rural and targeted youth in the strategic period.	8.1	Number of learners from rural schools exposed to career awareness services in the strategic period.	45	270
		8.2	Percentage of learners exposed to career awareness services who enter-into HWSETA funded learning programmes in the strategic period	15%	15%
		8.3	Number of career guidance practitioners funded by the HWSETA who offer their services to rural areas in the strategic period	35	45

3. Explanation of Planned Performance over the five-Year Planning Period

A. 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.	<p>MEDICAL EQUIPMENT Research on qualification requirements for:</p> <ul style="list-style-type: none"> • Medical Equipment Inspector • Medical Equipment Repairer, • Medical Equipment Maintainer <p>SETAs to conduct surveys that focus on current, future, and emerging digital skills needs.</p>
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	<p>SETAs should include sectorally appropriate digital skills development, within training programmes and internships .</p> <p>PARTNERSHIPS WITH BUSINESS SCHOOLS</p> <p>To support innovation to capacitate Social Service Practitioners with business innovation thinking skills to enable them to create sustainable social enterprises</p>
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.	<p>Improve access to early childhood development (ECD)</p> <p>EARLY CHILDHOOD DEVELOPMENT Skilling, re-skilling, upskilling ECD practitioners</p> <p>Indigenisation of pharmaceutical production including through state owned company.</p> <p>MEDICAL EQUIPMENT Training technicians in:</p> <ul style="list-style-type: none"> • 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	<p>Improve access to early childhood development (ECD)</p> <p>EARLY CHILDHOOD DEVELOPMENT Skilling, re-skilling, upskilling ECD practitioners</p> <ul style="list-style-type: none"> • Indigenisation of pharmaceutical production including through state owned company.

NDP OUTCOMES	HWSETA OUTCOMES	MTSF/ERRP
		<ul style="list-style-type: none"> • 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 <p>MEDICAL EQUIPMENT Training technicians in:</p> <ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<p>ENTREPRENEURSHIP AND INNOVATION</p> <ul style="list-style-type: none"> • Promotion of Social Entrepreneurship • Promotion of digital skills
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	<p>PARTNERSHIP WITH NATIONAL AND PROVINCIAL DEPT. OF SOC. DEV Support the Human Resource Development Plan for Social Development.</p> <p>PARTNERSHIP WITH NATIONAL AND PROVINCIAL DEPT. OF HEALTH</p> <ul style="list-style-type: none"> • Support the National Health Improvement Plan of the NHI. • Support the 2030 Human Resource for Health Strategy <p>CONTINUED PARTNERSHIP WITH DALRRD</p> <ul style="list-style-type: none"> • 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	<p>SETAs should advance digital literacy for academic staff.</p> <p>Equip staff with digital fluency to digital mastery</p>

B. Rational 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	FINANCIAL SUPPORT GIVEN TO EMPLOYED PERSONS	FINANCIAL SUPPORT GIVEN TO UNEMPLOYED PERSONS
Input	All the resources that contribute to the production and delivery of outputs. Inputs are "what we use to do the work". 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

C. Explanation of enablers to achieve the five-year targets

These outcomes will be achieved through a well capacitated organizational 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 utilizes 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.

D. 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)	

E. Explanation of outcomes contributing to the achievement of the impact

The outcomes were designed to lead 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
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4. Key Risks

Outcome	Key risk	Risk Mitigation
Research, monitoring, evaluation, and impact system of the HWSETA provide 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 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 organizational structure and business processes that are automated and integrated in the strategic period	<p>Although the organizational structure may be well capacitated, the budget may not be sufficient as a result of the effects of Covid-19.</p> <p>ERP may not yield efficiencies immediately as such systems take time to be optimally in use</p>	<p>Target in cognisance of the effects of Covid-19 on the HWSETA and the sector at large.</p> <p>Find innovative ways of saving costs such as funding online training instead of face contact which requires costs for venue, travelling accommodation and meals.</p> <p>IT staff to manage the migration from manual system to automated has been added.</p>
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 straggling 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 of 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.

Outcome	Key risk	Risk Mitigation
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 make 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 5year 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 on 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 Countries 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

Outcome Indicator 1.1	
Indicator Title	The relevance of the Sector Skills Plan of the HWSETA to the DHET SSP framework
Definition	The indicator measures the number of NSDP research outputs researched in each SSP update and other research reports and also whether the DHET SSP Framework was followed when compiling the SSP Update
Source of Data	Research outputs contained in the NSDP 2030 which are now contained in the research policy of the HWSETA for easy identification SSP feedback reports from the DHET
Method of Calculating/Measuring	The number of research outputs covered in the SSP and research reports will be calculated against the total research outputs contained in the NSDP 2030 and the research policy of the HWSETA. Also, feedback reports from the DHET will be utilized to measure the alignment of the SSP to the SSP framework.
Means of Verification	Research outputs contained in the NSDP 2030 which are now contained in the research policy of the HWSETA for easy identification SSP feedback reports from the DHET
Assumptions	The research agenda will cover the research outputs stipulated in the NSDP (2019)
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	To cover one NSDP outcome in each research report and these should be included in the SSP Updates
Indicator Responsibility	Research Manager Researcher

Outcome Indicator 1.2	
Indicator Title	The extent to which internal stakeholders of the HWSETA implement Monitoring and Evaluation recommendations
Definition	The indicator measures the number of findings and recommendations that are implemented by managers responsible for programmes under review
Source of Data	Implementing Managers
Method of Calculating/Measuring	The number of the follow-up evaluation studies that confirm the implementation of recommendations will be recorded as achievements against this indicator
Means of Verification	Follow-up reports of evaluation studies
Assumptions	For all recommendations to be implemented by responsible managers within one year of confirmation of M&E report
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	M&E Officer or Impact Assessment Practitioner will make follow-ups on the implementation of the recommendations
Indicator Responsibility	Manager responsible for programme under review Impact Assessment Practitioner M&E Officer

Outcome Indicator 1.3	
Indicator Title	The extent to which external stakeholders of the HWSETA are satisfied with efficiency and effectiveness service delivery
Definition	This indicator measures the level of stakeholder satisfaction with the efficiency and effectiveness of the HWSETA to delivering its mandate.
Source of Data	Stakeholders of the HWSETA Questionnaires completed by stakeholders and audios from interviews
Method of Calculating/Measuring	The number of stakeholders that participate in the study who confirm that the HWSETA delivers its mandate efficiently and effectively from the total participants will form the percentage of stakeholders that confirm the efficiency and effectiveness of the HWSETA to deliver its mandate
Means of Verification	Report on stakeholder satisfaction
Assumptions	Stakeholders will participate in the surveys and provide a fair distribution of participation in the study. This will facilitate the generalization 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)
Desired Performance	At least 80% of the stakeholders that fairly represent all stakeholders on the health and welfare sector will be satisfied with the level of efficiency and effectiveness with which the HWSETA delivers its mandate.
Indicator Responsibility	Stakeholder Management Officer All Managers

Outcome Indicator 1.4	
Indicator Title	The extent to which monitoring and evaluation reports measure the strategic outcomes of the HWSETA strategic plan 2020-2025 by the end of the strategic period.
Definition	This indicator measures the level of stakeholder satisfaction with the efficiency and effectiveness of the HWSETA to delivering its mandate.
Source of Data	Stakeholders of the HWSETA Questionnaires completed by stakeholders and audios from interviews
Method of Calculating/Measuring	The number of stakeholders that participate in the study who confirm that the HWSETA delivers its mandate efficiently and effectively from the total participants will form the percentage of stakeholders that confirm the efficiency and effectiveness of the HWSETA to deliver its mandate
Means of Verification	Report on stakeholder satisfaction
Assumptions	Stakeholders will participate in the surveys and provide a fair distribution of participation in the study. This will facilitate the generalization 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)
Desired Performance	At least 80% of the stakeholders that fairly represent all stakeholders on the health and welfare sector will be satisfied with the level of efficiency and effectiveness with which the HWSETA delivers its mandate.
Indicator Responsibility	Stakeholder Management Officer All Managers

Outcome Indicator 2.1	
Indicator Title	The extent to which employers participate in HWSETA skills development initiatives in comparison to those that submit the WSP in the strategic period.
Definition	This indicator measures the number of employers who enter into partnerships with the HWSETA to place learners funded by the HWSETA in workplace positions for learnerships, work integrated learning and internship positions against a total number of employers whose WSPs are approved by the HWSETA
Source of Data	Employers participating in learnerships, work integrated learning and internship
Method of Calculating/Measuring	The percentage is calculated with the total number of employers whose WSP/ATRs are approved as the denominator and total number of employers who sign MoAs to place students in learnership, work-integrated learning, and internship positions
Means of Verification	WSP approval schedule MoAs for learnerships, internships, TVET WIL, University WIL, and artisans
Assumptions	Employers who 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
Reporting Cycle	Annually (Short-term)
Desired Performance	All employers who sign Moas with the HWSETA for placing learners in workplace position will place them for the duration of the learning programme and expose learners to relevance work exposure
Indicator Responsibility	Managers responsible for learnerships, internships, TVET WILL and University WILL

Outcome Indicator 2.2	
Indicator Title	Unemployed persons who find employment after successfully completing internships for graduates funded by the HWSETA in the strategic period

Definition	This indicator measures the number of post-school education institutions, professional and employer bodies, and communities of practice who enter into partnerships with the HWSETA to train learners funded by the HWSETA against a total number of institutions in the sector
Source of Data	List of all institutions MoUs and MoAs for TVET Bursaries, University WIL, and Post-grad bursaries
Method of Calculating/Measuring	Number of post-school education institutions who signed MoAs with HWSETA divided by the total number of employers whose WSPs are approved each year
Means of verification	List of all institutions MoUs and MoAs for TVET Bursaries, University WIL, and Post-grad bursaries
Assumptions	Institutions who 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
Reporting Cycle	Annually (Short-Term)
Desired Performance	All post-school education institutions institutions who sign Moas with the HWSETA for training learners will do so for the duration of the learning programme and expose learners to relevance education
Indicator Responsibility	Managers responsible for TVET Bursaries, University WIL and Post-grad bursaries

Outcome Indicator 2.3	
Indicator Title	Unemployed persons who find employment after successfully completing learnerships funded by the HWSETA in the strategic period
Definition	This indicator measures university students who complete training after successfully completing university Work Integrated (WIL) Learning programmes funded by the HWSETA in the strategic period
Source of Data	University students Employers
Method of Calculating/Measuring	Follow-up after one year of successful completion of university Work Integrated (WIL) Learning programmes
Means of Verification	Database of unemployed persons that completed WIL Evaluation report
Assumptions	Unemployed persons who successfully complete university Work Integrated (WIL) Learning programmes will obtain their qualifications
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression: Targets for Women: 50% Targets for Youth: 40% Targets for people with Disabilities: 5%
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training (Short-Term)
Desired Performance	There is measurable improvement of skills
Indicator Responsibility	Projects Manager

Outcome Indicator 2.4	
Indicator Title	Unemployed persons who find employment after successfully completing Artisan programmes funded by the HWSETA in the strategic period.
Definition	This indicator measures TVET college students who complete training after successfully completing TVET College Work Integrated (WIL) Learning programmes funded by the HWSETA in the strategic period
Source of Data	TVET College students Employers
Method of Calculating/Measuring	Follow-up after one year of successful completion of TVET College Work Integrated (WIL) Learning programmes
Means of Verification	Database of unemployed persons that completed WIL Evaluation report
Assumptions	Unemployed persons who successfully complete TVET College Work Integrated (WIL) Learning programmes will obtain their qualifications
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression: Targets for Women: 50% Targets for Youth: 40% Targets for people with Disabilities: 5%
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training (Short-Term)
Desired Performance	There is measurable improvement of skills
Indicator Responsibility	Projects Manager

Outcome Indicator 2.5

Indicator Title	Percentage of unemployed persons who find employment after successfully completing learning programmes funded by the HWSETA in the strategic period.
Definition	This indicator measures TVET college students who complete training after successfully completing TVET College Work Integrated (WIL) Learning programmes funded by the HWSETA in the strategic period
Source of Data	TVET College students Employers
Method of Calculating/Measuring	Follow-up after one year of successful completion of TVET College Work Integrated (WIL) Learning programmes
Means of Verification	Database of unemployed persons that completed WIL Evaluation report
Assumptions	Unemployed persons who successfully complete TVET College Work Integrated (WIL) Learning programmes will obtain their qualifications
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression: Targets for Women: 50% Targets for Youth: 40% Targets for people with Disabilities: 5%
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training (Short-Term)
Desired Performance	There is measurable improvement of skills
Indicator Responsibility	Projects Manager

Outcome Indicator 2.6	
Indicator Title	The extent to which unemployed persons obtain their university qualifications after successfully university Work Integrated (WIL) Learning programmes funded by the HWSETA
Definition	This indicator measures TVET college students who complete training after successfully completing TVET College Work Integrated (WIL) Learning programmes funded by the HWSETA in the strategic period
Source of Data	TVET College students Employers
Method of Calculating/Measuring	Follow-up after one year of successful completion of TVET College Work Integrated (WIL) Learning programmes
Means of Verification	Database of unemployed persons that completed WIL Evaluation report
Assumptions	Unemployed persons who successfully complete TVET College Work Integrated (WIL) Learning programmes will obtain their qualifications
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression: Targets for Women: 50% Targets for Youth: 40% Targets for people with Disabilities: 5%
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training (Short-Term)
Desired Performance	There is measurable improvement of skills
Indicator Responsibility	Projects Manager

Outcome Indicator 2.7	
Indicator Title	The extent to which unemployed persons obtain their TVET College qualifications after successfully completing TVET College Work Integrated (WIL) Learning programmes funded by the HWSETA
Definition	This indicator measures TVET college students who complete training after successfully completing TVET College Work Integrated (WIL) Learning programmes funded by the HWSETA in the strategic period
Source of Data	TVET College students Employers
Method of Calculating/Measuring	Follow-up after one year of successful completion of TVET College Work Integrated (WIL) Learning programmes
Means of Verification	Database of unemployed persons that completed WIL Evaluation report
Assumptions	Unemployed persons who successfully complete TVET College Work Integrated (WIL) Learning programmes will obtain their qualifications
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression: Targets for Women: 50% Targets for Youth: 40% Targets for people with Disabilities: 5%
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training (Short-Term)
Desired Performance	There is measurable improvement of skills
Indicator Responsibility	Projects Manager

Outcome Indicator 3.1	
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Indicator Target	Number of workers whose competence is improved after successful completion of the learnership programmes of the HWSETA in the strategic period.
Definition	This indicator measures exposure of pupils to career guidance services, especially those from rural areas.
Source of Data	The Marketing division will provide attendance registers, report on the event, list of learners
Method of Calculating/Measuring	Schools who attend HWSETA awareness campaigns will be located in a geo-map. Based on the location, the school will be classified as being in a rural or urban settlement
Means of Verification	Attendance register Report from implementing manager Evaluation reporting containing location of school coverage of career awareness campaign. The school will act as a proxy for location of pupils
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	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 Marketing division will make career guidance services available to pupils from rural schools
Indicator Responsibility	Marketing Manager Provincial Managers

Outcome Indicator 3.2	
Indicator Title	Number of workers whose competence is improved after successful completion of the Artisan programmes of the HWSETA in the strategic period.
Definition	This indicator confirms the qualifications developed by the HWSETA whether they will lead to occupations on high demand in the sector. Confirmation is done through follow-up of students that complete training to check whether they get employment or not
Source of Data	Learners that received training against the occupational qualifications developed by the HWSETA Skills Development Providers Employers that offer jobs to these learners
Method of Calculating/Measuring	Mapping of pathways taken by learners trained on these occupations after successful completion of training. Identify if they find jobs and how long it takes them to find jobs; or further their training vertically or horizontally.
Means of verification	Evaluation report on pathways taken by learners trained on occupational qualifications after successful completion of training
Assumptions	Occupations 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	Annually (Short-Term)
Desired Performance	Occupational qualifications developed by the HWSETA are derived from the list of occupations in high demand
Indicator Responsibility	Qualifications Development Manager

Outcome Indicator 3.3	
Indicator Title	Number of workers whose competence is improved after successful completion of the qualifications funded through the undergraduate bursary programme of the HWSETA in the strategic period.
Definition	This indicator confirms the qualifications developed by the HWSETA whether they will lead to occupations on high demand in the sector. Confirmation is done through follow-up of students that complete training to check whether they get employment or not
Source of Data	Learners that received training against the occupational qualifications developed by the HWSETA Skills Development Providers Employers that offer jobs to these learners
Method of Calculating/Measuring	Mapping of pathways taken by learners trained on these occupations after successful completion of training. Identify if they find jobs and how long it takes them to find jobs; or further their training vertically or horizontally.
Means of verification	Evaluation report on pathways taken by learners trained on occupational qualifications after successful completion of training
Assumptions	Occupations 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	Annually (Short-Term)
Desired Performance	Occupational qualifications developed by the HWSETA are derived from the list of occupations in high demand
Indicator Responsibility	Qualifications Development Manager

Outcome Indicator 3.4	
Indicator Title	Number of workers whose competence is improved after successful completion of the qualifications funded through the post-graduate Diploma bursary programme of the HWSETA in the strategic period.
Definition	This indicator confirms the qualifications developed by the HWSETA whether they will lead to occupations on high demand in the sector. Confirmation is done through follow-up of students that complete training to check whether they get employment or not
Source of Data	Learners that received training against the occupational qualifications developed by the HWSETA Skills Development Providers Employers that offer jobs to these learners
Method of Calculating/Measuring	Mapping of pathways taken by learners trained on these occupations after successful completion of training. Identify if they find jobs and how long it takes them to find jobs; or further their training vertically or horizontally.
Means of verification	Evaluation report on pathways taken by learners trained on occupational qualifications after successful completion of training
Assumptions	Occupations 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	Annually (Short-Term)
Desired Performance	Occupational qualifications developed by the HWSETA are derived from the list of occupations in high demand
Indicator Responsibility	Qualifications Development Manager

Outcome Indicator 3.5	
Indicator Title	Number of workers whose competence is improved after successful completion of the qualifications funded through the post-graduate research bursary programme of the HWSETA in the strategic period.
Definition	This indicator confirms the qualifications developed by the HWSETA whether they will lead to occupations on high demand in the sector. Confirmation is done through follow-up of students that complete training to check whether they get employment or not
Source of Data	Learners that received training against the occupational qualifications developed by the HWSETA Skills Development Providers Employers that offer jobs to these learners
Method of Calculating/Measuring	Mapping of pathways taken by learners trained on these occupations after successful completion of training. Identify if they find jobs and how long it takes them to find jobs; or further their training vertically or horizontally.
Means of verification	Evaluation report on pathways taken by learners trained on occupational qualifications after successful completion of training
Assumptions	Occupations 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	Annually (Short-Term)
Desired Performance	Occupational qualifications developed by the HWSETA are derived from the list of occupations in high demand
Indicator Responsibility	Qualifications Development Manager

Outcome Indicator 3.6	
Indicator Title	Number of workers whose competence is improved after successful completion of the skills programmes of the HWSETA in the strategic period.
Definition	This indicator confirms the qualifications developed by the HWSETA whether they will lead to occupations on high demand in the sector. Confirmation is done through follow-up of students that complete training to check whether they get employment or not
Source of Data	Learners that received training against the occupational qualifications developed by the HWSETA Skills Development Providers Employers that offer jobs to these learners
Method of Calculating/Measuring	Mapping of pathways taken by learners trained on these occupations after successful completion of training. Identify if they find jobs and how long it takes them to find jobs; or further their training vertically or horizontally.
Means of verification	Evaluation report on pathways taken by learners trained on occupational qualifications after successful completion of training
Assumptions	Occupations 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	Annually (Short-Term)
Desired Performance	Occupational qualifications developed by the HWSETA are derived from the list of occupations in high demand
Indicator Responsibility	Qualifications Development Manager

Outcome Indicator 3.7	
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Indicator Title	Number of workers who obtain full qualifications after successfully completing the RPL programmes funded by the HWSETA.
Definition	This indicator confirms the qualifications developed by the HWSETA whether they will lead to occupations on high demand in the sector. Confirmation is done through follow-up of students that complete training to check whether they get employment or not
Source of Data	Learners that received training against the occupational qualifications developed by the HWSETA Skills Development Providers Employers that offer jobs to these learners
Method of Calculating/Measuring	Mapping of pathways taken by learners trained on these occupations after successful completion of training. Identify if they find jobs and how long it takes them to find jobs; or further their training vertically or horizontally.
Means of verification	Evaluation report on pathways taken by learners trained on occupational qualifications after successful completion of training
Assumptions	Occupations 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	Annually (Short-Term)
Desired Performance	Occupational qualifications developed by the HWSETA are derived from the list of occupations in high demand
Indicator Responsibility	Qualifications Development Manager

Outcome Indicator 3.8	
Indicator Title	Workers who obtain full qualifications after successfully completing AET and RPL programmes funded by the HWSETA
Definition	This indicator confirms the qualifications developed by the HWSETA whether they will lead to occupations on high demand in the sector. Confirmation is done through follow-up of students that complete training to check whether they get employment or not
Source of Data	Learners that received training against the occupational qualifications developed by the HWSETA Skills Development Providers Employers that offer jobs to these learners
Method of Calculating/Measuring	Mapping of pathways taken by learners trained on these occupations after successful completion of training. Identify if they find jobs and how long it takes them to find jobs; or further their training vertically or horizontally.
Means of verification	Evaluation report on pathways taken by learners trained on occupational qualifications after successful completion of training
Assumptions	Occupations 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	Annually (Short-Term)
Desired Performance	Occupational qualifications developed by the HWSETA are derived from the list of occupations in high demand
Indicator Responsibility	Qualifications Development Manager

Outcome Indicator 3.9	
Indicator Title	Number of workers whose competence is improved after successful completion of the qualifications funded through the undergraduate bursary programme of the HWSETA in the strategic period.
Definition	This indicator confirms the qualifications developed by the HWSETA whether they will lead to occupations on high demand in the sector. Confirmation is done through follow-up of students that complete training to check whether they get employment or not
Source of Data	Learners that received training against the occupational qualifications developed by the HWSETA Skills Development Providers Employers that offer jobs to these learners
Method of Calculating/Measuring	Mapping of pathways taken by learners trained on these occupations after successful completion of training. Identify if they find jobs and how long it takes them to find jobs; or further their training vertically or horizontally.
Means of verification	Evaluation report on pathways taken by learners trained on occupational qualifications after successful completion of training
Assumptions	Occupations 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	Annually (Short-Term)
Desired Performance	Occupational qualifications developed by the HWSETA are derived from the list of occupations in high demand
Indicator Responsibility	Qualifications Development Manager

Outcome Indicator 4.1	
Indicator Title	The extent to which learners exposed to career awareness services enter-into HWSETA funded learning programmes
Definition	This indicator measures pathways taken by students after exposure to career development campaigns of the HWSETA. Those students who further their studies are followed separately from those who find jobs
Source of Data	Database of students who attended a career development initiative of the HWSETA. Interview data collected from students
Method of Calculating/Measuring	Number of students who further their studies against the total students who attended career development events of the HWSETA
Means of Verification	Database of students who attended a career development initiative of the HWSETA. Interview data collected from students
Assumptions	There will be learner database with contact numbers of all students
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)
Desired Performance	The pathway of students exposed to career development events yields towards furthering of studies or finding a job
Indicator Responsibility	Marketing Manager Projects Manager

Outcome Indicator 5.1	
Indicator Title	Workers who progress to higher positions of employment after successful completing learnerships, apprenticeships, under-graduate and post-graduate degrees funded by the HWSETA
Definition	This indicator measures pathways taken by workers after successfully completing learnerships funded by the HWSETA.
Source of Data	Workers trained Employers
Method of Calculating/Measuring	Maps pathways after one year of successful completion of learnership
Means of Verification	Database of workers that completed training Evaluation report
Assumptions	There will be improved level of skills after successful completion of training
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression: Targets for Women: 50% Targets for Youth: 40% Targets for people with Disabilities: 5%
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training (Short-Term)
Desired Performance	There is measurable improvement of skills
Indicator Responsibility	Learning Programme Manager

Outcome Indicator 5.2	
Indicator Title	Workers whose performance improves after successful completing skills programmes, lecturer development and career guidance programmes funded by the HWSETA.
Definition	This indicator measures lecturer funded by the HWSETA who as a result are successful in achieving learning outcomes
Source of Data	MoAs, Learner Agreements, Lis of learners drawn from learner database of the HWSETA
Method of Calculating/Measuring	Data will be collected from the lecturers and their supervisors
Means of Verification	MoAs, Learner Agreements, Lis of learners drawn from learner database of the HWSETA
Assumptions	There will be improved performance after exposure to training
Disaggregation of Beneficiaries	Not Applicable
Reporting Cycle	Annually (Short-Term)
Desired Performance	Lectures will achieve learning outcomes
Indicator Responsibility	Projects Manager M&E Officer

Outcome Indicator 5.3	
Indicator Title	Workers who obtain full qualifications after successfully completing AET and RPL programmes funded by the HWSETA
Definition	This indicator measures level of skills gained after successful completion (obtaining degree) of training funded by the HWSETA
Source of Data	Workers trained Employers
Method of Calculating/Measuring	Interview workers after six months of successful completion of RPL
Means of Verification	Database of workers that completed training Evaluation report
Assumptions	There will be improved level of skills after successful completion of training
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression: Targets for Women: 50% Targets for Youth: 40% Targets for people with Disabilities: 5%
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training (Short-Term)
Desired Performance	There is measurable improvement of critical skills
Indicator Responsibility	Learning Programme Manager

Outcome Indicator 5.4	
Indicator Title	The percentage of academic staff with PhDs in health and social development university programmes by 2030.
Definition	The indicator measures the percentage of academic staff with PhDs in health and social development university programmes by 2030.
Source of Data	Workers trained Employers
Method of Calculating/Measuring	Interview workers after six months of successful completion of RPL
Means of Verification	Database of workers that completed training Evaluation report
Assumptions	There will be improved level of skills after successful completion of training
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression: Targets for Women: 50% Targets for Youth: 40% Targets for people with Disabilities: 5%
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training (Short-Term)
Desired Performance	There is measurable improvement of critical skills
Indicator Responsibility	Learning Programme Manager

Outcome Indicator 6.1	
Indicator Title	Unemployed persons who find employment after successfully completing internships, vocational programmes, skills programmes, learnerships, apprenticeships, under-graduate and post-graduate degrees funded by the HWSETA.
Definition	The indicator measures the percentage of learners who reported themselves as employed during an interview conducted for the tracer study. This indicator is also measured through confirmation of employment with through employment contract submitted by employers.
Source of Data	Funded learners Employers that placed the learners
Method of Calculating/Measuring	Total number of learners reported as employed during the tracer study against the total number of learners who participated in the study.
Means of Verification	Database of learners who completed learnerships, undergrad bursaries, post-graduate bursaries, internships, TVET WIL, and artisans. Captured data and/or audios
Assumptions	Learners will be honest in reporting their employment status Employers will be honest in reporting the employer 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	60% of learner interviews who participate in the tracer study should be employed
Indicator Responsibility	Learning Programme Manager Projects Manager M&E Officer

Outcome Indicator 6.2	
Indicator Title	Unemployed persons who obtain full qualifications after successfully completing AET programmes funded by the HWSETA .
Definition	This indicator measures the number of workers who obtain full qualification after successfully completing the AET programmes funded by the HWSETA.
Source of Data	Workers assessed Employers
Method of Calculating/Measuring	Interview workers after one year of successful completion of AET programmes
Means of Verification	Database of workers that completed training Evaluation report
Assumptions	There will be improved level of skills after successful completion of training
Disaggregation of Beneficiaries	The evaluation will measure whether the following targets are reached in terms of progression: Targets for Women: 50% Targets for Youth: 40% Targets for people with Disabilities: 5%
Reporting Cycle	Annually but assessing cohort that has a year after successfully completing training (Short-Term)
Desired Performance	There is measurable improvement of skills
Indicator Responsibility	Provider Accreditation Manager

Outcome Indicator 7.1	
Indicator Title	Number of cooperatives whose sustainability is strengthened through skills development initiatives funded by the HWSETA.
Definition	This measures the number of cooperatives exposing their employees to skills development participating in the strategic period. The increase will be measured based on additional cooperatives that get to participate who did not participate before.
Source of Data	Cooperatives Members
Method of Calculating/Measuring	Increase in the database of cooperatives that get to participate in skills development initiatives of the HWSTEA
Means of verification	Database of cooperatives that participate in skills development initiatives of the HWSTEA
Assumptions	More and more cooperatives will participate in skills development initiatives
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 HWSETA will fund skills development priorities of cooperatives
Indicator Responsibility	Projects Manager

Outcome Indicator 7.2	
Indicator Title	Number of small and emerging business whose sustainability is strengthened through skills development initiatives funded by the HWSETA.
Definition	This measures the number of small and emerging businesses exposing their employees to skills development participating in the strategic period. The increase will be measured based on additional small and emerging businesses that get to participate who did not participate before.
Source of Data	Small and emerging businesses Employees
Method of Calculating/Measuring	Increase in the database of small and emerging businesses that get to participate in skills development initiatives of the HWSTEA
Means of verification	Database of small and emerging businesses that participate in skills development initiatives of the HWSTEA
Assumptions	More and more small and emerging businesses will participate in skills development initiatives
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 HWSETA will fund skills development priorities of small and emerging businesses
Indicator Responsibility	WSP Manager

Outcome Indicator 7.3	
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Indicator Title	Percentage of large, medium, and small firms submitting WSPs against those that pay the skills levy in the health and welfare sector
Definition	This measures the number of large, medium, and small firms submitting WSPs in the strategic period. The increase will be measured based on additional firms that get to submit who did not before.
Source of Data	Large, medium, and small firms WSPs/ATRs
Method of Calculating/Measuring	Increase in the database of large, medium, and small firms that submit WSPs in the strategic period
Means of verification	WSP/ATR database of the HWSETA
Assumptions	More and more large, medium, and small firms submit WSPs in the strategic period
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 HWSETA will fund skills development priorities of large, medium, and small firms
Indicator Responsibility	WSP Manager

Outcome Indicator 8.1	
Indicator Title	Number of projects whose sustainability is strengthened through skills development initiatives funded by the HWSETA
Definition	This measures the number of levy exempt organisations exposing their employees to skills development participating in the strategic period. The increase will be measured based on additional levy exempt organisations that get to participate who did not participate before.
Source of Data	Levy exempt organisations Members
Method of Calculating/Measuring	Increase in the database of levy exempt organisations that get to participate in skills development initiatives of the HWSETA
Means of Verification	Database of levy exempt organisations that participate in skills development initiatives of the HWSETA
Assumptions	More and more levy exempt organisations will participate in skills development initiatives
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 HWSETA will fund skills development priorities of levy exempt organisations
Indicator Responsibility	WSP Manager

Outcome Indicator 8.2	
Indicator Title	The number of Trade Union officials who gained relevant skills through skills development programmes funded by the HWSETA
Definition	This measures the number of trade union officials exposing their employees to skills development participating in the strategic period. The increase will be measured based on additional trade union officials that get to participate who did not participate before.
Source of Data	Trade union officials
Method of Calculating/Measuring	Increase in the database of trade union officials that get to participate in skills development initiatives of the HWSETA
Means of verification	Database of trade union officials that participate in skills development initiatives of the HWSETA
Assumptions	More and more trade union officials will participate in skills development initiatives
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 HWSETA will fund skills development priorities of trade union officials
Indicator Responsibility	Projects Manager

Outcome Indicator 8.3	
Indicator Title	The number of NGOs and NPOs whose governance has been strengthened through skills development programmes funded by the HWSETA
Definition	This measures the number of levy exempt organisations exposing their employees to skills development participating in the strategic period. The increase will be measured based on additional levy exempt organisations that get to participate who did not participate before.

Source of Data	Levy exempt organisations Members
Method of Calculating/Measuring	Increase in the database of levy exempt organisations that get to participate in skills development initiatives of the HWSTEA
Means of verification	Database of levy exempt organisations that participate in skills development initiatives of the HWSTEA
Assumptions	More and more levy exempt organisations will participate in skills development initiatives
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 HWSETA will fund skills development priorities of levy exempt organisations
Indicator Responsibility	WSP Manager

ANNEXURE A: OVERVIEW OF 2022-2023 BUDGET AND MTEF ESTIMATES, RECONCILIATION OF BUDGETS

Health and Welfare Sector Education and Training Authority									
5 Year budgets									
						4,48%	4,47%	4,46%	CPI %
<u>STATEMENT OF FINANCIAL PERFORMANCE</u>	Audited			Approved budget	Proposed Adjusted budget	Proposed budget			5 Year Budget to 2023-2027
	2020-2021	2021-22	2022-2023	2023-2024	2023-2024	2024-2025	2025-26	2026-2027	Total
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
REVENUE									
Non - Exchange Revenue	535 435	753 917	923 559	838 191	864 633	924 736	968 684	1 015 973	5 960 495
Skills Development Levy: income	525 425	745 559	919 185	838 191	864 633	924 736	968 684	1 015 973	5 937 753
Skills Development Levy: penalties and interest	10 010	8 358	4 374	-	-	-	-	-	22 742
Exchange Revenue	28 139	15 974	19 764	15 778	22 000	23 100	24 255	25 468	152 477
Interest income	25 874	14 448	18 648	15 778	22 000	23 100	24 255	25 468	147 570
Other income	2 265	1 526	1 116	-	-	-	-	-	4 907
Total revenue	563 574	769 891	943 323	853 968	886 633	947 836	992 939	1 041 441	6 112 973
EXPENSES									
Total expenses	992 900	969 267	945 589	849 968	881 633	944 836	989 939	1 038 441	6 730 940
Employer grant and project expenses	842 722	807 148	763 275	664 385	680 177	734 057	766 727	802 250	5 380 564
Administration expenses	146 690	159 563	178 676	181 879	197 109	205 912	218 112	230 846	1 321 678
QCTO - 0.5% of SETA levy as determined	3 488	2 556	3 638	3 704	4 347	4 867	5 101	5 345	28 699
Net surplus/(deficit) for the period before capex	(429 326)	(199 376)	(2 266)	4 000	5 000	3 000	3 000	3 000	(617 969)
Capital expenditure	2 923	2 080	2 928	4 000	5 000	3 000	3 000	3 000	20 931
<u>SKILLS DEVELOPMENT INCOME</u>	Audited			Approved budget	Adjusted budget	Proposed budget			5 Year Budget to 2023-2027
	2020-2021	2021-22	2022-2023	2023-2024	2023-2024	2024-2025	2025-26	2026-2027	Total
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Levy income: Administration	150 427	175 702	214 746	195 956	203 510	213 111	223 166	233 697	1 406 805
Levies received from SARS - 10.5%	46 296	76 373	84 833	84 598	88 650	93 083	97 737	102 624	585 545
Government levies received - 33.3%	104 131	99 329	129 913	111 358	114 859	120 028	125 429	131 073	821 261
Levy income: Employer Grants	88 885	145 543	161 417	161 989	168 681	177 115	185 971	195 269	1 116 189
Levies received from SARS - 20%	88 885	145 543	161 417	161 989	168 681	177 115	185 971	195 269	1 116 189
Levy income: Discretionary Grants	286 113	432 672	543 022	480 245	492 443	534 510	559 548	587 007	3 423 117
Levies received from SARS - 49.5%	221 617	369 810	400 778	411 599	418 813	439 754	461 741	484 828	2 790 127
Government levies received - 66.7%	64 496	62 862	142 244	68 647	73 630	94 756	97 806	102 179	632 990
	525 425	753 917	919 185	838 191	864 633	924 736	968 684	1 015 973	5 946 111
<u>EMPLOYER GRANT AND PROJECT EXPENSES</u>	Audited			Approved budget	Adjusted budget	Proposed budget			5 Year Budget to 2023-2027
	2020-2021	2021-22	2022-2023	2023-2024	2023-2024	2024-2025	2025-26	2025-26	Total
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
Mandatory grants	53 350	96 073	102 103	105 158	109 765	115 125	120 881	126 925	719 614
Discretionary grants	789 372	711 075	661 172	559 227	570 412	618 932	645 846	675 325	4 660 949
	842 722	807 148	763 275	664 385	680 177	734 057	766 727	802 250	5 380 564
Estimated Participation Rate	60%	66%	63%	65%	65%	65%	65%	65%	