



Track and Tracer Trends Analysis Report for the 2020/21 - 2024/25 Strategic Period

The CATHSSETA Trends Analysis study provides an in-depth assessment of the outcomes, of the Culture, Arts, Tourism, Hospitality, and Sport Sector Education and Training Authority's (CATHSSETA) funded learning programmes during the 2021/22 to the 2024/25 Strategic period. The study provides an overview of learner demographics, post-training pathways outcomes, employer satisfaction, and the alignment of training interventions with industry needs. The findings highlight key trends, challenges, and opportunities within the sector to inform policy and strategic decision-making.

Bursary Programme

Bursary programmes contribute to the development of a continuous supply of skilled professionals in occupations classified as scarce and critical skills. These initiatives are particularly crucial in sectors where specialised expertise are in high demand, ensuring that industry-specific training gaps are addressed.

Learnership Programme

A learnership is a structured work-based learning programme that combines practical workplace experience with theoretical instruction to equip learners with industry-relevant skills and competencies. Typically, the programme consists of 30% theoretical learning and 70% practical workplace training, ensuring that learners gain both academic knowledge and hands-on experience.

Skills Programme

Finally, skills programmes offer short-term training interventions that provide learners with unit-standard-based qualifications. These programmes are often tailored to meet employer-specific skills needs and can contribute to a full NQF qualification when learner's complete additional unit standards over time.

Methodology

The study adopted an outcome evaluation design, which is an approach aimed at determining the effectiveness of a programme by measuring its actual outcomes against predefined objectives. Outcome evaluation focuses on assessing the changes or benefits resulting directly from the intervention - in this case, the funded learning programmes by CATHSSETA. This evaluation approach guided the track and tracer study by establishing learner pathways upon completion of CATHSSETA funded learning programmes. The study employed a mixed methodology.

Internship programme (HET WIL)

An internship programme is a structured workplace-based training initiative designed for graduates from universities and universities of technology (UoTs). The primary objective is to provide graduates with practical industry experience, allowing them to apply their academic knowledge in a real-world work environment

TVET- WIL

The Work-integrated learning (WIL) programme, particularly those for Technical and Vocational Education and Training (TVET) college students, are designed to provide learners with structured workplace experience that enhances their employment prospects and professional competencies. By bridging the gap between theory and practical application, WIL serves as a pathway to formal employment or self-employment.



- Evaluate**
Why are we doing well or poorly?
- Measure & Monitor**
How are we doing ?
- Implement**
How do we do it?
- Plan**
What do we do?

2622 learners

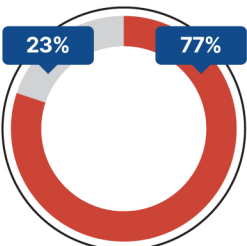
Were tracked through the track and tracer study from the 2020/21 to 2024/25 financial years.



Demographic overview of the tracked and traced learners during the 2021/22 to the 2024/25 financial year

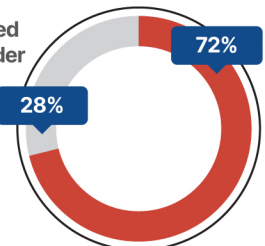
Distribution by age

- Youth (35 and below)
- Adult (35 and above)



2020/21-2024/25 tracked and traced learners Gender

- Female
- Male



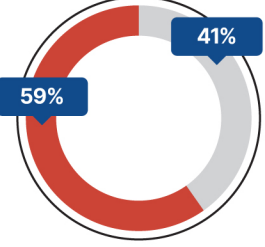
Race

- 89% Black African
- 5% White
- 5% Coloured
- 1% Indian



Geographical Location of Learners

- Rural
- Urban



Females accounted over three quarters and almost 90% of the population was Black African.



Type of school previously attended

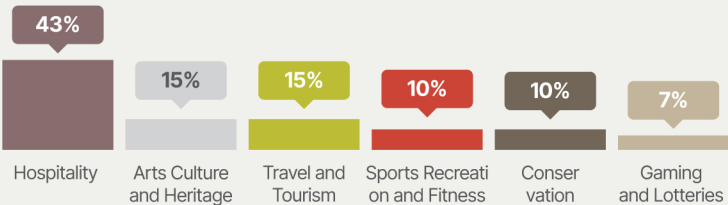
Public school (Non-Former Model C/low cost)	40%
Public school (Former Model C/elite school)	25%
Public School	17%
Private/independent school	8%

Type of school attended

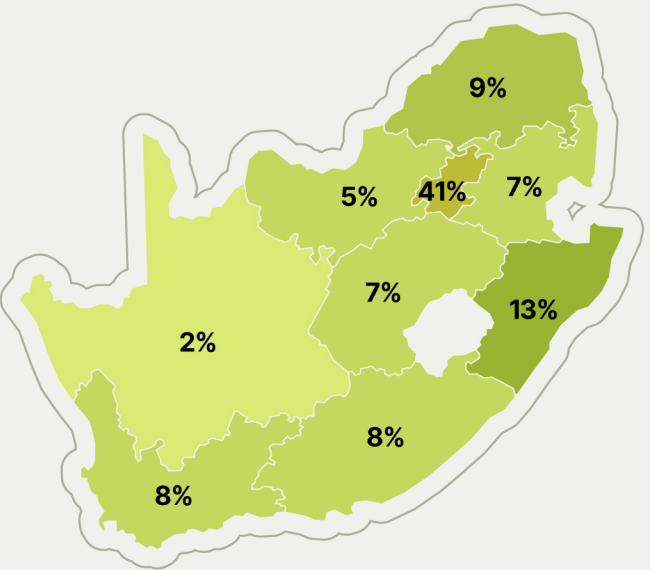
Private/independent school	8%
Public School	17%
Public school (Former Model C/elite school)	25%
Public school (Former Model C/low school)	50%

The type of schools attended comprised mainly of Public schools (lowcost) at 50%, followed by Model C schools. The youth represented 77% of the programmes under the review period, with female making up 72% of participants. Black African made up 89% of the participants

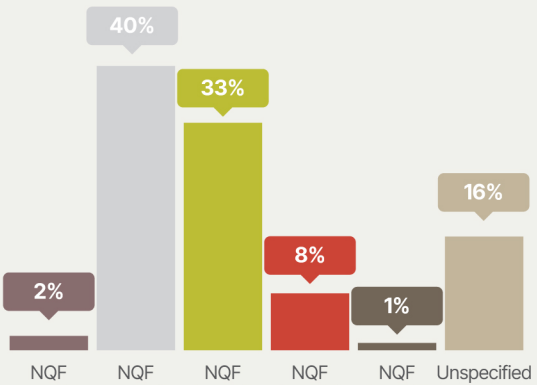
CATHSSETA Sub Sectors



The NQF levels were mainly represented by level 4 at 40% and the Top 10 Qualifications highest percentage comprised of Professional cookery at 26%. Geographical locations of learners were mainly Urban, 59% and most were from KwaZulu-Natal, 13%.



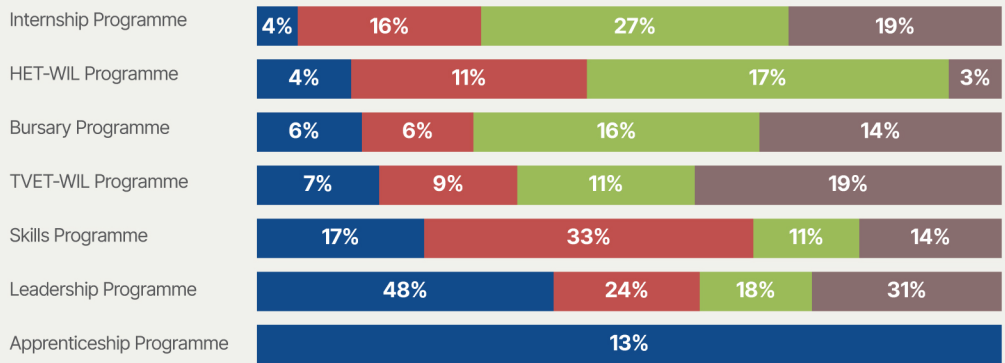
NQF Level



Top Ten Qualification across all CATHSSETA sub sectors

Cultural Site Guide	5%
Food and Beverage Services	5%
Fitness Instructor	6%
Customer Service	7%
Tour Guide	7%
Tourism Management	9%
Nature Conservation	9%
Assistant Chef	11%
Hospitality and Catering Services	16%
Professional cookery	26%

Learning Programmes by Financial Year



2021-22 2022-23 2023-24 2024-25

Overview of Funded leaners Over the 2021/22 – 2024/25 strategic period

26 098

Learners Funded



16 813

Learners completed



17596 Were female and
502 Were male



Ethnicity of the
enrolled learners

22 979
African



2 049
Coloured



140
Indians



930
White



Of the enrolled learners

146 reported
having a disability

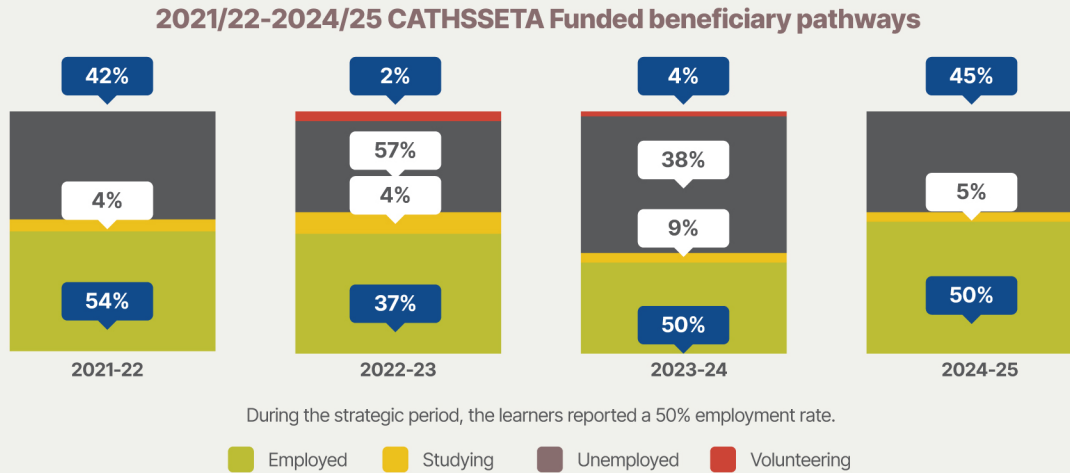




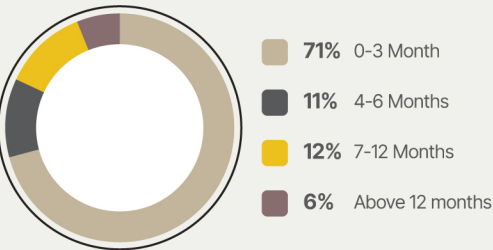
Pathways of learners who have completed the Learning programmes in the 2021/22 to the 2024/25 financial year



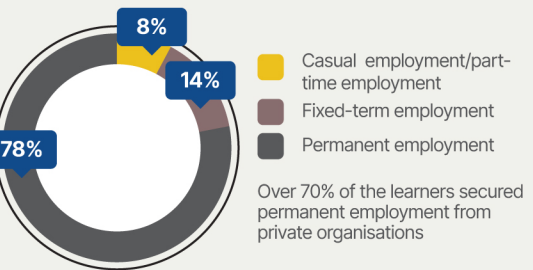
On average at least 30% of the of learners secure employment upon completion of the CATHSSETA funded programmes, with a steady increase over the past two years leading to almost 50% employment annually.



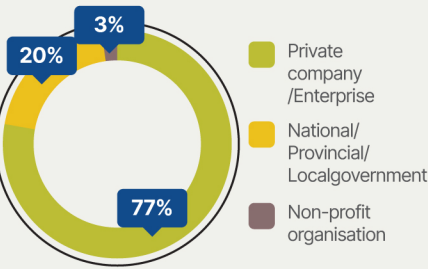
Time taken to find employment



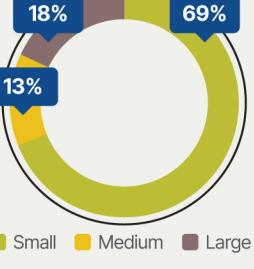
Employment type



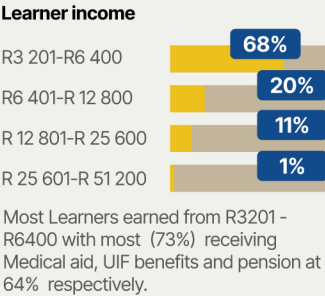
Organisational type



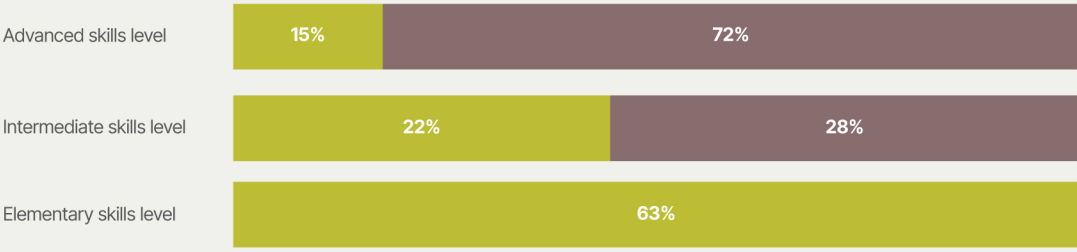
Organisation size



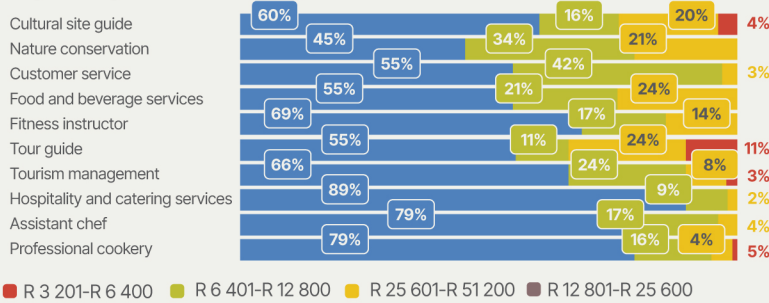
Employment benefits



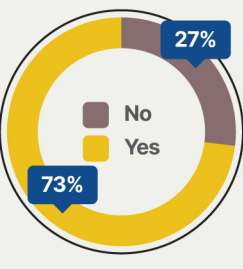
Skills level before and after training



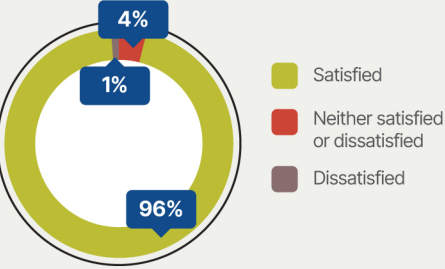
Top ten qualifications by income



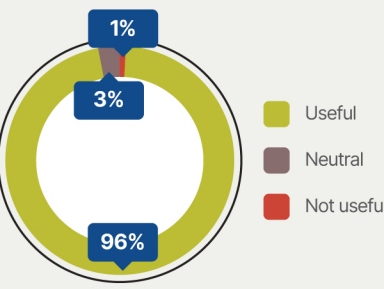
UIF Benefit



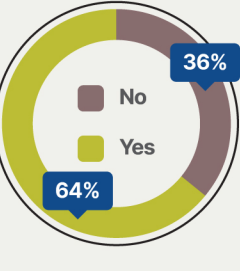
Learners Perceptions towards the Learning programmes



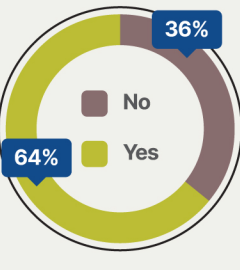
Programme Usefulness



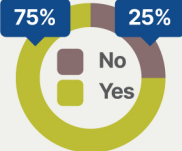
Medical Aid



Employer Contribution to Pension Fund

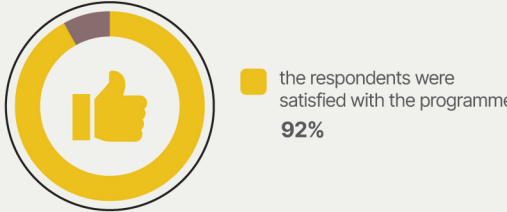


Relevance of the Learning Programmes interventions among beneficiaries

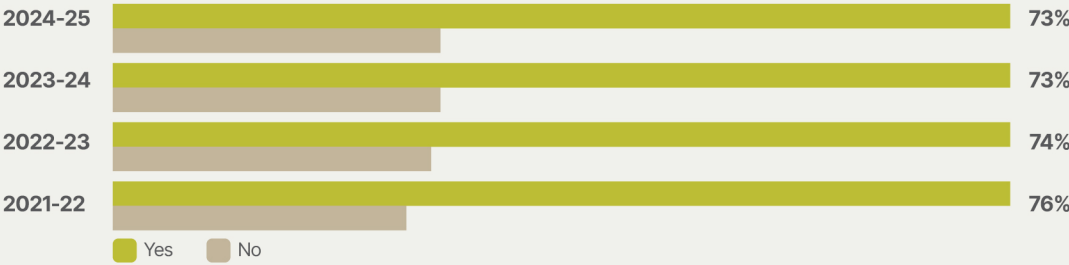


Most learners indicated that employment aligned acquired was to training and the skills improvement over the period moved from beginners and elementary to intermediate, advanced knowledge and Proficient knowledge. Most learners found the programme useful, 96% of all respondents and they indicated high levels of satisfaction with the programme, 95%.

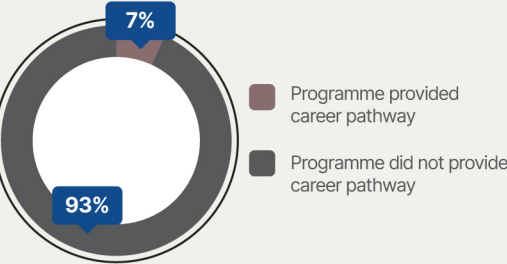
Employer Overall Programme Satisfaction



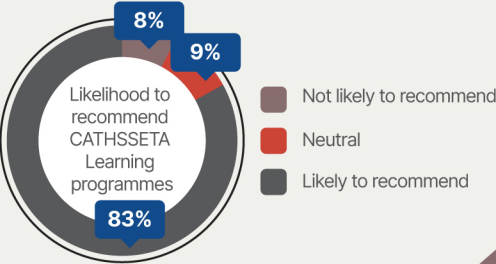
Employment aligned to training over the Strategic Period



Learning programme provided learners with a career pathway



Likelihood to recommend CATHSSETA Learning programmes



Reflections over the Strategic period Highlighted Successes for Learners

- Improved skill levels post training (knowledge/expertise/skills)
- Employment Progression
- Provision of opportunities for furthering studies

Highlighted Successes for Employers

- Increased productivity, more hands-on deck
- Contribution to work experience
- Learners bring a positive energy to the workplace

Highlighted Challenges for Employers

- Providing workspaces for learners
- Lack of equipment
- Few mentors available for WIL
- Lack of industrial experience of Skills development providers

Challenges Highlighted challenges for Learners

- The placement of learners into employment
- Quality of acquired employment (although they find employment, they are casuals, part time employees or seasonal workers)
- Delays in receiving certificates upon completion
- Learner dropouts

Recommendations for the next strategic period Highlighted recommendations for Learners

- Employment outcomes and industry alignment need to be strengthened.
- The relevance and application of skills should be improved
- There should be targeted interventions for employment outcomes and sustainability
- Dedicated support for rural learners needs to increase

Highlighted recommendations for Employers

- Employer satisfaction with training providers varies, with concerns over skills imparted
- Engagement with employers should be enhanced
- A sector-based advisory forum should be established to improve employer input in curriculum design.
- Improve visibility as well as increased workplace visits to monitor progress