

Culture, Arts, Tourism, Hospitality and Sport Sector
Education and Training Authority (CATHSSETA)

SECTOR SKILLS PLAN

2025/26 – 2029/30



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA





FOREWORD BY THE CHAIRPERSON OF THE ACCOUNTING AUTHORITY

I am privileged to present the 2025/26 to 2029/30 Sector Skills Plan (SSP) for the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA).

The South African economy has faced persistent challenges and has experienced relatively weak performance over the past three (3) years, against the backdrop of a high unemployment rate and the highest income inequality in the world, with a Gini coefficient of around 0.67. As of the first quarter of 2024, the graduate unemployment rate was reported at 11.8%, whereas individuals with less than a matric qualification reported an unemployment rate of 39.1%. Youth aged 15-24 years and 25-34 years exhibited the highest unemployment rates at 59.7% and 40.7%, respectively.

The economy has struggled to achieve robust growth, with Gross Domestic Product (GDP) growth averaging only 0.8% annually since 2012, with the National Treasury projecting a modest recovery in growth to 1.0% for 2024. In addition, challenges such as power cuts, operational failures at major state-owned entities, and high living costs continue to impact economic performance.

In responding to the pressing challenges of relentless unemployment, which continues to affect our sub-sectors, the SETA has recently approved a High Impact Programme (HIP). This programme encompasses a range of targeted projects aimed at creating tangible, sustainable impact through the skills development interventions. The HIP represents a paradigm shift from an output-driven to an impact-driven approach in the SETA's performance management framework, aligning with the broader goals of the National Skills Development Plan (NSDP), 2030 and the Medium-Term Development Plan (MTDP).

In line with the MTDP's focus on inclusive economic growth, these projects will focus on equipping individuals with the skills required for emerging industries and critical sectors. Additionally, the SETA will ensure that the MTDP's commitment to sustainable job creation is prioritised by focusing on the development of both hard and soft skills that enhance employability and entrepreneurship across all demographics. Coupled with this, the SETA will be engaging with its stakeholders to, among others, deliberate on mechanisms to ensure a seamless delivery of these projects and other skills development interventions through strategic partnerships and collaboration.

Through this combined effort, the SETA is poised to contribute meaningfully to the MTDP's long-term goals of reducing unemployment and promoting equitable access to quality training opportunities that ultimately drive national development, economic transformation, and societal well-being.

In conclusion, I would like to thank the Minister of Higher Education, Honourable Dr Nobuhle Pamela Nkabane for providing strategic oversight and leadership to the SETA, and our valuable stakeholders for their contribution towards the SSP development process. With her experience in higher education, as well as remarkable academic achievements, the SETA is poised to make a meaningful impact on skills development within its sub-sectors. We look forward to a seamless partnership-oriented skills development era that will yield the desired impact for our sector.



Mr David Themba Ndhlovu
Accounting Authority Chairperson

AUTHORISATION OF THE SECTOR SKILLS PLAN

We the undersigned, at this moment approve, on behalf of the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority, the contents of the Sector Skills Plan for the 2025/26 – 2029/30 period.



Mr Marks Thibela
Chief Executive Officer



Mr Themba Ndhlovu
Accounting Authority Chairperson

ACRONYMS AND ABBREVIATIONS

4IR	Fourth Industrial Revolution
ACT	Arts and Culture Trust
AI	Artificial Intelligence
ASATA	Association of Southern African Travel Agents
CAGR	Compounded Annual Growth Rate
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority
CBO	Community-Based Organisation
CET	Community Education and Training
CIMS	CATHSSETA Integrated Management System
COSATU	Congress of South African Trade Unions
CSIR	Council for Scientific and Industrial Research
CWUSA	Creative Workers Union of South Africa
DDM	District Development Model
DHET	Department of Higher Education and Training
DSAC	Department of Sport, Arts and Culture
ERRP	Economic Reconstruction and Recovery Plan
ERRP SS	Economic Reconstruction and Recovery Plan Skills Strategy
FAWU	Food and Allied Workers Union
FEDHASA	Federated Hospitality Association of Southern Africa
FEDUSA	Federation of Unions of South Africa
HEI	Higher Education Institution
HRD-SA	Human Resource Development Strategy for South Africa
HSRC	Human Sciences Research Council
ICT	Information and Communication Technology
ILO	International Labour Organisation
ISIC	International Standard Industrial Classification
MTDP	Medium-Term Development Plan
NDP	National Development Plan, 2030
NEDLAC	National Economic Development and Labour Council
NGB	National Gambling Board
NGO	Non-governmental organisation
NQF	National Qualifications Framework
NSA	National Skills Authority
NSDP	National Skills Development Plan, 2030

NSF	National Skills Fund
NTSS	National Tourism Sector Strategy
NUHLCW	National Union of Hotel, Liquor, and Catering Workers
PYEI	Presidential Youth Employment Initiative
QCTO	Quality Council for Trades and Occupations
SACA	South African Chefs Association
SACCAWU	South African Commercial, Catering and Allied Workers Union
SAHRA	South African Heritage Resources Agency
SAQA	South African Qualifications Authority
SARS	South African Revenue Services
SATSA	Southern Africa Tourism Services Association
SIC	Standard Industrial Classification
SSP	Sector Skills Plan
Stats SA	Statistics South Africa
TBCSA	Tourism Business Council of South Africa
ToC	Theory of Change
TVET	Technical and Vocational Education and Training
UNWTO	United Nations World Tourism Organisation
UoT	University of Technology
WIL	Work Integrated Learning
WTTC	World Travel and Tourism Council

EXECUTIVE SUMMARY

CHAPTER 1: SECTOR PROFILE: This chapter provides an overview of the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA) sector, including the economic performance of the sector, employer and employee profiles, labour market analysis and skills implications. The sector comprises 17 378 levy-paying entities, with the Hospitality sub-sector being the largest contributor (65%), followed by Tourism and Travel Services (12%), as well as Sport, Recreation, and Fitness (9%). Geographically, most entities are located in Gauteng (37%), Western Cape (30%), and KwaZulu-Natal (12%). The sector employs 194 974 individuals, with the majority (64%) employed in the Hospitality sub-sector. The chapter concludes by highlighting the skills development initiatives for the labour market to keep abreast of economic developments and industry trends.

CHAPTER 2: KEY SKILLS CHANGE DRIVERS: This chapter identifies the key skills change drivers and national strategies and plans impacting skills demand and supply in the CATHSSETA sector. The change drivers include automation and Artificial Intelligence (AI), the skills shift driven by technology and digitalisation, the gig economy and sustainability. These drivers have implications for skills planning, such as funding qualifications in digital skills, supporting upskilling and continuous learning, promoting entrepreneurship and business management skills, as well as emphasising sustainability-related qualifications. The chapter also outlines relevant national policies and strategies, including the National Development Plan (NDP) 2030, the National Skills Development Plan (NSDP) 2030, the Medium-Term Development Plan (MTDP) for 2024-2029, the District Development Model (DDM), and the Human Resource Development Strategy for South Africa (HRD-SA). These policies guide CATHSSETA's skills planning efforts, particularly in areas such as artisan development, youth employment, rural development, and capacity building. The chapter underscores the importance of aligning CATHSSETA's skills development initiatives with national priorities and addressing the evolving skills needs of the sector.

CHAPTER 3: SECTORAL SKILLS DEMAND AND SUPPLY ANALYSIS: This chapter presents an analysis of the sectoral skills demand and supply, including occupational shortages and skills gaps. It also examines the state of education and training provision, enrolment and completion rates, as well as supply-side challenges. The analysis reveals skills gaps across various occupational levels, with a notable emphasis on soft skills such as customer service, conflict management, and leadership. The chapter identifies emerging occupations driven by digitalisation, national strategies, and operational requirements, including roles in digital marketing, online platforms, sustainability, and specialised management positions. The analysis of education and training provision highlights the high enrolment rates in Technical and Vocational Education and Training (TVET) Colleges for programmes related to the CATHSSETA sector, with a significant gender disparity favouring female students. The chapter also presents findings from CATHSSETA's research studies, which provide insights into the impact of learning interventions, employer experiences, brand awareness, and the skills needs of the rural and informal sectors. The chapter concludes by outlining CATHSSETA's strategies and initiatives to address the identified skills gaps, promote industry collaboration, and enhance the relevance and accessibility of its offerings.

CHAPTER 4: SETA PARTNERSHIPS: This chapter assesses the effectiveness of existing Sector Education and Training Authority (SETA) strategic partnerships. CATHSSETA recognises the need for establishing strategic partnerships to achieve the sector's strategic objectives and national priorities. Current SETA partnerships include TVET and Community Education and Training (CET) College infrastructural and lecturer development projects, as well as collaborations with universities to strengthen the SETA's research, monitoring and evaluation capability, among others. The chapter also discusses challenges in maintaining partnerships and proposes ways to strengthen them. Finally, based on industry demands, the chapter highlights partnerships the SETA should consider implementing, highlighting the rationale behind the proposed partnerships, as well as their strategic focus.

CHAPTER 5: SETA MONITORING AND EVALUATION:

This chapter highlights CATHSSETA's approach to monitoring and evaluation (M&E) and reflections on the 2020/21 – 2024/25 strategic planning period. The SETA employs a structured approach to monitoring, including organisational performance monitoring, quarterly performance monitoring, and annual reviews. Additionally, CATHSSETA conducts various evaluation studies, such as formative, process, outcome, and summative evaluations, to assess the effectiveness and impact of its skills development interventions. The chapter outlines the SETA's use of information from previous research to inform research and planning, as well as the progress on strategic skills priorities from the previous strategic period. It also highlights the SETA's actions in support of the ERRP and measures to strengthen M&E, improve planning documents, and enhance skills planning.

CHAPTER 6: STRATEGIC SKILLS PRIORITY ACTIONS:

This chapter summarises the key skills implications from each chapter and outlines the SETA's strategic skills priorities, including implementing the Fourth Industrial Revolution (4IR) Sector Skills Strategy and the Small, Medium and Micro Enterprises (SMME) and Entrepreneurship Skills Strategy, supporting the green economy and sustainability, and addressing skills development for the rural and informal economy. The chapter also discusses planned measures in response to change drivers and outlines planned measures to address transformational imperatives, support SMMEs and entrepreneurship, and align with national strategies and plans, including the ERRP, the NSDP, MTDP and the PYEI.



Mr Marks Thibela
Chief Executive Officer



Mr Themba Ndhlovu
Accounting Authority Chairperson

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RESEARCH PROCESS AND METHODS

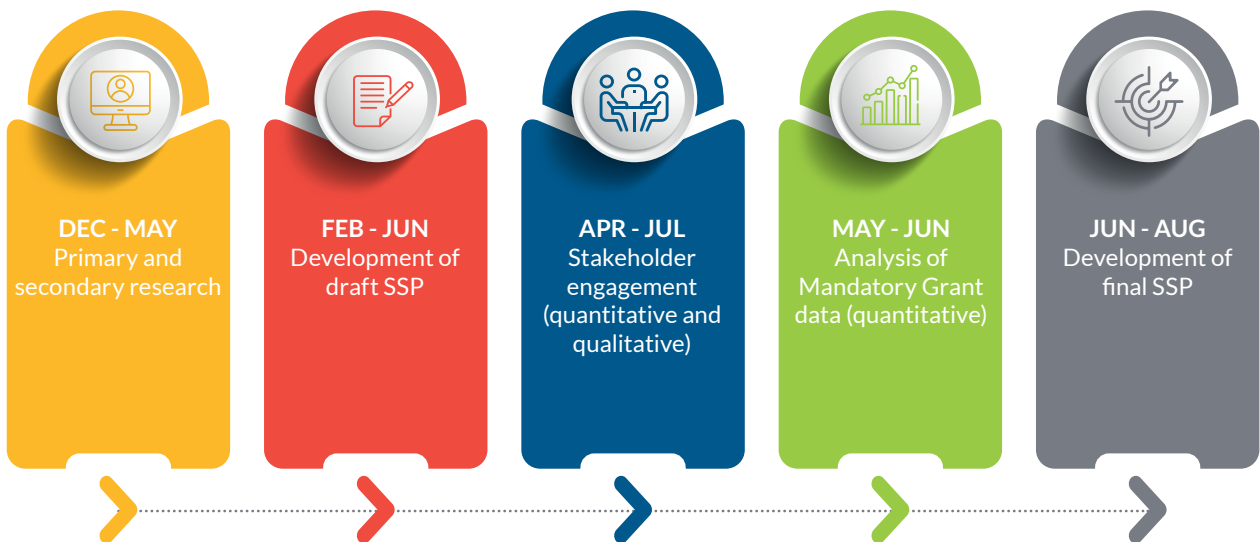
This section outlines the research process and methods employed by CATHSSETA in developing the sector skills five-year plan for the period 2025 to 2030. The process involves conducting primary and secondary research using both qualitative and quantitative methodologies to inform the findings of the Sector Skills Plan (SSP).

CATHSSETA conducts desktop research to gather information on the economic performance of the sector concerning key economic indicators, labour market and employment trends, unemployment rate, provincial or sub-sector employment patterns, and the number of people employed within the sector. Additionally, research is conducted on key skills change drivers affecting the sector, as well as the state of education and training provision. The secondary data sources consulted include economic and employment figures from Statistics South Africa (Stats SA), the United Nations World Tourism Organisation (UNWTO), the International Labour Organisation (ILO), and South African Tourism. The SETA further makes use of insights from the SETA's research studies, as well as soliciting inputs from stakeholders through focus group sessions.

For the quantitative component, CATHSSETA analysed Mandatory Grant (MG) data submitted for the 2024/2025 financial year. Over the past five (5) years, the MG submission rate has shown a general trend of fluctuation. In 2020/21, the submission rate was 1 193, which slightly decreased to 1 150 in 2021/22. It then rose to 1 189 in 2022/23 and experienced a more substantial increase to 1 314 in 2023/24. However, in 2024/25, the submission rate for the first half of 2024 stands at 1 270, with the possibility of going up. The MG applications contain Workplace Skills Plan (WSP) data, which provides insights into the labour market profile, skills gaps, occupational shortages, hard-to-fill vacancies, and skills needs of employers in the sector. The employer profile data is obtained from the South African Revenue (SARS) file, which details the number of SETA levy payers by sub-sector, size of entity and geographical location.

The SSP is developed and updated every year using the process shown in the figure below. The development and updating process normally begins in December and continues until the final document is submitted to the Department of Higher Education and Training (DHET) on 01 August.

Figure 1: SSP update process



DATA LIMITATIONS

CATHSSETA sector employers with a payroll of R500 000 and above are required to pay a Skills Development Levy (SDL) and submit a Mandatory Grant application as specified by the SETA Grant Regulations, 2012. Overall, the Mandatory Grant's function provides data that is necessary for skills planning, with the information provided feeding into the SSP. However, CATHSSETA has identified several challenges with the Mandatory Grant application process which may impact the SETA's ability to adequately identify and address sectoral labour market demands. These challenges include:

- Most employers (98%) within CATHSSETA are classified as small (1 – 49 employees) and the majority fall below the prescribed threshold to contribute to the SDL. As a result, CATHSSETA is reliant on a small portion of companies for revenue;
- There is a low number of Mandatory Grant applications (1 270) received, with only 7% of levy-paying entities under CATHSSETA submitting applications in 2024/25; and
- The SETA therefore faces a challenge in assuring data representivity due to the limited analysis scope as the workshops and survey conducted to corroborate the MG data are carried out with levy-paying employers, which is not representative of the entire sector. To mitigate this, the SETA needs to engage with the Department of Higher Education on a review of the methods for determining occupations in high demand as well as hard to fill vacancies.

The CATHSSETA research studies that informed the development of this SSP are listed in the table below.

Table 1: CATHSSETA research studies conducted

TOPIC	TYPE OF STUDY	OBJECTIVES OF STUDY	DATA COLLECTION TOOL	SAMPLE SIZE AND SCOPE OF STUDY	LIST OF DATA SOURCES	TIMEFRAME OF STUDY	SSP REFERENCE CHAPTER
Mandatory Grant Diagnostic Study	Mixed-method study	<ul style="list-style-type: none"> To conduct a diagnostic assessment of the Mandatory Grant application process to increase the participation rate and quality of Mandatory Grant applications received and approved by the SETA. 	Online Qualitative in-depth interviews, focus groups and quantitative surveys	Each sub-sector focus group was limited to a maximum of 7 participants, with 3 to 5 attendees per group, successfully achieved. Surveys targeted 300 employers and received 428 responses.	CATHSSETA stakeholder database and MG-related policies and legislation	April 2023 – Dec 2023	Chapter 3
Rural Economy Study	Mixed-method study	<ul style="list-style-type: none"> To assess the status of the capacity and skills within the rural economy of the six (6) sub-sectors of CATHSSETA and to ascertain the economic activities that are in existence within the rural economy. 	Qualitative in-depth interviews; quantitative survey	A total of 40 planned interviews with 32 conducted; 300 survey targets with 147 responses achieved; validation workshops planned for 40 attendees with 16 people attending.	Tiyimele database; CATHSSETA stakeholder database; Municipal database	October 2023 – March 2024	Chapters 2 and 3

TOPIC	TYPE OF STUDY	OBJECTIVES OF STUDY	DATA COLLECTION TOOL	SAMPLE SIZE AND SCOPE OF STUDY	LIST OF DATA SOURCES	TIMEFRAME OF STUDY	SSP REFERENCE CHAPTER
Brand Awareness Study	Mixed-method study	<ul style="list-style-type: none"> To ascertain the extent to which sector stakeholders are aware of the CATHSSETA and its service offering. 	Qualitative in-depth interviews, focus groups and quantitative surveys	<p>Out of 28 planned in-depth interviews, 30 were conducted, involving seven (7) employers, three (3) higher education institutions (HEIs), 11 training providers, and nine (9) industry experts.</p> <p>While 381 surveys were initially planned, only 135 responses were received. These responses included feedback from 101 employers and 34 training providers and HEIs.</p>	CATHSSETA stakeholder database; North-West University database; Door-to-door engagements	Oct 2023 – Mar 2024	Chapter 3
Tracer study on learning programme interventions in the 2021/22 – 2022/23 financial year	Quantitative study	<ul style="list-style-type: none"> To track and trace beneficiaries of the CATHSSETA-funded training interventions to gather evidence on the outcome and impact of the intervention. 	Computer Assisted Telephone Interview (CATI) Survey	767 learners who completed learning programmes during the 2021/22 to 2022/23 and 53 employers targeted with 381 learners and 18 employers reached.	QMR	September 2023 – March 2024	Chapter 3
Feasibility Study into skills development within the Informal sector	Mixed-method Study	<ul style="list-style-type: none"> To determine the feasibility of skills development in the informal sector. 	Online Questionnaires completed by informal sector participants and training providers, and Interview guides administered by industry experts	Out of the 493 training providers targeted, 167 were reached. 1 116 Informal sector traders were targeted with 1 143 achieved.	CATHSSETA database	August – December 2023	Chapter 3



CHAPTER 1: SECTOR PROFILE

1.1. Introduction

This chapter provides an overview of the economic, employer and labour market profile of the sector, drawing from various data sources, including Workplace Skills Plans (WSPs), national statistics, economic forecasts, and research studies. Guided by the National Skills Development Plan (NSDP) 2030, which aims to create a skilled workforce for inclusive economic growth, this analysis aims to delineate the sector's scope of coverage, identify key role-players, assess its economic performance vis-à-vis the labour market, and explore how economic performance and changes influence labour market dynamics.

1.2. Scope of Coverage

The scope of CATHSSETA encompasses six sub-sectors, namely Arts, Culture, and Heritage; Conservation; Gaming and Lotteries; Hospitality; Sport, Recreation, and Fitness; as well as Tourism and Travel Services. These sub-sectors are categorised based on the 62 Standard Industrial Classification (SIC) codes, aligning with the broader services sector of the economy as defined by SARS. Unlike traditional industries, the tourism sector is not individually measured in national accounts due to its diverse nature, encompassing various industries such as transportation, accommodation, food and beverage services, recreation, entertainment, and travel agencies. Table 1 outlines the scope of CATHSSETA according to allocated SIC codes of primary activities.

Table 2: SIC Codes

SUB-SECTOR	SIC CODE	MAIN ACTIVITY DESCRIPTION
ARTS, CULTURE AND HERITAGE	9003	Production of craft art
	9004	Production of traditional art
	9005	Production of designer goods
	9006	Production of functional wares
	9007	Production of souvenirs
	96140	Dramatic arts, music and other arts activities
	96141	Activities of artists and entertainers
	96142	Activities of theatre and entertainment technicians
	96143	Production of 'live' theatrical and artistic events
	96144	Activities of arts councils and other related institutions
	96190	Other entertainment activities N.E.C.
	96320	Museum activities and preservation of historical sites
	96322	Provision for management and operation of monuments, historical sites and buildings
	96323	Management and operation of museum, cultural and heritage activities
96492	The activities of casting for motion pictures, television and theatre productions	
CONSERVATION	11520	Hunting and trapping, including related services
	96333	Game parks and reserves, including but not limited to, wildlife, parks, zoological or animal parks and botanical gardens
	96334	Activities of conservation bodies
	96335	Wildlife conservation, including wildlife, game, parks, game reserves, zoological establishments, botanical gardens
GAMING AND LOTTERIES	96419	Operation and management of horse-racing events and clubs and academies
	96494	Gambling, licensed casinos and national lotteries, but not limited to bookmakers, totalizators, casinos, bingo operators

SUB-SECTOR	SIC CODE	MAIN ACTIVITY DESCRIPTION
HOSPITALITY	64101	Hotels, motels, boatels and inns registered with the SA Tourism Board
	64102	Caravan parks and camping sites
	64103	Guest houses and guest farms
	64104	Hotels, motels, boatels and inns not registered with the SA Tourism Board
	64105	Bed-and-breakfasts
	64106	Management and operation of game lodges
	64201	Restaurants or tearooms with a liquor license
	64202	Restaurants or tearooms without a liquor license
	64203	Take-away counters
	64204	Caterers
	64205	Take-away restaurants
	64206	Fast food establishments
	64207	Other catering services N.E.C including pubs, taverns, nightclubs
	64209	Other catering services N.E.C
	84111	Timesharing
	88994	Bioscope cafes
	96195	Operation and management of convention centres
SPORT, RECREATION AND FITNESS	93195	Operation and management of health and well-being centres, including, but not limited to, hydros, spas, fitness centres
	96000	Recreational, cultural and sporting activities
	96002	Recreational, leisure and outdoor adventure activities, including the management and operation of facilities, government departments
	96196	Amusement parks
	96410	Sporting activities
	96411	Operation and management of sporting facilities and clubs
	96412	Operation and management of sports academies
	96413	Promotion and management of sporting events and activities
	96415	Management and operation of non-motorised sporting activities
	96417	Sporting activities, including, but not limited to, sports federations
	96418	Management and operation of motorised sporting activities
	96491	The operation and management of recreation parks and beaches, fairs and shows of a recreational nature and recreational transport activities

SUB-SECTOR	SIC CODE	MAIN ACTIVITY DESCRIPTION
TOURISM AND TRAVEL SERVICES	71214	Tour operators (inbound and outbound tour operators)
	71222	Safaris and sightseeing bus tours
	71223	Safaris and sightseeing trip operators
	73002	Inbound international flights
	74140	Travel agency and related activities
	85110	Renting of land transport equipment
	85111	Renting of land transport equipment, including car rentals
	8899A	Event and conference management
	96195	Operation and management of convention centres
	96336	Tourist info centres
	99028	Car hire
	99048	Tourism authorities, including, but not limited to, tourism marketing, tourist information centres, publicity associations
	99049	Guides, including tourist river, mountain etc.

1.3. Key Role-Players

The diverse skills development needs of the South African economy require a well-coordinated and integrated post-school system. The table below illustrates the key role players who operate within the realm of CATHSSETA. The role players highlighted below work together within the Post School Education and Training (PSET) system to enable the CATHSSETA to achieve its mandate, and also partner with CATHSSETA through strategic partnerships and skills development interventions to meet its skills needs to drive economic growth by 2030.

Table 3: CATHSSETA key stakeholders

Stakeholder group	Role-Player	Role in Skills Development/Education and Training	Link to NSDP Outcomes
Government and Public Entities	Department of Higher Education and Training (DHET)	<ul style="list-style-type: none"> Set national policy and regulations for skills development; Develop and implement economic policies impacting skills needs; Fund skills development initiatives; Develop and review qualifications; Register and maintain standards for qualifications; SETA Qualification's Authority; Facilitate skills development and funding; and Facilitate dialogue and agreements on national skills development strategies. 	<ul style="list-style-type: none"> Outcome 1: Identify and increase production of occupations in high demand Outcome 2: Linking education and the workplace Outcome 3: Improving the level of skills in the South African workforce Outcome 4: Increase access to occupationally directed programmes Outcome 5: Support the growth of the public college system Outcome 7: Encourage and support worker-initiated training - driven by critical networks of employee representatives and union officials Outcome 8: Support career development services
	Department of Tourism (DoT)		
	Department of Sport, Arts and Culture (DSAC)		
	Department of Forestry, Fisheries and the Environment (DFFE)		
	National Economic Development and Labour Council (NEDLAC)		
	National Skills Fund (NSF)		
	National Skills Authority (NSA)		
	South African Qualifications Authority (SAQA)		
	Quality Council for Trades and Occupations (QCTO)		
	Department of Employment and Labour (DEL)		
	Department of Trade and Industry and Competition (DTIC)		

Stakeholder group	Role-Player	Role in Skills Development/Education and Training	Link to NSDP Outcomes
Employer Organisations	Federated Hospitality Association of Southern Africa (FEDHASA)	<ul style="list-style-type: none"> Represent employers in CATHSSETA governance structures; Identify skills needs and priorities in their sub-sectors; Develop and deliver training programmes; Provide workplace learning opportunities; Set professional standards and ethics; Provide certification; and Develop continuing professional development (CPD) opportunities. 	<ul style="list-style-type: none"> Outcome 6: Skills development support for entrepreneurship and cooperative development Outcome 8: Support career development services
	Southern Africa Tourism Services Association (SATSA)		
	National Arts Council of South Africa (NAC)		
	National Gambling Board (NGB)		
	Sporting Federations (i.e. South African Football Association, Cricket South Africa, South African Rugby, South African Sports Confederation and Olympic Committee (SASCOC))		
	South African Chefs Association (SACA)		
	Tourism Business Council of South Africa (TBCSA)		
	Association of Southern African Travel Agents (ASATA)		
	South African Heritage Resources Agency (SAHRA)		
	Arts and Culture Trust (ACT)		
Organised Labour	Federation of Unions of South Africa (FEDUSA)	<ul style="list-style-type: none"> Represents workers in CATHSSETA governance structures; Negotiates training and skills development provisions in collective agreements; and Provides input on relevance and quality of skills development. 	<ul style="list-style-type: none"> Outcome 3: Improving the level of skills in the South African workforce Outcome 7: Encourage and support worker-initiated training - driven by critical networks of employee representatives and union officials
	Congress of South African Trade Unions (COSATU)		
	South African Commercial, Catering and Allied Workers Union (SACCAWU)		
	Food and Allied Workers Union (FAWU)		
	National Union of Hotel, Liquor, and Catering Workers (NUHLCW)		
	Creative Workers Union of South Africa (CWUSA)		

Stakeholder group	Role-Player	Role in Skills Development/Education and Training	Link to NSDP Outcomes
<p>Education and Training Institutions</p>	<p>Technical and Vocational Education and Training (TVET) Colleges Private training providers Universities and universities of technology (UoTs) Community Education and Training (CET) Colleges Sector-specific training institutions</p>	<ul style="list-style-type: none"> • Deliver skills development Programmes accredited by CATHSSETA; • Conduct research and development on skills development methodologies; and • Provide career guidance and counselling. 	<ul style="list-style-type: none"> • Outcome 1: Identify and increase production of occupations in high demand • Outcome 2: Linking education and the workplace • Outcome 3: Improving the level of skills in the South African workforce • Outcome 4: Increase access to occupationally directed programmes • Outcome 5: Support the growth of the public college system • Outcome 7: Encourage and support worker-initiated training - driven by critical networks of employee representatives and union officials • Outcome 8: Support career development services

1.4. Employer Profile

The table below delineates the distribution of levy-paying entities within the CATHSSETA sector for the 2023/24 period, totalling 17 378 entities. The data demonstrates that the vast majority of levy-paying entities (98%) in the sector are classified as small.

The Hospitality sub-sector is the largest levy-paying sub-sector, representing 65% of the total levy-paying entities. The Tourism and Travel Services sub-sector contributes 12%, with 2 170 entities, while Sport, Recreation, and Fitness follow at 9%, with 1 597 entities. The Arts, Culture, and Heritage contribute 7% (1 177) to the total levy-paying entities, whereas Conservation closely follows, representing 5% with 797 entities. The Gaming and Lotteries sub-sector accounts for the lowest number of entities (2%), with 324 entities.

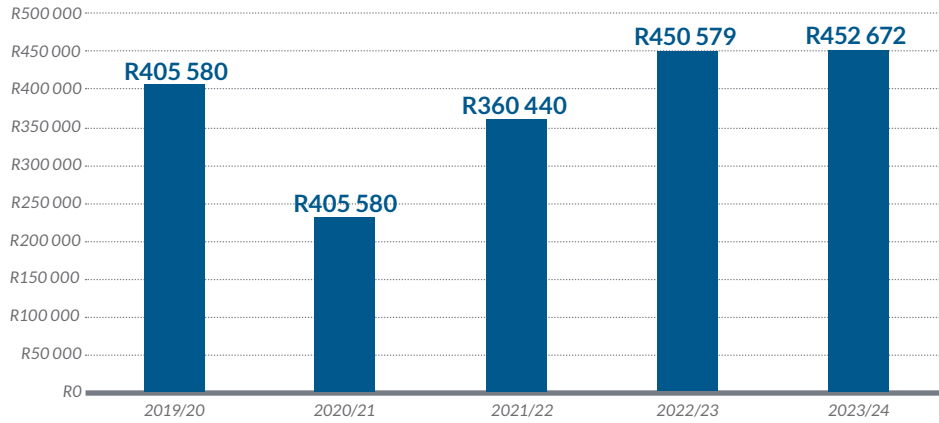
Table 4: Number of CATHSSETA levy payers

SUB – SECTOR	SMALL (1-49)	MEDIUM (50-149)	LARGE (150+)	NUMBER OF LEVY PAYING EMPLOYERS	% IN THE SECTOR
Arts, Culture and Heritage	1 159	10	8	1 177	7%
Conservation	785	8	4	797	5%
Gaming and Lotteries	285	11	28	324	2%
Hospitality	11 037	175	101	11 313	65%
Sport, Recreation and Fitness	1 575	13	9	1 597	9%
Tourism and Travel Services	2 147	15	8	2 170	12%
	98%	1%	1%	100%	
Total	16 988	232	158	17 378	100%

Source: CATHSSETA SARS file, 2024

The figure below outlines the total revenue received over five (5) years, from the 2019/20 to 2023/24 financial years. Revenue fell significantly in 2020/21, to R232 706 as a result of the COVID-19 pandemic, however, there has been a consistent upward trend in the total revenue received since 2021/22. In the 2021/22 financial year, the organisation received R360 million in revenue. This amount increased to R450 million, a 25% increase, in the following financial year of 2022/23, indicating a significant rise in revenue. In the most recent financial year, 2023/24, revenue received remained largely consistent, with a modest increase to R452 million. Overall, this pattern implies that the organisation's revenue creation is on an upward trajectory, with continuous growth over the last few years.

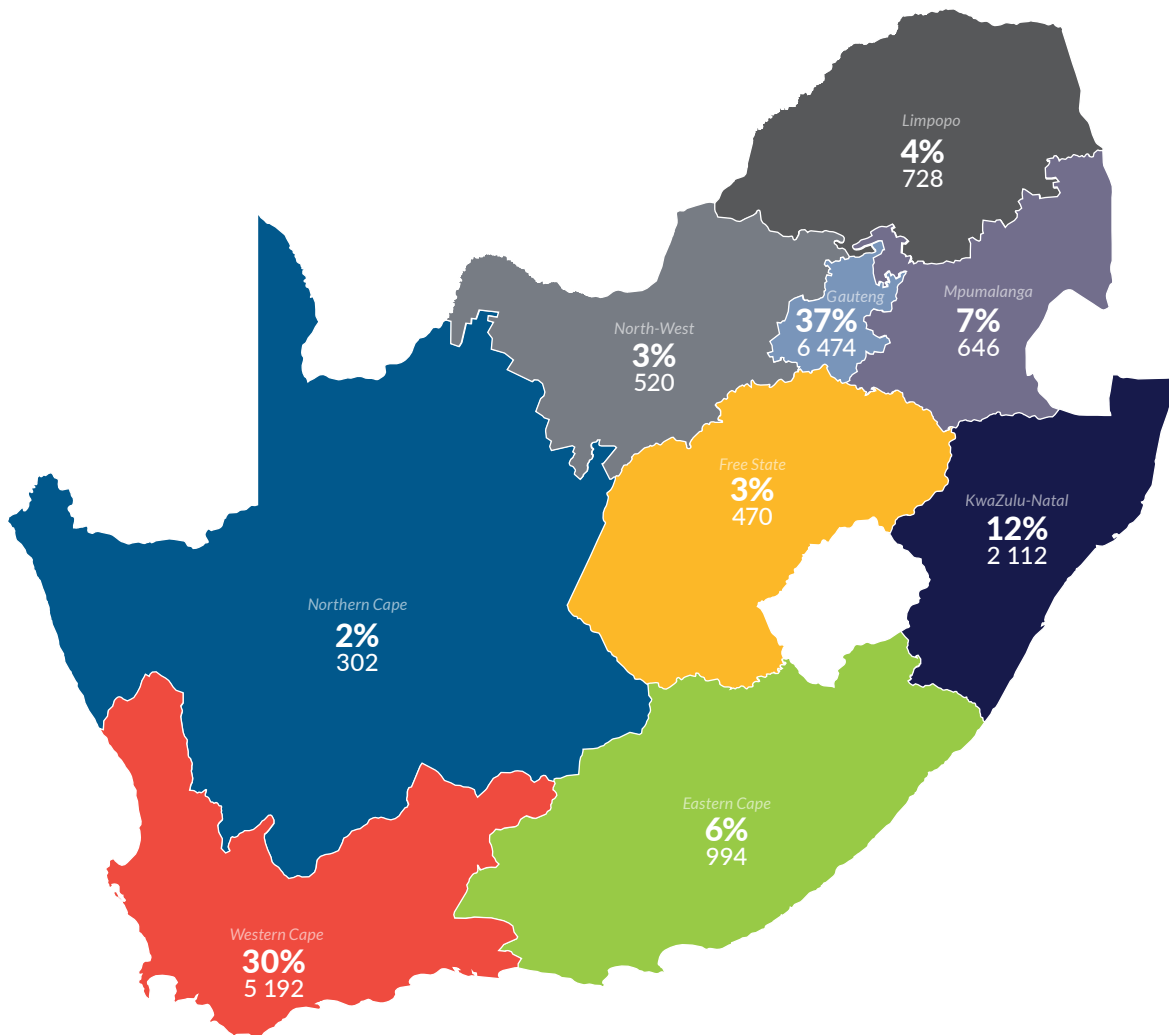
Figure 2: Total revenue received in the 2019/20 - 2023/24 financial years



Source: CATHSSETA SARS file, 2024

The geographical spread of entities in the sector is illustrated in the figure below. Most entities in the sector (37%) are located in Gauteng, followed by the Western Cape (30%) and KwaZulu-Natal accounting for 12%. The least represented provinces include the Free State (3%), the North-West (3%) and the Northern Cape (2%).

Figure 3: Geographical location of levy-paying entities contributing to SDL



Source: CATHSSETA SARS file, 2024

1.5. Labour Market Analysis

1.5.1. Economic Performance

The need to develop a highly skilled labour force is crucial for economic growth, the reduction of unemployment, and the fight against poverty and inequality in the country. This section presents an analysis of the CATHSSETA sector's contribution to the national economy and labour market, providing insights into its significance and the challenges it faces in addressing the skills gaps.

The South African economy has faced persistent challenges and has experienced relatively weak performance over the past three (3) years, with efforts focused on addressing structural constraints, implementing the ERRP, and improving state capability to support sustainable economic growth (National Treasury, 2024). The economy has struggled to achieve robust growth, with GDP growth averaging only 0.8% annually since 2012, with the National Treasury projecting a modest recovery in growth to 1.0% for 2024. Long-term growth has been highly dependent on improving capacity in key sectors such as energy, freight rail, and ports, as well as reducing structural barriers to economic activity (PricewaterhouseCoopers [PwC] South Africa, 2024).

While the medium-term outlook has shown a slight improvement, with an average growth forecast of 1.6% over the next three (3) years compared to the previous estimate of 1.4%, challenges such as power cuts, operational failures at major state-owned entities, and high living costs continue to impact economic performance (National Treasury, 2024). As depicted in the figure below, a multitude of factors have influenced South Africa's economic growth outlook. On the upside, easing power cuts, lower inflation supporting household consumption, and increased credit extension have provided some tailwinds. However, downside risks persist from lower global commodity prices and global conflicts (PwC South Africa, 2024).

These points were also highlighted during stakeholder engagements, noting that the current business conditions in the sector are not conducive due to underlying economic factors that reduce disposable income, affecting consumer spending in the sector. While some businesses see the current situation as an opportunity for growth, they recognise the negative impact of poor economic conditions on the overall market. Additionally, a poorly structured skill development plan and a shortage of qualified facilitators contribute to this mixed assessment. However, the stakeholders have a positive outlook on business conditions in the industry over the next 12 months. Businesses anticipate an improved economy, leading to enhanced consumer spending and investment, thereby fostering a favourable business environment.

Figure 4: Factors influencing GDP growth in South Africa



Source: PwC South Africa data (2024)

1.5.2. Unemployment

South Africa's unemployment rate has been fluctuating since 2020 (29.1%), peaking at 35.3% in 2022 before slightly improving to 32.7% in 2023. The unemployment rate increased slightly to 32.9% in Q1 of 2024 from 32.1% in the previous quarter (Stats SA, 2024). Unemployment has a disproportionate impact on unskilled workers, wherein young people (aged 15 to 34 years), and black South Africans struggle to find work. Consequently, many turn to the informal sector for work, though this often entails precarious conditions and a lack of employment benefits.

Figure 5: Unemployment rate over five (5) years (2020 – 2024)



Source: Stats SA data (2024)

The graduate unemployment rate is reported at 11.8%, whereas individuals with less than a matric qualification reported an unemployment rate of 39.1%, surpassing the SA official unemployment rate in 2023. Youth aged 15-24 years and 25-34 years exhibit the highest unemployment rates at 59.7% and 40.7%, respectively. Among the working-age 25-34 years, 75.6% are participating in the labour market, with only 44.9% employed.

Arts, Culture and Heritage: In 2023, the consumer price index (CPI) for cultural and recreational goods and services in South Africa rose by 5.8%, outpacing the overall CPI of 4.9% (Stats SA, 2024). However, a significant portion of organisations operating in the Arts, Culture and Heritage sub-sector are generally small and they operate in the informal economy making it hard to easily create, produce, and in most cases, get access to distribution channels that display their work to international, and local markets (DSAC, 2023). This informality hinders the ability of workers and enterprises to benefit from decent working conditions and financial support (ILO, 2023). The DSAC (2024) reported that while full-time employment in the sector declined by 12% in 2022, there was a 17% increase in part-time and freelance work. In South Africa, a concentration of Cultural and Creative Industries (CCI) jobs are observed in Gauteng, Western Cape, and KwaZulu-Natal. Emerging trends in digital content creation, cultural tourism, and creative services contribute to the sector's dynamics (South African Cultural Observatory, 2022).

Conservation: Game reserves, integral to the Conservation sub-sector, form the cornerstone of South Africa's tourism industry, indirectly employing around 1.5 million individuals and contributing 7% to the GDP annually (Biodiversity Investment, 2024). The wildlife economy's contribution is estimated at R14.4 billion in 2024, directly creating 65,000 jobs and is forecasted to expand by 10% annually (Biodiversity Investment, 2024).

Many biodiversity-related jobs are outside the urban centres and are labour-intensive which contributes immensely to rural development, poverty alleviation, inclusive growth, and labour absorption (CATHSSETA Sector Analysis, 2023). However, since the sub-sector is also linked to the Tourism and Travel Services sub-sector, it is highly vulnerable to seasonality, consequently leading to job instability. The sub-sector is also notorious for low pay, long working hours, and lack of clear career paths (CATHSSETA Sector Analysis, 2023). Prioritising education and skills training not only addresses rural

unemployment but also empowers local communities to participate meaningfully in the wildlife economy while fostering a sense of ownership and stewardship of natural resources (Why Africa, 2024).

Gaming and Lotteries: South Africa, as one of the continent's major economies, possesses a robust betting market valued at R32.7 billion in 2020 (SABC Sport, 2023). The gross gambling revenue (GGR) for the country's gambling industry increased to R47.2 billion in 2022/23. Notably, the online betting market experienced remarkable growth, commanding a 50.3% share of the national total gambling revenue. Geographically, Gauteng led with 27% of the total revenue, followed by the Western Cape at 25.9% and Mpumalanga at 18.4% (MoneyWeb, 2024). Beyond revenue, the online gambling sector significantly contributes to employment, spanning domains like software development, regulatory compliance, marketing, and customer service (The South African, 2024). However, stakeholder engagements revealed that the Gaming and Lotteries sub-sector faces significant challenges with high employee turnover, particularly among table dealers, attributed to fierce competition with international companies for talent. This competition makes it difficult to both attract and retain skilled personnel, compounding the existing shortage of qualified workers in the sub-sector. The allure of higher wages in international markets drives many people to seek employment overseas, exacerbating the talent drain. Constantly hiring and training new employees is not only costly but also time-consuming for employers in the sub-sector (CATHSSETA SSP Focus Group, 2024).

Hospitality: Both the restaurants/food services and hotel/travel accommodation markets have increased significantly since 2021 globally. The restaurants/food services increased from \$2.85 trillion in 2022 to \$3.02 trillion in 2023 (Global Market Report, 2023). The sub-sector is projected to grow from \$1.36 billion in 2024 to \$1.68 billion by 2029 (Mordor Intelligence, 2024). In South Africa, hospitality businesses reported a noticeable trend of annual turnovers exceeding R3 million during the period 2022/23, reflecting the sub-sector's potential for economic growth (CATHSSETA Sector Analysis, 2023). However, this growth is overshadowed by challenges such as economic instability, skilled labour shortages, and the need for sustainable practices in the Hospitality sub-sector. Additionally, poor working conditions are prevalent in the sub-sector, attributed to its fragmented nature, SMMEs with low union density, low wages, low skill requirements, shifts, night work, and seasonality (CATHSSETA Sector Analysis, 2023; ILO, 2024). Despite these hurdles, the sub-sector's economic performance remained strong, with notable growth observed in tourist accommodation income, particularly in regions such as Gauteng, Western Cape, and KwaZulu-Natal (Statistics South Africa, 2024).

Sport, Recreation and Fitness: The Global Recreation Services Market is estimated to be worth \$2.37 billion in 2024, expected to reach \$3.15 billion by 2029, with a CAGR of 5.87% during the forecast period (2024-2029). Currently, the sports industry in Africa represents only 0.5% of the continent's GDP, in contrast to 2% of the GDP in other parts of the world, indicating the untapped potential of the sports sector in Africa (French Development Agency, 2023). The French Development Agency (2023) recommended that policymakers prioritise the development of the African sports industry to realise its full potential. This could involve increased investment in sports infrastructure, support for grassroots sports and incentives for private-sector investment.

Another component of the sub-sector gaining prominence is wellness tourism, driven by travellers' growing emphasis on health, relaxation, and overall well-being. In South Africa, the Western Cape leads in wellness tourism, with 45.2% of visitors actively seeking wellness activities during their stay. Following closely is Mpumalanga, accounting for 14% of wellness-seeking visitors, while KwaZulu-Natal ranks third with 12.9% (SA People, 2024). Over the last five (5) decades, the sporting landscape has undergone a significant transformation marked by increased commercialisation and professionalisation, turning it into a substantial industry. Consequently, the management of sports businesses now demands well-trained professionals capable of overseeing their day-to-day operations effectively (Megan, 2021). However, the issue of lack of collaboration and operating in silos was seen as impeding opportunities for meaningful involvement and collaboration, which are critical for the sub-sector's future growth and development (CATHSSETA SSP Focus Group, 2024). From the stakeholder engagements, Production growth is expected, driven by increased demand and operational efficiencies. Optimism is also tied to changes in curriculum and funding, which could enhance workforce skills and resources. Internal improvements, such as the creation of quality programs for sport development coordinators and coaches, are seen as strategic initiatives.

Tourism and Travel Services: By 2023, the Tourism and Travel services share of the global GDP bounced back to 9.1%, marking a notable 23.2% increase from 2022 and standing just 4.1% below pre-COVID-19 pandemic levels (UNWTO, 2024). Job creation within the sector also surged, with 27 million new jobs added in 2023 globally, bringing employment figures close to 2019 levels (South African Tourism, 2023). Domestic visitor spending made a full recovery, growing by 18.1% in 2023. International visitor spending increased by 33.1% in 2023, yet remained 14.4% below its 2019 peak, indicating the ongoing challenges in restoring global travel (UNWTO, 2024).

The sub-sector's significance is further highlighted by the fact that it comprises more than 80% of SMMEs. (UNWTO SMME Report, 2022). By 2032, the sub-sector's contribution to South Africa's GDP could exceed R554.6 billion (7.4% of the total economy), injecting nearly R287 billion into the national economy and creating over 800 000 jobs (World Travel and Tourism Council, 2023b; South African Tourism, 2024). The econometric forecasting and analysis conducted in the CATHSSETA Sector Analysis (2023) further projects that the sub-sector will require 17 450 (0.9% growth in labour demand) new employees in road transport and 430 (0.6% growth in labour demand) in travel agencies and similar businesses between 2023 and 2025 (CATHSSETA Sector Analysis, 2023). Stakeholders expressed significant concerns regarding consumer behaviour, particularly among clients in higher income brackets who now have less disposable income. Additional barriers to business growth include inadequate support from provincial tourism systems, bureaucratic hurdles, and international political uncertainties.

1.6. Employee Profile

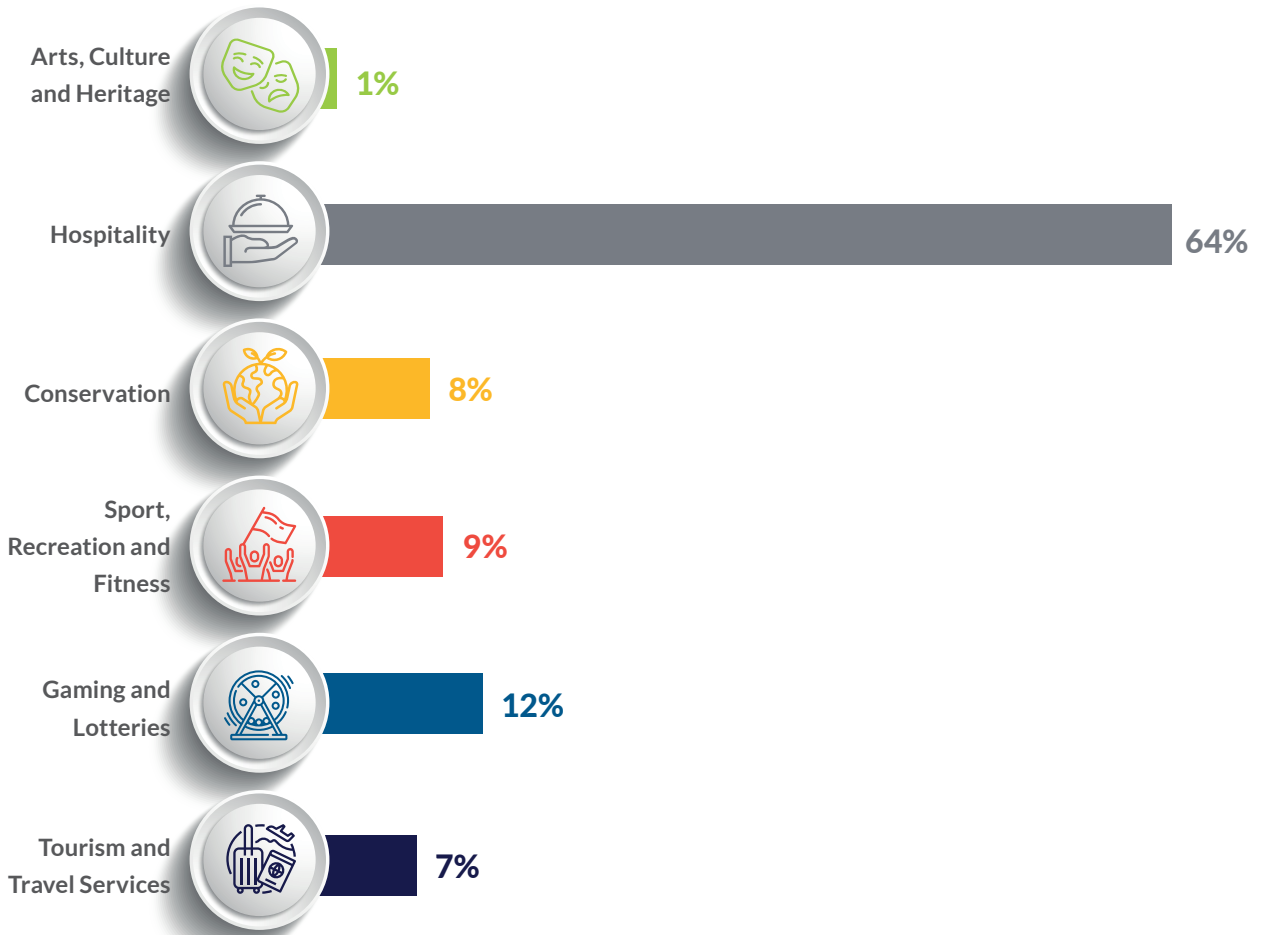
The table below illustrates the total number of employees by sub-sector over the past five (5) years. The total number of employees has decreased from 210 933 in 2020 to 194 927 in 2024. While this represents a decline of more than 7% in overall employment in the sector, it is important to take into account that the decrease could be attributed to a decrease in MG application submissions.

Table 5: Number of employees in the sector over five (5) years (2020 – 2024)

SUB-SECTOR	2020	2021	2022	2023	2024
Arts, Culture and Heritage	3 380	2 069	1 864	2 560	2 048
Conservation	18 384	17 397	16 738	17 386	15 812
Gaming and Lotteries	30 663	23 597	22 890	27 585	22 954
Hospitality	125 605	102 452	108 224	127 781	123 806
Sport, Recreation and Fitness	16 602	16 037	16 313	15 895	17 691
Tourism and Travel Services	16 299	9 289	10 229	11 720	12 672
Total	210 933	170 841	176 258	202 927	194 974

Source: CATHSSETA WSP Data, 2024

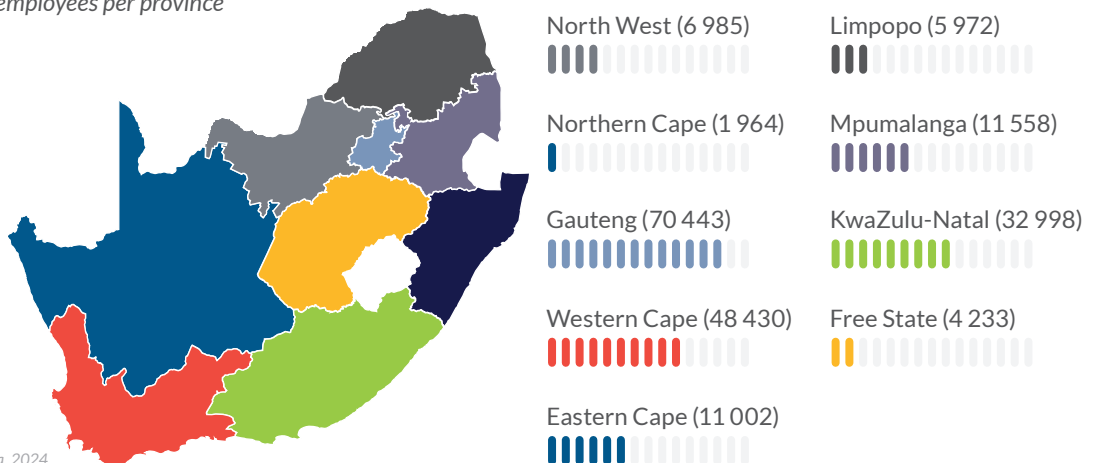
Figure 6: Overall proportion of employees per sub-sector



Source: CATHSSETA WSP Data, 2024

The figure below illustrates the geographical distribution of employees within the sector. While most provinces have experienced a decrease in employee numbers, Gauteng and Mpumalanga increased, with Gauteng remaining the leading province in terms of employment, accounting for 70 443 employees. Following Gauteng, the Western Cape has the second-highest number of employees at 48 430, followed closely by KwaZulu-Natal with 32 998 employees, consistent with the figures on the distribution of levy-paying entities in the sector.

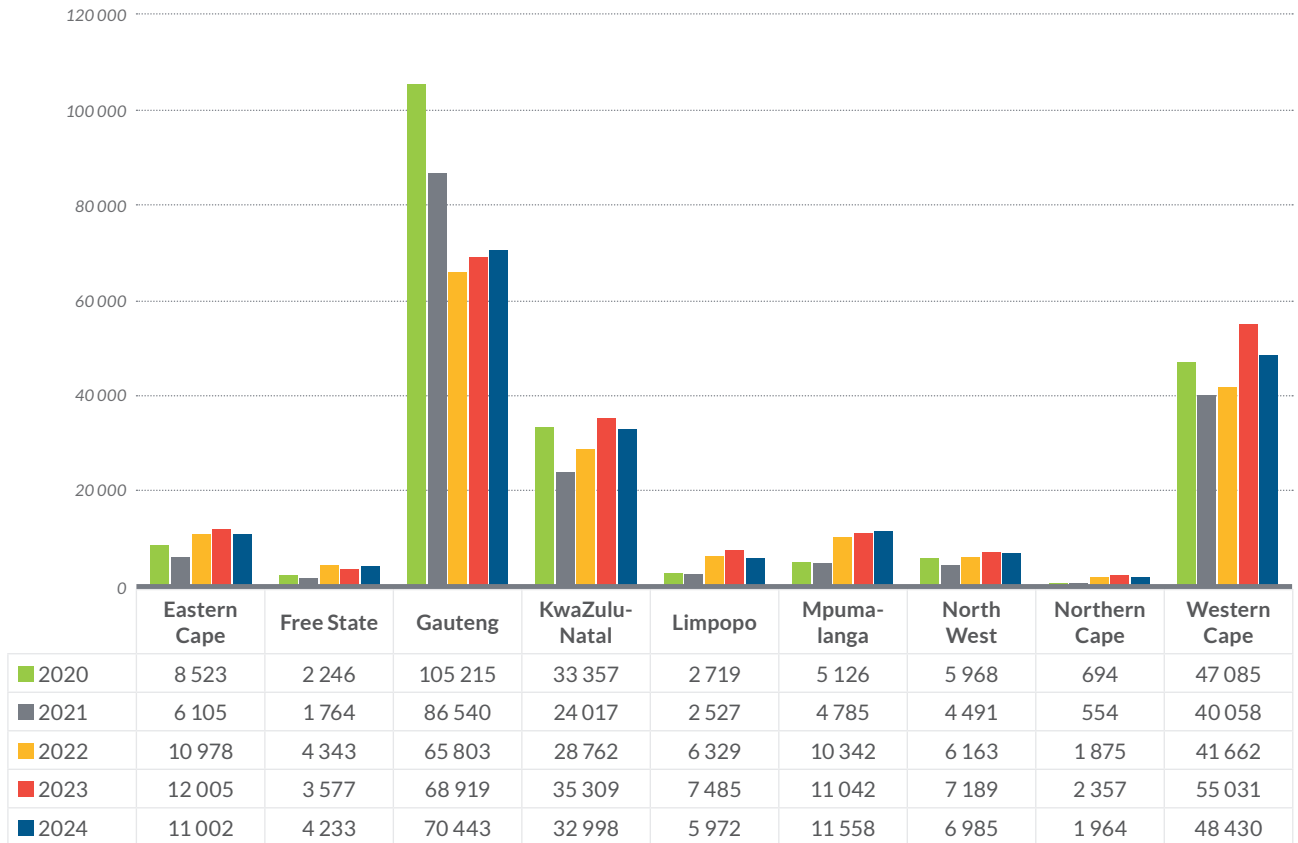
Figure 7: Number of employees per province



Source: CATHSSETA WSP Data, 2024

The geographical distribution of employees over five (5) years is depicted in the figure below. Consistent with the overall number of employees by sub-sector and province, Gauteng has consistently accounted for the largest proportion of employees, with an average of 36% between 2020 to 2024, followed by the Western Cape, with a 25% average.

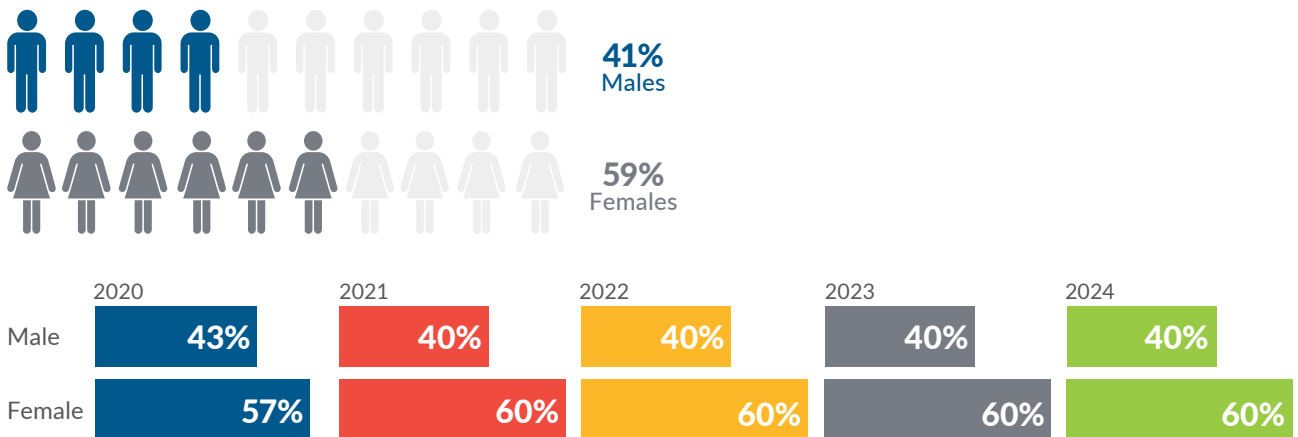
Figure 8: Geographical spread of employees per province over five (5) years (2020 – 2024)



Source: CATHSSETA WSP Data, 2024

The infographic below shows a snapshot of gender representation in the sector, with females consistently accounting for the majority (60%) over the five (5) year period.

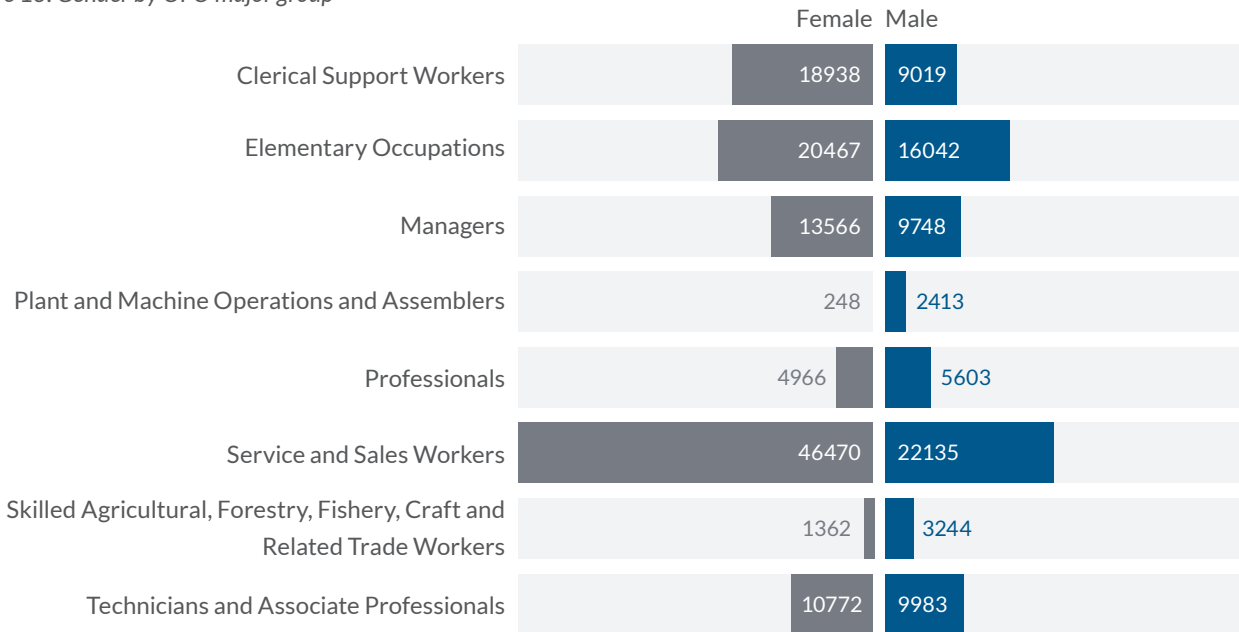
Figure 9: Overall gender distribution over five (5) years (2020 – 2024)



Source: CATHSSETA WSP Data, 2024

The graph below illustrates the gender of employees by major occupational group. Most employees fall into the service and sales occupational category (35%) and elementary occupations (19%), followed by clerical support workers (14%), with managers and technicians and associate professionals respectively accounting for 11%. Females make up 68% (18 938) of clerical support workers compared to 32% (9 015) males. Similarly, in the service and sales workers occupational group, females comprise 68% (46 469) of the workforce, while males constitute 32% (22 134). In contrast, the plant and machine operators and assemblers’ occupational group are predominantly male-dominated, with 91% (2 412) being male and only 9% (247) female.

Figure 10: Gender by OFO major group



Source: CATHSSETA WSP Data, 2024

An analysis of employees based on these demographic variables by sub-sector indicates the following:

Arts, Culture and Heritage: Over the last five (5) years, females have consistently constituted between 49% and 53% of the workforce. In 2024/25 21% of employees occupy professional positions, followed by services and sales occupations and technicians and associate professionals, both at 19%. 66% of employees are African, followed by 20% of White employees.

Conservation: Gender dynamics varied but the sub-sector generally employs female employees (between 44% and 62%), with African employees constituting the majority (78% to 81%). In 2024, the highest proportion of employees work as professionals (23%) and clerical support workers (19%). In 2024/25, 79% of employees in the sub-sector are African, the majority of which (19%) are employed in clerical work.

Gaming and Lotteries: Over time, the sub-sector has maintained a constant female predominance (between 58% and 63%), with a high African representation (between 73% and 83%). In the 2024/25 financial year, a significant proportion of employees (39%) work as clerical support workers, followed by service and sales workers (25%).

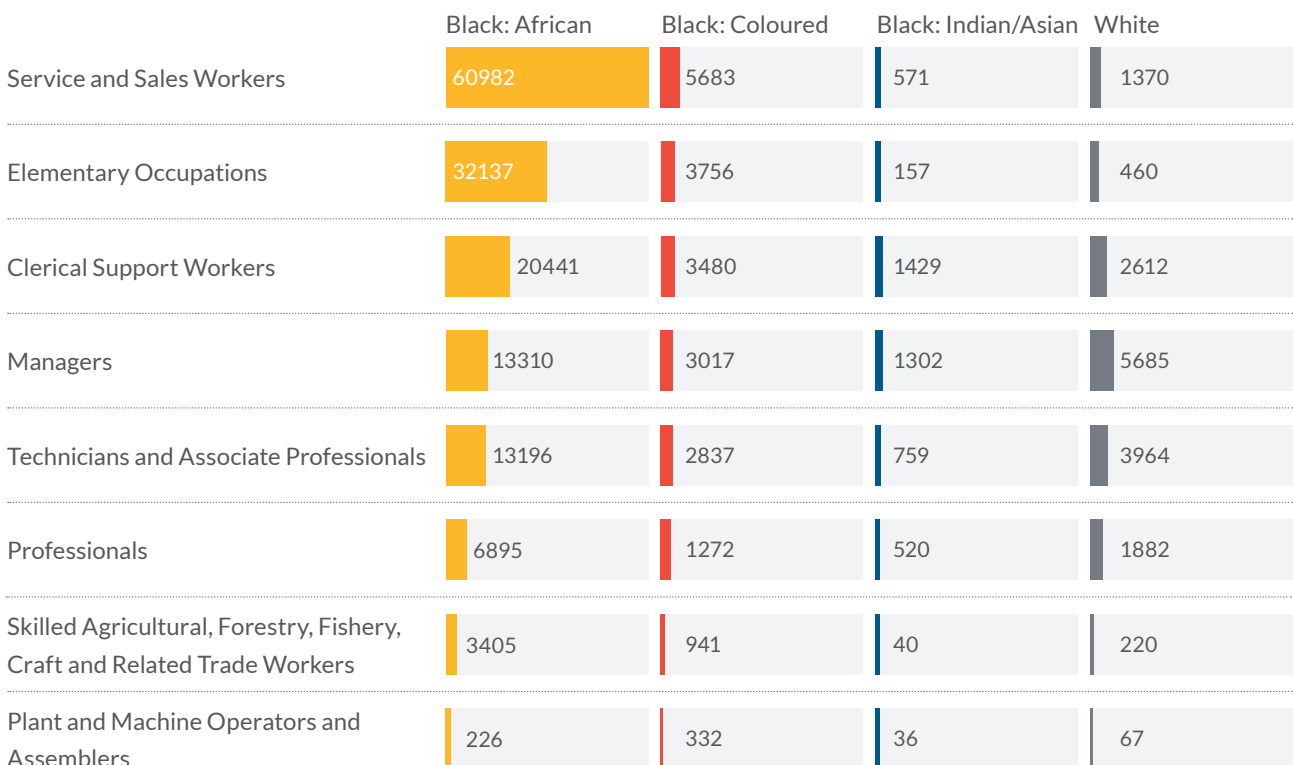
Hospitality: Females dominated the hospitality industry (between 62% and 65%) over the past five (5) years. African employees made up the largest racial group (78% to 81%). In 2024/25, service and sales workers make up the largest proportion of employees in the sub-sector, at 45%, followed by elementary workers (24%).

Sport, Recreation and Fitness: Over the previous planning cycle, the sub-sector had a balanced gender distribution (between 48% and 60% female), with African employees frequently accounting for the majority (between 61% and 67%). In 2024/25, technicians and associate professionals account for 38% of personnel, while clerical support workers make up 19%.

Tourism and Travel Services: The sub-sector maintained a strong female majority (between 59% and 61%), with African employees comprising between 51% and 65%. In 2024/25, clerical support workers account for 43% of employees in the sub-sector, followed by managers at 14%.

The race demographics of the sector are presented per sub-sector in the figure below. The composition of the sector remains relatively the same as compared to previous years in terms of the proportion of employees who are African (78%), followed by Coloured employees (11%), with White employees at 8%.

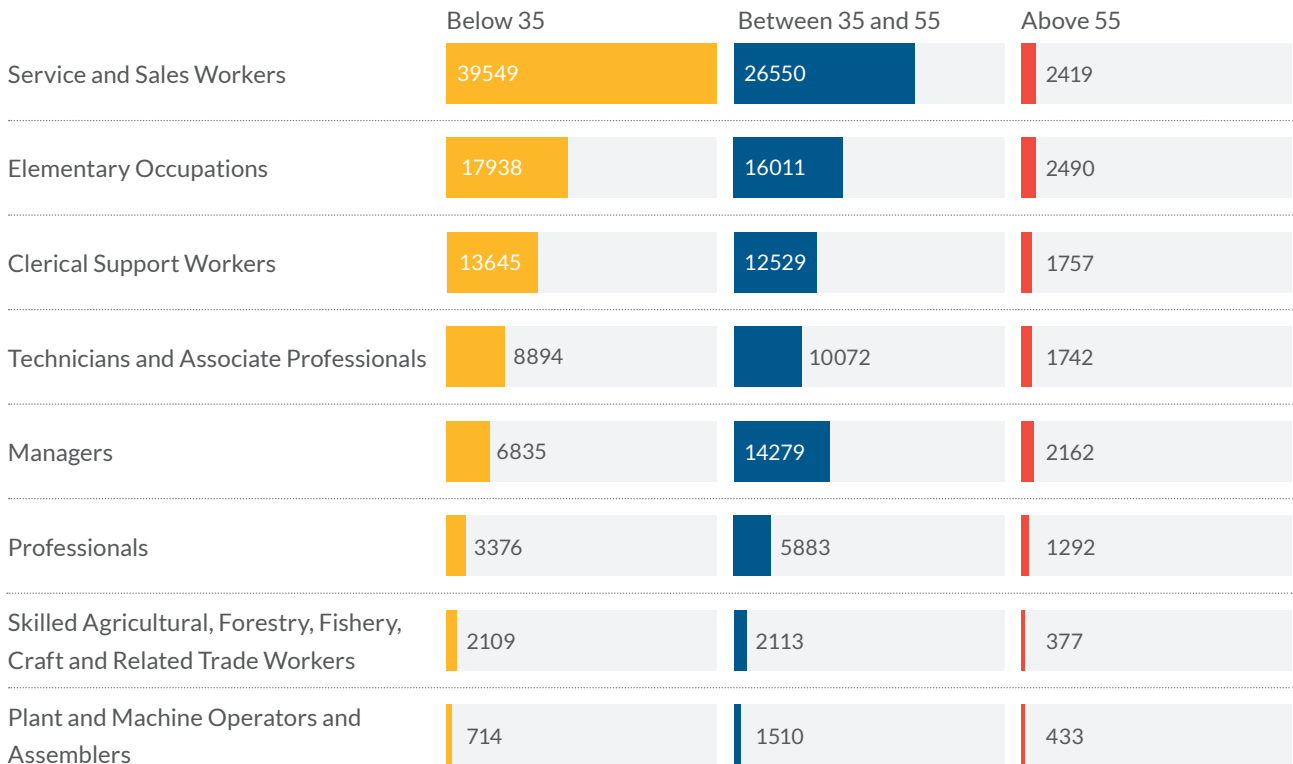
Figure 11: Distribution by population group



Source: CATHSSETA WSP Data, 2024

The age distribution of employees indicated in the figure below shows that the majority of employees in the industry (48%) are categorized as youth (under 35 years old). Over time, the proportion of youth (aged less than 35) in the sub-sector workforce has been consistent, ranging from 48% to 56%. In 2024/25, this is followed by 46% of employees aged 35 to 55, with 7% above 55.

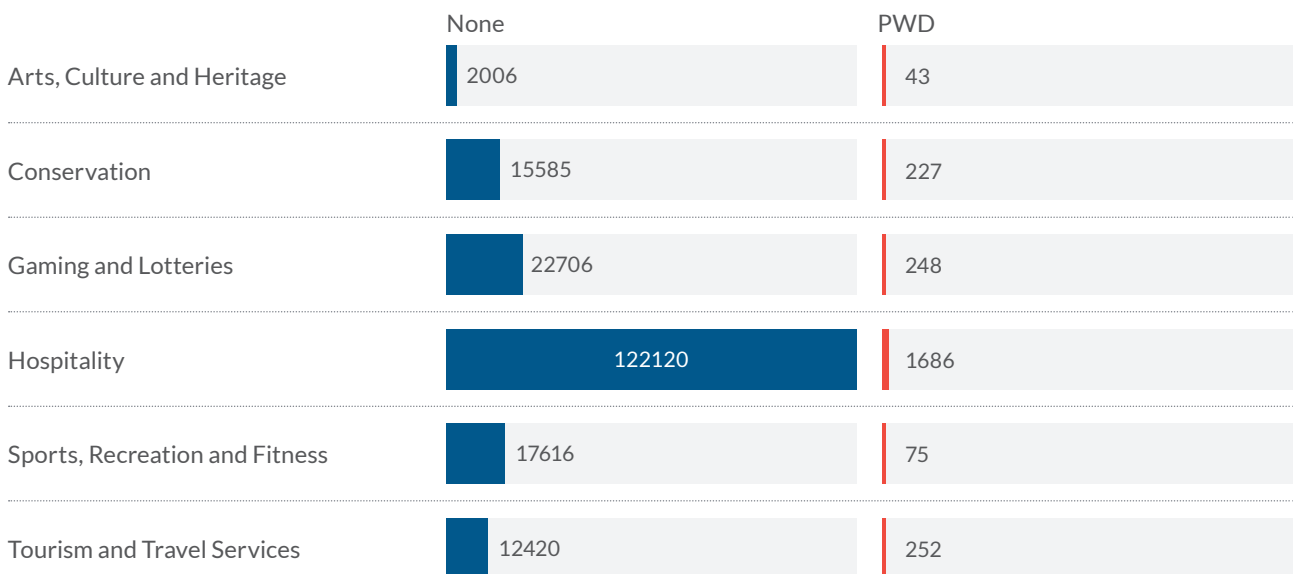
Figure 12: Age distribution of employees.



Source: CATHSSETA WSP Data, 2024

The figure below outlines the number of people with disabilities (PwD) in the sector. The percentage was calculated against the total number of employees in the sector. PwD accounts for 1.30% of total employment, representing less than the 2% national target for overall employment in the sector. Out of the 194 974 employees, only 2 531 employees indicated they were living with some form of disability, a decrease of 452 from the previous year. In the Tourism and Travel Services, as well as the Arts, Culture and Heritage sub-sectors, people with disabilities account for 2.03% and 2.14% of total employment in the sub-sector respectively, followed by Conservation (1.48%). The sub-sector that employs the least number of people with disabilities is Sport, Recreation and Fitness at 0.43%.

Figure 13: Disability status of employees.



Source: CATHSSETA WSP Data, 2024

1.7. Skills Implications

Online gambling, cultural tourism, and wellness tourism have gained prominence, resulting in an increasing demand for specialised skills in areas such as digital skills in software development, cybersecurity, digital marketing, digital content creation, and wellness services. The Conservation sub-sector's potential for rural development and job creation highlights the need for skills development initiatives targeting rural communities, such as skills in tourist guiding, wildlife management, and entrepreneurship. The prevalence of informality, particularly in the Arts, Culture, and Heritage sub-sector, necessitates upskilling and formalisation efforts for improving working conditions and access to support services. The sector's vulnerability to external factors, such as economic instability, necessitates skills in adaptability, crisis management, and resilience. With the growth of international tourism, language proficiency and cross-cultural communication skills will be increasingly valuable for professionals in the Tourism and Travel Services and Hospitality sub-sectors.

Young people must be prioritised for upward mobility and career advancement, as they have consistently made up the majority of the sector's workforce and occupy the lower occupational levels. The composition of the sector shows that the majority of levy-paying entities in the sector are small (0-49 employees), indicating a need for CATHSSETA to continue supporting and prioritising SMME development in the sector. The majority of employees in the sector have been African and are likely to continue to be so, 60% of whom are African females, the vast majority are employed as service and sales workers, illustrating the need for further education and training to respond to transformation imperatives/directives. PwDs only account for 1.30% of the total labour force in the sector, indicating that the SETA needs to advocate for the employment of PwDs in the sector and increase access to skills development opportunities through strategic partnerships.

1.8. Conclusion

This chapter has detailed the scope of the sector, including a description of key role players, an analysis of the sector's economic performance and its competitive positioning. It also examined employer and employee characteristics, revealing trends and patterns of employment. The chapter's findings have also been used to highlight key labour market skill implications.



CHAPTER 2: KEY SKILLS CHANGE DRIVERS

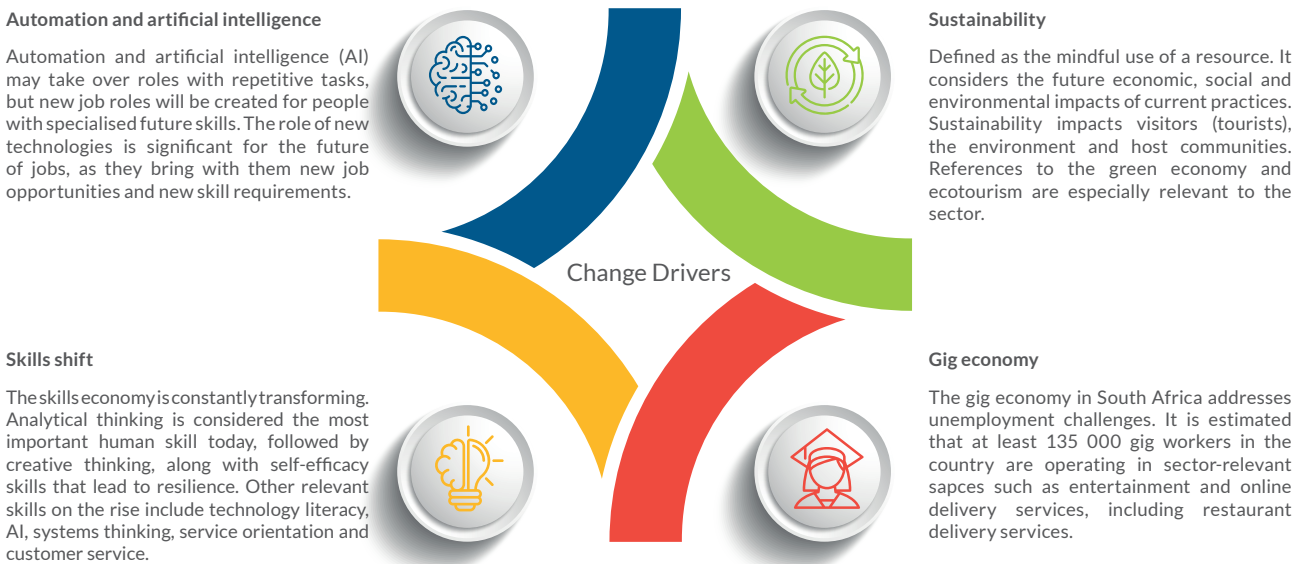
2.1. Introduction

This chapter delves into the factors influencing skills demand and supply in the CATHSSETA sector, driven by technological, social, and economic shifts. Drawing from research conducted by the SETA and stakeholder engagements, it highlights the impact of automation, AI, and digitalisation on job roles and skill requirements. Additionally, the rise of the gig economy and sustainability imperatives further shape skills demand. Policy frameworks such as the NDP 2030, MTDP and the Economic Reconstruction and Recovery Plan Skills Strategy (ERRP SS) provide strategic guidance for skills planning within the sector. Overall, this chapter offers insights crucial for stakeholders navigating the changing dynamics of the CATHSSETA sector.

2.2. Factors Affecting Skills Demand and Supply

The factors driving change in the labour market and sector continue to evolve given technological transformation, social and economic shifts, a competitive business landscape, as well as environmental and educational shifts. The demand for skills is driven by these changes summarised in the figure below. This sub-section highlights the key change drivers affecting skills in the CATHSSETA sector.

Figure 14: Key skills change drivers.



Automation and AI form part of the Fourth Industrial Revolution (4IR). The 4IR, as shown in the 2020/21 – 2024/25 SSP and the CATHSSETA 4IR Sector Skills Strategy (2023), is outmoding traditional ways of work and replacing them with digitalised, automated and computerised forms of work. The types of work that are expected to be most affected by automation and AI are highly repetitive tasks including administrative and customer-facing roles that make up a large proportion of the CATHSSETA labour force. However, these technologies can help optimise an organisation's efficiency and productivity when implemented effectively (Masterstart, 2024; WEF, 2023; Mogashoa, 2023; Hinrichs, 2024). From stakeholder engagements, Automation and Artificial Intelligence, part of the 4IR, were identified as impacting various sub-sectors, including Tourism, Hospitality, Sport, Recreation, Gaming, and Arts. These technologies enhance efficiency and reduce costs, necessitating workforce reskilling. In Hospitality, respondents supported skills planning for automation and AI, suggesting that soft skills be termed "power skills," or "empowerment skills" emphasising customer-oriented outcomes and the need for upskilling managers and trainers. One respondent noted, "I agree with the skills planning regarding automation and AI, especially understanding and interpreting data for desired outcomes."

The **skills shift**, impacting all the sub-sectors, is driven by technology, digitalisation and sustainability and is creating a demand for adaptable and multifaceted workers in a dynamic world of work. Both supply and demand sides need to invest

in creating a labour force with skill sets that are resilient and responsive to the future, where adaptability and innovation can thrive. Organisations, particularly, are encouraged to invest in soft skills that blend technology and human qualities to achieve effective collaboration and innovation. CATHSSETA research findings from the Sector Analysis (2023) and the emerging occupations from the 2022/23 SSP update confirm that new occupations and skills are increasingly relevant for the sector. Continuous learning, also referred to as lifelong learning, then becomes essential as the world of work evolves and skills have a shorter shelf life (Masterstart, 2024; World Economic Forum [WEF], 2023; Mogashoa, 2023; Giannotti, 2024). Skills shift was highlighted as a universal factor impacting all sub-sectors, emphasising the need for adaptable and innovative employees who are resilient and responsive to the future. In a rapidly changing job market, the importance of adaptability and innovation is crucial, as organizations require employees who can embrace change and drive transformation.

The shift in skills and occupations forms the basis for the **gig economy**. The gig economy is defined by the phenomenon of workers responding to flexible and on-demand work and skills requirements. Technology is an enabler of the gig economy making it widespread and accessible to a labour market characterised by independent, temporary and short-term workers. As a result, workers in the gig economy are referred to as the digital labour force (WEF, 2023; Mogashoa, 2023; Pulgar-Vidal, et al., 2023; Bizcommunity, 2023). From stakeholder engagements, the gig economy is particularly relevant to Tourism and Travel Services, Sport, Recreation and Fitness, and Arts, Culture and Heritage sub-sectors. It offers flexibility in hiring and workforce management, facilitating quick responses to market demands. However, challenges include managing a dispersed workforce and ensuring quality control.

Sustainability speaks to the dual global concern of climate change and the loss of biodiversity. The risks of climate change directly impact certain jobs and industries and it is especially relevant for CATHSSETA sub-sectors such as Conservation, Tourism and Travel Services, and Hospitality, however, all six (6) sub-sectors will be impacted by consumer demand for environmentally friendly practices. Industry can be responsive to sustainability by adopting solutions such as energy-efficient technologies, reducing waste, and sourcing more locally produced goods; this will drive innovation too (WEF, 2023; Mogashoa, 2023; Pulgar-Vidal, et al., 2023; Bizcommunity, 2023). From stakeholder engagements, environmentalism and sustainability were noted as impacting all sub-sectors due to increasing awareness and regulatory pressure for sustainable practices, along with customer preference for eco-friendly businesses, which affects brand reputation and sales.

2.3. The Evolution of Occupations Due to Technological Advancements

Occupations have transformed during the last five (5) years as a result of technological improvements and changing work environments, particularly in the Tourism and Travel Services, Hospitality, as well as Sports, Recreation, and Fitness sub-sectors. In the Tourism and Travel sub-sector, travel agents' roles have moved from traditional bookings to providing personalised digital experiences through AI-powered platforms. Following the widespread use of electronic tourist permits and global IT booking systems, travel consultants have to be skilled in using digital devices and managing online material. Furthermore, tour guides are increasingly using remote access technologies, which necessitates the use of digital tools and platforms to provide virtual tours.

Automation and data management systems have considerably enhanced operational efficiency in the Hospitality sub-sector, reducing the need for human check-ins and check-outs, especially for Airbnb hosts, hotel managers and hotel service managers. Mobile applications are used by sales assistants, hotel receptionists, and housekeeping workers to coordinate tasks in real-time, and also track room status. Concierges must be technologically adept to provide better client service using digital interfaces like online booking and feedback systems. Sales and marketing managers are now using digital tactics such as social media management and online advertising to reach a larger audience.

In the Sports, Recreation and Fitness sub-sector, data analytics is increasingly needed for performance tracking and strategy formulation, requiring Sports Analysts to rely on advanced software to analyse player performance and game statistics. This is further highlighted in the occupations in high demand and corroborated by the focus groups for the need of sports scientists and performance analysts. Across all sub-sectors, event coordinators and managers leverage social media and



digital platforms to promote events and engage with fans, recognising that online presence and digital marketing have become crucial for engagement and revenue generation.



In the Sports, Recreation, and Fitness sub-sector, data analytics is becoming increasingly important for performance tracking and strategy building, necessitating the use of specialized software by Sports Analysts to analyse player performance and game statistics. This is further emphasized in the jobs in high demand, as evidenced by focus groups on the need for sports scientists and performance analysts. Across all sub-sectors, event organisers and managers use social media and digital platforms to promote events and communicate with fans, recognising that online presence and digital marketing are critical for engagement and revenue growth.

2.4. Implications for Skills Planning in the Sector

The skills planning implications of the change drivers are outlined in the table below.

Table 6: Change drivers and skills planning implications.

CHANGE DRIVERS	DEMAND SKILLS PLANNING IMPLICATIONS	SUPPLY SKILLS PLANNING IMPLICATIONS
 <p>Automation and AI</p>	<ul style="list-style-type: none"> Increasing reliance on digitalised, automated, and computerised work processes; Expand partnerships with industry leaders who are succeeding with advanced technology for research and engagement; and Upskilling and reskilling of the labour market in digital and technological skills-related qualifications, i.e. i.e., automation engineer, robotic process automation developer, automation developer, computer science, cloud computing, specialist data science, AI developer, AI engineer, software developer: AI, machine learning, business process management, creative coding and robotics, application development. 	<ul style="list-style-type: none"> Fund qualifications for a digitally and technologically skilled labour market; Fund digital literacy learning programmes to support upskilling of employees; Implement 4IR policies and strategies in skill planning efforts; and Implement CATHSSETA 4IR Sector Skills Strategy; and Expand partnerships with industry leaders who are succeeding with advanced technology for research and engagement
 <p>Skills Shift</p>	<ul style="list-style-type: none"> Demand for adaptable and multifaceted workers in a dynamic work environment; Need for employers to invest in resilient and responsive skill sets for the future; and Support soft skills development for sectoral skills needs, i.e., analytical thinking, creative thinking, self-efficacy skills, resiliency, systems thinking, customer service skills, adaptability, self-awareness, active listening skills, multitasking, and language skills. 	<ul style="list-style-type: none"> Fund training in line with shifting industry requirements, i.e., skills toward integrating technology into existing job functions (technology literacy and digital literacy); Fund programmes to support upskilling of employees aligned to the change driver: technology, digitalisation, sustainability, and industry and operational knowledge; Fund skills-based courses that meet immediate (short-term) skill needs, i.e., coding, digital skills, and digital marketing; and Support continuous learning by funding more short courses and advanced certificates.

CHANGE DRIVERS	DEMAND SKILLS PLANNING IMPLICATIONS	SUPPLY SKILLS PLANNING IMPLICATIONS
 <p>Gig Economy</p>	<ul style="list-style-type: none"> • Flexible and on-demand work and skills requirements; • Technological and digital skills enable widespread access to the gig economy; and • Independent (solo entrepreneurship), temporary, and short-term work defining the digital labour market. 	<ul style="list-style-type: none"> • Fund qualifications suitable to career paths in non-traditional career streams, i.e., digital technology specialists, digital marketing specialists, change management, business management, finance, management consulting, solo entrepreneurship ('solopreneurs'); and • Support learning and training with online courses/workshops.
 <p>Sustainability</p>	<ul style="list-style-type: none"> • Address global concerns of climate change and biodiversity loss; • Increased demand for sustainability-related skills to implement and manage sustainable practices across all sub-sectors; and • Demand for innovative solutions in energy efficiency, waste reduction, and local sourcing to meet consumer demand for sustainability. 	<ul style="list-style-type: none"> • Funding for sustainability learning programmes, i.e., energy efficiency and sustainability, sustainability management, business sustainability management, conservation economy, sustainability energy-efficiency management and technologies, sustainable finance, corporate sustainability management, sustainable supply chain management, risks and socio-environmental sustainability, bio-energy, green event planning, eco-tourism specialisation, sustainable tourism, wildlife conservation, conservation research, environmentalism; • Increase learnerships, skills programmes, Work Integrated Learning (WIL), internships and bursaries in sustainability-related qualifications; and • Conduct research that can assist in the development of projects for promoting the green economy, green skills, sustainability and ecotourism.

2.5. Policy Frameworks Affecting Skills Demand and Supply

This section summarises the major national plans and strategies that guide CATHSSETA. The skills planning implications of the relevant policies are highlighted in the table below.

Table 7: National plans and strategies affecting CATHSSETA's skills planning.

National policy or strategy objectives	CATHSSETA skills planning implications
The National Development Plan 2030	
The NDP is a plan for the country to eliminate poverty and reduce inequality by 2030 through uniting South Africans, unleashing the energies of its citizens, growing an inclusive economy, building capabilities and enhancing the capability of the state and leaders working together.	The Plan sets a target of training 30 000 Artisans by 2030. This falls directly into CATHSSETA's mandate of Artisan Development, which the SETA has been implementing since the National Skills Development Strategy (NSDS) III was in place and continues to support the initiative in line with the outcomes of the NDP and NSDP.

National policy or strategy objectives	CATHSSETA skills planning implications
The National Skills Development Plan 2030	
<p>The NSDP is in place to ensure South Africa has adequate, appropriate and high-quality skills that contribute towards economic growth, employment creation and social development. The NSDP aims to increase workers' participation in various learning programmes to a minimum of 80% by 2030 as well as to address critical skills required by various sectors of the economy, among other objectives.</p>	<p>CATHSSETA will continue to support employed beneficiaries in interventions such as WIL and skills programmes including those targeted at Adult Education Training (AET), as well as unemployed beneficiaries in learnerships, internships and bursary programmes.</p>
Medium-Term Development Plan 2024-29	
<p>The MTDP is a five-year framework that outlines the government's key objectives for national development, serving as the roadmap for implementing the NDP's long-term vision. The MTDP for 2024-2029 focuses on three strategic priorities: (1) Inclusive growth and job creation, (2) Reducing poverty and the high cost of living, and (3) Building a capable, ethical, and developmental state. These priorities address critical national challenges and contribute to the NDP's goals. Additionally, the MTDP outlines specific outcomes for the PSET sector to support these priorities.</p>	<p>CATHSSETA is dedicated to supporting the MTDP outcomes and South Africa's socio-economic goals. Through WBL programmes, it aims to equip unemployed individuals with practical skills to boost employability and reduce poverty. By partnering with sector employers, universities, and colleges—especially in rural areas—CATHSSETA will align training with industry needs and promote equitable access. It will also support local SMMEs through targeted skills development and the implementation of HIPs to foster economic growth in underserved areas, while exploring initiatives to build a capable, ethical public service through increased partnerships and collaboration with other agencies/SETAs/government departments.</p>
The Presidential Youth Initiative	
<p>The Presidential Youth Initiative (PYEI), introduced in 2020, is a multi-sector action plan/programme designed to effectively transition young people into the labour market. The PYEI has identified several priority interventions to accelerate youth pathways into the economy, including the delivery of agile workforce development, support for youth self-employment and enterprise in the township and rural economy, among other priorities.</p>	<p>The SETA aims for 60% of its learning programme beneficiaries to be youth. Furthermore, to better understand the skills, employment and self-employment needs of individuals in rural areas, CATHSSETA conducted a Rural Economy Study in 2023/24. The study especially focused on the skills development needs of targeted population groups in the rural economy, including youth as a PYEI priority. CATHSSETA's offerings and interventions must continue to prioritise initiatives to support the PYEI to deliver more opportunities for young people across the six (6) sub-sectors.</p>
The Economic Reconstruction and Recovery Plan and The Economic Reconstruction and Recovery Plan Skills Strategy	
<p>The ERRP SS is a skills strategy that is demand-led and focuses on SETA skills training to address the impact of the economic windfall of the pandemic. It is a strategy designed to ensure that skills are available to support the implementation of the ERRP. The ERRP is aimed at stimulating equitable and inclusive growth following COVID-19.</p>	<p>The SETA will need to increase the funding support for learners enrolled in qualification-based programmes identified in the strategy, as well as WIL and support to targeted population groups. In addition, research must be conducted to accurately support retraining and upskilling of employees to preserve jobs in the tourism, cultural and creative industries. The SETA aims to increase access to priority programmes such as the green economy.</p>

National policy or strategy objectives	CATHSSETA skills planning implications
The District Development Model	
<p>The DDM serves to manage rural/urban migration, facilitate sustainable growth and development, and determine and support local economic drivers. Through these objectives, the strategy is expected to unlock development and economic opportunities that will benefit women, youth, and PwDs in district and local spaces.</p>	<p>The DDM is central to the SETA's current focus to extend awareness of the SETA and its learning interventions in both urban and rural locations across the nine (9) provinces. CATHSSETA's research into the rural economy sought to determine the viability of this. To date, the SETA has supported ten (10) TVET colleges and six (6) CET colleges across the country with infrastructure development. The SETA needs to continue to prioritise infrastructure development partnerships in response to the DDM. The SETA can also optimise its rural/urban reach and DDM response through the effective use of satellite locations in the provinces of the Western Cape, the Free State and KwaZulu-Natal.</p>
Human Resource Development Strategy for South Africa 2010-2030	
<p>The Human Resource Development Strategy for South Africa (HRD-SA) represents an essential intervention for promoting the country's development agenda outlining eight (8) critical commitments toward improving the PSET system and enhancing skills development in the country. The basis of the strategy is for the potential of South Africa to be maximised through the acquisition of knowledge and skills through the necessary institutional arrangements.</p>	<p>CATHSSETA makes a concerted effort to identify training needs and offer responsive training programmes for its sector. A host of learning interventions are offered, through workplace-based learning (WBL) programmes, bursaries and artisan programmes, in which employed and unemployed people can attain the necessary knowledge and skills to be productive and improve their quality of life, as envisaged by the HRD-SA. CATHSSETA will continue to address skills gaps and undertake capacity building, research, and enter into strategic partnerships to the advantage of its sector.</p>

In addition to the overarching plans and strategies, the SETA has sub-sectoral plans and strategies that it implements in its skills development for each of its six (6) sub-sectors.

The Revised White Paper on **Arts, Culture and Heritage** (2017), Cultural and Creative Industries Masterplan (2022), and the National Theatre and Dance Policy (2023) are relevant to the Arts, Culture and Heritage sub-sector. The White Paper expresses a need for qualified practitioners, administrators and educators. The SETA in response must fund accredited training in line with the priority occupations identified by the sub-sector. The socio-economic concern of the national policy is supported by the SETA's priority of targeted population groups in all its interventions. The Masterplan highlights visual, design and creative arts as priority occupations, and the SETA, in turn, must allocate funding for multimedia, arts and digital media qualifications as part of its priority interventions.

For the **Conservation** sub-sector, the SETA needs to align itself with the National Protected Area Expansion Strategy (2019) and the National Climate Change Adaptation Strategy (2019) through the bursary funding programme. Funded university students and scholars can study pertinent issues such as climate change and sustainability. The National Biodiversity Economy Strategy (2024) urges safe and sustainable wildlife and conservation practices, as well as taking on an economic focus to create jobs and support rural economic development. Sustainability is also identified as a key change driver in this SSP and the need to support qualifications and research in this area is identified.

CATHSSETA also ensures that its funding and learning provision falls within the mandate of the Lotteries Act No. 57 of 1997 as amended, and the National Gambling Act No. 7 of 2004 for the **Gaming and Lotteries** sub-sector. Additionally, the SETA needs to make provision for educational facilities designed to enhance literacy, vocational training and mentoring for skills development within the sub-sector, with a focus on PwD. For **Sport, Recreation and Fitness**, access, participation and talent development need to be prioritised through longstanding but key sub-sectoral strategies including the National Sport and

Recreation Plan (2012) and the South African Coaching Framework (2011). Sport as an industry also finds expression in the National Tourism Sector Strategy (NTSS) 2016–2026. The SETA, in response, needs to channel funding support to developing coaches and administrative and technical officials, and partner with HEIs to ensure that sport tourism qualifications are offered.

Hospitality and Tourism and Travel Services are also addressed in the Tourism Human Resource Development (THRD) Strategy which is linked to both the NTSS and the NSDP. In response to the strategy, the SETA needs to identify and support the training needs of the sub-sectors through research, as well as funding of priority occupations identified in the SSP. The NTSS together with the THRD informs the Tourism Sector Masterplan (2023), which is anchored in protecting and rejuvenating supply, reigniting demand, and strengthening capability for the long-term sustainability of the Tourism and Travel Services sub-sector. The SETA in response, needs to provide training opportunities to SMMEs, as well as forge strategic partnerships with industry to improve capacity building and sustainability of the sub-sector through research and the development of high-impact projects.

2.6. Reflections on the Implementation of National Strategies and Plans

The **NDP** target of 30 000 Artisans by 2030 applies and finds articulation in CATHSSETA's Artisan Development programme. CATHSSETA, together with the QCTO, reviewed and registered the Chef qualification as a trade from National Qualification Framework (NQF) level 4 to NQF level 5 in alignment with industry standards.

The **NSDP** serves as the SETA's strategy framework. During the previous planning cycle, the CATHSSETA addressed the NSDP by aligning its SP with the eight (8) NSDP outcomes, ensuring that planned skills development interventions contribute to economic growth, employment creation and social development. The SETA developed performance indicators that benefited both working and unemployed learners through interventions such as AET, learnerships, internships, bursaries, and skill development programmes. In addition to assisting learners, the SETA collaborated with TVET colleges on a variety of projects, including infrastructure development projects and lecturer development projects to expand the TVET system's ability to offer CATHSSETA sector-related qualifications.

In response to the interventions outlined in the **ERRP SS** such as increasing enrolments in qualification-based programmes that respond to occupational shortages identified in the strategy, CATHSSETA implemented three (3) programmes: the Chef Artisan Development Plan, WIL and support of the missing middle students who pursue studies in the six (6) sub-sectors.

2.7. Conclusion

Chapter 2 outlined the key skills change drivers and the respective skills implications that are relevant to the CATHSSETA sector to assist in the SETA's skills planning efforts. This chapter also identified the national plans and strategies relevant to the sector and reflected on how the SETA has responded to some of these in the previous planning cycle.



CHAPTER 3: SECTORAL SKILLS DEMAND AND SUPPLY ANALYSIS

3.1. Introduction

This chapter delves into the skills landscape within the CATHSSETA sector, analysing both demand and supply dimensions. Leveraging data from the CATHSSETA WSP data, key occupational shortages, skills gaps, and emerging occupations shaping the sector's talent needs are identified. The state of education and training provisions is analysed using data from the DHET's Higher Education Management Information System (HEMIS) and Technical and Vocational Education and Training Management Information System (TVETMIS). By examining enrolment figures and completion rates across various qualifications, insights into the talent pipeline feeding the sector are gained. Additionally, research studies conducted by CATHSSETA shed light on the state of education and training in the sector, zooming into some of the challenges experienced in implementing learning programmes in the sector. The chapter lastly outlines the SETA SPOI list, a list of occupations identified as essential for the sector's development and competitiveness.

3.2. Occupational shortages and skills gaps

3.2.1. Hard-to-Fill Vacancies

A hard-to-fill vacancy (HTFV) is defined as a vacancy (occupation) that an employer is unable to fill within 12 months or longer. Not all sub-sectors had occupations vacant for longer than a year, as a result, the list is extended to include occupations vacant for a period of six (6) months to a year. The table below depicts the identified HTFVs by sub-sector based on the 2024/25 WSP data.

Table 8: Hard to fill vacancies.

Sub-sector	OFO Code	Occupation	Number of HTFVs	Reason for HTFV
Arts, Culture and Heritage	(2021-341110)	Associate Legal Professional	2	Lack of candidates with required work experience
	(2021-242207)	Compliance Officer	2	Lack of suitably qualified candidates
	(2021-134915)	Non-Manufacturing Operations Manager	3	Lack of suitably qualified candidates
	(2021-352103)	Sound Technician	3	Lack of suitably qualified candidates
Conservation	(2021-213301)	Conservation Scientist	5	Salary considerations
				Lack of candidates with required work experience
	(2021-122105)	Customer Service Manager	3	Lack of candidates with required work experience
	(2021-342302)	Outdoor Adventure Guide	5	Lack of suitably qualified candidates
	(2021-213307)	Park Ranger	3	Lack of candidates with required work experience
	(2021-121905)	Programme or Project Manager	4	Lack of suitably qualified candidates
Lack of candidates with required work experience				
Gaming and Lotteries	(2021-421203)	Betting Agency Counter Clerk	27	Lack of suitably qualified candidates
				Lack of candidates with required work experience
	(2021-421204)	Bookmaker's Clerk	4	Lack of suitably qualified candidates

Sub-sector	OFO Code	Occupation	Number of HTFVs	Reason for HTFV
	(2021-351301)	Computer Network Technician	5	Salary considerations
	(2021-671101)	Electrician	4	Qualification required Lack of suitably qualified candidates
	(2021-311401)	Electronic Engineering Technician	6	Lack of suitably qualified candidates Lack of candidates with required work experience
	(2021-672104)	Electronic Equipment Mechanic	7	Lack of suitably qualified candidates
	(2021-241107)	Financial Accountant	4	Lack of candidates with required work experience
	(2021-143102)	Gaming Manager	2	Lack of candidates with required work experience
	(2021-421202)	Gaming Worker	94	Lack of candidates with required work experience High staff turnover The geographical location of the position is not favourable/remote
	Hospitality	(2021-513202)	Barista	15
(2021-141201)		Café (Licensed) or Restaurant Manager	73	High staff turnover Salary considerations Lack of suitably qualified candidates Lack of candidates with required work experience The geographical location of the position is not favourable/remote
(2021-343401)		Chef	116	Applicants do not meet equity requirements The geographical location of the position is not favourable/remote High staff turnover Salary considerations Lack of candidates with required work experience Lack of suitably qualified candidates Qualification required
(2021-243204)		Event Producer	30	Lack of suitably qualified candidates Lack of candidates with required work experience

Sub-sector	OFO Code	Occupation	Number of HTFVs	Reason for HTFV
	(2021-143901)	Facilities Manager	50	Lack of suitably qualified candidates
	(2021-226304)	Food Inspector	14	Lack of candidates with required work experience
				Lack of suitably qualified candidates
				Applicants do not meet equity requirements
	(2021-141101)	Hotel or Motel Manager	12	Lack of candidates with required work experience
				Lack of suitably qualified candidates
				The geographical location of the position is not favourable/remote
	(2021-422401)	Hotel or Motel Receptionist	30	Lack of candidates with required work experience
				Lack of suitably qualified candidates
				Salary considerations
				High staff turnover
				The geographical location of the position is not favourable/remote
	(2021-515101)	Hotel Service Manager	18	Lack of candidates with required work experience
Lack of suitably qualified candidates				
High staff turnover				
(2021-122101)	Sales and Marketing Manager	33	Lack of candidates with required work experience	
(2021-522301)	Sales Assistant (General)	18	Lack of suitably qualified candidates	
Sport, Recreation and Fitness	(2021-431101)	Accounts Clerk	4	Salary considerations
	(2021-422501)	Enquiry Clerk	2	Lack of candidates with required work experience
	(2021-342204)	Sports Coach or Instructor	3	High staff turnover
	(2021-342301)	Fitness Instructor	2	Lack of suitably qualified candidates
	(2021-226502)	Nutritionist	2	Salary considerations
	(2021-143107)	Fitness Centre Manager	10	High staff turnover
	(2021-342114)	Other Sports person	2	Lack of suitably qualified candidates
Salary considerations				
Tourism and Travel Services	(2021-422102)	Travel Consultant	86	Applicants do not meet equity requirements
				Lack of suitably qualified candidates
				Lack of candidates with required work experience

Sub-sector	OFO Code	Occupation	Number of HTFVs	Reason for HTFV
	(2021-251102)	Data Scientist	4	Salary considerations
	(2021-332204)	Commercial Services Sales Agent	10	Lack of suitably qualified candidates
	(2021-143905)	Call or Contact Centre Manager	10	Lack of candidates with required work experience
	(2021-122101)	Sales and Marketing Manager	14	Salary considerations
				High staff turnover
			Lack of candidates with required work experience	
(2021-241102)	Management Accountant	6	Salary considerations	

Source: CATHSSETA WSP data, 2024

In the Arts, Culture, and Heritage sub-sector, 'Associate Legal Professionals' and 'Compliance Officers' have been recognised as HTFVs due to a scarcity of individuals with the necessary work experience and qualifications. The engagements confirmed a significant shortage of Sound Technicians, attributed to the underutilisation of resources and a lack of structured skill transfer from older professionals to the younger generation. It was suggested to leverage TVET colleges, specifically Sedibeng TVET College, to provide relevant technical training to address these shortages. Additionally, there is a need for targeted interventions to reintegrate experienced professionals into the value chain for mentoring and skills transfer.

The Conservation sub-sector reported the same reasons for the demand for 'Conservation Scientists', 'Outdoor Adventure Guides', and 'Programme or Project Managers'. For the same reasons, stakeholders identified 'Betting Agency Counter Clerk' and 'Bookmaker's Clerk' in the Gaming and Lotteries sub-sectors. The largest demand in Hospitality is for 'Bar Attendants' and 'Chefs', whereas in the Sport, Recreation, and Fitness sub-sector, stakeholders listed the 'Fitness Centre Manager' and 'Accounts Clerk' positions as difficult to fill due to salary limits and a high turnover rate. Focus group discussions and surveys confirmed the importance of occupations in the field, particularly highlighting the role of Sport Coaches or Instructors. A specific mention was made of the need for specialised Sport Coaches or Instructors for PwDs. There is a need to get a deeper understanding of the factors that influence the demands, especially in a country where there is a high output rate in terms of university and TVET college graduates looking for employment opportunities. Lastly, in the Tourism and Travel Services sub-sector, 'Travel Consultants' and 'Sales and Marketing Managers' were identified.

Some occupations have consistently appeared on the HTFV list year-on-year, highlighting their importance and the sector's difficulties in meeting demand. Between 2020/21 and 2023/24, the occupation of "Software Developers" consistently appeared on the list and has also been highlighted as an emerging occupation in the next section and a critical skill for adapting to technological advancements in the preceding chapter. Occupations for Data Analysts and Scientists have also appeared on the HTFVs list in the past five (5) years, due to the advent of big data and the necessity for data-driven decision-making, with their knowledge required across all sub-sectors, where understanding complicated information delivers critical marketing and product development insights.

From 2020 to 2024, the Hospitality sub-sector has constantly required trained chefs to meet the growing demand for different culinary experiences, which is being driven by the growing restaurant sector and the travel industry. As the South African Tourism and Travel Service industry expands, so does the demand for experienced and skilled tourist guides, who are critical to providing high-quality experiences to tourists, as reflected in the list. Additional occupations that have consistently appeared on the HFTV list over the years include:

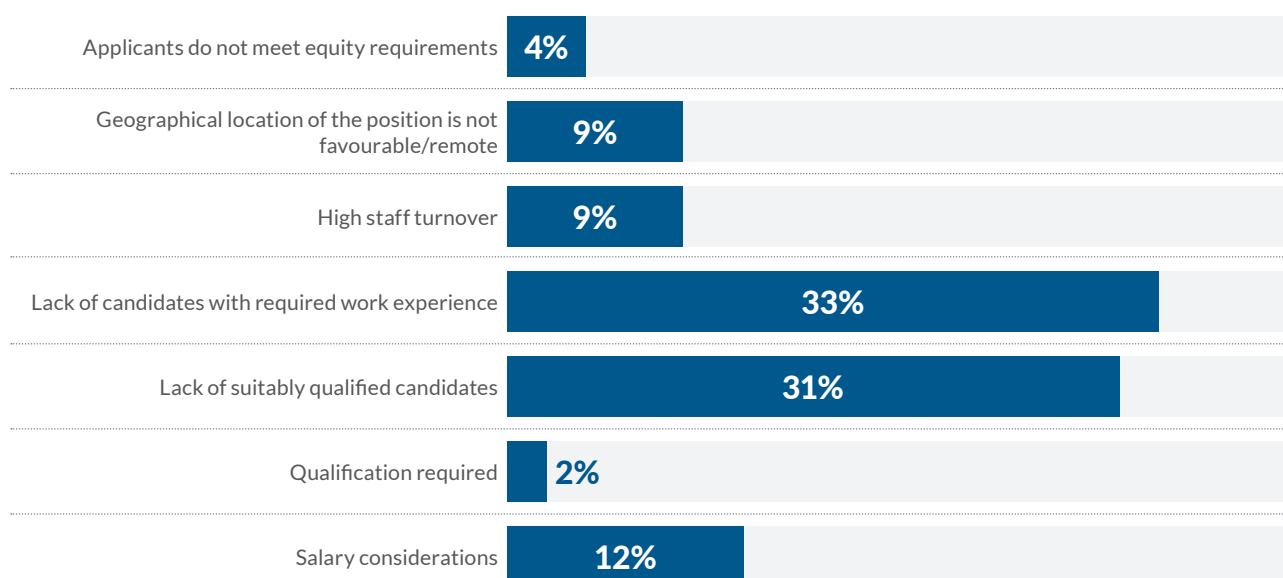
- Hotel and Motel Managers;
- Café (Licensed) or Restaurant Managers;
- Event Planners;
- Travel Consultants;
- Fitness Instructors;
- Gaming Workers; and
- Sound Technician.

The above table only outlines the HTFVs identified by stakeholders in the 2024/25 WSP data. A comprehensive list of occupations in high demand is included as Annexure 1 of the SSP, which details all HTFVs as well as occupations that have been identified through research and in Chapter 2 as skills needed by the sector. The list of occupations in high demand only highlights the demand, however, there is no assessment done on the number of people that are currently qualified or skilled in the country to close the gap. As depicted in the following sub-section, occupational demands may be a result of several reasons, including geographical location, high staff turnover, lack of required experience etc.

3.2.2. Reasons for Hard-To-Fill-Vacancies

The previous section detailed reasons vacancies remain unfilled for lengthy periods per sub-sector. The figure below indicates the sector’s overall reasons for hard-to-fill occupations.

Figure 15: Reasons for Hard-To-Fill-Vacancies



Source: CATHSSETA WSP Data, 2024

The reasons for HTFV in various occupations and sub-sectors can be categorised into several factors. The most prevalent challenge is the lack of candidates with the necessary work experience, constituting 33% of the identified reasons. Following closely, the scarcity of suitably qualified candidates contributes to 31% of the HTFV cases. Addressing these factors comprehensively is crucial for organisations to effectively mitigate HTFV and ensure a sustainable and qualified workforce. Notwithstanding the reasons provided, there are several unemployed graduates with suitable educational qualifications in this country who are looking for jobs. Stakeholders affirm that the reasons for filling positions include a lack of suitably qualified candidates, the most cited reason for HTFV. Other contributing factors are applicants not meeting equity requirements and the unfavourable geographical location of positions.

3.2.3. Skills Gaps

The figure below depicts the skills gaps across major occupational levels. Many of the skills listed within various categories are deemed as "soft skills," including conflict management, leadership, customer service, service orientation, legal, governance and risk, and emotional intelligence. Notably, from the stakeholder engagements, high-level occupations (managers and professionals) revealed common skills gaps in communication, financial management, and mentoring or coaching. For mid-level occupations (technicians, associates, artisans, clerical), the primary skills gaps identified were in communication, computer skills, and commitment. In lower-level occupations (plant operators, elementary), key gaps included adaptability and communication. It was emphasised that enhancing managerial skills through effective training is crucial, highlighting the need for facilitators, assessors, and on-the-job mentors to elevate skill levels. This underscores the significance of interpersonal and non-technical skills alongside job-specific technical competencies.

Table 9: Skills gap per major occupational level

Major Occupations	Top 3 Most Common Skills Gaps	Number of Skills Gaps
Manager	Leadership	175
	Conflict management	138
	Management	107
Professionals	Leadership	101
	Conflict management	100
	Management	96
Technicians and Associate Professionals	Service orientation	82
	Management	75
	Legal, governance and risk	73
Clerical Support Workers	Customer service	123
	Service Orientation	85
	Critical Thinking	75
Service and Sales Workers	Customer service	180
	Service orientation	100
	Legal, governance and risk	76
Skilled Trades Workers	Customer service	109
	Service orientation	69
	Legal, governance and risk	63
Plant and Machine Operators and Assemblers	Customer service	95
	Service orientation	68
	Emotional Intelligence	67
Elementary Workers	Customer service	121
	Service orientation	80
	Advanced Computer, IT and software	78

Source: CATHSSETA WSP Data, 2024

3.2.4. Emerging occupations

The section includes a list of emerging occupations from the six (6) sub-sectors and outlines the interventions and quantities to be supported by the SETA. The table below organises these occupations by sub-sectors and provides a rationale for how each occupation emerged. The list is informed by a comprehensive analysis of the WSP data and active engagement with stakeholders.

Table 10: Emerging occupations in the sector

Sub-sector	Occupation	Rationale
Arts, Culture and Heritage	Marketing Practitioner (Social Media Content Creator)	The emergence of these occupations is driven by technological advancements that require skilled professionals to help businesses adapt, navigate, and leverage digital technologies for innovation, efficiency, and competitiveness in an increasingly digital world.
	Exhibition Technical Assistant	
	Operations IT Specialist/Information and Communications Technology Service	
	Sync Licensing Managers	Ensure that all licensing agreements adhere to national laws, including obtaining necessary permissions and paying royalties to rights holders to avoid legal issues related to copyright infringement.
Conservation	Marketing Practitioner (Digital Marketing Officer)	The emergence of these occupations is driven by technological advancements that require skilled professionals to help businesses adapt, navigate, and leverage digital technologies for innovation, efficiency, and competitiveness in an increasingly digital world.
	Marketing Practitioner (Social Media Content Creator)	
	Programme Manager: CRM and Loyalty	
Hospitality	Marketing Practitioner (Digital Marketers)	The emergence of these occupations is driven by technological advancements that require skilled professionals to help businesses adapt, navigate, and leverage digital technologies for innovation, efficiency, and competitiveness in an increasingly digital world.
	Travel Consultant (Online Tour Operator Specialist/Consultant)	
	Travel Consultant (International Travel Planner)	
	ICT Business Systems Analyst (Information technologies analyst)	
	ICT Business Systems Analyst (ICT Specialist)	
	Delivery Driver (Motorcycle) (Fast food delivery driver)	
	Social Media Content Creator	
	Point of Sale System Administrator	
	Head of Restaurant IT	
	Web Designer	
	Database Designer and Administrator (Learning Management System (LMS) Specialist)	
	Interactive and Direct Marketing Strategist (Social Media Manager)	
	Interactive and Direct Marketing Strategist (Digital Content Manager)	
	Interactive and Direct Marketing Strategist (Group Marketing Digital and Communications Manager)	
	Physiotherapist (Biomechanic)	To respond to the strategic objective of the National Sport and Recreation Plan (NSRP) which seeks to improve the health and well-being of the nation by providing mass participation opportunities through active recreation.

Sub-sector	Occupation	Rationale
	Sustainability Administrator	To respond to the skills shift, the green economy and sustainability change drivers by implementing sustainable practices and managing administration related to climate change at an operational level.
	Solar Maintenance Officer	Due to the ongoing energy crisis and the growing need to invest in solar energy, there is a need for someone to maintain the equipment.
	Finance Manager (Cluster Revenue Manager)	Business is expanding in other regions someone is needed to coordinate activities, foster collaboration, and promote the growth and development of businesses within a specific cluster.
	Sales and Marketing Manager (Cluster Sales and Marketing Manager)	
	Human Resource Manager (Cluster HR Manager)	
	Cluster Engineering Manager	
	Integrated Manufacturing Line Process Control Technician (Collaborative Robot (COBOT) System Operator	This occupation has an operational requirement due to digitalisation and adapting to changing business requirements.
Gaming and Lotteries	Information and Privacy Lead	The emergence of these occupations is driven by technological advancements that require skilled professionals to help businesses adapt, navigate, and leverage digital technologies for innovation, efficiency, and competitiveness in an increasingly digital world.
	Market Research Analyst (Online Marketing Analytics Specialist)	New product offering in online gaming.
	Marketing Practitioner (Online Casino Product Specialist)	The emergence of these occupations is driven by technological advancements that require skilled professionals to help businesses adapt, navigate, and leverage digital technologies for innovation, efficiency, and competitiveness in an increasingly digital world.
	Purchasing Officer (Online Payment Processing Agent)	
	Online Payment Processing Team Leader	
	ICT System Analyst	
	Data Scientist (Data Analyst)	
	Social Media Content Creator	
	Environmental, Social and Governance (ESG) Manager	To respond to the country's environmental policies by assessing and managing risks related to ESG factors, developing and implementing sustainable business practices, and ensuring compliance with ESG regulations and standards.
	ESG Specialist	
	Finance Manager (Financial Operations Manager)	To comply with the financial regulations and requirements and financial management practices.
	Sustainability Manager	To respond to the National Climate Change Adaptation Strategy (2019) and address climate change and sustainability issues.
	Sportsbook Product Specialist	New product offering in online gaming.

Sub-sector	Occupation	Rationale
Sport, Recreation and Fitness	Information and Communications Technology Professionals (IT Specialist)	The emergence of these occupations is driven by technological advancements that require skilled professionals to help businesses adapt, navigate, and leverage digital technologies for innovation, efficiency, and competitiveness in an increasingly digital world.
	Software Developer	
	Digital Marketer (Marketing Content Creators)	
	Developer Programmer (Digital and Coding Specialist)	
	Social Media Manager	
	Sport Science Manager (Performance Analyst)	Integrating digitisation and technological advancements enables sport-related companies to analyse performance more effectively, leveraging real-time data, predictive analytics, and collaborative tools to drive continuous improvement and informed decision-making.
	Supporter Coordinators	To respond to the strategic objective of the NSRP which seeks to support and empower South African administrators and technical officials.
	Sport Coordinator	
	Events Producer (Specialist)	
Tourism and Travel Services	International Travel Consultant	The emergence of these occupations is driven by technological advancements that require skilled professionals to help businesses adapt, navigate, and leverage digital technologies for innovation, efficiency, and competitiveness in an increasingly digital world.
	Digital Marketers	
	AI Specialist	
	Data Quality Officer	
	Information and Records Manager/ Coordinator/ Specialist	
	Data Scientist	
	Software Developer (Data Engineer and Software Implementations Specialists)	
	Systems Administrator	
	Sound Technician	
Occupational Health and Safety (OHS) Officer	Businesses are required by the Occupational Health and Safety Act and the Basic Conditions of Employment Act to have an OHS in the company.	

Source: CATHSSETA WSP data, 2024

Based on the table above, the sector is witnessing the emergence of several new occupations, primarily driven by digitalisation, national strategies/plans and operational requirements.

In line with the findings of the preceding chapter, the growing digitalisation and use of digital technology within the industry has resulted in a substantial number of emerging occupations. These occupations include roles such as Digital Marketing Officers, Online Tour Operator Specialists, Web Designers, Social Media Managers, Online Marketing Analytics Specialists,

and various ICT-related positions. The digitalisation of processes, services, and marketing efforts has created a demand for professionals with expertise in areas like digital marketing, online platforms, social media, and information technology.

Other emerging occupations are driven by the implementation of national strategies and plans related to the sector, including the Sync Licensing Managers and Programme Manager: CRM and Loyalty roles in the Arts, Culture, and Heritage sub-sector, and the ESG Manager and Sustainability Manager roles in the Gaming and Lotteries sub-sector. These occupations are likely aimed at aligning the sector with broader national goals and initiatives.

Certain emerging occupations are a result of changing operational requirements within the sector. For example, the General Technician role in the Arts, Culture, and Heritage sub-sector is driven by operational needs. In the Hospitality sub-sector, occupations like Biomechanic, and various cluster-level management roles (e.g., Cluster Revenue Manager, Cluster Sales and Marketing Manager) are also attributed to operational requirements, potentially due to expansion or restructuring within the industry. Stakeholder engagements affirm these occupations as emerging with an emphasis on the importance of big data analysis across all sectors.

3.3. Extent of Occupational Skills Supply

The educational profile of employees in the sector is presented, per sub-sector, in the table below.

Table 11: Education profile of employees

Sub-sector	Educational level	Employees	Percentage
Arts, Culture and Heritage	AET	12	1%
	NQF 1	66	3%
	NQF 2, 3	83	4%
	NQF 4	665	32%
	NQF 5, 6	555	27%
	NQF 7, 8, 9, 10	668	33%
	Total	2 049	
Conservation	AET	77	0%
	NQF 1	7 004	44%
	NQF 2, 3	612	4%
	NQF 4	3 158	20%
	NQF 5, 6	3 588	23%
	NQF 7, 8, 9, 10	1 373	9%
	Total	15 812	
Gaming and Lotteries	AET	7	0%
	NQF 1	272	1%
	NQF 2, 3	920	4%
	NQF 4	16 260	71%
	NQF 5, 6	4 308	19%
	NQF 7, 8, 9, 10	1 187	5%
	Total	22 954	

Sub-sector	Educational level	Employees	Percentage
Hospitality	AET	582	0%
	NQF 1	5 519	4%
	NQF 2, 3	7 366	6%
	NQF 4	84 137	68%
	NQF 5, 6	23 184	19%
	NQF 7, 8, 9, 10	2 735	2%
	Total	123 523	
Sport, Recreation and Fitness	AET	85	0%
	NQF 1	859	5%
	NQF 2, 3	938	5%
	NQF 4	10 091	57%
	NQF 5, 6	5 136	29%
	NQF 7, 8, 9, 10	582	3%
	Total	17 691	
Tourism and Travel Services	AET	10	0%
	NQF 1	365	3%
	NQF 2, 3	553	4%
	NQF 4	5 710	45%
	NQF 5, 6	4 702	37%
	NQF 7, 8, 9, 10	1 319	10%
	Total	12 659	

Source: CATHSSETA WSP Data, 2024

An analysis of the educational profile of the sector illustrates that 75% of employees are in the low-level skills band, between NQF levels 1-4. The highest level of education for most employees (62%) in the sector is NQF level 4 – which is the equivalent of a National Certificate/Matric. This is followed by employees within the middle-level skills band i.e., NQF level 5 and 6, at 21%. The high occurrence of employees in the lower to middle-level skills category is consistent with the types of positions that employees occupy in the sector, where most employees fall into elementary, service and sales, as well as clerical support OFO major groups.

Out of the six (6) CATHSSETA sub-sectors, Conservation is the only sub-sector wherein the highest proportion of employees (44%) possess an NQF level 1 qualification. This is consistent with the overall employment profile of the sub-sector, where most employees occupy elementary positions. While Conservation has the highest proportion of employees falling into the lower skill levels, the Arts, Culture and Heritage has the highest number of employees with a post-graduate qualification (33%).

3.4. Supply-side Analysis

3.4.1. State of Education and Training Provision

This section analyses skills supply from both TVET colleges and universities. Enrolment trends and completion rates were analysed across all educational levels. The table below provides an overview of enrolment data for various National Certificate (Vocational) (NC[V]) programmes in 2022, sourced from the TVETMIS.

Table 12: Enrolment cycle count of students in TVET colleges by NC(V) programmes and gender, 2022

Programme	NC(V) Level 2		NC(V) Level 3		NC(V) Level 4		NC(V) Total		
	Female	Male	Female	Male	Female	Male	Female	Male	Total
Hospitality	2 979	616	1 508	239	1 054	193	5 541	1 048	6 589
Management	1 872	614	880	212	610	138	3 362	964	4 326
Marketing	1 537	563	652	211	552	145	2 741	919	3 660
Office Administration	8 901	1 696	4 934	724	3 770	546	17 605	2 966	20 571
Tourism	2 462	758	1 287	341	962	271	4 711	1 370	6 081
Total	17 751	4 247	9 261	1 727	6 948	1 293	33 960	7 267	60 536

Source: TVETMIS, 2022

In total, 60 536 learners enrolled in sector-related TVET college programmes. Female enrolments constituted a significantly higher proportion (82.4%) compared to male enrolments (17.6%) across all programmes, with females dominating enrolments in each programme category. Office Administration emerged as the most enrolled programme, with 20 571 learners, followed by Hospitality with 6 589 learners, and Tourism with 6 081 learners. The enrolment rate is highest for NC(V) Level 2 programmes, however, enrolment figures decreased at the higher levels, with only 10 988 learners for NC(V) Level 3, and 8 241 for NC(V) Level 4.

The table below, on the other hand, displays university enrolment and throughput statistics. The most recent data is sourced from DHET for the years 2020 and 2022, data from 2021 is not available. The total enrolments across all qualifications in 2020 were relatively low at 757, which may be due to the impact of the pandemic on educational institutions. In 2022, the total enrolments increased significantly to 134 572, indicating a growing demand for these qualifications as the sector recovered from the effects of the pandemic. However, without the 2021 data, we cannot determine if this increase was gradual or if there was a sudden spike in enrolments between 2021 and 2022.

Table 13: University enrolments and graduations per sub-sector by qualification

Qualifications	NQF Levels	2020		2022	
		Total Enrolment	Total Graduates	Total Enrolment	Total Graduates
Arts, Culture and Heritage					
Dance	5-10	0	21	169	49
Design and Applied Arts	5-10	0	250	3 919	869
Drama/Theatre Arts	5-10	62	293	3 148	732
Film/Video and Photographic Arts	5-10	0	108	1 254	316
Fine and Studio Art	5-10	0	131	3 711	679
Music	5-10	0	229	2 164	621
Visual and Performing Arts, Other	5-10	0	4	44	13
Conservation					
Botany/Plant Biology	5-10	51	179	2 483	440
Zoology/Animal Biology	5-10	254	110	2 517	542
Ecology, Evolution, Systematics and Population Biology	5-10	49	143	2 724	631
Hospitality					
Food Science and Technology	5-10	0	193	1 901	487

Qualifications	NQF Levels	2020		2022	
		Total Enrolment	Total Graduates	Total Enrolment	Total Graduates
Hospitality Administration/ Management	5-10	0	1 231	17 696	2 732
Foods, Nutrition and Related Services	5-10	14	139	1 670	322
Sport, Recreation and Fitness					
Parks, Recreation and Leisure Facilities Management	5-10	0	298	2 877	697
Movement and Mind-Body Therapies and Education	5-10	2	0	41	0
Tourism and Travel Services					
Business Administration, Management and Operations	5-10	410	10 107	75 782	19 581
Entrepreneurial and Small Business Operations	5-10	28	384	3 879	887
Total		757	384	134 572	31 527

Source: HEMIS Data, 2022

The table below outlines the TVET throughput rate for a cohort of learners who enrolled in and completed NC(V) qualifications in CATHSSETA programmes. In the 2019 academic year, 12 945 students enrolled for the NC(V) Level 2 programmes that were relevant to the CATHSSETA sector. Over the next three years, 7 226 learners from this cohort completed the NC(V) Level 4 qualification, representing a throughput rate of 56.42%. This indicates that over 50% of students who enrolled in the NC(V) 2 programme in 2019 completed this qualification within the expected three-year timeframe. These results suggest that while there is still room for improvement, a significant proportion of students are completing their NC(V) qualifications within the expected timeframe. This is a positive development for both the learners and the sector as a whole.

Table 14: Throughput rate of NC(V) Level 2 students enrolled in TVET colleges in 2019 by programme, 2022.

Programme	Number Enrolled NC(V) 2, 2019	Number Completed NC(V) 4, 2021	Throughput Rate (%)
Hospitality	2 159	1 835	46.5%
Management	1 199	634	65.2%
Marketing	1 174	409	42.6%
Office Administration	6 788	3 434	60.9%
Tourism	1 625	914	66.9%
Total	12 945	7 226	56.42%

Source: DHET PSET Monitoring Report, 2024

CATHSSETA carries out sector research and evaluation studies to determine the state of education and training provision for the sector based on employers' and beneficiaries' perspectives. Six (6) studies were carried out in the 2023/24 financial year. The findings from the studies culminate into meaningful steps the SETA employs to close the skills mismatch between supply and demand, as well as to identify and find solutions to the supply-side challenges faced by the sector.

The **Tracer Study on Learning Programme Interventions Funded in the 2021/22 Financial Year** tracked and traced beneficiaries of CATHSSETA-funded training interventions, gathering evidence on the impact of the artisan, bursary, internship, learnership, skills programme, TVET and university/higher education and training (HET) WIL interventions in 2021/22. According to the study, employment improved for beneficiaries from 27% before the programme to 48% afterwards, with 52% in permanent employment. Beneficiaries receiving bursaries experienced a substantial increase in

employment from 17% to 51% highlighting the positive impact of the learning programme. Additionally, 56% of employers were either satisfied or very satisfied (38%) with the learning programmes in providing beneficiaries with the relevant skills required for their job. While the general perception of employers was positive, they indicated that the SETA could process enquiries, administration tasks, and payments at faster turnaround times.

The SETA is currently assessing its Operating Model, which will include an analysis of current CATHSSETA systems and procedures used to accomplish outputs, as well as mapping key business processes and workflows to identify and enhance efficiency areas. In addition, CATHSSETA needs to also emphasise the relevance of employers' role in the skills development cycle by building strategic partnerships and encouraging participation in qualification development and sector research. This corresponds with the findings from the **Mandatory Grant Diagnostic Study**, which assessed the awareness and experience of employers to increase the participation rate and quality of MG applications for CATHSSETA. The study found that the MG application process and the CATHSSETA Integrated Management System (CIMS) account for 70% of the overall experience of the MG submissions process, and both underperform on average. It was ultimately recommended that an improvement in the communication, user-friendliness and navigation of the current CIMS is crucial to improve the application experience and encourage more applicants to take part in the process. This should include introducing a user interface that is easy to understand and navigate, thereby inviting employers to submit the data that is crucial to the SETA's skills planning, which assists the SETA in addressing skills challenges faced by employers.

In line with further understanding the perspective and perception of the employer, a **Brand Awareness Study** was undertaken to ascertain the extent to which sector stakeholders are aware of the SETA and its service offering. The study found that there is a lack of visibility and accessibility to the SETA by external stakeholders.

In ascertaining the effectiveness of the CATHSSETA brand, it was found that the brand may not effectively reach external stakeholders interested in grant opportunities and learning interventions, which infers that there is a lack of provision of sector-specific career information to the right persons by the SETA. This is a challenge as it indicates that fewer stakeholders are interacting with the SETA than necessary. Some of the recommendations that came out of the study are to refresh the CATHSSETA brand to improve awareness levels, to revisit the branding strategy of the organisation and to foster a digital presence to enhance stakeholder engagement with the SETA.

To broaden the SETA's understanding of its sector, a **Rural Economy Study** was conducted across the nine (9) provinces in the country and six (6) sub-sectors. The survey results showed that the energy crisis and weak economic growth were reported as the main challenges faced by rural entities. The results also demonstrated a lack of awareness and perceived inaccessibility of CATHSSETA in rural areas. As a result, the SETA must increase its visibility and rural presence to ensure that everyone has access to CATHSSETA programmes.

The **Feasibility Study into Skills Development within the Informal Sector** served a similar purpose as the Rural Economy Study. The study sought to better understand the informal sector of the six (6) CATHSSETA sub-sectors as skills efforts were mostly targeted in the formal sector until now. The study revealed that skills development interventions must be implemented in the informal sector to support the skills needs and challenges of stakeholders in informal operations. The top skills sought by the informal sector are financial management skills, entrepreneurship skills, business management skills, problem-solving and analytical skills as well as online marketing skills.

The SETA through its strategies, namely the 4IR Sector Skills Strategy and SMME Skills Strategy, envisages engaging the industry more actively in research seminars and forums to have their ongoing support and feedback in the SETA's skills development cycle. Employers are also encouraged to provide in-house training, mentorships and work-shadowing combined with the training that learners receive, ensuring beneficiaries receive both practical and workplace-specific training to address challenges of new skills taking shape in the industry. In addition, the SETA has also developed a CATHSSETA Brand Awareness Strategy (2024) to mitigate the challenges associated with its visibility and accessibility as experienced

by existing and potential stakeholders across the country, including rural areas. CATHSSETA's action plan in this regard will focus on the Limpopo, Mpumalanga, KwaZulu-Natal, Free State, Eastern Cape, and North-West provinces where there is a high concentration of stakeholders residing and operating businesses in rural areas.

3.5. SETA Sectoral Priority Occupations Interventions List

CATHSSETA utilises a combination of data and labour market signals to monitor and determine occupations that are hard to fill. These inform the priority skills, the occupations of which are listed in the SPOI list in the table below, as approved by the CATHSSETA's AA. The factors used to determine the occupational shortages and skills gaps include the following:

- Data collected from MG application submissions;
- Input from relevant sector committees and focus group sessions; and
- Research studies conducted nationally.

All data and inputs are captured using the six-digit OFO codes. The quantities to be supported are derived from two (2) variables: the total number of vacancies identified, and the degree of scarcity. Occupations were identified across all six (6) sub-sectors within the CATHSSETA scope. Occupations were further ranked according to demand per sub-sector, to determine the top 10 Sectoral Priority Occupations Interventions. The list was presented to key role players to ascertain the relevance and responsiveness of identified occupations which was affirmed by the stakeholders as priority. Travel Consultants, Tour guides with language proficiencies, Gaming Workers, Chefs, Wildlife Guides, and Sports Coaches or Instructors were also affirmed as top-priority occupations in the sector. Between 2020/21 and 2023/24, the SPOI list has not changed significantly. The majority of the mentioned occupations are technical ones required to work as an expert in the respective sub-sectors. This indicates that the occupations listed as priorities have remained important in meeting industry demand.

Table 15: top 10 occupations on the Sectoral Priority Occupations List (2025/26)

SUB-SECTOR	OFO MAJOR GROUP	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF LEVEL	NQF ALIGNED Y/N	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY SETA*
Arts, Culture and Heritage	Technicians and Associate Professionals	(2021-352103)	Sound Technician	Video and Sound Recorder, Sound Effects Person, Re-recording Mixer, Dubbing Projectionist (Sound Mixing), Dubbing Machine Operator, Sound Editor/Mixer/Recordist/Operator / Specialist, Audio Technician, Audio Operator	National Certificate: Music Industry: Sound Technology	5	Y	3	3
					Diploma in Sound Technology	6			
					Further Education and Training (FET) Certificate: Music Industry: Sound Technology	4			
	Professionals	(2021-251301)	Multimedia Specialist	Multimedia Programmer, Animation Programmer, Computer Games Programmer, Graphical Programmer, Digital Media Specialist, Multimedia Developer	National Certificate: 3D Animation and Visual Effects	5	Y	6	6
					National Certificate: Film and Television Production	5			
					National Certificate: Design Techniques – User-Interface Design	5			
					National Certificate: Design Techniques – Communication Design	5			
					Higher Certificate: Game Graphics and Multimedia Entertainment	5			
					Higher Certificate: Game Design and Production	5			
					National Certificate: 3D Animation and Visual Effects	5			
FET Certificate: Photography	4								
Professionals	(2021-251301)	Multimedia Specialist	Multimedia Programmer, Animation Programmer, Computer Games Programmer, Graphical Programmer, Digital Media Specialist, Multimedia Developer	National Diploma: Sound Technology and Production	6	Y	6	6	
				Advanced Certificate: 3D Animation and Visual Effects	6				
				Advanced Diploma: Computer Applications Technology (CAT) Education	7				
				Advanced Diploma: ICT in Multimedia Application	7				
Professionals	(2021-251301)	Multimedia Specialist	Multimedia Programmer, Animation Programmer, Computer Games Programmer, Graphical Programmer, Digital Media Specialist, Multimedia Developer	Advanced Diploma in Multimedia Computing	7	Y	6	6	

SUB-SECTOR	OFO MAJOR GROUP	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF LEVEL	NQF ALIGNED Y/N	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY SETA*
Conservation	Professional	(2021-213301)	Conservation Scientist	Marine Ecologist, Forestry Conservationist,	National Diploma: Nature Conservation	6	Y	5	5
				Animal Ecologist, Conservancy Advisory Scientist, Fisheries Advisor, Soil Conservationist, Ecological Researcher,	Bachelor of Technology: Nature Conservation	7			
				Water Conservation Scientist, Fish and Game Officer, Species Protection Officer, Ecologist, Conservation Officer	Master of Science: Conservation Biology	9			
Gaming and Lotteries	Professional	(2021-213307)	Park Ranger	Game/Park Warden, Beach and Estuary Warden, Fish Warden	FET Certificate: Nature Conservation: Natural Resource Guardianship Terrestrial	4	Y	4	4
				Wildlife Officer/Warden	Higher Certificate: Nature Conservation in Implementation and Leadership	5			
				Wildlife Conservationist	National Certificate: Natural Resource Management: Terrestrial	5			
					Learnership: National Certificate Gaming Operations	3	Y	95	95
					National Certificate: Dealing				
Hospitality	Technicians and Associate Professionals	(2021-343401)	Chef	Casino Gaming Inspector, Casino/Gaming Dealer, Gaming Pit Boss, Gaming Inspector, Casino Surveillance Operator, Gaming Operator, Croupier, Gaming Table Operator	National Certificate: Professional Cookery	4	Y	121	121
					National Certificate: Food Preparation and Cooking	4			
					National Certificate: Culinary Arts	4			
					Advanced Diploma: Hospitality and Professional Cookery	7			

SUB-SECTOR	OFO MAJOR GROUP	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NQF LEVEL	NQF ALIGNED Y/N	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY SETA*
Sport, Recreation and Fitness	Manager	(2021-141204)	Café (Licensed) or Restaurant Manager	Bistro Manager, Internet Cafe Manager, Cafeteria Manager, Catering Manager, Food Services Manager, Caterer, Restaurateur, Mess Manager, Canteen Manager, Food and Beverage Manager	Food and Beverage Studies/Services	3-5	Y	76	76
					Advanced Certificate: Education: Hotel Keeping and Catering	7			
					Advanced Certificate: Hospitality Management	7			
					National Diploma: Hospitality Management	6			
					National Diploma: Professional Cookery	6			
					Advanced Diploma: Hospitality and Food and Beverage Management	7			
					Advanced Diploma: Hospitality and Professional Cookery	7			
					Bachelor of Business Administration: Hospitality Operations Management	7			
					National Certificate: Coaching Science	5	Y	6	6
					National Diploma: Coaching Science	6			
					Diving Coach, Callisthenics Instructor, Show Jumping Instructor, Diving Instructor (Open Water), Football Coach, Martial Arts Instructor, Dive Master, Snowboarding Instructor, Water Polo Coach, Gymnastics Coach or Instructor, Tennis Coach, Athletic Coach, Snorkelling Instructor, Swimming Coach or Instructor, Polo Coach, Dressage Instructor, Squash Coach, Cricket Coach	Sports Coach or Instructor	(2021-342204)		
					Scuba Instructor, Surface Supply Breathing Apparatus (SSBA) Instructor, Equine Tutor/Riding Instructor, Skiing Instructor, Snowsport Instructor, Basketball Coach, Rhythmic Gymnastics Coach				
					Physical Training Instructor, Aerobics Instructor, Physical Fitness Trainer, Health and Fitness Instructor, Aquarobics Instructor, Gym Instructor/Trainer, Gymnasium Attendant, Physical Education Officer, Physical Activity Coordinator, Fitness Centre Worker, Fitness Consultant/Trainer/Instructor, Personal Trainer	Fitness Instructor	(2021-342301)		
					Skills Programme: Fitness Instructor	3-5	Y	310	310
					Advanced Certificate in Exercise Science	6			
					Advanced Certificate in Fitness in Sport Conditioning	6			
Advanced Certificate in Fitness Conditioning Coach	6								

SUB-SECTOR	OFO MAJOR GROUP	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTION PLANNED BY THE SETA	NOF LEVEL	NQF ALIGNED Y/N	QUANTITY NEEDED	QUANTITY TO BE SUPPORTED BY SETA*
Tourism and Travel Services	Clerical Support Workers	(2021-422102)	Travel Consultant	Inbound Tour Manager, Travel Agent Representative, Travel Consolidator, Booking Travel Clerk, Travel Reservation Clerk, Travel Officer, Travel Arrangements Manager, Travel Agent, Travel Clerk, International Travel Consultant, Domestic Travel Consultant, Travel Wholesaler	National Certificate: General Travel	5	Y	86	86
					FET Certificate: Travel and Tourism	4			
					Bachelor of Commerce: Travel and Tourism	7			
					Advanced Diploma: Tourism Management	7			
					Bachelor of Tourism Development and Management	7			
					National Certificate: Tourism: Guiding	4			

3.6. Conclusion

This chapter focused on understanding occupation-specific skills mismatches identified by employers in the sector. In general, most employment falls within the low to middle-level range of skills, which is typical of the services industry. The supply of skills, however, necessarily takes place at all three (3) levels: low, middle and high. The skills mismatch occurs due to the disjuncture between supply and demand. The issue of skills gaps in the sector has been presented for each of the major occupational groups, the findings of which are corroborated by the training needs assessment as conducted through the SETA's research studies.



CHAPTER 4: SETA PARTNERSHIPS

4.1. Introduction

This chapter outlines existing SETA partnerships in the sector, as well as partnerships that the SETA can pursue in response to the SETA's mandate as set out in the SDA, which encourages the SETA to establish partnerships with both the public and private sectors.

Focus group sessions with the key internal stakeholders responsible for developing and implementing SETA strategic partnerships, as well as key informants from each of the six (6) CATHSSETA sub-sectors were held to gather information on existing partnerships, as well as any related successes and challenges encountered during the implementation process. The focus groups also served to gather information on possible strategic partnerships required by the SETA to drive skill development in the sector.

4.2. Analysis of SETA Partnerships

The SETA forms strategic partnerships with various institutions to achieve a wide range of objectives critical to advancing skills development and growth in the sector. The CATHSSETA Strategic Projects and Partnerships Policy informs the partnership funding and selection criteria, allowing CATHSSETA to approach and partner with:

- Public TVET and CET colleges;
- HEIs and other PSET institutions;
- Trade Unions;
- SMMEs, co-operatives, Non-Profit Organisations (NPOs), NGOs and Community-Based Organisations (CBOs); and
- Large employers and industry bodies within the sector.

4.2.1. State of Existing Partnerships

One (1) of the NSDP's outcomes is to support the growth of the public college system. To this end, the SETA has formed partnerships with several TVET and CET colleges as part of its commitment to growing the PSET sector by investing in infrastructure to enable quality teaching and learning space, as well as empowering them to implement Work Integrated Learning and Internship programmes. Details of existing strategic partnerships and special projects with TVET and CET college are outlined in Tables 16 and 17 below.

Table 16: Strategic partnerships and special projects with Public TVET colleges and CETs

INSTITUTION/ PARTNER ORGANISATION	DURATION OF PARTNERSHIP	OBJECTIVES OF PARTNERSHIP	VALUE-ADD OF PARTNERSHIP
North-West CET College	March 2024 - December 2025	<ul style="list-style-type: none"> • Infrastructure development project to capacitate CET college with a Sports Development Centre in a rural area of the North-West province. 	<ul style="list-style-type: none"> • Provide young people in rural areas with both core (related to coaching and sports management) and soft skills. These skills increase employability for learners and help develop both the CET college and its personnel.
Gauteng CET College		<ul style="list-style-type: none"> • Providing funding for culinary equipment for classrooms at Chiawelo Community Learning Centre and Wattville Community Learning Centre for hospitality-related training. 	<ul style="list-style-type: none"> • Capacitate CET college to offer Artisan development aligned to QCTO accreditation requirements to offer occupational programmes in the community.

INSTITUTION/ PARTNER ORGANISATION	DURATION OF PARTNERSHIP	OBJECTIVES OF PARTNERSHIP	VALUE-ADD OF PARTNERSHIP
KwaZulu-Natal CET College	March 2023 – September 2024	<ul style="list-style-type: none"> Provide CET colleges with administrative support to ensure efficient operations of their offices, and place TVET college graduates with relevant qualifications at CET colleges. 	<ul style="list-style-type: none"> Contribute towards the effectiveness of the public college system and provide TVET college graduates with workplace exposure while assisting in closing the gap for administrative support in CET colleges.
Mpumalanga CET College			
Eastern Cape CET College			
Boland TVET College	March 2023 – September 2024	<ul style="list-style-type: none"> Provide funding for the upgrading of the hospitality equipment which is geared towards supporting Hospitality programmes of the Boland TVET College. 	<ul style="list-style-type: none"> Contribute towards the development and effectiveness of the public college system.
eThekwini TVET College	March 2024 - December 2025	<ul style="list-style-type: none"> Provide funding for the upgrading of the kitchen including equipment at eThekwini College, Asherville campus and setting up music facilities as none currently exist at the college. 	<ul style="list-style-type: none"> To capacitate the college to offer QCTO accredited Hospitality and Arts, Culture and Heritage occupational programmes, and assist the youth in working towards professional and quality education supported by appropriate infrastructure and equipment.
Motheo TVET College	March 2024 - December 2025	<ul style="list-style-type: none"> Provide funding for sports grounds and the establishment of a Sports Academy, and Hotel School at the Motheo TVET College, Botshabelo Campus. 	<ul style="list-style-type: none"> Establishing Sport, Recreation and Fitness-related qualifications, where practical exposure and simulations can be implemented within the TVET college in line with QCTO qualification requirements. This project will further expand the availability of learning programmes in the college and contribute towards employment and capacitating the workforce.
Letaba TVET College		<ul style="list-style-type: none"> Provide funding for building appropriate hospitality kitchen infrastructure for the skills centre and equip it with the necessary machinery and materials. 	<ul style="list-style-type: none"> Capacitate TVET college to offer Hospitality training aligned to QCTO accreditation requirements to offer occupational programmes in the community and for the youth to work towards professional and quality education supported by appropriate infrastructure and equipment.
Lephalale TVET College			

Table 17: Strategic partnerships and special projects for education and training delivery

INSTITUTION/ PARTNER ORGANISATION	DURATION OF PARTNERSHIP	OBJECTIVES OF PARTNERSHIP	VALUE-ADD OF PARTNERSHIP
Gauteng CET College	March 2024 - December 2025	<ul style="list-style-type: none"> Providing CET lecturer support through tools of trade, including the purchasing of laptops and enrolment in Project Management training courses. 	<ul style="list-style-type: none"> CET colleges are responsible for skilling the community, as a result, reskilling educators, and providing them with the necessary resources will assist the college in having a wider community reach and administering SETA-funded activities more efficiently, among other things.
Tshwane North TVET College uMgungundlovu TVET College Majuba TVET College Ekurhuleni West TVET College	March 2023 – September 2024	<ul style="list-style-type: none"> Facilitate TVET/employer partnerships for workplace exposure for the TVET lecturers and linking their teaching to actual workplace practices and requirements. 	<ul style="list-style-type: none"> To develop, update and widen lecturer industry knowledge and skills by exposing them to current technology, systems and practices. This improves their confidence and competence and enables them to link their teaching to actual workplace practices and requirements.

The White Paper for Post-School Education and Training (2013) encourages universities to research to meet society's economic and social needs, forming knowledge-generating partnerships with public and private enterprises, government departments, and other institutions. Such collaborations can also result in technological innovation and economic advancement, which can have a significant impact on the strength and efficacy of our economy. To address high-demand and priority jobs, CATHSSETA recognises the need to support and provide bursaries to prospective learners pursuing qualifications relevant to industry demands. CATHSSETA also collaborates with universities specialising in research in the sub-sectors to analyse sector skills needs and perform research and development projects. The table below illustrates strategic partnerships that the SETA has with HEIs.

Table 18: Strategic partnerships with HEIs

INSTITUTION/ PARTNER ORGANISATION	DURATION OF PARTNERSHIP	OBJECTIVES OF PARTNERSHIP	VALUE-ADD OF PARTNERSHIP
North-West University: Tourism Research and Economic Environs and Society (TREES)	March 2022 – April 2026	<ul style="list-style-type: none"> Provide technical support and capacity to deliver on sector research and sector skills planning; Develop frameworks, tools, approaches and methodologies based on best practices for M&E for use within the SETA; and Create platforms for knowledge and information sharing and collaboration on the development of research. 	<ul style="list-style-type: none"> HEIs possess the resources and expertise required to investigate industry trends, skills gaps and other critical skills issues, which will enable CATHSSETA to identify the necessary interventions to meet industry demands and develop appropriate training programmes.
University of Pretoria’s Department of Historical and Heritage Studies and Gordon Institute of Business Science (GIBS)	July 2023 – March 2026	<ul style="list-style-type: none"> Provide technical support and capacity to the CATHSSETA M&E unit; and To promote knowledge and information sharing in M&E to build capacity in the PSET sector. 	<ul style="list-style-type: none"> CLEAR-AA works with strategic partners to deliver high-quality contextually relevant capacity development initiatives, producing innovative methods and approaches to generate lessons and disseminating these through regional networks across the Anglophone African region.
Centre for Learning on Evaluation and Results (CLEAR-AA)			

The White Paper also recognises the importance of partnerships between educational institutions, industry and professional bodies. Industry in the sector plays a significant role in not only providing CATHSSETA with data for skills planning purposes through the submission of MG applications but also through opening their workplaces as training spaces for learners to gain workplace experience through learnerships, apprenticeship programmes, skills programmes, internships and work-integrated learning as detailed in the table below. The SETA presently has no existing partnerships with industry bodies.

Table 19: Strategic partnerships and special projects with industry

INSTITUTION/ PARTNER ORGANISATION	DURATION OF PARTNERSHIP	OBJECTIVES OF PARTNERSHIP	VALUE-ADD OF PARTNERSHIP
Delicious Festival Trader Academy (DFTA)	September 2023 – September 2025	<ul style="list-style-type: none"> Collaborate and work together with DFTA in preparation for the DFTA activities; and Support the DFTA with intern placement for workplace exposure and SMME training in new venture creation, fast food skills programme, digital marketing and mentorship. 	<ul style="list-style-type: none"> Collaborating on intern placement and SMME training at the DStv Delicious International Food & Music Festival, which will be held in South Africa’s Gauteng province, will broaden the skill set of targeted beneficiaries in the Hospitality sub-sector. Partnering with the DStv Delicious International Food & Music Festival will also increase the visibility of the CATHSSETA and its services.

INSTITUTION/ PARTNER ORGANISATION	DURATION OF PARTNERSHIP	OBJECTIVES OF PARTNERSHIP	VALUE-ADD OF PARTNERSHIP
McDonald's South Africa	January 2024 – March 2025	<ul style="list-style-type: none"> Provide support for a Youth Empowerment Programme, wherein CATHSSETA will provide funding for the stipend of 1 400 learners for one (1) year towards the Learnership NQF Level 3, National Certificate: Fast Food Services with 80% absorption into the workplace at the end of the programme. 	<ul style="list-style-type: none"> McDonald's South Africa aims to place a considerable number of learnership programme graduates into formal career opportunities. The project will empower and provide training, including associated fees, to unemployed youth by delivering a structured qualification.
Department of Tourism, Limpopo Economic Development, Environment and Tourism (LEDET) and Limpopo Tourism Agency (LTA)	April 2024 – March 2027	<ul style="list-style-type: none"> Partnership to host the 2024 National Tourism Careers Expo (NTCE). Aimed at grade 9 – 12 learners, TVET and university students, and unemployed graduates, the NTCE provides an opportunity for information sharing among tourism curricula experts and stakeholders – with educators and learners on the diverse careers available in the sector. 	<ul style="list-style-type: none"> The NTCE continues to draw thousands of learners and educators from across the country to a three-day showcase of tourism careers and opportunities. The platform enables CATHSSETA and its partners to promote Tourism and Travel Services as a preferred career of choice for learners and facilitate an educators forum to workshop educators on the latest trends in the sub-sector.
Independent Development Trust (IDT)	March 2023 – September 2024	<ul style="list-style-type: none"> To provide funding for infrastructure development at the TVET and CET colleges supported with infrastructure development; and The IDT supports the CATHSSETA with social infrastructure management and programme implementation that enables the colleges to deliver social, basic and community services to its targeted beneficiaries. 	<ul style="list-style-type: none"> Infrastructure development projects for the growth of TVET and CET colleges, rural development and contributing towards meeting the NDP goal of training artisans in the country. This also provides a source of income for supported TVET and CET colleges to make use of facilities to create opportunities for community involvement, particularly for the sports centres and restaurants built in colleges.

4.2.2. Successful Partnerships

CATHSSETA partnerships are guided by the strategic priorities of the SETA outlined in the SSP. CATHSSETA partnerships are based on two (2) success factors: commitment from implementing partners and funding.

The partnership with the Department of Tourism for the NTCE is one of the longest-running partnerships in the SETA. In addition to the Department, partnering with local municipalities and development agencies where the NTCE is hosted has made it one of the most successful partnerships for the SETA. Through this collaboration, the SETA can leverage a wide range of capabilities, information, networks, and positions to effectively promote tourist career opportunities. Collaboration with the relevant stakeholders boosts engagement efforts and increases the SETA's project-delivery capabilities.

The SETA's long-standing partnership with TVET colleges, where it has regional offices, has helped it operationalise the APP at the regional level. The SETA currently has four (4) offices in four (4) provinces to promote accessibility and facilitate close connections between the colleges, learners, and the SETA. These offices also expose unemployed youth to a variety of career prospects and networks within the sector, bringing them closer to the economic and employment world.

Despite the constraints described below, conducting multi-year infrastructure development projects with TVET colleges has shown to be successful. Success can be attributed to both partners' devotion, cooperation, and commitment. Through these partnerships, the SETA can build and sustain long-term ties, as well as make constant adjustments to ensure the successful execution of current projects.

4.4.3. Partnership Challenges

TVET and CET College Infrastructure Development Projects: Currently, the SETA funds all infrastructure development projects with surplus funds. The SETA is unable to commit financing for these initiatives during the Discretionary Grant and Special Projects window due to limited budget and allocation priorities. Furthermore, the SETA has dealt with significant staff turnover rates at TVET and CET colleges, which has affected project implementation and resulted in project deadlines being overrun due to changes in project expectations and requirements.

In terms of funding projects using surplus funds, the SETA must take a more proactive approach to supporting large projects, which may necessitate an evaluation of the current Strategic Projects and Partnerships Policy funding structure.

4.3. Proposed Partnerships

The SETA needs to formulate new partnerships, particularly for aligning employers' skills demands with supply-side organisations. Stakeholders have identified the partnerships outlined in the table below as critical for effective coordination, vocational learning and occupational pathways, addressing sectoral demand and capacitating the unemployed. The top 10 countries contributing to the tourist influx in the country represent a diverse range of cultural and linguistic backgrounds, with each country contributing a varying percentage to the total tourist arrivals (Stats SA, 2024). Countries such as Germany (16.5%), France (5.5%), Belgium (2.2%), and China (2.0%) emphasise the need to train tourist guides in languages such as German, French, Dutch, and Mandarin to meet the needs of international tourists.¹ Hospitality and Tourism and Travel Services workers must possess multilingual abilities to accommodate diverse linguistic preferences and enhance the overall tourist experience (Stats SA, 2024).

Table 20: Proposed CATHSSETA Partnerships

Proposed new partnerships	Rationale	Strategic Focus
Partnership with national museums, CBOs/NGOs/NPOs and universities for cultural heritage preservation	<ul style="list-style-type: none"> South Africa is a multicultural and diverse country and a lot of its cultural history is undocumented; The SETA can therefore partner with national museums, CBOs/NGOs/NPOs and universities to document heritage digitally; and This can include a research partnership with a university that specialises in cultural and heritage studies, as well as supporting a WIL programme for learners and graduates studying this field. 	<ul style="list-style-type: none"> Increase partnerships with stakeholders in the Arts, Culture and Heritage sub-sector for technological advancement and cultural heritage preservation.

¹ This is excluding English-speaking countries such as the UK, USA, Australia, and Canada which collectively account for a significant proportion, comprising 19.3%, 16.3%, 3.7%, and 2.9% of the total tourist influx respectively.

Proposed new partnerships	Rationale	Strategic Focus
<p>Arts, Culture and Heritage internship programme in collaboration with public entities</p>	<ul style="list-style-type: none"> • Work with various government entities to ensure state-owned museums, galleries and heritage sites are used as springboards to capacitate learners as development officers, curators, museum educators and exhibit designers, to name a few, within this sub-sector; • Placement of graduates in curatorship, heritage management, and heritage conservation/preservation for internship programmes at museums, galleries and heritage sites. • Negotiate with partners for a percentage of the learners partaking in the internship programme to be absorbed. 	<ul style="list-style-type: none"> • Implement internship programme.
<p>Partnership with Conservation sub-sector employers and relevant public entities and municipalities</p>	<ul style="list-style-type: none"> • Embark on a project to capacitate learners in forest restoration through a learnership programme. The partnership will also include an awareness campaign with local rural communities on how climate change affects deforestation and the simultaneous depletion of clean water and air, natural resources such as fuelwood and medicinal plants, and nature-based traditions; • Create learnership opportunities for learners and graduates in environmental affairs or conservation. These proposed projects would provide an opportunity for the unemployed graduates with a learnership programme for practical skills and knowledge on how to manage water pollution, which affects and harms the aquatic biodiversity of the dams and oceans; and • Offer workshops and seminars focused on cultivating an entrepreneurial mindset among unemployed youth. 	<ul style="list-style-type: none"> • Learnership programme to capacitate graduates and learners on issues of climate change as well as environmental sustainability.

Proposed new partnerships	Rationale	Strategic Focus
Partnership with Gaming and Lotteries sub-sector regulatory bodies, employers and HEIs	<ul style="list-style-type: none"> • Gambling businesses need to implement responsible gambling measures, provide resources for addiction support through the training of psychologists to identify and assist customers who may be at risk of developing gambling-related problems; • To address transformation issues in the sub-sector, the SETA will implement a management leadership programme for women in junior management positions in the sub-sector. 	<ul style="list-style-type: none"> • Create awareness of the dangers of gambling; and • Management development programme for upward mobility in the sub-sector.
Partnership with Sport, Recreation and Fitness sub-sector public entities, municipalities and HEIs	<ul style="list-style-type: none"> • There is a gap in the number of sports trainers. The SETA envisages working with municipalities to ensure that sports facilities and community halls are used as places to mentor future sports trainers; • The SETA aims to enrol learners as future trainers in different sporting disciplines; and • A feasibility study will be conducted to determine the viability of converting sporting facilities into gyms and fitness centres. 	<ul style="list-style-type: none"> • Increase the number of sports trainers within the various sporting codes in township and rural communities; and
Partnership with the Hospitality industry (levy payers)	<ul style="list-style-type: none"> • To address the rising unemployment rate, the SETA plans to introduce an internship programme to equip individuals with the practical skills and knowledge required in the dynamic field of Hospitality. 	<ul style="list-style-type: none"> • WIL in Hospitality to assist TVET College learners to gain practical experience and complete their studies.
Support programme for TVET and CET college training on CATHSSETA sub-sector qualifications	<ul style="list-style-type: none"> • The SETA seeks to enhance TVET and CET colleges' capacity to offer qualifications related to the CATHSSETA sub-sectors. By establishing strategic partnerships, upgrading infrastructure, and providing targeted training. 	<ul style="list-style-type: none"> • Support TVET and CET colleges through skills programmes, infrastructure development and lecturer development programmes.
Partnership on skills programme for entrepreneurs in the CATHSSETA sector	<ul style="list-style-type: none"> • The SETA aims to introduce a skills development programme for entrepreneurs in the CATHSSETA sub-sectors to provide skills development, business incubation support, and start-up toolkits to individuals looking to establish their ventures. 	<ul style="list-style-type: none"> • Implement entrepreneurial programmes in various subsectors

Proposed new partnerships	Rationale	Strategic Focus
CATHSSETA bursaries and psychosocial support programme	<ul style="list-style-type: none"> The CATHSSETA will introduce a bursary programme and partner with Higher Health for a Psychosocial Support Programme for individuals pursuing education and careers within the CATHSSETA sub-sectors; and The programme will not only address financial barriers but also mental well-being, resilience, and holistic personal development. 	<ul style="list-style-type: none"> Provide bursaries for the Civic Programme that was developed by Higher Health, a public entity under the DHET and being implemented under the Health and Welfare SETA.
Partnership with Tourism and Travel Services sub-sector industry, public and private entities and industry associations	<ul style="list-style-type: none"> There is a need to train new tourist guides due to an ageing generation of tourist guides. Also, since the country wants to attract tourists from key source markets, tourist guides should be trained in languages spoken by visitors from the key source markets to facilitate a rich and pleasant tourism experience. Tourist guides should also be provided with mentorship, hence the need for a partnership. 	<ul style="list-style-type: none"> Training of tourist guides in languages such as German and Mandarin Training of tourist guides particularly from previously disadvantaged backgrounds to enter the industry

4.4. Reflections on Key Strategic Partnerships Implemented in the Previous Planning Cycle

CATHSSETA has successfully implemented numerous partnership projects in the previous planning cycle. The SETA partnered with the National Student Financial Aid Scheme (NSFAS) to boost funding for student loans and bursaries and further awarded R30 million to NSFAS for the provision of bursary funding to 396 learners at various public institutions of higher learning. Additionally, 110 TVET college learners were enrolled in the CATHSSETA China Project, a partnership between CATHSSETA, public TVET colleges and the Chinese Culture and International Education Centre. Learners participated in a WIL programme in the fields of hospitality, tourism, arts and culture as well as chef qualification in China. Additionally, CATHSSETA partnered with the Chinese Culture and International Education Exchange Centre to co-sponsor 40 Arts and Design TVET College students for international industry experience in China through a WIL programme. One of the primary benefits of this collaboration was the international exposure for students, particularly for those from previously disadvantaged backgrounds. Furthermore, CATHSSETA sub-sectors operate in the service industry, and as globalisation and consumer needs change, learners who participated in these programmes benefited from exposure to a different country and culture, as well as a better understanding of the industry and international standards.

Finally, the SETA partnered with numerous TVET colleges across the country to provide infrastructure development support and lecturer development support. Through these collaborations, the SETA has been able to enhance TVET colleges' ability to produce qualifications relevant to the CATHSSETA sub-sectors, which in turn contributed towards meeting one of the NSDP outcomes of expanding the public TVET system.

4.5. Conclusion

This chapter outlined the SETA's existing partnerships and detailed the nature and value of the partnerships. CATHSSETA has formed partnerships with HEIs, TVET and CET colleges, as well as public entities to efficiently deliver on its mandate. The successful partnership models, particularly those that resulted in the capacitation of TVET colleges, are being duplicated in the current year. Further cooperation actions are required for the implementation of the proposed HIPs, the execution of learning programmes, the placement of learners in internships, and the support for the smaller CATHSSETA sub-sectors such as Arts, Culture and Heritage and Sport, Recreation and Fitness.



CHAPTER 5: SETA MONITORING AND EVALUATION

5.1. Introduction

CATHSSETA recognises the critical role of Monitoring & Evaluation (M&E) in improving operational and organisational performance as well as tracking the outcomes and impact of its skills development interventions. The SSP strategic priorities outlined in both the Strategic Plan (SP) and Annual Performance Plan (APP) serve as foundational pillars, guiding the organisation's M&E Framework, as per the Government-Wide Monitoring and Evaluation Framework, 2007. The purpose of this chapter is to highlight the approach adopted by the CATHSSETA towards M&E and reflect on the 2020/21 – 2024/25 strategic planning period.

5.2. SETAs Approach to Monitoring and Evaluation

CATHSSETA has updated its M&E Framework, specifying M&E activities to be carried out across various interventions, to continuously strengthen, refine, and enhance its M&E functions. The diagram below details the objectives of the M&E Framework.

Figure 16: M&E Framework objectives



The M&E Framework is guided by the Theory of Change (ToC), structured according to CATHSSETA's organisational impact statement which is "a transformed and growing sector, with the requisite skills that respond to the needs of the South African economy" and aligns with the eight (8) outcomes of the NSDP.

5.2.1. CATHSSETA Approach to Monitoring

CATHSSETA employs a structured approach to monitoring, which involves three (3) main monitoring activities: organisational performance monitoring (scorecard), SETA's Quarterly Monitoring Report (QMR) and annual reporting as outlined in the table below.

Table 21: CATHSSETA approach to monitoring

CATHSSETA's Approach to Monitoring			
Monitoring Activity	Output	Purpose	Frequency
Organisational Performance Monitoring	Organisational Performance Information Report	Monitors performance against the outputs set out in the APP of the SETA to facilitate accountability and enable the SETA and other relevant stakeholders to track progress, identify the scope for improvement and better understand performance-related challenges encountered by the SETA.	Quarterly
SETA's Quarterly Performance Monitoring	QMR	Provides non-financial details about the services and activities offered by CATHSSETA. This report is submitted to DHET as a shareholder, on a quarterly basis.	Quarterly
Annual Performance Reporting	Annual Report (AR)	The AR provides an overview of the SETA's actual performance against the planned performance targets as contained in the SETA's APP, which is derived from the SP.	Yearly

Through implementing these three (3) monitoring activities, CATHSSETA ensures a systematic and structured approach to monitoring. Organisational performance monitoring and quarterly monitoring activities provide regular insights into the organisation's performance, enabling continual tracking and implementation assessment of CATHSSETA's programmes. The annual review, through the AR, provides a holistic assessment of CATHSSETA's achievements and challenges, highlighting areas that require improvement for informed decision-making and strategic planning in the following years. It provides stakeholders with a transparent and accountable overview of the organisation's activities, expenditures, and progress towards achieving its strategic objectives.

5.2.2. CATHSSETA's Approach to Evaluation

The SETA uses an outcome-based evaluation approach to determine the extent to which it is meeting its intended outcomes and outputs. This goes beyond monitoring the outputs of funded performance targets, thus enabling the organisation to continuously learn and improve from its implementation initiatives and inform strategic planning, decision-making, and prioritisation of interventions. Evaluation improves strategic corporate learning and provides the AA and Management with credible data to critically reflect on implemented initiatives and engage in evidence-based strategic planning. The table below details the type of evaluation studies conducted by the SETA during the 2020/21 – 2024/25 strategic period.

Table 22: Evaluation studies conducted during the strategic period under review (2020/21 – 2024/25)

TYPE OF EVALUATION	EVALUATION STUDIES CONDUCTED DURING THE STRATEGIC PERIOD	PURPOSE OF CONDUCTING THE EVALUATIONS	STATUS
Formative Evaluation	<ul style="list-style-type: none"> 2020/2021 – 2024/25 SSP with subsequent annual updates; Mandatory Grant Diagnostic Study; and Feasibility of Skills Development for the Informal Sector. 	Provide an assessment and context of the sector and possible interventions to inform planning.	Complete
Process Evaluation	<ul style="list-style-type: none"> TVET WIL Implementation Study 	Determine whether CATHSSETA programmes are implemented according to the intended objectives.	Complete
Outcome Evaluation	<ul style="list-style-type: none"> China WIL Outcome Evaluation; Annual Track and Tracer Study; and SMME Track and Tracer Study. 	Carried out to determine the outcomes of CATHSSETA's learning programmes.	Complete

TYPE OF EVALUATION	EVALUATION STUDIES CONDUCTED DURING THE STRATEGIC PERIOD	PURPOSE OF CONDUCTING THE EVALUATIONS	STATUS
Summative Evaluation	<ul style="list-style-type: none"> Mid-Term Review 	Conducted to provide an overview of CATHSSETA's milestones and outcome of interventions carried out in the middle of the strategic period.	Complete

5.3. Use of Information from Previous Research to Inform Research and Planning

The SETA uses the evaluation reports to inform the SP and APP on programmes that need to be carried out, as well as correcting certain challenges associated with some of the programmes that the SETA carries out.

The SETA actively engages in research aligned to the SSP, the SP and NSDP outcomes. Research studies conducted are presented to the AA and implemented to encourage and institutionalise evidence-based decision-making. Overall, the purpose of CATHSSETA's evaluation activities is to gain insights into the effectiveness, relevance, sustainability, and impact of its skills development initiatives. The evaluations are intended to inform decision-making processes, encourage continuous improvement, and guarantee that CATHSSETA's interventions meet the sector's skill demands and contribute to the development of a skilled and capable workforce.

5.4. Previous SSP Strategic Priorities

The table below examines the progress on strategic skills priorities planned for the 2020/21 – 2024/25 strategic period, which informed the development of the SETA's SP and outputs in the APP.

Table 23: CATHSSETA SSP Strategic Priorities (2020/21 – 2024/25)

Strategic Priority	Planned Interventions	Achievement against Planned interventions	% Measures achieved
1. 4IR (skills identification through research agenda)	Scoping Exercise: 4IR Implications to CATHSSETA	2	100%
	4IR Sector Skills Strategy		
2. Training provision (engagement with QCTO and Joint Implementation Plan)	Joint Implementation Plan and SLAs entered into with the QCTO	1	100%
3. Analysis of skills needs (research projects articulated in the research agenda)	Research Projects	21	100%
4. Increased partnerships to include worker-initiated interventions (organised labour engagement)	Partnerships entered into with organised labour	17	89%
5. Sector advancement	New teaching and learning methods/ workplaces	1	100%
	Work Readiness Programme	1	
6. SMME interventions and green economy (resource efficiency)	SMME Skills Strategy	1	100%
	Feasibility of Skills Development for the Informal Sector	1	
7. M&E (review and elevate M&E)	M&E institutionalised in the organisation	M&E framework developed and implemented	

Strategic Priority	Planned Interventions	Achievement against Planned interventions	% Measures achieved
8. Addressing occupational shortages and skills gaps	Apprentices over the SP	1 186	113%
	Learnerships	2 679	103%
	WIL and Internships	5 191	111%
	Bursaries	1 150	156%
	Skills Programmes	1 039	130%
9. Technological advancement to combat the impact of the COVID-19 pandemic	Impact of COVID-19 on the six (6) CATHSSETA sub-sectors	1	100%
10. Sector transformation	Initiate partnerships with NGOs and CBOs to increase support for PwD	34	113%
	Upskilling of people in lower occupational categories	130	86%

5.4.1. Strategic Priorities Not Achieved

The following strategic skills priorities were not achieved during the previous strategic period and the reasons for this are stated in the last column of the table below.

Table 24: Strategic priorities not achieved in the previous strategic period (2020/21 - 2024/25)

No	Strategic Skills Priority	Learning Intervention linked to priority	Reasons for deviation
4.	Increased partnerships to include worker-initiated interventions (organised labour engagement)	Partnerships entered into with organised labour	This target was not attained in the 2020/21 financial year due to project execution delays caused by structural difficulties the service provider encountered. The SETA has been holding workshops to encourage participation, and the SETA has observed an increase in this target in succeeding years as a result of the workshops.
10.	Sector transformation	Upskilling of people in lower occupational categories	The AET target was not met due to an insufficient number of applicants for CET programmes, resulting in numerous application windows. The variation was also due to project execution delays. This occurred during the 2020/21 financial year and has now been rectified.

5.5. Status of Implementing National Strategies

5.5.1. Economic Reconstruction and Recovery Plan Skills Strategy

CATHSSETA has implemented the following interventions to support the country's reconstruction and recovery efforts: the Chef Artisan Development Programme, WIL, and support for the missing middle students pursuing studies in the six (6) sub-sectors at various universities, UoTs, and TVET colleges. These three (3) interventions resulted in the support of 334 learners pursuing the Chef qualification over a three (3) year period, as well as the support of 71 learners out of 109 who were previously sent to China to gain practical work experience for 12 months and required an additional six (6) months to meet the requirements to obtain the N-Diploma at TVET colleges. Finally, 396 missing middle students were supported with financial aid to study at any public institution of higher learning. The SETA partnered with the NSFAS to administer the funds as the implementing agency.

5.5.2. National Skills Development Plan 2030

CATHSSETA funds and supports various learning programmes in line with the NSDP 2030 eight (8) outcomes. In aiming to achieve these outcomes, the SETA has implemented the following interventions during the strategic period:

Table 25: Interventions implemented in support of the NSDP (2020 – 2024)

CATHSSETA INTERVENTION	2020/21	2021/22	2022/23	2023/24	*2024/25	TOTAL SUPPORT
Unemployed Bursary	150	554	138	186	0	1028
Unemployed Learnership	150	196	280	2053	2580	5259
Internship	165	189	313	452	34	1153
TVET WIL	250	319	500	662	131	1862
University WIL	200	209	220	341	0	970
Unemployed Skills Programme	200	349	240	500	2753	4042
Career Guidance	10	18	28	28	29	113
SMMEs supported	71	96	121	12	0	300
Trade Unions supported	6	0	6	5	0	17
SETA employer Partnerships	17	22	11	18	15	83
Rural Community Partnerships	0	9	11	10	3	33
University Partnerships	8	8	8	10	0	34
TVET Partnerships	9	10	9	11	0	39
CET Partnerships	6	4	4	6	0	20

*Provisional performance of Q1 on the 2024/25 financial year

5.5.3. National Development Plan 2030

The NDP 2030 sets a target for the South African government to produce 30 000 artisans by 2030, a target applicable to various SETAs. Contributing to this target, CATHSSETA has already supported 1 517 learners in the Occupational Chef qualification. CATHSSETA's efforts extend beyond this target, aligning with the NDP's broader vision of eliminating poverty and reducing inequality in South Africa. The SETA focuses on sector transformation as a strategic priority, which involves upskilling individuals in lower occupational categories, forming partnerships with NGOs and CBOs and Increasing support for people with disabilities. Through these initiatives, CATHSSETA aims to contribute to a more inclusive and equitable society, in line with the NDP's overarching objectives.

5.6. Measures to strengthen the M&E of the SETA

The SETA will be implementing the following measures to strengthen M&E:

- Enhance data management and analysis capabilities (invest in robust data management systems and tools to streamline data collection, storage, and analysis processes);
- Strengthen stakeholder engagement and collaboration (collaborate with research institutions, industry experts, and other SETAs to leverage their expertise and share best practices in M&E); and
- Implement a knowledge management system (establish a centralised knowledge management system to document and disseminate M&E findings, lessons learned, and best practices and use this system to inform future planning, decision-making, and continuous improvement efforts.

5.7. Measures to Improve the SETA Planning Documents and Skills Planning

Prioritising research and evaluation and applying the results to enhance the SETA's strategic planning is a key priority. The SETA has created a tracking document that lists the recommendations outlined from research and evaluation studies previously conducted and provides an indication of how these recommendations might be applied to implement and monitor research and evaluation findings. The conclusions of the CATHSSETA Mid-Term Review carried out in 2022/23, are presently being implemented by the SETA. The findings of this report will also influence the development of the 2025 – 2030 CATHSSETA strategy. The tracking document for the findings has been implemented as a measure to support learning and development in addition to enhancing planning documents and skill planning.

5.8. Reflections on the Evolution of the CATHSSETA Monitoring and Evaluation Function

The M&E unit at CATHSSETA has undergone significant evolution over the past five (5) years. Before 2020, the unit's focus was primarily on monitoring activities. This included the validation and verification of learning programmes through the performance information process and tracking the organisation's overall performance using the organisational scorecard and AR.

The turning point was when the organisation underwent a realignment in 2020, wherein the functions and responsibilities of the M&E unit were redefined, with the notable reintroduction of the evaluation function. This expansion of responsibilities has led to a more comprehensive approach to M&E within CATHSSETA. The unit now conducts evaluation studies, as evidenced by Table 22 above. These studies allow for a deeper analysis of the organisation's initiatives and their impacts. Furthermore, to solidify and standardise M&E practices across the organisation, an M&E framework was developed. This framework serves to institutionalise the M&E function within CATHSSETA, ensuring consistent and effective monitoring and evaluation processes throughout the organisation. This evolution reflects CATHSSETA's commitment to continuous improvement and evidence-based decision-making, positioning the M&E unit as a crucial component in driving organisational effectiveness and accountability.

5.9. Conclusion

The SETA draws on information from previous evaluation studies conducted by CATHSSETA, such as track and trace studies. CATHSSETA ensures alignment with overarching national objectives by analysing the state of intervention implementation within national strategies such as the ERRP and the NSDP. Additionally, the status of priorities from the previous planning cycle's SSP is provided. This chapter's data sources include SETA research, monitoring reports from programme implementation, and input from the CATHSSETA's AA during strategic planning sessions.



CHAPTER 6: STRATEGIC SKILLS PRIORITY ACTIONS

6.1. Introduction

This chapter consolidates and presents the findings from previous chapters and reflects on priority actions for the CATHSSETA sector. Information and analyses from previous chapters have been reviewed and culminated in recommended actions that are realistic, consistent, and achievable. This chapter provides a set of priority actions, which will then inform the development of the SP and APP. Consideration of national strategies and plans has also been considered to ensure alignment with government priorities.

6.2. Key Skills Findings from Previous Chapters

A summary of key skills implications from each of the five (5) preceding chapters is outlined in the table below.

Table 26: Summary of key findings

SSP CHAPTER	SUMMARY OF KEY SKILLS IMPLICATIONS
Chapter 1: Sector Profile	<ul style="list-style-type: none"> Formalisation to improve working conditions and access to support services for entrepreneurship, business management, and financial literacy skills for SMMEs, particularly in the Arts, Culture and Heritage sub-sector. Demand for training programmes in areas such as customer service, culinary arts, and wildlife management in Hospitality and Conservation sub-sectors. Online platforms, particularly in the Gaming and Lotteries sub-sector, have created a demand for digital skills in areas like software development, cybersecurity, and digital marketing. Growth of international tourism, language proficiency and cross-cultural communication skills for professionals in the Tourism and Travel Services and Hospitality sub-sectors.
Chapter 2: Key Skills Change Drivers	<ul style="list-style-type: none"> Fund qualifications for a digitally skilled labour force. Increase partnerships with industry leaders succeeding in advanced technology, for research and innovation in the sector. Support multi-skilling for cross-sectoral skills needs in the digital era. Implement CATHSSETA 4IR Sector Skills Strategy. Fund qualifications suitable to career paths in non-traditional career streams for the gig economy and solo entrepreneurs. Support sustainability learning programmes for climate change and the green economy. Fund research in the green economy, green skills, sustainability and ecotourism. Capacitate the rural labour force.
Chapter 3: Sectoral Skills Demand and Supply Analysis	<ul style="list-style-type: none"> Customer service, service orientation, legal, governance, and risk management skills have been identified as crucial across different occupational levels. The digitalisation and application of digital technologies in the sector have resulted in a significant number of emerging occupations such as Digital Marketing Officers, Online Tour Operator Specialists, Web Designers, Social Media Managers, Online Marketing Analytics Specialists, and other IT-related employment. While employers generally had a good experience in implementing CATHSSETA-funded programmes, they noted that the SETA could process inquiries, administrative activities, and payments more quickly. Therefore, the SETA needs to explore ways to optimize and streamline business processes to meet industry demands. Improving the communication, functionality, and navigation of the present CIMS is critical to improving the application experience and encouraging more applicants to participate in CATHSSETA's application processes. Refresh the CATHSSETA's brand to raise awareness, examine the organisation's branding strategy, and cultivate a digital presence to increase stakeholder participation with the SETA, particularly in rural areas.

SSP CHAPTER	SUMMARY OF KEY SKILLS IMPLICATIONS
Chapter 4: SETA Partnerships	<ul style="list-style-type: none"> • Reevaluate funding for large strategic projects. • Continue support for the capacitation and growth of TVET and CET colleges. • Prioritise partnerships with employers and professional bodies for qualification development. • The key success factors in implementing strategic projects are commitment from stakeholders in implementing project objectives and funding. • Prioritise partnerships for Arts, Culture and Heritage, and Sport, Recreation and Fitness sub-sectors for increased SETA reach and awareness.
Chapter 5: SETA Monitoring and Evaluation	<ul style="list-style-type: none"> • Enhance SETA data management and analysis capabilities. • Strengthen stakeholder engagement and collaboration for research and M&E; and • Implement a knowledge management system through a centralised knowledge management system.

6.3. Planned key Skills Priority Actions

The overall planned actions for current SETA Strategic Skills Priorities are summarised in the table below.

Table 27: SETA Strategic Skills Priorities

SETA STRATEGIC SKILLS PRIORITY ACTIONS			
NO.	SKILLS PRIORITY	PROGRAMME/PROJECT	PLANNED ACTIONS
1.	Implement CATHSSETA 4IR Skills Strategy	<ul style="list-style-type: none"> • Partnership with various stakeholders to implement 4IR initiatives 	<ul style="list-style-type: none"> • Development of training programmes aligned to the 4IR.
2.	Implement CATHSSETA SMME and Entrepreneurship Skill Strategy	<ul style="list-style-type: none"> • Partnership and collaboration with external organisations • Generic entrepreneurship training in the informal and rural economy 	<ul style="list-style-type: none"> • SMME training and mentorship; • Pilot hybrid entrepreneurship training within the informal economy for two sectors; and • Partner with industry experts and municipalities for a mentorship programme in all the sub-sectors.
3.	Analysis of Skills Needs	<ul style="list-style-type: none"> • In-depth profiling of sub-sector. • Data analytics project 	<ul style="list-style-type: none"> • Host indaba/workshops with sector councils and associations; and • Establish a knowledge base/hub.
4.	Addressing Occupational Shortages and Skills Gaps	<ul style="list-style-type: none"> • Implement HIPs in the six (6) sub-sectors 	<ul style="list-style-type: none"> • Partnership with employers and government for specific projects.
5.	Sector Transformation	<ul style="list-style-type: none"> • Youth development programme • Partnerships for PwDs in the sector • Facilitate upward mobility of females in the sector 	<ul style="list-style-type: none"> • Bursaries for Management Development Programme and Recognition of Prior Learning (RPL) programmes; and • Partner with industry, PSET institutions and NGOs/CBOs/NPOs/cooperatives for skills development for PwDs.
6.	Review and realign legacy qualifications into occupationally directed qualifications	<ul style="list-style-type: none"> • Legacy qualification review • Legacy qualification realignment • Development of occupationally directed qualifications 	<ul style="list-style-type: none"> • Appoint qualification development facilitators to review qualifications; and • Consultations with industry and production of occupationally directed qualifications.

SETA STRATEGIC SKILLS PRIORITY ACTIONS			
NO.	SKILLS PRIORITY	PROGRAMME/PROJECT	PLANNED ACTIONS
7.	Increased partnerships to include worker-initiated interventions	<ul style="list-style-type: none"> • Capacitation of organised labour 	<ul style="list-style-type: none"> • Implement skills development initiatives with organised labour.
8.	Monitoring and Evaluation	<ul style="list-style-type: none"> • Institutionalise M&E in the organisation 	<ul style="list-style-type: none"> • Create organisational awareness of the TOC for every outcome.

6.4. Reflection on Previous Planning Cycle Priorities

The priorities of CATHSSETA remained relatively unchanged throughout the previous strategic period. However, the impact of COVID-19 on the sector, QCTO arrangements and the introduction of national strategies such as the ERRP and ERRP SS necessitated adjustments in the SETA's strategic direction and key priorities. In response to these, the SETA introduced three (3) additional priorities during the 2022/23 SSP update, namely, a priority on training provision aimed at creating a joint implementation plan with QCTO; reviewing and enhancing the SETA's Monitoring and Evaluation processes; and lastly, leveraging technological advancements to mitigate the effects of the COVID-19 pandemic. A significant number of strategic priorities from the previous planning cycle appear in this current iteration of the SSP as the SETA continues to work towards reaching the NDP goals and outcomes of the NSDP.

6.5. Planned Measures in Response to Change Drivers Identified

AUTOMATION AND AI	SUSTAINABILITY	SKILLS SHIFT	GIG ECONOMY
Prioritise training in new AI-related skills as identified in Chapter 2 of the SSP.	Offer sustainable tourism/conservation workshops in township and rural communities.	Implement the 4IR Sector Skills Strategy.	Training in digital platforms to connect freelancers with customers.

6.6. Planned Measures to Address Transformational Imperatives

TRANSFORMATIONAL IMPERATIVES	PLANNED PRIORITY ACTION BY SETA
Targeted designated groups	<ul style="list-style-type: none"> • Bursaries for Management Development Programme and RPL programmes; and • Partner with industry, PSET institutions and NGOs/CBOs/NPOs/cooperatives for skills development interventions targeting PwDs.
Gender diversity	
Youth focus	
Disability focus	
Location – Rural	

6.7. Planned Measures to Support SMMEs and Entrepreneurship

CATHSSETA aims to implement an SMME and Entrepreneurship Skills Strategy that will create a supportive ecosystem to enable the SMMEs and entrepreneurs in each of the six (6) sub-sectors to participate in sustainable economic growth. Three (3) initiatives are driving this strategy: 1) upskill and enable SMMEs; 2) improve partnerships and collaboration with external organisations; and 3) improve ways of working within CATHSSETA.

These initiatives will be achieved through offering training to SMMEs and entrepreneurs on business acumen, marketing, branding and sales and offering sub-sector-specific training focusing on specialised skills. Partnerships will assist SMMEs in gaining credibility and affiliations. CATHSSETA needs to develop a portal to provide information and guidance to meet SMMEs' business development needs. Lastly, CATHSSETA must simplify its systems and processes to optimise the experience of beneficiaries and training providers in its learning programmes.

6.8. Planned Measures to Support National Strategies and Plans

6.8.1. Economic Reconstruction and Recovery Plan

Table 28: CATHSSETA support for ERRP

ERRP PRIORITY INTERVENTION	ERRP SS INTERVENTION	PLANNED PRIORITY ACTION BY SETA
Priority intervention 3.6: Green Economy interventions	Expand the provisioning of short skills programmes (both accredited and non-accredited) to respond to skills gaps identified.	Provide skills programmes to SMMEs within the CATHSSETA sub-sectors.
	Enable the provisioning of short skills programmes (both accredited and non-accredited) that respond to skills gaps identified in the strategy.	Provide platforms to facilitate training programmes.
	Expand the provisioning of WBL programmes to respond to occupational shortages and skills gaps identified in the strategy.	Increase WIL and graduate development programmes for unemployed youth.
	Update the draft Critical Skills List and associated regulatory mechanisms.	Support identified occupations in shortage and as identified in the OIHD and Emerging Occupations.
Priority intervention 3.4: Gender equality and economic inclusion of women and youth	Increase enrolments in qualification-based programmes that respond to occupational shortages identified in the strategy.	Implement HIPs to address occupational shortages in the sector.
	Review and revise education and training programmes to respond to occupational shortages and skills gaps identified in the strategy.	Review and realign legacy qualifications into occupationally directed qualifications.
Priority intervention 3.5: Support for the recovery and growth of the tourism, cultural and creative industries	Strengthen entrepreneurship development programmes.	Implement CATHSSETA SMME and Entrepreneurship Skills Strategy.
	Embed skills planning into economic planning processes and vice versa.	Align strategic documents with sector priorities as outlined in the SSP.
	Facilitate the use of the National Pathway Management Network (NPMN) in the PSET system.	Establish partnerships with organisations that have existing youth portals to provide more information on funding and training.
	Intervention for transitioning youth into the labour market.	CATHSSETA to actively participate in committees established to support planning and recovery in the sector.

6.8.2. National Skills Development Plan, 2030

Table 29: CATHSSETA support for NSDP

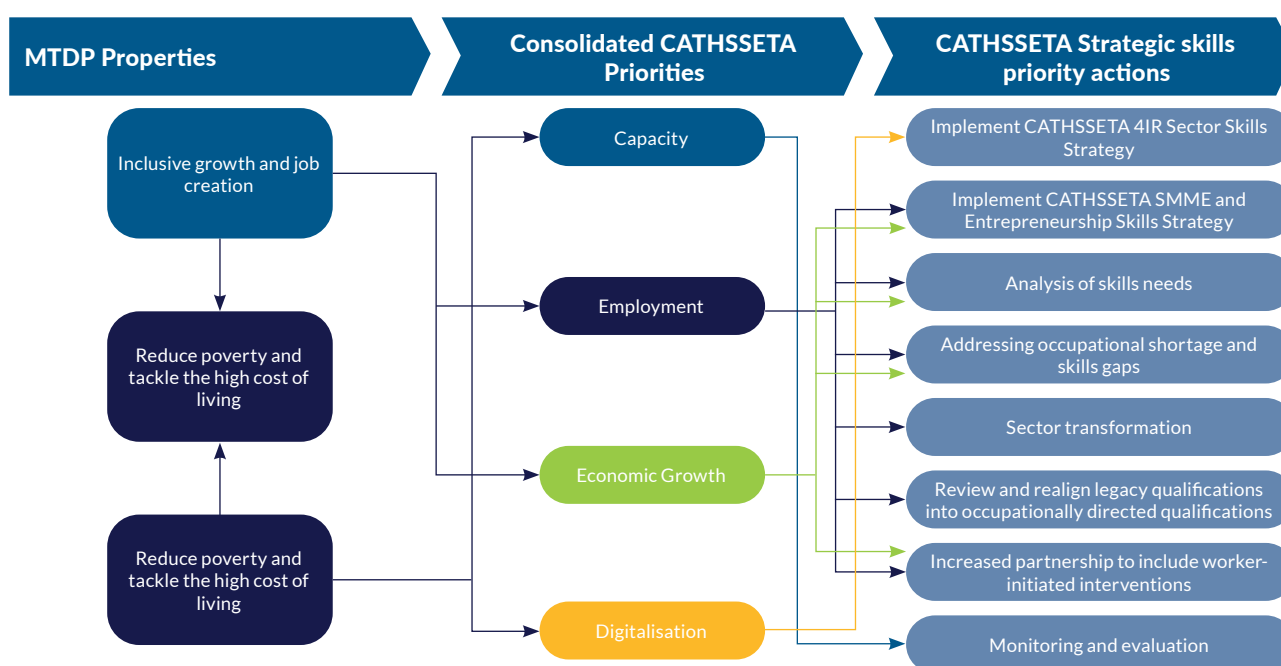
NO.	NSDP OUTCOMES	PLANNED PRIORITY ACTION BY SETA
1.	Identify and increase production of occupations in high demand	<ul style="list-style-type: none"> Implement the CATHSSETA 4IR Sector Skills Strategy; and Analysis of skills needs.
2.	Linking education and the workplace	<ul style="list-style-type: none"> Increase WIL and graduate development programmes for unemployed youth.
3.	Improving the level of skills in the South African workforce	<ul style="list-style-type: none"> Host indaba/workshops with sector councils and associations; and Establish a knowledge base/hub.

NO.	NSDP OUTCOMES	PLANNED PRIORITY ACTION BY SETA
4.	Increase access to occupationally directed programmes	<ul style="list-style-type: none"> Address occupational shortages and skills gaps through partnerships with employers and the government.
5.	Support the growth of the public college institutional type as a key provider of skills required for socio-economic development	<ul style="list-style-type: none"> Support programme for TVET and CET college training on CATHSSETA sub-sector qualifications.
6.	Skills development support for entrepreneurship and cooperative development	<ul style="list-style-type: none"> Implement CATHSSETA SMME and Entrepreneurship Skills Strategy.
7.	Encourage and support worker-initiated training	<ul style="list-style-type: none"> Implement skills development initiatives with organised labour.
8.	Support career development services	<ul style="list-style-type: none"> Addressing occupational shortages and skills gaps.

6.8.3. Medium-Term Development Plan

In determining the key skills priority actions for the 2025/26 – 2029/30 period, the SETA aligned its planned initiatives with the MTDP to ensure that CATHSSETA's programmes directly contribute to the achievement of the three (3) key MTDP priorities. The diagram below illustrates the mapping of CATHSSETA's SSP skills priority actions to the MTDP priorities.

Figure 17: MAPPING MTDP priorities to SSP strategic skills priority actions



6.8.4. Presidential Youth Employment Initiative

Table 30: CATHSSETA support for PYEI

PYEI INTERVENTION	DESCRIPTION	PLANNED PRIORITY ACTION BY SETA
Component 1: National Pathway Management Network	At the core of the PYEI is the NPMN, a network that provides information and active support to young people, helping them to navigate pathways into the economy.	<ul style="list-style-type: none"> Establish partnerships with organisations with existing youth portals to provide more information on funding and training; and Offer career development services to grade 9 - 12 learners to increase awareness of opportunities in the sector, particularly for those in townships and rural areas.
Component 2: Demand-led Skills Development	The PYEI aims to support interventions that can transition young people into income-earning opportunities in the short-term.	<ul style="list-style-type: none"> Establish partnerships with youth formations to train and fund youth-owned businesses.
Component 3: Local Ecosystem Enablement	Concentrating on township and rural economies, the PYEI aims to help unlock the employment potential of greater business activity in vulnerable communities.	<ul style="list-style-type: none"> Partner with the Department of Small Business and Development (DSBD) and the National Youth Development Agency (NYDA) to implement SMME and new venture creation programmes aimed at developing and increasing the sustainability of businesses operating in townships and rural areas in the sector, through mentorships, business management skills, incubation programmes, marketing and branding, compliance and sourcing funding.
Component 4: Revitalised National Youth Service	The aim is to use the National Youth Service (NYS) as an entry point that allows young people to identify subsequent steps towards building skills and moving towards a sustainable income.	<ul style="list-style-type: none"> Design a flagship youth-targeted programme that encapsulates training, mentorship and absorption/ business development. CATHSSETA Learner Portal – Register and connect unemployed youth, learners, and graduates to sector opportunities such as learnerships, WIL programmes, and other skills development initiatives; and Maintain a database of youth seeking employment and skills development opportunities in the sector for use by companies and other stakeholders.

6.8.5. 2024 Skills Summit

Table 31: CATHSSETA support for the National Skills Summit recommended actions

SKILLS SUMMIT OUTCOMES	PLANNED ACTION
A paradigm shift from output-driven to an impact-driven approach to SETA performance monitoring	<ul style="list-style-type: none"> Implement CATHSSETA M&E Framework
Launch the SETA Integrated High Impact Programmes (SIHIPs)	<ul style="list-style-type: none"> Initiate SIHIP projects addressing rural development, infrastructure development, unemployment reduction, entrepreneurship and SMME development, digitalisation in the sector, and ICT shared services; and The SETA will collaborate with government, private sector, and community organisations to support programme initiatives.

SKILLS SUMMIT OUTCOMES	PLANNED ACTION
Development and implementation of a collective SETA Integrated Management System for learner information	<ul style="list-style-type: none"> • Participate in the SETA-wide Integrated Learner Management System being developed by the Media, Information and Communication Technology SETA (MICTSETA) to eliminate the duplication of learners participating in various skills development interventions; • Train all stakeholders, including skills development providers and employers, on using the new system; and • Establish a knowledge base/hub.
Promotion of inter-SETA collaboration efforts	<ul style="list-style-type: none"> • Initiate and manage joint projects for the SETA-wide Integrated Learner Management System; M&E; implementation of cross-SETA qualifications; and • Share resources and best practices with other SETAs to improve efficiency, effectiveness and achievement of greater impact.
Formulation of strategic collaborations and partnerships within PSET and other social partners	<ul style="list-style-type: none"> • Establish collaborative initiatives to support SMMEs, cooperatives, and entrepreneurs within PSET and other social partners; and • Implement SIHIP to address occupational shortages in the sector.
Inclusion of entrepreneurship in the curriculum	<ul style="list-style-type: none"> • Implement CATHSSETA’s SMME and Entrepreneurship Skills Strategy; • Review and realign legacy qualifications into occupationally directed qualifications; and • Facilitate partnerships with employers and educational institutions to integrate entrepreneurship into the curriculum.
Establishment of M&E systems	<ul style="list-style-type: none"> • Implement CATHSSETA’s M&E Framework; and • Institutionalise M&E in the organisation by creating organisational awareness of the TOC for every CATHSSETA outcome.

6.9. Conclusion

CATHSSETA has been identified as a critical driver of skills development throughout our different sub-sectors. Investing in human capital development, knowledge, and skills offers significant economic benefits. Education and training have a significant impact on the performance of the sector and the national economy. As the SETA enters a new strategic planning era, we hope to make significant progress toward achieving the goals of the NDP and NSDP through targeted skills development initiatives in the sector.

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ANNEXURE 1: OCCUPATIONS IN HIGH DEMAND

SUB-SECTOR	OFO MAJOR GROUP	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTIONS PLANNED BY THE SETA	NQF LEVEL	QUANTITY NEEDED BY THE SECTOR	QUANTITY TO BE SUPPORTED BY SETA IN 2025/26
Arts, Culture and Heritage	Professional	(2021-242207)	Compliance Officer	Financial Markets Compliance Officer, Compliance Officer (Financial Sector)	Learnership/Skills Programme: Occupational Certificate: Compliance Officer	5	2	2
					Learnership: Further Education and Training Certificate Business Administration Services	4	2	2
	Professional	(2021-24)	Business and Administration Professionals	Accountant in Practice, Financial Accountant, Forensic Accountant, Investment Analyst, Investment Manager, Financial Markets Practitioner	Learnership: Further Education and Training Certificate: Business Administration Services	5		
					Learnership: National Certificate: Business Administration Services	5		
					Bursary: Advanced Certificate in Business Administration	6		
					Learnership: Advanced Certificate in Acting for Film	6	1	1
	Professional	(2021-265501)	Actors (Practitioners)	Performance Artist, Mime Artist, Voice-Over Artist, Actress	Diploma in Professional Acting for Camera	6		
					Bursary: Higher Certificate in Acting for Camera	5		
					Learnership: Further Education and Training Certificate Performing Arts	4	1	1
	Managers	(2021-143104)	Production Manager (Performing Arts)	Arts / Culture Manager, Producer Performing Arts, Arts / Culture Administrator, Artistic Director, Arts Centre Manager, Art Gallery Director	Learnership: Stage Management Performances	4	1	1
					Learnership: National Certificate Music Industry, Sound Technology	5	4	4
	Technicians and Associate Professionals	(2021-343903)	Stage Manager	Stage Technician, Stunt Coordinator, Theatre Technician, Floor Manager (Broadcasting)	Higher Certificate in Sound Production	5		
Bursary: Bachelor Of Arts in Sound Production					7			

SUB-SECTOR	OFO MAJOR GROUP	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTIONS PLANNED BY THE SETA	NQF LEVEL	QUANTITY NEEDED BY THE SECTOR	QUANTITY TO BE SUPPORTED BY SETA IN 2025/26
Conservation	Technicians and Associate Professionals	(2021-343902)	Light Technician	Lighting Assistant, Lighting Operator, Lighting Technician, Lighting Electrician, Lighting Director	Learnership: Perform Operational Activities on Non-Metallic Telecommunication Media	5	1	1
					Bursary and Internship: Higher Certificate in Film Production	6		
					Bachelor in Film Production	7		
					Learnership in Film Production	5		
	Managers	(2021-134915)	Non-Manufacturing Operations Manager	Sugar Mill Manager, Feed Mill Manager, Seed Processing Plant Manager, Fresh Produce Packhouse Manager, Mill Manager, Farm Produce Processing Manager, Abattoir Veterinarian, Field Production Manager (Seed), Abattoir Manager, Food and Beverages Processing Manager, Pet Food Mill Manager, Farm Produce Packhouse Manager	Bursary: Advanced Certificate in Operations Management	6	3	3
					Certificate in Non-Manufacturing Operations for Managers	5		
	Technicians and Associate Professionals	(2021-343401)	Chef	Head Chef, Sous Chef, Pastry Chef, Saucier, Demi Chef, Executive Chef, Chef De Partie, Second Chef, Commis Chef	Apprenticeship/Learnership: National Certificate - Professional Cookery	4	12	12
	Professional	(2021-213301)	Conservation Scientist	Ecological Researcher, Forestry Conservancy, Ecologist, Fisheries Advisor, Conservancy Advisory Scientist, Fish and Games Officer, Species Protection Officer, Animal Ecologist, Water Conservation Scientist, Soil Conservationist, Conservation Officer, Marine Ecologist	Learnerships: National Certificate - Nature Resource Guardianships Terrestrial	1	5	5
Technicians and Associate Professionals	(2021-342302)	Outdoor Adventure Guide	Sea Kayaking Guide, Trekking Guide, Bungee Jump Master, Hunting Guide, Mountain Guide, White-Water Rafting Guide, Snorkelling Guide, River Rafting Guide, Outdoor Adventure Leader, Adventure Safari Guide, Horse Trekking Guide, Kayaking Guide, Shark Swimming Guide, Adventure Tourism Operator, Fishing Guide, Outdoor Adventure Instructor, Horse Riding Instructor, Diving Operator, Hiking Guide, Cycle Touring Guides, Outdoor Recreation Guide, Dolphin Swimming Guide, Team Building Operator, River Kayaking Guide	Learnership: Nature Guide	5	5	5	

SUB-SECTOR	OFO MAJOR GROUP	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTIONS PLANNED BY THE SETA	NQF LEVEL	QUANTITY NEEDED BY THE SECTOR	QUANTITY TO BE SUPPORTED BY SETA IN 2025/26
Gaming and Lotteries	Clerical Support Workers	(2021-421204)	Betting Agency Counter Clerk	Tab Clerk, Totalisator Agency Board Worker, Betting Operator, Tab Operator / Teller / Worker	Learnership: Generic Management	4	27	27
	Managers	(2021-141201)	Café (Licensed) Or Restaurant Manager	Cafeteria Manager, Caterer, Bistro Manager, Mess Manager, Restaurateur, Food Services Manager, Canteen Manager, Catering Manager, Internet Cafe Manager, Restaurant Manager, Food and Beverage Manager	Bursary and Learnership: Food and Beverage Studies/Services	4	10	10
	Technicians and Associate Professionals	(2021-343401)	Chef	Head Chef, Sous Chef, Pastry Chef, Saucier, Demi Chef, Executive Chef, Chef De Partie, Second Chef, Commis Chef	Artisan Programme, Skills Programme and Learnership: Occupational Certificate Chef	4	28	28
	Technicians and Associate Professionals	(2021-351301)	Computer Network Technician	Network Support Technician	Skills Programme/Learnership: IT/ Network Support	1	5	5
	Managers	(2021-122105)	Customer Service Manager	Client Service Manager, Client Services Manager / Representative, Client Services Advisor, Customer Care Manager / Representative, Customer Services Engineer	Learnership: National Certificate Customer Management	5	5	5
	Technicians and Associate Professionals	(2021-311401)	Electronic Engineering Technician	Clinical Engineering Technician, Computer-Numeric Control (CNC) Programmer, Digital Controls Technical Officer, Flight Surveyor, Instrumentation Technician, Medical Equipment Maintainer, Electronic Engineering Associate, Telemetry Technician, Computer-Numeric Control (CNC) Technical Officer, Television and Radio Systems Technician	Learnership: Technical Certificate: Applied Electrical and Electronic Engineering	6	6	6

SUB-SECTOR	OFO MAJOR GROUP	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ALTERNATIVE TITLE	INTERVENTIONS PLANNED BY THE SETA	NQF LEVEL	QUANTITY NEEDED BY THE SECTOR	QUANTITY TO BE SUPPORTED BY SETA IN 2025/26
	Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers	(2021-672104)	Electronic Equipment Mechanician	Electronic Fitter (Machinery Ships), Security System Installer / Technician, Electronic Fitter (Medical), Domestic Radio Mechanician, Electronic Adjuster / Fitter / Serviceman, Electronic Equipment Assemblers, Radio and Television Mechanician, Radio and Television Fitter / Repairer, Slot Machine Serviceman / Technician, Domestic Radio and Television Mechanician, Electronic Fitter, Electronic Fitter (Machinery Submarines), Domestic Radio Serviceman, Aerial Installer / Technician, Auto teller Mechanic	Learnership: Further Education and Training Certificate: Electronics	6	6	6
	Professionals	(2021-243204)	Event Producer	Meeting Planner, Concert Promoter / Organiser, Wedding Coordinator, Event Coordinator, Professional Conference Organiser, Event Director, Sports Event Organiser, Social / Life Cycle Organiser, Government, Protocol or Civic Event Organiser, Festival Coordinator, Event Manager Specialist, Conference and Event Organiser / Coordinator, Procedural Officer, Procedural Adviser	Bursary: Diploma in Event Management	6	8	8
					Learnership: Higher Certificate in Events Management	5		
	Clerical Support Workers	(2021-421202)	Gaming Worker	Casino Surveillance Operator, Croupier, Gaming Inspector, Casino / Gaming Dealer, Gaming Operator, Gaming Table Operator, Casino Gaming Inspector, Gaming Pit Boss	Skills Programme and Learnership: Deal Poker	3	95	95
					Learnership: National Certificate Gaming Operations	3		
	Professionals	(2021-243103)	Marketing Practitioner	Marketing Specialist, Marketing Professional, Marketing Officer, Sales Account Manager, Marketing Consultant, Sales Coordinator, Product Manager, Brand Manager, Interactive Direct Marketing Postal Planner, Business Forecaster, Category Manager, Product / Programme Developer (Travel Services), Retail Advisor, Business Strategy Manager, Sales Promotion Officer, Tourism Officer	Learnership: Marketing	6	5	5
					Bursary: Higher Certificate in Marketing	5		
Hospitality	Service and Sales Workers	(2021-513202)	Barista	Coffee Maker	Learnership and Skills Programme	1	15	15

SUB-SECTOR	OFO MAJOR GROUP	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ALTERNATIVE TITLE	INTERVENTIONS PLANNED BY THE SETA	NQF LEVEL	QUANTITY NEEDED BY THE SECTOR	QUANTITY TO BE SUPPORTED BY SETA IN 2025/26
	Managers	(2021-141201)	Café (Licensed) Or Restaurant Manager	Cafeteria Manager, Caterer, Bistro Manager, Mess Manager, Restaurateur, Food Services Manager, Canteen Manager, Catering Manager, Internet Cafe Manager, Restaurant Manager, Food and Beverage Manager	Learnership: Hospitality Management Bursary and Learnership: Food and Beverage Studies/Services	5	76	76
						5		
	Technicians and Associate Professionals	(2021-343401)	Chef	Head Chef, Sous Chef, Pastry Chef, Saucier, Demi Chef, Executive Chef, Chef De Partie, Second Chef, Commis Chef	Artisan Programme, Skills Programme and Learnership: Occupational Certificate Chef	5	121	121
	Professionals	(2021-252301)	Computer Network and Systems Engineer	Computer Systems Integrator, ICT Customer Support Officer, Computer Systems / Service Engineer, Communications Analyst (Computers), Network Support Engineer, Systems Engineer, Computer Network Engineer, Network Engineer, Systems Integrator, Network Programmer / Analyst	Bursary and Internship: Diploma/ Degree in Computer Science/System Engineer	7	5	5
	Managers	(2021-122103)	Director Of Marketing	Marketing Manager, Market Research Manager, Marketing Director	Bursary and Internship: Diploma/ Degree in Marketing Management	7	6	6
	Professionals	(2021-243204)	Event Producer	Meeting Planner, Concert Promoter / Organiser, Wedding Coordinator, Event Coordinator, Professional Conference Organiser, Event Director, Sports Event Organiser, Social / Life Cycle Organiser, Government, Protocol or Civic Event Organiser, Festival Coordinator, Event Manager Specialist, Conference and Event Organiser / Coordinator, Procedural Officer, Procedural Adviser	Learnership: Higher Certificate in Events Management	4	30	30
	Managers	(2021-143901)	Facilities Manager	Garden / Park Manager, Campus Administrator / Supervisor, Facilities Supervisor	Learnership: Facility Management/ Sports and Recreation Management	4	50	50
	Managers	(2021-121101)	Finance Manager	Foreign Exchange Manager, Chief Accountant, Financial Administrator, Financial Administration Manager, Municipal Finance Manager, Internal Revenue Controller, Finance Director, Account Systems Manager, Financial Controller, Revenue Assessment Manager, Chief Financial Officer (CFO), Budgeting Manager	Bursary and Internship: BCom Finance, BCom Financial Management	7	5	5

SUB-SECTOR	OFO MAJOR GROUP	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTIONS PLANNED BY THE SETA	NQF LEVEL	QUANTITY NEEDED BY THE SECTOR	QUANTITY TO BE SUPPORTED BY SETA IN 2025/26
	Professionals	(2021-226304)	Food Inspector	N/A	General Education and Training Certificate: Food and Beverage Handling Processes	1	14	14
	Service and Sales Workers	(2021-524601)	Food Service Counter Attendant	Cafeteria Counter Attendant, Salad Bar Attendant	General Education and Training Certificate: Food and Beverage Handling Processes	1	9	9
	Managers	(2021-121206)	Health and Safety Manager	Safety, Health and Environmental (She) Manager	Skills Programme/Learnership: National Certificate: Occupational, Health and Safety.	1 - 7	11	11
	Managers	(2021-121206)			Bursary: Diploma in Environmental Health and Safety	6		
	Clerical Support Workers	(2021-422401)	Hotel Or Motel Receptionist	N/A	Skills Programme and Learnership: Hospitality Reception; WII: Hospitality Studies	1 - 6	30	30
	Service and Sales Workers	(2021-515101)	Hotel Service Manager	Hotel Concierge, Head / Front Office Porter (Hotel), Head Housekeeper, Commissionaire Porter, Bar Manager, Front Office Manager (Hotel), Hotel Chief Steward, Hotel Office Manager, Accommodation Manager	Learnership/Skills Programme: Hospitality Management	4	18	18
	Professionals	(2021-243103)	Marketing Practitioner	Marketing Specialist, Marketing Professional, Marketing Officer, Sales Account Manager, Marketing Consultant, Sales Coordinator, Product Manager, Brand Manager, Interactive Direct Marketing Postal Planner, Business Forecaster, Category Manager, Product / Programme Developer (Travel Services), Retail Advisor, Business Strategy Manager, Sales Promotion Officer, Tourism Officer	Skills Programme: Marketing	1	10	10
	Professionals	(2021-251301)	Multimedia Specialist	Animation Programmer, Multimedia Programmer, Graphical Programmer, Multimedia Developer, Digital Media Specialist, Computer Games Programmer	Bursary: National Diploma - Sound Technology and Production	6	5	5

SUB-SECTOR	OFO MAJOR GROUP	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ ALTERNATIVE TITLE	INTERVENTIONS PLANNED BY THE SETA	NQF LEVEL	QUANTITY NEEDED BY THE SECTOR	QUANTITY TO BE SUPPORTED BY SETA IN 2025/26
	Technicians and Associate Professionals	(2021-342302)	Outdoor Adventure Guide	Sea Kayaking Guide, Trekking Guide, Bungee Jump Master, Hunting Guide, Mountain Guide, White-Water Rafting Guide, Snorkelling Guide, River Rafting Guide, Outdoor Adventure Leader, Adventure Safari Guide, Horse Trekking Guide, Kayaking Guide, Shark Swimming Guide, Adventure Tourism Operator, Fishing Guide, Outdoor Adventure Instructor, Horse Riding Instructor, Diving Operator, Hiking Guide, Cycle Touring Guides, Outdoor Recreation Guide, Dolphin Swimming Guide, Team Building Operator, River Kayaking Guide	Learnership: Nature Guide	1	12	12
	Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers	(2021-681202)	Pastry Cook	Cake Decorator, Biscuit Baker	Apprenticeship/Learnership: National Certificate - Professional Cookery	1	32	32
	Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers	(2021-642702)	Refrigeration Mechanic	Refrigeration Mechanic (Commercial), Air-Conditioning / Cooling / Heating / Ventilation Mechanic, Heating Control Mechanic, Air-Conditioning and Refrigeration Electrician, Refrigeration Fitter, Cold Storage Maintenance Serviceman, Refrigeration Mechanic (Industrial), Air-Conditioning / Cooling / Heating / Ventilation Systems Installer, Refrigeration Mechanician, HVAC Control Technician / Fitter, Electrical Mechanic	Learnership, Apprenticeship and Work-Integrated Learning	1	5	5
	Managers	(2021-122101)	Sales and Marketing Manager	Insurance Sales and Marketing Manager, Business Support Manager, Key Account Manager, Business Development Manager	Bursary and Internship: Diploma/ Degree in Marketing Management	7 - 8	33	33

SUB-SECTOR	OFO MAJOR GROUP	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ALTERNATIVE TITLE	INTERVENTIONS PLANNED BY THE SETA	NQF LEVEL	QUANTITY NEEDED BY THE SECTOR	QUANTITY TO BE SUPPORTED BY SETA IN 2025/26	
Sport, Recreation and Fitness	Service and Sales Workers	(2021-522301)	Sales Assistant (General)	Telephone Salesperson, Supermarket Assistant / Worker, Cosmetic Sales Assistant, Food Demonstrator, Retail Assistant, Perishable Sales Worker, Hardware Sales Assistant, Swimming Pool Salesperson, Clothing Sales Assistant, Fast Food Assistant / Operator, Salesperson / Consultant, Shop Assistant, Counterhand, Food Market Worker, Pawnbroker	Learnership/Skills Programme	1	18	18	
									Managers
	Clerical Support Workers	(2021-422102)	Travel Consultant	Travel Officer, Domestic Travel Consultant, Travel Agent, Travel Arrangements Manager, Travel Consolidator, Travel Reservation Clerk, Travel Wholesaler, International Travel Consultant, Inbound Tour Manager, Booking Travel Clerk, Travel Agent Representative, Travel Clerk	Learnership: National Certificate - General Travel	5	12	12	
									Managers
	Technicians and Associate Professionals	(2021-342301)	Fitness Instructor	Physical Training Instructor, Physical Fitness Trainer, Gymnasium Attendant, Aerobics Instructor, Health and Fitness Instructor, Gym Instructor / Trainer, Fitness Centre Worker, Physical Education Officer, Physical Activity Coordinator, Fitness Consultant / Trainer / Instructor, Personal Trainer, Aquarobics Instructor	Learnership/Skills Programme: Certificate in Sport, Recreation and Fitness Management	5	310	310	
									Technicians and Associate Professionals
	Technicians and Associate Professionals	(2021-342114)	Other Sportsperson	N/A	N/A	Skills Programme/Learnership: Sport Management	1	5	5

SUB-SECTOR	OFO MAJOR GROUP	OCCUPATION CODE	OCCUPATION	SPECIALISATION/ALTERNATIVE TITLE	INTERVENTIONS PLANNED BY THE SETA	NQF LEVEL	QUANTITY NEEDED BY THE SECTOR	QUANTITY TO BE SUPPORTED BY SETA IN 2025/26
Tourism and Travel Services	Technicians and Associate Professionals	(2021-342204)	Sports Coach or Instructor	Dive Master, Snowboarding Instructor, Squash Coach, Show Jumping Instructor, Diving Instructor (Open Water), Cricket Coach, Swimming Coach Or Instructor, Surface Supply Breathing Apparatus (SSBA) Instructor, Martial Arts Instructor, Football Coach, Equine Tutor /Riding Instructor, Tennis Coach, Skiing Instructor, Gymnastics Coach Or Instructor, Rhythmic Gymnastics Coach, Polo Coach, Callisthenics Instructor, Basketball Coach, Snowsport Instructor, Diving Coach, Scuba Instructor, Snorkelling Instructor, Dressage Instructor, Athletic Coach, Water Polo Coach	Learnership: Further Education and Training Certificate: Sports Coaching: Juniors/Beginners	4 - 7	6	6
	Technicians and Associate Professionals	(2021-332204)	Commercial Services Sales Agent	N/A	Learnership: Contact Centre Operations/ Customer Service/ Business Management	6	10	10
	Professional	(2021-122101)	Sales and Marketing Manager	Insurance Sales and Marketing Manager, Business Support Manager, Key Account Manager, Business Development Manager	Bursary and Internship: Diploma/ Degree in Marketing Management	6 - 7	14	14



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