



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

# Sector Skills Plan

2013/14 – 2015/16



higher education  
& training  
Department:  
higher Education and Training  
REPUBLIC OF SOUTH AFRICA

Culture  
Arts  
Tourism  
Hospitality  
Sport

Sector Education and Training Authority



## **AUTHORISATION OF THE SECTOR SKILLS PLAN: 2013/14 – 2015/16**

I, the undersigned, hereby endorse and approve, on behalf of the CULTURE, ARTS, TOURISM, HOSPITALITY AND SPORT SECTOR EDUCATION AND TRAINING AUTHORITY (CATHSSETA) Board and Management, the contents of the final Sector Skills Plan for the period 2013/14-2015/16.

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Signature:

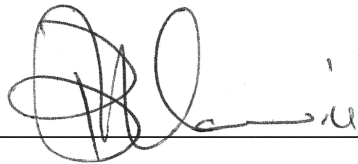
\_\_\_\_\_  
CATHSSETA CEO



Date: 29/01/2013.

Signature:

\_\_\_\_\_  
CATHSSETA Chairman



Date: 29/01/2013

## TABLE OF CONTENT

INTRODUCTION.....	1
1. SECTOR PROFILE.....	2
1.1 Scope.....	2
1.2 Economic Contribution.....	3
1.3 Employer Profile.....	6
1.4 Employee Profile .....	8
1.5 Race .....	12
1.6 Gender & Disability.....	13
1.7 HIV and AIDS .....	13
1.8 Drivers of Change .....	17
1.8.1 National Accords .....	17
1.8.2 Decent Work.....	17
1.8.3 Legislation.....	19
1.8.3.1 Skills Development and Training Specific.....	19
1.8.3.2 Sector Specific.....	19
1.8.4 Economy .....	20
1.8.5 Sports Tourism .....	20
1.8.6 Government Departments.....	21
1.8.7 Government Strategy .....	22
2. DEMAND FOR SKILLS .....	28
2.1 Replacement Demand .....	28
2.2 Potential Demand for Green Jobs in the Environment Sector.....	35
2.3 Vacancies in the Sector.....	37
2.4 Emerging Occupations & Future Skills .....	43
2.5 Demand for Skills in the Sport Sub-sector .....	44
2.6 Demand for Skills in the Conservation Sector.....	44
3. SUPPLY OF SKILLS .....	46
3.1 Education Profile .....	46
3.2 Occupational Profile.....	48
3.2.1 Managers .....	49

3.2.2	Professionals .....	51
3.2.3	Technicians and Associate Professionals.....	53
3.2.4	Clerical Support Workers.....	54
3.2.5	Service and Sales Workers .....	57
3.2.6	Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers	58
3.2.7	Plant and Machine Operators and Assemblers.....	59
3.2.8	Elementary Occupations .....	60
3.2.9	Artisans In The Sector .....	62
3.3	Education and Training Providers.....	67
3.3.1	Public Providers .....	67
3.3.2	Private Providers .....	69
4.	SCARCE AND CRITICAL SKILLS .....	71
5.	STRATEGIC PLAN.....	76
5.1	STRATEGIC OUTCOMES .....	76
5.2	STRATEGIC OBJECTIVES .....	78
5.2.1	Programme 1: Coordinate Research and Skills Planning for the Sector ...	82
5.2.2	Programme 2: Address Sector Middle Level Skills.....	83
5.2.3	Programme 3: Development of Artisans .....	85
5.2.4	Programme 4: Communications.....	86
5.2.5	Programme 5: Address Sector High Levels Skills .....	86
5.2.6	Programme 6: Research for Innovation and Development .....	87
5.2.7	Programme 7: NCV & N-Courses Review .....	88
5.2.8	Programme 8: Quality Assurance.....	88
5.2.9	Programme 9: FET Capacity Building .....	89
5.2.10	Programme 10: Provision for the low level unemployed youth and adult language and numeracy skills.....	90
5.2.11	Programme 11: Provision of Quality Training for Employed Workers.....	90
5.2.12	Programme 12: Support for Cooperatives through Skills Development ...	91
5.2.13	Programme 13: Support for Small and Emerging Businesses through Skills Development .....	92

5.2.14	Programme 14: Support for Trade Unions, NGOs and CBOs through Skills Development .....	92
5.2.15	Programme 15: Public Sector Education and Training .....	93
5.2.16	Programme 16: Career Guidance for Sector Stakeholders .....	94
5.2.17	Programme 17: SETA Administration .....	94
	Performance Plan 2013/14 – 2015/16 – Annual Targets .....	95
	Annexure A Organisation of SIC Codes per Sub-sector .....	136
6.	List of References .....	138

## List of Tables

1:	Number and Size of Enterprises Registered with CATHSSETA.....	6
2:	Age of Employees per Sub-sector .....	28
3:	Employees by Race, Gender, Disability and OFO Major Group .....	48
4:	Artisans employed in the sector by Race, Gender and Disability .....	62
5:	Scarce and Critical Skills .....	72

## List of Figures

Figure 1:	Sector's Contribution to the Economy.....	3
Figure 2:	Foreign vs. Domestic Direct Spend – 2007 to 2009 .....	4
Figure 3:	Number of Jobs Created per Foreign Tourism Arrival.....	5
Figure 4:	Employees per Sub-sector.....	8
Figure 5:	Total Employment in the CATHSSETA sector from 2008 to 2012 .....	10
Figure 6:	Age Profile of Employees in the Sector .....	11
Figure 7:	Employees by Race from 2008– 2012 .....	12
Figure 8:	Employees by Gender and Disability from 2008 – 2012.....	13
Figure 9:	Total HIV Infections from 2000 projected to 2015.....	14
Figure 10:	Waves of the Epidemic from 1990 projected to 2014.....	15
Figure 11:	Prevalence rates ages 20-64.....	16
Figure 12:	Manager Occupations Over 55.....	29
Figure 13:	Professional Occupations Over 55 .....	29
Figure 14:	Technicians and Associate Professional Occupations Over 55 .....	30
Figure 15:	Clerical Support Workers Occupations Over 55.....	31
Figure 16:	Service and Sales Worker Occupations Over 55.....	31
Figure 17:	Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Worker Occupations Over 55.....	32
Figure 18:	Plant and Machine Operators and Assemblers Occupations Over 55.....	33
Figure 19:	Elementary Worker Occupations Over 55.....	34

Figure 20: Total net direct employment potential in the long-term.....	35
Figure 21: Natural Resource Management Total net direct employment potential in the long-term .....	36
Figure 22: Top 3 Manager Occupations in terms of Current and Potential Future Vacancies.....	37
Figure 23: Top 4 Professional Occupations in terms of Current and Potential Future Vacancies.....	38
Figure 24: Top 3 Technicians and Associate Professionals Occupations in terms of Current and Potential Future Vacancies .....	39
Figure 25: Top 5 Clerical Support Workers Occupations in terms of Current and Potential Future Vacancies.....	40
Figure 26: Top 5 Service and Sales Workers Occupations in terms of Current and Potential Future Vacancies.....	41
Figure 27: Top 2 Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers Occupations in terms of Current and Potential Future Vacancies.....	42
Figure 28: Top 2 Plant and Machine Operators and Assemblers Occupations in terms of Current and Potential Future Vacancies.....	42
Figure 29: Top 3 Elementary Workers Occupations in terms of Current and Potential Future Vacancies.....	43
Figure 30: Education Profile of Employees in the Sector .....	46
Figure 31: Top 10 Management Occupations by Race .....	49
Figure 32: Figure Typical Management Occupations filled by African Employees .....	50
Figure 33: Top 6 Professional Occupations by Race.....	51
Figure 34: Park Ranger .....	52
Figure 35: Top 5 Technicians and Associate Professionals Occupations by Race.....	53
Figure 36: Top 8 Clerical Support Workers Occupations by Race .....	54
Figure 37: Receptionist .....	55
Figure 38: Gaming Worker .....	55
Figure 39: Travel Consultant .....	56
Figure 40: Top 10 Service and Sales Workers Occupations by Race .....	57
Figure 41: Top 5 Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers Occupations by Race.....	58
Figure 42: Top 8 Plant and Machine Operators and Assemblers Occupations by Race ..	59
Figure 43: Top 10 Elementary Occupations by Race .....	60
Figure 44: Typical Elementary Occupations held by African Employees .....	61
Figure 45: Age profile of Artisans in the sector .....	64
Figure 46: Top Trade in the sector - Chef.....	65
Figure 47: Other Top Trades in the sector.....	66

## **ABBREVIATIONS and ACRONYMS**

APP	- Annual Performance Plan
ATR	- Annual Training Report
CATHSSETA	- Culture Arts Tourism Hospitality & Sport Sector Education & Training Authority
CMASA	- Club Management Association of South Africa
DAC	- Department of Arts & Culture
DBE	- Department of Basic Education
DBSA	- Development Bank of South Africa
DEA	- Department of Environmental Affairs
DHET	- Department of Higher Education & Training
DOL	- Department of Labour
EE	- Employment Equity
ETQA	- Education & Training Quality Assurance
EU	- European Union
EWSETA	- Energy and Water Sector Education and Training Authority
FASSET	- Financial & Accounting Services Sector Education & Training Authority
FET	- Further Education & Training
GDP	- Gross Domestic Product
HEI	- Higher Education Institution
HICA	- Hotel Investment Conference Africa
HRD	- Human Resource Development
IDC	- Industrial Development Corporation
ILO	- International Labour Organisation
IPAP	- Industrial Policy Action Plan
LGSETA	- Local Government Sector Education & Training Authority
LSM	- Living Standards Measure
MERSETA	- Manufacturing Engineering & Related Services Sector Education & Training Authority
MOU	- Memorandum of Understanding
MTEF	- Medium Term Economic Framework
MTSF	- Medium Term Strategic Framework
NAASA	- National Accommodation Association of South Africa
NAC	- National Arts Council
NAMB	- National Artisan Moderating Body
NDT	- National Department of Tourism
NEDLAC	- National Economic Development & Labour Council
NSDS	- National Skills Development Strategy
NSF	- National Skills Fund
NTSS	- National Tourism Sector Strategy
NQF	- National Qualifications Framework
OFO	- Organising Framework for Occupations
OHS	- Occupational Health & Safety
PIVOTAL	- Professional, Vocational, Occupational, Technical & Academic Learning
PSETA	- Public Sector Education & Training Authority
QCTO	- Quality Council for Trades & Occupations
RPL	- Recognition of Prior Learning
SANBI	- South African National Biodiversity Institute
SASCOC	- South African Sports Confederation & Olympic Committee
SAQA	- South African Qualifications Authority

SETA	- Sector Education & Training Authority
SIC	- Standard Industrial Classification
SMME	- Small Medium Micro Enterprises
SRSA	- Department of Sports & Recreation South Africa
SP	- Strategic Plan
SSP	- Sector Skills Plan
THETA	- Tourism Hospitality & Sport Education & Training Authority
TSA	- Tourism Satellite Account
UIF	- Unemployment Insurance Fund
UNTWO	- United Nations World Tourism Organisation
UoT	- University of Technology
WRSETA	- Wholesale & Retail Sector Education & Training Authority
WSP	- Workplace Skills Plan
WTTC	- World Travel & Tourism Council

## **INTRODUCTION**

The arts, culture, environment, tourism, hospitality, heritage and sport sector has been identified as a priority sector by the Industrial Policy Action Plan, Mzansi's Golden Economy, New Growth Path, National Tourism Sector Strategy and the Sport and Recreation Plan as one of the sectors in the South African economy with both excellent growth and employment creation opportunities. This potential was further highlighted and prioritised in the State of the Nation Address on the 13th of February 2011.

The Culture, Arts, Tourism, Hospitality & Sport Sector Education & Training Authority (CATHSSETA) have since the 1<sup>st</sup> of April 2011, begun to implement the National Skills Development Strategy (NSDS) III in its sector, for the next 4 years. The Arts, Culture and Heritage sub-sector has been combined with the scope of the Tourism, Hospitality and Sport Sector Education and Training Authority. The reason for this inclusion is to align all the logical sub-sectors that are related to the tourism sector and to allow for improved skills planning over the next 4 years so that the full value of the arts, culture, environment, tourism, hospitality, heritage and sport value-chain can be derived for both the benefit of the South African economy and its citizens.

The nature, scope and size of the CATHSSETA sector are extremely vast and varied and a labour market analysis of the skills requirements of the sector is complex due to the lack of accurate and valid data. This is further compounded by the fact that Workplace Skills Plan (WSP) and Annual Training Report (ATR) data for the sector is very limited as most employers are Small, Medium and Micro Enterprises (SMMEs) and are therefore exempt from this process. To counteract and overcome these challenges CATHSSETA together with relevant National and Provincial Government Departments in the sector have initiated various research projects to ensure that there is sufficient data for the sector to conduct an accurate labour market and skills needs analysis. These projects include Research Grants, Skills Audits of the Sector (including SMME), Impact Studies, Review of Sector Specific Further Education and Training (FET) Curriculum and finally the development of Provincial Sector Skills Plans for the sector in each province in conjunction Provincial Government. CATHSSETA is confident that the data and outcomes of these various research projects will ensure improved skills planning and NSDS III implementation.

In addition to these research projects and grants, CATHSSETA has also been actively engaging with stakeholders in the sector to ascertain the demand for skills in the sector, understand blockages and delays in skills development implementation and also to engage in robust debate regarding new legislation and regulation in the sector. This process has been led by the CATHSSETA Chairman and Board and was conducted via series of Roundtable Discussions between CATHSSETA and Captains of Industry within the sector. Key debates centred around NSDS III, the National Skills Accord, Revised SETA Funding Regulations and the implementation of Professional, Vocational, Occupational, Technical & Academic Learning (PIVOTAL) Grants and have been included in this update of the CATHSSETA Sector Skills Plan.

# 1. SECTOR PROFILE

## 1.1 Scope

- The Department of Higher Education and Training (DHET) utilises the Standard Industrial Classification (SIC) codes to determine the jurisdiction of a SETA. SIC codes describe the employer's core business and therefore describes who the stakeholders of each SETA are.
- The SETA Landscape Process for NSDS III announced by the Minister and confirmed in the Government Gazette<sup>1</sup> of November 2010 placed 62 SIC codes in CATHSSETA's scope.
- CATHSSETA has clustered or grouped the SIC codes in its scope into logical areas of overlap or similarity of business focus that collectively make up a sub-sector. These sub-sectors are Arts, Culture and Heritage; Conservation; Gaming & Lotteries; Hospitality; Sport, Recreation and Fitness and Tourism and Travel Services.<sup>a</sup>
- The Arts, Culture and Heritage sub-sector consists of production of arts, crafts designer goods and souvenirs, casting for film, television and theatre, dramatic arts, entertainment, museum activities, monuments and the preservation of historical sites and buildings, management and operation of museum, cultural and heritage activities, music and theatre, as well as arts councils and their activities.
- The Conservation sub-sector includes hunting & trapping, activities of conservation bodies, game parks, reserves, wild life parks, zoological establishments and botanical gardens as well as wildlife conservation.
- The Gaming and Lotteries sub-sector consists of gambling, licensed casinos, the National Lottery, operation and management of horse racing events, clubs and academies, totalisators, bookmakers, limited payout machines (LPMS) and bingo operators.
- The Hospitality sub-sector comprises hotels, motels, boatels and inns that are either registered or not registered with the SA Tourism Board, guest houses and guest farms, bed and breakfasts, management and operation of game lodges, caravan parks & camping sites, restaurants and tearooms with or without liquor licenses, fast food establishments, take away restaurants, caterers and catering services, timesharing and bioscope cafes.
- The Sport, Recreation and Fitness sub-sector includes sporting activities, sport federations, the operation and management of sporting facilities, clubs and sports academies, the promotion and management of sporting events and activities both motorised and non motorised, amusement parks, recreational and cultural activities, operation & management of recreation parks, beaches, fairs, shows and facilities, and the operation and management of health & wellbeing centres including hydros, spas and fitness centres.
- The Travel and Tourism Services sub-sector consists of inbound and outbound tour operators, safaris and sightseeing bus tours and trip operators, inbound international flights, travel agencies, renting of land transport equipment, event and conference management, the operation and management of convention centres, tourist information centres, car hire and tourism authorities as well tourist guides including adventure, mountain, river and tourist.

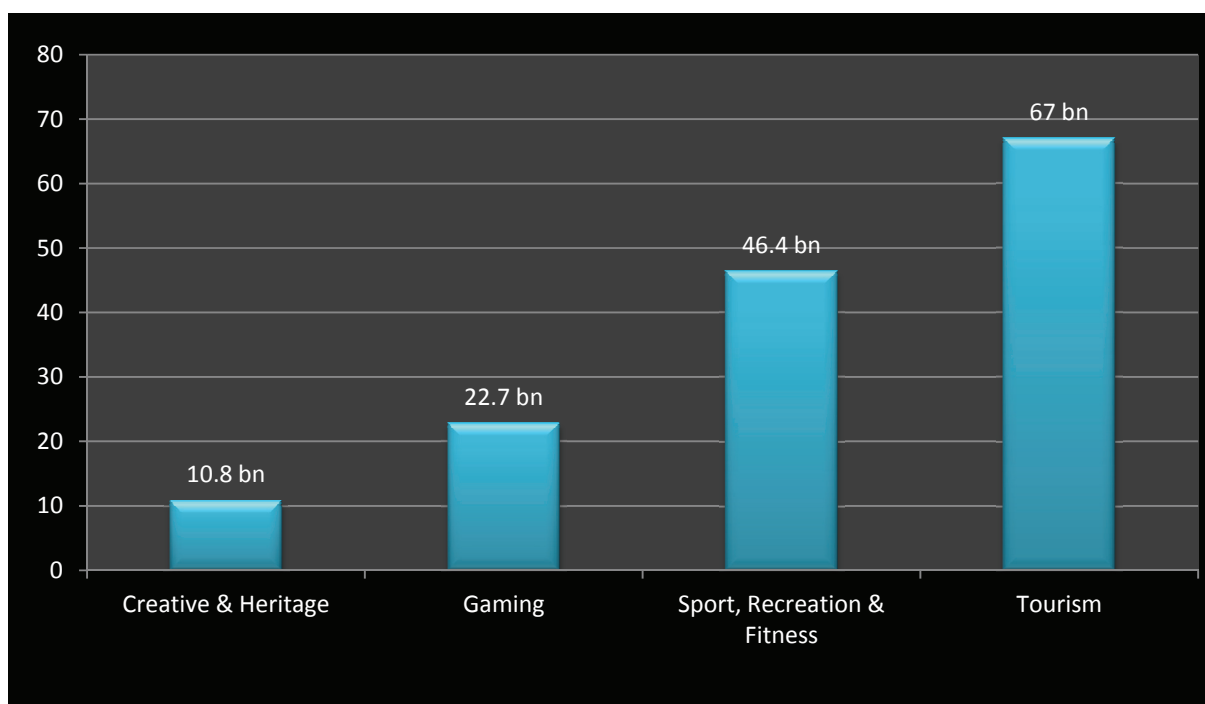
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<sup>a</sup> Full list of SIC per sub-sector list in Appendix A

## 1.2 Economic Contribution

- Globally the Tourism, Hospitality, Sport, Arts, Culture and Heritage economic sector is one of the fastest growing sectors. International arrivals in 2011 grew to 12.25 million of whom 8.3 million were tourists. Overall tourist arrivals to South Africa grew by an impressive 10.5% in the first quarter of 2012.<sup>2</sup>
- The South African Tourism, Hospitality, Sport, Creative and Heritage economic sector has also experienced similar growth and foreign arrivals have increased from 3 million in 1993 to over 9.9 million in 2009, of which over 7 million were tourists.<sup>3</sup>
- The National Department of Tourism (NDT) also predicts an increase in foreign arrivals and expects an increase from 9 933 966 in 2009 to 15 million in 2020. This is a compound annual growth rate of 3.8% and is due to a culmination of both a focused national strategy aiming to increase the number of foreign arrivals and the “knock-on” effect that the country will receive due to increased international profiling from the successful staging of the 2010 FIFA World Cup.<sup>4</sup>
- Domestic tourism also plays a significant role, accounting for 52% of total tourism consumption. In 2011, 13.9 million South Africans took a total of 26.3 million domestic trips. NDT expects a compound annual growth rate of 2% for domestic tourists and 5.4% for domestic trips from 2009 until 2020, which will result in 18 million adult South Africans taking a total of 54 million domestic trips in 2020.<sup>5</sup>
- The sector contributes substantially to the global economy, with a South African Tourism budget of R668 million in the 2011 year. Tourism marketing having immersed itself in the digital age, has 3.3 million website hits in the past year alone.<sup>6</sup>

**Figure 1: Sector's Contribution to the Economy**



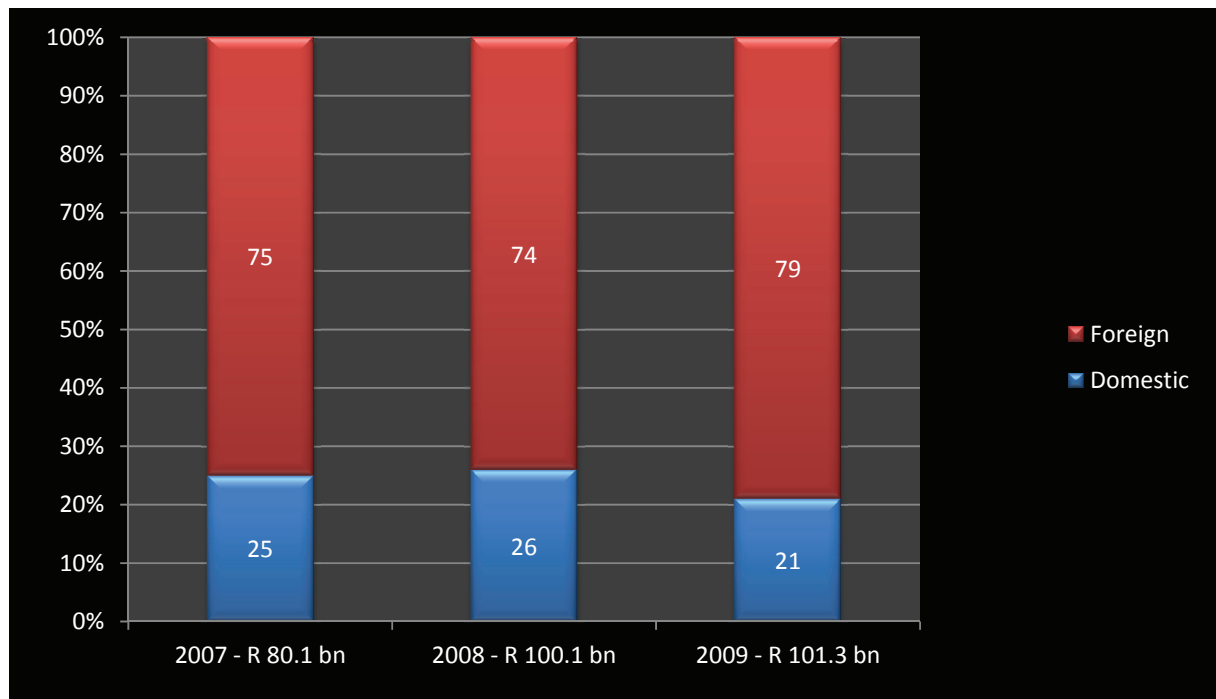
Source: CATHSSETA SMS 2011

- As per Figure 1, the tourism sub-sector makes a substantial contribution to the South African economy and in 2010 directly contributed R 67 billion (3%) to the country's Gross Domestic Product (GDP) creating 599 412 direct jobs. The direct and indirect absolute contribution is taken into account, and then the sector's combined

direct and indirect contribution to GDP was R 189.4 billion (7.9%) and created 919 800 jobs.<sup>7</sup>

- The Sport, Recreation and Fitness sub-sector’s direct contribution to GDP, in 2007, was R 41 billion, which equates to approximately 2%.<sup>8</sup> Sports Tourism currently accounts for approximately 10% (R 6.4 billion) of the tourism sector’s contribution the South African GDP.<sup>9</sup>
- The Casino sub-sector, in 2009, directly contributed R 20 billion to GDP, created 90 000 direct and indirect jobs, generated R 6 billion in taxes and contributed R 60 million to communities through CSI projects.<sup>10</sup>
- Cumulatively the casino sub-sector from 1996 to 2009, directly contributed R 143 billion to GDP, created 61 000 direct and indirect jobs by increasing the number employed from 29 000 in 1996 to 90 000 in 2009, invested R 18.6 billion into the economy through capital expenditure and contributed R 268 million to communities through CSI projects.<sup>11</sup>
- The Horseracing sub-sector in 2009, directly contributed R 2.71 billion to GDP, created 15 685 direct and indirect jobs and generated R 694 million in taxes. Cumulatively the horse racing sub-sector, from 2002 to 2009, directly contributed R 16.8 billion to GDP and generated R 4.3 billion in taxes.<sup>12</sup>
- It is estimated that the entertainment sub-sector, composed of film, broadcasting, cinematic, music and interactive industries, contributed approximately R 7.4 billion or 1.75% of the country’s GDP. The crafts sub-sector is also estimated to have contributed R3.4 billion.<sup>13</sup>

**Figure 2: Foreign vs. Domestic Direct Spend – 2007 to 2009**



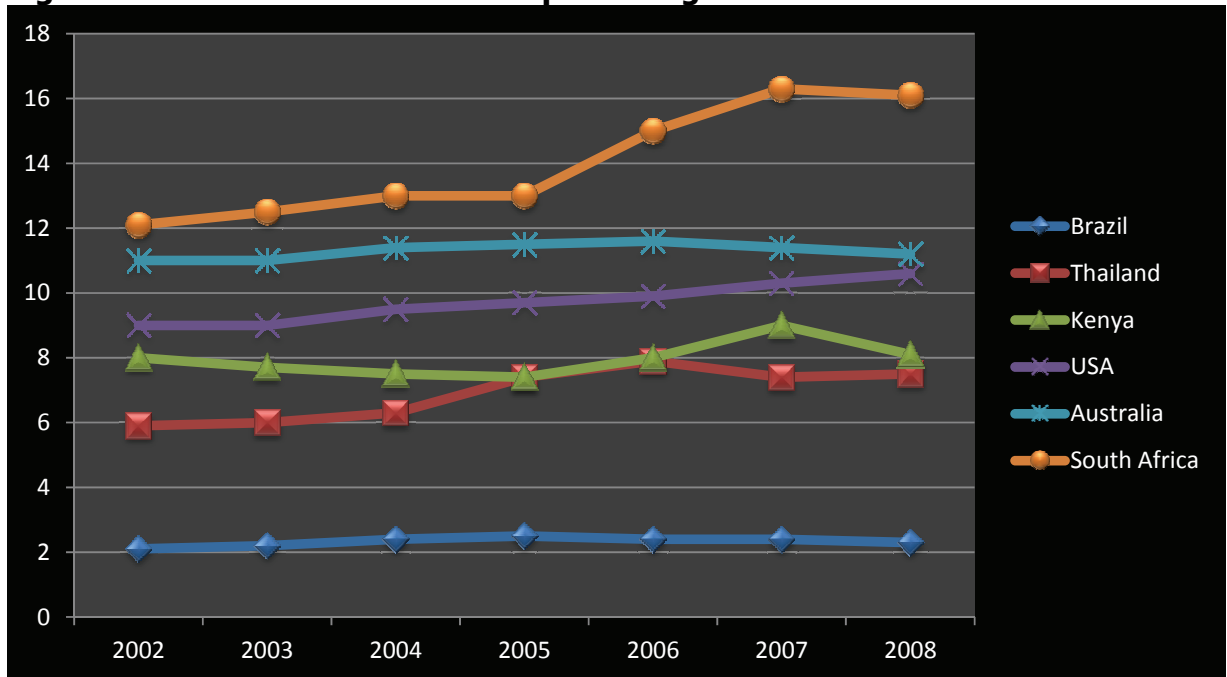
Source: SAT 2010:31

- Figure 2 indicates that domestic tourists direct spend is significantly less than that of foreign tourists, accounting for around 20% of the total direct spend as opposed to the 80% of foreign tourists. The challenge therefore is to get foreign tourists to

spend more during their visits, which will increase their direct spend and therefore increase the value of the sector to the economy.

- In terms of Average Tourist Spend per Employee, South Africa in 2008 extracted US\$ 20 729 from each tourist. The sector performed extremely well when compared to Australia which extracted - US\$ 43 597, USA - US\$ 23 933, Thailand US\$ 8 622, Kenya US\$ 6 135 and Brazil US\$ 2 546.<sup>14</sup>
- Increasing the foreign direct spend of tourists to South Africa is key to growing the sector, increasing its contribution to GDP and creating employment. Skills development plays a key role here as issues such as customer service, up-selling and tourism product development will need to be addressed through skills training interventions to develop these skills.

**Figure 3: Number of Jobs Created per Foreign Tourism Arrival**



Source: SAT 2010:32

- Figure 3 indicates the number of jobs created per foreign tourist arrival for both developed and developing countries.
- In Australia and the USA the number of jobs created per foreign tourist arrival has been stable at an average of 1 job created for every 11 foreign tourist arrivals.
- In developing countries, Kenya and Thailand created 1 job for every 8 foreign tourist arrivals, while Brazil created 1 job for every 2 foreign tourist arrivals.
- South Africa in 2002 created 1 job for every 12 foreign tourist arrivals, but this has since worsened to 1 job for 16 foreign tourist arrivals.<sup>15</sup>
- Therefore there is definite potential to increase the number of people employed in the sector. If like Kenya, South Africa could create 1 job for every 8 foreign tourist arrivals this would effectively double the number of people employed in the sector. This figure is not unattainable, as the World Travel & Tourism Council (WTTC) recognises 1 job for every 8 foreign tourist arrivals as a global average and target.<sup>16</sup>

### 1.3 Employer Profile

- The sector is dominated by SMMEs who by the very nature of their size and modus operandi, operate “below the radar” and thus evade many official national databases, such as the South African Revenue Service. Recent research conducted over the past decade has suggested varying numbers of entities in the sector. However, the Tourism and Sports Skills Audit Report undertook a quantification exercise by identifying entities in the sector that were listed on one or more databases and estimated the number of entities in the tourism sector to be 41 740.<sup>17</sup>

**Table 1: Number and Size of Enterprises Registered with CATHSSETA**

Sub-sector	Size of Enterprise			Number of enterprises registered with CATHSSETA	% in the sector
	0-49	50-149	150+		
Arts, Culture & Heritage	803	19	12	834	3.26%
Conservation	1 096	33	19	1 148	4.48%
Gaming & Lotteries	455	20	49	524	2.05%
Hospitality	17 433	510	213	18 156	70.88%
Sport, Recreation & Fitness	1 967	57	17	2 041	7.97%
Travel & Tourism	2 813	52	47	2 912	11.37%
<b>Total</b>	<b>24 567</b>	<b>691</b>	<b>357</b>	<b>25 615</b>	<b>100%</b>

Source: CATHSSETA SMS 2012

- Table 1 indicates that a total of 25 615 enterprises in the sector are registered with CATHSSETA<sup>b</sup> and that these enterprises are dominated by 24 567 SMMEs employing less than 49 employees and that these SMMEs constitute 96% of the sector. 691 medium enterprises employing between 50 – 149 employees constitute 3% and 357 large enterprises employing over 150 employees constitute 1% of the sector.
- Hospitality is the largest sub-sector, with 71% of the total registered enterprises. However 96% of the enterprises in the sub-sector are SMMEs. Most of the SMMEs within the sub-sector are owner managed businesses, with the owner playing a significant role in the day-to-day operation and running of the business. The reason for this dominance of SMMEs in the sub-sector is due to there being minimal barriers for starting up and running a business. In most cases there are limited formal registration requirements, i.e. operators only need basic industry specific skills and, most importantly, only limited start up capital is required which can be raised or levered against existing assets such as property.
- The dominance of the sector by SMMEs is not unique to South Africa, as the sector globally is dominated by SMMEs who employ 80% of the workforce and the

<sup>b</sup> This is not the total amount of enterprises in the sector, as legislation exempts all enterprises with a payroll of less than R500 k from paying the skills development levy, therefore these enterprises are not required to register with CATHSSETA.

remaining 20% are employed by large national or multinational enterprises. In Europe 2.5 million SMMEs dominate the sector and employ 60% of the sector's workforce.<sup>18</sup>

- This rather fragmented or distorted nature of the sector has important implications for skills development, as the nature of the current legislation exempts the majority of SMMEs from registering for and paying the skills development levy. This exemption therefore inadvertently leads to SMMEs being excluded from most skills development initiatives by CATHSSETA as most levy payers claim back their mandatory grants and further dominate the distribution of discretionary funding. Consequently, there are little or no further funds remaining to support SMMEs.
- The exemption also disadvantages SMME employees as, unlike their counterparts in medium and large enterprises, they are not exposed to any form of HRD or skills development. SMME employees mostly receive very limited on-the-job training from the owner/manager that is specific to the needs of the SMME employing them, but not to the sector. These employees therefore are often only employable by other SMMEs as their skills and the training received are not recognised by medium and large enterprises.
- Succession planning by SMMEs in the sector is limited and in some circumstances virtually non-existent and has been identified as one of the biggest challenges facing the sector.<sup>c</sup> This lack of succession planning coupled with the fact that SMMEs do not submit WSPs and ATRs results in limited or no skills planning taking place. Succession planning and skills planning will need to be addressed going forward, as the lack of these skills and this practice could also be one of the reasons that the majority of the SMMEs do not mature into medium or large businesses.
- Securing funding for SMME skills development projects and initiatives is critical for both the sector and the country. SMMEs are exempt from the skills levy. Therefore in a sector where only 4% of enterprises pay the levy, discretionary funding is limited. The securing of "catalytic funding" from the National Skills Fund (NSF)<sup>19</sup> for New Venture Creation, Financial and Management programmes and Coaching and Mentoring for both potential start-up and existing SMMEs will be vital for the future growth and success of the sector.
- New SMMEs in the sector will not only allow entrepreneurs to employ themselves but also create employment opportunities, which will help to address inequality and transformation, eradicate poverty and develop rural areas.
- This ability to enable entrepreneurs to start businesses and create employment is where the real potential lies in the sector, as SMMEs are labour intensive and medium to large companies tend to be more capital intensive. SMMEs must therefore be seen as job creation vehicles for the sector. The Tourism Skills Audit Report estimated the 278 900 employees were employed by SMMEs in the sector.<sup>20</sup> While this information is outdated, it does hint to the large amount of employees that are employed by SMME in the sector. Future research into the SMMEs in the sector will need to be undertaken to ascertain the exact numbers of employers and employees, as well as plans for skills development implementation in the sector.
- The 357 large enterprises in the sector employ a large portion of the workforce, as is the case in the hospitality and gaming & lotteries sub-sectors. The 213 large enterprises in hospitality<sup>d</sup> employ 40% of the workforce in hospitality and the 49 large enterprises in gaming & lotteries<sup>e</sup> employ 93% of the workforce.

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<sup>c</sup> SSP feedback from NAASA during consultation with the sub-sector and Hospitality Chamber Committee

<sup>d</sup> 1% of the total hospitality enterprises

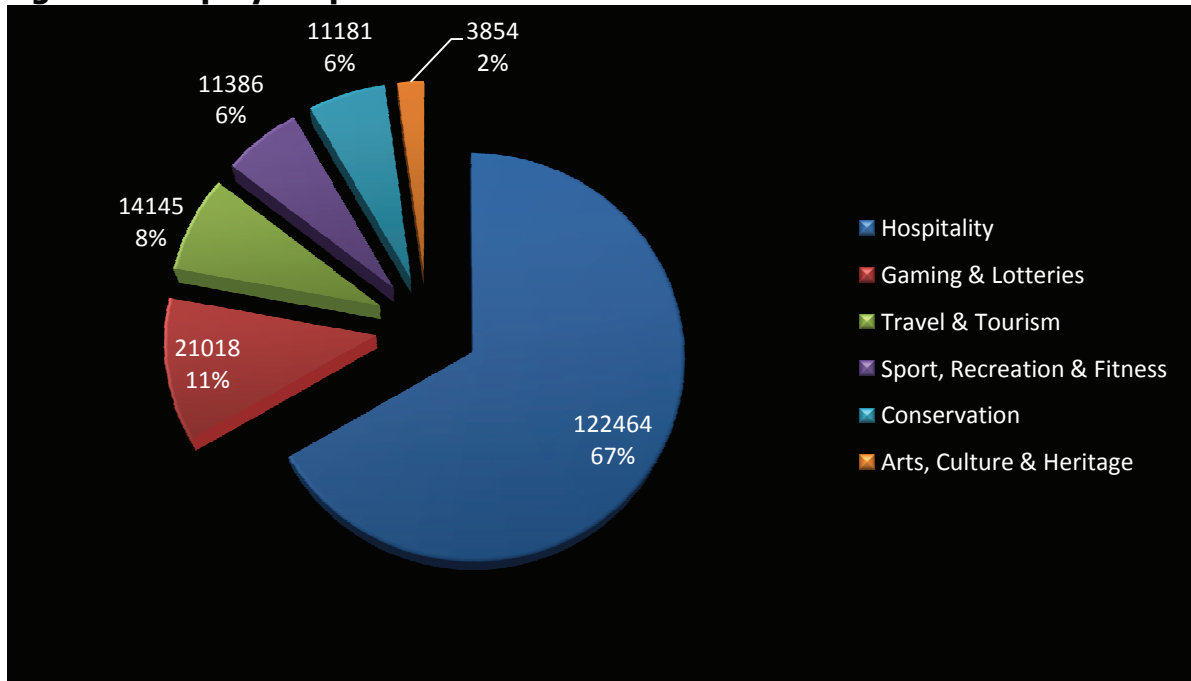
<sup>e</sup> 10% of the total gaming & lotteries enterprises

- Medium and large enterprises due to their size and nature either have a HRD department or programme, or both and their employees benefit by receiving regular training that is industry and sector specific and takes the shape of apprenticeships, degrees, diplomas, in-service training, internships, learnerships, short courses, skills programmes or unit standards. These companies all pay skills development levies and most claim mandatory grants back. Funds from unclaimed mandatory grants are swept into a surplus fund, which are then used for skills development grants.
- Medium and large enterprises participate in skills development and in some sub-sectors, are the driving force behind skills development.

### 1.4 Employee Profile

- Globally the sector is extremely labour intensive and is a major source of employment, requiring various degrees of skill and often provides women, youth and migrant labour with a relatively easy access point into the workforce. In 2010 the sector globally accounted for 235 million jobs, which is equivalent to 8% of the total employment or 1 in 12.3 jobs.<sup>21</sup>
- In the European Union (EU), the sector creates 9.5 million jobs, which equates to 5.2 % of the total workforce. The United Nations World Tourism Organisation (UNTWO) expects the sector globally to provide 296 million jobs by 2019.<sup>22</sup>
- The NDT through Tourism Satellite Account (TSA) data calculated that the sector employs 599 412 directly. However, TSA methodology, while providing accurate information about the tourism sectors' size and contribution to the economy, at this stage does not provide a breakdown per sub-sector or occupation. The available data source with this type of information is in WSP and ATR submitted to CATHSSETA, and while this has limitations and does skew the picture towards medium and large companies, it does allow for a certain amount of analysis to take place bearing in mind that for certain sub-sectors medium & large companies employ between 40 to 90% of the workforce.

**Figure 4: Employees per Sub-sector**



Source: CATHSSETA SMS 2012

- As per Figure 4 the total number of employees<sup>f</sup> is 184 048 and when split per sub-sector, Hospitality is the largest employer, employing 122 464 (67%) and Arts, Culture & Heritage is the smallest employing 3 854 (2%)<sup>g</sup>
- The hospitality sub-sector is the largest sub-sector and most labour intensive and therefore the biggest employer. Employment in the Hospitality sub-sector increased by 2.8% from 119 110 in 2011 to 122 464 in 2012 and whilst modest, this growth is encouraging and indicates that the sector is still bouncing back from the impact of the global financial crisis. This sentiment was echoed by all the big hospitality industry players during the 2012 Hospitality Investment Conference Africa (HICA), which formed part of Tourism Indaba, who claimed that the sector was no longer under distress from the effects of the global financial crisis but was rather undergoing a period of re-growth and consolidation as major groups and chains were either expanding or renovating their operations.
- The Gaming & Lotteries sub-sector is the second largest employer with 21 018 employees. Gaming & Lotteries is a 24-hour 7-day-a-week business operation that requires large numbers of employees due to both the shift nature of the work and the strict legislative requirements. It is interesting to note that employment in this sub-sector decreased by 4.7% from 22 015 in 2011 to 21 018 in 2012, which is indicative of the reduced turnover in all aspects of the sub-sector but more specifically in the thoroughbred horse racing industry which has led downsizing and reduced staff.
- Travel & Tourism is the third largest sub-sector with 14 145 employees. This sub-sector, despite the current trying economic climate, is recovering from the global financial crisis and had a 12% decrease in employment from the 16 085 reported in 2011. There have been numerous mergers and acquisitions taking place within this sub-sector which has led to downsizing and staff reductions. Furthermore this sub-sector has also begun to feel the impact of online and multimedia bookings, which has provided travellers with greater flexibility and has allowed them to make their own bookings instead of using travel agents which has further impacted on the downsizing in the sector.
- It is equally encouraging to note that that the Arts, Culture and Heritage sector increased from 2145 employees in 2011 to 3854 employees in 2012 which represents a 79% increase in employees. However, this is not entirely due to an increase of employees in the sector but is indicative of the work done by CATHSSETA to encourage the sector to participate in the mandatory grant process, which has improved WSP and ATR submissions in the sub-sector. Some organisations were also erroneously transferred to MICTSETA and FPMSETA during the transfer of SIC codes when MAPPPSETA was dissolved and these organisation have now moved to CATHSSETA through the change in SETA jurisdiction process administered by DHET.
- The Conservation sub-sector increased from 10 264 employees in 2011 to 11 181 employees in 2012 which represents a 9% increase in employees. This increase can be directly attributed to the increase in "green" jobs in the sector, particularly in natural resource management and is reflective of the potential to create jobs in this sub-sector.

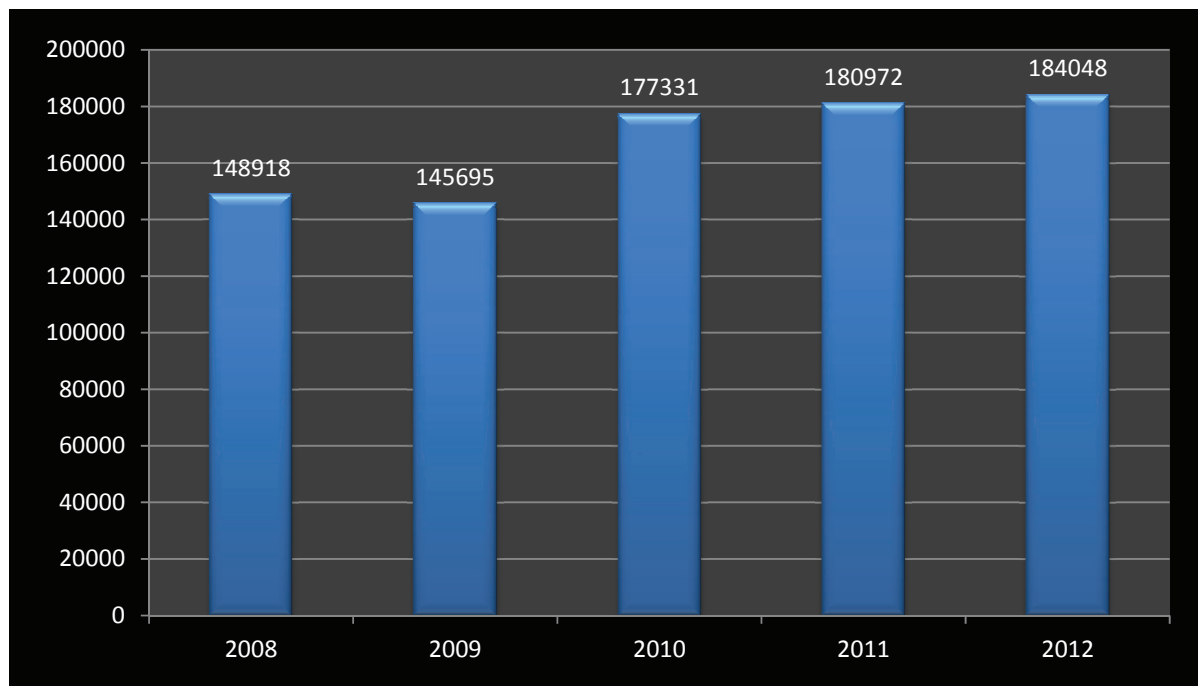
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<sup>f</sup> According to the latest WSP & ATR submission made in August 2011

<sup>g</sup> The Arts, Culture & Heritage is now reported against actual WSP & ATR submissions according to occupations listed on the OFO. Previously the employment in this sub-sector was reported as 4995 employees and accounted for 3% of total employment in the sector. However it is important to note that this was based on an estimation, as per the MAPPPSETA Mini SSP

- The Sport, Recreation and Fitness sub-sector remained pretty flat in terms of growth in the number of employees and only recorded a 0.3% growth in the number of employees in the sub-sector between 2011 and 2012.
- It is important to note that both the Conservation and Sport, Recreation and Fitness sub-sectors employ a relatively low number of employees as a certain amount of staff in the sector are volunteers. This is further compounded by the fact that numerous employees in the sector are employed by provincial and local governments and are therefore reported as government employees to Public Sector Education and Training Authority (PSETA) and Local Government Sector Education and Training Authority (LGSETA), this practice significantly distorts the number of employees reported in these sub-sectors.

**Figure 5: Total Employment in the CATHSSETA sector from 2008 to 2012**

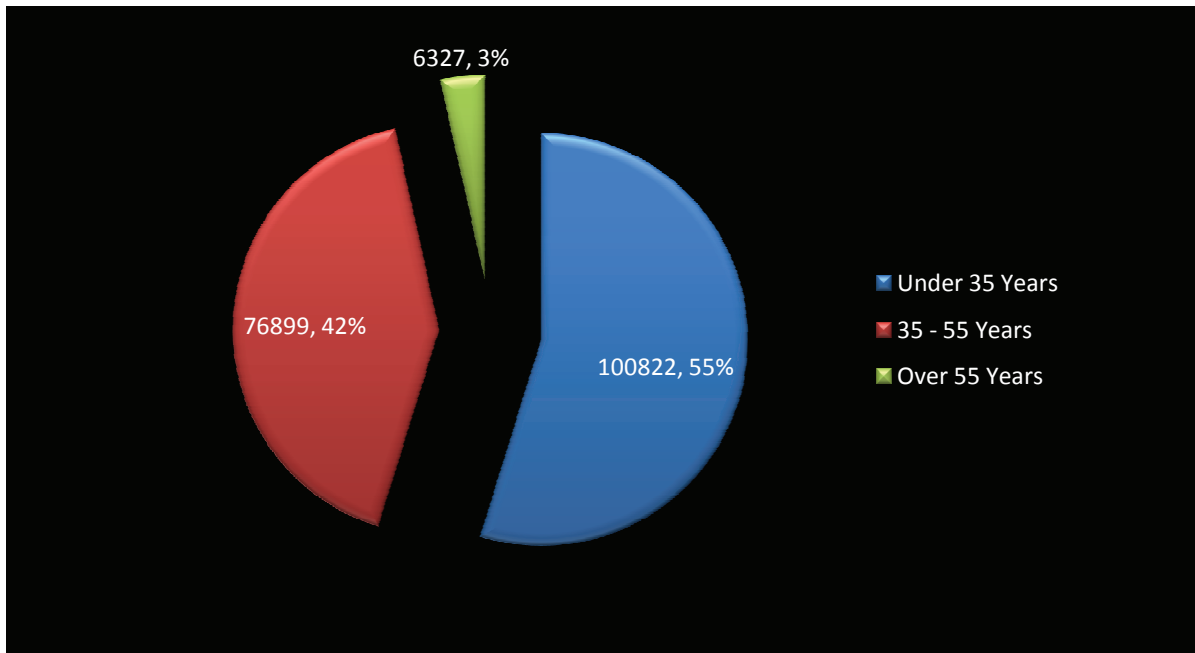


**Source: CATHSSETA SMS 2012**

- Figure 5 indicates that the total number of direct employment in 2008 was 148 918 and in 2009 dropped to 145 695. This drop was attributed to the effects of the global financial crisis which led to retrenchments and closing down of businesses.
- However in 2010 the sector rebounded in the preparation for and the hosting of the FIFA World Cup and 177 331 employees were reported, which was an increase of 21%.
- The number of employees grew in 2011 to 180 972, indicating real growth in the sector and not just a temporary spike in employment due to the staging of a once off mega sports event.
- It is encouraging to note that the growth in employment in 2012 has followed the positive trend from both 2010 and 2011, increasing to 184 048, representing an approximate 2% increase in employment which further echoes the positive sentiments from both the HICA and Tourism Indaba 2012.
- This increase in the number of people employed in the sector echoes the priority placed on the sector by the New Growth Path and clearly indicates that despite the

trying economic climate, this sector has the potential to create employment in the country.

**Figure 6: Age Profile of Employees in the Sector**



**Source: CATHSSETA SMS 2012**

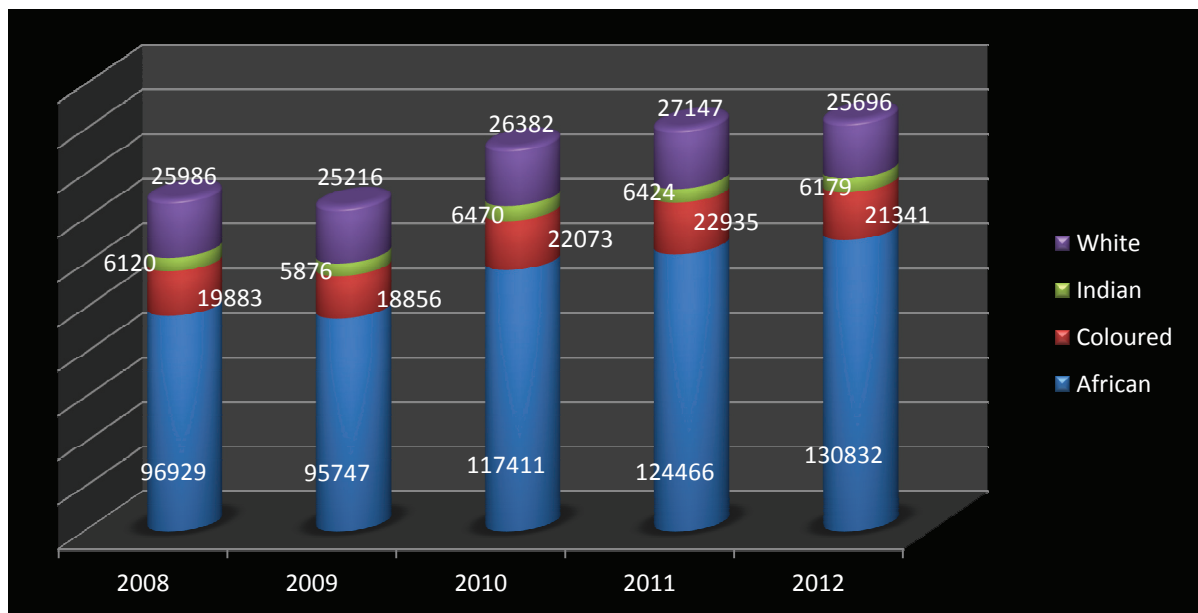
- Figure 6 indicates that 100 822 (55%) employees in the sector are youth under 35 years old, 76 899 (42%) are between the ages of 35 and 55 years old and a small percentage 6 327 (3%) are over 55 years old.
- This bias of employing more young people is not unique to the South African sector as globally the sector reported that employment trends orientated towards people under the age of 35, and that half of these are actually under 25.<sup>23</sup>
- In Spain 43.4% of workers in the sector are between 25 and 34 years old and the United States Bureau of Labour Statistics reported that a high number of workers aged between 16 and 20 were employed in food preparation and other service related occupations in the sector.<sup>24</sup>
- The reason for the high number of youth employed in the sector is the nature of employment, as employment is often casual, part-time, seasonal or temporary and employees with families prefer the security and regular income of full time or contract employment.<sup>25</sup>
- Youth are often desperate and, after unsuccessfully trying to find full time or contract employment, they accept casual, part-time, seasonal or temporary employment in the sector as a short term solution while continuing to seek full time employment.
- The predominance of casual, part-time, seasonal or temporary employment is not unique to South Africa. In the United Kingdom 50% of employees are employed on a part time basis and in the Netherlands up to 64%. The only European countries that can buck this trend are Portugal and Spain who only employ 5% and 4.6% of their staff on a part time basis, but their year round

warm to mild climates account for this trend as they are year round popular tourism destinations for the majority of Europeans.<sup>26</sup>

- The 24-hour 7-day-a-week nature of business operations in the sector also contributes to employing more youth. When employees start families they find it difficult to work shifts that include nights, weekends and public holidays. Therefore between the ages of 28 to 30 and onwards many young people begin to plan to leave the sector to escape the rigours of shift work.
- Some occupations are physically demanding and are also menial in their nature, such as housekeeping, kitchen hands and general cleaning. The physical demands and repetitive menial nature of this type of labour lend itself to the recruitment of younger people and there is therefore naturally a high staff turnover.
- For these reasons recruitment and training in the sector are often cyclical, where young people are constantly entering and leaving the sector. Therefore some occupations seem to be constantly scarce even though there have been numerous training interventions to address their scarcity. However this constant scarcity is part of the nature of these occupations and in many instances employers have this continual replacement built into their HRD budgets and plans.

## 1.5 Race

**Figure 7: Employees by Race from 2008– 2012**

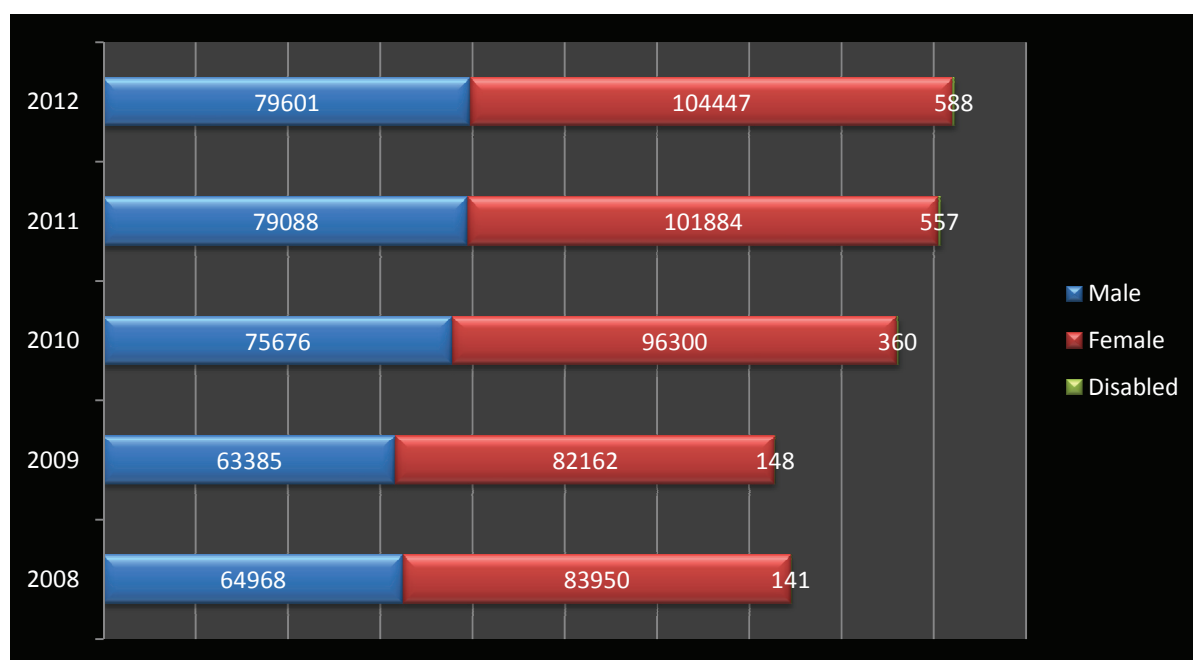


Source: CATHSSETA SMS 2012

- As per Figure 7, African employees constitute 71% of the total number of employees, Coloured 12%, Indian 3% and White 14%. In terms of Black employees, 158 352 (86%) of the total employees are black. Both these splits have been consistent over the last 4 years.

## 1.6 Gender & Disability

**Figure 8: Employees by Gender and Disability from 2008 – 2012**



Source: CATHSSETA SMS 2012

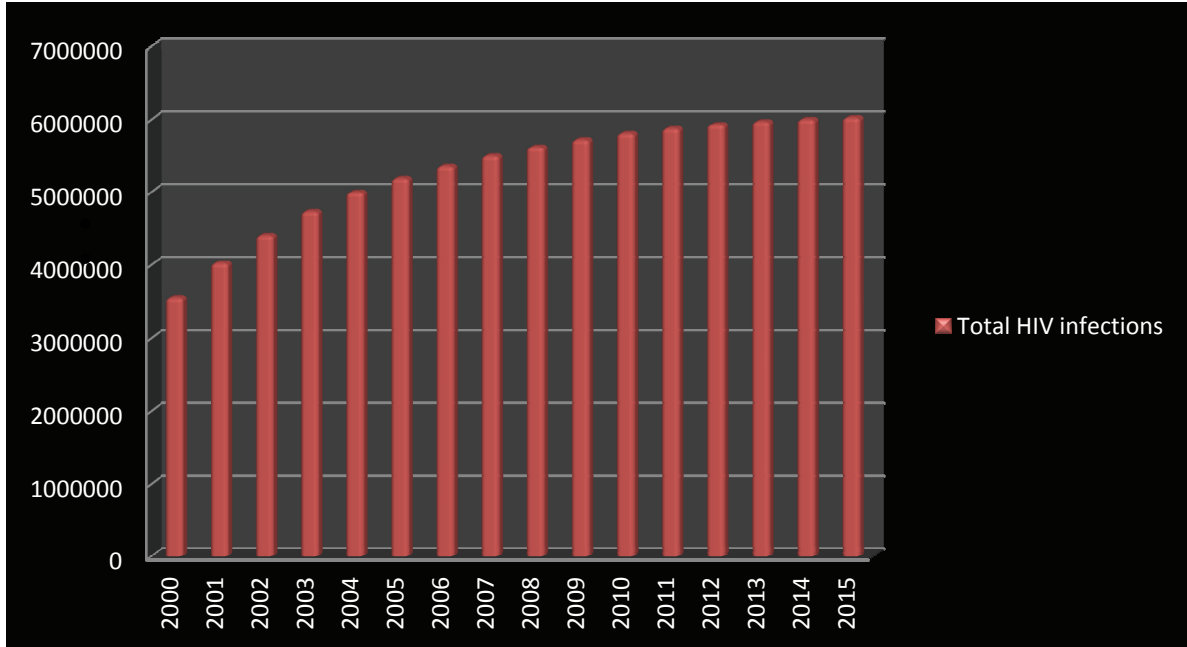
- As per Figure 8, the Gender and Disability breakdown of employees in the sector reveals that 57% are female, while 43% are male and only 0.32% disabled. The low number of disabled people employed in the sector is concerning and will need to be addressed by the sector. However, it is positive to note that the number of people with disability employed in the sector has been steadily increasing since 2010 from 360 to 588 in 2012.

## 1.7 HIV and AIDS

- In 2009, the Tourism sector's global economy created (directly and indirectly) more than 235 million jobs, equivalent to about 8% of the global workforce. Women account for 60 to 70% of the sector's labour force with half of the sectors' workers aged 25 or below.<sup>27</sup>
- The impact of the Tourism sector on the South African economy is evident in its direct contribution of R 67 billion to the country's GDP in 2010, directly resulting in the creation of 599 412 jobs.<sup>28</sup> As such, government has identified the Tourism sector as a priority sector that plays a vital role in the growth and development of the economy. The threat of the HIV and AIDS pandemic on the future growth and development of the country, particularly on the youth, requires that skills development initiatives of any form incorporate education and information pertaining to this, as highlighted in the National Skills Development Strategy III. It is essential to ensure that youth trained become active and effective members of society.
- Nationally, it is projected that the total number of AIDS deaths in South Africa will grow from 399 182 in 2011 to 427 916 in 2015, showing a 7.2% increase over 4 years in AIDS related deaths.<sup>29</sup> As seen in the below figure, it is anticipated that the total HIV infections will reach over 6 million by 2015. It is significant to note,

however, that the prevalence of HIV infections have been projected to increase by 0.41% in 2015 compared to the percentage increase in 2011 of 0.88%.

**Figure 9: Total HIV Infections from 2000 projected to 2015**

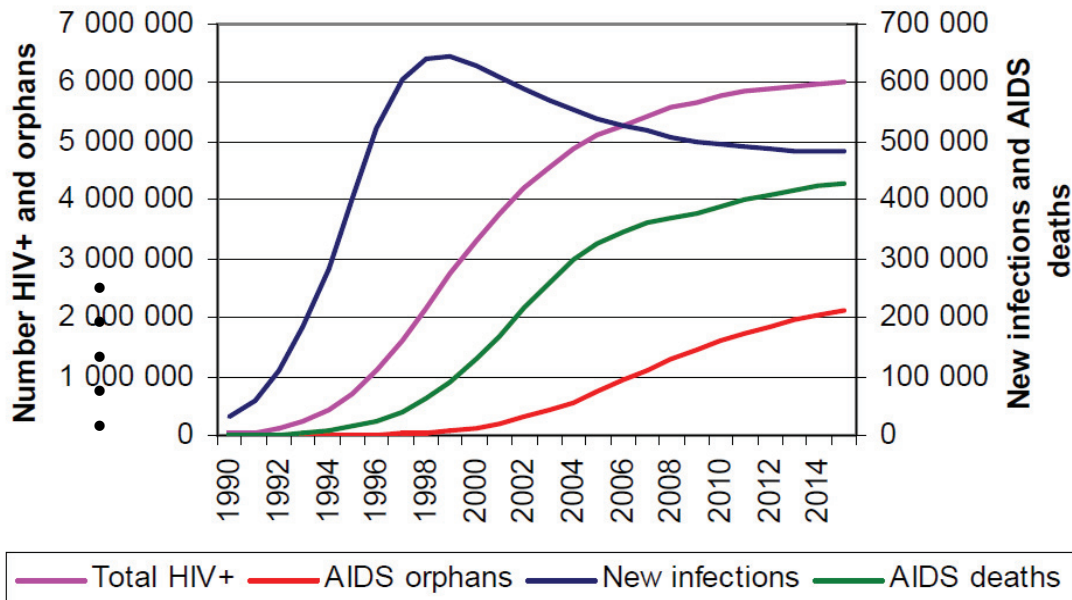


Source: ASSA2003 model

- In 2002/2003 a study investigating the impact of HIV/AIDS on the hospitality and tourism sectors was commissioned and conducted by Grant Thornton and Prodigy Business Services. The study found that 17% of the sector’s workforce or 1 in every 8 employees in the sector were HIV positive. The study indicated that the sector was in critical need of practical tools and guidance on developing and putting into place a HIV/AIDS strategy and other interventions that would assist stakeholders in controlling and reducing the impact of HIV/AIDS on their companies.<sup>30</sup>
- As a result the HIV/AIDS Handbook for South African Tourism and Hospitality Companies was developed and disseminated within the sector in 2004. The HIV/AIDS Handbook provided stakeholders with the tools to: (a) Develop, implement and manage a HIV/AIDS strategy (b) Prevent the spread of HIV/AIDS (c) Treat, care and support employees affected by HIV/AIDS (d) Communicate HIV/AIDS issues to employees and guests (e) Access HIV/AIDS community and government outreach programmes (f) Monitor and evaluate the HIV/AIDS programmes and strategies that the companies had put into place.<sup>31</sup>
- THETA incentivised the use of the HIV/AIDS Handbook and toolkit by prioritising HIV/AIDS in their Discretionary Grants Applications which allowed companies to claim a portion of their skills development levies back if they designed and implemented an HIV/AIDS strategy, provided assistance to and treated HIV positive employees, prevented the spread of HIV/AIDS amongst their employees and provided HIV/AIDS training to their employees. This discretionary grant window ran from the inception of HIV/AIDS Handbook and Toolkit in 2004 until the last Discretionary Grant Application window in April/May 2009.<sup>32</sup>
- The ASSA2003 model from the Actuarial Society of South Africa (ASSA) indicates that the pandemic nationally has entered the mature phase. The below figure illustrates the waves of the epidemic according to the default scenario. The

incidence and the number of new infections peaked in 2008 with a steady decline from 2009 in the number of new people infected. Key to note is the steady increase in the number of people dying from AIDS each year, which in turn results in the increase in the number of AIDS orphans. The 2011 year incurred a total of 490 215 new infections and a total incidence rate of 1.1% for the total population in SA.

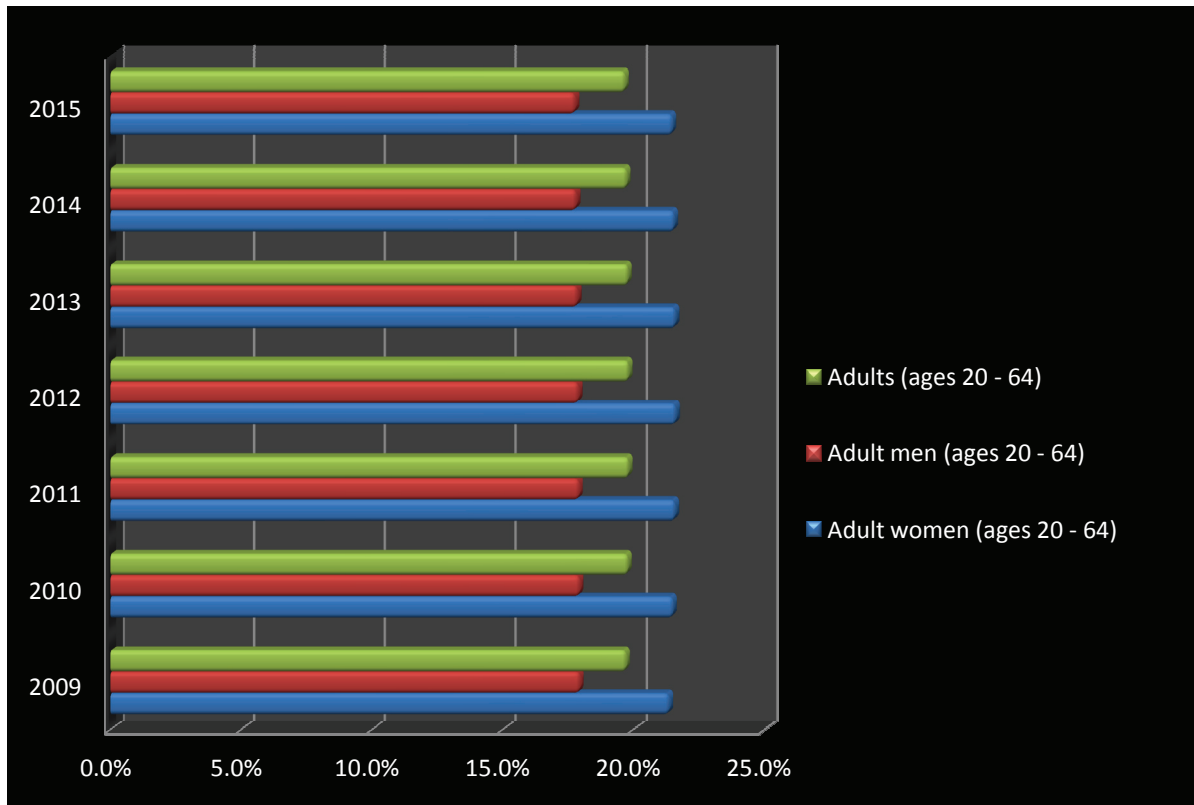
**Figure 10: Waves of the Epidemic from 1990 projected to 2014**



Source: ASSA2003 model

- The impact of AIDS on the South African workforce in 2005 was 1.8% with an increase to 2.9% in 2010. This pandemic usually affects the most productive of the work force and the magnitude of its domino effect is often difficult to measure. The International Labour Organisation (ILO) confirms that HIV/AIDS is reducing labour productivity in the tourism sector and increasing labour costs in tourism globally. The ILO further suggests that the tourism sector offers the opportunity to target a high risk group.
- The tourism sector may be described as a labour intensive sector, an interconnected web of multiple sectors comprising of a young and mobile workforce. The sector has a reputation of poor working conditions due to multiple factors. It is a fragmented industry with the majority of employers small and medium sized enterprises with work characterised by low wages, low levels of skills requirement and shift and night work seasonality.
- The graph below indicates that the highest prevalence of the pandemic has been seen in adult women between the ages of 20 and 64 and is projected to remain at approximately 21% until 2015. The total adult population between 20 and 64 years during the 2011 year reported a 19.8% incidence rate.

**Figure 11: Prevalence rates ages 20-64**



**Source: ASSA2003 model**

- The effect of the pandemic on the economically active population within the work context is evident in increased costs in terms of medical care, insurance, recruitment, administration, and training. Productivity is hindered due to illness, absenteeism, family responsibilities, and employee turnover.
- In line with its organisational objectives, CATHSSETA has identified and is fully conscious of the impact of the HIV/AIDS pandemic has on the CATHSSETA sector. By ensuring that a component of all training programmes imparted contains an element of HIV/AIDS education, CATHSSETA aims to address the challenge posed by this pandemic and to further negate both the social and economic impact within the working environment across the sector. The ultimate objective is to address the impact of HIV and AIDS on skills development and productivity within the country.

## 1.8 Drivers of Change

### 1.8.1 National Accords

- The National Skills Accord of 2011, aim is to form a partnership between DHET, Communities, Organised Business and Labour to identify common areas in training & skills development that can be committed to and implemented in order to achieve the broad goals of the New Growth Path. The Accord has 8 commitments and commitments 4, 6 and 7 have specific focus on skills planning and SETAs.
- Commitment 4 – partners commit to ensure that part of the Mandatory grant (10%) is used for funding workplace training for University of Technology students as well as FET College graduates.
- Commitment 6 – partners commit to improving the seniority of their delegations to SETA Board meetings and that organised labour must approve Sector Skills Plans and Workplace Skills Plans on the shop floor. Therefore, Workplace Training Committees must ensure that their companies plan properly and address the skills needs of workers. SETAs will not release the Mandatory Grants for WSPs and ATRs unless it is signed off by organised labour in the particular workplace and protocols will be developed to ensure this process improves the quality of the skills plans.
- Commitment 7 – partners commit to ensuring that the funding of training through the skills development levy is directed towards the training that meets the skills needs of the economy, including the training of professionals and training programmes that leads to qualifications.
- The National Green Economy Accord of 2011, aim is to form a partnership between DEA, Communities, Organised Business and Labour and is part of an ambitious plan to shift South Africa's economy to a lower carbon-intensity whilst increasing jobs and industrial development.
- The accord has 12 commitments ranging from the installation of solar water heating systems to increased investment in green industrial activities as well as the promotion of green skills at a technical level.
- The following commitments in particular, directly address CATHSSETA's mandate and its sector:
- Government to expand training programmes linked to the skills needs of the green economy, including through the efforts of Further Education and Training colleges and Sector Education and Training Authority. Government will convene a meeting of stakeholders to quantify the skills required over the next five years in the sector and work with colleges, universities and training institutions in the private sector to provide the required training programmes.
- All parties to bring small enterprises and social enterprises into the green economy. The green economy offers opportunities for Broad-based black economic empowerment and addressing the needs of women and youth entrepreneurs. Often such enterprises are unable to access available funding because information is not available to them or application processes are cumbersome. The parties agree to support green funding road shows to increase public awareness of the opportunities that exists and the funding that is available.

### 1.8.2 Decent Work

- Work is central to people's well-being and existence; it provides income, paves the way for broader social and economic advancement, by strengthening individuals, their families and communities. All these benefits of work are dependent on work that is decent.<sup>33</sup>

- South Africa's Decent Work Country Programme was compiled in NEDLAC in consultation with ILO and encompasses 4 priorities with 9 outcomes.
- Priority 1 is to strengthen labour market governance and its 3 outcomes are: (a) ratification and application of international labour standards (b) tri-partism and strengthened labour market governance contribute to both effective and sound industrial relations and social dialogue (c) labour administration institutions apply the latest labour legislation and services.
- Priority 2 is to promote employment and its 3 outcomes are: (a) more women and men have access to productive and decent jobs through inclusive job-rich growth (b) skills development increases the employability of workers and inclusiveness of growth (c) sustainable and competitive enterprises create productive and decent jobs.
- Priority 3 is to strengthen and extend social protection coverage and its 2 outcomes are: (a) more people have access to better managed and more gender equitable social security benefits (b) both enterprises and workers benefit from improved health and safety conditions at work.
- Priority 4 is to strengthen workplace responses to the HIV and Aids epidemic and its single outcome is to ensure that effective policies and programmes are in place to address the epidemic. The capacity of government and its social partners to monitor and evaluate HIV and Aids workplace programmes will also be increased.<sup>34</sup>
- Each outcome also has measurable outputs and of particular significance for the sector is the special attention given to both SMMEs and the informal economy. In particular: (a) the introduction of legislation and policy to upgrade the informal economy (b) enhancing the capacity of trade unions and organised business to extend their scope to workers and employers of SMMEs and the informal economy (c) increasing the number of SMMEs in bargaining councils (d) facilitating market access and competitiveness of SMMEs operating in select labour absorbing priority areas such as cultural tourism (e) strengthen the capacity of rural SMMEs for improved productivity, sustainability and competitiveness especially those operating in or in close proximity of wild life tourism areas and facilities (f) supporting female entrepreneurs to grow their businesses.<sup>35</sup> Clearly the job creation potential of SMMEs in the sector has been identified and further illustrates the need for SMME-specific skills development and training interventions for the SMMEs in the sector.
- The **Labour Relations Amendment Bill, Basic Conditions of Employment Amendment Bill, Employment Equity Amendment Bill** and **Employment Services Bill of 2010**, intend to amend the Labour Relations Act, 1995 so as to align employment legislation to ensure decent work by regulating sub-contracting, contract work, and outsourcing and also to provide for the prohibition of certain abusive practices to workers.
- A Decent Work Agenda is long overdue in the sector, as in the 2010/11 financial year the sector was placed on government's list of high risk and problematic sectors. The reason for this listing was that in 2010 the DOL inspected 2 622 hospitality enterprises in the sector and 56% of these were found not to be complying with legislation. The list of transgressions included employers not adhering to annual increases in minimum wages, irregular deductions or deductions without the employees' consent, compressed work weeks, work at night, Sundays and Public holidays without compensation and lack of contracts of employment. Employers were also found to be in contravention of the UIF and OHS Acts.<sup>36</sup>
- The underpaying of employees in the sector is not only a South African problem as globally the sector exploits its young employees by subjecting them to low pay and

long irregular working hours due to the dominance of SMME and casual, part-time, seasonal or temporary employment.<sup>37</sup>

- This alleged exploitation of its employees is perceived as causing the sector to become unattractive to school leavers and learners. Recent research conducted in the Netherlands indicates that 70% of hospitality graduates leave the sector after working in it for 6 years.<sup>38</sup> The NDT through collaboration with the Department of Basic Education (DBE) and pilot research have reported that locally, school leavers find the sector to be unattractive and associate it with hard work, long hours and low income. This perception needs to be addressed immediately to ensure that talent is still attracted to the sector.
- Due to restructuring of the NDT, the collaborative decent work project between the NDT, DOL and CATHSSETA has suffered a major blow as this has been relegated to the back in spite of this programme being part of the NDT strategic plan. The project was about working in conjunction with the ILO in the process of setting up a Decent Work Programme in the sector. The ILO would be assisting by providing an expert in decent work to assist with the development of this programme. This programme would also include making opportunities available to the most marginalised employees to obtain qualifications that would allow them to progress up the career path.

### **1.8.3 Legislation**

- Legislation is the key driver of change in the sector. Currently there are 8 pieces of legislation that will have a huge impact on the sector and also have major skills development implications.

#### **1.8.3.1 Skills Development and Training Specific**

- The **Consumer Protection Act** of 2011 and the **Consumer Protection Regulations** 2010 both will have a profound impact on how the sector currently conducts its business as the act and regulations will significantly affect employees working in reception, sales and marketing and management as there are numerous restrictions on cancellation fees and penalty clauses, contracts, customer service, accuracy of promotion material, restrictions regarding the practice of overbooking, how franchise agreements are finalised, quoting of different rates, distribution of vouchers and responsibility of the service provider in terms of theft.
- In many circumstances employers will have to update their contracts, day-to-day operating systems and point of sale software to ensure that they comply with this new legislation.
- The **Administrative Adjudication of Road Traffic Offences Amendment Act** 1998 and the **AARTO Regulations** of 2008 is envisaged to have a significant impact on the travel and tourism sub-sector and car and vehicle hire agencies in particular. Employers in the sector may have to change their operating systems in order to comply with the legislation.
- Employees will require both training in the application of the regulations and retraining in the operating systems.

#### **1.8.3.2 Sector Specific**

- The **Safety at Sports and Recreational Events Act**, of 2010 governs all aspects regarding sport, recreational, religious, cultural, exhibitional, organisational or similar events held at stadiums, venues or along a route.
- The processes and rules that need to be complied with, in terms of the Act, have a significant effect on the training requirements of staff employed in both the Sports &

Recreation and Events sub-sector that will require both curriculum review and alignment as well as training for both existing staff and potential job seekers.

- The **National Sport and Recreation Act**, of 1998 and the **Recognition of Sport or Recreation Bodies Regulations** of 2010 determine which sport and recreation associations, federations and organisations may be officially recognised as sports and recreation bodies and therefore determine who the stakeholders of Sport and Recreation are and therefore speak directly to the mandate of CATHSSETA.
- The **Fitness Regulations** once in place will require staff working in gyms to have industry accredited qualifications.
- Accredited training will be required to ensure that qualifications and skills meet the regulated requirements.
- The **White Paper for Sport and Recreation 2012** (Third Edition) purpose is to pronounce clearly Government's policy regarding sport and recreation in the Republic of South Africa. This White Paper sets out government's vision for sport and recreation and details the impact it would like to achieve by investing in particular outcomes and strategic objectives. It provides clear policy directives for promoting and providing sport and recreation.
- Physical education at schools is identified as a priority in the white paper and when finalised will require extensive training of teachers in both physical education and to become sports coaches.

The white paper highlights that the majority of administrators, coaches and technical officials in sport are volunteers and need to be trained.

#### **1.8.4 Economy**

- The sector is largely dependent and driven by the availability of disposable income, therefore for the sector to be able to reach its full potential both the global and local economy needs to recover from the recession that it has been in over the last 3 years. Globally the demand for the sectors products is down.
- The sector's main consumers range between Living Standards Measure (LSM) groups 4 to 10. However, groups 7 to 10 still consume limited products despite the recession. However, for the sector to grow there needs to be greater penetration into LSM groups 4 to 6, but the disposable income available to LSM groups 4 to 6 is limited until the economy improves.<sup>39</sup>
- One of South Africa's draw cards for foreign tourists is that it is a value-for-money destination. This value is dependent on the exchange rate. The rand exchange rate is currently benefitting from large currency inflows to emerging markets as investors seek the higher returns and interest rates currently available from these markets.

#### **1.8.5 Sports Tourism**

- The economic contribution of Sports Tourism has become significantly important. In 2009, the staging of the Confederations Cup, Indian Premier League and British and Irish Lions Rugby Tour in South Africa helped the South African tourism sector buck the global recession to a certain degree.
- The successful staging of the 2010 FIFA World Cup showed that the country has the capacity and infrastructure to host mega sporting events. 309 554 foreign tourists travelled to South Africa to specifically attend the tournament, stayed for an average of 10 nights and had total expenditure while in the country of R 3.46 billion.<sup>40</sup>
- The Sport & Recreation White Paper, currently in its 3<sup>rd</sup> edition identifies Sports Tourism as a key strategic area to grow both the sector and economy. SRSA together with NDT are in the process of developing a Sports Tourism policy that aims to attract and host more international sporting events in South Africa in order

to capitalise on the investment made in sports infrastructure for the 2010 FIFA World Cup.

### **1.8.6 Government Departments**

- The Departments of Arts & Culture (DAC), Environmental Affairs, Sport & Recreation and the National Department of Tourism are the four key government line departments that play an active and pivotal role in the sector.
- Government Departments both at a National and Provincial level are key drivers of change in the sector. They are not only the authors and custodians of legislation, policy and regulation but through their various funding windows and skills development projects drive change in the sector.
- The funding windows opened and skills development projects that are implemented by both national and provincial government departments are the most basic impact that these departments have on skills development in the sector. However this type of involvement can be problematic as it is often implemented to fulfil a particular department's scorecard and is not guided nor linked to the NSDS. These programmes and projects are often isolated and only address a limited number of beneficiaries from a small portion of a sub-sector and do not address national and sectoral strategy or scarce and critical skills needs.
- When funding is cut, the isolated nature of these projects and programmes becomes most pronounced, as often skills development and training in that sub-sector is severely impaired. One of the constraints in the Creative and Heritage sub-sector emanates from both the DAC and National Arts Council (NAC) having had extensive budget cuts which resulted in reduced funding windows and skills development projects in the sub-sector.<sup>41</sup>
- The slogan "Together We Can Do More" needs to be embraced by all national and provincial governments in the sector, for if all skills development projects could be conceived in collaboration between the departments and CATHSSETA; be strategically guided by the NSDS goals, outcomes and outputs; funded jointly and implemented holistically, the benefit to the sector would be massive.
- NSDS III Goal 4.7 "Increasing public sector capacity for improved delivery and supporting the building of a developmental state" speaks directly to a more co-ordinated approach to skills development with greater collaboration between government departments and SETAs.<sup>42</sup>
- Firstly, NSDS III Goal 4.7 recognises that for increased service delivery from government departments to take place, the skills levels of public servants need to be increased by ensuring that the skills needs of government departments are captured and addressed by future SSPs of SETAs.<sup>43</sup> This is definitely the case with some of the national and provincial government departments in the sector, as they have become totally focused on addressing skills in the sector and have neglected to develop the skills of their staff.
- Secondly, NSDS III Goal 4.7 acknowledges that government departments do not contribute to skills development levy, as they are exempt from paying the skills development levy and only have to contribute the 10% administration fee to SETAs, and even then not all pay the administration fee. As the largest employer in the country government needs to contribute to skills development and DHET is consulting with other relevant departments to rectify this.<sup>44</sup> CATHSSETA has in the past experienced a similar scenario in that government departments either pay the 10% administration fee regularly, infrequently or not at all. In a sector dominated by SMME additional levies from the government departments in the country will be most useful.

- Thirdly, NSDS III Goal 4.7 expects government departments to play a more significant role in skills development by hosting greater numbers of apprenticeships and learnerships. But more importantly, government should engage SETAs in skills planning to ensure that such planning is both accommodating of the needs for the sector as well as the needs of the government departments so that the necessary skills are in place to ensure government policy and priorities, such as the IPAP2 and New Growth Path, are able to be implemented.<sup>45</sup>

### 1.8.7 Government Strategy

- **The National Skills Development Strategy (NSDS) III** for 2011 to 2016 follows the integration of higher and further education and skills development into a single Department of Higher Education and Training. The strategy promotes partnerships between employers, public education institutions (FET colleges, universities, universities of technology), private training providers and SETAs. Priority is given to strengthening the relationship between public colleges and universities and the SETAs, as well as with employers.<sup>46</sup>
- NSDS III ensures increased access to training and skills development opportunities and achieve the fundamental transformation of inequities linked to class, race, gender, age and disability in our society. It attempts to address the challenges of skills shortages and mismatches in the country and improve productivity in the economy. The strategy consists of 8 goals, 16 outcomes and 38 outputs to be achieved mainly by SETAs in collaboration with the DHET, FET Colleges, Universities and the NSF. The NSDS III goals are covered in the strategy in the sections that follow.<sup>47</sup>
- **The Sector Education and Training Authorities (SETAs) Grant Regulations Regarding Monies Received by a SETA and Related Matters** were Published on 3 December 2012 by DHET to in order to (a) regulate the proportion of funds available for skills development that is spent on administration; (b) provide for SETAs to contribute to the cost of the work of the Quality Council for Trades and Occupations (QCTO); (c) discourage the accumulation of surpluses and the carry-over of unspent funds at the end of each financial year; (d) improve the quantity and quality of labour market information received by SETAs in the form of Workplace Skills Plans (WSP) and the Annual Training Reports (ATR) and Pivotal Training Reports (PTR), to inform planning; (e) promote National Qualification Framework (NQF) registered and quality assured PIVOTAL programmes that address priority scarce and critical skills needs identified in SSPs; and (f) create a framework within which expanded use is made of public education and training providers for the provision of skills development programmes.<sup>48</sup>
- In short the revised SETA Grant Regulations will give the National Skills Accord "teeth" as the commitments of the accord now become enforceable through these regulations. The revisions to the SETA Grant regulations are summarised as follows:
  - ❖ **Mandatory Grants**
    - Submission of WSP/ATR deadline will be the 30th June in 2013 and 30 April in 2014 and the subsequent years.<sup>49</sup>
    - A total of 20 percent Mandatory Grant will be payable to approved WSP/ATR submission on quarterly bases effective 1st of April 2013.<sup>50</sup>
    - WSP/ATR to be signed-off by organized labour where applicable, particularly with those employers who have a recognition agreement with a trade union or unions in place; otherwise SETAs will not be able to approve payment.<sup>51</sup>

- Before making payments, the SETA must approve the WSP/ATR to ensure the levy paying employer meets quality standards set by the SETA.<sup>52</sup>
  - ❖ **Discretionary Grants**
  - Only 10 percent of the levies paid will now be available for Discretionary Grants, which will be used by the SETA to address scarce and critical skills stipulated in the SETA Annual Performance Plan. Unclaimed mandatory funds will be transferred to discretionary fund. Unused funds will have to be paid to the NSF by 1st October of each year.<sup>53</sup>
  - Section 6 (1) to (15) stipulates the conditions and requirements for discretionary grants.<sup>54</sup>
    - ❖ **PIVOTAL Grants**
    - A total of 40 percent of the levies paid will be allocated to Professional, Vocational, Technical and Academic Learning Programmes (PIVOTAL).<sup>55</sup>
    - A PIVOTAL training plan and report must be submitted to the SETA by the applicant.<sup>56</sup>
    - ❖ **Administration Fee**
    - A total of 10.5 percent is allocated to the administration of the SETA and 0.5 percent of that is to be paid to the QCTO.<sup>57</sup>
- **Industrial Policy Action Plan II (IPAP2)** builds on the National Industrial Policy Framework (NIPF) and the 2007/08 IPAP. It represents a significant step forward in scaling up efforts to promote long term industrialisation and industrial diversification. Its purpose is to expand production in value-added sectors with high employment and growth multipliers that compete in export markets as well as compete in the domestic market against imports. In so doing, the action plan also places emphasis on more labour absorbing production and services sectors, the increased participation of historically disadvantaged people and regions in our economy and will facilitate, in the medium term, South Africa's contribution to industrial development in the African region.
- It is estimated that the IPAP will result in the creation of 2 477 000 direct and indirect decent jobs over the next ten years. It will diversify and grow exports, improve the trade balance, build long term industrial capability, grow our domestic technology and catalyse skills development.
- The IPAP advances the work of the Economic Sectors and Employment Cluster in a number of respects. In the CATHSSETA sector it calls for rural development through tourism related economic development, strengthening linkages between Tourism and Creative industries. The IPAP intends to create stronger integration between sector strategies, skills development plans and commercialisation of publicly funded innovation. In respect of Creative industries the IPAP identifies key action programmes; the crafts hub, The Mzansi Collection Concept Store and Development of a strategy for the music industry.
- **National Tourism Sector Strategy (NTSS)** aims to address issues of wealth, jobs, ownership, community beneficiation, rural tourism development, stimulating domestic tourism, accelerated job creation and creating a better society where all have an equal chance of success. The strategy is premised on three themes, which define the new way of doing things for our sector. These themes are to grow the tourism economy, to enhance visitor experiences and to strive for sustainability and good governance. More encouraging is the fact that, NTSS sets bold new benchmarks for the sector through unprecedented focus on the facilitation of

support for rural tourism development, small medium and macro-enterprises (SMMEs) access to markets and funding.

- **SRSA Strategy** aims at ensuring that (a) citizens access sport and recreation activities; (b) sport and recreation sector is adequately transformed; (c) athletes achieve international success; (d) there is an enabling mechanism to support the delivery of sport and recreation; (e) sport is used as a tool to support relevant government priorities; (f) Sport and Recreation South Africa is efficient and effective. All of these are operationalised through sub-programmes outlined below which have specific implications for skills development.
- The Club Development Sub-Programme aims at assisting clubs in conjunction with National federations and with communities.
- The Education and Training Sub-Programme targets generic training manuals being coordinated and facilitators supported.
- The Scientific Support Sub-Programme aims to provide scientific support to athletes and coaches with the purpose of improving international participation of South African athletes.
- The Community Mass Participation Sub-Programme aims at increasing the number of participants in sport and recreation with emphasis on the disadvantaged and marginalised groups.
- The School Sport Sub-Programme aims at supporting the delivery of sport programmes in schools through capacity building of coaches, technical officials and sports administrators.
- The Major Events Sub-Programme aims to assist to promote South Africa as a desirable sports tourism destination and aims to host major sporting events in our country.
- The Technical Support Sub-Programme aims to provide technical support to local authorities and other stakeholders for the construction and effective management of sports facilities to ensure that all sports facilities comply with national norms and standards.
- **DAC Strategy** has resulted in DAC and CATHSSETA collaborating to (a) conduct research in order to identify pertinent issues and challenges in the sector such as defining the sector (b) form partnerships around issues of common interest such as training and development regarding the identification and implementation of relevant training interventions for the sector, including those highlight in the IPAP2 (c) prioritise strategic national projects in the sector such as the Standard Bank National Arts Festival and other major projects (d) assist DAC with internal training and capacity building.
- **DEA Strategy** places significant emphasis on CATHSSETA, as it is tasked with skills development for conservation bodies and agencies such as the SANBI, SANParks, semi-independent provincial agencies and local government including the Department of Environmental Affairs and provincial departments. These agencies are mandated by the state to conserve biodiversity (wildlife, indigenous plants and ecosystems including those feeding water resources and commercial marine systems) in protected areas and on private land, in terrestrial, freshwater, coastal and marine ecosystems.
- Just less than 50% of biodiversity staff is employed by the state; the remainder is employed in private agencies and in NPOs. All of them operate in a new conservation paradigm in which the protection of biodiversity and development planning must be integrated, yet few have been trained in this new paradigm.
- Other aspects of new approaches include adoption of an ecosystem services approach, an international trend which the South African government is also

supporting. These new paradigms are however, slow to make their way into the training systems and there is an urgent need for curriculum innovation and re-skilling of conservation educators and trainers. Conservation agencies are understaffed; have high levels of vacancies particularly among managers and technicians; with skills levels dropping in recent years; and many agencies, particularly at provincial level, struggling to meet their mandate.

- There are significant new development opportunities associated with green growth and sustainability. Issues such as climate change, energy shortages, natural resource degradation and high energy prices are driving the emergence of a sustainable development paradigm, and in an African context, sustainable development must be tied to poverty alleviation, job creation and new development opportunities, while also ensuring that resources are not over-exploited in ways that undermine future development options and choices.
- South Africa has a good track record of using its protected areas and natural resources for tourism. This important component of the national economy is particularly valuable for creating employment and enterprise opportunities in rural areas, with positive potential for extension, but sufficient management capacity for protected areas is low and requires stepped up skills development. The green economy has made it vital that skills are developed for protected areas and biodiversity management.
- **The National Planning Commission's National Development Plan (NDP)– Vision For 2030** The central challenges and priority areas of the National Development Plan – Vision for 2030 closely mirror the 7 Key Developmental and Transformational Imperatives of NSDS III, and some are also directly linked to NSDS Goals, in particular:
  - Too few people work
  - Standard of education of most Black learners is poor
  - Spatial patterns exclude the poor from fruits of development
  - Public Services are uneven and often of poor quality
  - South Africa remains a divided society
- The NDP places emphasis on the fact that “too few people work” and “the poor quality of education”, as failure by South Africa to increase employment through quality education would signal almost certain failure for the country. Once again this is closely linked to the new role of SETAs in NSDS III, of creating employment opportunities through enhancing the skills of the workforce, both employed and unemployed.
- The NDP also highlights the importance of improving Social Benefits for all South Africans. This is closely linked to the social benefits contemplated in the Decent Work Agenda of the International Labour Organisation and more specifically South Africa's Decent Work Country Programme.
- The NDP aims to create 11 Million Jobs in next 20 years, which once again mirrors the employment goals and targets of the New Growth Path and the Education and Training Priorities of the NDP once again are closely linked to the priorities and goals of NSDS III, and the eight commitments of Human Resource Development Strategy of South Africa.
- The Education and Training section differentiates education into three spheres, namely:
  - Early Childhood Education - to Basic Education
  - Post School Education – the Further Education and Training Band
  - Higher Education – Universities including Research, Innovation and Development

- There is a strong focus on SETAs' role across all these spheres. The National Development Plan clearly redefines and emphasises the SETAs' mandate and scope as SETAs should focus on:
  - Skills development for existing businesses (18.1 Learners), these are workers in the sector;
  - Unemployed people (18.2 Learners) who wish to obtain employment in the sector and emphasis is on internships;
  - Training should cover levels of the NQF required by the sector.
- It appears that Skills Planning should be a centralized government function and SETAs should only be contributing by doing sectoral skills planning.
- The plan directly opposes what is currently in the NSDS III in respect of involvement of SETAs in training of:
  - Emerging businesses
  - Rural development
  - Adult Basic Education and Training (ABET)
  - Community Development (CBO, NGOs, etc)
- Instead it places these functions to relevant government departments. The sooner this is implemented the better focused will be the work of SETAs. Funding modalities and career guidance and placement services need more clarification than currently stated. The quality assurance and qualification system are well covered and would definitely agree with the proposals.
- The NDP also identifies Tourism and the Green Economy as having the potential to create jobs and employment as well as support the establishment, development and growth of SMMEs in the country.
- **The Green Paper for Post School Education and Training** identifies that there are many challenges facing post-school education in South Africa. Despite the many advances and gains made since 1994, the system continues to produce and reproduce gender, class, racial and other inequalities with regard to access to educational opportunities and success. One of the greatest challenges facing the system is the large number of young people who face a very bleak future if major changes are not introduced. Equally important, the post school system is not meeting the needs of the economy and society as a whole. The Green Paper aims to align the post-school education and training system with South Africa's overall development agenda, with links to various development strategies such as the New Growth Path, the Industrial Policy Action Plan 2, the Human Resource Development Strategy for South Africa 2010-2030, and South Africa's Ten-Year Innovation Plan. This will allow it to contribute more effectively to the goal of inclusive economic growth and development, and to contribute to fundamentally reducing unemployment and poverty.
- The Green Paper provides a vision for a single, coherent, differentiated and highly articulated post-school education and training system. This system will contribute to overcoming the structural challenges facing our society by expanding access to education and training opportunities and increasing equity, as well as achieving high levels of excellence and innovation. Key problem areas which prevent the system from playing its potential role are outlined, and solutions are proposed.
- **The Strategic Integrated Projects (SIPs)** emanate from the Presidential Infrastructure Coordinating Commission (PICC) and was emphasised by the President in the State of the Nation Address on 9 February 2012 that stressed that "the massive investment in infrastructure must leave more than just power stations, rail lines, dams and roads. It must industrialise the country, generate skills and boost much needed job creation".

- CATHSSETA has participated in all the skills planning activities of the DHET's Special Projects Team that is formulating the required skills plans for all 18 SIPs. As SIP 4: "Unlocking the economic opportunities in North West Province - The acceleration of identified investments in roads, rail, bulk water and water treatment and transmission infrastructure will result in reliable supply, meet basic social needs and facilitate the further development of mining, agricultural activities and tourism opportunities and open up beneficiation opportunities in the North West Province." And SIP 14: "Higher Education Infrastructure - Infrastructure development for higher education focusing on lecture rooms, student accommodation, libraries and laboratories as well as ICT connectivity. Development of university towns with combination of facilities from residence, retail and recreation & transport. Potential to ensure shared infrastructure such as libraries by universities, FETs & other educational institutions." directly address CATHSSETA's mandate.
- To address SIP 4 CATHSSETA has signed a MoU with the North West Department of Sports Arts and Culture to ensure once the tourism opportunities have been unlocked unemployed youth from the North West province will receive the necessary education and training to be employed in these new opportunities.
- In terms of SIP 14 CATHSSETA is the lead SETA for the establishment of SETA offices in Northern KwaZulu Natal and will open offices at the Mnambithi and Mthashana FET Colleges. The Ezakheni and Kwa-Qgikazi campuses have been identified as being suitable sites to target rural learners. These offices will be staffed both by a SETA Liaisons and an Administrator whose key tasks will be to provide career guidance, assist with the procurement of financial aid and funding opportunities for learners as well as providing placement with employers. As part of the opening of these offices CATHSSETA will be investing an estimated two million rand in improving the infrastructure of these two campuses.

## 2. DEMAND FOR SKILLS

### 2.1 Replacement Demand

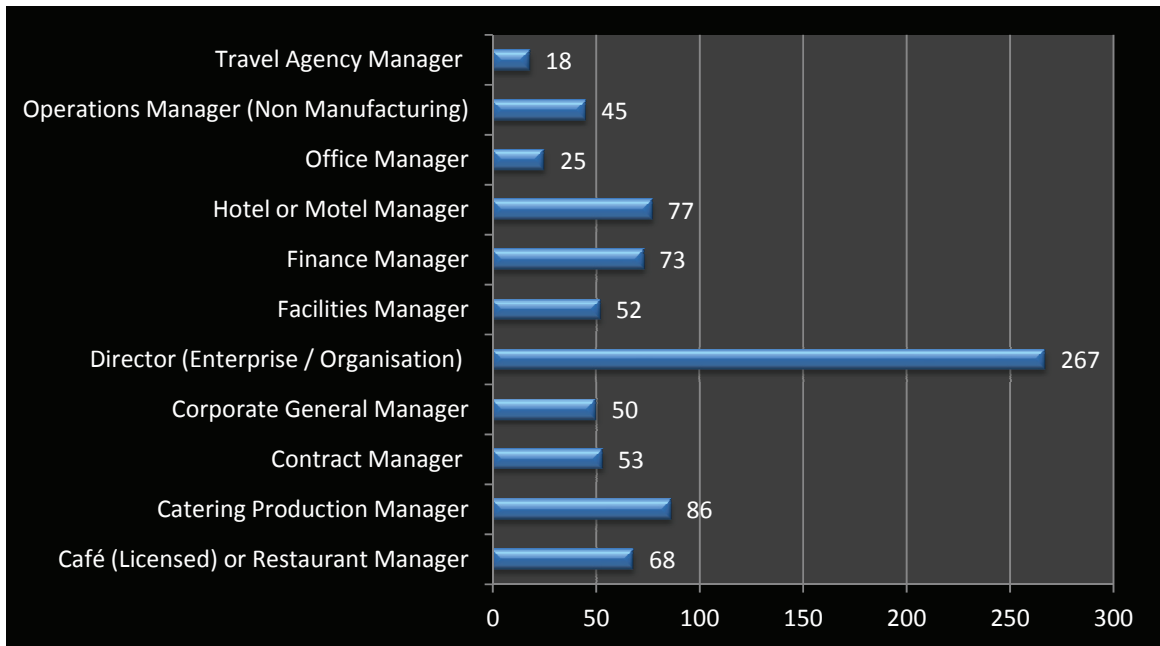
**Table 2: Age of Employees per Sub-sector**

Sub-sector	Under 35	35 - 55	Over 55	Total
Arts, Culture & Heritage	2 399	1297	158	3 854
Conservation	4 123	6 313	745	11 181
Gaming & Lotteries	11 348	8 944	726	21 018
Hospitality	68 438	50 768	3 258	122 464
Sport Recreation & Fitness	7 198	3 718	470	11 386
Travel & Tourism	7 316	5 859	970	14 145
<b>Total</b>	<b>100 822</b>	<b>76 899</b>	<b>6 327</b>	<b>184 048</b>

**Source: CATHSSETA SMS 2012**

- Table 2 indicates that 6 327 employees in the sector are over 55 years old and will likely retire during the next 4 years. It is therefore crucial for the sector to plan to replace these employees. Planning for the replacement of this group of employees needs to be further prioritised, as this group is the first group targeted when organisations retrench staff.
- In 2011, 6901 employees were over 55 and in the space of a year 574 employees have exited this age group, indicating that 8% of this age group retired in the last financial year.
- There has been a corresponding movement in the movement of employees under 35 to the 35 -55 age group which has increased from 75 149 in 2011 to 76 899 in 2012, as well as an influx of youth in the sector with the number of employees under 35 likewise increasing from 98 922 in 2011 to 100 822 in 2012.
- The exit of 574 employees over 55 from the sector and the influx of youth in the sector indicates that there is a loss of both skills and experience in the sector and this will need to be addressed by ensuring that the youth obtain the necessary skills and experience lost to the sector and more importantly that those employees that form part of the 35 – 55 age group are prepared to take up executive, managerial and professional positions within the sector.
- However, for effective planning to take place, it will be necessary to analyse via Organising Framework for Occupations (OFO) major group categories to determine which occupations will need to be catered for.

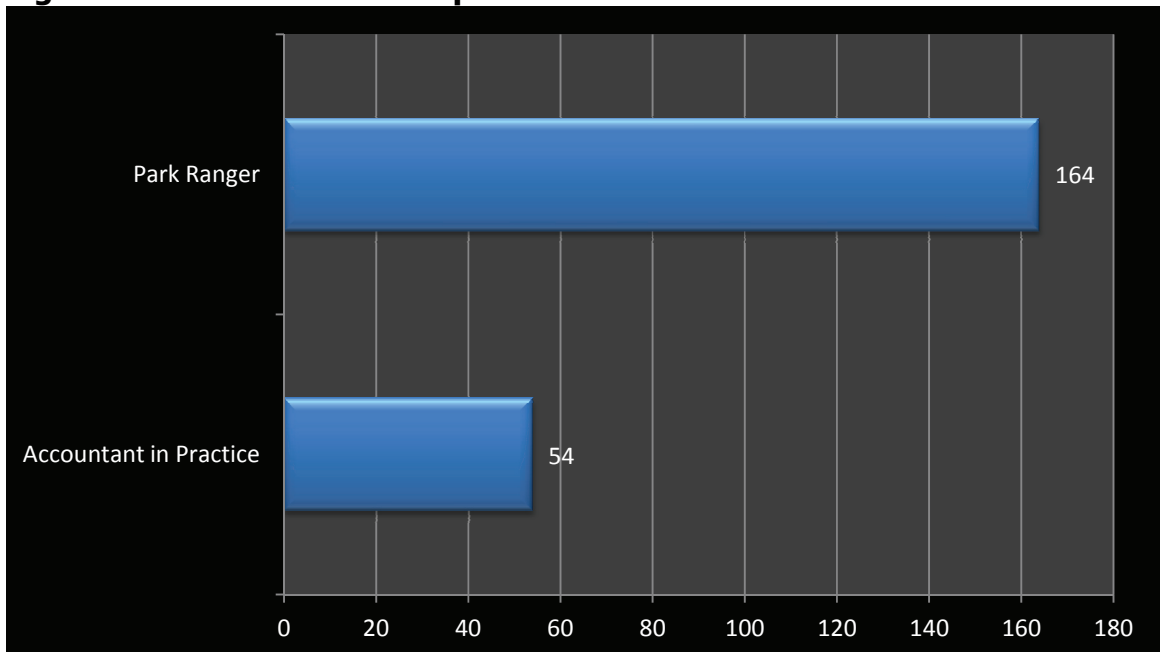
**Figure 12: Manager Occupations Over 55**



**Source: CATHSSETA SMS 2012**

- Figure 12 indicates that 11 occupations from the Managers major group have 814 employees that will need to be replaced in the next 4 years due to retirement.
- The highest number being Director (Enterprise/Organisation), followed by Catering Production Manager, Hotel or Motel Manager and Finance Manager.
- A Management Development Programme coupled with a focus on management qualifications through PIVOTAL grants will be the best possible way to address the replacement demand of this major group.

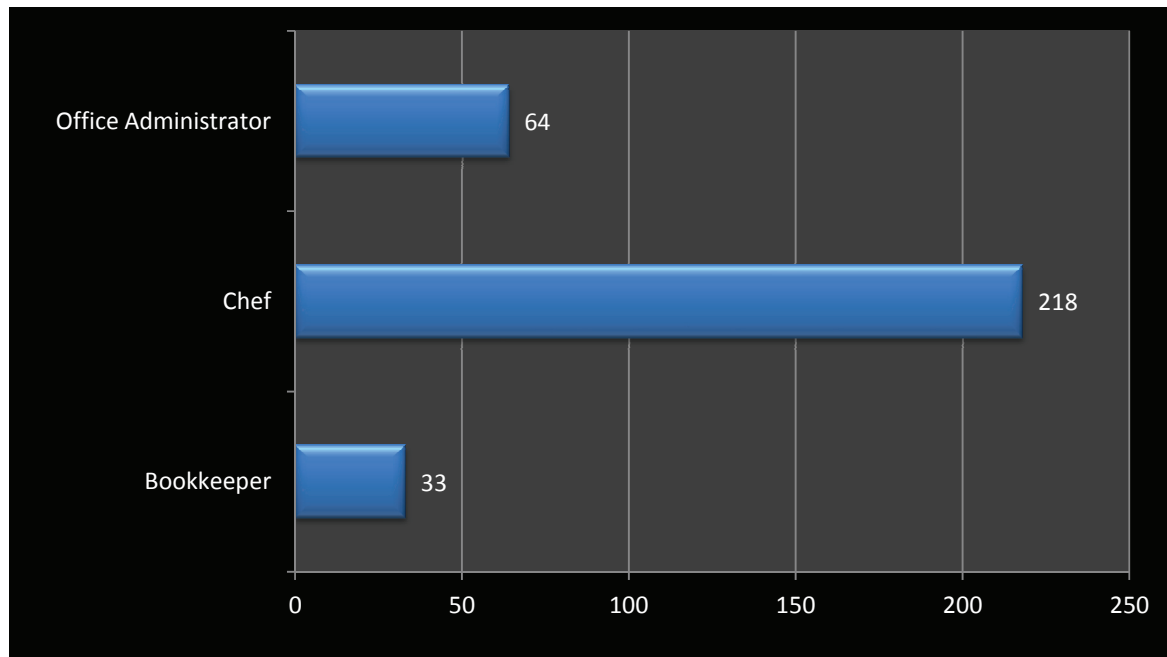
**Figure 13: Professional Occupations Over 55**



**Source: CATHSSETA SMS 2012**

- Figure 13 indicates that 2 occupations from the Professionals major group have 218 employees that will need to be replaced in the next 4 years due to retirement. The replacement demand for these 2 occupations is so dominant that they account for 57% of the 381 professionals in this age group.
- The park ranger occupation is being reviewed by the conservation sector in partnership with CATHSSETA to align its descriptor and tasks to the South African context. The realigned occupation will be submitted by CATHSSETA to DHET as part of the OFO annual update.
- The replacement demand for both of these occupations will be addressed through bursaries, learnerships and PIVOTAL grants.

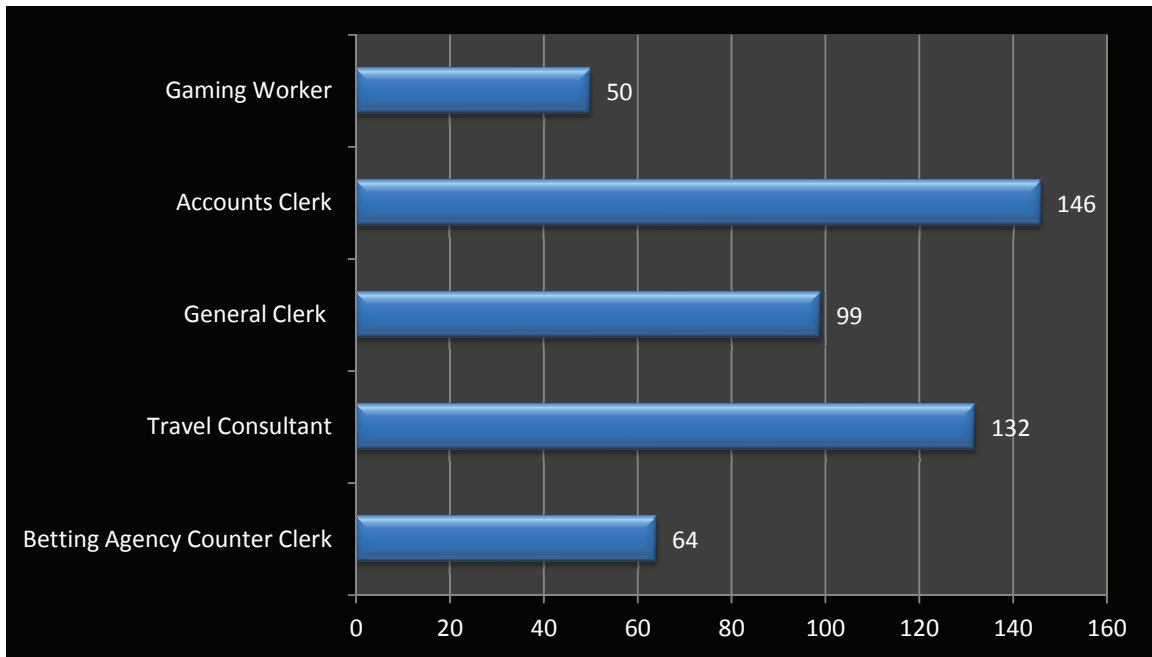
**Figure 14: Technicians and Associate Professional Occupations Over 55**



**Source: CATHSSETA SMS 2012**

- Figure 14 indicates that 3 occupations from the Technicians and Associate Professional major group have 315 employees that will need to be replaced in the next 4 years due to retirement.
- Chefs have high numbers of employees that will be retiring in the next 4 years. However simple training interventions will not address the loss of these experienced culinary experts. A combination of experiential learning and mentoring will be required to pass on their experience and expertise to the next generation of senior chefs.

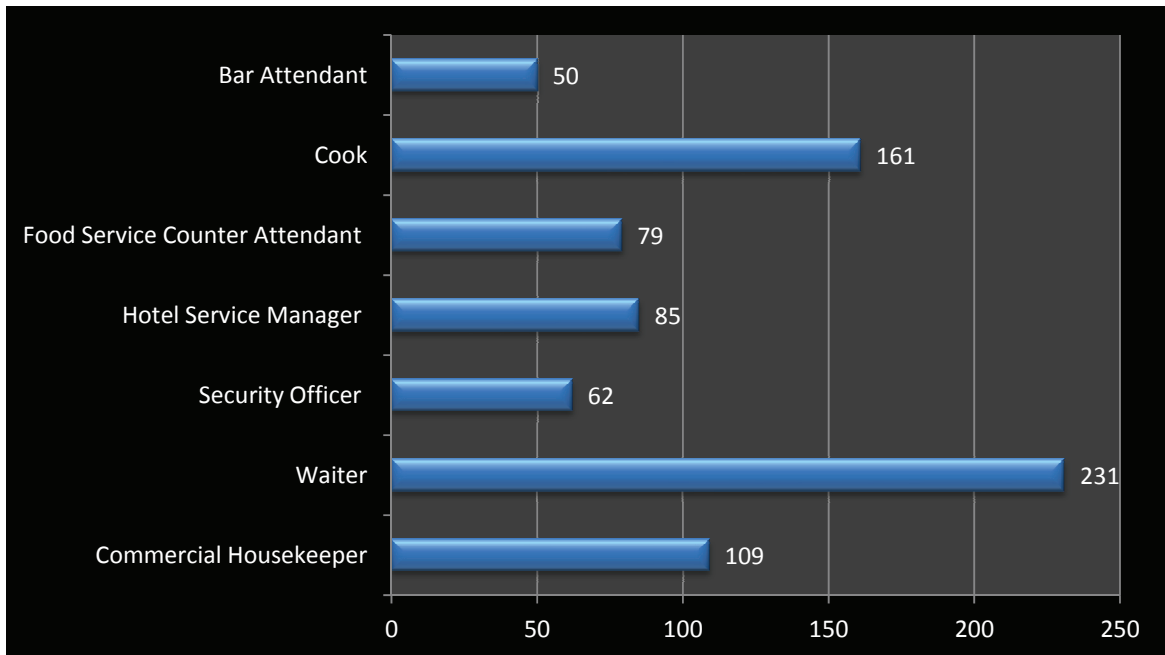
**Figure 15: Clerical Support Workers Occupations Over 55**



**Source: CATHSSETA SMS 2012**

- Figure 15 indicates 491 employees from 5 occupations in the Clerical Support Workers major group will need to be replaced in the next 4 years due to retirement.
- Accounts Clerk, Travel Consultant and General Clerk are the 3 occupations with the highest number of potential retirements. The replacement demand for these 3 occupations will be addressed through bursaries, learnerships and skills programmes.

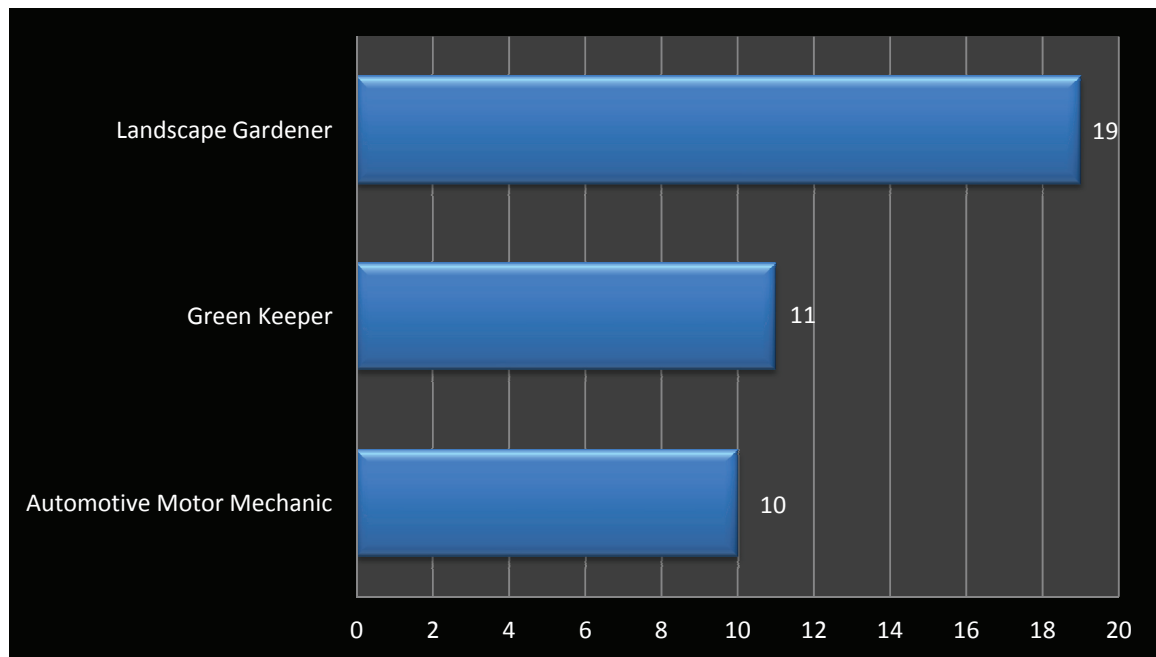
**Figure 16: Service and Sales Worker Occupations Over 55**



**Source: CATHSSETA SMS 2012**

- Figure 16 shows that 777 employees from 8 occupations in the Service and Sales Workers major group will need to be replaced in the next 4 years due to retirement.
- Waiter, Cook, Commercial Housekeeper and Hotel Service Manager are the 4 occupations with the highest number of potential retirements. In some cases it will be extremely difficult to replace the staff retiring from these occupations, as they have accumulated many years of experience. These occupations are often not popular with youth. Internships, Skills Programmes and Workplace Experiential Learning grants will be used to address the replacement demand in these occupations

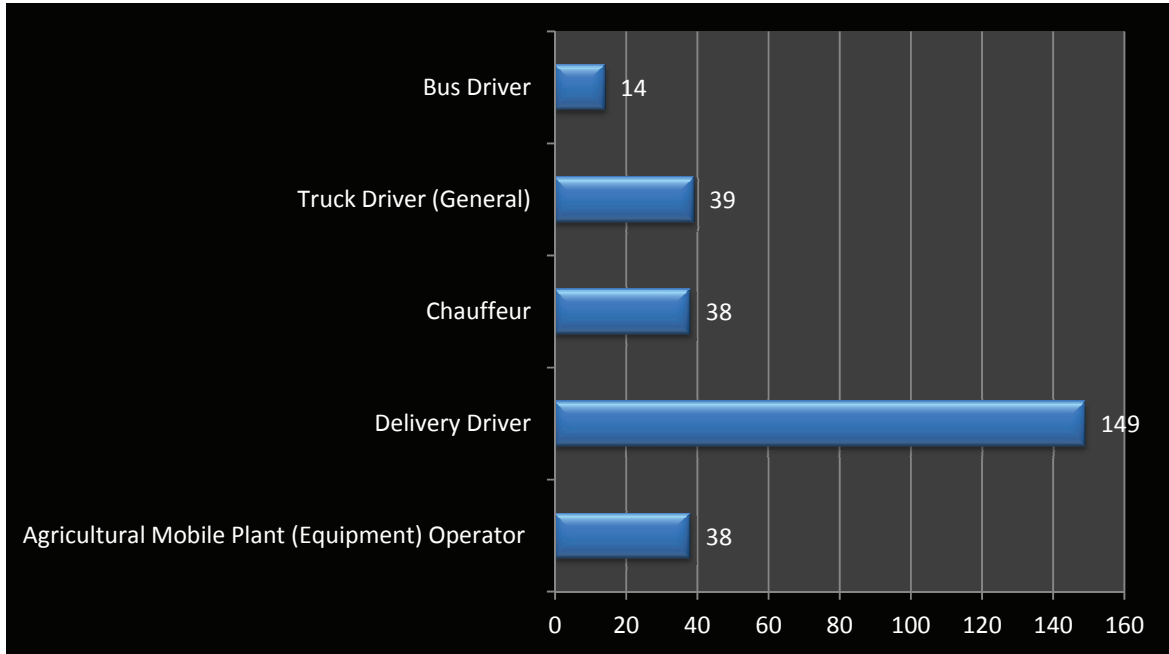
**Figure 17: Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Worker Occupations Over 55**



**Source: CATHSSETA SMS 2012**

- Figure 17 shows that 40 employees from 3 occupations in the Skilled Agricultural, Forestry, Fishery, Craft and Related Trades major group will need to be replaced in the next 4 years due to retirement.
- It is interesting to note that in previous years the occupations listed under the Skilled Agricultural, Forestry, Fishery, Craft and Related Trades have only had nominal amounts of employees over the age of 55, resulting in limited replacement demand in these occupations.
- The occupations of Landscape Gardener and Green Keeper are of particular concern as these occupations require a significant amount of experience in addition to education and training. CATHSSETA is facilitating a workshop with the Club Management Association of Southern Africa (CMASA) that will specifically focus on Golf related occupations and both Landscape Gardener and Green Keeper occupations will be discussed and debated to determine how this replacement demand may be addressed by CATHSSETA and the sub-sector. The outcomes of this seminar will be included in the final SSP update.

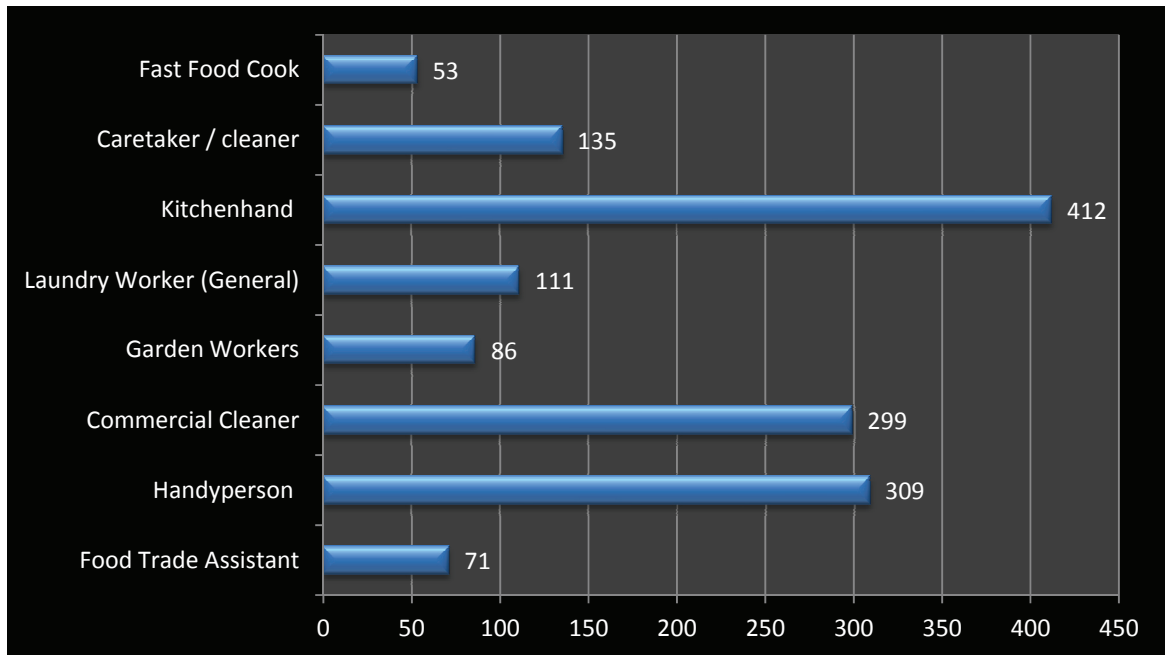
**Figure 18: Plant and Machine Operators and Assemblers Occupations Over 55**



**Source: CATHSSETA SMS 2012**

- Figure 18 indicates that 5 occupations from the Plant and Machine Operators and Assemblers major group have 278 employees that will need to be replaced in the next 4 years due to retirement.
- While it may appear to be a relatively small number when compared to the rest of the sector, for a major group that employs a small number of employees this is a significant number of employees to replace.
- Particularly in terms of Delivery Drivers who will potentially have 45% of the total number of employees in this sector retiring. It will also be difficult to replace these employees as this type of work is not popular amongst the youth.
- It is also not just skills that are required, as when replacing experienced delivery and truck drivers there are elements such as relationship building with customers, rapport, time keeping and trust that also need to be considered. These soft skills are often the hardest to transfer to new employees in the sector.

**Figure 19: Elementary Worker Occupations Over 55**

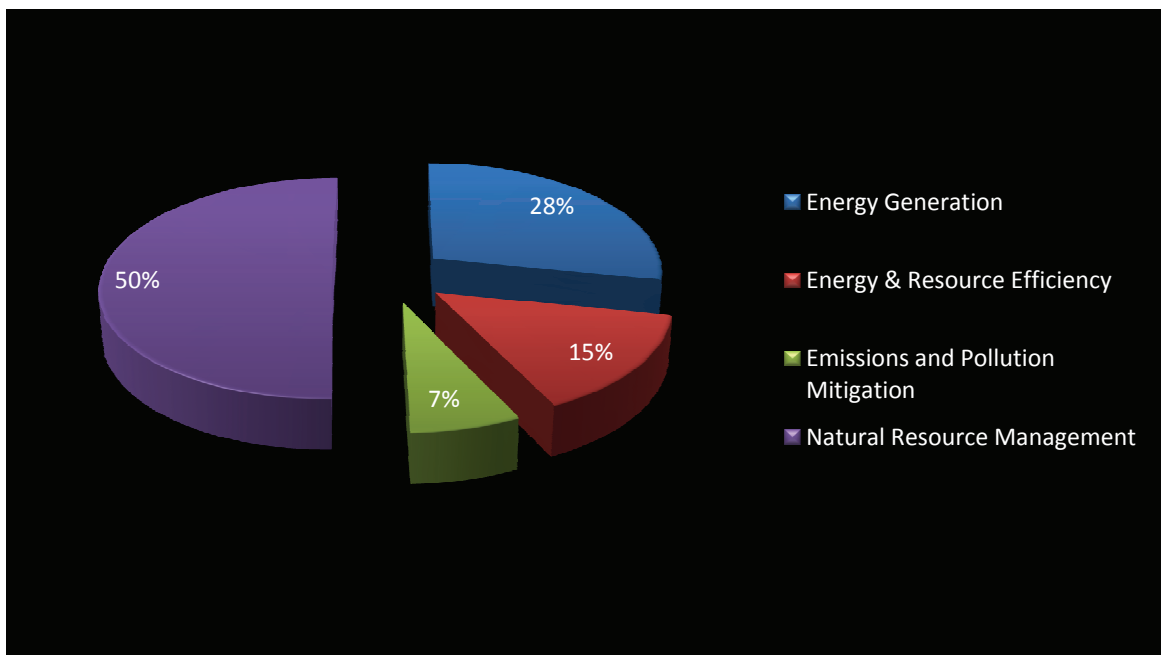


**Source: CATHSSETA SMS 2012**

- Figure 19 shows that 1 476 employees from 8 occupations in the Elementary Workers major group will need to be replaced in the next 5 years due to retirement.
- While this does seem to be a high figure it is only 3.7% of the total employees employed in this major group, as elementary workers are the largest group of employees in the sector.
- However, this large group of employees retiring from these occupations will be very difficult to replace. As these occupations are not popular with youth and many young people who will replace these workers will only do so for a few years and move on to another occupation. One could say it is an end of an era for many of these retirees.

## 2.2 Potential Demand for Green Jobs in the Environment Sector

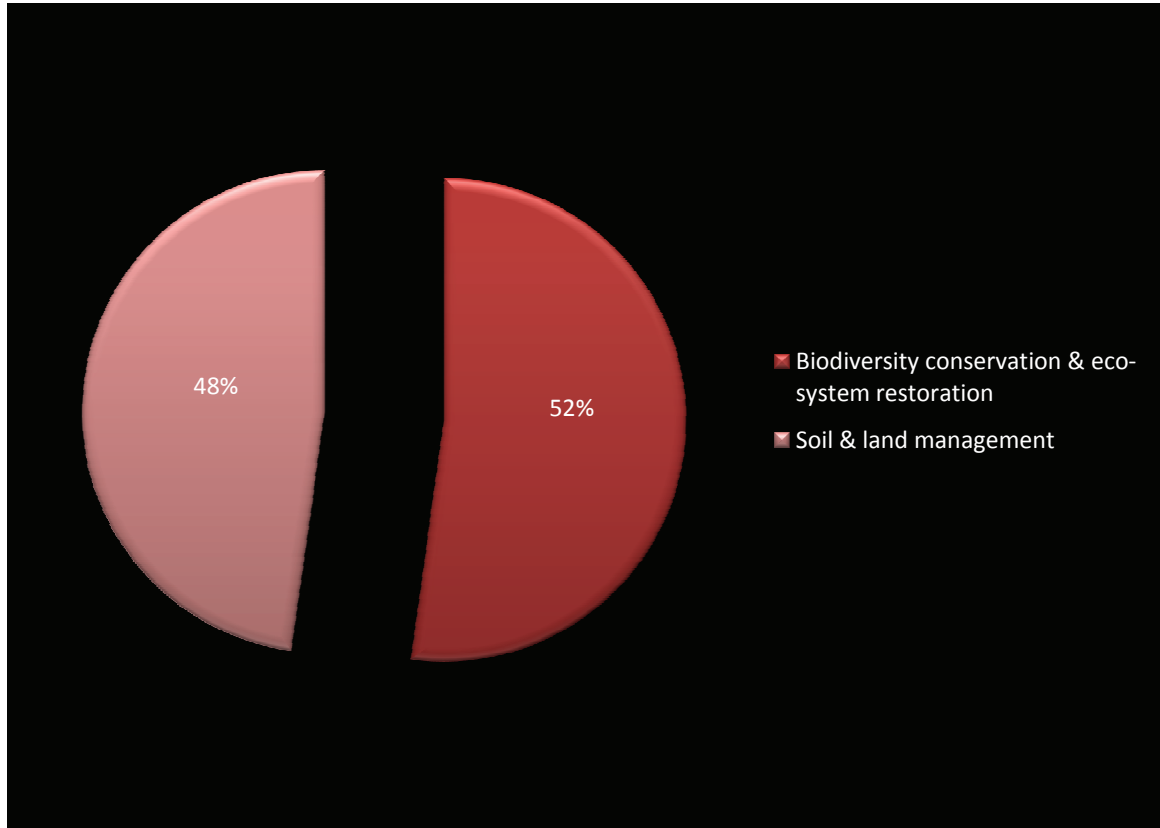
**Figure 20: Total net direct employment potential in the long-term**



Source: DBSA 2011

- Figure 20 indicates that as per the report by the Industrial Development Corporation (IDC) and the Development Bank of South Africa (DBSA) "*GREEN JOBS: AN ESTIMATE OF THE DIRECT EMPLOYMENT POTENTIAL OF A GREENING SOUTH AFRICAN ECONOMY*" the total net direct employment potential to create long terms jobs is 462 567 new jobs in the environmental sector by 2025.<sup>58</sup>
- The greatest potential to create these "Green Jobs" lies in Natural Resource Management, which has the potential to create 232 926 jobs or 50% of the net direct employment potential in the broad green economy category in the long – term by 2025.<sup>59</sup> The remaining 50% is split amongst Energy Generation 123 023 potential jobs (28%), Energy and Resource Efficiency 67 977 potential jobs (15%) and Emissions and Pollution Mitigation 31 641 potential jobs (7%).<sup>60</sup>
- The potential 232 926 green jobs in natural resource management will have a huge impact on the Conservation sub-sector, as they will fall directly under the four SIC codes that define this sub-sector that falls within CATHSSETA's jurisdiction. While the remaining potential jobs fall under other SETA's jurisdiction as follows Energy Generation under Energy and Water Sector Education and Training Authority (EWSETA), Energy and Resource Efficiency under both EWSETA and Manufacturing Engineering and Related Services Sector Education and Training Authority (MERSETA) and Emissions and Pollution Management under LGSETA.

**Figure 21: Natural Resource Management Total net direct employment potential in the long-term**



**Source: DBSA 2011**

- Figure 21 further breaks down the potential 232 926 green jobs in natural resource management and indicates that 121 553 green jobs (52%) will be derived from biodiversity conservation and eco-system restoration and 111 373 green jobs (48%) from Soil & land management.<sup>61</sup> However, more important than the large number of potential green jobs in natural resource management is the potential that these green jobs will be realised. The ) "*GREEN JOBS: AN ESTIMATE OF THE DIRECT EMPLOYMENT POTENTIAL OF A GREENING SOUTH AFRICAN ECONOMY*" gives the highest rating possible for both the biodiversity conservation and eco-system restoration and the soil & land management as being very high.<sup>62</sup> Therefore not only are there a large number of potential green jobs in the conservation sub-sector but the likelihood that this potential will be realised is very high.
- CATHSSETA in conjunction with the DEA, GreenMatter and the South African National Biodiversity Institute (SANBI) will be hosting a National Environmental Skills Summit and the realisation of the potential of these green jobs are one of the topics and the findings and resolutions of this summit will be included in the final draft SSP.

## 2.3 Vacancies in the Sector

- Analysis of the WSPs and ATRs submitted in 2012 indicates that there are approximately 1 506 current vacancies in the sector and that potentially 1 395 additional vacancies could also be created.
- The graphs following below indicate per OFO Major Group which occupations at 6 digit level have the highest number of current and potential vacancies.

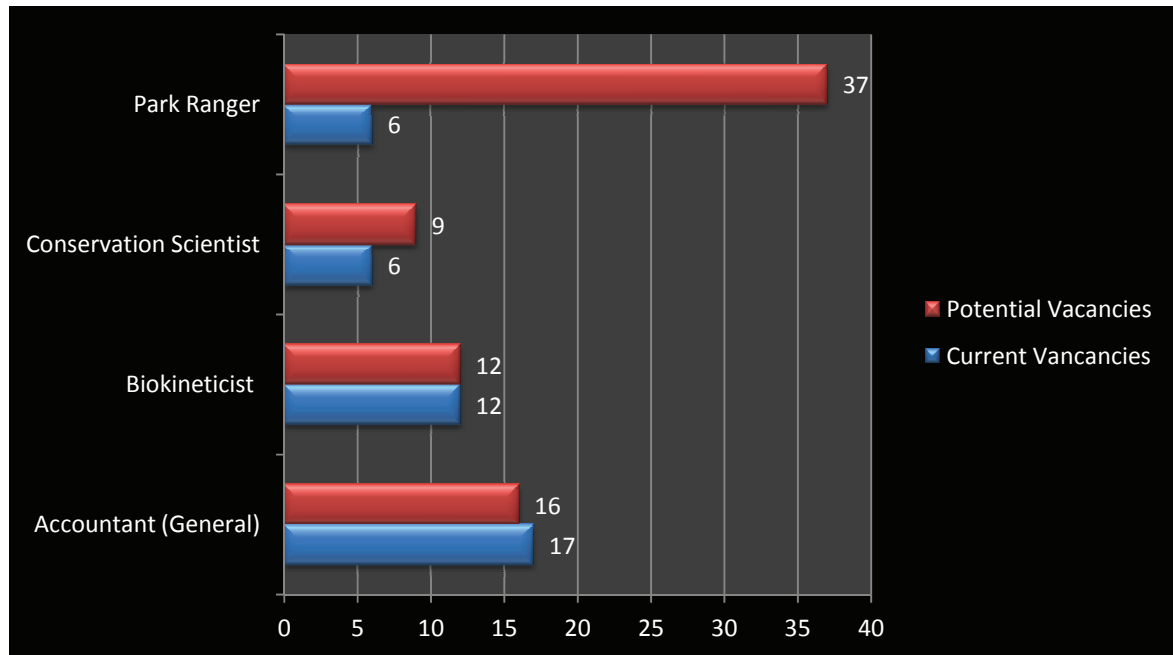
**Figure 22: Top 3 Manager Occupations in terms of Current and Potential Future Vacancies**



**Source: CATHSSETA SMS 2012**

- As reflected in Figure 22 the top 3 Manager Occupations with both substantial current and potential vacancies are Cafe (Licensed) or Restaurant Manager, Hotel or Motel Manager and Sports Centre/Facility Manager.
- These are very common managerial vacancies in the Hospitality sub-sector, which feature consistently among the highest vacancies. Various interventions such as a Management Development Programme or bursaries could be used to address these vacancies in the sector.
- Sports Centre/Facility Manager is a new finding in 2012 and is indicative of the work done by the Sports, Recreation and Fitness Chamber in encouraging organisations engaged in Sports Centre and Facilities Management to submit their WSPs and ATRs, as these organisations have been paying the skills development levy but not planning and reporting. Preliminary findings suggest there is a shortage of such managers and a significant amount of potential vacancies in the future. Further consultation with these employers is being conducted and will be included in the final draft SSP

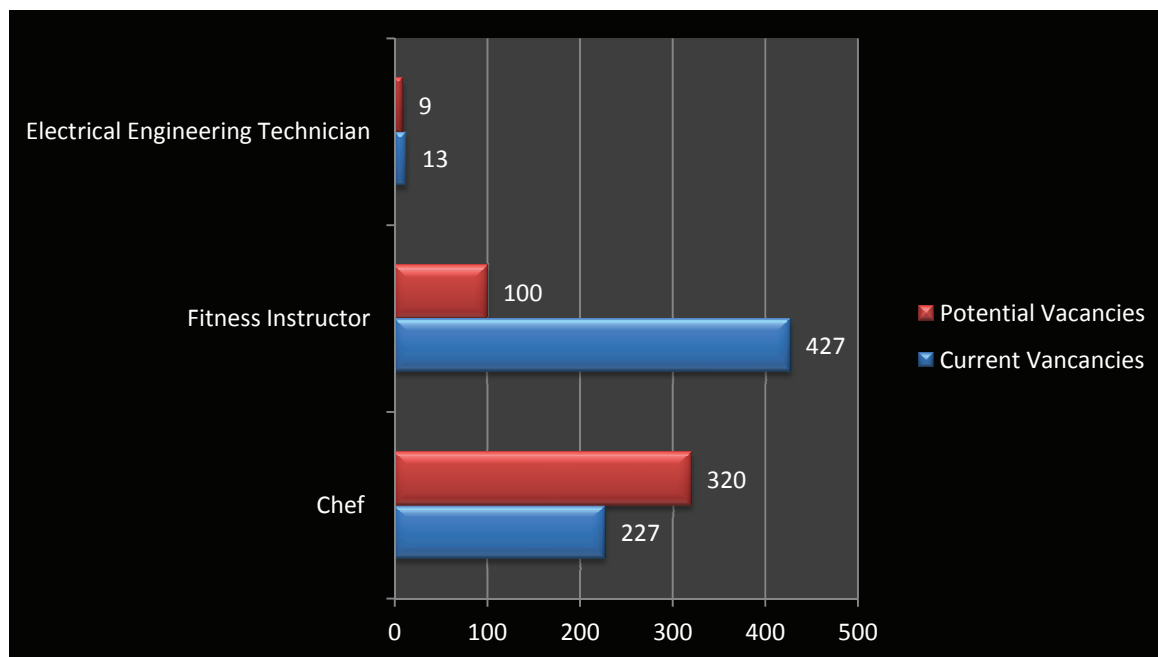
**Figure 23: Top 4 Professional Occupations in terms of Current and Potential Future Vacancies**



Source: CATHSSETA SMS 2012

- As per Figure 23 the Park Ranger and Environmental Scientist occupation vacancies were discussed at length with stakeholders from the Conservation sub-sector. Ezemvelo KZN Wildlife in particular, voiced concern that these vacancies were often not filled due a lack of graduates with the correct specialisation. This often resulted in retired staff being employed on a contract basis until a suitable candidate could be sourced. These finding are also echoed in the findings of the "*GREEN JOBS: AN ESTIMATE OF THE DIRECT EMPLOYMENT POTENTIAL OF A GREENING SOUTH AFRICAN ECONOMY*" and fall directly in the potential 232 926 green jobs in natural resource management.
- The Accountant occupation is a finding that is reoccurring and is indicative of the fact that often young or newly qualified accounts enter the sector to gain experience and once this has been gained they progress to main stream accounting positions in the financial sector. CATHSSETA will need to examine a potential partnership with FASSET to address the current and potential vacancies and perhaps offer internship opportunities to their bursary recipients and graduates.

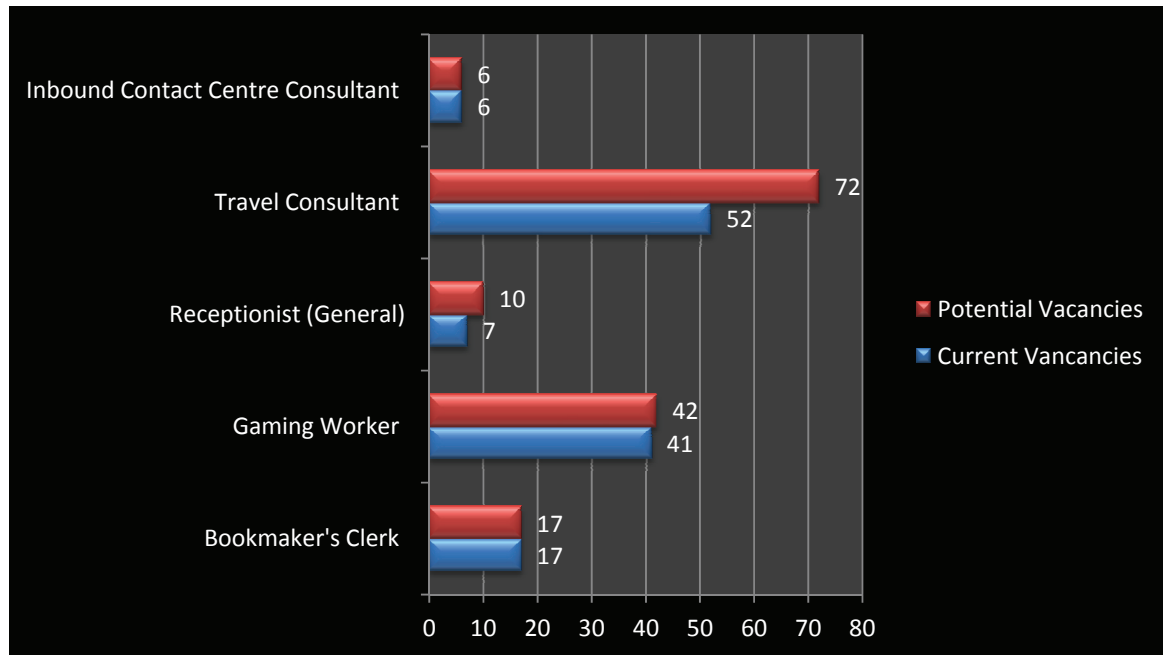
**Figure 24: Top 3 Technicians and Associate Professionals Occupations in terms of Current and Potential Future Vacancies**



Source: CATHSSETA SMS 2012

- Figure 24 indicates that the Fitness Instructor occupation currently has the highest current and potential vacancies and for the first time, the Chef occupation is not the top most occupation in terms of current and potential vacancies in the sector. This finding can be directly attributed to the new Fitness Regulations which will be imminently introduced and require all fitness instructors to be qualified. The growth in more South Africans adopting a healthy lifestyle which is linked to financial benefits from medical aid schemes and SRSA's Mass Participation in Sport Initiative has also led to this increase in vacancies in the fitness instructors and in the past financial year more gyms have opened across the country and more are planned in coming years.
- Chef is a consistent finding and has actually increased from 155 current vacancies and 232 potential vacancies to 227 current vacancies and 320 potential vacancies. It must be noted that these vacancies are often driven by the fact that chefs tend to travel both locally and globally to work in diverse restaurants to gain work experience in preparing various cuisines. Opportunities on cruise ships play a large role in these vacancies as they often provide talented young chefs an opportunity to work in world rated Michelin star restaurants, which would normally take many years to achieve if based in South Africa and require travel to countries with similar restaurants.
- Both these occupations are listed on the scarce and critical skills list and will be addressed through bursaries, learnerships and skills programmes.

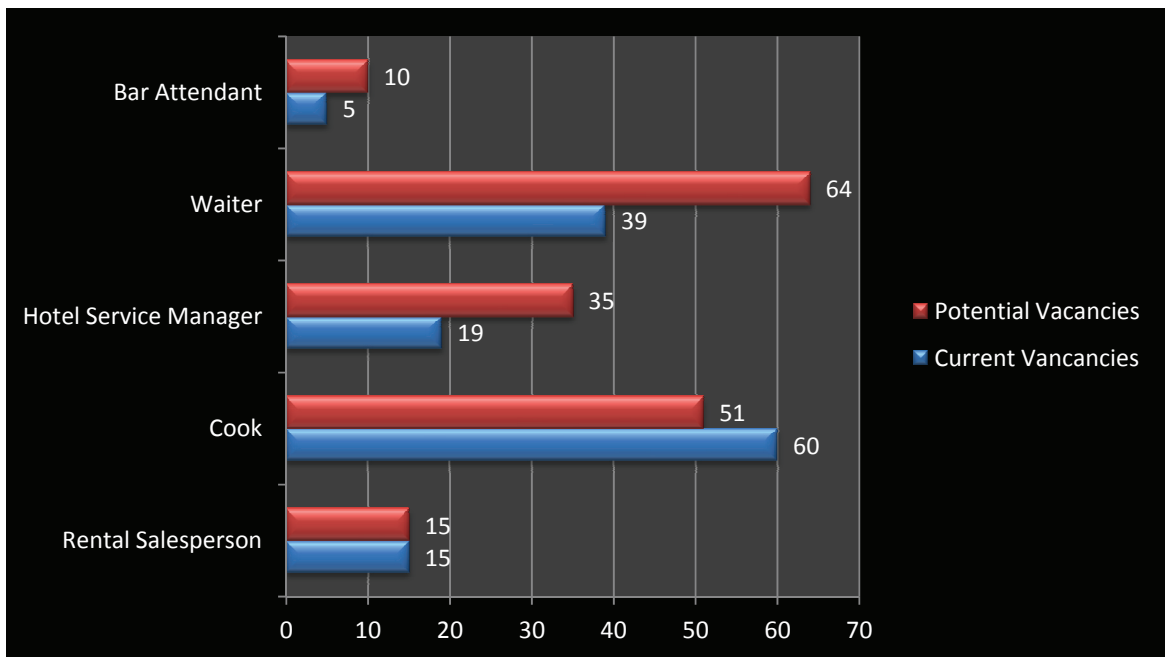
**Figure 25: Top 5 Clerical Support Workers Occupations in terms of Current and Potential Future Vacancies**



Source: CATHSSETA SMS 2012

- Figure 25 shows that the Travel Consultant and Gaming Worker occupation vacancies are indicative of the high staff turnover due to the shift work nature of employment. Employers constantly have vacancies in these occupations and have to plan to recruit and train staff annually.
- As the global and local economy emerges from recession more people will start travelling for leisure purposes - hence the vacancies for travel consultant. The travel sub-sector contracted during the recession with many staff moving to the business process outsourcing sector. Therefore as the sub-sector bounces back more vacancies will be created.
- The high number of Travel Consultants occupation vacancies and potential vacancies is also linked to the fact highlighted in the in 2011 SSP update 97 Travel Consultants were identified as being close to retirement as they fell in the Over 55 age group and in this update this number has increased to 137. The Travel and Tourism sub-sector will therefore need to plan accordingly to ensure that these vacancies are filled.

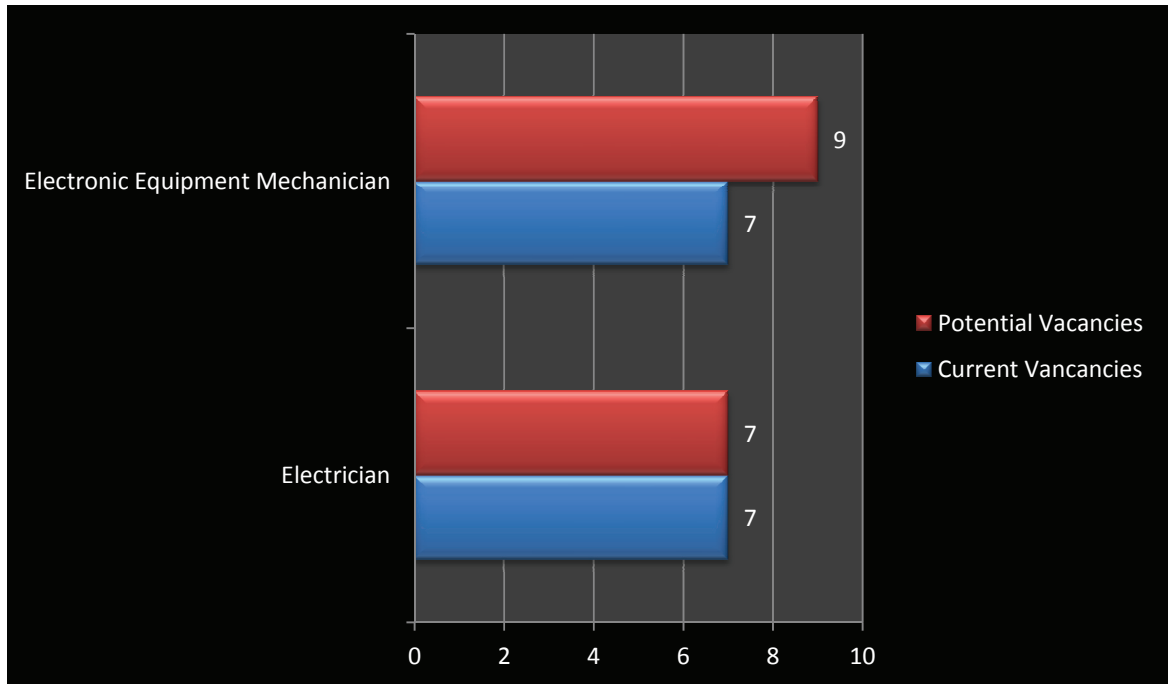
**Figure 26: Top 5 Service and Sales Workers Occupations in terms of Current and Potential Future Vacancies**



**Source: CATHSSETA SMS 2012**

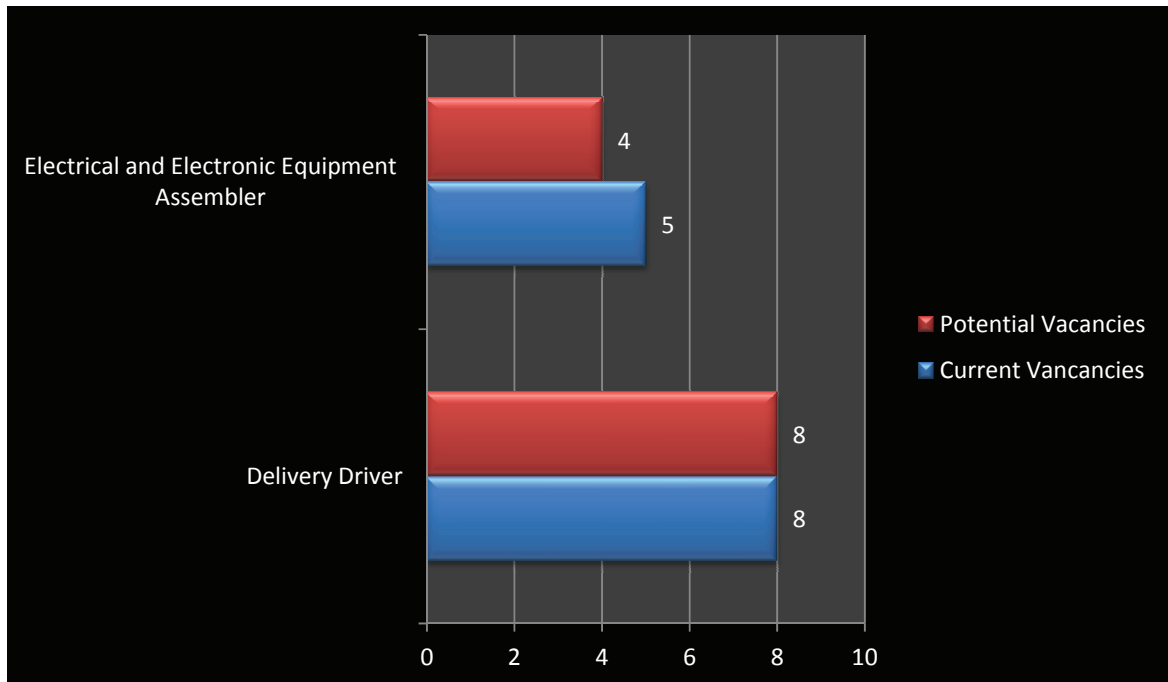
- Figure 26 indicates that both Cook and Waiter occupations show consistently high current and potential vacancies and during the stakeholder consultation sessions these occupations were highlighted as being scarce due to high staff turnover and have therefore been listed on the scarce and critical skills list.
- The Hotel Service Manager occupation has potential vacancies that will need to be addressed via learnerships or skills programmes to assist experienced currently employed hotel staff to progress into these junior management positions.
- Cook is similar to chef in that there is a high staff turnover as cooks also tend to travel both locally and globally to work in diverse restaurants to gain work experience in preparing various cuisines. The only difference being that they are seeking additional work experience that will allow them to take up opportunities of being recognised and promoted to become a chef. Therefore as more cooks are promoted to chefs, a similar number of cook vacancies are created.

**Figure 27: Top 2 Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers Occupations in terms of Current and Potential Future Vacancies**



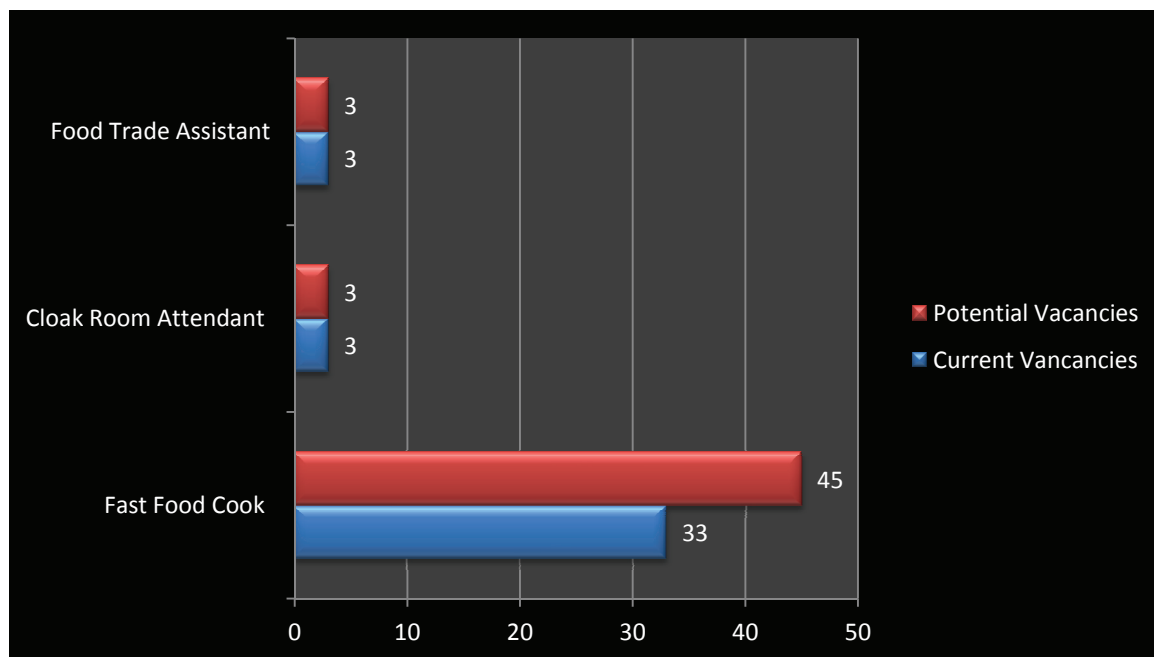
Source: CATHSSETA SMS 2012

**Figure 28: Top 2 Plant and Machine Operators and Assemblers Occupations in terms of Current and Potential Future Vacancies**



Source: CATHSSETA SMS 2012

**Figure 29: Top 3 Elementary Workers Occupations in terms of Current and Potential Future Vacancies**



Source: CATHSSETA SMS 2012

- The Fast Food Cook vacancies indicated in Figure 29 can be attributed to the increase in popularity of take-away meals for both lunch and supper. In major cities traffic congestion discourages people from collecting the food from the outlets themselves - hence the vacancies for this occupation and if this trend continues more vacancies could be created.

## 2.4 Emerging Occupations & Future Skills

- The emerging sport of Harness Racing in South Africa, which is in the process of establishing itself in KwaZulu-Natal, will bring with it many new occupations. Firstly, the sport does not use jockeys as thoroughbred horse racing does. It utilises drivers who steer and race the horse from the back of a sulky (which is pulled by the horse).
- Since the driver is not subjected to the harsh height and weight restrictions that jockeys are, this new occupation will be far more accessible to potential employees.
- Once established Harness Racing will also create other new occupations such as local sulky builders, farriers and racing officials, who will all have harness racing specific skills.
- There is also huge potential to uplift rural communities who already engage in a similar style of riding in rural horse riding events throughout the country.
- Corporate Wellness Consultants and Practitioners are emerging occupations, and while some companies see wellness as a luxury, many others are embracing it as there is a direct correlation between their employees' wellness and improved productivity and efficiency. Employees are cared for and in good health they are able to deliver optimum performance under pressure.

- In the Tourism and Travel sub-sector, an emerging trend is that Travel Consultants now must have billing and settlement plan skills. This was previously handled by the accounts departments. However as travel agencies came under pressure during the global financial crisis, a need for multi-tasking and cost saving led to reduction in staff and hence a transfer of skills and responsibilities between occupations.
- Social Media Network Specialist is an emerging occupation in the Tourism and Travel sub-sector. As social networks, such as Face Book and Twitter, have experienced exponential growth the importance of utilising these platforms as promotional and marketing tools has become increasingly important. Car rental companies in particular have embraced this new medium by employing such specialists to maximise their promotional and marketing potential.

## **2.5 Demand for Skills in the Sport Sub-sector**

- Sport in South Africa relies heavily on the services of volunteer administrators, coaches and technical officials, who for the love of their sport code supply their services, skills and manpower to ensure that all managerial and administrative duties are completed, athletes are properly coached, rules are obeyed by officiators and an ethic code of conduct is implemented by all these role players.
- As these volunteers are not remunerated and the National Federations they belong to are exempted from paying the skills levy, the skills needs of these volunteers are not captured.
- From late 2009 to early 2010 SASCOC conducted an audit of its National Federations and their human and physical resources. The results of this audit indicate that there is an urgent need to train these volunteers, and it is recommended that over the next 5 years (a) 11 000 sports coaches go through an RPL process to recognise the skills they already obtained and then, where necessary, receive training in areas they still need to develop; (b) 500 Umpires and 500 Sports Officials either receive short courses, skills programmes or learnerships to enhance their skills when officiating at events.
- SRSA through its Strategic Plan wishes to support sports at a club and community level. It is envisaged that 1135 clubs would have been developed by 2016.
- School sport, being at the centre of discussion of SRSA, is receiving priority to ensure that teachers are trained effectively in code specific coaching, technical officiating and sports administration to support programmes for both increased participation and high performance sport.

## **2.6 Demand for Skills in the Conservation Sector**

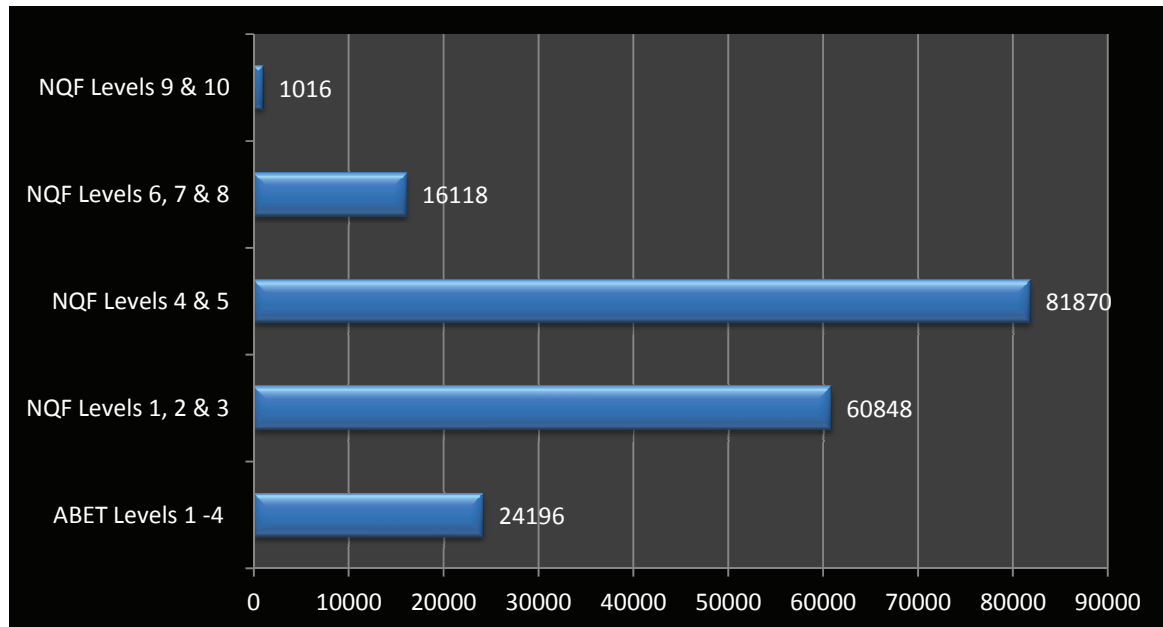
- The 2009 research report produced by the Human Sciences Research Council (HSRC) for the Lewis Foundation and the South African National Biodiversity Institute indicated (a) sound management of protected areas (b) establishment and strengthening of conservation understanding and competence among policy and decision makers both in the public and private sectors (c) development of capacity to implement conservation legislation at local government and municipal levels and (d) pressing threats to biodiversity would be issues driving the demand for skills development in the sector.
- The 4th National Report to the Convention on Biological Diversity in 2009 concluded that the issues listed above coupled with lack of capacity had an adverse impact on enforcement, research and monitoring. Therefore, while South Africa may have a laudable set of biodiversity legislation, the potential to realise the relationship between policy intent and policy outcome is closely linked with its human capacity.

- The ESSP also listed the following factors that would significant effect on the demand for skills in the conservation sector (a) continued and increased **biodiversity losses**, in plant and animal species, contributed to an increased demand for protection of these species, especially threatened species. Thus, increased enforcement capacity is fundamental, but also research and monitoring capacity to establish the ongoing changes in the status of various species (b) as the **expansion of protected areas** increases so does the complex array of skills demanded from conservation managers increase, both from the commercial side in terms of business and operations as well as dealing with communities and landowners which require soft skills such diplomacy and negotiation (c) the use of **genetically modified organisms (GMOs)** and the development of the **biotechnologies** requires increased monitoring capacity. Cultural uses of indigenous plant species for primary health among South Africans also require increased protection and monitoring skills (d) **reduced funding for scientific research** was identified as a contributory factor to skills declines. Poor funding has an adverse effect on research projects at Higher Education level, which in turn reduces the capacity to recruit students into the environmental sciences (e) **employment equity**, creates the need to transform the sector by employing more black scientists and managers. Despite progress in terms of developing and employing black males, the sector has not met its target in terms of black females, which will be a priority over the next five years, as the sector is male dominated. While there are a large proportion of women in managerial posts, 41%, the majority are white females. The sector will need to address this demand through career guidance initiatives target black females graduates and post graduates. (f) certain environmental subsectors such as conservation, water affairs and agriculture are increasingly becoming **highly specialised** and this specialisation drives the demand for more highly skilled employees.

### 3. SUPPLY OF SKILLS

#### 3.1 Education Profile

**Figure 30: Education Profile of Employees in the Sector**



Source: CATHSSETA SMS 2012

- Figure 30 indicates that there are 1016 employees with an educational profile at NQF levels 9 and 10. Occupations that fall into both the Manager and Professionals OFO Major groups account for employees particularly occupations such as Accountant, Chief Executive Officer, Chief Financial Officer, Director and Managing Director.
- 16 118 employees have an educational profile at NQF Level 6, 7 and 8 in the sector and this is indicative of the limited number of occupations in the sector that require such qualifications, which are typically in the middle management and professional OFO major groups.
- It must be noted that there is also a scarcity of qualified graduates at NQF Level 6, 7 and 8, particularly in the Conservation and Environment sub-sector where vacancies remain unfilled due to a lack of suitably qualified graduates.<sup>h</sup>
- There is a definite need to offer bursaries, learnerships and management development programme opportunities to employees in the sector to obtain qualifications at NQF Level 6, 7, 8, 9 and 10. As the bulk of the employees have qualifications at a much lower skills level. Without increasing the current skills level it will be difficult for these employees to progress further up their career paths to management positions, this focuses directly to “raising the base” in NSDS III.
- Figure 27 also shows that 81 870 employees with an educational profile at NQF Level 4 and 5 is indicative of the qualifications required for employment in many of the typical occupations found in the sector such as Bookkeeper, Chef, Junior

<sup>h</sup> Skills concerned identified during stakeholder workshops with the Conservation and Environmental sub-sector and also from the ESSP.

Manager and Travel Agent. An entry requirement for a Travel Agent is normally a qualification from a University of Technology. Likewise many “back of house” staff, such as Bookkeepers and Account Clerks have an accounting qualification and are studying further while working in the sector.

- Occupations such as Cook, Gaming Worker, Hotel Receptionist, Security Officer and Waiter account for the 60 848 employees with an educational profile at NQF Level 1, 2 and 3. These are entry level positions that require entry level qualifications; many of these employees are beneficiaries of learnerships at NQF Level 2 in Hospitality Reception and Food and Beverage Services.
- Elementary workers, such as Commercial Cleaners, Cooks Assistants, Housekeepers and Kitchenhands, constitute the 24 196 employees at ABET Level 1 – 4, as formal qualifications are not an entry requirement for these occupations.

### 3.2 Occupational Profile

**Table 3: Employees by Race, Gender, Disability and OFO Major Group**

OFO Major Group	African				Coloured				Indian				White				Grand
	M	F	D	Tot.	M	F	D	Tot.	M	F	D	Tot.	M	F	D	Tot.	Total
Managers	4119	4289	16	8408	857	1447	4	2304	722	541	4	1263	4624	4360	20	8984	20959
Professionals	2502	1139	16	3641	443	301	2	744	243	225	0	468	1365	1270	9	2635	7488
Tech. & Ass. Professionals	7589	6879	10	14468	1281	1187	3	2468	554	614	2	1168	2505	1910	12	4415	22519
Clerical Support Workers	5679	10208	99	15887	1128	2893	21	4021	728	1242	13	1970	1118	4398	35	5516	27394
Service and Sales Workers	18115	31876	140	49991	1742	4834	37	6576	497	457	6	954	1294	1934	41	3228	60749
Skilled Agri Forestry Fishery, Craft Trades	1060	202	2	1262	251	46	2	297	43	7	0	50	296	61	1	357	1966
Plant & Machine Operators & Assemblers	2682	192	8	2874	450	33	0	483	56	11	0	67	91	12	1	103	3527
Elementary Occupations	15705	18596	70	34301	1439	3009	5	4448	161	78	0	239	262	196	9	458	39446
Grand Total	57451	73381	361	130832	7591	13750	74	21341	3004	3175	25	6179	11555	14141	128	25696	184048
<b>Percentage</b>				<b>71%</b>				<b>12%</b>				<b>3%</b>				<b>14%</b>	<b>100%</b>

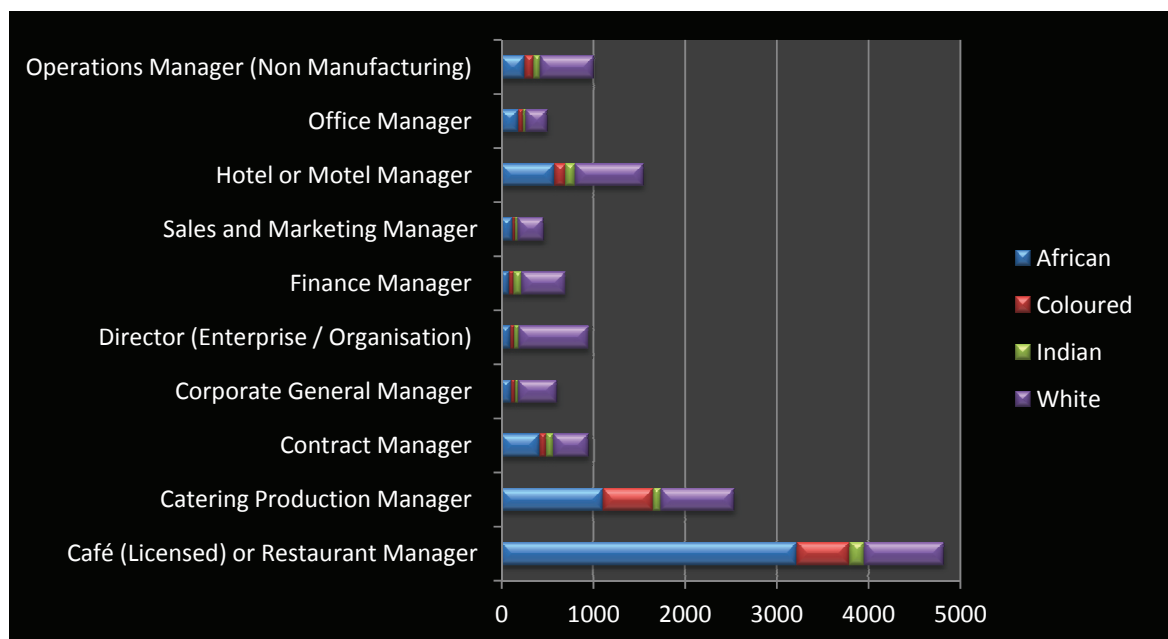
Source: CATHSSETA SMS 2012

- Of the 184 048 employees classified according to race, gender and OFO Major Group, Table 3 illustrates that , African employees constitute 71% of the entire workforce of the sector, followed by White employees at 14%; Coloured employees 12% and Indian workers 3%.
- In order to gain further insight into the supply of skills per occupation in the sector, the 8 OFO Major Groups will be examined to gain insight into the total number employed, which occupation at OFO 6 Digit Level employs the most employees and who these employees are.

### 3.2.1 Managers

- 20 959 employees are employed as Managers, which is the 4<sup>th</sup> highest number of employees per major group. In terms of race 43% are White, 40% African, 11% Coloured and 6% Indian. The number of employees employed as managers has decreased by 287 employees from 21 246 in 2011 and these 287 constitute a significant amount of the 574 employees in the Over 55 age category that exited the sector.

**Figure 31: Top 10 Management Occupations by Race**

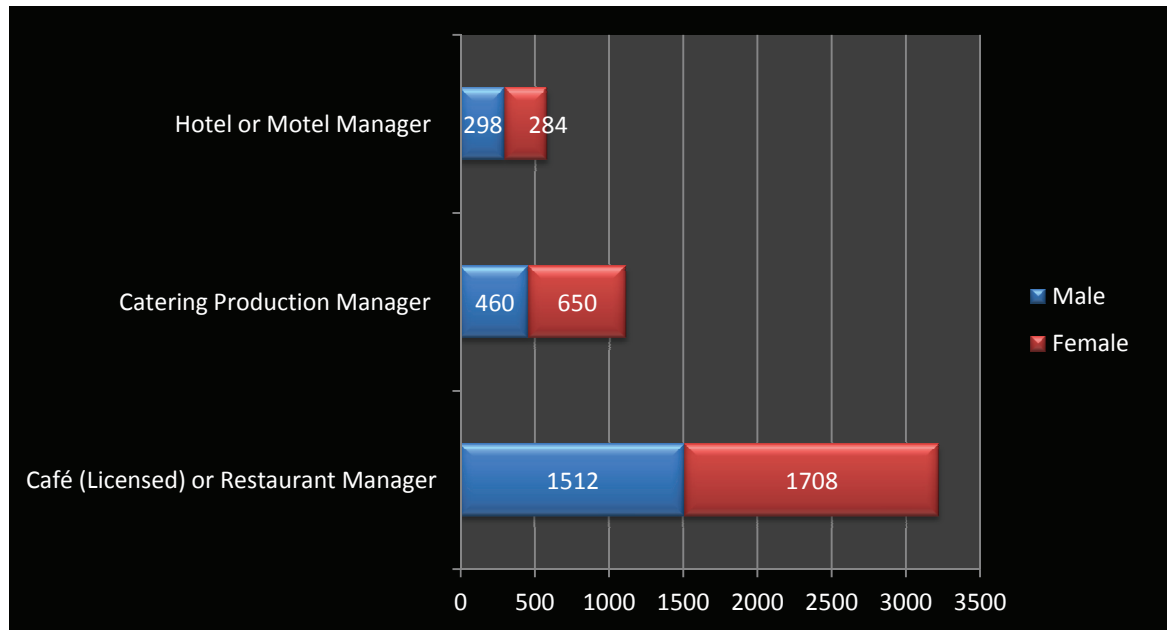


Source: CATHSSETA SMS 2012

- Figure 31 indicates that the top 10 Management occupations are equal to 67% of the total management occupations. White managers hold 39% of the top 10 management occupations, African managers 44%, Coloured managers 12% and Indian managers 5%.
- The management occupation group in the sector, to a certain degree, is a victim of periodic international management poaching. Managers in the sector are often poached by multi-national hospitality companies to work in foreign countries. Prior to the global recession numerous general managers from the hospitality sector left the sector to work in hotels and resorts in Australia, Dubai and the Indian Ocean

Islands. One can assume that as the global economy breaks out of recession, and demand for tourism product increases, this practice will resume. General Managers are difficult to replace and require a combination of skill and experience. Therefore there is an opportunity to develop Black hotel managers to become General Managers and make use of this opportunity to drive transformation at this high level, as African managers mostly only hold junior and middle management positions.

**Figure 32: Figure Typical Management Occupations filled by African Employees**



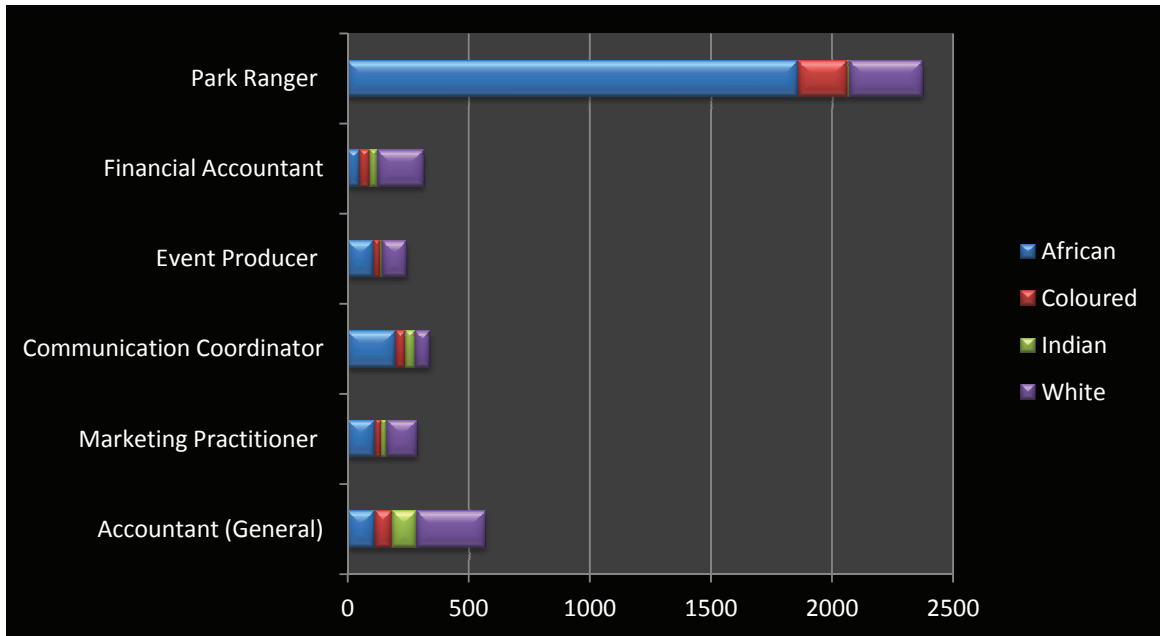
Source: CATHSSETA SMS 2012

- Figure 32 shows that while 8 408 African Employees are employed as Managers, however upon closer analysis 4 912 (58%) of these managers are employed in either middle or very junior management positions, such as Cafe or Restaurant Managers, Hotel or Motel Managers and Catering Production Managers. Once again one OFO occupation, Cafe (Licensed) or Restaurant Managers constitute 38% of the total African employees employed in the Managers Major Group.
- There are very few African employees employed in senior management positions in the sector. Out of 602 Corporate General Manager positions only 114 (19%) are held by African employees and of the 279 Travel Agency Manager positions only 24 (9%) are held by African employees.
- Transformation and EE initiatives along with the proposed Decent Work Programme are urgently needed to ensure that the sector is transformed. Interventions such as bursaries, learnerships, management development programmes and skills programmes need to be offered to African employees to allow them to progress along their career paths and take up management positions in the sector.

### 3.2.2 Professionals

- 7 488 employees are employed as professionals, which is the 3<sup>rd</sup> lowest number of employees per major group. In terms of race 49% are African, 35% White, 10% Coloured and 6% Indian.

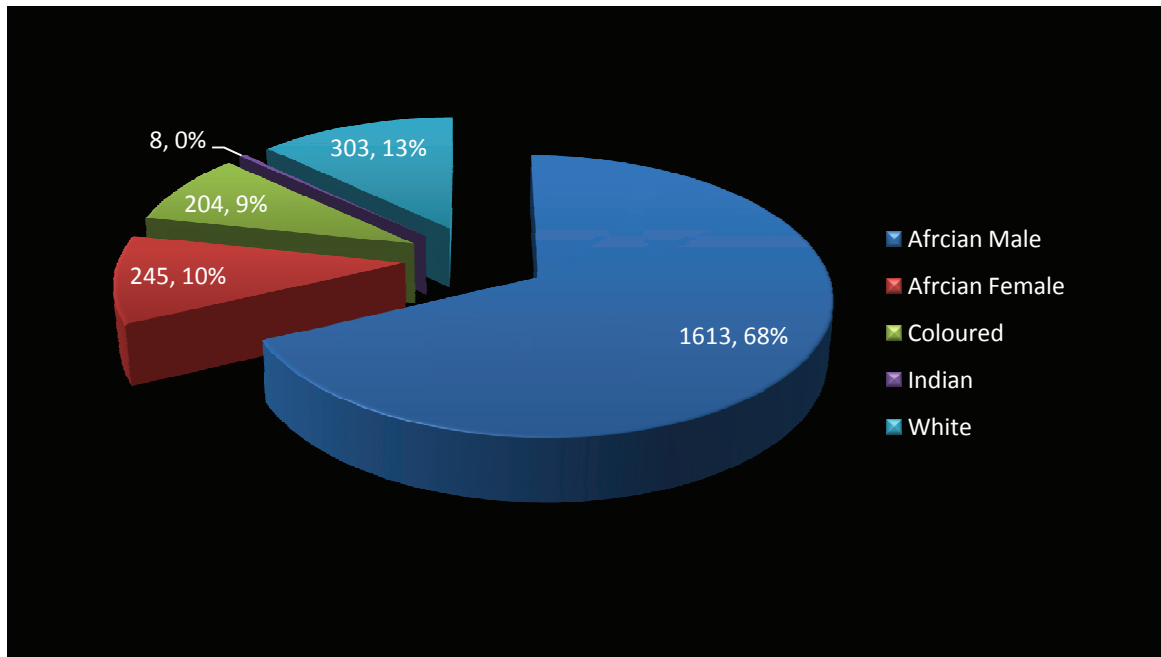
**Figure 33: Top 6 Professional Occupations by Race**



**Source: CATHSSETA SMS 2012**

- The top 6 Professional occupations are equal to 55% of the total professional occupations. African professionals hold 59% of the top 6 professional occupations, White professionals 26%, Coloured professionals 10% and Indian professionals 5%.
- It is interesting to note that while African, Coloured and Indian employees hold a large proportion of the professional occupations in the sector, there is still substantial room for improvement, particularly in the Accountant and Financial Accountant occupations as these are not necessarily sector specific occupations that require sector-specific skills.

**Figure 34: Park Ranger**



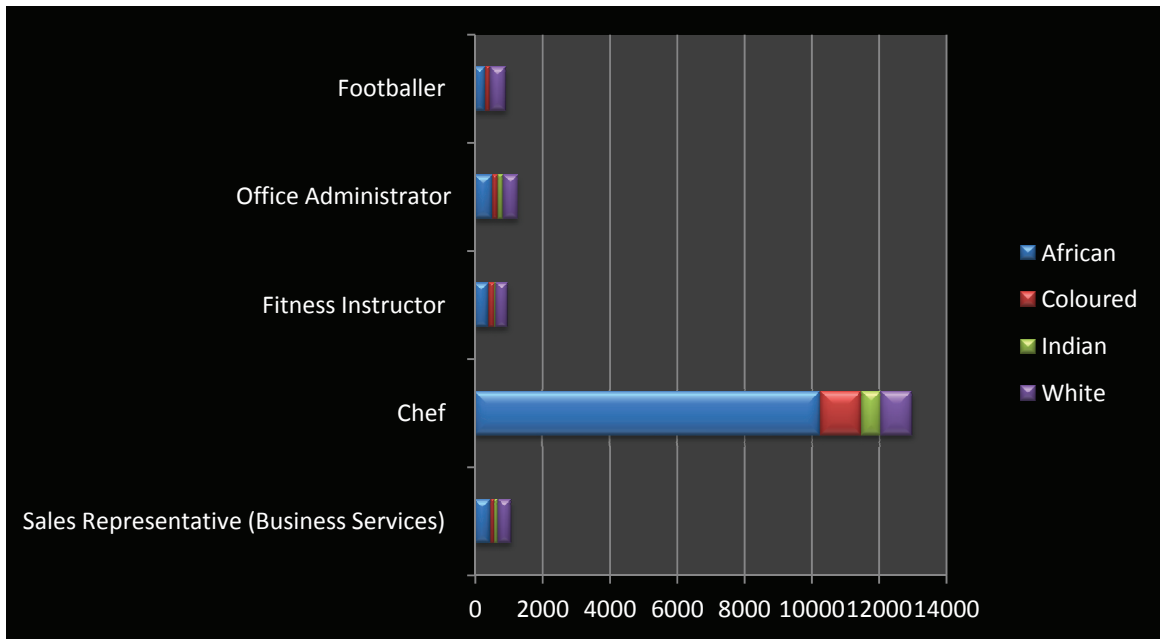
**Source: CATHSSETA SMS 2012**

- Figure 34 indicates that the OFO occupation Park Ranger is just one occupation in this major group, yet 1 613 African Males and 245 African Females are employed in this occupation, totalling 1 858 Park Rangers. Therefore African employees constitute 78% of the total Park Rangers employed in the sector.
- The 1 858 Park Rangers, who just fall under one OFO occupation, therefore account for 49 % of the total Africans employed in the Professionals major group and distorts the number of African professionals employed in the sector. At face value it could be assumed that the sector employs a large number of African accountants or other professionals, when actually there is scope for more African professionals to be employed in the sector.

### 3.2.3 Technicians and Associate Professionals

- 22 519 employees are employed as Technicians and Trades Workers, which is the 4<sup>th</sup> highest number of employees per major group. In terms of race 64% are African, 11% Coloured, 20% White and 5% Indian.

**Figure 35: Top 5 Technicians and Associate Professionals Occupations by Race**



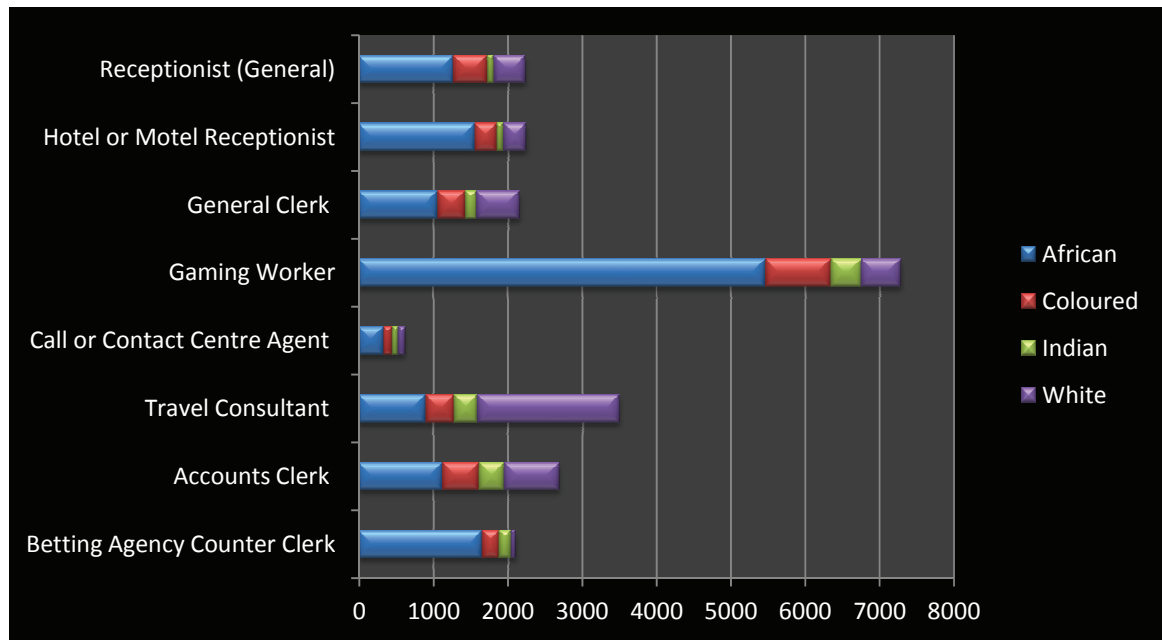
Source: CATHSSETA SMS 2012

- Figure 35 shows that the top 5 Technicians and Associate Professionals occupations are equal to 76% of the total occupations in the major group. African employees hold 70% of the top 5 Technicians and Associate Professionals occupations, Coloured employees 11%, White employees 15% and Indian employees 5%.
- The top 5 occupations listed above are some of the most common positions in the sector and Chef is a core occupation in the hospitality sub-sector. It is therefore logical that these occupations dominate this major group.
- 79% of Chefs are African employees, which is extremely positive to note and is indicative of the transformation of this occupation. Traditionally Chefs were white male dominated positions.
- 87% of Cooks are held by African employees and further illustrate that African employees hold the majority of junior positions in the sector. However there is potential to develop these Cooks into Chefs, as part of a Chef's development is to travel internationally and work in many kitchens and restaurants to develop their techniques and styles of cooking. Therefore there is a natural attrition and this creates a gap to provide Cooks with the skills to become chefs.

### 3.2.4 Clerical Support Workers

- 27 394 employees are employed as Clerical Support workers, which is the 3<sup>rd</sup> highest number of employees per major group. In terms of race 58% are African, 20% White, 15% Coloured and 7% Indian.
- Many of the occupations such as Receptionist, Gaming Workers, Clerk and Travel Consultants in this major group reflect the core business of the sector.

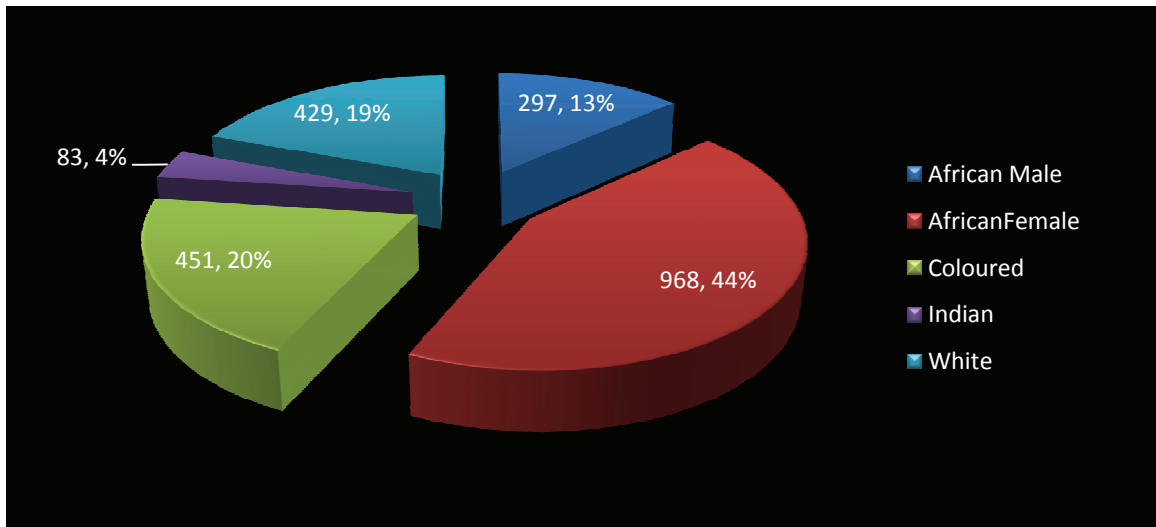
**Figure 36: Top 8 Clerical Support Workers Occupations by Race**



Source: CATHSSETA SMS 2012

- Figure 36 indicates that the top 8 Clerical Support Workers occupations are equal to 83% of the total occupations in the major group. African employees hold 58% of the top 8 Clerical support workers occupations, White employees 20%, Coloured employees 14% and Indian employees 7%.

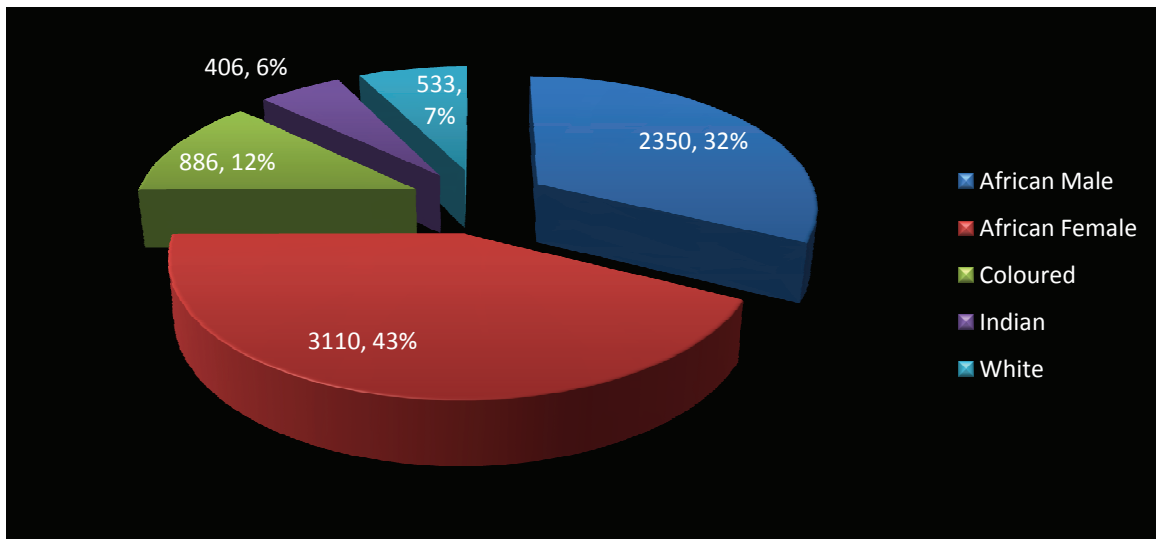
**Figure 37: Receptionist**



**Source: CATHSSETA SMS 2012**

- It is encouraging to note the transformation within the Receptionist occupation. Historically this occupation was dominated by white female employees. African employees hold 57% of all receptionist positions, African female employees hold 44% of the positions and Black people as a whole hold 57% of the positions. The fact that gender transformation within this occupation is also being embraced is excellent, with African males accounting for 13% of this occupation

**Figure 38: Gaming Worker**

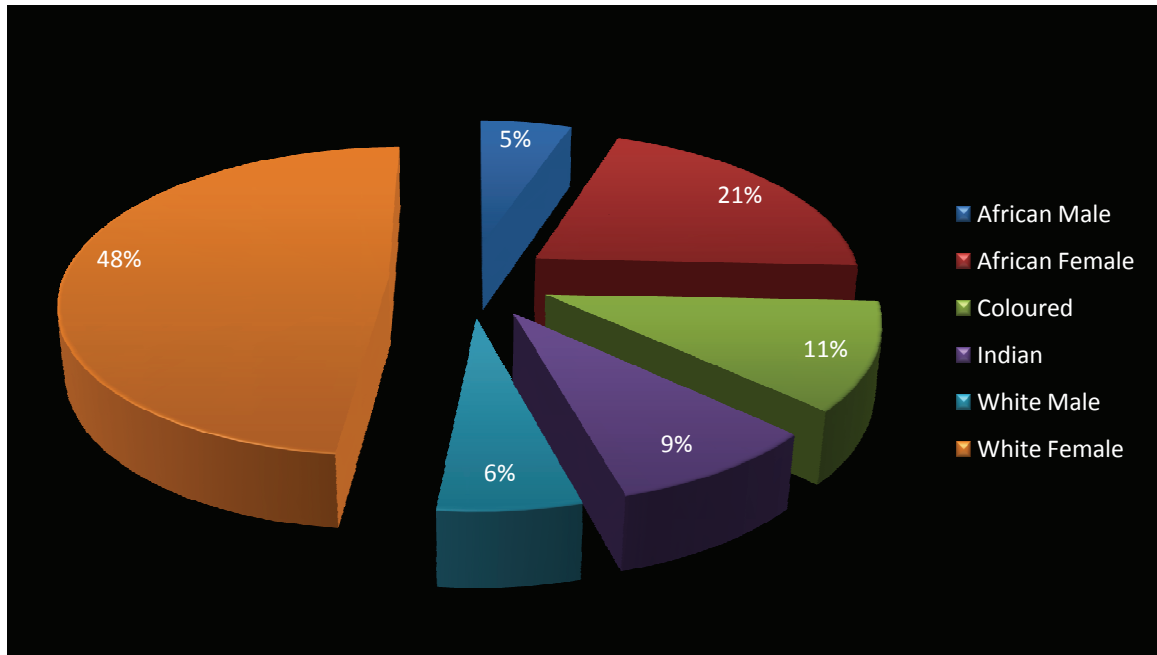


**Source: CATHSSETA SMS 2012**

- It is also positive to note the transformation within the Gaming Worker occupation, which includes job descriptions such as Dealers and Slots Attendants. Historically this occupation was dominated by white employees, when casinos still operated in the old homeland states. However, casinos are now open across the country and are highly regulated, which has led to the industry embracing employment equity and transformation. African employees hold 75% of all gaming worker positions, African

female employees hold 43% of the positions and Black people as a whole hold 93% of the positions.

**Figure 39: Travel Consultant**



**Source: CATHSSETA SMS 2012**

- Figure 39 indicates that the Travel Consultant occupation is still dominated by white employees who hold 54% of the positions, but more specifically white female employees hold 48% of the positions. African and black employees have been able to penetrate this occupation to a certain degree with 26% of the occupation held by African employees and 46% of the occupation by Black employees. But there is still room for further transformation within this occupation.

### 3.2.5 Service and Sales Workers

- 60 749 employees are employed as Service and Sales workers, which is the 2<sup>nd</sup> highest number of employees per major group. In terms of race 82% of employees in the major group are African, 5% White, 11% Coloured and 2% Indian.

**Figure 40: Top 10 Service and Sales Workers Occupations by Race**



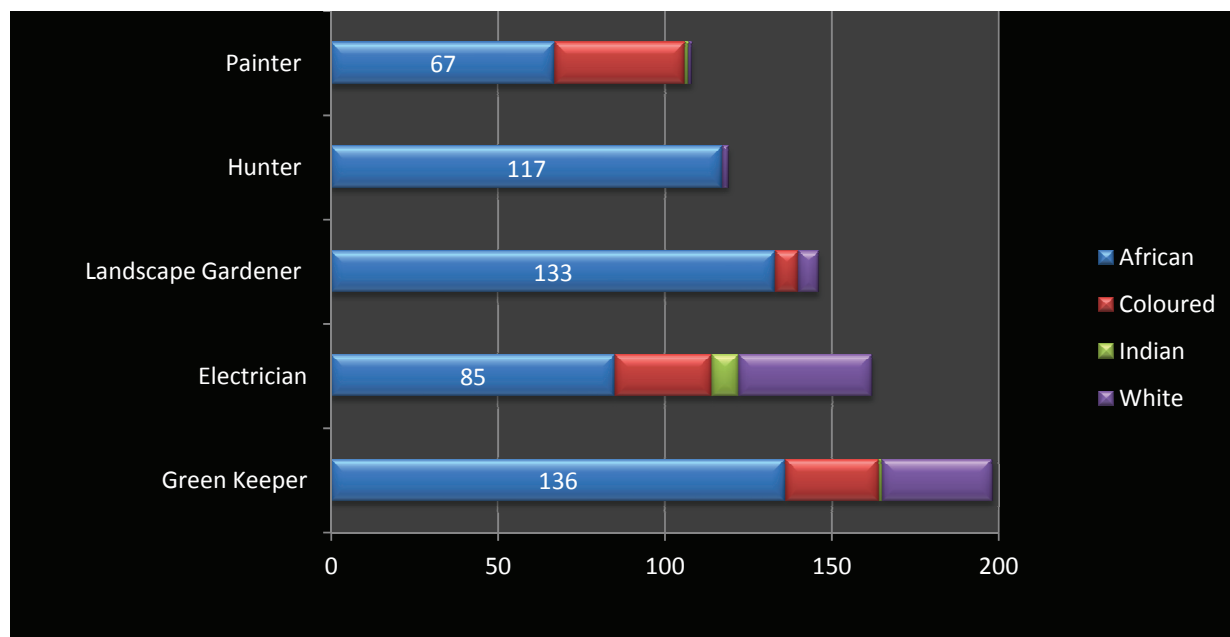
Source: CATHSSETA SMS 2012

- Figure 40 shows that the top 10 Service and Sales Worker occupations are equal to 88% of the total occupations in the major group. African employees hold 84% of the top 10 Service and Sales Worker occupations, White employees 4%, Coloured employees 10% and Indian employees 2%.
- The equity split in this major group of the sector is almost at optimum level taking into account that black employees hold 96% of the positions in the top 10 occupations.
- Service and Sales Workers in this sector, by “being at the coal face”, and either by assisting or selling product to consumers for a living are provided with unique exposure and if patient can find themselves in a very powerful position by understanding how the market operates and what consumer trends are. There is an excellent opportunity to provide these market experts with sales and marketing skills to allow them to progress to sales and marketing management positions.
- The OFO occupations Waiter and Cook are just 2 occupations in this Major Group, yet 7 270 African Males and 9 975 African Females are employed in these occupations, totalling 17 245 African Waiters and Cooks. Therefore African employees constitute 81% of the total Waiters and Cooks employed in the sector.
- The 17 245 African Waiters and Cooks, who just fall just under 2 OFO occupations, therefore account for 28% of the total Africans employed in the Service and Sales Worker Major Group. This serves as a further illustration that while 49 991 African employees are employed in the sector, the majority of these are at low level, part time and poorly paid positions.

### 3.2.6 Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers

Only 1 966 employees are employed as Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers, which is the lowest number of employees per OFO major group. In terms of race 64% of these employees in these occupations are African, 15% Coloured, 18% White and 3% Indian.

**Figure 41: Top 5 Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Workers Occupations by Race**



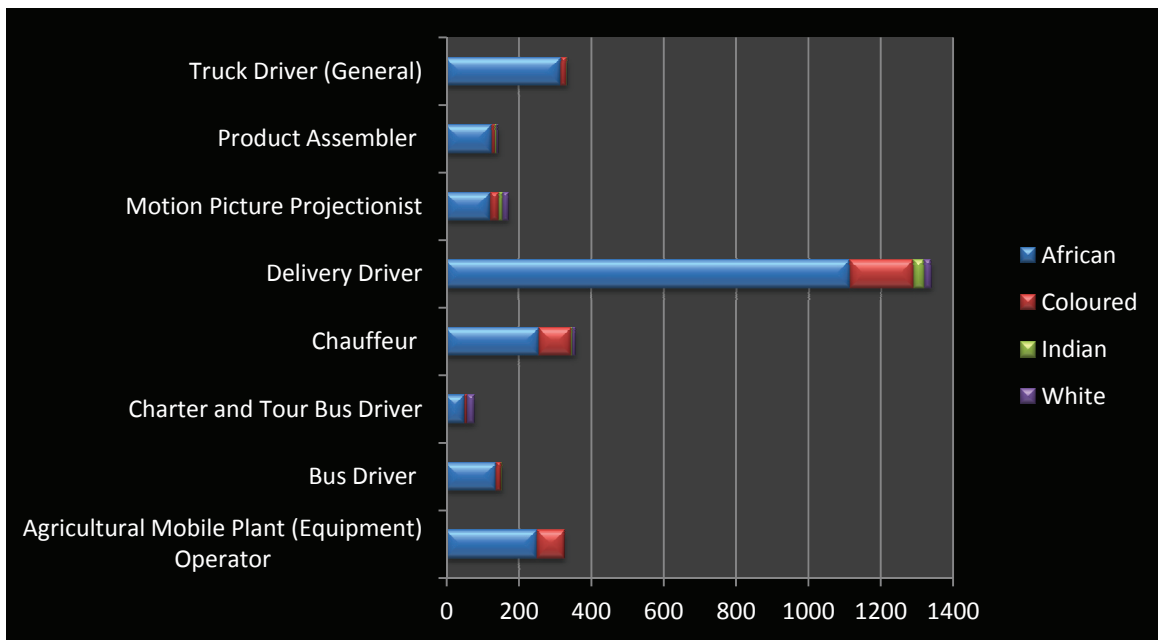
Source: CATHSSETA SMS 2012

- Figure 41 indicates that the top 5 Skilled Agricultural, Forestry, Fishery, Craft and Related Trades Worker occupations account for 37% of the total occupations in the major group. African employees hold 74% of the top 5 occupations in this major group, White employees 11%, Coloured employees 14% and Indian employees 1%.
- African employees dominate almost all the occupations in this major group, particularly, in the Green Keeper (69%), Landscape Gardener (91%), Hunter (98%), Electrician (52%) and Painter (62%) occupations, totalling 733 positions for these top 5 occupations.

### 3.2.7 Plant and Machine Operators and Assemblers

- 3 527 employees are employed as Plant and Machine Operators and Assemblers, which is the 2<sup>nd</sup> lowest number of employees per major group. In terms of race 81% of employees in employed in this major group are African, 14% Coloured, 3% White and 2% Indian.

**Figure 42: Top 8 Plant and Machine Operators and Assemblers Occupations by Race**



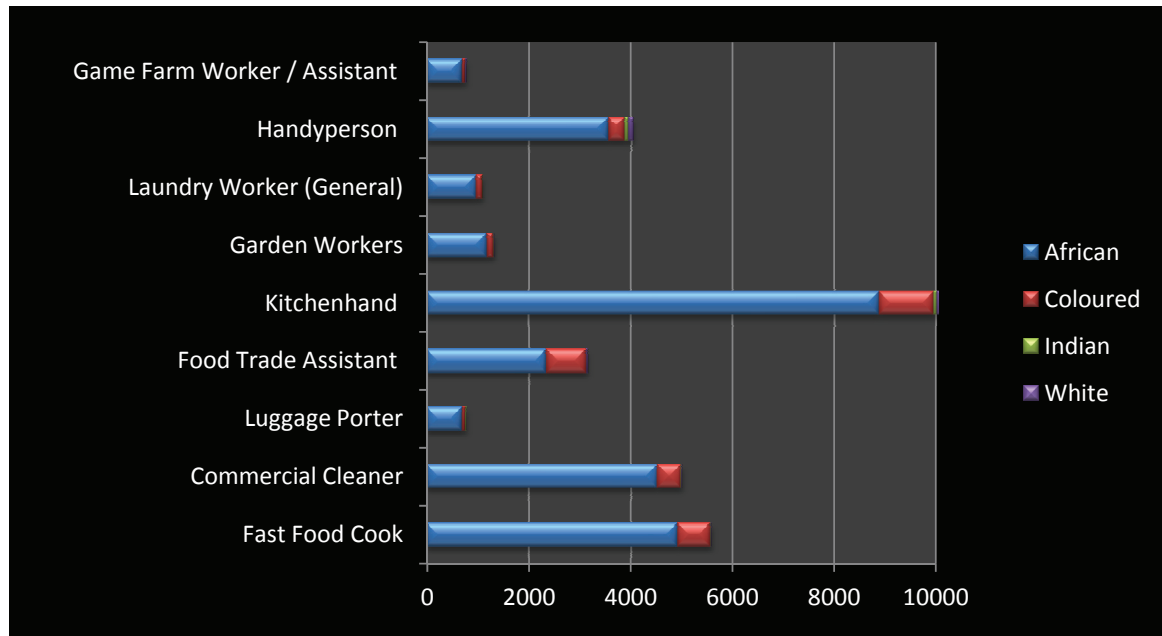
Source: CATHSSETA SMS 2012

- Figure 42 indicates that the top 8 Plant and Machine Operators and Assembler occupations account for 82% of the total occupations in this major group. African employees dominate holding 82% of the top 8 occupations in this major group, Coloured employees 14%, White employees 2%, and Indian employees 2%.
- The occupations in this major group are male dominated, with only 248 female employees holding positions. This is largely due to historical stereotyping by society prescribing that driving and machinery operating were only fit for men. While some types of machinery due to their size and weight preclude most women from operating them, there are significant amount occupations in this major group that can be held by women. Attitudes and stereotypes are changing and more women are entering these occupations.
- It is once again important to note that some of occupations in this major group, such as motorcycle and vehicle delivery drivers, are entry level, low skilled and poorly paid.

### 3.2.8 Elementary Occupations

- 39 446 employees are employed in Elementary Occupations, which is the highest number of employees per major group. In terms of race 87% of employees in this major group are African, 11% Coloured, 1% White and 1% Indian.

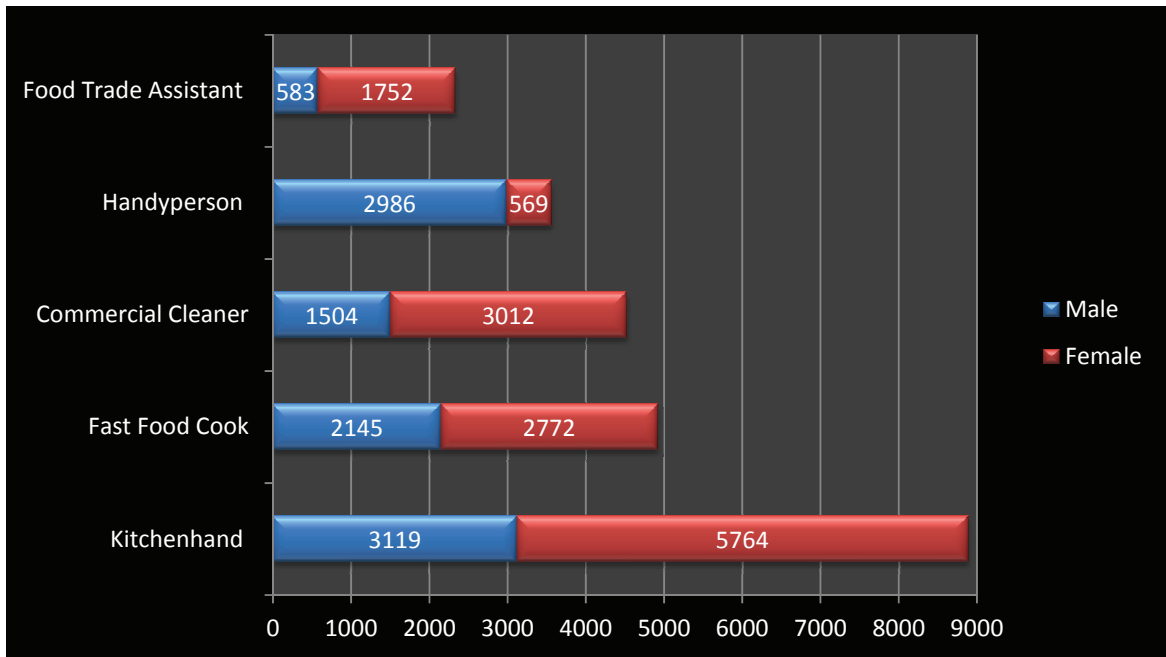
**Figure 43: Top 10 Elementary Occupations by Race**



**Source: CATHSSETA SMS 2012**

- Figure 43 indicates that the top 10 Elementary Occupations are equal to 86% of the total occupations in the major group. African elementary workers hold 87% of the top 10 occupations in this major group, Coloured elementary workers 11%, Indian elementary workers 1% and White elementary workers 1%.

**Figure 44: Typical Elementary Occupations held by African Employees**



**Source: CATHSSETA SMS 2012**

- The 34 301 (87%) African employees, who are employed as Elementary Workers, by the very nature of the work, are often the most marginalised and lowest paid employees in the sector.
- 18 596 (54%) of these African Elementary Workers are female, who have historically been employed as Cleaners, Housekeepers Chef's Assistants and Kitchenhands.

### 3.2.9 ARTISANS IN THE SECTOR

**Table 4: Artisans employed in the sector by Race, Gender and Disability**

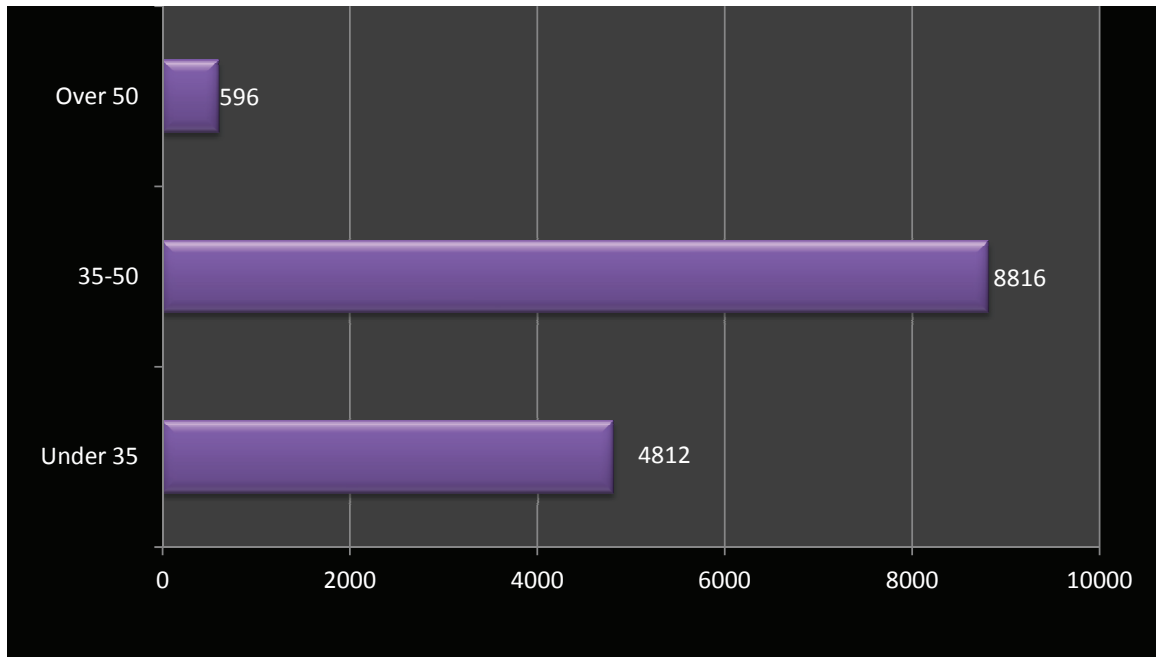
Trade	African			Coloured			Indian			White			Grand Total
	M	F	Tot.	M	F	Tot.	M	F	Tot.	M	F	Tot.	
Air-conditioning and Refrigeration Mechanic	2	0	2	2	0	2	0	0	0	7	0	7	11
Aircraft Maintenance Mechanic	0	0	0	0	0	0	0	0	0	21	0	21	21
Aircraft Structures Worker	1	0	1	0	0	0	0	0	0	1	0	1	2
Automotive Motor Mechanic	43	0	43	4	0	4	2	0	2	22	0	22	71
Binder and Finisher	6	2	8	0	0	0	0	0	0	0	0	0	8
Bricklayer	26	0	26	3	0	3	1	0	1	4	0	4	34
Butcher	4	0	4	3	0	3	0	0	0	3	0	3	10
Carpenter	36	0	36	11	0	11	1	0	1	5	0	5	53
Carpenter and Joiner	64	0	64	15	0	15	0	0	0	11	0	11	90
Chef	4983	5274	5 10257	539	670	2 1209	288	292	1 580	610	316	2 926	12972
Clothing, Textile and Leather Goods Production Operator	0	3	3	0	0	0	0	0	0	0	0	0	3
Communications Operator	0	1	1	0	0	0	0	0	0	0	0	0	1
Computer Engineering Mechanic	17	16	1 33	5	6	1 11	7	1	0 8	28	13	0 41	93
Confectionary Baker	34	32	0 66	5	6	0 11	2	0	0 2	2	7	0 9	88
Confectionery Maker	2	15	0 17	0	0	0 0	0	0	0 0	0	0	0 0	17
Diver	5	0	0 5	3	0	0 3	1	0	0 1	0	8	0 8	17
Electrical Equipment Mechanic	6	1	0 7	8	0	0 8	1	0	0 1	5	0	0 5	21
Electrician	81	4	0 85	29	0	0 29	8	0	0 8	39	1	1 40	162
Electronic Equipment Mechanician	65	6	0 71	2	1	0 3	14	5	0 19	12	0	0 12	105
Fitter and Turner	12	0	0 12	2	0	0 2	0	0	0 0	10	0	0 10	24
Industrial Machinery Mechanic	9	0	0 9	0	0	0 0	1	0	0 1	2	0	0 2	12
Instrument Mechanician	2	0	0 2	4	0	0 4	0	0	0 0	3	0	0 3	9
Machinery Assembler	31	0	0 31	2	0	0 2	0	0	0 0	0	0	0 0	33
Mechanical Equipment Repairer	14	0	0 14	2	0	0 2	0	0	0 0	17	0	0 17	33

Trade	African			Coloured			Indian			White			Grand Total
	M	F	Tot.	M	F	Tot.	M	F	Tot.	M	F	Tot.	
Mechatronics Technician	7	0	7	4	0	4	0	0	0	4	0	4	15
Metal Fabricator	0	0	0	0	0	0	0	0	0	1	0	1	1
Metal Machinist	2	1	3	0	0	0	0	0	0	2	0	2	5
Millwright	1	0	1	1	0	1	0	0	0	0	0	0	2
Moulder	2	0	2	0	0	0	0	0	0	0	0	0	2
Packaging Manufacturing Machine Minder	2	10	12	0	3	3	1	0	1	0	0	0	16
Painter	65	2	67	39	0	39	1	0	1	1	0	1	108
Panelbeater	0	0	0	0	0	0	0	0	0	1	0	1	1
Pastry Cook	26	37	63	5	12	17	1	1	2	3	7	10	92
Patternmaker	0	0	0	0	0	0	0	0	0	1	0	1	1
Plumber	27	0	27	5	0	5	0	0	0	2	0	2	34
Printing Machinist	2	0	2	2	0	2	0	0	0	0	0	0	4
Rigger	2	0	2	0	0	0	0	0	0	1	0	1	3
Saw Maker and Repairer	0	0	0	1	0	1	0	0	0	0	0	0	1
Telecommunications Technician	1	0	1	0	0	0	0	0	0	1	0	1	2
Toolmaker	0	0	0	0	0	0	0	0	0	2	1	3	3
Wall and Floor Tiler	1	0	1	0	0	0	0	0	0	0	0	0	1
Welder	12	0	12	2	0	2	0	0	0	2	0	2	16
Wood Processing Machine Operator	7	0	7	20	0	20	0	0	0	0	0	0	27
Grand Total	5600	5404	11004	718	698	1416	329	299	628	823	353	1176	14224
<b>Percentage</b>	<b>77%</b>			<b>10%</b>			<b>5%</b>			<b>8%</b>			<b>100%</b>

Source: CATHSSETA SMS 2012

- Table 4 illustrates that 14 224 artisans are employed in the sector and that African artisans hold 77% of the artisans in the sector, Coloured artisans 10%, Indian artisans 5% and White artisans 8%.
- It is interesting to note that during the implementation of NSDS I and NSDS II CATHSSETA was exempted from the training of artisans in the sector as it was felt by the sector that it did not employ artisans. However, CATHSSETA has embraced the training of artisans as a priority of NSDS III and has worked closely with the National Artisan Moderating Body (NAMB) to revive artisan training and development in the sector. The 14 224 artisans constitute 8% of the total employees employed in the sector.

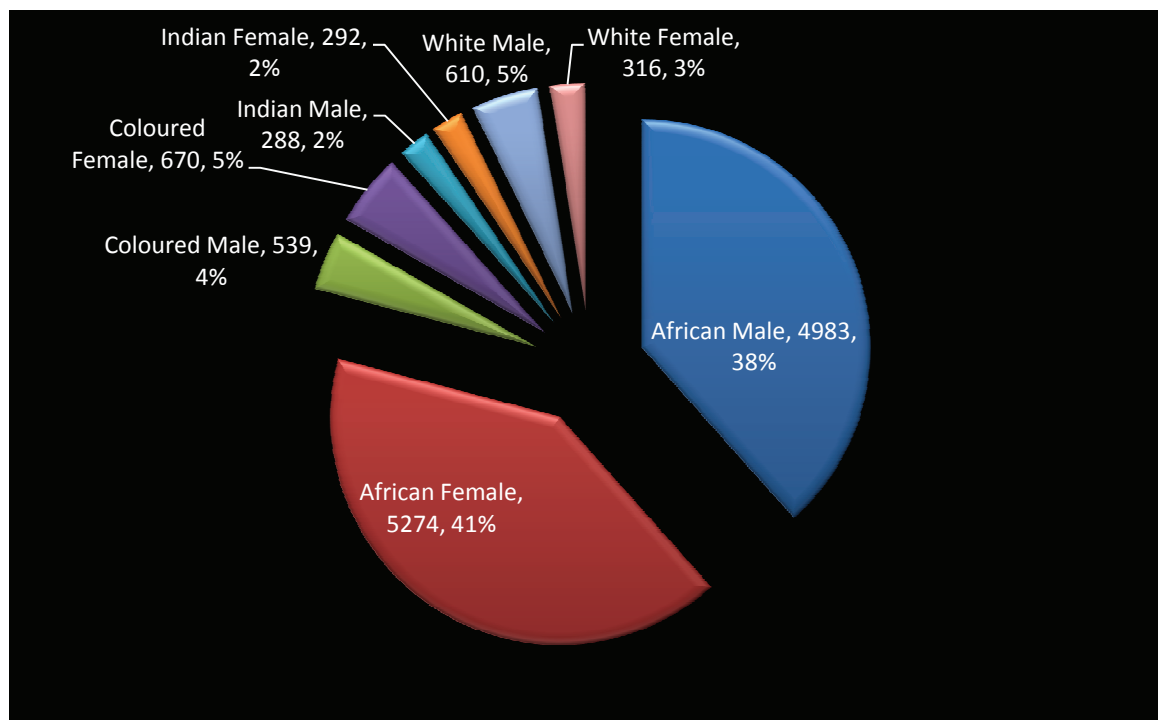
**Figure 45: Age profile of Artisans in the sector**



**Source: CATHSSETA SMS 2012**

- Figure 45 indicates that 4 812 (34%) employees in the sector are youth under 35 years old, 8 816 (62%) are between the ages of 35 and 55 years old and a small percentage 596 (4%) are over 55 years old.

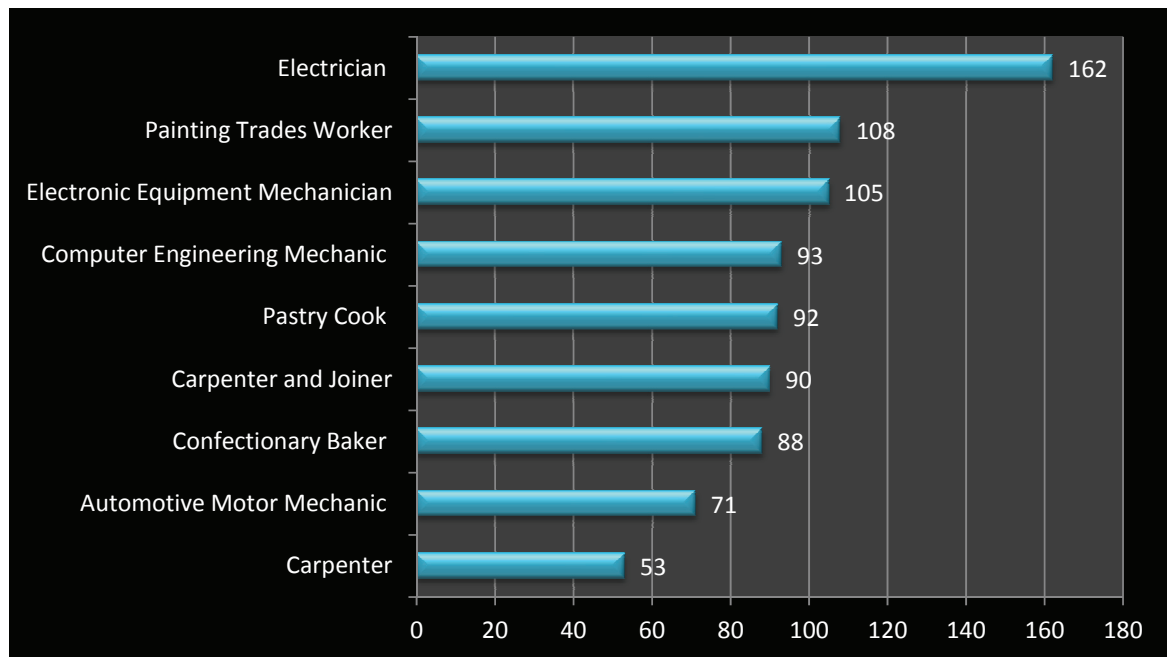
**Figure 46: Top Trade in the sector - Chef**



**Source: CATHSSETA SMS 2012**

- As per Figure 46 the Chef Trade dominates the number of artisans employed in the sector with 12 972 chefs employed in the sector. This equates to 91% of the 14 224 artisans employed in the sector being chefs.
- African Females make up 41% of this trade and African Males 38%. Therefore African chefs constitute 79% of this trade, this is indicative of the transformation achieved by CATHSSETA who have since 2007 have prioritised the training of African chefs through the scarce and critical skills lists and discretionary grant projects, specifically through the Professional Cookery Learnership at NQF Level4.
- It is interesting to note that disabled persons are not excluded from this trade and 10 disabled chefs are employed in this trade and spread across the race groups with 5 being African, 2 Coloured, 1 Indian and 2 White. These 10 disabled chefs constitute 2% of the total disabled employees employed in the sector.
- A major challenge faced by CATHSSETA and the sector is that there is currently no trade test for Chefs and also no established apprenticeship. CATHSSETA has liaised with stakeholders in the hospitality sub-sector and initial feedback suggests that there is strong support to revive apprenticeships for chefs and formalise and setup a trade test. The South African Chefs Association has indicated that they would like to work with CATHSSETA in this regard and would like to register as the professional body for chefs with SAQA. There is also an opportunity benchmark the Australian model where all chefs have to serve an apprenticeship before being able to qualify. Once the apprenticeship has been revived and a trade test established this will allow more aspirant chefs to qualify as currently the majority of training is either via learnerships, skills programmes or non-accredited training.

**Figure 47: Other Top Trades in the sector**



**Source: CATHSSETA SMS 2012**

- As per Figure 47 there are nine other trades that have significant numbers of artisans employed in the sector. These are Electrician Trade with 162 artisans employed in the sector, Painting Trades Worker with 108, Electronic Equipment Mechanician with 105, Computer Engineering Mechanic with 93, Pastry Cook with 92, Carpenter and Joiner with 90, Confectionary Baker with 88, Automotive Motor Mechanic with 71 and Carpenter with 53.
- Many of these trades are employed at large resorts, game parks, horseracing courses and casinos in the sector who need these artisans to ensure their operations are able to run on a twenty four basis for seven days a week. Trades that fall under this category are Electrician, Painting Trades Worker, Electronic Equipment Mechanician, Computer Engineering Mechanic, Carpenter and Joiner, Automotive Motor Mechanic and Carpenter. These types of trades are seen as critical and cannot be outsourced to due to their specialised skill that is often viewed as mission critical.
- Pastry Cook and Confectionary Baker are linked to the Chef trade and employed in the hospitality sub-sector mainly in either 5 star hotels or resorts where either due to exclusivity or need due to their isolated location need these artisans to produce pastries and confectionaries for their guests consumption. These trades are often highly prized for those artisans who are able to produce high end pastries and confectionaries as this is an extremely specialised skill requiring many years of experience.

## 3.3 Education and Training Providers

### 3.3.1 Public Providers

- The public providers in the sector are Universities, Universities of Technology (UoT) and Further Education and Training (FET) Colleges. These public providers are accredited and quality assured by either the Council for Higher Education and Training or Umalusi, and by CATHSSETA. There are 22 Universities and Universities of Technology across multiple campuses throughout 8 provinces, offering approximately 63 degrees and diplomas that are relevant to the sector.
- There are 43 FET Colleges across 55 campuses offering the National Certificate Vocational (NCV) in Hospitality and Tourism at Levels 2, 3 and 4. Some of the FET Colleges have also obtained programme approval from the CATHSSETA to offer the CATHSSETA accredited NQF aligned qualifications.
- The quality of training provided by the public providers is generally of a high standard. However some public providers do face facility challenges, especially some of the FET Colleges who are not given sufficient budget to upgrade their training facilities.<sup>i</sup>
- CATHSSETA has partnered with 17 public Higher Education Institutions (HEI) comprising 9 Universities, 5 UoTs and 3 FETs, namely in the Eastern Cape – King Hintsa FET College, Fort Hare University and Nelson Mandela Metropolitan University; Free State – Central University of Technology and University of Free State; Gauteng – Ekurhuleni West FET College, University of Johannesburg, University of Pretoria and Tshwane University Technology; Kwa-Zulu Natal – Durban University Technology, Mangosuthu University of Technology, University of KwaZulu Natal and University Zululand; Northern Cape – Northern Cape Rural FET College, Western Cape- Cape Peninsula University of Technology and North West – North West University to provide bursaries to 170 deserving unemployed learners completing either an Undergraduate or Postgraduate programme. MoUs have been entered into with these HEIs and FETs and the bursaries form a component of the MoU. The HEIs have been tasked with the selection of these learners, taking into consideration CATHSSETA's prescribed guidelines and alignment to the 7 Key Transformation and Developmental Imperatives. Other components of the MoU include Career guidance, curriculum review, knowledge sharing, research and work integrated learning opportunities CATHSSETA has also identified that Work Integrated Learning (WIL) is critical in addressing its scarce and critical skills as it assists undergraduates to obtain the required WIL to complete their qualifications and at the same time provides them with the necessary workplace experience required to become employable once they have completed their qualifications. To facilitate this CATHSSETA has embarked on signing of MoUs with the key employer organisations in the sector to facilitate both the implementation of the National Skills Accord and the Sector Skills Plan. The placement of students in industry is a key deliverable of these MoUs and to date a number MoUs have been concluded with key employer organisations and 125 students have been placed in organisations such as Ezemvelo KZN Wildlife, South African National Parks, Tsogo Sun Hotels. CATHSSETA is in the process of concluding MoUs with additional key employers. CATHSSETA through its MoU with the University of Zululand is piloting a model of bringing the university together with the employers in the surrounding area to place students requiring WIL. Once successful this model will be replicated with other institutions and their students requiring WIL.

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<sup>i</sup> Feedback received from both employers and faculty from public providers during various Skills Planning stakeholder workshops.

- CATHSSETA are also in the process of finalising Research Grants for Universities for Masters, PhD and Post Doctoral research into the Conservation and Environment; Travel and Tourism and Sport, Recreations and Fitness sub-sectors. These Research Partnerships are part of the MoU signed between CATHSSETA the Universities, Rhodes University is the research partner for the Conservation and Environment sub-sector and the partnership is for 2 years to a value of two Million Rand, the University of Zululand is the research partner for Travel and Tourism sub-sector and the partnership is for 2 years to a value of one and a half Million Rand. CATHSSETA has partnered with the Department of Sport and Recreation South Africa to make bursary opportunities available to 10 PhD and 20 Masters students at various universities and the value of this partnership is nine Million Rand over 3 years. The reason this approach was adopted for the Sport, Recreation and Fitness sub-sector is that due to the specialisation of research in the sector and the limited number of supervisors available it was necessary to offer the opportunity to a number of universities instead of partnering with a single university.
- Under the guidance of DHET, all SETAs have been tasked with the opening of offices at FET Colleges, to fast track this process each SETA has been appointed as lead SETA to FET Colleges in a particular area. Each Lead SETA is expected to facilitate the opening of these offices in that area and all other SETAs will support the lead SETA by making an additional information and material available. CATHSSETA has been appointed Lead SETA for the FET colleges in Northern Region of KwaZulu-Natal; the assigned FET Colleges are Mthashana College in Abaqulusi Municipality and Mnambithi College in Emnambithi Ladysmith Municipality. The offices will be staffed with two individuals per FET and it is envisaged that each office will have a Receptionist and SETA Liaisons who will be capacitated on the role and responsibilities of each of the SETAs in the cluster to better service its stakeholders and community by representing the interest of all SETAs.
- In addition to the opening of offices at FET Colleges in Northern KwaZulu Natal, CATHSSETA will also be opening offices in three phases; Phase 1 will see offices being opened in KwaZulu Natal at Pietermaritzburg, the Eastern Cape in East London and the Western Cape in Cape Town in 2013. Phase 2 will see offices being opened in the Free State at Bloemfontein, the Northern Cape in Kimberley and Mpumalanga in Mbombela. Phase 3 will see offices being opened in North West at Mahikeng and Limpopo at Polokwane.
- There is also an urgent need for a curriculum review across the spectrum. Some Universities and Universities of Technology are producing large volumes of students, with degrees at various levels, but there is no market for these skills. Sports Management is a classic example of such a qualification, where the number of students being produced with this degree far exceeds the demand, which is virtually non-existent due to the volunteer nature of sports in South Africa.<sup>j</sup>
- The NCV qualifications need to be reviewed and updated to align them to industry specifications. Coupled with this review is exposure of FET faculties to industry, as most lecturers are classroom based and have therefore lost touch with how industry operates.
- CATHSSETA has been engaging with Umalusi, who are leading the process as Quality Assurors for the NCV qualifications, and the all the FET College Principals to ensure buy-in to this curriculum review process. Stakeholders and industry have also bought into the curriculum review process and have been key in ensuring that

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<sup>j</sup> Feedback from SASCO and other sports stakeholders during various skills planning stakeholder workshops.

industry expectations have been incorporated into this review process. Participation from both the FET Colleges and industry has been excellent and Umalusi has used this participation to conduct research which needs to be finalised to review the curriculum. CATHSSETA is assisting Umalusi to conduct this research in terms of data collection and analysis.

- As part of the NCV review CATHSSETA is developing a Recognition of Prior Learning (RPL) Toolkit to assist with the measurement of prior learning so that it can be formally recognised in terms of registered qualifications and unit standards. The development of this toolkit is essential as feedback from both public and private providers indicated that such a tool would make "RPLing" both easier and more cost effective. CATHSSETA has partnered with both SASCOC and SRSA to develop "The South African Coaching Framework", which will result in new coaching qualifications being developed and the RPL Toolkit will be piloted in the process of "RPLing" sports coaches against these new qualifications. Once successfully piloted, the toolkit will be made available to both public and private providers in all CATHSSETA sub-sectors, as it is hoped that this toolkit will reduce the cost of assessment as this is often prevents many employers "RPLing" suitable candidates in their workforce as it is seen and a difficult, expensive and time consuming process.

### **3.3.2 Private Providers**

- The private providers in the sector are CATHSSETA Accredited Training Providers, Private FET Colleges, Hotel Schools and private training providers.
- It must be noted that not all of these private providers are accredited by recognised South African quality assurance bodies and many private training providers offer courses and qualifications that are quality assured by international quality assurance bodies.
- The City & Guilds qualifications have now been added to the NQF by SAQA and CATHSSETA has signed a MOU with City & Guilds to finalise the quality assurance arrangements, as CATHSSETA will now be quality assuring the qualifications.
- There are 288 training providers that are accredited by CATHSSETA. There are 60 more training providers who have programme approval to offer CATHSSETA qualifications but are accredited by other quality assurance bodies. These providers have programme approval to offer a range of 88 qualifications and 145 skills programmes covering the scope of the sector.
- The majority of CATHSSETA Accredited Training Providers offer Arts, Culture, Heritage, Hospitality, Conservation and Sport, Recreation & Fitness qualifications. Only a few providers offer Gaming & Lotteries and Travel & Tourism qualifications as these are niche markets with limited demand.
- The quality of training provided by the private providers is generally of a high standard, including both accredited and non-accredited training offered in the sector. Employers are often not concerned with certification, but are both budget and results driven and therefore often use private providers who provide their employees with the skills required, but who are not accredited. Short industry specific courses fall into this category.<sup>k</sup>
- During stakeholder workshops, private providers have also expressed both concern and frustration at the slow progress of the setting up of the QCTO.
- Some private training providers are threatened by NSDS III and the priority it places on the use of public providers for skills development. However, many of these threatened providers have become over reliant on SETA funded learnerships to sustain their businesses.

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<sup>k</sup> Feedback from stakeholders from all sub-sectors during various skills planning stakeholder workshops.

- While NSDS III does prioritise the use of public providers in skills development, at the same time it encourages the forging of private and public partnerships. Therefore there is an excellent opportunity for private providers to partner with FET Colleges to both help align the qualifications to industry specifications and provide their lecturers with the necessary workplace experiential component as the private providers have the experience of training provision in the workplace.

## 4. SCARCE AND CRITICAL SKILLS

- A shortage of skills and talent is not a uniquely South African problem. Globally there is a shortage of skilled employees. The World Economic Forum acknowledges that the current talent gap is a challenge for employers globally and to sustain economic growth, by 2030 the United States will need to add more than 25 million workers and Europe 45 million workers.<sup>63</sup>
- If South Africa wishes to remain competitive globally it will need to address the skills shortages in all economic sectors. By effectively addressing the skills shortages in the sector, the potential to increase both the volume of foreign tourists and the direct spend by these tourists can be realised. Critical skills such as customer service and tourism product development are key to unlocking this potential.
- To both monitor and determine the scarce and critical skills in the sector, CATHSSETA utilises a combination of data and labour market signals. Some of the data and signals used and observed are:
  - (a) all enterprises submitting WSPs and ATRs completed a section on scarce and critical skills in their sub-sectors
  - (b) the number of vacancies and difficult to fill positions in the sector
  - (c) the pool of unemployed skilled people
- To supplement the scarce and critical skills data and signals above, consultations were also held with stakeholders in the sector and feedback from these stakeholders has been extremely useful, especially in terms of validating the scarce and critical skills findings and including scarce and critical skills needs from SMMEs whose data is not currently captured by WSP and ATR analysis.

**Table 5: Scarce and Critical Skills**

Occ. Code	Occupational Group	Specialisation	Scarce Skill	NQF Level	NQF Aligned	Total Number Required by 2015	Interventions
121101	MANAGERS	Director (Enterprise/Organisation)	yes	8	y	143	Bursaries and MDP
121901	MANAGERS	General Manager	yes	6	y	239	Bursaries
121905	MANAGERS	Programme or Project Manager	yes	6	y	88	Bursaries and Work Integrated Learning
134903	MANAGERS	Small Business Manager	yes	4	y	682	Learnerships , Skills Programmes and Work Integrated Learning
134903	MANAGERS	Office or Unit Manager	yes	5	y	103	Learnerships , Skills Programmes and Work Integrated Learning
143104	MANAGERS	Arts / Culture Manager	yes	6	y	182	Bursaries, Internships and MDP
141201	MANAGERS	Café (Licensed) or Restaurant Manager	yes	6	y	474	Bursaries and Learnerships
141101	MANAGERS	Hotel or Motel Managers	yes	6	y	483	Bursaries and Learnerships
141202	MANAGERS	Licensed Club Manager	yes	6	y	94	Bursaries and Work Integrated Learning
141102	MANAGERS	Guest House Manager	no	6	y	479	Bursaries, Internships,MDP and Work Integrated Learning
143108	MANAGERS	Sports Centre/ Facility Manager	yes	4	y	472	AET, Learnerships and Skills Programmes
265501	PROFESSIONALS	Actor	yes	4-8	y	139	Bursaries and Experiential Learning
265301	PROFESSIONALS	Dancer or Choreographer	yes	4-8	y	89	Bursaries and Learnerships
265201	PROFESSIONALS	Composer	yes	4-8	y	233	Bursaries and Learnerships
265202	PROFESSIONALS	Music Director	yes	4-8	y	241	Bursaries and Learnerships
265203	PROFESSIONALS	Musician (Instrumental)	yes	4-8	y	378	Bursaries and Learnerships

Occ. Code	Occupational Group	Specialisation	Scarce Skill	NQF Level	NQF Aligned	Total Number Required by 2015	Interventions
265204	PROFESSIONALS	Singer	yes	4-8	y	239	Bursaries and Learnerships
265101	PROFESSIONALS	Painter (Visual Arts)	yes	4-8	y	273	Bursaries and Learnerships
265102	PROFESSIONALS	Potter or Ceramic Artist	yes	2-4	y	488	AET, Learnerships and Skills Programmes
265103	PROFESSIONALS	Sculptor	yes	2-4	y	468	AET, Learnerships and Skills Programmes
264102	PROFESSIONALS	Book or Script Editor	yes	5-8	y	81	Bursaries and Learnerships
265401	PROFESSIONALS	Director (Film, Television, Radio or Stage)	yes	5-8	y	72	Bursaries and Learnerships
262101	PROFESSIONALS	Archivist	yes	6	y	117	Bursaries
262102	PROFESSIONALS	Gallery or Museum Curator	yes	6	y	113	Bursaries and Work Integrated Learning
216302	PROFESSIONALS	Industrial Designer	yes	6	y	463	Bursaries and Learnerships
215201	PROFESSIONALS	Electronics Engineer	yes	5-8	y	139	Bursaries and Learnerships
213302	PROFESSIONALS	Environmental Scientist	yes	7	y	50	Bursaries and Research Grants
263101	PROFESSIONALS	Economist	yes	7	y	42	Bursaries and Research Grants
213301	PROFESSIONALS	Conservation Officer	yes	4	y	987	AET, Learnerships, Skills Programmes and Work Integrated Learning
213307	PROFESSIONALS	Park Ranger	yes	4	y	983	AET, Learnerships and Skills Programmes
216302	PROFESSIONALS	Graphic Designer	yes	5-8	y	464	Bursaries and Learnerships
216602	PROFESSIONALS	Illustrator	yes	5-6	y	173	Bursaries and Learnerships
216603	PROFESSIONALS	Multimedia Designer	yes	5-6	y	89	Bursaries and Learnerships
213105	PROFESSIONALS	Biotechnologist	yes	6	y	18	Bursaries and Internships
213106	PROFESSIONALS	Botanist	yes	7	y	17	Bursaries and Research Grants

Occ. Code	Occupational Group	Specialisation	Scarce Skill	NQF Level	NQF Aligned	Total Number Required by 2015	Interventions
213109	PROFESSIONALS	Zoologist	yes	7	y	20	Bursaries and Research Grants
265904	PROFESSIONALS	Community Arts Worker	yes	5	y	458	Learnerships and Skills Programmes
335906	TECHNICIANS AND ASSOCIATE PROFESSIONALS	Environmental Practices Inspector	yes	4	y	186	Skills Programmes and Work Integrated Learning
343401	TECHNICIANS AND ASSOCIATE PROFESSIONALS	Chef	yes	4	y	743	Learnerships and Work Integrated Learning
352103	TECHNICIANS AND ASSOCIATE PROFESSIONALS	Sound Technician	yes	4	y	339	Learnerships and Skills Programmes
342301	TECHNICIANS AND ASSOCIATE PROFESSIONALS	Fitness Instructor	yes	5	y	732	Learnerships and Skills Programmes
342204	TECHNICIANS AND ASSOCIATE PROFESSIONALS	Sports Coach or Instructor	no	4	y	11 000	RPL and Skills Programmes
342201	TECHNICIANS AND ASSOCIATE PROFESSIONALS	Sports Development Officer	yes	4	y	459	Learnerships and Skills Programmes
342202	TECHNICIANS AND ASSOCIATE PROFESSIONALS	Sports Umpire	yes	4	y	469	Learnerships and Skills Programmes
342202	TECHNICIANS AND ASSOCIATE PROFESSIONALS	Sports Official	yes	4	y	485	Learnerships and Skills Programmes
342102	TECHNICIANS AND ASSOCIATE PROFESSIONALS	Golfer	yes	4	y	89	Learnerships and Skills Programmes
342103	TECHNICIANS AND ASSOCIATE PROFESSIONALS	Jockey (Skill Level 3)	yes	3	y	33	Bursaries and Learnerships
421202	CLERICAL SUPPORT WORKERS	Gaming Worker	yes	3	y	287	Learnerships
422102	CLERICAL SUPPORT WORKERS	Travel Consultant	yes	5	y	261	Learnerships, Internships and Work Integrated Learning
411101	CLERICAL SUPPORT WORKERS	General Clerk	yes	3	y	73	Bursaries ,Learnerships and

Occ. Code	Occupational Group	Specialisation	Scarce Skill	NQF Level	NQF Aligned	Total Number Required by 2015	Interventions
							Work Integrated Learning
422401	CLERICAL SUPPORT WORKERS	Hotel or Motel Receptionist	no	3	y	184	Learnerships , Skills Programmes and Work Integrated Learning
431101	CLERICAL SUPPORT WORKERS	Accounts Clerk	no	4	y	122	Skills Programmes and Work Integrated Learning
431101	CLERICAL SUPPORT WORKERS	Bookkeeping Clerk	no	5	y	136	Skills Programmes and Work Integrated Learning
511301	SERVICE AND SALES WORKERS	Gallery or Museum Guide	no	4	y	451	Learnerships and Skills Programmes
513101	SERVICE AND SALES WORKERS	Waiter	no	3	y	739	Learnerships , Skills Programmes and Work Integrated Learning
515103	SERVICE AND SALES WORKERS	Commercial Housekeeper	no	2	y	584	ABET, AET and Skills Programmes
516401	SERVICE AND SALES WORKERS	Animal Attendant/ Groomer (Skill Level 3)	no	1	y	451	ABET, AET and Skills Programmes
611303	SKILLED AGRICULTURAL, FORESTRY, FISHERY, CRAFT and RELATED TRADES WORKERS	Green Keeper (Skill Level 3)	no	3	y	43	Learnerships
841202	ELEMENTARY OCCUPATIONS	Chef's Assistant	no	2	y	392	ABET, AET and Skills Programmes
841101	ELEMENTARY WORKERS	Fast Food Cook	no	2	y	662	ABET, AET and Skills Programmes
862925	ELEMENTARY WORKERS	Caddie	no	2	y	335	AET and Skills Programmes
<b>Total</b>						<b>29 528</b>	

## 5. STRATEGIC PLAN

### 5.1 STRATEGIC OUTCOMES

All CATHSSETA targets will take into consideration the following developmental and transformation imperatives. Project plans take into consideration the allocation break down as per the transformation imperatives below.

No	Development and Transformation imperatives	Target Description	Allocation
1	Age	Youth – under 35years old	60%
2	Disability	All forms of disabilities	1%
3	Gender	Female	54%
4	Race	Black	84%
5	HIV/AIDS	Every training programme to include HIV/AIDS awareness and prevention component	100%
6	Geography	Rural and Informal settlements	55%
7	Class	Income – Less than R60k per annum (as per SARS)	55%

<b>Strategic Outcome Orientated Goal 1</b>	Establishing a credible institutional mechanism for skills planning
<b>Goal Statement</b>	National need in relation to skills development is researched, documented and communicated to enable effective planning across all economic sectors

<b>Strategic Outcome Orientated Goal 2</b>	Increasing access to occupationally-directed programmes Intermediate level
<b>Goal Statement</b>	Middle level skills needs are identified and addressed in all sectors; 10,000 artisans per year qualify with relevant skills and find employment; High level national scarce skills needs are being addressed by work ready graduates from higher education institutions; Relevant research and development and innovation capacity is developed and innovative research projects established

<b>Strategic Outcome Orientated Goal 3</b>	Promoting the growth of a public FET college system that is responsive to sector, local, regional and national skills needs and priorities
<b>Goal Statement</b>	The National Certificate (Vocational) and N-courses are recognised by employers as important base qualifications through which young people are obtaining additional vocational skills and work experience, entering the labour market with marketable skills, and obtaining employment; Partnerships between DHET, SETAs, employers, private providers and public FET colleges are resulting in increased capacity to meet industry needs throughout the country; The academic staff at colleges are able to offer relevant education and training of the required quality

<b>Strategic Outcome Orientated Goal 4</b>	Addressing the low level of youth and adult language and numeracy skills to enable additional training
<b>Goal Statement</b>	A national strategy is in place to provide all young people leaving school with an opportunity to engage in training or work experience, and improve their employability
<b>Strategic Outcome Orientated Goal 5</b>	Encouraging better use of workplace-based skills development
<b>Goal Statement</b>	Training of employed workers addresses critical skills, enabling improved productivity, economic growth and the ability of the work force to adapt to change in the labour market
<b>Strategic Outcome Orientated Goal 6</b>	Encouraging and supporting cooperatives, small enterprises, worker-initiated, NGO and community training initiatives
<b>Goal Statement</b>	Cooperatives supported with skills training and development expand and contribute to sector economic and employment growth; Partnership projects to provide training and development support to small businesses are established in all sectors and their impact reported on; Worker, NGO and community-based education programmes are supported and their impact measured and reported on
<b>Strategic Outcome Orientated Goal 7</b>	Increasing public sector capacity for improved service delivery and supporting the building of a developmental state
<b>Goal Statement</b>	A thorough analysis and reflection is conducted on provision of education and training within the public sector and the contribution of the various role players; Education and training plans for the public sector are revised and programmes are implemented to build capacity
<b>Strategic Outcome Orientated Goal 8</b>	Building career and vocational guidance
<b>Goal Statement</b>	Career paths are mapped to qualifications in all sectors and sub-sectors, and communicated effectively, contributing to improved relevance of training and greater mobility and progression

## 5.2 STRATEGIC OBJECTIVES

Linked to CATHSSETA's Strategic Objectives are DHET's and PCHET's 14 Priority Strategic Skills Development Issues that further unpack the eight goals of the NSDS III and provides SETAs with the following priority skills development strategic issues for SETAs to focus on in their strategic plans and include in their service level agreements:

<b>DHET &amp; PCHET Priority Strategic Skills Development Issue</b>	Assessment of skills required for each sector and the identification of scarce skills.
<b><i>CATHSSETA Strategy</i></b>	Through the consultation, research and labour market analysis required for the production and annual updating of the SSP, CATHSSETA assesses the skills requirements of its six sub-sectors and captures the findings in its Scarce and Critical Skills List which currently lists 61 occupations as scarce and critical and estimates the demand to be 31 950 required by 2015. These scarce and critical skills are then escalated to Chamber Strategies, which are sub-sector specific and form the basis from which discretionary grant projects are developed and implemented. Programmes 1 & 6 of CATHSSETA's Strategic Objectives directly address this issue.
<b>DHET &amp; PCHET Priority Strategic Skills Development Issue</b>	Improving and addressing the levels of education in the sector.
<b><i>CATHSSETA Strategy</i></b>	The education levels of sector will be addressed and improved through the addressing of low, middle and high level skills which are addressed in Programmes 2, 3, 5, 6 and 10 of CATHSSETA's Strategic Objectives. The review of the sector specific NCV and N-courses by industry facilitated by CATHSSETA and Umalusi will further improve the levels of education in the sector as students will receive qualifications aligned to industry requirements which will improve their employability. CATHSSETA is also actively involved with the re-education process that Universities of Technology are currently engaged with and this too will further improve the levels of education in the sector as students will receive qualifications aligned to industry. The internship opportunities offered to unemployed graduates and work integrated learning for students still studying will further increase the levels of education in this sector by providing them with the practical workplace experience required for employment.
<b>DHET &amp; PCHET Priority Strategic Skills Development Issue</b>	Partnerships between CATHSSETA and Public FET Colleges.
<b><i>CATHSSETA Strategy</i></b>	MoUs have been concluded with three FET Colleges, namely King Hintsa FET College, Northern Cape Rural FET College and Ekurhuleni West FET College. These FET Colleges have been prioritised due to their excellent working relationships with employers within their vicinities and by partnering with these FET Colleges, CATHSSETA's aim is to benchmark the best practices of these FETs so that these will

	form the basis of future partnerships with other FET Colleges identified by CATHSSETA, such as Northlink, Orbit, Flavius Mareka and Nkangala. The establishment CATHSSETA's offices in FET colleges will fast-track the partnership process.
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<b>DHET &amp; PCHET Priority Strategic Skills Development Issue</b>	The number of bursaries awarded/to be awarded to deserving SA citizens in critical skills at the 23 Universities and 50 FET colleges.
<b>CATHSSETA Strategy</b>	CATHSSETA has identified a total of 2078 deserving SA citizens to be provided bursaries at the Universities and FET colleges offering CATHSSETA's qualifications. These bursaries can be further broken down according to skills levels in that 1593 bursaries will be awarded to address Middle Level Skills, 180 to address Artisans, 240 to address High Level Skills and 65 to address Research and Innovation at a post-graduate level. These bursaries are addressed in Programmes 2, 3, 5 and 6 of CATHSSETA's Strategic Objectives.

<b>DHET &amp; PCHET Priority Strategic Skills Development Issue</b>	Scarce and critical skills needed in the sector, how it will be addressed, the number of learners that will be trained and placed as well as the companies that will be involved.
<b>CATHSSETA Strategy</b>	Priority is given to interventions that address the requirements of the Scarce and Critical Skills list in all Programmes of CATHSSETA's Strategic Objectives. Therefore in terms of CATHSSETA's Strategic Objectives 2691 learners will be trained and 917 learners will be placed. Partnership with employers in each subsector; hospitality, travel, gaming, sport, heritage and conservation requires that the companies make provision for learners seeking workplace experience and this is in line with the skills accord mandate.

<b>DHET &amp; PCHET Priority Strategic Skills Development Issue</b>	Number of agreements signed with Public FET Colleges, Universities and other Training Providers as well as the amount approved for each agreement which should also reflect the number of learners to be trained, types of training programmes and the programmes that are in place for the current financial year.
<b>CATHSSETA Strategy</b>	CATHSSETA has four types of partnerships; (a) with employers, (b) education institutions (FETs, UoTs and Universities); (c) government departments; and (d) public entities in the sector. Each 5 year MoU consists of "an annual service plan" detailing training interventions, number of learners and financial commitments. The partnership aims at addressing strategic objectives of both parties in relation to skills development. Each MoU requires specific agreement contract for specific intervention. For the 2012/13 Financial Year CATHSSETA has entered into 24 agreements with Public FET Colleges and Universities to the value of R10, 063,000 benefiting 778 learners and 28 agreements with Private Training Providers to the value of R10,349,460 benefiting 1682 learners. These agreements address the following interventions Adult Education and Training, Bursaries, Graduate Development Programmes, Learnerships, Internships and Skills Programmes. The current financial year's commitments are broken down in more detail in the Annual Performance Plan.

<b>DHET &amp; PCHET Priority Strategic Skills Development Issue</b>	Targets as reflected in the Strategic Plan and Annual Performance Plan must be credible and linked to a "Baseline".
<b><i>CATHSSETA Strategy</i></b>	All targets reflected in CATHSSETA's Strategic Plan and Annual Performance Plan have been developed according to National Treasury's framework, requirements and templates (including the "SMART" principle) thus all the targets are Specific, Measurable, Achievable, Relevant and Time-bound. Baselines were derived from CATHSSETA's NSDS II achievements and where new strategic objectives have been put in place new baselines will be derived from current achievements and included in subsequent Strategic Plan and Annual Performance Plan updates.

<b>DHET &amp; PCHET Priority Strategic Skills Development Issue</b>	Placement of students in industry as part of the agreement between CATHSSETA and companies;
<b><i>CATHSSETA Strategy</i></b>	CATHSSETA has identified the signing of MoUs with the key employer organisations in the sector to facilitate both the implementation of the National Skills Accord and the Sector Skills Plan. The placement of students in industry is a key deliverable of these MoUs and to date with 5 MoUs have been concluded with key employer organisations and students have been placed. CATHSSETA is in the process of concluding agreements with an additional 16 organisations, a further 9 potential partner organisations have also been identified.

<b>DHET &amp; PCHET Priority Strategic Skills Development Issue</b>	A comprehensive plan on making the public service a training space should be developed, with targets per annum to change the lives of the youth
<b><i>CATHSSETA Strategy</i></b>	CATHSSETA is in the process of signing MoUs with both National and Provincial Government Line Departments in the sector. The aim of these MoUs is to identify areas of overlap to provide youth with the opportunities to gain workplace experience and training opportunities within these departments. Key interventions such as bursaries, internships and learnerships have been identified and will be implemented. PSETA has also been identified as a key partner both to assist in terms of the placement of learners in cross-SETA learnerships and also in the development of qualifications for potential employees in these government departments.

<b>DHET &amp; PCHET Priority Strategic Skills Development Issue</b>	Rural Development Programmes and how it will be implemented
<b><i>CATHSSETA Strategy</i></b>	In terms of CATHSSETA's implementation of the NSDS III's 7 Key Developmental and Transformational Imperatives, 55% of all the Programmes of the Strategic Objectives must be allocated to recipients from Rural Areas and Informal Settlements this

	equates to 1480 learners from Rural Areas and Informal Settlements trained and 504 learners being placed.
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<b>DHET &amp; PCHET Priority Strategic Skills Development Issue</b>	Progress in the implementation of Recognition of Prior Learning.
<b><i>CATHSSETA Strategy</i></b>	RPL is key intervention required to recognise the potential already achieved by employees in the sector. CATHSSETA is in the process of developing an RPL assessment toolkit for all training providers to assist in the "RPLing" of suitable candidates. CATHSSETA has partnered with both SASCOC and SRSA to develop "The South African Coaching Framework", which will result in new coaching qualifications being developed and that sports coaches will need to be "RPLed" against these new qualifications. The scarce and critical skills list therefore has 11 000 sports coaches identified as critical skill needing to be "rpled".

<b>DHET &amp; PCHET Priority Strategic Skills Development Issue</b>	Presence of CATHSSETA in rural areas and townships, and how and by when will it be implemented.
<b><i>CATHSSETA Strategy</i></b>	<p>CATHSSETA is the lead SETA for the establishment of SETA offices in Northern KwaZulu Natal and will open offices at the Mnambithi and Mthashana FET Colleges. The Ezakheni and Kwa-Qgikazi campuses have been identified as being suitable sites to target rural learners. These offices will be staffed both by a SETA Advisor and Administrator whose key tasks will be to provide career guidance, assist with the procurement of financial aid and funding opportunities for learners as well as providing placement with employers. Similar SETA-FET offices will be accessible to CATHSSETA through the network of the 22 SETAs in all nine provinces by October 2012. CATHSSETA is also procuring the services of a mobile bus to provide the same services to learners in rural areas across all 9 provinces. Both of these interventions will be completed and fully functional by November 2012.</p> <p>In addition to the opening of offices at FET Colleges in Northern KwaZulu Natal, CATHSSETA will also be opening offices in three phases; Phase 1 will see offices being opened in KwaZulu Natal at Pietermaritzburg, the Eastern Cape in East London and the Western Cape in Cape Town in 2013. Phase 2 will see offices being opened in the Free State at Bloemfontein, the Northern Cape in Kimberley and Mpumalanga in Mbombela. Phase 3 will see offices being opened in North West at Mahikeng and Limpopo at Polokwane.</p>

<b>DHET &amp; PCHET Priority Strategic Skills Development Issue</b>	Number of Public FET Colleges and University students placed in companies to obtain work experience.
<b><i>CATHSSETA Strategy</i></b>	Through the MoU process with the key employer organisations in the sector, priority will be given to students from Public FET Colleges and Universities to be placed with

	these key employer organisations to acquire the work experience required to graduate and become employed. Programme 5 of the CATHSSETA Strategic Objectives has target to place 240 Public FET Colleges and University students.
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<b>DHET &amp; PCHET Priority Strategic Skills Development Issue</b>	Facilitating the exposure and placement of FET College lecturers to industry.
<b>CATHSSETA Strategy</b>	Programme 9 of the CATHSSETA Strategic Objectives has identified 72 FET College lecturers to both be trained and/or placed within industry to obtain exposure to the latest practices and operating systems. CATHSSETA has also identified that ETDP SETA will be a key partner in this process and a MoU will be finalised to provide these lecturers with placement opportunities.

### 5.2.1 Programme 1: Coordinate Research and Skills Planning for the Sector

Through the consultation process in finalising the SSP, CATHSSETA has begun a process of consulting with not only the Director Generals of Government Departments, such as DEA, NDT and SRSA, but also more crucially with the HODs from the Provincial Departments of Economic Development, Tourism & Environmental Affairs and Sport, Arts, Culture and Recreation in all nine provinces. These meetings have resulted in CATHSSETA and the provincial departments co-hosting Skills Planning workshops in the provinces to not only review the SSP but also to plan ahead so that the SSP may be implemented in each province. Thus far, of the provincial departments that we have met all confirm that once the SSP has been finalized, it must be cascaded down. Both CATHSSETA and the provincial departments will co-fund the production of provincial SSPs. This will allow for effective skills planning for the sector at a provincial level which will greatly improve skills planning and future updates of the SSP will be inclusive of provincial requirements and nuances. Furthermore, some provinces have indicated that they would like to make the provincial skills planning workshops annual or bi-annual meetings to ensure continuity and uniformity to the skills planning process.

CATHSSETA is also in the process of reinforcing its skills planning capacity with the establishment of a Research Department, not only for skills planning purposes, but also to ensure CATHSSETA is the repository of skills knowledge and labour market information in the sector. As previously mentioned there is a lack of economic and labour market information regarding the sector and CATHSSETA plans to fill this gap by ensuring that this research is conducted on behalf of the sector to ensure improved skills planning. To achieve this, CATHSSETA is currently scoping a research planning project that will result in partnerships being formed with Universities and Universities of Technology so that all relevant intellectual capital can be pooled to ensure accurate and effective skills planning in the next 5 years.

<i>Strategic Objective 1.1.1</i>	Capacity is established within CATHSSETA to coordinate research and skills planning.
<i>Objective Statement</i>	Research capacity within CATHSSETA is established by introducing a Research Unit whose activities and partnerships will contribute to the

	Institutional Mechanism for Skills Planning
<i>Baseline</i>	This is a new strategic objective as research capacity was not emphasised in NSDS II.
<i>Strategic Objective 1.1.2</i>	Sector skills plans are professionally researched and provide a sound analysis of the sector and articulate an agreed sector strategy to address skills needs.
<i>Objective Statement</i>	CATHSSETA co-ordinates and conducts sector research including Labour Market Analysis and Forecasts to identify scarce and critical skills in the sector, update occupations on the OFO and research and develop career paths.
<i>Baseline</i>	Sector Skills Plans, Population Study with HSRC, Tourism Sector Skills Audit Report and WITS ABET Study.
<i>Strategic Objective 1.1.3</i>	Sector and nationally commissioned research and data is analysed, validated and captured in an integrated database that is accessible to stakeholders.
<i>Objective Statement</i>	CATHSSETA promotes sector driven research through the creation of a Research Portal for stakeholders to access information.
<i>Baseline</i>	This is a new strategic objective as research was not emphasised in NSDS II.

### **5.2.2 Programme 2: Address Sector Middle Level Skills**

The demand for both foundational learning and ABET is extremely high in the sector; however many of the learners assessed for ABET interventions require literacy and numeracy at ABET levels 2 & 3. Therefore it is only more likely that in the third year of implementation of the NSDS III strategy that learners are likely to enter and complete ABET Level 4.

CATHSSETA has successfully completed a FET Internship programme whereby numerous hospitality final year students were hosted by employers in the FIFA 2010 Host Cities to gain once in a lifetime experience by working in the sector when it was functioning at a peak. This experiential learning that the final year FET students obtained is unique and will ensure that these learners are readily absorbed by the sector when they complete their qualifications. However demand for internships from NCV students from FET colleges remains extremely high and without the experiential learning the students are unable to graduate or be employed. CATHSSETA is looking to partner with FET colleges to run more internship programmes for NCV learners so that they will be able to graduate. CATHSSETA is examining the possibility of a FET Bursary programme for hospitality, travel and tourism related NCV qualifications to assist non matriculants to obtain an equivalent qualification to matric that will allow them to enter the job market.

CATHSSETA is also planning to partner with Higher Education Institutions that offer qualifications in our sub-sector's scope, including bridging courses which provide non-matriculants with University access. These bridging courses could be incentivised via bursaries, in that those students who successfully complete the bridging course will be offered a bursary from CATHSSETA to continue the studies either towards a National Degree, Diploma or a B. Tech.

CATHSSETA will also be promoting and funding more NQF Level 2, 3 learnerships within the sector to both employed and unemployed learners to assist non matriculants to obtain equivalent qualification to matric. This will also allow these learners to further develop their career paths so that both progress in their occupations and further qualifications. Aligned to this will also be the promotion of part time learning amongst existing employees.

<i>Strategic Objective</i> 2.1.1	Identification of middle level skills required by the sector and develops and implements a strategy to address the skills needs by building partnerships with relevant public provider institutions.
<i>Objective Statement</i>	CATHSSETA researches and identifies middle level skills needs in their sector and put in place strategies to address these through the use of the public FET colleges and universities of technology working in partnership with employers providing workplace-based training.
<i>Baseline</i>	Internship Programme Outcomes: 375 learners FET College Workplace Experiential Learning Project Outcomes: 751 Learners completed, 74 employers, across 8 provinces CATHSSETA Sector Skills Plan
<i>Strategic Objective</i> 2.1.2	Projects are established to address middle level skills in each sub-sector
<i>Objective Statement</i>	Relevant projects scoped as per Chamber strategies to address middle level skills per sub-sector through interventions, including Learnerships and Bursary programmes and PIVOTAL grants for both unemployed and the employed.
<i>Baseline</i>	PIVOTAL Grants are a new strategic objective as contemplated in the NSDS III. In the NSDS II, Graduate Development Programme Outcomes: 1031 learners, across all 9 provinces and all sub-sectors FET College Workplace Experiential Learning Project outcomes: 751 Learners completed, 74 employers, across 8 provinces Learnership Project outcomes: 20 309 employed and unemployed learners across all 9 provinces and all sub-sectors

### 5.2.3 Programme 3: Development of Artisans

Increase access to *occupationally-directed programmes* in needed areas and thereby expand the availability of intermediate level skills with *a special focus on artisan skills*.

Due to the huge demand for skills in our sector CATHSSETA will be looking to significantly increase the number of apprenticeships and learnerships and also strive to ensure these learners are placed at the completion of the apprenticeships and learnership. To facilitate this, CATHSSETA is examining the option of amending our learnership contracts to ensure that employers make a commitment to either employ the learners themselves or assist them to obtain employment. Industry preferred recruitments agencies will also be approached to assist the learners to gain employment.

CATHSSETA through its ETQA Department and engaging with the QCTO is examining the target of by 2011/12, establishing a system to distinguish between learnerships up to and including level 5, level 6 and above. However, this will be a challenge as currently they are only limited to Level 5 learnerships in Fitness, General Travel, Retail Travel and Conservation. However, we do plan to embark on extensive consultation with the sector to ensure that relevant Level 6 and higher qualifications are scoped, registered and implemented as learnerships.

In terms of ensuring the NSDS II target of 70% of learners being placed on apprenticeships and/or learnerships are from the unemployed pool, the sector is relatively close to achieving this target. However it must be noted that the demand for learnerships for the employed in our sector remains very high due to the legacy of the inequalities of the past; where the majority of black employees were given basic on-the-job training resulting in the employees having vast experiential learning with very limited theoretical knowledge. Therefore, demand for apprenticeships and learnerships for the employed will remain high for the foreseeable future.

<i>Strategic Objective 2.2.1</i>	Artisans skills needs addressed through bursaries at appropriately accredited institutions.
<i>Objective Statement</i>	CATHSSETA establishes projects and partnerships to enable the relevant number of artisans for the sector to be trained, qualify and become work ready in conjunction with the National Artisan Moderating Body.
<i>Baseline</i>	This is a new strategic objective; while Apprenticeships and Learnerships were a priority in NSDS II, CATHSSETA sector had no Artisans according to the industry.

<i>Strategic Objective 2.2.2</i>	Participates in the planned activities of the National Artisan Development Project located in the DHET.
<i>Objective Statement</i>	CATHSSETA Artisan Development Strategy is developed and aligned to DHET process and reported on accordingly.
<i>Baseline</i>	This is a new strategic objective as CATHSSETA sector had no Artisans according to the industry.

## 5.2.4 Programme 4: Communications

The CATHSSETA Communications Department role cuts across a majority of the programmes outlined by the CATHSSETA. As such, the department will continue to perform and expand its function of communicating all CATHSSETA's compliance, implementation and development information to all stakeholders in the sector through various media such as printed documentation, the CATHSSETA Website, social media and the electronic and print press. CATHSSETA sector specific events must be promoted, hosted and publicised for all six sub-sectors including the key events such as the CATHSSETA AGM, projects milestones including the Comrades Marathon and Tourism Indaba.

<i>Strategic Objective</i> 1.1 & 8.1	CATHSSETA compliance, implementation and information in relation to skills development communicated to all relevant stakeholders in the sector. Promotion and dissemination of information in support of career and vocational guidance.
<i>Objective Statement</i>	The CATHSSETA Communications Department will finalise and distribute all key compliance, implementation and development information to all its stakeholders through various media and events which must be promoted, hosted and publicised.
<i>Baseline</i>	Communications Department activities and achievements after being established in 2011.

## 5.2.5 Programme 5: Address Sector High Levels Skills

There is huge a demand in the sector for high level occupationally directed programmes and CATHSSETA through its PIVOTAL grants programmes will be prioritising and increasing access to these programmes by providing grants to learners for NCV, National Diploma, Degree studies and including the vital internship opportunities required by these learners to graduate. Through this programme CATHSSETA will target Black learners and also prioritise learners from rural areas. CATHSSETA is also committed to establishing an ISOE network which will significantly improve access to high level occupationally directed programmes.

<i>Strategic Objective</i> 2.3.1	Sector specific high level scarce skills and their provision are identified and a strategy is developed to address this.
<i>Objective Statement</i>	Sector skills plans identify the supply challenges in relation to high level scarce skills gaps and set out strategies for addressing them.
<i>Baseline</i>	Tourism Sector Skills Audit and CATHSSETA Scarce & Critical Skills List.
<i>Strategic Objective</i> 2.3.2	Identify and develop internship programmes for graduates and create experiential learning opportunities for learners through MOUs with relevant institutions and employers.
<i>Objective Statement</i>	Agreements are entered into between CATHSSETA, university faculties and other stakeholders on appropriate interventions to support improved entry to priority programmes, which increase internship and experiential learning opportunities for students.
<i>Baseline</i>	Graduate Development Programme Outcomes: 1031 learners, across all 9 provinces and all sub-sectors

## 5.2.6 Programme 6: Research for Innovation and Development

CATHSSETA has plans to provide bursaries, scholarships and research grants for Honours, Masters, PHD and Post Doctoral students to increase the output of graduates in the sector. From consultation with stakeholders there is a shortage of graduates within research skills, especially in the Conservation sub-sector, which due to its location in rural areas is ideally positioned to offer un-employed rural youth opportunities for further education and employment. This shortage has resulted in people being employed beyond retirement age due to there being no suitably skilled graduates to replace them.

<i>Strategic Objective 2.4.1</i>	Each sub-sector to identify one focal area for research and develop intervention strategy.
<i>Objective Statement</i>	Sector skills plans identify the focal areas for research, innovation and development.
<i>Baseline</i>	Scarce & Critical Skills List and Focus Groups with sub-sector stakeholders.
<i>Strategic Objective 2.4.2</i>	MoUs concluded with identified university faculties to provide bursaries to Honours, Masters and PHD students.
<i>Objective Statement</i>	Agreements are entered into between CATHSSETA and university faculties and other stakeholders on flagship research projects linked to sector development in a knowledge economy.
<i>Baseline</i>	This is a new strategic objective as contemplated in the New Growth Path and NSDS III.
<i>Strategic Objective 2.4.3</i>	Programmes are put in place that focus on the skills needed to produce research that will be relevant and have an impact on the achievement of economic and skills development goals.
<i>Objective Statement</i>	Research projects are implemented and monitored, impact assessments are conducted for both research projects and all other CATHSSETA mandatory and discretionary projects.
<i>Baseline</i>	Impact Assessment will establish NSDS II achievements as baseline for assessment of all new research and discretionary projects.

### 5.2.7 Programme 7: NCV & N-Courses Review

The National Certificate (Vocational) and N (Nated) – Courses are recognised by employers as important base qualifications through which young people obtain additional vocational skills and work experience, entering the labour market with marketable skills, and obtaining employment.

<i>Strategic Objective</i> 3.1.1 & 3.1.2	CATHSSETA facilitates stakeholder led review process of NCV & N – Courses in consultation with Umalusi.
<i>Objective Statement</i>	The NCV and N - Courses are reviewed with inputs from stakeholders and the curriculum is revised to ensure that it provides a sound foundational basis for building labour market relevant skills.
<i>Baseline</i>	Outcomes of the Review of CATHSSETA Quality Assured Qualifications and CATHSSETA Qualifications Framework

### 5.2.8 Programme 8: Quality Assurance

The CATHSSETA QA will continue to perform its education and training quality assurance duties by quality assuring the education and training offered by the public and private training providers it accredits. Furthermore, the QA will update sector specific qualifications by scoping and developing new qualifications through the Communities of Expert Practice (CEP) and the Quality Council for Trades and Occupations (QCTO) process and also assist the sector to register professional bodies. Through the QCTO Development Quality Partner and Assurance Quality Partner processes where applicable and delegated.

<i>Strategic Objective</i> 8.1.1 & 8.1.2	CATHSSETA updates the Qualifications under its QA's scope and quality assures the education and training provided by the public and private training providers it accredits. CATHSSETA facilitates the assessment of developed qualifications via the QCTO processes where delegated and where required may assist with setting up assessment centres.
<i>Objective Statement</i>	The CATHSSETA QA will update the sector's qualifications through participation in the QCTO qualification development process, including assisting with the registration of sector specific professional bodies. The QA will continue to quality assure the education and training provision of both public and private training providers that it accredits. CATHSSETA will facilitate the assessment of QCTO qualifications in partnership with the relevant industry association or professional body where required.
<i>Baseline</i>	Qualification development activities of the Standards Generating Bodies (SGBs) under CATHSSETA's scope and the Quality Assurance activities of its QA.

## 5.2.9 Programme 9: FET Capacity Building

CATHSSETA considers both academic support and infrastructure improvement as part of its capacity building objectives. Research projects are implemented, monitored and impact assessments conducted.

The public FET college system is central to government's programme of skilling and re-skilling youth and adults. Through partnerships CATHSSETA will assist the colleges to develop the capacity of lecturers to enable the colleges to offer vocational courses and provide workplace experience opportunities with enterprises in the vicinity of the colleges.

<i>Strategic Objective</i> 3.2.1	The capacity of FET colleges to provide quality vocational training reviewed. Assist relevant colleges with a strategic plan to build capacity and engage in skills development programmes, including programmes offered in partnership with employers.
<i>Objective Statement</i>	CATHSSETA will support the review of both the human and physical capacity of FET Colleges and their campuses offering sector specific qualifications and develop a strategy to respond to capacity requirements identified. In conjunction with DHET and other SETAs CATHSSETA will explore partnerships to address capacity building requirements.
<i>Baseline</i>	This is a new strategic objective as contemplated in the NSDS III.
<i>Strategic Objective</i> 3.2.2	CATHSSETA identifies FET colleges with relevant qualifications and sets up partnerships to offer workplace experience for learners.
<i>Objective Statement</i>	CATHSSETA identifies FET colleges offering qualifications relevant to sector and partners with employers in the vicinity of the colleges to offer workplace experience for learners.
<i>Baseline</i>	FET College Workplace Experiential Learning Project Outcomes: 751 Learners completed, 74 employers, across 8 provinces
<i>Strategic Objective</i> 3.3.1	The capacity of college educators delivering sector specific programmes is improved via skills development programmes, including work placement opportunities.
<i>Objective Statement</i>	CATHSSETA partners with ETDPA SETA to fund and collaborate in assisting with the capacity building of FET College educators.
<i>Baseline</i>	CATHSSETA Training Provider Capacity Building Project 111 Trainers capacitated

### 5.2.10 Programme 10: Provision for the low level unemployed youth and adult language and numeracy skills

Language, literacy and numeracy skills are fundamental to improve economic and social participation; however there are approximately 3 million youth who do not possess the fundamental skills required to be employed. DHET is therefore establishing institutional frameworks and programmes that will raise the base of these young people to enable them to study further and gain employment. CATHSSETA recognises that while this will be a DHET led process it is willing to assist if required especially to assist rural youth located near wildlife tourism facilities, as contemplated in the Decent Work Country Programme.

<i>Strategic Objective</i> 4.1.1	CATHSSETA develops a DHET aligned strategy to address low level unemployed youth.
<i>Objective Statement</i>	A CATHSSETA strategy is in place to provide low level unemployed youth with a special emphasis on rural areas with an opportunity to engage in training or work experience in order to improve their employability.
<i>Baseline</i>	Agri-Tourism Project Outcomes: 912 learners, 64% females and 36% males trained across the Travel & Tourism, Hospitality and Conservation & Guiding sub-sectors.
<i>Strategic Objective</i> 4.1.2	CATHSSETA database to feed into the national database of school leavers, unemployed youth.
<i>Objective Statement</i>	CATHSSETA develops a sector specific database that tracks training and work opportunities for unemployed youth and reports on implementation of the strategy.
<i>Baseline</i>	This is a new strategic objective as contemplated in NSDS III.
<i>Strategic Objective</i> 4.1.3	Social partners such as NGOs, Cooperatives identified and partnered with to identify potential youth in rural areas for SMME development.
<i>Objective Statement</i>	CATHSSETA partners with social partners and stakeholders in the sector to put in place training and work experience projects for young people in rural areas.
<i>Baseline</i>	DTI database of Cooperatives; 77 Cooperatives identified in the CATHSSETA sector

### 5.2.11 Programme 11: Provision of Quality Training for Employed Workers

South Africa is challenged by low productivity in the workplace coupled with the slow transformation of the labour market and lack of workforce mobility. NSDS III promotes the training of employed workers, through both mandatory and discretionary grants, to improve the overall productivity of the economy and address skills imbalances. CATHSSETA recognises this need not only with the economy as a whole but more importantly within our sector and will ensure that mandatory and discretionary grants address this need.

<i>Strategic Objective</i> 5.1.1	Employed workers in the sector improve their qualifications and skills to support economic development and sector growth.
<i>Objective Statement</i>	CATHSSETA stakeholders agree on the provision of substantial quality

	programmes for employed workers and report on the impact of the training.
<i>Baseline</i>	CATHSSETA Employed Learnership Project Outcome: 14 206 employed learners across all 9 provinces and all sub-sectors
<i>Strategic Objective 5.1.2</i>	Workers employed in the sector are supported through training interventions via mandatory grants for levy payers.
<i>Objective Statement</i>	Increased number of workers in the sector improves their qualifications and employability and progress to higher positions in their organisations.
<i>Baseline</i>	Workers from 1369 Large Firms, 1239 Medium and 3867 Small were supported through training interventions via mandatory grants for levy payers in NSDS II.
<i>Strategic Objective 5.1.3</i>	Cross-sectoral projects are established to address skills needs along skills supply chains aimed at supporting economic development and sector growth.
<i>Objective Statement</i>	Discretionary grant projects prioritising PIVOTAL programmes for employed workers established to improve their skills levels and qualifications
<i>Baseline</i>	This is a new strategic objective as contemplated in the NSDS III.

### 5.2.12 Programme 12: Support for Cooperatives through Skills Development

Established and emergent cooperatives and their skills needs are identified in skills planning and research and sector projects are established by sector stakeholders, supported by the NSF. A national database of cooperatives supported with skills development is established and the impact of training reported on.

<i>Strategic Objective 6.1.1</i>	CATHSSETA to identify established and emergent cooperatives skills needs.
<i>Objective Statement</i>	Skills needs of sector specific co-ops are identified per sub-sector and incorporated into Chamber Strategies and Sector Skills Plan.
<i>Baseline</i>	Chamber Strategies and Sector Skills Plan
<i>Strategic Objective 6.1.2</i>	CATHSSETA implements relevant interventions to support and develop Co-op skills needs.
<i>Objective Statement</i>	Sector specific cooperative projects are developed and implemented by CATHSSETA and expanded through partnership funding from stakeholders.
<i>Baseline</i>	This is a new strategic objective as contemplated in the NSDS III.
<i>Strategic Objective 6.1.3</i>	CATHSSETA develops a national database of cooperatives supported with skills development and the impact of the training is reported on.
<i>Objective Statement</i>	CATHSSETA Database of co-ops per sub-sector is developed and reported via the research portal.
<i>Baseline</i>	DTI database of Cooperatives; 77 Cooperatives identified in the CATHSSETA sector

### 5.2.13 Programme 13: Support for Small and Emerging Businesses through Skills Development

The skills needs of small and emerging businesses in the sector are identified through the skills planning and research and relevant programmes are promoted. Sector projects are developed that are piloted and expanded through partnership funding. A national database of small businesses supported with skills development is established and the impact of training reported on.

<i>Strategic Objective 6.2.1</i>	CATHSSETA to identify established and emergent SMMEs skills needs.
<i>Objective Statement</i>	Skills needs of sector specific SMMEs are identified per sub-sector and incorporated into Chamber Strategies and Sector Skills Plan.
<i>Baseline</i>	Chamber Strategies and Sector Skills Plan
<i>Strategic Objective 6.2.2</i>	CATHSSETA implements relevant interventions to support and develop SMMEs skills needs.
<i>Objective Statement</i>	Sector specific SMME projects are developed and implemented by CATHSSETA and expanded through partnership funding from stakeholders.
<i>Baseline</i>	This is a new strategic objective as contemplated in the NSDS III.
<i>Strategic Objective 6.2.3</i>	CATHSSETA develops a national database of SMME supported with skills development and the impact of the training is reported on.
<i>Objective Statement</i>	CATHSSETA Database of SMME per sub-sector is developed and reported via the research portal.
<i>Baseline</i>	CATHSSETA Stakeholder Database, TEP Database and Tourism Skills Audit Report

### 5.2.14 Programme 14: Support for Trade Unions, NGOs and CBOs through Skills Development

Engagement with trade unions, NGOs and community-based organisations in the sector and identify skills needs and strategies to address needs. Quality pilot projects will be established and stakeholders will expand successful projects with support from the NSF.

<i>Strategic Objective 6.3.1</i>	CATHSSETA to identify Trade Union, NGO and CBO skills needs.
<i>Objective Statement</i>	Skills needs of sector specific Trade Union, NGO and CBO are identified per sub-sector and incorporated into Chamber Strategies and Sector Skills Plan.
<i>Baseline</i>	This is a new strategic objective as contemplated in the NSDS III.
<i>Strategic Objective 6.3.2</i>	CATHSSETA implements relevant interventions to support and develop Trade Union, NGO and CBO skills needs.
<i>Objective Statement</i>	Sector specific Trade Union, NGO and CBO projects are developed and implemented by CATHSSETA and expanded through partnership funding from stakeholders and the National Skills Fund.
<i>Baseline</i>	Shop Steward SDF Capacity Building Programme Outcomes: 310 learners, 6 unions across 8 provinces.

<i>Strategic Objective</i> 6.3.3	CATHSSETA develops a national database of Trade Union, NGO and CBO supported with skills development and the impact of the training is reported on.
<i>Objective Statement</i>	CATHSSETA Database of Trade Union, NGO and CBO per sub-sector is developed and reported via the research portal.
<i>Baseline</i>	CATHSSETA Database of 25 Trade Unions, 3 NGOs and 13 NPOs across all sub-sectors

### 5.2.15 Programme 15: Public Sector Education and Training

There is a need to improve service delivery of government departments both nationally and provincially. To achieve this improved service delivery requires that the skills levels of all public servants are improved through improved skills planning. SETAs in future will have to capture and address the skills development requirements of government departments operating in their scope. The responsibility is not on the SETAs shoulders alone as government departments will need to effectively engage with SETAs in this process. CATHSSETA is happy to embrace the skills development requirements of government departments in its scope as some have historically been focus on training the sector and note their own staff.

<i>Strategic Objective</i> 7.1.1	SETAS with responsibility for public sector training conduct analysis and reflection on achievements and challenges.
<i>Objective Statement</i>	CATHSSETA partners with Government Departments to enable analysis of training requirements, identify challenges and reflect on achievements.
<i>Baseline</i>	This is a new strategic objective as contemplated in the NSDS III.
<i>Strategic Objective</i> 7.1.2	DHET leads a discussion on factors impacting on provision and publishes proposals on improving the institutional framework for public sector education and training.
<i>Objective Statement</i>	CATHSSETA will implement the outcome of the proposals that affect public sector education and training in the sector.
<i>Baseline</i>	This is a new strategic objective as contemplated in the NSDS III.
<i>Strategic Objective</i> 7.2.1	CATHSSETA identifies skills needs to capacitate those government departments relevant to CATHSSETA.
<i>Objective Statement</i>	Sector skills plans set out the capacity needs of relevant departments and entities.
<i>Baseline</i>	This is a new strategic objective as contemplated in the NSDS III.
<i>Strategic Objective</i> 7.2.2	Plans and funding arrangements are agreed between the relevant departments/entities and the SETAs, and are reported on.
<i>Objective Statement</i>	Partnerships with PSETA and Government departments to develop programmes to capacitate public servants and improve service delivery to the CATHSSETA sector.
<i>Baseline</i>	This is a new strategic objective as contemplated in the NSDS III.

### 5.2.16 Programme 16: Career Guidance for Sector Stakeholders

Career guidance particularly at school level in terms of career and vocational guidance is urgently needed and both SETAs and the NSF must build career guidance initiatives in their sectors. CATHSSETA has recognised this need since NSDS II with the National Tourism Careers Expo and looks forward to expanding similar initiatives to provide the youth with relevant career and vocational guidance of its sector.

<i>Strategic Objective</i> 8.1.1	Career guides are developed with labour market information by CATHSSETA addressing the sub-sectors within their sector.
<i>Objective Statement</i>	CATHSSETA develops career guides per sub-sector.
<i>Baseline</i>	CATHSSETA Chamber Guides, CATHSSETA OFO Submissions to DHET and SAQA Professional Body Registration Guidelines
<i>Strategic Objective</i> 8.1.2	Sector stakeholders are engaged and programmes are adjusted to meet the skills and qualification needs to promote comprehensive career development.
<i>Objective Statement</i>	CATHSSETA hosts and participates in sector specific National, Provincial, Regional and Municipal Career Workshops and exhibitions.
<i>Baseline</i>	National Tourism Careers Expo Outcomes: approximately 350 Sector specialists and 17 200 learners supported to provide career guidance.

### 5.2.17 Programme 17: SETA Administration

SETA administration is a key objective to ensure that CATHSSETA's mandate is achieved. The strategic directives and priorities will be determined through consultation with CATHSSETA stakeholders and review by the Board and management. These strategic objectives will then be translated into policies and programmes that will be implemented by management to ensure that good governance, sound financial and organisational management are achieved.

<i>Strategic Objective</i>	Provide strategic direction by setting priorities and directives in order to meet the mandate of CATHSSETA
<i>Objective Statement</i>	Through consultation with stakeholders, CATHSSETA's strategic objectives and priorities are reviewed and updated accordingly in the Strategic Plan and Annual Performance Plan
<i>Baseline</i>	CATHSSETA Strategic Plan and Annual Performance Plan
<i>Strategic Objective</i>	CATHSSETA priorities and strategies translated into policies and programmes for effective service delivery, management and monitoring to achieve optimal organizational performance
<i>Objective Statement</i>	CATHSSETA annually updates its policies and programmes to ensure alignment to legislation, regulation and its strategic objectives. These policies and programmes are then implemented and adhered to ensure good governance, sound financial and organisational management
<i>Baseline</i>	CATHSSETA Audit and Management Report, Quarterly Monitoring Report and Management Reports

# Performance Plan 2013/14 – 2015/16 – Annual Targets

## Programme 1: Coordinate Research and Skills Planning for the Sector

### Strategic objective annual targets for 2013/2014

Strategic objective	Audited/Actual Performance				Estimated Performance 2012/2013	Medium –term targets		
	2009/2010	2010/2011	2011/2012	2012/2013		2013/2014	2014/2015	2015/2016
1.1.1 Research capacity within CATHSSETA is established by introducing a Research Unit whose activities and partnerships will contribute to the Institutional Mechanism for Skills Planning	SSP researched and accepted by DOL  Sector Skills Audit	SSP researched and accepted by DHET	SSP researched and accepted by DHET	SSP researched and accepted by DHET	SSP researched and accepted by DHET  Research Unit established	Policy, Programme and 5 Year Strategic Plan approved by Board  Improve internal research capacity	Research Targets set in plan achieved by unit	Research Targets set in plan achieved by unit
1.1.2 CATHSSETA co-ordinates and conducts sector research including Labour Market Analysis and Forecasts to identify scarce and critical skills in the sector  Update occupations on the OFO, research and develop career paths	SSP researched and accepted by DOL  Sector Skills Audit	SSP researched and accepted by DHET	SSP researched and accepted by DHET	SSP researched and accepted by DHET	Strategic Plan and Annual Performance Plan submitted and signed off by DHET  All 6 sub-sectors occupations updated on the OFO, career paths researched and developed	Annual Update of Strategic Plan and Annual Performance Plan submitted and signed off by DHET.	Annual Update of Strategic Plan and Annual Performance Plan submitted and signed off by DHET.	Annual Update of Strategic Plan and Annual Performance Plan submitted and signed off by DHET.  New Strategic Plan and Annual Performance Plan developed and submitted to DHET.  All 6 sub-sectors occupations updated on the OFO, career paths researched and developed

1.1.3	CATHSSETA promotes sector driven research through the creation of a Research Portal for stakeholders to access information	New strategic objective	New strategic objective	Research portal developed	Research & Data Uploaded and accessed by stakeholders	Research & Data Uploaded and accessed by stakeholders	Research & Data Uploaded and accessed by stakeholders	Research & Data Uploaded and accessed by stakeholders
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### Performance indicators and annual targets for 2013/2014

Performance Indicator	Audited/Actual Performance				Estimated Performance 2012/2013	Medium –term targets			
	2009/2010	2010/2011	2011/2012	2013/2014		2014/2015	2015/2016		
	1.1.1	5 Year SSP researched and accepted	5 Year SSP researched and accepted	SSP researched and accepted by DHET		Policy, Programme and 5 Year Strategic Plan approved by Board	Research Partnerships established with 2 Public Universities via MoU to conduct Labour Market Analysis and Sector Research	Policy, Programme and 5 Year Strategic Plan approved by Board	Research Partnerships established with 10 Public Universities via MoU to conduct Labour Market Analysis and Sector Research

1.1.2	Acceptable Sector Skills Plan All 6 sub-sectors occupations updated on the OFO, career paths researched and developed	SSP researched and accepted by DOL OFO researched and updated per sub-sector	SSP researched and accepted by DOL OFO researched and updated per sub-sector	5 Year SSP researched and accepted OFO researched and updated per sub-sector	Strategic Plan and Annual Performance Plan submitted and signed off by DHET. All 6 sub-sectors occupations updated on the OFO, career paths researched and developed	Annual Update of Strategic Plan and Annual Performance Plan signed off by DHET All 6 sub-sectors occupations updated on the OFO, career paths researched and developed	Annual Update of Strategic Plan and Annual Performance Plan submitted and signed off by DHET New 5 year SSP developed and submitted to DHET All 6 sub-sectors occupations updated on the OFO, career paths researched and developed	Annual Update of Strategic Plan and Annual Performance Plan submitted and signed off by DHET New 5 year SSP developed and submitted to DHET All 6 sub-sectors occupations updated on the OFO, career paths researched and developed
1.1.3	Research portal accessed by stakeholders	New strategic objective	New strategic objective	Research portal developed	Research portal developed	Research & Data Uploaded and accessed by stakeholders	Research & Data Uploaded and accessed by stakeholders	Research & Data Uploaded and accessed by stakeholders

**Budget for 2013/2014**

<b>Programme 1: Coordinate Research and Skills Planning for the Sector</b>	
Administration Expenses	1 024 488
Salaries and staff related costs	726 205
Direct Salary Expenses	709 437
Direct Project Expenses	20 970 329
<b>Total</b>	<b>23 430 460</b>
	<b>1 125 596</b>
	826 068
	808 142
	24 135 944
	<b>26 966 381</b>

## Programme 2: Address Sector Middle Level Skills

### Strategic objective annual targets for 2013/2014

Strategic objective	Audited/Actual Performance			Estimated Performance 2012/2013	Medium –term targets		
	2009/2010	2010/2011	2011/2012		2013/2014	2014/2015	2015/2016
2.1.1 CATHSSETA researches and identifies middle level skills needs in their sector and put in place strategies to address these through the use of the public FET colleges and universities of technology working in partnership with employers providing workplace-based training	Captured in SSP Internship Programme: 188 FET College Workplace Experiential Learning Project: 309	Captured in SSP Internship Programme: 94 FET College Workplace Experiential Learning Project: 442	Captured in SSP 50%of learners placed 47 learners placed	Part of SSP update  215 learners placed	Part of SSP update	Part of SSP update	Part of SSP update
2.1.2 Relevant projects scoped as per Chamber strategies to address middle level skills per sub-sector through interventions, including Learnerships and Bursary programmes and PIVOTAL programmes for both unemployed and the employed.	GDP: 258 learners FET College Workplace Experiential Learning Project: 309 Learnership Project: Entered learners: 190 Completed learners: 2050	GDP: 387 learners FET College Workplace Experiential Learning Project: 442 Learnership Project: Entered learners: 968 Completed learners: 788	Bursaries- Employed: Enter: 131; Completed: 12 Unemployed: Enter: 132; complete: 78 Learnerships- Employed: Enter: 755; Completed: 352 Unemployed: Enter: 815; Complete: 334	626 learners trained Employed Learnerships: Enter: 100, Complete: 50 Unemployed Learnerships: Enter: 165, Complete: 83 Unemployed Bursaries: Enter: 164, Complete: 82 Experiential/Workplace Learning: Enter: 197, Complete: 98  Middle level skills identified in all sub-sectors  MoUs signed with relevant provider institutions	Sub-sector strategies & projects approved and implemented MoU signed with public FET Colleges and UoTs & employers	Sub-sector strategies & projects approved and implemented MoU signed with public FET Colleges and UoTs & employers	Sub-sector strategies & projects approved and implemented MoU signed with public FET Colleges and UoTs & employers

Performance indicators and annual targets for 2013/2014

Performance Indicator	Audited/Actual Performance				Estimated Performance 2012/2013	Medium-term targets		
	2009/2010	2010/2011	2011/2012			2013/2014	2014/2015	2015/2016
2.1.1 Middle Skills needs identified through research and reported in SSP Strategies, Programmes and partnerships with FETs & UoTs concluded to place unemployed learners in Work Integrated Learning	Captured in SSP Internship Programme: 188 FET College Workplace Experiential Learning Project: 309	Captured in SSP Internship Programme: 94 FET College Workplace Experiential Learning Project: 442	Captured in SSP 50% of learners placed 47 learners placed	Middle level scarce and critical skills identified and reported in the SSP 215 Learners placed	Middle level scarce and critical skills identified and reported in the SSP Unemployed FET and UoT learners placed in Work Integrated Learning via 31 partnerships	Middle level scarce and critical skills identified and reported in the SSP Unemployed FET and UoT learners placed in Work Integrated Learning via 37 partnerships	Middle level scarce and critical skills identified and reported in the SSP Unemployed FET and UoT learners placed in Work Integrated Learning via 40 partnerships	
2.1.2 Each sub-sector has formulated strategy for implementation MoUs signed with public FET colleges and employers Project Plans implemented Learners enter and complete learning programme	GDP: 258 learners FET College Workplace Experiential Learning Project: 309 Learnership Project: Entered learners: 1069 Completed learners: 5173	GDP: 387 learners FET College Workplace Experiential Learning Project: 442 Learnership Project: Entered learners: 2321 Completed learners: 5070	Bursaries- Employed: Enter: 131, Completed: 12 Unemployed- Unemployed: Enter: 132, complete: 78 Learnerships- Employed: Enter: 755, Completed: 352 Unemployed: Enter: 815;	626 learners trained Employed Learnerships: Enter: 100, Complete: 50 Unemployed Learnerships: Enter: 165, Complete: 83 Unemployed Bursaries: Enter: 164, Complete: 82	4969 beneficiaries Employed Learnerships: Enter: 1500, Complete: 750 Unemployed Learnerships: Enter: 500, Complete: 250 Unemployed Bursaries: Enter: 219, Complete: 110	2037 beneficiaries Middle level skills identified in all sub-sectors	2281 beneficiaries Middle level skills identified in all sub-sectors	

				Complete: 334	Experiential/Workplace Learning: Enter: 197, Complete:98  Middle level skills identified in all sub-sectors  MoUs signed with relevant provider institutions	Work Integrated Learning: Enter: 1500 Complete: 750  Employed Skills Programmes: Enter: 1250 Complete: 625  Middle level skills identified in all sub-sectors		
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**Budget for 2013/2014**

<b>Programme 2 : Address Sector Middle Level Skills</b>				
Administration Expenses		2 952 353	3 711 324	4 243 318
Salaries and staff related costs		1 532 730	1 811 735	1 994 136
Direct Salary Expenses		473 208	519 062	539 046
Direct Project Expenses		54 867 500	67 553 732	76 516 815
<b>Total</b>		<b>59 825 791</b>	<b>73 595 852</b>	<b>83 293 314</b>

### Programme 3: Development of Artisans

#### Strategic objective annual targets for 2013/2014

Strategic objective	Audited/Actual Performance			Estimated Performance 2012/2013	Medium –term targets		
	2009/2010	2010/2011	2011/2012		2013/2014	2014/2015	2015/2016
2.2.1 Projects and partnerships established to enable the relevant number of artisans for the sector to be trained, qualify and become work ready in conjunction with the National Artisan Moderating Body	New strategic objective; while Apprenticeships and Learnerships were a priority in NSDS II, CATHSSETA sector had no Artisans according to the industry	New strategic objective; while Apprenticeships and Learnerships were a priority in NSDS II, CATHSSETA sector had no Artisans according to the industry	Need for artisan training in sector assessed.	Need for artisan training in sector assessed.	CATHSSETA Artisan Development Project implemented through sectoral partnerships including NAMB	CATHSSETA Artisan Development Project implemented through sectoral partnerships including NAMB	CATHSSETA Artisan Development Project implemented through sectoral partnerships including NAMB
2.2.2 CATHSSETA Development Strategy is developed and aligned to DHET process and reported on accordingly	This is a new strategic objective as CATHSSETA sector had no Artisans according to the industry	This is a new strategic objective as CATHSSETA sector had no Artisans according to the industry	CATHSSETA Artisan training strategy update annually	CATHSSETA Artisan training strategy update annually	CATHSSETA Artisan training strategy update annually	CATHSSETA Artisan training strategy update annually	CATHSSETA Artisan training strategy update annually

Performance indicators and annual targets for 2013/2014

Performance Indicator	Audited/Actual Performance			Estimated Performance 2012/2013	Medium –term targets		
	2009/2010	2010/2011	2011/2012		2013/2014	2014/2015	2015/2016
2.2.1 Need for artisan training in per sub-sector assessed. If required strategy and plan developed to address this need Artisans trained	New strategic objective	New strategic objective	Need for artisan training in sector assessed	Need for artisan training per sub-sector assessed and included in SSP & Chamber Strategies 40 Artisans Trained	Need for artisan training per sub-sector assessed and included in SSP & Chamber Strategies 51 Unemployed and 53 Employed Artisans Trained	Need for artisan training per sub-sector assessed and included in SSP & Chamber Strategies 64 Unemployed and 58 Employed Artisans Trained	Need for artisan training per sub-sector assessed and included in SSP & Chamber Strategies 64 Unemployed and 59 Employed Artisans Trained
2.2.2 Updated Artisan Development Framework updated annually	New strategic objective	New strategic objective	Updated Artisan Development Framework updated annually	Updated Artisan Development Framework updated annually	Updated Artisan Development Framework updated annually	Updated Artisan Development Framework updated annually	Updated Artisan Development Framework updated annually

Budget for 2013/2014

Programme 3: Artisan Development	
Administration Expenses	162 676
Salaries and staff related costs	143 842
Direct Salary Expenses	123 114
Direct Project Expenses	3 657 280
<b>Total</b>	<b>4 086 912</b>
	<b>367 955</b>
	<b>157 781</b>
	<b>135 044</b>
	<b>6 349 034</b>
	<b>7 009 814</b>
	<b>534 006</b>
	<b>163 855</b>
	<b>140 243</b>
	<b>8 466 709</b>
	<b>9 304 813</b>

## Programme 4: Communications

### Strategic objective annual targets for 2013/2014

Strategic objective	Audited/Actual Performance			Estimated Performance 2012/2013	Medium –term targets		
	2009/2010	2010/2011	2011/2012		2013/2014	2014/2015	2015/2016
1.1 & 8.1 CATHSSETA implementation development communicated to all relevant stakeholders in the sector	New strategic objective	New strategic objective	CATHSSETA Communications Department established	Activities of CATHSSETA Communication Department	Development and implementation of CATHSSETA Communication Strategy	Updating and implementation of CATHSSETA Communication Strategy	Updating and implementation of CATHSSETA Communication Strategy

### Performance indicators and annual targets for 2013/2014

Performance Indicator	Audited/Actual Performance			Estimated Performance 2012/2013	Medium –term targets		
	2009/2010	2010/2011	2011/2012		2013/2014	2014/2015	2015/2016
1.1 & 8.1 CATHSSETA information communicated to all stakeholders and sector specific events promoted, hosted and publicised	New strategic objective	New strategic objective	CATHSSETA Communications Department established	Activities of CATHSSETA Communication Department	Finalisation and submission of compliance documentation (Annual Report, Strategic Plan and APP)	Finalisation and submission of compliance documentation (Annual Report, Strategic Plan and APP)	Finalisation and submission of compliance documentation (Annual Report, Strategic Plan and APP)
					32 Sector specific events promoted, hosted and publicised	32 Sector specific events promoted, hosted and publicised	32 Sector specific events promoted, hosted and publicised

Budget for 2013/2014

<b>Programme 4: Communications</b>			
Administration Expenses	186 419	214 652	239 847
Salaries and staff related costs	0	0	0
Direct Salary Expenses	0	0	0
Direct Project Expenses	2 299 164	2 647 380	2 958 114
<b>Total</b>	<b>2 485 583</b>	<b>2 862 032</b>	<b>3 197 961</b>

## Programme 5: Address sector High Levels Skills

### Strategic objective annual targets for 2013/2014

Strategic objective	Audited/Actual Performance				Estimated Performance 2012/2013	Medium –term targets		
	2009/2010	2010/2011	2011/2012			2013/2014	2014/2015	2015/2016
2.3.1 Identification of high level scarce skills and challenges in provision. Develop Strategic plan to address the shortage	Captured in SSP Tourism Sector Skills Audit and CATHSSETA Scarce & Critical Skills List	Captured in SSP Tourism Sector Skills Audit and CATHSSETA Scarce & Critical Skills List	High level skills identified in all sub-sectors and captured in annual SSP Update		High level skills identified in all sub-sectors and captured in annual SSP Update	High level skills identified in all sub-sectors and captured in annual SSP Update	High level skills identified in all sub-sectors and captured in annual SSP Update and included in New 5 year SSP developed and submitted to DHET	
2.3.2 Develop internship programmes for graduates and experiential learning opportunities for learners. Identify priority programmes Establish MoU with institutions	GDP: 258 learners	GDP: 387 learners	Internships unemployed: 277		High level skills achieved by learners and provided with work experience and experiential learning opportunities.  MoUs with Universities to provide bursaries for undergraduates	High level skills achieved by learners and provided with work experience and experiential learning opportunities.  MoUs with Universities to provide bursaries for undergraduates	High level skills achieved by learners and provided with work experience and experiential learning opportunities.  MoUs with Universities to provide bursaries for undergraduates	

Performance indicators and annual targets for 2013/2014

Performance Indicator	Audited/Actual Performance				Estimated Performance 2012/2013	Medium –term targets		
	2009/2010	2010/2011	2011/2012	2012/2013		2013/2014	2014/2015	2015/2016
2.3.1 High Levels scarce skills identified in the sector and documented in appropriate plans and strategies.	Tourism Sector Skills Audit and CATHSSETA Scarce & Critical Skills List	Tourism Sector Skills Audit and CATHSSETA Scarce & Critical Skills List	20 learners qualified & placed	High level skills identified in all sub-sectors and captured in annual SSP Update	High level skills identified in all sub-sectors and captured in annual SSP Update	High level skills identified in all sub-sectors and captured in annual SSP Update and included in New 5 year SSP developed and submitted to DHET		
2.3.2 Qualified learners placed in work experience and experiential learning opportunities  Bursaries granted to unemployed learners at Higher Education Institutions	GDP: 258 learners	GDP: 387 learners	Internships unemployed: 277	40 bursaries	100 Internships  82 employed bursaries 56 unemployed bursaries	140 Internships  66 employed bursaries 45 unemployed bursaries		

Budget for 2013/2014

Programme 5 : Addressing High Level Scarce Skills			
Administration Expenses	683 591	777 386	1 029 564
Salaries and staff related costs	436 948	478 249	487 293
Direct Salary Expenses	416 363	456 709	474 292
Direct Project Expenses	13 446 000	15 039 835	18 241 493
<b>Total</b>	<b>14 982 903</b>	<b>16 752 179</b>	<b>20 232 642</b>

## Programme 6: Research for Innovation and Development

### Strategic objective annual targets for 2013/2014

Strategic objective	Audited/Actual Performance				Estimated Performance 2012/2013	Medium-term targets		
	2009/2010	2010/2011	2011/2012	2012/2013		2013/2014	2014/2015	2015/2016
2.4.1 Sector skills plans identify the focal areas for research, innovation and development	Scarce & Critical Skills List and Focus Groups with sub-sector stakeholders	Scarce & Critical Skills List and Focus Groups with sub-sector stakeholders	Scarce & Critical Skills List and Focus Groups with sub-sector stakeholders	Updated in SSP Research and conference papers	Updated in SSP Publication of research and conference papers	Updated in SSP Publication of research and conference papers	Updated in SSP New 5 year SSP developed	Publication of research and conference papers
2.4.2 Establish MoU with relevant university faculties Provide Bursaries to Masters, PhD and post doctoral students	New strategic objective	New strategic objective	MoU concluded with relevant Universities Bursaries provided to Masters, PhD and post doctoral students	MoUs concluded with relevant Universities Bursaries provided to Masters, PhD and post doctoral students	MoUs concluded with relevant Universities Bursaries provided to Masters, PhD and post doctoral students	Bursaries provided to Masters, PhD and post doctoral students	Bursaries provided to Masters, PhD and post doctoral students	Bursaries provided to Masters, PhD and post doctoral students
2.4.3 Research projects are implemented and monitored, impact assessments are conducted for both research projects and all other CATHSSETA mandatory and discretionary projects.	Impact Assessment will establish NSDS II achievements as baseline for assessment of all new research and discretionary projects	Impact Assessment will establish NSDS II achievements as baseline for assessment of all new research and discretionary projects	Part of CATHSSETA Impact Study	Part of CATHSSETA Impact Study	Part of CATHSSETA Impact Study	Part of CATHSSETA Impact Study	Part of CATHSSETA Impact Study	Part of CATHSSETA Impact Study

Performance indicators and annual targets for 2013/2014

Performance Indicator	Audited/Actual Performance			Estimated Performance 2012/2013	Medium-term targets		
	2009/2010	2010/2011	2011/2012		2013/2014	2014/2015	2015/2016
2.4.1 Publication of research and conference papers	New strategic objective	New strategic objective	Potential partnership institutions identified and MoUs finalised	Potential partnership institutions identified and MoUs finalised and 10 papers published	12 papers published	24 papers published	57 papers published
2.4.2 Students entering and completing learning programmes	New strategic objective	New strategic objective	10 learners	12 learners enter; 10 learners complete	80 unemployed bursaries provided to Masters, PhD and post doctoral students	80 unemployed bursaries provided to Masters, PhD and post doctoral students	80 unemployed bursaries provided to Masters, PhD and post doctoral students
2.4.3 Monitoring and evaluation of projects and impacts	Impact Assessment will establish NSDS II achievements as baseline for assessment of all new research and discretionary projects	Impact Assessment will establish NSDS II achievements as baseline for assessment of all new research and discretionary projects	Part of CATHSSETA Impact Study	Part of CATHSSETA Impact Study	Part of CATHSSETA Impact Study	Part of CATHSSETA Impact Study	Part of CATHSSETA Impact Study

Budget for 2013/2014

<b>Programme 6 : Research for Innovation and Development</b>			
Administration Expenses	539 250	623 047	777 758
Salaries and staff related costs	211 694	233 055	245 579
Direct Salary Expenses	164 285	180 205	187 143
Direct Project Expenses	9 092 787	10 371 455	12 435 633
<b>Total</b>	<b>10 008 016</b>	<b>11 407 761</b>	<b>13 646 113</b>

## Programme 7: NCV & N-Courses Review

### Strategic objective annual targets for 2013/2014

Strategic objective	Audited/Actual Performance			Estimated Performance 2012/2013	Medium –term targets		
	2009/2010	2010/2011	2011/2012		2013/2014	2014/2015	2015/2016
3.1.1 & 3.1.2 The NCV and N - Courses are reviewed with inputs from stakeholders and the curriculum is revised to ensure that it provides a sound foundational basis for building labour market relevant skills.	Outcomes of the Review of CATHSSETA Quality Assured Qualifications and Framework	Outcomes of the Review of CATHSSETA Quality Assured Qualifications and Framework	NCV qualifications relevant to the sector	2 Qualifications	2 Qualifications	2 Qualifications	

### Performance indicators and annual targets for 2013/2014

Performance Indicator	Audited/Actual Performance			Estimated Performance 2012/2013	Medium –term targets		
	2009/2010	2010/2011	2011/2012		2013/2014	2014/2015	2015/2016
3.1.1 & 3.1.2 NCV & N Courses accepted by industry, who both training their employees via this qualification and hire graduates with the qualification Number of NCV & N Courses re-aligned	Outcomes of the Review of CATHSSETA Quality Assured Qualifications and Framework	Outcomes of the Review of CATHSSETA Quality Assured Qualifications and Framework	NCV qualifications relevant to the sector	2 Qualifications	2 Qualifications	2 Qualifications	

Budget for 2013/2014

<b>Programme 7 : NCV Review</b>			
Administration Expenses	83 520	92 431	121 769
Salaries and staff related costs	76 101	83 434	85 328
Direct Salary Expenses	72 494	79 518	82 580
Direct Project Expenses	1 903 525	2 097 592	2 481 168
<b>Total</b>	<b>2 135 640</b>	<b>2 352 975</b>	<b>2 770 845</b>

## Programme 8: Quality Assurance

### Strategic objective annual targets for 2013/2014

Strategic objective	Audited/Actual Performance			Estimated Performance 2012/2013	Medium –term targets		
	2009/2010	2010/2011	2011/2012		2013/2014	2014/2015	2015/2016
8.1.1 Update Qualifications developed for the sector by CATHSSETA QA, QCTO and sector assisted to register professional bodies and establishment of assessment centres where required	Professional Body Registration guidelines	Professional Body Registration guidelines	Professional Body Registration guidelines	Qualifications developed according to occupations and career paths as per QCTO processes and industry needs.	Qualifications developed according to occupations and career paths as per QCTO processes and industry needs.	Qualifications developed according to occupations and career paths as per QCTO processes and industry needs.	Qualifications developed according to occupations and career paths as per QCTO processes and industry needs.
8.12 Education and Training Quality Assurance provided to qualifications under CATHSSETA scope to both public and private training providers	Quality assurance of registered qualifications under ETQA Scope	Quality assurance of registered qualifications under ETQA Scope	Quality assurance of registered qualifications under ETQA Scope	Sub-sectors assisted with registration of professional bodies as required	Sub-sectors assisted with registration of professional bodies as required	Sub-sectors assisted with registration of professional bodies as required	Sub-sectors assisted with registration of professional bodies as required
	Quality assurance of registered qualifications under ETQA Scope	Quality assurance of registered qualifications under ETQA Scope	Quality assurance of registered qualifications under ETQA Scope	Establishment of an assessment centre	Quality assurance of registered qualifications under QA Scope	Quality assurance of registered qualifications under QA Scope	Quality assurance of registered qualifications under QA Scope

Performance indicators and annual targets for 2013/2014

Performance Indicator	Audited/Actual Performance				Estimated Performance 2012/2013	Medium-term targets		
	2009/2010	2010/2011	2011/2012	2012/2013		2013/2014	2014/2015	2015/2016
8.1.1 Qualifications piloted and scoped via QCTO	Qualifications scoped and developed according to SAQA regulations	Qualifications scoped and developed according to SAQA regulations	Qualifications scoped and developed according to SAQA regulations	2 qualifications piloted and scoped via QCTO	4 qualifications piloted and scoped via QCTO	5 qualifications piloted and scoped via QCTO	5 qualifications piloted and scoped via QCTO	
8.1.2 Quality Assurance of Training Provision by CATHSETA QA Accredited Providers	80 Training Provider Verification Visits	100 Training Provider Verification Visits	90 Training Provider Verification Visits	100 Training Provider Verification Visits	100 Training Provider Verification Visits	110 Training Provider Verification Visits	120 Training Provider Verification Visits	

Budget for 2013/2014

<b>Programme 8 : Quality Assurance</b>			
Administration Expenses	486 588	572 872	664 945
Salaries and staff related costs	0	0	0
Direct Salary Expenses	0	0	0
Direct Project Expenses	6 001 254	7 065 423	8 200 993
<b>Total</b>	<b>6 487 842</b>	<b>7 638 295</b>	<b>8 865 938</b>

## Programme 9: FET Capacity Building

### Strategic objective annual targets for 2013/2014

Strategic objective	Audited/Actual Performance			Estimated Performance 2012/2013	Medium –term targets		
	2009/2010	2010/2011	2011/2012		2013/2014	2014/2015	2015/2016
3.2.1 Review of capacity of FET Colleges and their campuses Develop a strategy and explore partnerships to address capacity building requirements	New strategic objective	New strategic objective	Public FET Outcomes	CATHSSETA identified as lead SETA to open offices in Northern KZN, at Mthashana and Mthashana FET Colleges.	Northern KZN FET College offices and other provinces through their lead SETA supported	Northern KZN FET College offices and other provinces through their lead SETA supported.	Northern KZN FET College offices and other provinces through their lead SETA supported
3.2.2 CATHSSETA identifies FET colleges offering qualifications relevant to sector and partners with employers in the vicinity of the colleges to offer workplace experience	FET College Workplace Experiential Learning Project: 309	FET College Workplace Experiential Learning Project: 442	1 FET college per province per year offering relevant qualifications and partnerships formed to offer vocational courses. Employers in the vicinity identified	1 FET college per province per year offering relevant qualifications and partnerships formed to offer vocational courses. Employers in the vicinity identified	9 FET Colleges	9 FET Colleges	9 FET Colleges
3.3.1 ETDPSETA to fund and collaborate with CATHSSETA in assisting CATHSSETA identified FET colleges	CATHSSETA Training Provider Capacity Building Project: 79 Trainers capacitated	CATHSSETA Training Provider Capacity Building Project completed and due to 1 year extension of NSDS II, and QCTO developments, no	20 FET colleges staff requiring capacity building identified Collaboration with ETPDSETA	20 FET colleges staff requiring capacity building identified Collaboration	20 FET colleges staff requiring capacity building identified	20 FET colleges staff requiring capacity building identified	20 FET colleges staff requiring capacity building identified

		interventions took place	CATHSSETA facilitates industry exposure for identified staff	with ETPDSETA CATHSSETA facilitates industry exposure for identified staff	MoU with ETPDSETA	Joint projects with ETPDSETA	Joint projects with ETPDSETA
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### Performance indicators and annual targets for 2013/2014

Performance Indicator	Audited/Actual Performance			Estimated Performance 2012/2013	Medium –term targets		
	2009/2010	2010/2011	2011/2012		2013/2014	2014/2015	2015/2016
3.2.1 FET partnerships	New strategic objective	New strategic objective	Public FET Outcomes	CATHSSETA identified as lead SETA to open offices in Northern KZN, at Mnambithi and Mthashana FET Colleges.	Northern KZN FET College offices and other provinces through their lead SETA supported	Northern KZN FET College offices and other provinces through their lead SETA supported	Northern KZN FET College offices and other provinces through their lead SETA supported
3.2.2 FET colleges offer relevant vocational courses Local employers provide work experience for college learners	FET College Workplace Experiential Learning Project: 309	FET College Workplace Experiential Learning Project: 442	1 FET college per province offering relevant qualifications and partnerships formed to offer vocational courses. Employers in the vicinity identified	1 FET college per province offering relevant qualifications and partnerships formed to offer vocational courses. Employers in the vicinity identified	9 FET Colleges	9 FET Colleges	9 FET Colleges
3.3.1 FET staff complete training programmes	79 Trainers capacitated	-	20 FET college staff requiring capacity building identified	20 FET college staff requiring capacity building identified	20 FET college staff requiring capacity building identified	20 FET college staff requiring capacity building identified	20 FET college staff requiring capacity building identified

Budget for 2013/2014

<b>Programme 9 : FET Capacity Building</b>				
Administration Expenses		223 792	244 502	280 448
Salaries and staff related costs		47 047	51 648	52 502
Direct Salary Expenses		50 621	55 526	57 663
Direct Project Expenses		3 300 079	3 608 301	4 061 445
<b>Total</b>		<b>3 621 539</b>	<b>3 959 976</b>	<b>4 452 058</b>

## Programme 10: Provision for the low level unemployed youth and adult language and numeracy skills

### Strategic objective annual targets for 2013/2014

Strategic objective	Audited/Actual Performance			Estimated Performance 2012/2013	Medium –term targets		
	2009/2010	2010/2011	2011/2012		2013/2014	2014/2015	2015/2016
4.1.1 A CATHSSETA strategy is in place to provide low level unemployed youth with a special emphasis on rural areas with an opportunity to engage in training or work experience in order to improve their employability.	Captured in accepted SSP  Due to the 2010 Soccer World Cup, low level skills were prioritised at NQF level 2, learnerships such as Accommodation Services, Food & Beverage and Fast Food Cook  New strategic objective	Captured in accepted SSP  Due to the 2010 Soccer World Cup, low level skills were prioritised at NQF level 2, learnerships such as Accommodation Services, Food & Beverage and Fast Food Cook  New strategic objective	Captured in accepted SSP  CATHSSETA aligns its strategy to DHETs	Updated CATHSSETA Strategy	Updated CATHSSETA Strategy	Updated CATHSSETA Strategy	
4.1.2 Sector specific database developed that tracks training and work opportunities for unemployed youth and reports on implementation of the strategy			CATHSSETA database to feed into the national database of school leavers, unemployed youth, by August 2011	Updated and functional database	Updated and functional database	Updated and functional database	
4.1.3 CATHSSETA partners with social partners and stakeholders in the sector to put in place training and work experience projects for young people in rural areas	77 Cooperatives identified in the CATHSSETA sector	77 Cooperatives identified in the CATHSSETA sector	Social partners such as NGOs, Cooperatives identified and partnered with to identify potential youth in rural areas for SMME development. Unemployed Skills Programme Enter: 468, Complete: 742	240 unemployed learners assisted	305 unemployed learners assisted	305 unemployed learners assisted	

Performance indicators and annual targets for 2013/2014

Performance Indicator	Audited/Actual Performance				Estimated Performance 2012/2013	Medium-term targets		
	2009/2010	2010/2011	2011/2012			2013/2014	2014/2015	2015/2016
4.1.1 CATHSSETA Strategy Approved by Board for implementation and updated annually.	Captured in accepted SSP  Due to the 2010 Soccer World Cup, low level skills were prioritised at NQF level 2, learnerships such as Accommodation Services, Food & Beverage and Fast Food Cook  New strategic objective	Captured in accepted SSP  Due to the 2010 Soccer World Cup, low level skills were prioritised at NQF level 2, learnerships such as Accommodation Services, Food & Beverage and Fast Food Cook  New strategic objective	Captured in accepted SSP  CATHSSETA aligns its strategy to DHETs		Annually updated strategy	Annually updated strategy	Annually updated strategy	
4.1.2 Functional Database of training and work opportunities			Database designed and Developed		Functional Database	Functional Database	Functional Database	
4.1.3 Youth from rural areas enter and complete a skills and mentorship programme.	77 Cooperatives identified in the CATHSSETA sector	77 Cooperatives identified in the CATHSSETA sector	Unemployed Skills Programme Enter: 468, Complete: 742	Unemployed Skills Programme Enter: 200, Complete: 100  AET Programme: Enter: 40, Complete: 20	Unemployed Skills Programme Enter: 960, Complete: 480	Unemployed Skills Programme Enter: 960, Complete: 480	Unemployed Skills Programme Enter: 960, Complete: 480  AET Programme: Enter: 40, Complete: 20	

Budget for 2013/2014

<b>Programme 10 : Provision for the low level unemployed language and numeracy skills</b>				
Administration Expenses	357 378	408 612	566 157	
Salaries and staff related costs	449 398	506 907	485 519	
Direct Salary Expenses	688 939	755 697	784 792	
Direct Project Expenses	10 000 000	10 549 213	12 185 114	
<b>Total</b>	<b>11 495 714</b>	<b>12 220 430</b>	<b>14 021 582</b>	

## Programme 11: Provision of Quality Training for Employed Workers

### Strategic objective annual targets for 2013/2014

Strategic objective	Audited/Actual Performance				Estimated Performance 2012/2013	Medium –term targets		
	2009/2010	2010/2011	2011/2012	2012/2013		2013/2014	2014/2015	2015/2016
5.1.1 Employed workers in the sector improve their qualifications and skills to support local economic development	Increased number of employed workers in decent jobs facilitated through the development and implementation of funding and grants policies	Increased number of employed workers in decent jobs facilitated through the development and implementation of funding and grants policies	Increased number of employed workers in decent jobs facilitated through the development and implementation of funding and grants policies	Increased number of employed workers in decent jobs facilitated through the development and implementation of funding and grants policies	Increased number of employed workers in decent jobs facilitated through the development and implementation of funding and grants policies	Increased number of employed workers in decent jobs facilitated through the development and implementation of funding and grants policies	Increased number of employed workers in decent jobs facilitated through the development and implementation of funding and grants policies	Increased number of employed workers in decent jobs facilitated through the development and implementation of funding and grants policies
5.1.2 Workers employed in the sector supported through training interventions via mandatory grants Small, Medium and Large Levy payers submitting WSPs/ATRs implement Learning Programmes to train employees	Firms supported: Large: 193; Medium: 287; Small: 598	Firms supported: Large: 183; Medium: 283; Small: 526	Firms supported: Large: 195; Medium: 354; Small: 548	12 500 sector employed workers supported through mandatory grants	Sector employed workers supported through mandatory grants	Sector employed workers supported through mandatory grants	Sector employed workers supported through mandatory grants	Sector employed workers supported through mandatory grants
5.1.3 Discretionary grant projects prioritising PIVOTAL programmes for employed workers established to improve their skills levels and qualifications	New strategic objective	New strategic objective	Draft Funding regulations not yet finalised by DHET, therefore, PIVOTAL Grants not implemented	Revised Funding regulations finalised by DHET in December 2012, to be implemented in the following financial	Sector employed workers supported through discretionary grant projects prioritising PIVOTAL	Sector employed workers supported through discretionary grant projects	Sector employed workers supported through discretionary	Sector employed workers supported through discretionary

								year. Therefore, PIVOTAL Grants not implemented	programmes	prioritising PIVOTAL programmes	grant projects prioritising PIVOTAL programmes
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**Performance indicators and annual targets for 2013/2014**

Performance Indicator	Audited/Actual Performance				Estimated Performance 2012/2013	Medium –term targets		
	2009/2010	2010/2011	2011/2012	2012/2013		2013/2014	2014/2015	2015/2016
5.1.1 Policies and guidelines developed and implemented that support an increased number of employed workers in decent jobs	Mandatory, Discretionary grants and Performance Information policies and guidelines reviewed and implemented	Mandatory, Discretionary grants and Performance Information policies and guidelines reviewed and implemented	Mandatory, Discretionary grants and Performance Information policies and guidelines reviewed and implemented	Mandatory, Discretionary grants and Performance Information policies and guidelines reviewed and implemented	Mandatory, Discretionary grants and Performance Information policies and guidelines reviewed and implemented	Mandatory, Discretionary grants (including PIVOTAL Programmes) and Performance Information policies and guidelines developed and implemented	Mandatory, Discretionary grants (including PIVOTAL Programmes) and Performance Information policies and guidelines reviewed and implemented	Mandatory, Discretionary grants (including PIVOTAL Programmes) and Performance Information policies and guidelines reviewed and implemented
5.1.2 Increased number of employed workers in the sector improve their qualifications and progress into higher positions and increased income  WSPs and ATRs reflect learners planned and trained. These plans and reports are monitored, evaluated and approved	Firms supported: Large: 193; Medium: 287; Small: 598	Firms supported: Large: 183; Medium: 283; Small: 526	Firms supported: Large: 195; Medium: 254; Small: 548	12 500 sector employed workers supported through mandatory grants	8 750 sector employed workers supported through mandatory grants	8 750 sector employed workers supported through mandatory grants	8 750 sector employed workers supported through mandatory grants	8 750 sector employed workers supported through mandatory grants
5.1.3 Increased number of employed workers in the sector educated and trained through PIVOTAL	New strategic objective	New strategic objective	Draft Funding regulations not yet finalised by	Revised Funding regulations finalised by DHET in	5635 sector employed workers skilled and trained	6430 sector employed workers skilled and trained	7237 sector employed workers skilled and trained	

	programmes PPT and PTR reflect learners planned and trained. These plans and reports are monitored, evaluated and approved			DHET, therefore, PIVOTAL Grants not implemented	December 2012, to be implemented in the following financial year. Therefore, PIVOTAL Grants not implemented	through PIVOTAL programmes	through PIVOTAL programmes	through PIVOTAL programmes
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Budget for 2013/2014

<b>Programme 11 : Provision of Quality Training for Employed Workers</b>								
<b>Total</b>								
						<b>42 084 000</b>	<b>47 555 000</b>	<b>53 737 000</b>

## Programme 12: Support for Cooperatives through skills development

### Strategic objective annual targets for 2013/2014

Strategic objective	Audited/Actual Performance			Estimated Performance 2012/2013	Medium –term targets		
	2009/2010	2010/2011	2011/2012		2013/2014	2014/2015	2015/2016
6.1.1 Skills needs of sector co-ops identified in all sub-sector and incorporated into Chamber Strategies and Sector Skills Plan	Chamber Strategies and Sector Skills Plan	Chamber Strategies and Sector Skills Plan	Chamber Strategies and Sector Skills Plan	Skills needs of sector cooperatives identified in all sub-sectors captured in SSP	Skills needs of sector cooperatives identified in all sub-sectors captured in SSP	Skills needs of sector cooperatives identified in all sub-sectors captured in SSP and included in New 5 year SSP developed	
6.1.2 Sector Projects Developed and implemented	New strategic objective	New strategic objective	Relevant Projects researched and scoped 32 Co-Ops supported	Relevant Projects researched and scoped 3 Co-Ops supported	Relevant Projects researched and scoped 7 Co-Ops supported	Relevant Projects researched and scoped 7 Co-Ops supported	
6.1.3 Database of Co-Ops per sub-sector developed	77 Cooperatives identified in the CATHSSETA sector	77 Cooperatives identified in the CATHSSETA sector	Database of cooperatives per sub-sector developed	Database updated	Database updated Captured in Annual SSP Update	Database updated Captured in Annual SSP Update and included in New 5 year SSP developed	

Performance indicators and annual targets for 2013/2014

Performance Indicator	Audited/Actual Performance			Estimated Performance 2012/2013	Medium-term targets		
	2009/2010	2010/2011	2011/2012		2013/2014	2014/2015	2015/2016
6.1.1 List of scarce and critical skills of sector cooperatives	Captured in Accepted SSP	Captured in Accepted SSP	Captured in Accepted SSP	Captured in Accepted SSP	Part Annual SSP Update	Part Annual SSP Update	Part Annual SSP Update
6.1.2 Co-Ops Supported	New strategic objective	New strategic objective	Relevant projects researched and scoped 32 Co-Ops supported	Relevant projects researched and scoped 3 Co-Ops supported	Relevant projects researched and scoped 7 Co-Ops supported	Relevant projects researched and scoped 7 Co-Ops supported	Relevant projects researched and scoped 7 Co-Ops supported
6.1.3 Database of Co-Ops	77 Cooperatives identified	77 Cooperatives identified	Database of cooperatives per sub-sector developed	Existing database updated	Database updated	Database updated	Database updated

Budget for 2013/2014

Programme 12 : Support for Cooperatives through skills development			
Administration Expenses	68 607	74 440	145 066
Salaries and staff related costs	93 997	103 380	86 923
Direct Salary Expenses	150 987	165 617	171 994
Direct Project Expenses	1 925 000	2 104 627	2 700 475
<b>Total</b>	<b>2 238 591</b>	<b>2 448 064</b>	<b>3 104 458</b>

### Programme 13: Support for Small and Emerging Businesses through skills development

#### Strategic objective annual targets for 2013/2014

Strategic objective	Audited/Actual Performance		Estimated Performance 2012/2013	Medium –term targets		
	2009/2010	2010/2011		2011/2012	2013/2014	2014/2015
6.2.1 Skills needs of SMMEs identified in all sub-sectors	Chamber Strategies and Sector Skills Plan	Chamber Strategies and Sector Skills Plan	Chamber Strategies and Sector Skills Plan	Part Annual SSP Update	Part Annual SSP Update	Part Annual SSP Update and included in New 5 year SSP developed
6.2.2 Sector Projects developed and implemented	New strategic objective	New strategic objective	229 SMME owners, employees or potential entrepreneurs trained	Skills Programmes implemented to support SMME owners and employees	Skills Programmes implemented to support SMME owners and employees	Skills Programmes implemented to support SMME owners and employees
6.2.3 Database of sub-SMME per sub-sector developed	CATHSSETA Stakeholder Database, TEP Database and Tourism Skills Audit Report	CATHSSETA Stakeholder Database, TEP Database and Tourism Skills Audit Report	Database of small and emergent businesses per sub-sector developed	Database Updated	Database Updated	Database Updated

Performance indicators and annual targets for 2013/2014

Performance Indicator	Audited/Actual Performance				Estimated Performance 2012/2013	Medium –term targets		
	2009/2010	2010/2011	2011/2012	2012/2013		2013/2014	2014/2015	2015/2016
6.2.1 List of scarce and critical skills	Captured in Accepted SSP	Captured in Accepted SSP	Captured in Accepted SSP	Captured in Accepted SSP	Captured in Accepted SSP	Part Annual SSP Update	Part Annual SSP Update	Part Annual SSP Update and included in New 5 year SSP developed
6.2.2 Support Offered to SMME	New strategic objective	New strategic objective	229 SMME owners, employees or potential entrepreneurs trained	2000 SMME owners, employees or potential entrepreneurs trained	2750 Skills Programmes to support SMME owners and employees	2750 Skills Programmes to support SMME owners and employees	2750 Skills Programmes to support SMME owners and employees	2750 Skills Programmes to support SMME owners and employees
6.2.3 Database of SMME	CATHSSETA Stakeholder Database, TEP Database and Tourism Skills Audit Report	CATHSSETA Stakeholder Database, TEP Database and Tourism Skills Audit Report	Database of small and emergent businesses per sub-sector developed	Database Updated	Database Updated	Database Updated	Database Updated	Database Updated

Budget for 2013/2014

<b>Programme 13 : Support for Small and Emerging Businesses through skills development</b>			
Administration Expenses	1 299 616	1 005 185	939 432
Salaries and staff related costs	1 037 323	1 139 390	1 185 331
Direct Salary Expenses	1 286 936	1 411 640	1 465 988
Direct Project Expenses	27 570 525	25 036 936	24 739 773
<b>Total</b>	<b>31 194 400</b>	<b>28 593 151</b>	<b>28 330 525</b>

## Programme 14: Support for Trade Unions, NGOs and CBOs through skills development

### Strategic objective annual targets for 2013/2014

Strategic objective	Audited/Actual Performance			Estimated Performance 2012/2013	Medium –term targets		
	2009/2010	2010/2011	2011/2012		2013/2014	2014/2015	2015/2016
6.3.1 Skills needs of Trade Unions, NGOs and CBOs per sub-sector identified	New strategic objective	New strategic objective	New strategic objective	Skills needs of sector unions, NGOs and CBOs identified in all chambers	Captured in Annual SSP Update	Captured in Annual SSP Update	Captured in Annual SSP Update and included in New 5 year SSP developed
6.3.2 Relevant interventions established	Shop Steward SDF Capacity Building Programme Outcomes: 100 learners	Shop Steward SDF Capacity Building Programme Outcomes: 110 learners	Organisations supported: NGOs- 207 CBOs- 6 Trade Unions - 18	2 projects 8 organisations supported	Projects scoped and implemented to support Trade Unions, NGOs and CBOs	Projects scoped and implemented to support Trade Unions, NGOs and CBOs	Projects scoped and implemented to support Trade Unions, NGOs and CBOs
6.3.3 Database of Trade Unions, NGOs and CBOs developed and training reported	Database of 25 Trade Unions	Database of 25 Trade Unions	Database of 25 Trade Unions, 3 NGOs and 13 NPOs across all sub-sectors	Database of 25 Trade Unions, 3 NGOs and 13 NPOs across all sub-sectors	Database of 25 Trade Unions, 3 NGOs and 13 NPOs across all sub-sectors. CBOs to be identified and database developed	Databases to be maintained and updated	Database to be maintained and updated

Performance indicators and annual targets for 2013/2014

Performance Indicator	Audited/Actual Performance				Estimated Performance 2012/2013	Medium –term targets		
	2009/2010	2010/2011	2011/2012	2012/2013		2013/2014	2014/2015	2015/2016
6.3.1 List of scarce and critical skills	List of scarce and critical skills updated and submitted to DoL	List of scarce and critical skills updated and submitted to DoL	List of scarce and critical skills updated and submitted to DHET	Organisations supported: NGOs- 207 CBOs- 6 Trade Unions - 18	Skills needs of sector unions, NGOs and CBOs identified in all chambers and submitted to DHET	Skills needs of sector unions, NGOs and CBOs identified in all chambers and submitted to DHET	Skills needs of sector unions, NGOs and CBOs identified in all chambers and submitted to DHET	Skills needs of sector unions, NGOs and CBOs identified in all chambers and submitted to DHET
6.3.2 Support offered to Trade Unions, NGOs and CBOs	Shop Steward SDF Capacity Building Programme Outcomes: 100 learners	Shop Steward SDF Capacity Building Programme Outcomes: 110 learners	Organisations supported: NGOs- 207 CBOs- 6 Trade Unions - 18	2 projects 8 organisations supported	3 projects scoped and implemented supporting 25 organisations in total	3 projects scoped and implemented supporting 25 organisations in total	3 projects scoped and implemented supporting 25 organisations in total	3 projects scoped and implemented supporting 25 organisations in total
6.3.3 Database of Trade Unions, NGOs and CBOs	Database of 25 Trade Unions	Database of 25 Trade Unions	Database of 25 Trade Unions, 3 NGOs and 13 NPOs across all sub-sectors	Database of 25 Trade Unions, 3 NGOs and 13 NPOs across all sub-sectors	Database of 25 Trade Unions, 3 NGOs and 13 NPOs across all sub-sectors. CBOs to be identified and database developed	Database to be maintained and updated	Database to be maintained and updated	Database to be maintained and updated

Budget for 2013/2014

<b>Programme 14 : Support for Trade Unions, NGOs and CBOs through skills development</b>			
Administration Expenses	115 709	126 187	410 678
Salaries and staff related costs	104 227	114 330	117 571
Direct Salary Expenses	89 992	98 712	102 513
Direct Project Expenses	2 623 341	2 868 518	6 414 448
<b>Total</b>	<b>2 933 270</b>	<b>3 207 747</b>	<b>7 045 210</b>

## Programme 15: Public Sector Education and Training

### Strategic objective annual targets for 2013/2014

Strategic objective	Audited/Actual Performance			Estimated Performance 2012/2013	Medium –term targets		
	2009/2010	2010/2011	2011/2012		2013/2014	2014/2015	2015/2016
7.1.1 Partnerships with Government Departments to enable analysis of training requirements, identify challenges and reflect on achievements	New strategic objective	New strategic objective	Partnerships with PSETA in developing programmes to capacitate those government departments relevant to CATHSSETA	Analysis conducted and included as part of Annual SSP Update	Analysis conducted and included as part of Annual SSP Update	Part of Annual SSP Update and included in New 5 year SSP developed	
7.1.2 Implementation of outcomes of the proposals that affect public sector education and training in the sector	New strategic objective	New strategic objective	Partnership with PSETA in developing programmes to capacitate those government departments relevant to CATHSSETA	MoU with PSETA and programmes identified	MoU with PSETA and programmes developed and implemented	MoU with PSETA and programmes implemented	
7.2.1 Sector skills plans set out the capacity needs of relevant departments and entities	New strategic objective	New strategic objective	Skills needs of government departments relevant to CATHSSETA captured in SSP	Skills needs of government departments relevant to CATHSSETA captured in SSP	Skills needs of government departments relevant to CATHSSETA captured in SSP	Part of Annual SSP Update and included in New 5 year SSP developed	
7.2.2 Partnerships with PSETA and Government departments to develop programmes to capacitate public servants and improve service delivery to the CATHSSETA sector	New strategic objective	New strategic objective	Partnerships with PSETA in developing programmes to capacitate those government departments relevant to CATHSSETA	MoUs with PSETA and relevant Government Departments signed	MoUs with PSETA and relevant Government Departments signed and provincial offices opened to support and implement the agreed MoU interventions	Relevant Interventions planned and implemented according to finalised MoUs and provincial offices opened to support implementation	

Performance indicators and annual targets for 2013/2014

Performance Indicator	Audited/Actual Performance		Estimated Performance 2012/2013	Medium-term targets		
	2009/2010	2010/2011		2011/2012	2013/2014	2014/2015
7.1.1 Analysis captured in Annual SSP updates	New strategic objective	New strategic objective	-	Captured in SSP Update	Captured in SSP Update	Captured in SSP Update and included in New 5 year SSP developed
7.1.2 PSETA partnership results in development of programmes addressing public sector	New strategic objective	New strategic objective	Partnership with PSETA in developing programmes to capacitate those government departments relevant to CATHSSETA	MoU with PSETA and programmes identified	MoU with PSETA and programmes developed and implemented	MoU with PSETA and programmes implemented
7.2.1 Capacity needs captured in Annual SSP updates	New strategic objective	New strategic objective	Part of Annual SSP Update	Part of Annual SSP Update	Part of Annual SSP Update	Captured in SSP Update and included in New 5 year SSP developed
7.2.2 MoUs and projects finalised Provincial offices opened to support MoU projects	New strategic objective	New strategic objective	6 MoUs and 6 projects New strategic objective	10 MoUs and 10 projects 3 provincial offices opened	15 MoUs and 15 projects 3 provincial offices opened	15 MoUs and 15 projects 2 provincial offices opened

Budget for 2013/2014

<b>Programme 15: Public Sector Education and Training</b>				
Administration Expenses	175 053	218 152	260 757	
Salaries and staff related costs	0	0	0	
Direct Salary Expenses	0	0	0	
Direct Project Expenses	2 158 984	2 690 547	3 216 006	
<b>Total</b>	<b>2 334 037</b>	<b>2 908 699</b>	<b>3 476 763</b>	

## Programme 16: Career Guidance for Sector Stakeholders

### Strategic objective annual targets for 2013/2014

Strategic objective	Audited/Actual Performance				Estimated Performance 2012/2013	Medium –term targets		
	2009/2010	2010/2011	2011/2012	2012/2013		2013/2014	2014/2015	2015/2016
8.1.1 Develop career guides per sub-sector	CATHSSETA Chamber Guides	CATHSSETA Chamber Guides	CATHSSETA Chamber Guides	NTCE: 17 323 learners and 3076 Stakeholders, Sectors' specialist, ETD Practitioner, Professional Bodies & Others supported	Career guides developed for all 6 sub-sectors	Career guides developed for all 6 sub-sectors	Career guides developed for all 6 sub-sectors	Career guides developed for all 6 sub-sectors
8.1.2 Provincial Workshops and career exhibitions	National Tourism Careers Expo Outcomes: approximately 16 250 learners supported to provide career guidance	Due to the 2010 Soccer World Cup and change in school terms, the NTCE did not take place		Sector Specialists, such as Tourism Teachers, Career Guidance Counsellors and ETD Practitioners within the sector trained in career guidance	Sector Specialists, such as, Tourism Teachers, Career Guidance Counsellors and ETD Practitioners within the sector trained in career guidance	Sector Specialists, such as Tourism Teachers, Career Guidance Counsellors and ETD Practitioners within the sector trained in career guidance	Sector Specialists, such as Tourism Teachers, Career Guidance Counsellors and ETD Practitioners within the sector trained in career guidance	

### Performance indicators and annual targets for 2013/2014

Performance Indicator	Audited/Actual Performance			Estimated Performance 2012/2013	Medium –term targets		
	2009/2010	2010/2011	2011/2012		2013/2014	2014/2015	2015/2016
8.1.1 Able to provide career and vocational guidance to employees and prospective learners	SSP and Career guide developed and distributed	SSP and Career guide developed and distributed	SSP and Career guide developed and distributed	6 Career Guides Developed and distributed for all sub-sector	6 Career Guides Developed and distributed for all sub-sector	6 Career Guides Developed and distributed for all sub-sector	6 Career Guides Developed and distributed for all sub-sector

8.1.2	Increased learners make informed decision on career choices and more relevant people enter and stay within the sector National and provincial career expos Participation of stakeholders in career guidance programmes	SSP and Career guide developed and distributed National Tourism Careers Expo	100 institutions engaged in career guidance programmes	100 institutions engaged in career guidance programmes NTCE: 17 323 learners and 3076 Stakeholders, Sectors' specialist, ETD Practitioner, Professional Bodies & Others supported	80 institutions engaged in career guidance programmes	367 institutions engaged in career guidance programmes through career exhibitions and mobile services CATHSSETA	429 institutions engaged in career guidance programmes through career exhibitions and mobile services CATHSSETA	467 institutions engaged in career guidance programmes through career exhibitions and mobile services CATHSSETA
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#### Budget for 2013/2014

<b>Programme 16 : Career Guidance for Sector Stakeholders</b>	
Administration Expenses	341 807
Salaries and staff related costs	748 713
Direct Salary Expenses	648 962
Direct Project Expenses	13 235 915
<b>Total</b>	<b>14 975 396</b>

## Programme 17: SETA Administration

### Strategic objective annual targets for 2013/2014

Strategic objective	Audited/Actual Performance				Estimated Performance 2012/2013	Medium-term targets		
	2009/2010	2010/2011	2011/2012	2012/2013		2013/2014	2014/2015	2015/2016
Provide strategic direction by setting priorities and directives in order to meet the mandate of CATHSSETA	THETA Strategic Plan and Annual Performance Plan updated and signed off by DoL	THETA Strategic Plan and Annual Performance Plan updated and signed off by DoL	CATHSSETA Strategic Plan and Annual Performance Plan updated and signed off by DHET	CATHSSETA Strategic Plan and Annual Performance Plan updated and signed off by DHET	CATHSSETA Strategic Plan and Annual Performance Plan updated and signed off by DHET	CATHSSETA Strategic Plan and Annual Performance Plan updated and signed off by DHET	CATHSSETA Strategic Plan and Annual Performance Plan updated and signed off by DHET	CATHSSETA Strategic Plan and Annual Performance Plan updated and signed off by DHET
CATHSSETA priorities and strategies translated into policies and programmes for effective service delivery, management and monitoring to achieve optimal organizational performance	THETA policies updated through consultation with Operations Committee and signed off by the Board	THETA policies updated through consultation with Operations Committee and signed off by the Board	Board sub-committees established and Governance and Strategy Committee tasked with updating CATHSSETA policies	CATHSSETA policies updated through consultation with Governance and Strategy Committee and signed off by the Board	CATHSSETA policies updated through consultation with Governance and Strategy Committee and signed off by the Board	CATHSSETA policies updated through consultation with Governance and Strategy Committee and signed off by the Board	CATHSSETA policies updated through consultation with Governance and Strategy Committee and signed off by the Board	CATHSSETA policies updated through consultation with Governance and Strategy Committee and signed off by the Board
	Management structures in place to ensure financial, operational, human resource and supply chain management for the achievement of Service Level Agreement with DoL	Management structures in place to ensure financial, operational, human resource and supply chain management for the achievement of Service Level Agreement with DoL	Management structures in place to ensure financial, operational, human resource and supply chain management for the achievement of Service Level Agreement with DHET	Management structures in place to ensure financial, operational, human resource and supply chain management for the achievement of Service Level Agreement with DHET	Management structures in place to ensure financial, operational, human resource and supply chain management for the achievement of Service Level Agreement with DHET	Management structures in place to ensure financial, operational, human resource and supply chain management for the achievement of Service Level Agreement with DHET	Management structures in place to ensure financial, operational, human resource and supply chain management for the achievement of Service Level Agreement with DHET	Management structures in place to ensure financial, operational, human resource and supply chain management for the achievement of Service Level Agreement with DHET

Performance indicators and annual targets for 2013/2014

Performance Indicator	Audited/Actual Performance				Estimated Performance 2012/2013	Medium-term targets		
	2009/2010	2010/2011	2011/2012	2012/2013		2013/2014	2014/2015	2015/2016
Strategic objectives and priorities reviewed to ensure mandate is achieved	Board, Management and Departmental Strategic review and planning sessions held and SP and SLA updated and signed off by DoL	Intensive consultation with both Organised Business and Labour both nationally and provincially to determine need to draft new 5 Year SP and APP Board, Management and Departmental Strategic review and planning sessions held	CATHSSETA established through Ministerial SETA landscaping process. New Board put in place and intensive Board, Management and Departmental Strategic review and planning sessions held	Board Roundtable discussions held with key stakeholders from all subsectors. Board, Management and Departmental Strategic review and planning sessions held	Consultation with Stakeholders to determine industry needs and requirements Board, Management and Departmental Strategic Reviews and Planning inform and update the SP and APP	Consultation with Stakeholders to determine industry needs and requirements Board, Management and Departmental Strategic Reviews and Planning inform and update the SP and APP	Consultation with Stakeholders to determine industry needs and requirements Board, Management and Departmental Strategic Reviews and Planning inform and update the SP and APP	Consultation with Stakeholders to determine industry needs and requirements Board, Management and Departmental Strategic Reviews and Planning inform and update the SP and APP
CATHSSETA policies and programmes reviewed, updated and approved	THETA policies reviewed through Operations Committee and signed off by Board	THETA policies reviewed through Operations Committee and signed off by Board	Board sub-committees established and Governance and Strategy Committee tasked with updating CATHSSETA policies	Policies reviewed by Governance Strategy Committee, Programmes reviewed by Skills planning Committee and both signed off by Board	Policies reviewed by Governance Strategy Committee, Programmes reviewed by Skills planning Committee and both signed off by Board	Policies reviewed by Governance Strategy Committee, Programmes reviewed by Skills planning Committee and both signed off by Board	Policies reviewed by Governance Strategy Committee, Programmes reviewed by Skills planning Committee and both signed off by Board	Policies reviewed by Governance Strategy Committee, Programmes reviewed by Skills planning Committee and both signed off by Board

Good Governance, sound financial and organisational management	Management Report by Auditor General Quarterly Monitoring Report validated and accepted by DHET for all quarters Management Reports submitted quarterly to MANCO, Board Sub-Committees and approved by the Board	Unqualified Audit Report and Management Report by Auditor General Quarterly Monitoring Report validated and accepted by DHET for all quarters Management Reports submitted quarterly to MANCO, Board Sub-Committees and approved by the Board	Unqualified Audit Report and Management Report by Auditor General Quarterly Monitoring Report validated and accepted by DHET for all quarters Management Reports submitted quarterly to MANCO, Board Sub-Committees and approved by the Board	Audit Report and Management Report by Auditor General Quarterly Monitoring Report validated and accepted by DHET for all quarters Management Reports submitted quarterly to MANCO, Board Sub-Committees and approved by the Board	Audit Report and Management Report by Auditor General Quarterly Monitoring Report validated and accepted by DHET for all quarters Management Reports submitted quarterly to MANCO, Board Sub-Committees and approved by the Board	Audit Report and Management Report by Auditor General Quarterly Monitoring Report validated and accepted by DHET for all quarters Management Reports submitted quarterly to MANCO, Board Sub-Committees and approved by the Board
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Budget for 2013/2014

<b>Programme 17 : SETA Administration</b>	
Administration Expenses	16 497 000
Salaries and staff related costs	18 962 000
Total	35 459 000
less: Expenditure: Reprioritisation	(1 063 770)
<b>Total</b>	<b>34 395 230</b>

## Annexure A

### Organisation of SIC Codes per Sub-sector

Group	SIC Code	Standard Category
<b>Conservation and Tourism Guiding</b>		
(4 SIC Codes)	11520	Hunting and Trapping including related services
	96333	Game parks, reserves incl. but not limited to wildlife, parks, zoological or animal parks and botanical gardens
	96334	Activities of conservation bodies
	96335	Wildlife conservation incl. wildlife, game, parks, game reserves, zoological establishments, botanical gardens etc
<b>Arts, Culture and Heritage</b>		
(15 SIC Codes)	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 and Buildings
	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	
<b>Gaming and Lotteries</b>		
(2 SIC Codes)	96419	Operation and management of Horse Racing Events and Clubs and Academies
	96494	Gambling, licensed Casinos & the National Lottery and but not limited to Bookmakers, Totalisators, Casinos, Bingo Operators
<b>Hospitality</b>		
(16 SIC Codes)	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 Breakfast
	64106	Management and operation of game lodges
	64201	Restaurants or tearooms with liquor license
	64202	Restaurants or tearooms without 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, Night Clubs
	64209	Other Catering Services N.E.C
	84111	Timesharing
	88994	Bioscope Cafes
<b>Sport, Recreation and Fitness</b>		
(12 SIC Codes)	93195	Operation and management of Health and Well-Being Centres

		including but not limited to Hydros, Spas, Fitness Centres etc.
	96000	Recreational, Cultural and Sporting activities
	96002	Recreational, leisure and outdoor adventure activities including 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 sport academies
	96413	Promotion and management of sporting events and activities
	96415	Management and operation of non-motorized sporting activities
	96417	Sporting activities incl. but not limited to Sport Federations etc.
	96418	Management and operation of motorized sporting activities
	96491	The Operation and Management of recreation parks & beaches, fairs and shows of a recreational nature and recreational transport activities
<b>Tourism and Travel Services</b>		
(13 SIC Codes)	71214	Tour operators (Inbound and Outbound Tour Operators)
	71222	Safaris and Sight Seeing 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 incl. but not limited to Tourism Marketing, Tourist Information Centres, Publicity Associations
	99049	Guides incl. tourist river, mountain etc.

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