

WESTERN CAPE PROVINCIAL LEGISLATURE

No 15 - 2025] Second Session, Seventh Parliament

FRIDAY, 13 SEPTEMBER 2025

QUESTION FOR WRITTEN REPLY

Reply:

13. Mr P Johnson to ask Mr D J Maynier, Minister of Education:

(a) What specific initiatives is his Department implementing to attract and retain quality teachers, particularly in high-demand subjects such as mathematics, science, engineering, IT and agriculture, (b) what is the data on (i) teacher composition, (ii) recruitment and (iii) retention in these high-demand subjects per district from 2020 to 2025 and (iv) where are the intervention most needed and (c) (i) how is the province addressing the challenges posed by an aging teacher population and (ii) what strategies are in place to ensure continuity and succession planning in critical subjects?

Reply:

13. My department has informed me of the following:

(a) The Growth for Jobs (G4J) Strategy plays a significant role in elevating the teaching profession by aligning education with long-term economic growth goals.

The strategy positions teaching as a critical enabler of economic growth, especially in high-demand sectors like Mathematics, Science, Engineering, IT, and Agriculture. It promotes teaching as a well-supported and societally impactful profession, emphasizing its role in shaping the future workforce.

The following Priority Focus Areas (PFAs) in the strategy directly support the teaching profession:

- PFA 5: Partnering for Technology and Innovation
 - Encourages the development of digital skills and innovation, which requires qualified educators in IT and STEM subjects.
- PFA 7: Improving Learners, Entrepreneurs and Aspirant Job Seekers.
 - Focuses on enhancing learner outcomes and teacher quality to ensure that students are prepared for the future economy

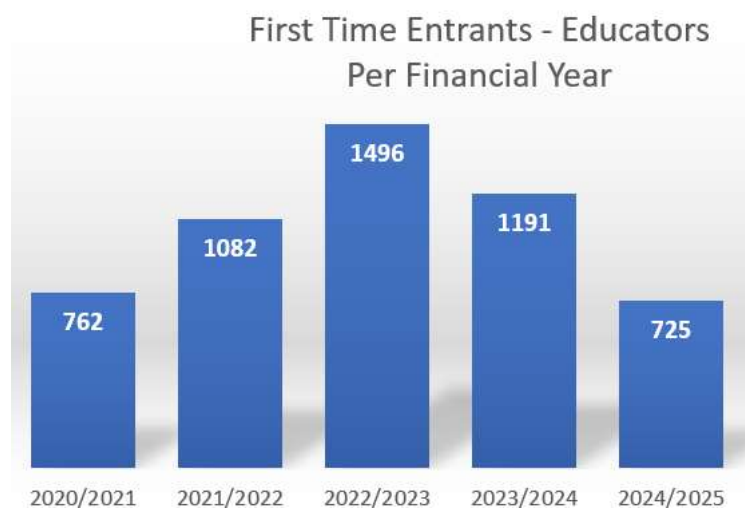
In addition, the Mathematics, Science and Technology (MST) Grant allows for an additional teacher post per MST school for Maths and Science.

- (b) (i) Teacher composition (Persal Data at 31 July 2025) – Ordinary Public Schools only)

Post class	Below 30	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 and above	Grand total
Principal	1	9	49	41	65	246	473	251	1135
Deputy principal		30	94	66	81	241	411	196	1 119
Departmental head	32	279	391	270	232	681	949	438	3 272
Teacher	5 581	5 258	3 358	1 930	1 429	2 584	3 128	1 526	24 794
Grand total	5 614	5 576	3 892	2 307	1 807	3 752	4 961	2 411	30 320
Percentage	19%	18%	13%	8%	6%	12%	16%	8%	100%
	50%			14%		29%		8%	

* Persal data does not specify subjects taught

- (ii) Recruitment (First Time Entrants)



**The above totals reflected the number of educators employed for the first time in the education profession age 30 and below – not specified per subject/phase specialisation*

- (iii) We do not maintain a provincial database on retention statistics per district.
- (iv) The Funza Lushaka Bursary programme targets students pursuing teaching qualifications in priority subjects such as Mathematics, Physical Sciences and Technical subjects.

Recipients are required to teach in a provincial education department for the same number of years they received the bursary.

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- (c) (i) The Western Cape Education Department's (WCED) recruitment strategy focuses on the recruitment and appointment of newly qualified educators as a priority. The WCED targets newly qualified educators, especially those who have graduated within the past three years, when filling vacant and funded permanent posts.

This approach is intended to support the integration of new talent into the education system and reduce unemployment among qualified graduates.

Currently, 50% of educators at ordinary public schools are below the age of 40, which represents a conducive age distribution.

- (ii) The replacement of educators in mathematics, science, engineering, IT and agriculture poses a risk as the subjects are very specialised and the number of educators studying towards a B Ed Further Education and Training at Higher Education Institutions (HEIs) in these subjects are reducing. The future allocation of Funza Lushaka bursaries must include these subjects as priority subjects. The priority areas must be amended by Department of Basic Education to ensure a pipeline of suitably qualified educators to teach the subjects mentioned. However, HEIs must also be engaged to develop qualifications that will support the subjects provincially.

MINISTER OF EDUCATION

DATE: 5 SEPTEMBER 2025