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through human and  
social sciences**

# TOURISM HUMAN RESOURCE DEVELOPMENT STRATEGY DEVELOPMENT & SKILLS AUDIT STUDY

PRESENTATION ON KEY FINDINGS AND DRAFT STRATEGIC  
THEMES FOR HUMAN RESOURCE DEVELOPMENT IN TOURISM

NOVEMBER 2016

# OUTLINE

- 1. INTRODUCTION**
- 2. BACKGROUND TO STUDY**
- 3. OVERVIEW OF METHODOLOGY**
- 4. FINDINGS: SKILLS DEMAND**
- 5. FINDINGS: SKILLS SUPPLY**
- 6. COORDINATION OF THRD PLANNING AND IMPLEMENTATION**
- 7. TOWARDS A THRDS**

# OVERVIEW OF THE THRD SKILLS AUDIT AND STRATEGY DEVELOPMENT PROCESS

# THE NEED FOR A HUMAN RESOURCE DEVELOPMENT REVIEW

*Much has changed since 2008*

- **Tourism Act (2014)**
- **Adoption of NTSS**
- **A dedicated National Department of Tourism**
- **National Development Plan Vision 2030**
- **Impact of Technology - consider new trends and implications -new skills and/or reskilling (e.g. Uber, Air BNB etc.)**

# BUT MUCH REMAINS THE SAME....

- Concerns with respect to the **absorption of tourism/hospitality graduates**, career path, transformation and challenges in addressing occupational and skills gaps
- **Graduates** in the sector are generally viewed as **not meeting employer expectations**
- **Low wages**, almost **non-existent labour market pathways** and **poor employment conditions**
- **Education and training system** is seen to be **fragmented**, **curricula** perceived not to be **aligned to employer needs**, and **quality is highly variable**
- **Complex nature of training supply...** across many sources (public, private, spheres of govt., foreign etc)

# STUDY OBJECTIVES AND METHODS

# RESEARCH OBJECTIVES

## *Overall Purpose:*

- To facilitate a **consultative and participatory process** in the development of a **new THRD strategy and implementation plan** for the period **2016-2026**.
- *Key objectives as per terms of reference:*
  - To **review** the existing THRD Strategy
  - To identify the specific **workforce skills needs** and **gaps** in the tourism sector
  - Develop an **operational and action plan** in respect of the Revised Strategy

# WHAT ARE THE RESEARCH QUESTIONS?

The key research question for this project is: *How can HRD be optimally leveraged to support growth and the development of the tourism sector as aligned to national priorities?*

- **THRD STRATEGY SPECIFIC QUESTIONS**

- ❖ What is the **vision** of the THRD strategy?
- ❖ What are the **lessons learnt** from the existing THRD strategy?

- **TOURISM SECTOR SPECIFIC QUESTIONS**

- ❖ What is the **context of tourism** and in particular **skills development** within the tourism sector in terms of **national policies** and the broader economy?
- ❖ What factors affect the **attraction** and **retention** of **human resource capacity** in the Tourism sector?
- ❖ What are the **priority areas** in terms of skills development for the Tourism sector?

# RESEARCH QUESTIONS CONT'D

- TOURISM SECTOR STAKEHOLDER SPECIFIC QUESTIONS

- ❖ Are tourism sector organisations able to **access training** and what is the **nature of the training** accessed?
- ❖ How do organisations within the tourism sector **approach skills planning and skills development**?

- TRAINING AND KNOWLEDGE GAPS SPECIFIC QUESTIONS

- ❖ How do **educational and training institutions** and the **training offered** meet the **needs of tourism sector stakeholders** and how can this be improved?
- ❖ What are **information and knowledge gaps** necessary for **skills and human resource development planning**?
- ❖ What are the **international best practices** in terms of HRD in Tourism?

# THRD REVIEW APPROACH

The THRD review process has been a **multi-pronged, multi-dimensional** research approach;

- Consultative process, informed by **comprehensive stakeholder consultative** and **primary research** frameworks.
- The “**fit for purpose**” design was aimed at achieving **breadth** and **depth** in coverage and analysis of key THRDS issues
- An overview of the **international** and **local literature** informed **best practices** in THRD Skills Auditing and Strategy Development processes.
- Mixed methods approach

# SCOPE OF WORK

- Reviewed 2008 strategy - extent to which it was implemented and value of interventions;
- Assessment of **industry landscape** – by **subsector (travel & tourism, hospitality and conservation)**
- Determine industry **employee profile**
- Determine **current** skills profile and **future** skills requirements
- Determine existing **skills gaps** – **scarce** and **critical skills**
- Assess **availability of skills training** supply
- Stakeholder perceptions of THRD and SWOT analysis

# DATA COLLECTION METHODS

**Visioning Workshops to develop Vision for THRD**

- **Provincial Roundtables**
- **Workshops and focus group sessions** with specific stakeholders
- **Key informant interviews**
- **Administrative Data Analysis** of education and training enrolment and graduation records
- **Desktop literature review** of available information on HRD in the Tourism Sector
- **Media and communication strategy**

## ❖ **SEVERAL PRIMARY RESEARCH INTERVENTIONS**

1. **A Skills Audit of Workers** (i.e. TNA) in the Tourism, Hospitality and Conservation Sectors
2. **Tourism Firm/Facility level Survey**
3. **Education and Training Service Provider Survey**
4. **A Provincial Tourist Guide Registrar Survey**
5. **Focus groups with SMMs**
6. **Secondary School educator survey**
7. **Tourism sector Learner and Graduate Survey**

Research Instrument/Intervention	Scale of Reach
• Stakeholder Engagement Framework	• Framework compiled
• Tourism Industry Stakeholder Consultative Forum and Project Steering Committee Meetings	• 6 meetings
• Literature Review to identify national and international best practices	• Report Compiled
• Training Needs Assessment (Skills Audit)	<ul style="list-style-type: none"> <li>• 137 firms enrolled against target of 170.</li> <li>• 2019 employees have completed survey out of potential 4800.</li> <li>• Lower take up rates from conservation sector stakeholders.</li> </ul> (Refer to Annexure X for details)
• Stakeholder Engagement at INDABA 2016 and Satellite events	100 SMEs recruited
• Visioning Workshops	2
• Key Informant Interviews	25
• Provincial Round Tables	9
• Sectoral Round Tables (Educators, Registrars, Researchers, Local Government)	3
• Tourism Firm Level Survey	269 responses
• Data Analysis of QLFS, DHET, CATHSSETA, DBE and TEP Datasets	Multiple data sets accessed and reviewed
• Education and Training Sector Survey	34 responses received.
• Media and Communications Initiatives	Multiple
• NDT Roundtables	3
• CATHSSETA Roundtables	2
• Focus Groups: SMME's	1
• Specialist Sector Surveys: Tourism Guide Registrars	2
• Specialist Sector Surveys: Researchers	8
• Learner/unemployed graduate Survey	Currently in Progress
• Secondary School Tourism Educator Survey	Currently in Progress
• NDT Institutional Mapping Workshop	Scheduled 12 <sup>th</sup> October 2016
• External Stakeholder Institutional Mapping	To be Scheduled
• CATHSSETA Roundtable	To be scheduled Oct 2016
• Provincial THRD Review and Strategy Verification and Validation Workshops	9 to be scheduled

# METHODOLOGY

# CROSS ORGANIZATIONAL SKILLS AUDIT

Targeted at all **travel & tourism, hospitality** and **conservation** firms in South Africa.

- OFO based analysis
- **Competence-based self-assessment with validation** (Kleinhans n.d.). A methodology where **each employee** self assesses against a job analysis or framework that is subsequently **validated by a supervisor** or line manager.
- Participation Rate Realized:

Company Size	Hospitality number (target)	Travel & Tourism number (target)	Conservation, Arts & Culture number (target)
1-49	62 (40)	35 (30)	11(30)
50-149	10(20)	6 (13)	1(13)
150-499	3(8)	1(5)	1(5)
500+	2(2)	2(2)	2(2)

- Across diversity of firm sizes
- Population of + 15000 firms across all sectors targeted

# LIMITATIONS & CHALLENGES WITH RESPECT TO THE THRD REVIEW

- **Diversity of stakeholders** operating in the tourism sector; While this represents the sectors richness it has also diluted the issue of **who identifies as belonging** to the sector;
  - Recruiting specific sector stakeholders e.g. conservation sector;
- The construction of a **singular credible database** of tourism establishments in South Africa was one of the earliest challenges;
- Difficulty in **securing participation** of key **public and private institutions** in the **audit process**; and also greater engagement and **buy in** from **senior level government**;

# LIMITATIONS AND CHALLENGES WITH RESPECT TO THE THRD REVIEW

- Challenge of **incentivizing tourism firms** to participate in TNA – no discernible benefit & nature of the industry;
- Condensed **timeframes** and **sequencing** of **RESEARCH** and **STRATEGY WRITING** interventions – evidence must inform strategy. Extremely difficult to **analysis** and **synthesise information** from multiple sources whilst writing the strategy
- The implications of driving these two processes was raised repeatedly by PSC members with respect to project timelines

*Findings from several processes were incomplete at the time this report was submitted (Sept 2016)*

*These are informing new insights and some revisions to the findings as well as enhancing triangulation of findings.*

*As such this report represents*

# **PRELIMINARY FINDINGS**

# CHARACTERISTICS OF HUMAN RESOURCES IN THE TOURISM SECTOR

- **Racial profile** of employees is changing in the industry
- This is less so at **managerial** or **ownership** levels (90% of Africans found in elementary occupations, 44% Africans in management, 37% white in management)
  - Drop in **African owners in hospitality sector** while there has been an increase in **white ownership**
- More **women are employed in the sector**, including in management, although vast majority at elementary occupations
- **Tourism employment profile is young**, (4% are over 55 years) except in hospitality WSP Data 2010-2015

# TOURISM EMPLOYMENT PROFILES (1)

- WSP Data
- Racial profile by occupational group

	African	Coloured	Indian	White
<b>Managers</b>	44%	12%	7%	37%
Professionals	50%	9%	7%	34%
Technicians And Associate Professionals	63%	13%	5%	19%
Clerical Support Workers	64%	15%	6%	15%
Service And Sales Workers	84%	12%	2%	3%
Skilled Craft And Related Trades Workers	72%	15%	3%	11%
Plant & Machine Operators & Assemblers	82%	13%	2%	3%
<b>Elementary Occupations</b>	90%	9%	0%	1%
<b>Grand Total</b>	75%	12%	3%	10%

# PROFILE CONT. (2)

- WSP Data
- Gender profile by occupational group

	Male	Female
Managers	47%	53%
Professionals	59%	41%
Technicians And Associate Professionals	47%	53%
Clerical Support Workers	31%	69%
Service And Sales Workers	37%	63%
Skilled Craft And Related Trades Workers	88%	12%
Plant & Machine Operators & Assemblers	93%	7%
Elementary Occupations	41%	59%
<b>Grand Total</b>	<b>41%</b>	<b>59%</b>

# PROFILE CONT. (3)

- WSP Data
- Age profile by occupational group

OFO Major Group	<35	35-55	>55
Managers	42%	52%	6%
Professionals	46%	47%	7%
Technicians And Associate Professionals	56%	40%	4%
Clerical Support Workers	64%	34%	3%
Service And Sales Workers	69%	29%	2%
Skilled Craft And Related Trades Workers	40%	51%	9%
Plant And Machine Operators And Assemblers	40%	48%	11%
Elementary Occupations	60%	36%	4%
<b>Grand Total</b>	<b>60%</b>	<b>36%</b>	<b>4%</b>

# EDUCATIONAL PROFILE

- Educational levels **very low among tourism workers – 15 000 employees below NQF level 1. Only 336 ABET beneficiaries 2015/16 (2.2%)**
- **22% have NQF level 1 - 2**
- **5% have a bachelor degree or higher**
- **Those with Tourism specific qualifications have less challenges with occupational tasks than those with other qualifications**
  - *Managers without a specific qualification had on average 13% of tasks be flagged whereas only 5% of tasks were flagged for employees with a hospitality management related qualification*
- **Low levels of continued education by employees in the sector and mostly with senior positions (approx. 1/3 of senior officials had pursued further education)**

# PROFILE (4)

- Education levels of Tourism industry workers is low

Educational Level	Number	%
AET (Up to grade 8 equivalent)	15 189	7%
NQF 1,2 (Grade 9 – 10 or equivalent)	45 815	22%
NQF 3,4,5,6 (Grade 11 to Diploma or equivalent)	136 949	65%
NQF 7,8,9,10 (Bachelor Degree to Doctorate)	11 405	5%
<b>Grand Total</b>	<b>209 358</b>	<b>100%</b>

- 15 189 employees below NQF 1
- 336 ABET beneficiaries 2015/16 (2.2%)
- **KEY Finding: Need for focus on ABET training**

# QUALIFICATIONS PROFILE OF TOURISM INDUSTRY WORKERS

## Tourism Specific Education

- 433 out of 2058 (21%) in TNA Sample had a **tourism specific qualification**; 178 Managerial, 135 Clerical
- **No difference between average proficiency for those with and without tourism qualifications in the same occupation.** However, fewer tasks were flagged for those with tourism specific qualifications
- Only 6% of tasks were flagged for those with Tourism Specific Qualifications as opposed to 10% in the balance of the sample.
- Managers **without** a specific qualification had on average 13% of tasks be flagged (227 out of 1501) whereas only 5% of tasks were flagged for employees **with** a hospitality management related qualification (22 out of 398).

# EDUCATION PROFILE

- Continued education defined as completing your highest qualification subsequent to entering the workforce (TNA).

OFO Major Group	% Continue
Managers	32%
Professionals	34%
Technicians And Associate Professionals	22%
Clerical Support Workers	19%
Service And Sales Workers	13%
Skilled Craft And Related Trades Workers	29%
Plant And Machine Operators And Assemblers	8%
Elementary Occupations	7%
<b>Grand Total</b>	<b>22%</b>

- Key Finding: low levels of continued education generally and mostly in senior positions.**
- Need to encourage continued education for the purposes of career growth and development**

# LABOUR MARKET PROFILE

- *Highly experienced **Workforce** (Average of 14.5 years experience)*
- ***Static Workforce** – (Years in post, average 7.6 years but **for elementary occupations** average 12 years)*
- ***Lack of mobility** in the industry, more pronounced in elementary occupations*
- ***Lack of career pathways** as well as on the job training and support to enable vertical development pathways*

# LABOUR MARKET MOBILITY IN THE INDUSTRY

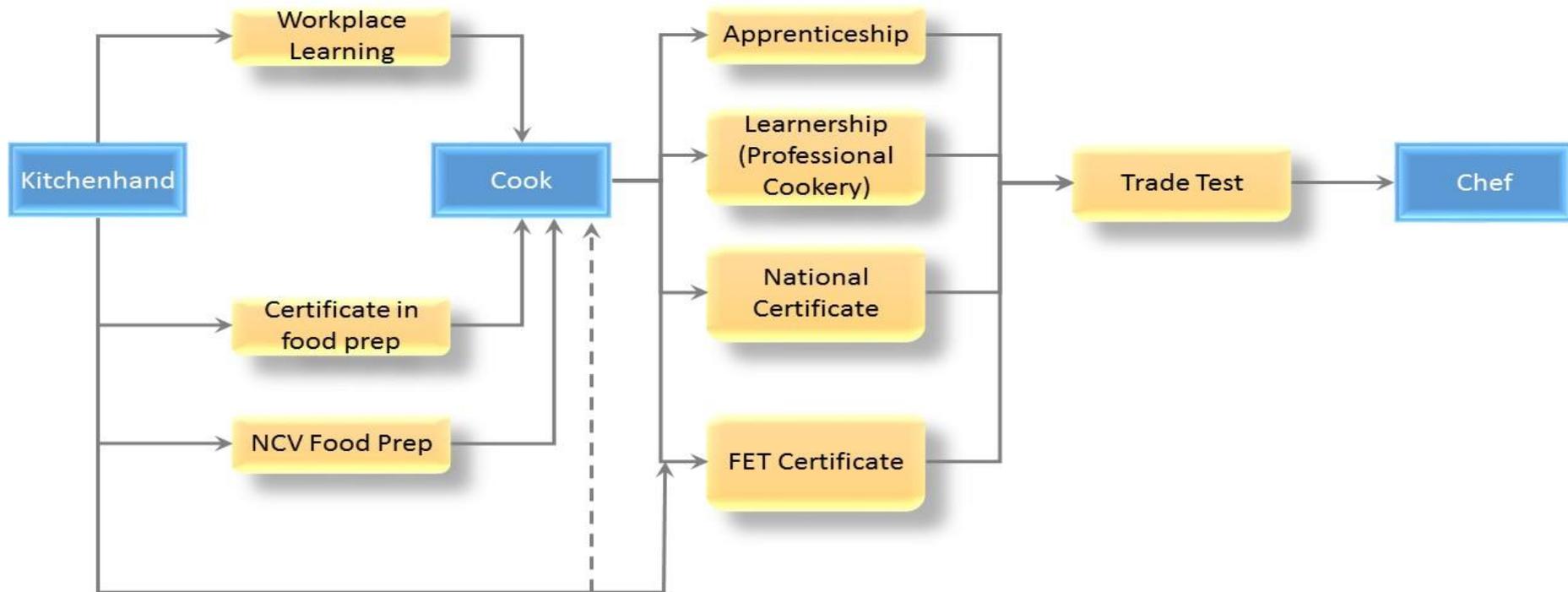
- Highly experienced but static workforce

Major Group	Num	Years since Highest Qual	Years Experience	Time in Post	EXP Factor
Managers	508	14,9	15,4	5,8	2,6
Professionals	267	16,4	17,8	10,2	1,7
Technicians And Associate Professionals	156	14	13,2	6,7	2
Clerical Support Workers	498	12,4	10,6	5,2	2
Service And Sales Workers	342	19,7	15	9,4	1,6
Skilled Craft And Related Trades Workers	7	17,6	18,1	8,9	2
Plant And Machine Operators And Assemblers	13	23,5	19,5	6,5	3
Elementary Occupations	201	22,8	17,5	12,1	1,4
<b>Grand Total</b>	<b>1992</b>	<b>16,1</b>	<b>14,5</b>	<b>7,6</b>	<b>1,9</b>

- Need to encourage continued education for the purposes of career growth and development. Experience : Time in current post shows a static workforce where there is not a lot of vertical career development

# CAREER PATHING

- **Career Pathing Example: Kitchenhand (elementary occupation) to Chef (Artisan)**



# INDUSTRY DISTRIBUTION BY SECTOR AND PROVINCE

Provincial profile shows a concentration in Gauteng

Province	Hospitality	Travel & Tourism	Conservation, Arts & Culture
Eastern Cape	5%	3%	1%
Free State	2%	1%	2%
<b>Gauteng</b>	<b>50%</b>	<b>51%</b>	<b>16%</b>
<b>KwaZulu-Natal</b>	<b>12%</b>	<b>11%</b>	<b>35%</b>
Limpopo	2%	0%	6%
Mpumalanga	3%	3%	22%
North West	3%	2%	5%
Northern Cape	1%	0%	1%
<b>Western Cape</b>	<b>21%</b>	<b>28%</b>	<b>12%</b>
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

# SKILLS DEMAND

- *Labour force shortages in the tourism sector are a global phenomenon*
- *Skills Scarcity - insufficient people within specific occupations*
- *Skills Gaps – people lacking specific skills*
- *Future Skills Needs – address future skills needs*

# GLOBAL LESSONS FOR THRD: SKILLS DEMAND (1)

- Labour force **shortages in the tourism sector** are a **global phenomenon** (OECD 2011);
- **Up-skilling HR in tourism** is a key factor in improving both competitiveness and employment opportunities;
- Policy should keep in mind the **diversity of tourism organisations** and **skills levels of employees**;
- **Differentiated HRD strategies** by type of firm, size and sector – need to address unique needs of SMMES (Galbraith & Bankhead 2012);
- Challenge of HR retention addressed through **re-skilling** and/ or **multi-skilling** and **reallocation of employees** from one sector to another, **flexibility in working hours, job enrichment, early promotion** and **performance-related pay**; (Googoolye et al 2013).
- **New technological developments** – make certain occupations obsolete - re-skilling is core (Hettiarachchi et al 2015);

# GLOBAL LESSONS FOR THRD: SKILLS DEMAND (2)

- The **mismatch of skills** is more acute among **labourers or non-technical staff** than among **professional staff categories**, something that is coming through from the findings on this study (Googoolye et al 2013);
- Challenge for the sector in balancing need to **absorb more low skilled people to address unemployment** while addressing the **need for greater professionalization**.
- Critical importance of **soft skills** is a recurring theme;
- **Coordination of Skills Planning:**

A dynamic platform for interaction between regulatory bodies, education providers and employers is required to encourage greater appreciation of the benefits of recruiting well-educated staff and for HRD (Whitelaw et al 2009; Googoolye et al 2013)

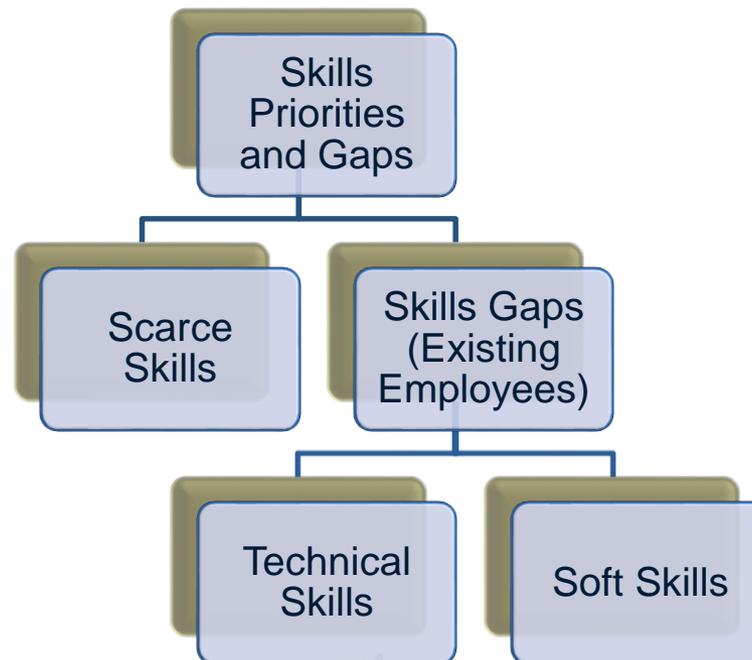
# GLOBAL LESSONS (3): EVIDENCE BASED POLICY AND PROGRAMMING

- Major problem of **reliance on available and accurate data** with divergence between different sources of national data and the timeliness of data;
- Disadvantage of dealing with **classification systems** that do not acknowledge tourism as a separate and important category.
- Lack of a single repository for relevant **data to inform skills planning**
- Lack of sufficient **M&E**
- Inadequate and poor quality data analysis

# DEMAND FOR SKILLS

Occupation level analysis included **gaps in competencies** of existing employees (**critical skills**) & **absolute shortages** where there are just not enough people in the labour market (**scarce skills**)

- The **skills gaps** in *existing employees* are examined in terms of **technical skills**, which are the skills required in order to perform the technical activities associated with their job and generic (**soft**) **skills**.



# SKILLS SCARCITY

- *Concentrated in specific tourism sectors namely **Conservation** and in **Travel and Tourism**.*
- *Across all sectors **Strategic Management Capacity** is lacking*
- ***Hard to fill vacancies** - Contextualised by the number of employees in the sector*
  - *Inbound call centre Consultant;*
  - *Environmental Scientist & Conservation scientist*

# SCARCE SKILLS

- Based on WSP Submissions
- Reported number of **vacancies that employers struggled to fill** in the context of total employment

Occupations	Grand Total	Total Employment	% Scarcity
Chef	173	5842	3,00%
Waiter	58	17278	0,30%
Café (Licensed) or Restaurant Manager	55	3886	1,40%
Travel Consultant	49	3805	1,30%
Hotel or Motel Receptionist	34	2165	1,60%
Cook	33	13266	0,20%
Park Ranger	24	1972	1,20%
Operations Manager (Non-Manufacturing)	16	839	1,90%
<b>Inbound Contact Centre Consultant</b>	<b>15</b>	<b>168</b>	<b>8,90%</b>
Tour Guide	14	559	2,50%
Hotel Service Manager	13	2184	0,60%
Hotel or Motel Manager	13	1296	1,00%
Catering Production Manager	11	3646	0,30%
<b>Environmental Scientist</b>	<b>10</b>	<b>33</b>	<b>30,30%</b>
Training and Development Professional	10	186	5,40%
Outdoor Adventure Guide	10	126	7,90%
General Clerk	10	1567	0,60%
Reservations Manager	9	319	2,80%
<b>Conservation Scientist</b>	<b>8</b>	<b>60</b>	<b>13,30%</b>



# SKILLS GAPS

*While firms have competent people and sufficient numbers of these occupations; the incumbents lack specific skills – different for different people – don't need full accredited degree but skills training to close the gap.*

## SKILLS GAPS

- **Financial management** - for Reception Manager, Café / Restaurant Manager, Hotel Manager Corporate General Manager, Office Manager, Reception Manager, Café (Licensed) and Reservations Manager
- **Environmental Protection**
- **Soft skills** – huge deficit across all occupational levels in all sectors
  - *E.g. leadership, problem solving, strategic capabilities, computer literacy and capabilities*
- *No difference between male and female competency levels*

# SKILLS GAPS - TECHNICAL

- Analysing skills gap - greatest impact on **technical skills**
- Employee presented with list of tasks associated with occupation and assessed using 4 questions
- Own reported proficiency - low = skills gap | high = no skills gap
- **Proficiency alone** is not enough to determine where intervention should be targeted

Directing and overseeing reservation, reception, room service and housekeeping activities

How would you rate your proficiency?

N/A 1 2 3 4 5

How important is this to your job?

Slightly important

Do you require training / assistance on this task?

Very low

How many hours per week do you spend on this task?

15 hours  
Total of 25 hours allocated.

- **Training Needs Analysis**
  - **Average proficiency per occupation** – Cross cutting skills needs
  - Frequency of individual **‘high importance / low proficiency’** to determine extent of skills gaps

# SKILLS GAPS - TECHNICAL

Frequency of being flagged:

- Each employee's tasks were flagged if their **proficiency** was a **1** or a **2**; AND **Importance** was a **4** or a **5**
- Count how many employees are flagged as a % of people who reported that the task was part of their job function.

Frequency of being flagged: The % was higher than expected given the average proficiency was so high.

***KEY FINDING: There are a high proportion of people that have skills gaps however the gaps are in different places for different people.***

- Proficiency is still relatively high so likelihood of going on a full training programme is low which makes it difficult to close gaps

# SKILLS GAPS - TECHNICAL

*No difference between male and female proficiency when it comes to management skills*

- 500 managers in TNA
- 200 (39%) were Male and 318 (61%) were Female
- A total of 278 out of 3024 tasks were **flagged for female employees (9.2%)**
- 194 out of 2086 tasks (9.3%) were **flagged for Male managers**

# SKILLS GAPS - TECHNICAL

***Recommendation: Investigate feasibility to modularise key programmes instead of generic training for all.***

- Assist in closing skills gaps and;
- Facilitate a systematic approach for career progression
- Examples could include:
  - Hospitality Management (Hotel or motel manager, Reception Manager, Café or restaurant manager)
  - Housekeeping Service Management / Facilities Management
  - Chef
  - Park Ranger

# SKILLS GAPS - TECHNICAL

- 111 Tasks were flagged across 20 Occupations

OFO Code / Task	Occ / Num	% Flag Emp	% Flag Sup	% Flag Train	Sample Size
141101	Hotel or Motel Manager				30
Assessing and reviewing customer satisfaction	27	18,5%	3,7%	<b>44,4%</b>	30
Controlling selection, training and supervision of staff	25	20,0%	0,0%	<b>44,0%</b>	30
Controlling the selection, training and supervision of staff	26	15,4%	0,0%	42,3%	30
Ensuring compliance with occupational health and safety regulations	27	19,5%	3,9%	37,7%	30
Observing liquor, gaming, and other laws and regulations	18	22,2%	5,6%	<b>50,0%</b>	30
Observing liquor, gaming, health and other laws and regulations	24	16,7%	0,0%	41,7%	30
Overseeing accounting and purchasing activities	25	20,0%	0,0%	44,0%	30
Providing guests with local tourism information, and arranging tours and transportation	23	<b>26,1%</b>	4,3%	43,5%	30
Supervising security arrangements, and garden and property maintenance	23	<b>26,1%</b>	4,3%	47,8%	30
Undertaking budgeting for the establishment tourism	24	<b>33,3%</b>	<b>12,5%</b>	41,7%	30

# SKILLS GAPS – SOFT SKILLS

- 12 Soft Skills Assessed

Soft Skill	Proficiency		Importance		Training Need	
	Emp	Sup	Emp	Sup	Emp	Sup
Accountability	3,2	3,4	3,8	4,1	0,9	0,7
Communication	3,2	3,4	3,9	4,3	1,3	1,0
<b>Computer Literacy</b>	<b>2,5</b>	<b>3,1</b>	<b>3,5</b>	<b>4,0</b>	<b>1,5</b>	<b>1,3</b>
Enthusiasm & Attitude	3,2	3,4	3,8	4,1	1,0	0,8
Initiative	3,1	3,3	3,7	4,0	0,9	0,8
<b>Leadership</b>	<b>2,9</b>	<b>3,1</b>	<b>3,7</b>	<b>3,9</b>	<b>1,4</b>	<b>1,2</b>
Networking	3,1	3,3	3,7	3,9	1,2	0,9
<b>Problem Solving &amp; Critical Thinking</b>	<b>3,0</b>	<b>3,2</b>	<b>3,8</b>	<b>4,1</b>	<b>1,3</b>	<b>1,1</b>
Professionalism	3,3	3,5	3,9	4,2	0,8	0,6
Service and Customer Orientation	3,1	3,4	3,8	4,1	1,2	0,8
<b>Strategic Capability</b>	<b>3,0</b>	<b>3,1</b>	<b>3,7</b>	<b>4,0</b>	<b>1,3</b>	<b>1,1</b>
Teamwork / Collaboration	3,2	3,4	3,8	4,0	0,9	0,7
<b>Grand Total</b>	<b>3,1</b>	<b>3,3</b>	<b>3,8</b>	<b>4,1</b>	<b>1,1</b>	<b>0,9</b>

# SKILLS GAPS – SOFT SKILLS

- There is a bias against soft skills training – even when soft skills need is identified, training is not considered as necessary!

## **KEY FINDING: Large need for Computer literacy**

- 23% of all employees were flagged for computer literacy as a skills gap
- Note: Computer literacy will mean different things at different levels

	Proficiency		Importance		Training Need	
	Emp	Sup	Emp	Sup	Emp	Sup
<b>213307</b>	Park Ranger (102)					
<b>Computer Literacy</b>	1,6		4,1		4,0	
<b>511302</b>	Tour Guide (60)					
<b>Computer Literacy</b>	2,2	2,5	4,1	2,5	3,9	1,8

# SKILLS GAPS – SOFT SKILLS

## 45 Soft Skills were flagged for 9 Occupations

- Leadership, Problem Solving and Critical Thinking and Networking flagged for **managerial occupations**
- **Conservation Scientists** only highlighted Problem solving and critical thinking as a gap
- **Chefs** – Teamwork in addition to computer literacy
- **Tour Guides** - communication, initiative and professionalism. The extent of the skills gaps is fairly low with only 8% of employees being flagged as requiring assistance yet nearly 70% of respondents indicated that they would like further training.

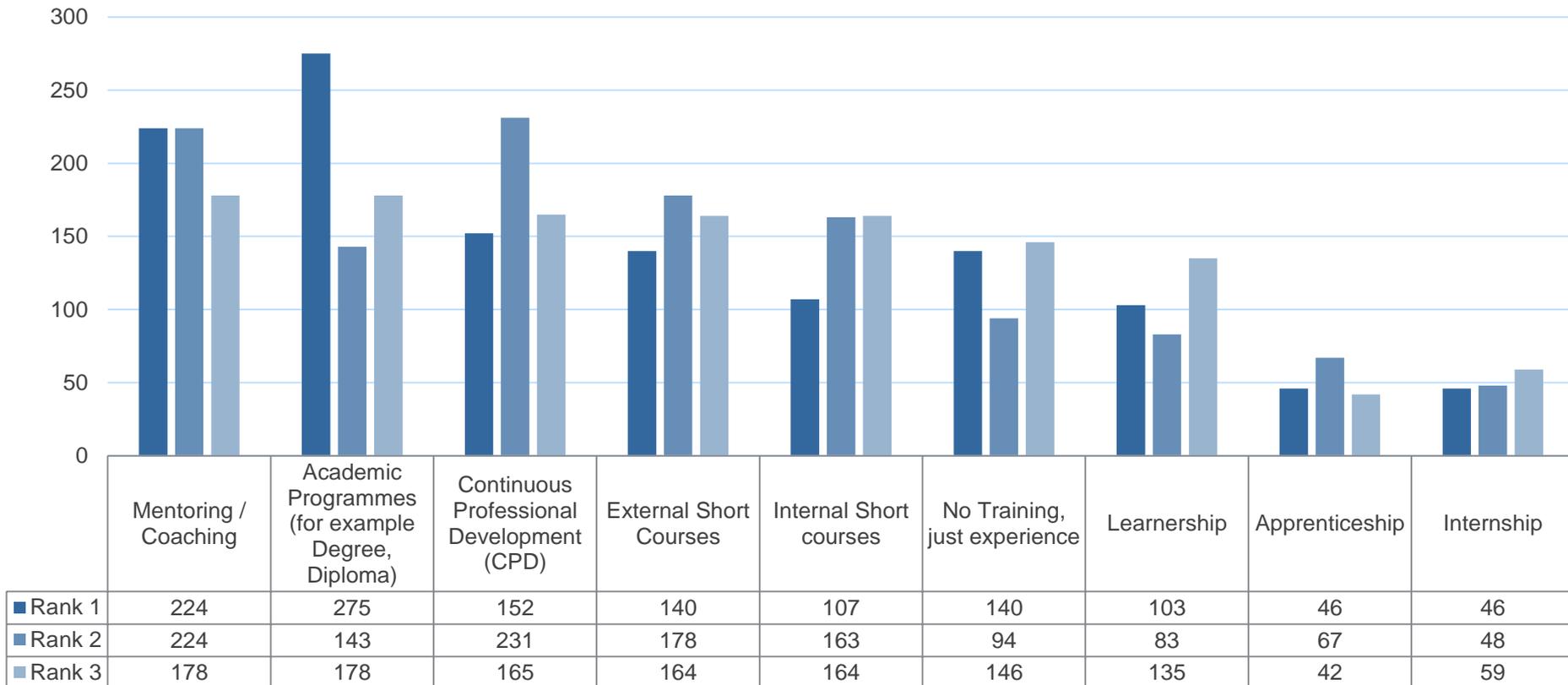
# ***Training Access***

- *High demand for **mentoring and coaching***
- *Followed by **academic training** programmes*
- *Training access rate appears to be lower than as reported in WSP – large firms are skewing the data – need to disaggregate data*
- *Training **provision** concentrated in **larger firms***
- *Training concentrated in **higher OFO categories***

# FUTURE SKILLS

Employees asked to consider where they would like to be in the next 5 to 10 years:

- Nature of training provisioning required
- Ranked 1 – 3

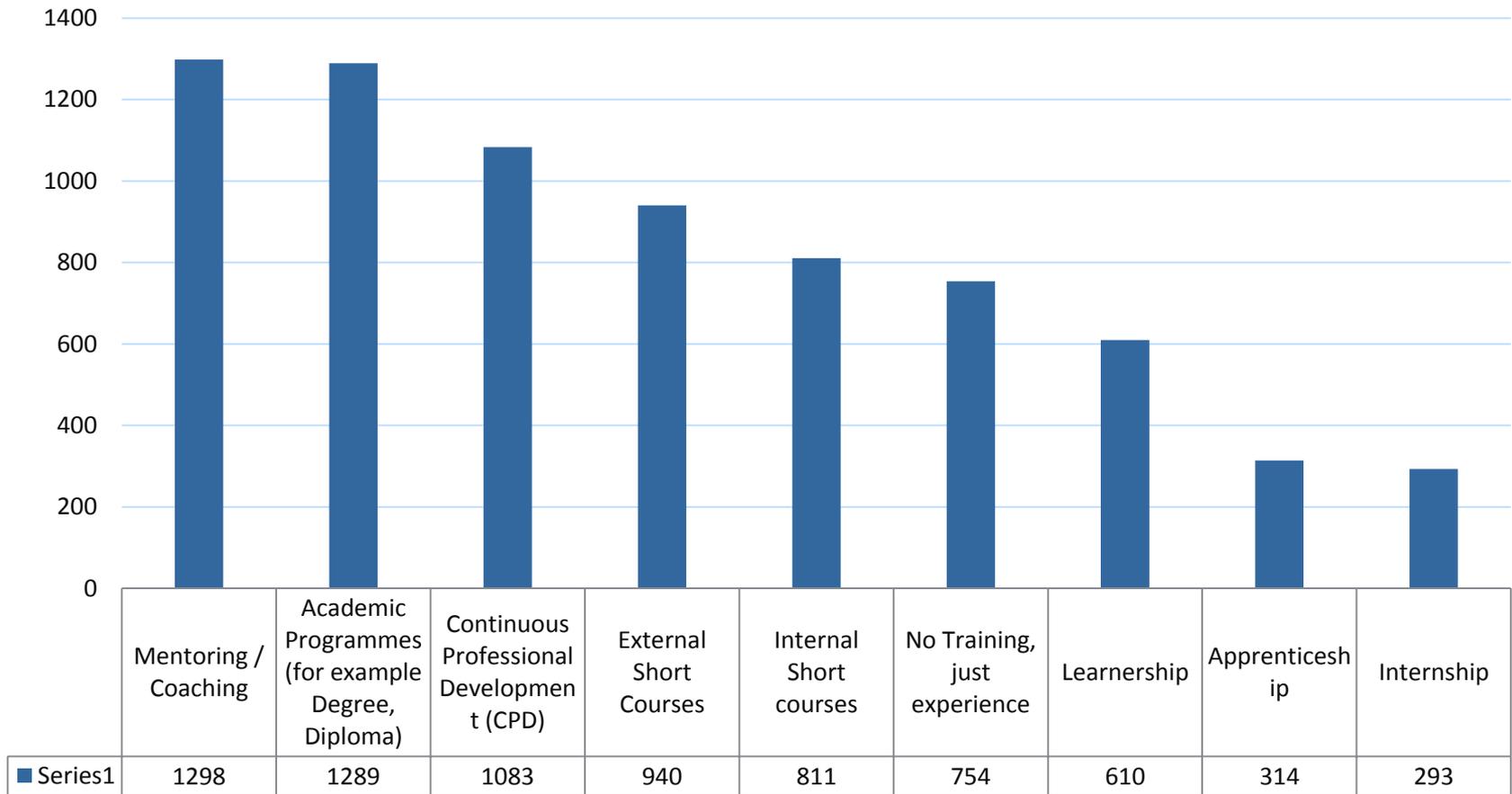


Rank 1 Rank 2 Rank 3

# FUTURE SKILLS

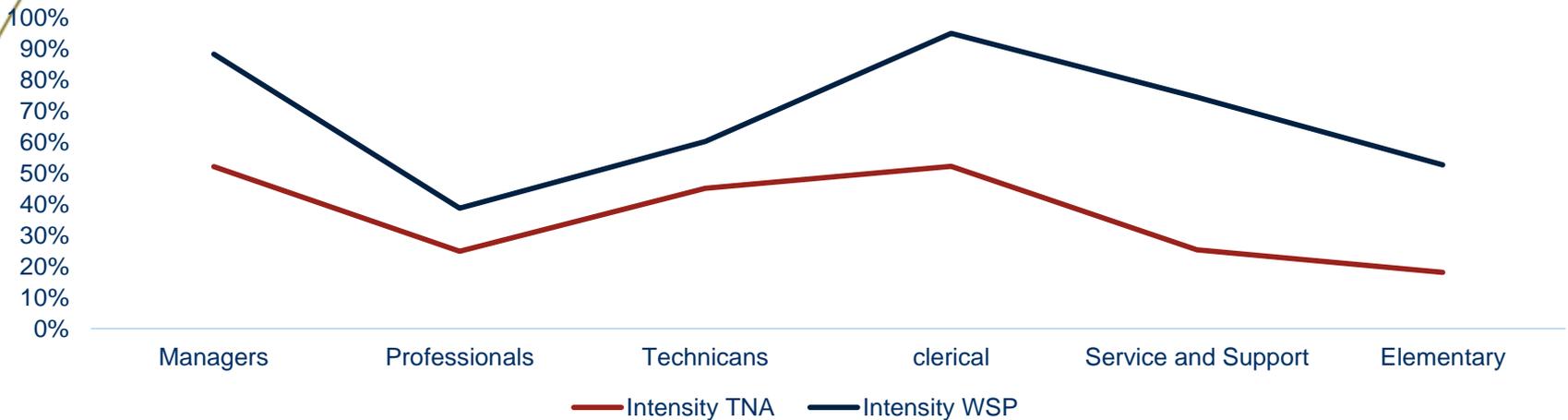
Create weighted score

**KEY FINDING: Strong need for Mentoring / Coaching**



# TRAINING ACTIVITY

**Training Needs Analysis showed much lower training rate than reported in the WSPs**



- The very large organisations (over 1000 employees) conduct significantly more training which skews WSP data
- Need to analyse training patterns of +- top 40 separately
- Bias towards the **top of the OFO**
- Training intensity at OFO5 and OFO 8 are 25% and 18% respectively (TNA)

# SKILLS SUPPLY

*Increase in learners across whole sector - from secondary school level to Institutions of Higher Learning (IHL).*

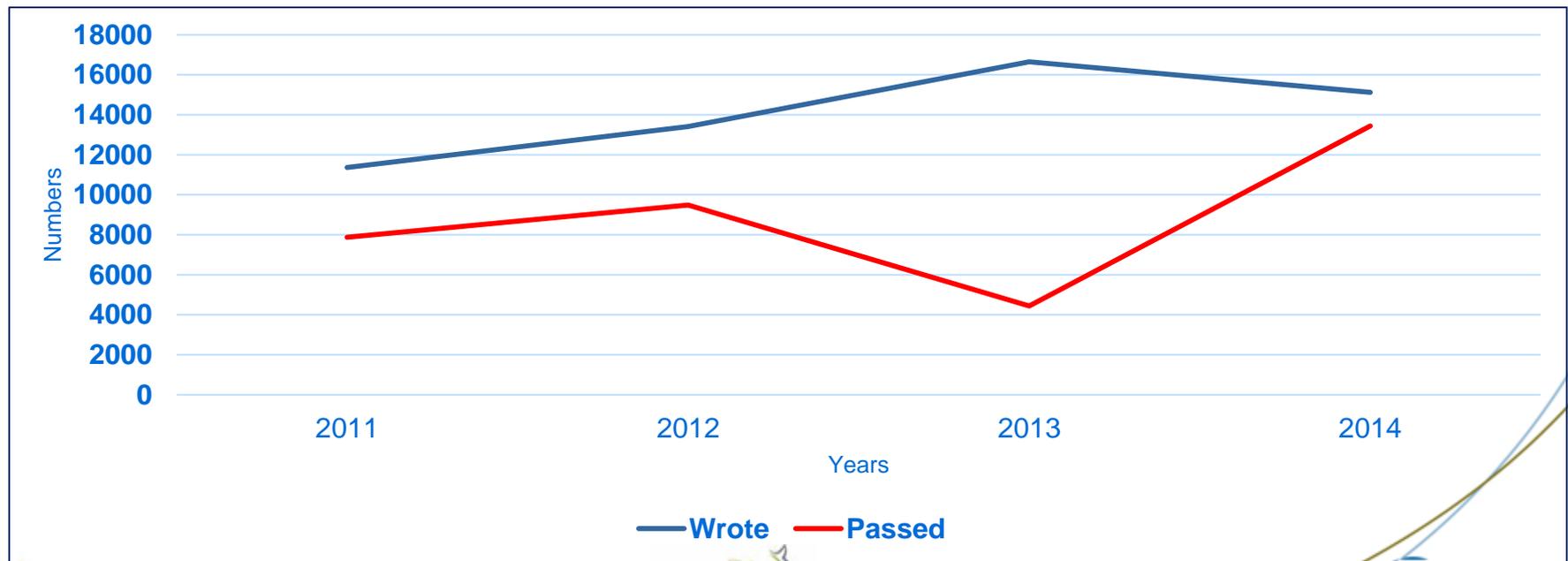
- *Transformation objectives are being progressively realised – race, gender, provincial spread*
- *Graduation rates have increased [2010-2015]*
- *Throughput rates have improved although still low, particularly in **2-3 year courses** and **above NQF level 6***
- ***Conservation sector** very low throughput rates – racial profile remains white*
- ***TVET enrolments** are up and more completions – however concern about the quality of TVET education*
- *Need for **sector and industry specific skills supply interventions** e.g. SMMEs, Entrepreneurship, Recognition of Prior Learning*

# Skills Supply (2)

- *The major challenge for these learners has remained getting **access to required work experience** in order to obtain full qualifications.*
- ***No requirement of minimum qualification** to serve as a School or TVET educator*
- *Concerns about the **Quality of Educators** in tourism from School to Institutions of Higher Learning (IHL).*
- *Lack of alignment between industry training needs and training offerings of IHL's*
- *Poor quality of **Workplace Learning** placement*
- *Negligible careers education, to ensure learners oriented with respect to the industry*

# HOSPITALITY SECTOR SKILLS SUPPLY

- The number of learners that wrote and the number of learners that passed in Hospitality learning areas, across NQF levels, increased since 2011 at TVET Colleges
- The number of learners that wrote Hospitality learning areas increased with 24.8 per cent over the 2011 to 2014 period



# TRANSFORMATION IN THE IN HOSPITALITY FIELDS OF STUDY

- The proportion of **African graduations in Hospitality fields of study has increased with 12.2 percentage points since 2010**, while the graduations of whites have decreased with 10.5 percentage points over the same period.
- Graduations of **coloured** and **Indian** graduates did not change much over this period
- The proportion of **female graduations in Hospitality fields of study have decreased** slightly with 2.7 percentage points since 2010, while the graduations of males in hospitality fields of study have increased with 2.7 percentage points over the same period.

# TRAVEL AND TOURISM PROVISIONING OF TRAINING AND EDUCATION AT PUBLIC AND PRIVATE TVET COLLEGES

- The number of **learners that wrote** and the number of **learners that passed** in Travel and Tourism learning areas, **across NQF levels, increased since 2011 at TVET Colleges.**
- The number of learners that wrote **Travel and Tourism learning areas** increased with 27.6 per cent over the 2011 to 2014 period.
- There were also **more female registrations (676) and completions (604) than male registrations (317) and completions (137)** in Tourism studies (Report 190/1 N6 part-qualifications) over this period at TVET Colleges.
- There was a **negative growth** rate over the period 2010 to 2014 in **Travel and Tourism fields of study enrolments** (-1.0 per cent CAGR), while a **positive growth rate** in Travel and Tourism fields of study graduations (CAGR of 5.8 per cent),

# TRANSFORMATION IN T&T FIELDS OF STUDY

- Proportion of **African graduations in Travel and Tourism** fields of study has **increased** from 54.4 per cent in 2010 to 64.2 per cent in 2014.
- The proportion of **coloured graduates** in Travel and Tourism fields of study **has stayed the same** (7.6 per cent) since 2010.
- Conversely, the proportion of **Indian and white graduates** in Travel and Tourism fields of study **has decreased** with 1.9 per cent and 7.8 per cent respectively over the same period.

# CONSERVATION FIELDS OF STUDY

There was a **positive CAGR over the period 2010 to 2015** in enrolments (1.0 per cent), as well as graduations (1.7 per cent) in Conservation fields of study

- The **very low throughput of students** that had enrolled for **three-year Conservation related courses, decreased** from a **16 per cent throughput in 2012** to a throughput of **15 per cent in 2014**. The even lower throughput of students in four-year Conservation related studies decreased further from 15 per cent in 2013 to 14 per cent in 2014.
- The proportion of **white graduates made up over half of the graduations in Conservation fields of study in both in 2010** (56.2 per cent) and in 2015 (51.1 per cent).
- The proportion of **African graduates was over a third** in both 2010 (35.4 per cent) and 2015 (35.9 per cent).
- **It is very encouraging that the proportion of female graduates in Conservation fields of study has increased** from 57.4 per cent in 2010 to 62.3 per cent in 2015

# TOURISM RELATED STUDIES AT TVET COLLEGES:

- In total there were **more registrations (4805) and completions (2117) at public TVET Colleges** than registrations (266) and completions (85) at **private TVET Colleges in tourism related studies in 2014.**
- In **both public and private TVET Colleges** were more **female registrations (3659) and completions (1633)** than **male registrations (1412) and completions (569) in 2014** in hospitality and tourism related learning areas.
- The **total number of learners that wrote and passed in Hospitality and Tourism** learning areas across NQF level, also increased since 2011.
- **The major challenge for these learners has remained getting access to required work experience in order to obtain full qualifications.**

# **Coordination of Skills Planning: NDT(1)**

- There is **convergence** among the different stakeholders on the **critical role that the NDT has to play in oversight, coordination, regulation and facilitating** across the myriad institutions.
- NDT has been facilitator and funder for a range of skills development interventions namely **chef, executive management, local government** etc. Many of these report **positive outcomes**.
- Concerns noted about the role of **NDT in THRD...** perception of it functioning as a **“Training Agency”** – overlap and mandate confusion.
- **Acknowledgement** that the NDT has **created platforms** for stakeholder engagement - however concern has been expressed at the **mushrooming of such structures** which places undue **pressure of stakeholders**. Serve mainly as **“talk shops”** rather than **“action spaces”**

# **Coordination: NDT (2)**

*The NTCE platform represents a key space for THRD engagement across the diverse interest groups.*

*However it would appear that its potential value is not maximized through an annual event orientation*

- ***Need for DYNAMIC PLATFORMS FOR ENGAGEMENT***
- *The absence of a well-developed M&E framework which goes beyond output measuring requires attention as there is lack of credible evidence to assess the NDT's programme performance.*
- *There is weak and in some instances absence of communication and engagement between specific stakeholders and collectively among stakeholders with respect to a coordinated response to THRD.*

# ***Coordination: CATHSSETA (3)***

- *CATHSSETA (currently under administration) has generated negative perceptions about its capacity to deliver on its mandate however... recognition that administration process in place is precisely meant to address such concerns.*
- *This situation is compounded by the newly proposed general SETA restructuring landscape.*

# CATHSSETA SKILLS SUPPORT INTERVENTIONS (1)

CATHSSETA's ability to deliver training is determined through the income generated from skills development levies.

- In 2013, of a **total 25 626 companies registered** with CATHSSETA only **5 318 paid the skills development levy**, amounting to about **R200 million per annum**.
- Over the 2014/15 period **more learners were registered and certified in all CATHSSETA learning programmes** than was originally targeted,

# CATHSSETA SKILLS SUPPORT

However CATHSSETA did not meet some targets viz:

- Unemployed persons - target was **125 unemployed learners** certified in internship programmes , while only **62 certified** in internship programmes; and
- Certified in skilled programmes where the target was 2430 workers, while only **2251** certified in skilled programmes.
- Disappointing that while there was a growth in the number of artisanal learning programme completions over the 2011 to 2014 period, **there was a critical drop (from 1161 in 2014 to 86 only in 2015)** in the number of artisanal learning programme completions over the 2014/15 period.

# STAKEHOLDER ENGAGEMENT & COORDINATION FOR EFFECTIVE SKILLS PLANNING AND DELIVERY

- The industry is characterised by a **diversity of stakeholders** (state institutions at a national policy and regulatory level, at a **provincial and local government** level, **private sector institutions, tourism industry associations, not for profit organisations, educational institutions** (in both the **public** and **private** spheres), academic and research institutions.
- **Confusing, conflicting and overlapping mandates, roles and responsibilities and procedures** with respect to THRD skills planning, development and implementation.
- Expectation of Strategic support and the creation of an enabling for Tourism HRD to be promoted at provincial and local government level assumes that capacity is available?
- NTSS has identified major role for these spheres of govt. with respect to advancing Tourism for Economic Growth and for Job Creation through enhanced marketing, monitoring and evaluation, strategic planning and management. This capacity is ASSUMED!. Needs to be verified and addressed if it is a constraint.

# SWOT ANALYSIS

# SWOT (1)

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>• Diversity of higher education institutions – public and private</li> <li>• Wide range of educational programme offerings (Learnerships, skills dev, etc.)</li> <li>• Growth of inbound tourism figures</li> <li>• A well developed infrastructure – hotel, catering, road infrastructure , telecommunications</li> <li>• Tourism attractions – internationally recognized world heritage sites, and virtually unlimited opportunities for special interest activities (e.g. whale-watching, wild water rafting, hiking, bird-watching, bush survival, deep-sea fishing, hunting and diving), rich historical and cultural background</li> <li>• Commitment to SMME development – various initiatives from state and non-state actors (NDT, TEP, SEDA etc)</li> </ul> <p><b>ASETA</b> dedicated to THRD issues</p>	<ul style="list-style-type: none"> <li>• Training provision is still concentrated in urban areas and higher prevalence in specific provinces</li> <li>• Tourism potential in rural areas and specific provinces not fully developed</li> <li>• Local government not capacitated to deliver on tourism</li> <li>• Absence of structured career pathing for graduates in the sector</li> <li>• Poor or lack of soft skills among workers in the sector</li> <li>• Lack of industry appreciation of the importance of a skilled workforce</li> <li>• Absence of centralised and appropriate access to relevant data to inform skills planning (fragmented information base)</li> <li>• Lack of an industry wide framework for THRD</li> <li>• Lack of clear mandates of relevant stakeholders with respect to THRD</li> <li>• NDT role confusion... strategic direction or implementation</li> <li>• Unevenness of quality of training provision across different institutions e.g. TVETS performance is poor</li> <li>• Lack of RPL systems for those without qualifications but vast experience</li> <li>• Poor articulation between different qualifications</li> <li>• Lack of professionalization of some sectors in tourism</li> <li>• Lack of engagement between educational institutions and employers</li> <li>• Lack of synergy between different govt programmes e.g. EPWP incentivising training for jobs not sustainable</li> </ul>

# SWOT (2)

## OPPORTUNITIES

- **Significant private sector innovations in training and capacity development**
- **Skills levy... funding for HRD**
- **Dedicated National Department and Ministry for Tourism**
- **Political will and commitment to addressing HRD issues in the industry**
- **National Policy recognises the strategic contribution of Tourism to economic development in SA**
- **Transformation of the industry... measures such as BEE code etc.**
- **Increase in numbers of learners in tourism related courses**
- **Tourism graduates perform better in the industry than non-tourism graduates**
- **State wide focus on SMME development to tap into**
- **The current THRD strategy review process represents an opportunity to address a number of weaknesses and threats**

## THREATS

- **Transition from school to Higher Education is poor<sup>4</sup>**
- **Low levels of literacy among vast numbers of those employed in the sector**
- **Technology impacts and poor skills in this regard**
- **Dysfunctional SETA landscape**
- **High level of unemployment... cheap labour**
- **A persistent silo approach to THRD planning and coordination between industry, basic education, high education and SETA**
- **Continued fragmentation of sector with respect to high numbers of SMMEs**

# **TOWARDS A THRD STRATEGY 2016-2026**

# STRATEGIC THRUST & CROSS CUTTERS

- 1. Transformation:** low levels of transformation ...although there is improvement. African, youth, gender focus
- 2. Youth development:** young people lack credibility in the sector;
- 3. Upskilling:** create opportunities for “moving up”
- 4. Mentorship:** for tourism graduates and employees & for entrepreneurs and small business owners
- 5. Small business and Entrepreneurship Development**
- 6. Professionalization:** for whole industry not feasible... but YES for specific occupations e.g. executive managements, chefs, guiding, tour operators (general); and adventure tour operators, professional events managers
- 7. Persons with disabilities:** Employment Equity
- 8. Responsible tourism and service excellence**

# 1. TRANSFORMATION

Transformation remains a low in the industry

- A guiding principle of the strategy is thus the enhancement of transformation
- It is stressed that all skills training and enhancement initiatives should be accessible to persons from disadvantaged backgrounds, i.e. the **training of chefs** (strategic objective 4.3)
- Diversification of **ownership patterns** by race and gender
- Initiatives focused on **executive development** (strategic objective 4.5) should be geared towards ensuring that women and black executives are trained and mentored; financial support for study to students at university level (strategic objective 3.2) should be provided to those from disadvantaged backgrounds who cannot afford higher

education



## 2. YOUTH DEVELOPMENT

A majority of respondents indicated that young people lack credibility in the industry

- Specific initiatives in the strategy, in addition to all initiatives pertaining to education at schools, TVET colleges and universities, which should have a clear youth development focus include:
  - Financial support for study (strategic objective 3.2)
  - Work-readiness (strategic objective 3.3)
  - Executive development (strategic objective 4.6)

### 3. TOURISM EMPLOYEE UPSKILLING

Up-skilling emerges as an issue from several qualitative engagements. A key consideration is how to 'move-up' in the Tourism industry

- This is a gap that can be addressed by government through interventions which are government funded, but industry informed
- Initiatives which include an element of up-skilling include:
  - Basic skills enhancement (strategic objective 2.4)
  - Work-readiness (strategic objective 3.3)
  - Training of chefs (strategic objective 4.3)
  - Minimum standards for responsible tourism (strategic objective 4.4)
  - Career pathing

## 4. MENTORSHIP

- Mentorship is needed on two levels: 1) for student graduates, and 2) for entrepreneurs and small business owners.
- A mentorship component needs to be integrated into the following
  - improvement of WIL and internships (strategic objective 2.6);
  - the proposed work-readiness programme (strategic objective 3.3);
  - support to students with disabilities (strategic objective 3.4); and the training of chefs (strategic objective 4.3).

## 5. SMALL BUSINESS/ENTREPRENEURSHIP SUPPORT

- It is recognised that small businesses need broad-based support of which skills training or enhancing is one element.
- Small businesses need sector-specific skills in accessible formats for small businesses.
- Tourism associations can play a facilitating role in skills training in the identified areas to their membership.
- Initiatives aimed at enhancing basic skills should focus on business skills and entrepreneurship.

# 7. PERSONS WITH DISABILITIES

- ***Universal Access caters for tourists not employees***

- There are a few employment opportunities which cater for student with disabilities. It is stressed that training opportunities should be accessible to student with disabilities as far as it is possible

## **The following needs to be incorporated into the strategy :**

- Support to student with disabilities
- Employees need to be trained in terms of how to deal with visitors with disabilities (this is called disability literacy and should be part of customer care training/ orientation –see soft skills training strategic objective 2.3).

## **Universal Access must move beyond physical access**

- Associations should also be encouraged to provide orientation regarding disability literacy to their members

## 8. RESPONSIBLE TOURISM

- Overall, responsible tourism should be a guiding principle for the strategy as indicated by several respondents and stakeholders in line with tourism policy in South Africa
- More specifically, strategic objective 4.4 concerns training on the 2011 Minimum Standards for Responsible Tourism in South Africa to up-skill the industry and ensure the wider implementation of standard in this regard.

## 9. SERVICE EXCELLENCE

- Need to develop *Service Excellence Ethos* through soft skills focus

# SYNERGIZING AND ALIGNMENT OF GOVERNMENT PROGRAMMES

- Meeting EPWP targets maybe incentivizing lack of uptake of tourism graduates by industry partners;
- Perverse incentive of channelling people into areas where there is little prospect for employment
- NDT needs to develop purposive relationships with departments and institutions whose core function is to support SMME development e.g. DTI/EED/SEDA

# PROPOSED VISION STATEMENTS

- **Vision Statement 1:** An appropriately skilled and professional tourism workforce which provides quality services to visitors and contributes to growth of the tourism economy in South Africa.
- **Vision Statement 2:** An appropriately skilled and professional tourism workforce which provides superior services and contributes to inclusive growth of the tourism economy.
- **Vision Statement 3:** A coherent education and training system that supports **excellent service** in tourism.
- **Vision Statement 4:** A tourism sector with a **workforce** that's **adequately trained** to meet the **needs of industry** whilst offering a **memorable visitor experience**.

# STRATEGIC FLOW



# STRATEGIC THEMES

- 1. Dynamic and Coordinated Education and Skills Training System**
- 2. Enhanced Education & Curriculum**
- 3. Student Support**
- 4. Tourism Educators and Facilitators Capacity & Skills Development**

# **STRATEGIC THEME #1:**

## **Coordination in the Tourism Education and Skills Training System**

- **Strategic objective 1.1: National body or agency** - Create a national body or agency to bring the various role-players in the education and skills training system and industry stakeholders together.
- The key mandate of this body should be to ensure **high level coordination, oversight, regulation and funding**
- **Strategic objective 1.2: Working groups and task teams** - Establish working groups or task teams to deal with specific issues
- Key issues are **curriculum development and alignment, standards, learning pathways, articulation and progression, and RPL** amongst other issues.

- **Strategic objective 1.3: Engaging universities**

- Universities are **often absent from forums** and conversations on tourism and hospitality education
- There should also be **alignment between education at university level and the broader education and skills training system** for tourism, hospitality and conservation.
- This speaks to avoiding duplication, ensuring standards, enhancing articulation, creating learning pathways, etc.

- **Strategic objective 1.4: Engaging industry**

- Few education and training institutions have mechanisms in place to engage the Tourism industry
- It is important to **get the big players on board** (hotel groups, airlines, car rentals, cruise liners, passenger or tourist rails, attractions, etc.). It is further suggested that **tourism associations provide important linkages to tourism**. The **role of association in the broader system for Tourism education and training** need to be revisited and closer collaboration between associations is recommended

## ***Strategic objective 1.5: Knowledge Management***

- A number of issues have been identified which are **needed to improve knowledge management in relation to human resource and skills development** in tourism, hospitality and conservation.
- It is suggested that a national body or agency can oversee and coordinate the actions (to be implemented by key stakeholders).

## ***Strategic objective: 1.6 Economic Growth enhancement***

- Strengthen economic development and labour market outcomes of the workforce

## ***Strategic Objective 1.7: Enable synergies and alignment*** of THRD Strategic Focus with other Tourism Policy Development Processes (.e.g. NTSS)

## **STRATEGIC THEME #2: Education & Curriculum Enhancement**

- **Strategic objective 2.1: Articulation and progression** Improve articulation and progression in relation to Tourism courses (vertical and horizontal);
- **Learning pathway** which will allow students to **progress to higher academic attainment** and there should be **exit points** for those who do not wish to do so or the option to move onto related study areas.
- Students/learners need to **progress to more complex issues** and **depth of understanding** of particular topics. Umalusi has reviewed the tourism, hospitality and consumers studies courses at schools and TVET colleges and have put recommendations forward to improving the content of courses.

- ***Strategic objective 2.2: Learning and career pathways***
  - Enhance learning and career paths in Tourism industry from school level through to post-graduate education
  - Establish a workgroup between CATHSSETA, DBE, DHET, TVETS, Institutions of Higher Learning and Umalusi to look into this with input from industry
- ***Strategic objective 2.3: Soft Skills Development***
  - There is a **critical need for improving soft skills in tourism** with a focus on customer care (incl. disability literacy i.e. how to deal with visitors who have disabilities); emotional intelligence, disability literacy and life skills as apparent from both the qualitative and the quantitative data
  - Soft skills strong link to service excellence
  - **Improve current courses, introduce work readiness programme and implement recommendations from Umalusi**

## ***Strategic objective 2.4: Basic Skills Enhancement -***

- Introduce a foundation/ bridging course for TVETs before going into the NCV courses at TVET colleges (NQF levels 1 and 2)
- Place an emphasis on basic skills in specific occupations
- ***Strategic objective 2.5: Student Selection***
- **Screen students for acceptance into Tourism industry** courses at TVET colleges and for government funded skills training programmes
- Establish a workgroup between NDT, DBE, CATHSSETA, Umalusi and DHET for this purpose. The work of the workgroups should focus on:
  - Developing diagnostic tools for the assessment of basic skills, particularly language proficiency and numeracy, and interest
  - Establishing the minimum entry criteria/requirements for students

- **Strategic objective 2.6: WIL and internships**
- **Improve WIL and internships. Career guidance and mentorship is needed, absorption into the labour market needs to be ensured, students/ learners need stipends to cover their cost; exit strategies are needed after placements.**
- **Provide focused placements at TVETs with support of other key stakeholders (a dedicated function with funding)**
- **Involve CATHSSETA, Universities with successful programmes and associations**
- **Include a mentorship component**
- **Work with associations in relation to mentorship and internship placements**

# **STRATEGIC THEME #3: STUDENT SUPPORT**

**Strategic objective 3.1: Industry Orientation** - Enhance awareness of the T&H industry amongst learners/ students at high schools and TVETs.

- Work with industry partners i.e. SATSA; TBCSA; GTTP and FEDHASA to create such **career guidance programmes for schools and TVETs** with industry talks and events
- Combine with National Tourism Careers Expo

**Strategic objective 3.2: Financial Support for Study** –

- Create a **dedicated bursary scheme for students studying T&H at university level** (incl. Universities of Technology), particularly for post-graduate studies focus on courses in tourism management, marketing and conservation which are identified as skills shortage areas.
- Financial support for WiL (transport costs etc)

## ***Strategic objective 3.3: Work-readiness***

Create a work-readiness programme for **graduates who are not employed**.

- Work with tourism industry associations and CATHSSETA to develop a work-readiness programme (about 6 months). Include a mentorship component in the programme
- ***Strategic objective 3.4: Students with disabilities -***  
Create a programme focused on training and placing students with disabilities in the T&H industry
- Work with the Department of Social Development to identify which jobs are suitable for student with disabilities
- Work with associations and TVET colleges to train students and ensure placement with industry partners

# **STRATEGIC THEME #4: CAPACITY & SKILLS DEVELOPMENT**

## **Strategic objective 4.1: Educator Orientation** - Establish

standardized teacher/ lecturer orientation short course (5 days) for extensive role out at schools and TVETs;

- Establish tourism and hospitality teacher symposiums
- Implement virtual reality and e-learning in class rooms at school and TVETs to benefit both educators and learners/students;
- Strengthen educator provider norms and standards.
- Establish quality assurance system across IHLs in tourism.
- **Strategic objective 4.2: Sector-specific Short Courses** -Enhance or establish short courses for sector specific skills training (accredited NQF level 5 courses where appropriate) to address particular sector-specific skills shortage
- Encourage the development of sector-specific short courses
- Work with tourism industry associations to identify demand and facilitate courses to their members,
- Work with CATHSSETA in terms of short-course accreditation

**Strategic objective 4.3: Focus training on 'high importance/low proficiency' skills and scarce skills relative to total employment** Focus on up-skilling persons who are already working i.e. kitchen assistant to chefs. Address scarce skills through SETA targeted interventions

- **Strategic objective 4.4: Minimum Standards for Responsible Tourism** Create a training programme and focus on up-skilling of the T&H industry in relation to responsible tourism and the 2011 minimum standards
- **Strategic objective 4.5: Executive Development** Create post-graduate certificates and professional course-based masters at Universities or Universities of Technology for financial and business management in T&H; Work with tourism associations in terms of the registration of professionals who have completed courses, Provide funding opportunities for individuals from previously disadvantaged backgrounds

- ***Strategic objective 4.6: Local Government Orientation***
  - Enhance awareness amongst local government stakeholders in terms of destination marketing, human resource development, planning for local economic development, creating an enabling environment for small businesses, identifying local needs, implementing certain projects or programmes as part of Integrated Development Plans, and monitoring and evaluation.
  - Provide on-going training and engagement sustained over the five-year tenures of local officials. Work with SALGA in this regard

# THANK YOU!



tourism

Department:  
Tourism  
REPUBLIC OF SOUTH AFRICA

