

Tourism Sector Human Resource Development Strategy Abridged Summary



tourism

Department of
Tourism
REPUBLIC OF SOUTH AFRICA



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ABBREVIATIONS AND ACRONYMS

ABET - Adult Basic Education and Training

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

DEAT - Department of Environmental Affairs & Tourism

DHET - Department of Higher Education and Training

DoE - Department of Education

DOL - Department of Labour

EPWP - Extended Public Works Programme

HRD - Human Resources Development

HSRC - Human Sciences Research Council

KII Key - Informant Interview

M&E - Monitoring and Evaluation

NDT - National Department of Tourism

NQF - National Qualifications Framework

NTSS - National Tourism Sector Strategy

RPL - Recognition of Prior Learning

SALGA - South Africa Local Government Association

SATSA - Southern African Tourism Services Association

SAQA - South African Qualifications Authority

SETA - Sector Education & Training Authority

SMMEs - Small Medium and Micro Enterprises

T, H & C - Tourism, Hospitality and Conservation Sectors

TEP - Tourism Enterprise Programme

THRD - Tourism Human Resources Development

TNA - Training Needs Assessment

TVET - Technical Vocational Education and Training

WSP - Work-based Skills Plans

DEFINITIONS AND TERMINOLOGY

Word/Phrase	Definition
Black	<ul style="list-style-type: none"> Refers to African, Coloured and Indian citizens (Black Economic Empowerment Act, 2004)
Conservation Sector	<ul style="list-style-type: none"> This sub-sector includes hunting and trapping, activities of conservation bodies, game parks, reserves, wild life parks, zoological establishments and botanical gardens as well as wildlife conservation. (CATHSSETA)
Employment	<ul style="list-style-type: none"> This is where a person performs specific activities for pay, profit or family gain. The person could be self-employed, an employer, an employee or a working family member (StatsSA)
Hospitality Sector	<ul style="list-style-type: none"> Hospitality sector is made up of enterprises offering accommodation (hotels, motels, etc.) and/or food services (restaurants, caterers, etc.). (CATHSSETA)
Human Resource Development	<ul style="list-style-type: none"> Human resources development is a broad concept... requiring integrated and concerted strategies, policies, plans and programmes to ensure the development of the full potential of human beings...so that they may, individually and collectively, be capable of improving their standard of living (United Nations Programme in Public Administration and Finance, 1995:5).
Tourism	<ul style="list-style-type: none"> Tourism is defined as the activities of persons travelling to, and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes not related to the exercise of an activity remunerated from within the place visited. (UNWTO)
Tourism Industry	<ul style="list-style-type: none"> The tourism industry is defined as all recipients of direct spend incurred by tourists, which includes pre-trip expenditure on travel and booking, travel and en-route expenditure, and all spending at the destination (DEAT, 1996). It includes the providers of goods and services whose principal production activity is a tourism characteristic activity. Such activities generate the production of tourism characteristic products, or products which, in most countries, would cease to exist in meaningful quantity, or those of which consumption would be significantly reduced in the absence of tourism. This includes transport, accommodation, catering, entertainment and recreation, and other travel related services.
Tourism Sector	<ul style="list-style-type: none"> Is comprised of the following subsectors: hospitality, travel and tourism, and conservation
Travel and Tourism	<ul style="list-style-type: none"> This sector consists of numerous activities associated with the travel and booking elements of the tourism industry and includes tour operators, travel agents, event and conference management, and car hire. (CATHSSETA)
Skills Audit or Training	<ul style="list-style-type: none"> This refers to "systematic process which identifies the present stock of skills or competencies held by the workforce, whether or not they are being actively used, and compares these with the skills or competencies that are needed..." (Hayton 1989).
Workplace Skills Plans	<ul style="list-style-type: none"> This is a document that articulates how the employer is going to address the training and development needs of employees in the workplace."



MINISTER'S FOREWORD – TSHRD STRATEGY 2017 – 2027 ABRIDGED VERSION

The National Department of Tourism presents to you the Tourism Sector Human Resources Development (TSHRD) Strategy 2017 – 2027 informed by the Skills Audit Report 2017 with its Implementation Plan in an abridged version. This strategy is an outcome of the review of the 2008 THRD Strategy and its related Skills Audit Report.

The department embarked on the review process during September 2017 and this was preceded by a consultation session with tourism industry stakeholders. The overwhelming consensus on the need to review the two documents led to the formal appointment of the Human Sciences Research Council (HSRC) as the implementer of the project.

The process was broadly research based and hinged heavily on consultation, inputs and participation of the tourism industry stakeholders. Indeed the approach undertaken was from both the Skills Audit quantitative research based process and the qualitative strategy formulation process widely inclusive. This is based on the various research methodology combinations used. The Skills Audit approach ensured the involvement of individual employees and supervisors in the broad stratified sampling framework adopted. This is an improvement from the previous strategy which used data collected at broad company level using management mainly as the source. The strategy development approach was, whilst informed by the training needs flowing from the Skills Audit process, also informed by inputs flowing from round table, focus groups engagements and individual key informant interviews at provincial and sub-sector levels. All these engagements culminated into a national plenary stakeholder consultation platform which also verified the final findings and recommendations. The importance of this approach was for all stakeholders in the sector to ultimately own the product as they would have contributed to its form and shape.

The outcome of the strategy outlines the sector's profile from an employment and human resource development perspective. The one critical observation made is the fact that there is still a lot of people with below NQF I level education in the sector meaning that there is still low literacy and numeracy rate in the sector. This obviously require Adult Basic Education (ABET) as an intervention. These low levels of formal education may also account for the lack of progression professionally by most employees in the sector as they are said to stay in one position for ten (10) years on average.

The strategy has taken into account the need for greater representation and participation by black South Africans in the tourism value chain. It embraces the need for effective implementation of radical economic transformation in the sector. Areas that have growth potential with limited transformation in terms of skilled workers and entrepreneurs also form a critical part of the targeted skills development. In the light of the fact that Marine and Coastal Tourism plan was developed at the same time as this skills audit, it was not possible to include the future skills audit needs thereof. With the completion of the plan, the department, working with the South African International Marine Institute (SAIMI) and industry stakeholders will conduct needs analysis for this area as well.

Of critical importance is the observation that the department needs to play more of a facilitating and coordinating role in the process of addressing the challenges and guided by the strategy. The strategy emphasises the fact that a gradual shift must take place moving away from being perceived as a training panacea to a facilitator and coordinator of training initiatives. More emphasis is also put on guiding the balance between demand led processes of training than supply based. This should also be grounded on professionalisation of the sector whilst recognising the knowledge skills gathered by those who have worked years without any formal training and education through the Recognition of Prior Learning (RPL) initiatives. Implementation of RPL will contribute immensely into the radical transformation of the sector.

In prioritising the implementation of the strategy the department in partnership with the sector will identify short, medium and long term interventions. These will form the basis for monitoring progress of implementation plan.

I call upon all stakeholders in the sector to join hands and implement this TSHRD Strategy. Everybody must look at the role they can play, especially those with roles identified in the implementation plan, and put their shoulder in wheel towards successfully addressing the skills development challenges in our sector. I wish to thank CATHSSETA as a skills development partner who invested financially in the process of conducting the Skills Audit as well as the Human Sciences Research Council (HSRC) for their tireless effort in ensuring that this strategy is now a complete product for implementation in the sector.

Thank you



Ms Tokozile Xasa, MP

1 INTRODUCTION

Tourism in South Africa has been recognized as having significant growth potential, driven by its rich natural and cultural resources, a positive business environment and relatively good infrastructure and as such leads the regional ranking. The country's attention to forestry and to conservation and its participation in international treaties has further supported its tourism industry.

The Tourism Industry has and continues to play an important role in South Africa's economy both in relation to its contribution to economic growth and to employment creation. A rapid and sustained rise in the number of people travelling across the world surpassing the one billion mark in 2013, has led to more attention being given to the tourism sector, not only in terms of its economic output contribution, but also for employment creation and human resource development globally.

Successive national development plans have articulated the need for enhancing labour intensive employment growth. Both the New Growth Path (2010) and the National Development Plan (2012) identified the tourism industry as one of the priority sectors for such growth.

Although South Africa does not have a direct measure of tourism employment and as a result there are different measures for employment in the tourism sector and sub-sectors, depending on the source of data all these sources (StatsSA, CATHSSETA & DHET LM-EM) confirm a positive growth rate of employment in the tourism industry. When comparing 2009 CATHSSETA employment data to its 2015 data, we find a positive compound average annual growth rate in employment of 5.4 percent from 145 695 in 2009 to 210 807 in 2015.

It is however, recognised that this growth potential could be harnessed to a much greater extent if certain conditions are met. These include competitiveness, excellent visitor experience, and safety and security. All of these factors are to a varying extent influenced by the quality of human resource development in the industry.

The National Department of Tourism has expressed a clear commitment to spearheading a human resource development strategy for the industry in South Africa thus reflecting the value it places on the investment in tourism workforce development. This commitment is derived from the broad vision of the National Tourism Sector Strategy for achieving inclusive and quality growth of the South African tourism economy. The vision of a THRD strategy must thus be aligned to that of the NTSS in terms of a focus on a) delivering excellent visitor experiences, and b) contributing to the inclusive growth of the tourism economy.

This document outlines the strategic priorities and implementation plans to enhance human resource development in the tourism industry.

2 BACKGROUND AND CONTEXT

The first THRD Strategy for South Africa, launched in 2008 by the then Department of Environmental Affairs and Tourism (DEAT), was a step forward in rationalising and streamlining skills development in the sector in order for it to add to the growth and overall performance of the sector. Since the implementation of the 2008 THRD Strategy, the tourism environment has evolved to the point that the National Department of Tourism (NDT) in partnership with CATHSSETA determined that a revision of the THRD Strategy was appropriate and necessary.

A review of the implementation of THRD strategies globally reveals that the tourism industry is important for future job creation in both developed and developing countries. However, the tourism industry seems to face challenges of fragmentation with different players operating in the same field, for example, multi-national companies (10%) operating alongside SMMEs (90%). The predominance of SMMEs in the industry, especially for developing countries, may contribute to poor human resource development (HRD) practices. Other reasons for insufficient personnel practices in the tourism industry include a low-skills base, employer antipathy to a more progressive approach to HRD, labour market characteristics, and organisations ensuring best-fit HRD practices to support a high volume, low-cost strategy.

Notwithstanding these challenges, it is increasingly recognised that an investment in HRD is crucial in ensuring effectiveness, quality and responsiveness in organisations to an ever changing and complex environment.

In order to develop the skills that are required in a dynamic tourism industry, it is necessary to take cognisance of the drivers of change in the Tourism Sector which include global tourism, language priority, globalisation and migration, competitiveness and human resources development to increase and enhance professionalism, productivity, innovation, technology, competitiveness, transformation and responsible tourism,

It is critical to note that while enhancing human resource capabilities is important and necessary for the growth and development of the economy, on its own it is not a sufficient condition and requires that it should be accompanied by and integrated with a range of development strategies.

3 SKILLS AUDIT AND TOURISM HUMAN RESOURCE DEVELOPMENT STRATEGY DRAFTING PROCESS AND METHODOLOGY

The NDT commissioned a consultative and participatory process with the aim of contributing to the development of a new 10 year THRD Strategy, Implementation Plan and Monitoring and Evaluation Framework. The objectives of the THRD Review and Strategy Development process included the following:

- To identify the specific workforce skills needs and gaps in the tourism, hospitality and conservation sectors;
- To develop an understanding of the HRD environment within the tourism, hospitality and conservation sectors
- Develop a 10 year strategy for human resource development for the tourism industry

A mixed methods approach was adopted relevant to the expansive scope of the study both in terms of the range of issues to be explored and the diverse set of stakeholders to engage with.

3.1 STATUS OF TOURISM HUMAN RESOURCE DEVELOPMENT IN SOUTH AFRICA

3.1.1 EDUCATION AND TRAINING SUPPLY

Empirical evidence generated from the Skills Audit Review conducted to inform the development of the Tourism Human Resource Development Strategy (THRDS) suggests that the current basic education system and education and training in the Higher Education system do not respond adequately to new trends and demands in tourism industry.

It has been widely recognised that a historic legacy, which precedes our democratic transition, of under-investment in quality basic education and schooling has resulted in poor quality learner outcomes with vast majority of learners not acquiring basic numeracy and literacy skills.

The quality of career guidance available to school learners and higher education students is considered poor and ineffective. Learner/student motivation for choosing tourism and related courses is based on perception that these subjects are easy to pass and on the fact that entry levels/ requirements are low. More importantly the fact that tourism and hospitality courses at DBE level are not “designated courses” and hence does not contribute points for entry into university. Enrolments in tourism and hospitality courses at basic level have increased exponentially since the

early 2000's and at present approximately 20% of all matriculants take one or more of these courses. The growth in uptake of such courses at basic level in certain provinces namely KwaZulu-Natal, Limpopo and Eastern Cape appears to be strongly correlated with provinces which have produced among the lowest matric pass rates in the country.

The number of persons from previously disadvantaged backgrounds in higher education institutions across all tourism sectors has increased since 2010. This is important as it reflects a commitment to transformation in the industry. This is particularly pronounced at Technical and Vocational Education and Training (TVET) institutions where the number of learners in hospitality and travel and tourism learning areas has increased, although throughput rates remain low. The soft skill component of current courses offered by schools and TVETs is inadequate, a very real concern in an industry where such skills are vital.

Importantly tourism related training is unable to equip graduates with the required skills to meet industry needs and demands. TVET graduates in particular struggle to gain experience and accordingly find employment.

There is evidence of misalignment between course content and the skills needs of the industry. This is in part attributed to limited or complete lack of engagement by many higher education institutions with the Tourism, Hospitality and Conservation industry stakeholders. It is important to note that higher education institutions (HEIs) are not a homogenous cluster and as such their practices and outcomes differ substantially. There is consensus among stakeholders that the content of certain Tourism, Hospitality and Conservation courses, particularly those offered at TVETs are out-dated and revisions are long overdue and in some instances processes to address this have been initiated. Overall, learning pathways and articulation between courses and institutions are lacking. Work Integrated Learning (WIL) placements appear to be challenge at TVET colleges with only 41 per cent of learners reported having WIL and practical experience as part of their course.

The tourism and related course educator profiles in basic education and higher education institutions are of concern particularly as there is a lack of minimum entry level requirements for educators in this field. A large number of tourism educators at DBE and in some instances at TVET have not specialised in tourism training nor can they be considered subject matter experts in these fields. Few of the HEI's require educators to have a Masters qualification as a minimum entry requirement.

Only a few institutions, mainly Universities and Universities of Technology, assisted learners with securing work placements after course completion and tracked the labour market progress of learners post their graduation

One fifth of graduates interviewed have never been employed since graduation and few learners and graduates aspire to find employment in the conservation sector. Factors which hindered employability of graduates include lack of ABET and poor work ethic.

3.2 EMPLOYMENT GROWTH & WORKFORCE PROFILE

There is employment growth in the travel and tourism, and hospitality industry with managerial occupations showing the strongest employment growth in the hospitality sector. In the conservation sector employment growth has been negative and is more pronounced in respect of scientific occupations such as maritime industry, zoologists, botanists and marine industry scientists.

Employers are an aging group in the hospitality sector and although the skills levels of current employers in hospitality occupations is improving, there is a risk that with insufficient management development there may be challenges with replacing aging employers in the future. In addition there has been a decrease in African employers, particularly the proportion of African female employers in the hospitality sector. Employers in conservation occupations are predominantly white.

There is substantial evidence of transformation with respect to the racial profile of the tourism workforce, although not as significantly in the management occupation. Proportionally African females form the majority in all tourism occupational groups with the exception of the professional occupational group. They are over represented in the elementary occupations. Overall, the proportion of African employees in the tourism industry has increased, however only 17 per cent of managerial and 24 per cent of professional occupations are held by Africans.

There is a lack of mobility in the workforce with average time spent in one post being between 7 to 12 years. Many of the workers in the industry reflect considerable years of experience.

The workforce in the conservation sector is more dispersed provincially than in the travel and tourism and hospitality sectors. These latter sectors are concentrated in KwaZulu-Natal, Mpumalanga, Western Cape and Gauteng. In contrast the Eastern Cape, which has rich tourism and conservation resources, reflects among the lowest employment levels in both these sectors.

Drawing on CATHSSETA Workplace Skills Plan data it would appear that a very large percentage of firms offer training for employees. However this data reflects skewed training trends, which when disaggregated by company size indicates that most of the training is offered by larger companies (those with more than 50 employees). Large proportion of firms in the conservation (67%) and hospitality (62%) sectors do not submit SP and as such this represents an undercount.

The type of training that employers send the employees on appears to have a good match to the firm's requirements. Employers, however, appear to rate the value of training slightly lower than employees, with learnerships appearing to be their preferred mode of training.

Employers are more likely hire “matriculants” and applicants with 2 to-5 years' industry relevant experience rather than newly qualified graduates. As a result there is an expressed need for sector-specific skills delivered as short courses. Employers reflect a bias towards skills training, which provides discernible benefits instead of investment in tertiary education, which by its nature has more long term outcomes.

4. SKILLS DEMAND IN THE TOURISM INDUSTRY

4.1 SCARCE SKILLS

Scarce skills are occupations where there are insufficient suitably qualified candidates to fill available posts. These have been identified through the WSP/ATR submissions to CATHSSETA, the DHET list of occupations in high demand as well as the employer survey. A scarce skill is defined as a post not filled for at least 6 months.

Tourism Specific Scarce skills include the following

- Hospitality Studies Teacher
- Tourism Studies Teacher
- Food and Beverage Technician
- Tourism Information Officers
- Travel Consultant
- Inbound Contact Centre Consultant
- Outdoor Adventure Guide
- Park Ranger
- Environmental Scientist
- Training and Development Professional

The following are cross cutting scarce skills for the workforce in the Tourism Industry:

Table : Cross Cutting Scarce Skills

<i>Occupation</i>	<i>Specific Occupations</i>
Managers	ICT Project Manager, Research and Development , ICT Project Manager, Environmental, Small Business, Retail, Sales and Marketing, Advertising and Public Relations, Operations, Personnel Human Resource, Director (enterprise), Cooperate General Manager,
Professionals	Safety, health, environment and quality Practitioner, Computer applications Technology , Information Technology Teacher, Language Teacher, Accountant, Environmental Engineer, Marine Scientists, Management accountant, landscape architect, Technical (ICT) Support Services, Careers Counsellor, Market Research Analyst
Technicians and Associate Professionals	Boat Driver, Air Traffic Controller, Food and Beverage Technician, Retail Buyer, Bookkeeper, Aeronautical Engineering Technician, Ships Surveyor, Ships Officer, Ships Master, Ships Engineer, Fire Investigator,
Clerical Support Workers	Tourism Information Officers, Travel Consultant,

4.2 Skills Gaps/Critical Skills

Critical skills refer to areas where an employee exists in a post but his/her skills are not optimal for the role representing a gap in their overall competencies. Critical skills are also referred to as skills gaps or top up skills. There is a strong need to focus training on skills gaps as the aim of training is to make the employees better at their current jobs.

The general learning needs of the tourism labour force are: new technologies, quality customer care (reception skills, communication skills, languages, cross cultural communication) team work,

project work, sustainable development, entrepreneurship, safety and security within tourism enterprises, and first aid.

The skills audit more specifically identified a number of priority skills gaps among specific tourism industry workers as outlined in the section that follows.

a) Financial skills

Financial skills have been identified as a serious skills gap across all occupations in the tourism industry. The range of financial tasks for which the gaps exist include, budgeting, expenditure management, accounting, monitoring of financial transactions, financial reporting and maintaining stock control records. The target for these skills interventions are predominantly managers.

- 134904 Office Manager
- 141103 Reception Manager
- 121901 Corporate General Manager
- 143902 Cleaning Services Manager
- 141101 Hotel or Motel Manager
- 121206 Health and Safety Manager
- 134903 Small Business Manager
- 121905 Programme or Project Manager
- 141204 Reservations Manager
- 122101 Sales and Marketing Manager
- 142103 Retail Manager (General)
- 121904 Contract Manager
- 141102 Guest House Manager
- 141201 Café (Licensed) or Restaurant Manager

The survey identified approximately 1,218 employees requiring this intervention. Given an estimated 12% annual turnover in managers, there could be as many as 137 additional employees requiring training per year.

Table : Financial Skills Gap

Number of Employees	16,364
Total Training Need (Current)	1,218
Estimated Turnover	12%
Additional Need per Year	137

b) Occupational health and safety

Ensuring compliance with occupational health and safety regulations is a task common to a number of managerial roles and was clearly reported as significant skills gaps.

The target for interventions in this regard will be most managers. The main focus will be on:

- 141103 Reception Manager
- 141204 Reservations Manager
- 143902 Cleaning Services Manager
- 141101 Hotel or Motel Manager
- 141201 Café (Licensed) or Restaurant Manager
- 143909 Travel Agency Manager

Table Occupational Health and Safety Skills Gap

Number of Employees	6,321
Total Training Need	524
Estimated Turnover	12%
Additional Need per Year	61

It is estimated that 524 managers require this form of training. Given an estimated 12% Annual turnover in managers, there could be as many as 61 additional employees requiring training per year.

c) Compliance

The tourism industry requires personnel to undertake a number of compliance related activities cutting across managerial occupations. The extent of the skills gap was much smaller than the previous two skill but still worthy of intervention. The tasks assessed in the skills audit include:

- Observing liquor, gaming, health and other laws and regulations
- Assessing an organization's compliance with government and internal environmental regulations and guidelines, identifying violations and determining appropriate remedial action
- Ensuring compliance with relevant legislation, regulations and standards
- Ensuring dining, kitchen and food storage facilities comply with health regulations and are clean, functional and of suitable appearance

Managers who require these skills include:

- 141103 Reception Manager
- 141204 Reservations Manager
- 143902 Cleaning Services Manager
- 141101 Hotel or Motel Manager
- 141201 Café (Licensed) or Restaurant Manager
- 143909 Travel Agency Manager

Table : Compliance Skills Gap

Number of Employees	8607
Total Training Need	343
Estimated Turnover	12%
Additional Need per Year	41

It is estimated that 343 employees require Compliance related training in the tourism sector to close the skills gap. Given an estimated 12% Annual turnover in managers, there could be as many as 41 additional employees requiring training annually.

d) Adult Basic Education and Training

According to the 2016 WSP submissions, there are 14 235 employees below NQF level 1. It is important to develop these employees to raise them to NQF1 through the various Adult Basic Education and Training Programmes.

Based on the same WSP report, only 336 ABET beneficiaries were trained representing 2.4% of the cohort. At the current rate it would take 42 years to close the gap. It is proposed that the revised HRD strategy take into account the number of employees below NQF 1 and stimulate a renewed focus on ABET training.

It is proposed that at least 1500 be targeted per year to reduce the number of employees below NQF level 1 to zero over the next 10 years. It is not certain how many new entrants are below NQF1 and as a result the target number of beneficiaries may need to be raised in order to accommodate them.

e) Soft Skills

It is difficult to quantify the need for soft skills, mainly because the needs are cross cutting so the numbers are huge when extrapolated to the sector.

The extent of the training need per soft skill in the sector was calculated based on the proportion of employees in the skills audit at each level that was identified as having a low proficiency (1 or 2) and a high importance (4 or 5) in terms of their job.

It is recommended that the soft skill interventions be made available based on the following priorities. The total number of programmes demanded is listed but will serve as a reference rather than a target.

Computer Literacy: This is far and away the biggest need with an estimated 38,427 employees requiring training across the sector. Given an assumed rate of turnover it is likely that a further 2,585 employees per year will require training.

Table Computer Skills Gap

OFO Major Group	Total Employment	Estimated Turnover per Year	Computer Literacy	Potential Additional Training Need Per Year
Managers	17,824	12%	484	58
Professionals	5,925	8%	1,276	102
Technicians	11,785	11%	752	80
Clerical	15,839	14%	684	92
Service and Sales	62,484	8%	15,311	1,184
Skilled Craft	1,664	11%		0
Assemblers and Operators	3,846	14%		0
Elementary Occupations	49,667	6%	18,709	1,069
Grand Total	169,034	10%	23,123	2,368

It is recommended that NDT and their intervention partners divide the interventions into Elementary Computer Literacy, Technical Computer Literacy (usually requiring competence on specific software such as Amadeus) and Advanced Computer Literacy. Based on the data from the skills audit, the number of programmes offered can be split as follows

Table Computer Skills Training Levels

Level of Computer Literacy Intervention	Estimated Number of Employees with Training Need	Estimated Proportion of Need	Potential Additional Training Need Per Year
Elementary Computer Literacy	29,343	79%	1,898
Technical Computer Literacy	6,030	16%	527.2
Advanced Computer Literacy	1,760	5%	160

f) Leadership and Strategic Engagements

Soft skills emerge as a critical skills gap across all sub-sectors and occupations in the tourism industry. The need in terms of soft skills training includes a focus on:

- Leadership
- Networking
- Problem Solving and Critical Thinking
- Strategic Capability

Table : Strategic and Leadership Skills Gaps

OFO Major Group	Total Employment	Account-ability	Communication	Computer Literacy	Enthusiasm & Attitude	Initiative	Leader-ship	Network-ing	Problem Solving & Critical Thinking	Professionalism	Service and Customer Orientation	Strategic Capability	Teamwork
Managers	17,824	74	186	484	37	74	558	521	260	37	149	335	74
Professionals	5,925	-	46	1,276	114	-	228	114	205	23	228	160	-
Technicians	11,785	84	84	752	251	251	334	334	501	-	167	418	84
Clerical	15,839	32	130	684	162	227	488	195	357	130	196	261	32
Service and Sales	62,484	412	619	15,311	-	1,241	4,552	828	3,712	619	619	2,268	206
Skilled Craft and Related Trades	1,664												
Assemblers and Operators	3,846												
Elementary Occupations	49,667	662	1,330	18,709	883	668	1,545	443	1,104	221	1,782	883	665
Grand Total	169,034	1,044	2,394	38,427	1,445	2,452	7,690	2,431	6,140	1,029	3,132	4,325	1,062

Soft Skills Training for management occupations should focus on

- Networking (521 currently need such training with a potential of an extra 63 additional people per year),
- Leadership (558 currently need such training with a potential of an extra 67 additional people per year),
- Problem solving & Critical Thinking (260 currently need such training with a potential of an extra 31 additional people per year),
- Strategic Capability (335 currently need such training with a potential of an extra 40 additional people per year)

4.3 ADDRESSING SMALL MEDIUM AND MICRO-ENTERPRISES SCARCE SKILLS AND SKILLS GAPS

A defining feature of the tourism industry is that it is comprised of multiple small players that constitute about 90% of enterprises in the industry. This is a challenge in terms of addressing the HRD needs of workers in this sector and has possibly contributed to the poor HRD practices in the industry.

Global evidence suggests that entrepreneurship education increases the formation of new ventures, enhances the likelihood of self-employment, increases the likelihood of developing new products, as well as of self-employed graduates owning high-technology businesses.

SMMEs in the tourism sector are recognized as having the potential to contributing to poverty alleviation through job creation. In addition much of South Africa's exciting new tourism developments are set to take place outside the mainstream, particularly at community level where innovative cultural, heritage and nature-based products and experiences are being developed. Good practice in community based tourism (CBT) contributes to each of the three pillars of sustainability by delivering social, environmental and economic benefits.

This requires a distinct focus on SMMEs and the South African experience is emerging as distinctive and in many respects innovative approach which seeks to link tourism SMME development with the advancement of Black Economic Empowerment objectives and in the establishment of dedicated tourism-specific support programmes for SMME development.

This calls for a nuanced understanding of the SMME sectors HRD needs and a fit for purpose approach to the delivery of HRD interventions which are scalable and which can be delivered within a low cost approach and importantly are embraced by the owners in this sector.

Training and development activities for this niche sector need to emphasise adaptability, flexibility and continuous development interventions.

Findings from the Tourism Enterprise Partnership Development Needs Data analysis identified SMME training needs across 5 dimensions;

- Compliance & Good Practice
- Finance
- Marketing and Communication
- Operations and Administration
- Human Resources

Using this data set we identified a set of indicators used by TEP, for each SMME the data shows whether the SMME had any challenges with that indicator. The ranking of which dimension to prioritise for training interventions was then based on the dimension that had the most SMMEs which had challenges (also referred to as deficits). This shows that of these dimensions the greatest skills gaps and training needs were in Compliance & Good Practice which had the highest number of deficits with a weighted score of 99%, whilst finance had 86%. Marketing and Communication and Operations and Administration had fewer deficits of 46% and 12% respectively.

Table : Board dimensions with SMME Skills Gaps and Needs based on the number of indicators that SMMEs were most deficient

#	Dimension	Number of indicators	Percentage of indicators with deficiencies
1.	Compliance & Good Practice	25	99%
2.	Finance	21	86%
3.	Marketing and Communication	7	46%
4.	Operations and Administration	9	12%
5.	Human Resources	23	0%

Source: TEP-DNA SMMEs Dataset

The above training needs were identified by counting the actual deficits per dimension. In addition SMMEs were also asked to identify areas where they required skills development. The top 5 most needed skills across all SMMEs were Customer service skills, 77%; Leadership skills, 74%; Communication, 74%; Generic Management skills, 72%; and Financial management skills, 72%.

Table : Percentage of SMMEs indicating skill need

#	Skill	
1	Customer service skills	77%
2	Leadership skills	74%
3	Communication	74%
4	Generic Management skills	72%
5	Financial management skills	72%
6	Human resource management skills	69%
7	Computer / IT skills	69%
8	Business Administration / Planning skills	67%
9	Legalities and Compliance	62%
10	Marketing management skills	41%
11	Price setting	23%
12	Social Media	21%
13	Sales skills	15%
14	Tourism Channel	8 %

Source:TEP-DNA SMMEs Dataset

5.1 Coordination of tourism industry skills planning and delivery

The systems for tourism, hospitality and conservation education and training in South Africa are complicated and highly fragmented. A silo approach to THRD planning and coordination between government departments (including tourism, basic education, high education etc.), higher education and training institutions (TVETS, Technicon's and Universities), regulatory bodies in skills development (UMALUSI, SAQA etc.) and sector education and training authorities persists. The emerging picture is of a lack of vertical and horizontal coordination among the diverse stakeholders in the industry across all spheres of government, between government departments and institutions and with industry stakeholders.

Engagement between universities and other role-players in the tourism, hospitality and conservation education and training system is lacking. Equally, so is the limited (often non-existent) relationship between education and training institutions and industry service providers to ensure appropriateness of training offered.

Data and intelligence for THRD planning is weak, and tourism, hospitality and conservation knowledge management needs to be improved overall. Absence of appropriate data and the lack of a central repository of data on tourism human resources to inform skills planning is noted. Lack of synergy and alignment between different and in some instances conflicting data sources results a skewed picture of skills training in the tourism sector in South Africa. There is absence of a culture of monitoring and evaluation of learning impacts across all stakeholders for evidence based planning and implementation.

There is widespread perception of CATHSSETA as being dysfunctional and its contribution to human resource development has been questioned. The fact that CATHSSETA has been under administration has contributed to the prevailing perception. This must be contextualised within the broader debates in South Africa relating to the value of Sector Education Training Authorities.

Local government lacks capacity to deliver on tourism human resource development, despite this being the sphere of government where tourism growth is being actively promoted.

Addressing labour needs of the tourism industry and projecting needs to respond to future demands in the industry is a perpetual process and strategies have to be continuously re-aligned in respect to the dynamics of the labour market across all the sectors of the economy

Stakeholders acknowledged the value of a dedicated ministry for tourism and the role of the department in spearheading multitude and innovative measures to advance human resource development in the sector. However there are concerns about inappropriate and duplicated mandates, roles and responsibilities. While the NDT is recognised as making efforts to facilitate stakeholder engagement, it is reportedly characterised as needing to be more strategically focussed.

This requires a central authority to take the lead in improving cross-sector co-operation regarding training and education in tourism. Achieving this requires a coordinated effort across government departments promoting tourism development, education and training institutions (both regulatory and service provision) and industry partners.

5.2 TRENDS IMPACTING ON TOURISM HUMAN RESOURCE DEVELOPMENT IN SOUTH AFRICA

Table :Trends informing Human Resource Development Needs

Issue identified	Considerations for strategy
<ul style="list-style-type: none"> Structural factors 	
Lack of mobility in the workforce	<ul style="list-style-type: none"> Develop career paths and focus on up-skilling Partnerships are required to create more work experience opportunities in order to obtain full qualifications and grow in the T&H industry
Low ABET levels	<ul style="list-style-type: none"> There is a need for coordinated ABET support.
Transformation imperative needs to be strengthened	<ul style="list-style-type: none"> More empowerment of African in executive positions is needed, especially African females. More African employers are needed. Focus on entrepreneurship and small business development
Ageing employers and youth development	<ul style="list-style-type: none"> Focus on youth, entrepreneurship and small business development.
Issue identified	Considerations for strategy
<ul style="list-style-type: none"> Structural factors 	
Lack of mobility in the workforce	<ul style="list-style-type: none"> Develop career paths and focus on up-skilling Partnerships are required to create more work experience opportunities in order to obtain full qualifications and grow in the T&H industry
Low ABET levels	<ul style="list-style-type: none"> There is a need for coordinated ABET support.
Transformation imperative needs to be strengthened	<ul style="list-style-type: none"> More empowerment of African in executive positions is needed, especially African females. More African

	employers are needed. Focus on entrepreneurship and small business development.
Ageing employers and youth development	<ul style="list-style-type: none"> Focus on youth, entrepreneurship and small business development. More opportunities for the development of younger employees need to be created. Mentorship of youth is also a critical consideration in this regard.
<ul style="list-style-type: none"> Work-based Skills 	
Sector-specific skills	<ul style="list-style-type: none"> Modularise qualifications and develop short courses so employees can focus on the areas that they need. This could also address the issue of accessing PIVOTAL GRANTS.
Soft skills	<ul style="list-style-type: none"> Focus on soft skills training
Computer literacy and strategic Information Technology capabilities	<ul style="list-style-type: none"> Focus on computer literacy training Strengthen IT capabilities in the industry
Management and financial skills	<ul style="list-style-type: none"> Focus on executive development
Mentorship	<ul style="list-style-type: none"> Enhance mentorship across the industry
Future skills	<ul style="list-style-type: none"> New skills are required to adapt to a new technological environment
<ul style="list-style-type: none"> Education and Training 	
Quality of education and training	<ul style="list-style-type: none"> Quality of education at schools and TVET colleges needs to improve, more nuanced student selection and bridging courses is recommended
Curricula revision	<ul style="list-style-type: none"> Curricula revisions with industry input are urgently required at schools, TVET colleges, private colleges and universities. In addition, language proficiency, numeracy and computer literacy particularly at schools and TVET colleges. A focus on soft skills development is critical.
A lack of WIL and work-readiness	<ul style="list-style-type: none"> TVET graduates need support in terms of gaining work experience and becoming work-ready.
Learning pathways	<ul style="list-style-type: none"> Learning pathways needs to be improved for tourism, hospitality and conservation students/ learners. The creation of academic, vocational, and occupational paths is required.

Issued identified	Considerations for strategy
Coordination and governance	
Overall coordination	<ul style="list-style-type: none"> · Improved coordination in the tourism, hospitality and conservation, education and training system is imperative. · There is a need for an effective coordinating mechanism to mobilize role-players together in order to enhance collaboration and governance. <p>The mandates of different actors need to be reconsidered and redefined; and appropriate policies and/ or registration are required to ensure better collaboration, alignment and efficiency.</p>
Coordination to enhance course development, articulation and Recognition of Prior Learning (RPL)	There needs to be enhanced coordination in terms of travel, tourism and hospitality courses offered by Universities and Universities of Technologies to improve industry engagement, as well as articulation, and promotion of RPL
Alignment of THRD Strategic Interventions with NTSS	There is a need for a stronger alignment of THRD strategic interventions with the NTSS results framework.
Job creation	<ul style="list-style-type: none"> · The public sector, private sector and education and training institutions need to work together in order to adopt approaches to develop multi-disciplinary skills to improve competitiveness and thereby grow and create more jobs. <p>Partnerships in the tourism, hospitality and conservation sectors are required to create work experience opportunities.</p>
Research and knowledge management	<ul style="list-style-type: none"> · There is a need to create an enabling environment to incentivise higher education institutions and science councils to undertake relevant research on THRD. · Tourism, hospitality and conservation knowledge management needs to be improved <p>Data gathering needs to be improved in order to feed into the DHET's LM-EM platform to enable access to data for skills planning, education policy scenarios, and forecast trends in demand and supply of skills.</p>
Monitoring and Evaluation to inform THRD planning	Need to build capabilities for evidence informed planning and implementation
Capacity development	<ul style="list-style-type: none"> · Enhance the capacity of local government to support tourism on the local level · Enhance the capacity of government officials at all levels to promote human resource development through effectively implementing the strategy, as well as with the M&E of the Strategy.
Dynamic and ever changing environment	Enhance innovation capacity in the tourism industry

5.3 PROBLEM STATEMENT

The skills audit review process has identified several critical challenges with respect to human resource capacity within the tourism industry. These are impacting on the industry's potential to contribute to job creation (reducing unemployment) and to growing South Africa's economy. It is recognised that this growth potential could be harnessed to a much greater extent if certain conditions are met. These include competitiveness, excellent visitor experience, and safety and security. All of these factors are to a varying extent influenced by the quality of human resource development in the industry.

3 main areas inform this problem statement with respect to human resource capacity and development in the tourism industry in South Africa.

- a. The lack of coordination of skills development initiatives at policy, systems and programme level which is characterised by poor and inadequate role clarification of the various stakeholders in the tourism and skills development system, lack of partnerships and collaboration between stakeholders, lack of adequate information systems to inform evidence based skills planning and programming and arising thereof the lack of a coherent set of strategies to address these challenges.
- b. The need for scaling up of skills and capacity development programmes to address scarce shortages both in terms of scarce skills and skills gaps. This is particularly relevant in the context of large numbers of young people in the industry together with the large numbers of the tourism workforce with low basic numeracy and literacy skills as well as the lack of industry appreciation for the need to invest in skills training particularly for workers in elementary occupations.
- c. The misalignment of skills supply and skills demand due to lack of engagements between training and education stakeholders in tourism and industry stakeholders as well as the lack of progression and career pathing in the education and training system for the tourism workforce.

5.4 VISION

An appropriately skilled tourism workforce offering excellent visitor experiences and contributing to the inclusive growth of the tourism economy in South Africa

5.5 GUIDING PRINCIPLE

- ❖ Demand led approach
- ❖ Upholding Norms and Standards
- ❖ Professionalisation
- ❖ Transformation
- ❖ Up-skilling

5.6 STRATEGIC THEMES AND OBJECTIVES

The set of strategic themes and objectives presented here encapsulate a set of priorities for the implementation of the strategy.

THRD Strategic Themes



5.7 TOURISM HUMAN RESOURCE DEVELOPMENT STRATEGY OBJECTIVES, GOALS AND ACTIONS

Strategic Theme I: Tourism Human Resource Development Planning, Coordination & Information Management

Strategic objective	Goal/s	Actions	Role-players
SO1.1: Enhanced National Coordination for THRD	To establish high-level coordination between the functions of various national role-players with respect to THRDS coordination involving NDT, DBE, DHET, CATHSSETA and UMALUSI and Industry Representation.	1.1.1 Create a national structure or body	NDT; CATHSSETA; DHET; Umalusi; DBE.
SO1.2: Enhanced Tourism, Hospitality & Conservation Education and Training Stakeholder Collaboration	<ul style="list-style-type: none"> * To ensure strategic collaboration and partnerships between THRD role players at all levels in order to address specific issues i.e. curriculum development, standards, learning pathways, articulation and RPL amongst other issues. * To improve relationships between universities and other role-players in the T&H education and skills training system * To create functioning mechanisms or platforms to foster engagement between the industry, training institutions and government on education, training & skills development issues. 	<p>1.2.1 Establish working groups vertically and horizontally with THRD role-players to address specific issues</p> <p>1.2.2 Ensure the engagement between Institutions of Higher Learning & Universities in tourism human resource development</p> <p>1.2.3 Enhance the engagement of the tourism, hospitality and conservation sectors concerning THRD matters</p>	NDT; CATHSSETA; DBE, DHET, Umalusi and TVET colleges and universities; Provincial Economic Development and Tourism Promotion Departments.
SO1.3: Strengthened Knowledge and Information Management Systems for THRD Planning and Coordination	<ul style="list-style-type: none"> * To improve information management for THRD planning. To coordinate existing efforts to manage and disseminate knowledge in relation to human resource and skills development in tourism, hospitality and conservation. * Enhance research capabilities in relation to THRD planning. * To strengthen M&E systems for THRD. To enhance capacity at all levels for THRD planning, implementation and M&E. 	<p>1.3.1 Coordinate information management for THRD planning and manage knowledge effectively</p> <p>1.3.2 Strengthen M&E Systems</p> <p>1.3.3 Enhance capacity for THRD planning, implementation and M&E</p>	National Coordinating Body and the key drivers of that institutional structure, in particular NDT

Strategic Theme #2: Skills and Capacity Development

Strategic objective	Goal/s	Actions	Role-players
SO2.1: Strategic Support for Tourism Enterprises and Employees	<ul style="list-style-type: none"> To create an environment in which support can be provided to enterprises and employees and where specific skills development needs can be addressed. 	2.1.1 Engage tourism associations 2.1.2 Promote entrepreneurship and small business development 2.1.3 Promote ABET training 2.1.4 Encourage mentorship	NDT; Tourism Associations; Industry partners; DTI; SEDA; Provincial Economic Development Departments
SO2.2: Closing Skills Gaps	<ul style="list-style-type: none"> To address specific workplace skills gaps within the T, H & C industry as identified in skills audit. 	2.2.1 Promote sector-specific short courses 2.2.2 Enhance soft and general business skills within the workplace 2.2.3 Develop diversity in respect of executive leadership particularly among blacks and women.	NDT; CATHSSETA; Tourism Associations; Industry Partners national body BEE Council
SO2.3 Enhance capacity at local government level	<ul style="list-style-type: none"> To enhance the capacity of local government specifically to support tourism development on the local level. This was identified as a critical need. 	23.1 Improve local government orientation	NDT; SALGA; CoGTA; Provincial Economic Development and Tourism Departments.

Strategic Theme #3: Enhanced Tourism, Hospitality & Conservation Education and Training System

Strategic objective	Goal/s	Actions	Role-players
SO3.1: Responsive Curricula	<ul style="list-style-type: none"> To enhance and develop tourism, hospitality, consumer studies and conservations related courses at schools and TVET colleges with an emphasis on developing soft skills, enhancing basic skills, and improving progression, improving WIL and developing educators. 	3.1.1 Strengthen soft skills development within existing courses 3.1.2 Enhance basic skills development in existing courses 3.1.3 Deepen progression within existing courses 3.1.4 Improve the WIL components of existing courses 3.1.5 Enhance the exposure of educators to the tourism, hospitality and conservation sectors 3.1.6. Establish Centres of Excellence for Tour Guides and Chefs in partnership with relevant industry stakeholders towards advancing the promotion of professionalism in the industry.	Working groups under the national body Umalusi; TVETS; Institutions of Higher Education; Relevant SETAs; DBE.

Strategic Theme #3: Enhanced Tourism, Hospitality & Conservation Education and Training System

SO3.2: Enhanced Learning and Career development	<ul style="list-style-type: none"> To address articulation, Recognition of Prior Learning (RPL) and create learning pathways in order to promote learning and career development in tourism, hospitality and conservation. 	3.2.1. Improve articulation between institutions 3.2.2 Improve RPL 3.2.3 Map learning pathways	Working groups under the national body with industry input NDT; Umalusi; DHET; TVETs; DBE; Industry Stakeholders
SO3.3 Improved Student Support and Exit into the labour market	<ul style="list-style-type: none"> To provide support to students in terms of selection, industry awareness, work readiness, and improving access to tourism labour market for people with disabilities. 	3.3.1 Introduce student support and exit 3.3.2 Orientate students in terms of the tourism, hospitality and conservation sectors 3.3.3 Enhance work-readiness amongst unemployed graduates 3.3.4 Support students with disabilities	NDT; Umalusi; DHET; TVETs; DBE; Industry; DSD; NGOs in the field of special education and disability; Department in the Presidency;

6 IMPLEMENTATION PLAN FOR TOURISM HUMAN RESOURCE DEVELOPMENT STRATEGY

Implementation Plan Strategic Theme #1: THRD Planning, Coordination & Information Management

SUB OBJECTIVE	ACTIONS	SUB - ACTIONS	RESPONSIBLE AGENCY(S)	POTENTIAL PARTNERS	TIME FRAMES	RELEVANT CURRENT PROGRAMME/ PROJECT INITIATIVES
SO1.1: Enhanced National Coordination for THRD	<ul style="list-style-type: none"> Create a national structure or body 	<ul style="list-style-type: none"> Identify lead Directorate and individual to champion and coordinate implementation of the THRD Strategy (THRDS) 	NDT		1st Quarter 2017/2018	NDT Restructuring
		<ul style="list-style-type: none"> Identify focal points among priority institutions to engage on establishment of a national agency. This will require THRD Strategy orientation briefing. 	NDT	CATHSSETA DHET DBE UMALUSI Industry Associations	1st Quarter 2017/2018	
		<ul style="list-style-type: none"> Investigate options (legal/ policy) for creation of national agency or body through commissioning desk top and qualitative research to identify appropriate and effective models for such a structure. Secure consensus on the model for THRD coordination arising from recommendations of the research study. 	NDT	CATHSSETA DHET DBE UMALUSI Industry Associations	2017/2018	

Implementation Plan Strategic Theme #1: THRD Planning, Coordination & Information Management

SO1.2: Enhanced Tourism, Hospitality & Conservation Education and Training Stakeholder Collaboration	Establish working groups vertically and horizontally with THRD role-players to address specific issues	<ul style="list-style-type: none"> SAT and Tourism Grading Council meeting with NDT to discuss scope review of Lilizela Awards to include additional categories: HRD innovation intervention implemented by an HEI HRD innovative intervention implemented by the Industry HRD innovative intervention which includes Disabled learners 	NDT	CATHSSETA DHET DBE UMALUSI Industry Associations	2017/2018	Explore value of strengthening existing platforms to serve this function
	Alignment and synergy between government programmes in respect of job creation	<ul style="list-style-type: none"> Alignment of EPWP with specific priorities in tourism e.g. food safety officers, Kha Ri Gude training, beach cleaning and maintenance for blue flag status, to run awareness programmes on responsible tourism – align to potential needs rather than for tourism buddies who are not being absorbed into the economy. Engage with DEA on Work for Coast Training for life saving, Green and open space management etc. Enhance EPWP targeting and achievement of work exposure towards achieving o FTEs 	NDT	DPW DEA DBE	2018 - 2023	NDT currently implements E P W P Programmes through the SRI directorate
	Create awareness of and commitment of all	<ul style="list-style-type: none"> Identify and utilize all available platforms for raising awareness of the Strategy with relevant stakeholders. Develop popular summary of the THRD for 	NDT and CATHSSETA		2017	
	stakeholders to the promotion of the THRD Strategy	<ul style="list-style-type: none"> dissemination country wide Leverage the NTCE platform to provide ongoing accessible information on careers in the field Ensure communication of case studies, stories on THRD media and communication platforms implemented by NDT 				

Implementation Plan Strategic Theme #1: THRD Planning, Coordination & Information Management

Sub Objective	Actions	Sub-actions	Responsible Agency(s)	Potential Partners	Time Frames	Relevant Current Programme/Project Initiatives
	Ensure the engagement with Institutions of Higher Learning & Universities in tourism human resource development	<ul style="list-style-type: none"> Establish Memorandums of Understanding between role players in Higher Education with Terms of Reference for engagement on specific issues outlined in the THRD Strategy 	NDT	Priority Institutions	2017/18	
	Enhance multi-stakeholder engagement of the tourism, hospitality and conservation sectors stakeholders on shared concerns with respect to THRD matters	<ul style="list-style-type: none"> Facilitate or support THRD multi-stakeholder engagements at provincial and local level Identify and develop priority actions to enhance THRD at those levels 	NDT and Provincial Tourism Departments	Metro or District govt.	2nd Quarter Year 1	
		Facilitate an HRD component during the National Tourism Stakeholder Forum	NDT	Annually		
SOI.3: Strengthened Knowledge and Information Management Systems for THRD Planning and Coordination	<ul style="list-style-type: none"> Coordinate and promote information dissemination and management of THRD interventions, good practices to showcase and inform planning and delivery of THRD interventions across the industry. 	<ul style="list-style-type: none"> Convene a workshop with CATHSSETA with participation of STATSSA, DHET, and other relevant stakeholders identified to discuss the purpose, nature and framework establishment of a knowledge platform with a specific focus on THRD 	NDT	Institutions of Higher Education/ CATHSSETA/ UMALUSI/ Research Bodies Provincial & Local Government/ Private Sector Research agencies Industry Institutions	3rd Quarter Year 1	Research, Knowledge Management Forum
		Include THRD analysis section in the annual "State of Tourism Report"	NDT		Annually	
		Establish Memorandums of Understanding between role players with clearly defined Terms of Reference in respect of the nature of THRD knowledge gaps to be	NDT	Research Stakeholders	2017-2018	

Sub Objective	Actions	Sub-actions	Responsible Agency(s)	Potential Partners	Time Frames	Relevant Current Programme/ Project Initiatives
		addressed, mechanisms for creating a repository for access to data, Systems for data analysis and dissemination of findings				
		Enhance strategic research collaboration capabilities at national, provincial and local levels of government, Higher Education Institutions and industry	NDT CATHSSETA DHET	HEIs Science Councils	2018 - 2022	
	Enhance Research capabilities in respect of THRD	Facilitate a research symposium with CATHSSETA and DHET targeted to potential research institutions to define how to incentivise THRD research in such institutions funded by the state and private sector	NDT and CATHSSETA			
		Commission a national Tourism Industry Employment Audit	NDT			
		Define information gaps and commission research in respect of HRD with respect to the marine and coastal tourism				
		Undertake tracer studies to track labour market outcomes of graduates of Tourism, Hospitality and Conservation Courses	CATHSSETA			
		Commission research to assess funding flows for THRD in the Tourism Industry from state and private sources				
		Skills Forecasting: Engagement with DHET to assess NDT access to and the value of using the LM-EM model for skills forecasting for the Tourism Industry	NDT DHET	HSRC		
		Engage DPME to support NDT with strengthening M & E capacity in order to strengthen awareness of importance of evidence based planning and programming for THRD across spheres of governments concerned with tourism, institutions concerned with skills planning and development and among industry stakeholders. Create mechanisms to assess the impact of training programmes through CATHSSETA facilitating tracer study on various learning interventions	NDT	DPME	2017/18 - 2019	

Sub Objective	Actions	Sub-actions	Responsible Agency(s)	Potential Partners	Time Frames	Relevant Current Programme/ Project Initiatives
	Strengthen M&E Systems for THRD Strategy implementation	* Engage NDT HR Directorate to undertake M&E capacity assessment within NDT directorates specifically concerned with THRD Strategy implementation. * Implement capacity development interventions for M&E within NDT	NDT	2017-2018		
		Explore with DPME approach to implementing capacity development interventions with respect to M&E for targeted stakeholders in government, industry and in higher education institutions on THRD related interventions	NDT\ DPME	2018		
		Develop monitoring and evaluation templates and reporting systems for programmes and projects implemented.	NDT\ DPME	2018		
		Ensure that all contracted THRD interventions as well as internally implemented interventions have a clear M&E plan at the time of commencement of the intervention. As part of their deliverables they are requested to submitted	NDT	2017		
		Undertaking skills audit of THRD knowledge and capabilities of government officials at relevant levels Plan and develop with respective authorities capacity development interventions addressing strategic skills gaps	NDT CATHSSETA	2017/18 -2019		
	Enhance capacity for THRD planning, implementation and M&E at all levels of government.					

Implementation Plan Strategic Theme #2: Skills and Capacity Development

Sub Objective	Actions	Sub-actions	Responsible Agency(s)	Potential Partners	Time Frames	Relevant Current Programme/ Project Initiatives
SO2.1: Strategic Support for Tourism Enterprises and Employees	Promote entrepreneurship and small business development	Evaluate the TEP SMME capacity development model and Incubator to inform design of business support for SMMEs	NDT	Provincial Departments of Economic Development Local Government LED Desks EED SEDA		
		NDT to engage with EED and SEDA to develop comprehensive support programme for SMMEs				
		Review CATHSSETA interventions which sought to address the challenge of supporting SMMEs to submit WSPs and to access WSP grants and identify other mechanisms for incentivising skills planning by SMMEs	CATHSSETA and NDT			
		Improve basic skills capabilities of tourism industry workers particularly those in SMMEs through targeted learnerships				
		Implement a pilot incubator in one site for SMMEs over a 3 year programme and test the evidence to scale up the model	NDT	SEDA	2017	
		Facilitate norms and standards compliance training targeted to 100 SMME owners annually				
	Promote ABET training	Pilot with CATHSSETA and DBE a programme to target Kha Rhi Gude programmes to the tourism workforce to reach a minimum of 1500 learners per year over 10 years to reduce the ABET deficit to less than 10% of the Tourism Industry Workforce	CATHSSETA	NDT	2018	
Encourage mentorship skills development for management workers in the industry	Engage with CATHSSETA to assess how to scale up mentorship training for middle and senior managements, targeted in the first instance to institutions managing learnerships	CATHSSETA NDT		2018		

Implementation Plan Strategic Theme #2: Skills and Capacity Development

Sub Objective	Actions	Sub-actions	Responsible Agency(s)	Potential Partners	Time Frames	Relevant Current Programme/ Project Initiatives
SO2.2: Closing Skills Gaps	Promote sector specific short courses to address skills gaps	Provide short skills training for 500 chefs annually to on skills gaps in respect of financial management, mentoring, and strategic leadership and team building skills as identified by the TNA	NDT/ CATHSSETA	Private Colleges; TVETs; CATHSSETA; tourism associations; language schools and/ foreign embassies	2017-2019	
		CATHSSETA undertake tracer studies of graduates of various accredited and skills development training programmes in the tourism, hospitality and conservation sectors	CATHSSETA		2017	
		Facilitate training of 300 waiters in targeted establishments to undergo 5 day accredited sommelier training annually over the 10 year period				
Promote language capabilities in the industry	*Facilitate workshop with language training institutions including language Schools/IHL and Travel agencies/resort/tourism entity stakeholders with significant foreign tourists to undertake a preliminary needs assessment in respect of language training interventions to be implemented Drawing on the needs assessment develop partnership with key institutions in the language sector to deliver targeted language programmes for 50 tour guides	NDT with partners		2017-2018		
Improve computer literacy training for workers in the industry	* Computer Literacy Training * Facilitate through access to pivotal grants from CATHSSETA * Training for at least 500 learners to access training * Computer Literacy for 350 SMME Managers * Technical Computer Training for 150 Professionals *Advanced Training for 50 Managers These numbers to be scaled up by 20% annually over the next 10 years.	CATHSSETA		2018/19 and over the next 10 years		

Sub Objective	Actions	Sub-actions	Responsible Agency(s)	Potential Partners	Time Frames	Relevant Current Programme/ Project Initiatives
	Promote Safety Compliance in the industry	Occupational Health and Safety Training provided to 300 learners in food safety training through leveraging EPVP funding.	NDT /CATHSSETA/	Private Sector	2017-2018	
		*Pilot an adventure tourism safety officer programme with 20 learners.			2018-2023	
		Scale up implementation of safety officers for the maritime and conservation sectors to train 50 officers annually for a 5 year period				
	Enhance soft and general business skills within the workplace including service standards	<ul style="list-style-type: none"> *Identify areas for alignment of curriculum to Service Standards including Responsible Tourism; *Set standards and good practices for training on Minimum Standards; *Facilitate and expand provision of training on the Minimum Standards for Responsible Tourism *Integration of minimum standards in all course offerings 	NDT UMALUSI DHET CATHSSETA	Higher Education		
	*Enhance Strategic Management and Leadership Capabilities In the industry particularly targeting black and women managers	Provide access to skills training for 100 managers annually in respect of financial and business management skills at post graduate level.	NDT	BEE Council Institutions of Higher Learning TVETS Tourism Associations	2017-2019	
		*Implement Executive Women's Development Programme with a strong focus on addressing skills gaps in finance and strategic leadership for 20 women in 2017. Commission an emerging outcomes evaluation of the 2016 course outcomes.	NDT/ Institutions for Higher Learning	Industry	2017/18	
		*Develop e-learning and distance education and training modules to scale up access countrywide Undertake awareness raising to encourage take up rates of at least 500 enrolments annually	Institutions of Higher Learning		Implement from 2021 to 2027	
		*Secure state and private sector bursary funding to scale up Executive Women's training for 100 women leaders per year Integrate soft skills training with a focus on strategic leadership, financial management, advanced computer skills as part of the training.	NDT Industry Association	Industry NTCE platform in each province Provincial Gender Desks	2019 and for next 5 years	

Sub Objective	Actions	Sub-actions	Responsible Agency(s)	Potential Partners	Time Frames	Relevant Current Programme/ Project Initiatives
SO 2.3: Enhance capacity at local government level	Improve local government orientation to THRD	Local Government Induction and Capacity development programme for councillors targeted to at least 6 rural priority districts in KZN, E. Cape and Limpopo in 2017 and scaled up to 10 new districts in the following two years	NDT COGTA	Local Government Coordination Structures	2017-2019	
		Work with COGTA and SALGA and Training institutions to integrate THRD awareness/orientation into induction training programmes offered by COGTA and SALGA to local government councillors for implementation by the 2021 local government elections	NDT	COGTA SALGA CATHSSETA Institutions of Higher Learner	By 2020	University of Pretoria – Local Government Capacity Development Programme
		*Undertake impact assessment of UP Local Government Capacity Development Programme *Arising from review, revise and strengthen curriculum for local government induction to THRD and *Integrate Tourism related training into training curricula for Councillors	NDT	COGTA SALGA	2017-2027	

Implementation Plan Strategic Theme #3: Enhanced Tourism, Hospitality & Conservation Education and Training System

Sub Objective	Actions	Sub-actions	Responsible Agency(s)	Potential Partners	Time Frames	Relevant Current Programme/ Project Initiatives
SO3.1: Responsive Curricula	Strengthen soft skills development within existing courses	Partner with UMALUSI/CATHSSETA towards ensuring the revision of all core tourism course curricula to ensure a stronger focus on soft skills such as: *customer care *disability literacy *emotional intelligence *life skills	UMALUSI CATHSSETA	TVETS DBE	2017-2020	
	Enhance basic skills development in existing courses	Work with Umalusi to address recommendations with respect to strengthening the THRD offerings from TVETS and by DBE. This will include exploring the value of introducing a foundation/ bridging course for TVETS before going into the NCV courses at TVET colleges (NQF levels 1 and 2).	UMALUSI and NDT	TVETS; DHET ; NDT; DBE; tourism associations	2017-2019	

Sub Objective	Actions	Sub-actions	Responsible Agency(s)	Potential Partners	Time Frames	Relevant Current Programme/ Project Initiatives	
	Promote professionalism among specific occupations in the tourism industry	Stakeholder Engagement to secure interest for Professionalization of Chefs	NDT	Industry Partners	2017-2020		
		Engagement with Tour Guide Registrars to explore professionalization of Tour Guides					
		Explore feasibility and relevance of establishing Centres of Excellence for these specific occupations					
	Strengthen knowledge, understanding and promotion of a culture of adherence to and compliance with Responsible Tourism and Universal Access among industry stakeholders	Develop popular media messaging via various media platforms including print, audio and multi-media messaging to convey core messages targeted to Tourism Businesses on promoting a culture of Responsible Tourism and Universal Access and develop a communication strategy to disseminate the media messages.	NDT		2018		
	Improve the WIL components of existing courses offered by TVETs (including the structure, quality, placement and support for WIL)	*Undertake diagnostic study with respect to WIL Facilitate a national workshop for developing guidelines for workplace learning drawing on best practices from higher education institutions.	CATHSSETA UMALUSI	AHL (TVETs, Universities) NDT CATHSSETA, Industry Associations	2017-2019		
		Explore with DHET/Umalsi the placement of WIL					
		Coordinator placements at TVETs with support of other key stakeholders (a dedicated function with funding)					
		Engage with CATHSSETA to ensure that all learnership mentors are provided pivotal grants for mentorship skills training	CATHSSETA NDT		2018		
	Enhance the exposure of TVET and DBE educators to the tourism, hospitality and conservation sectors	Engage with DBE and DHET to establish norms and standards for DBE and TVET Educators		NDT	DBE	2017	
		Facilitate DBE Educator industry exposure programmes across all provinces targeting at least 100 educators per province		NDT DBE CATHSSETA		2017	
		Develop a modularised short course (5 days) for DBE Educators of Hospitality and Tourism Courses		NDT DBE CATHSSETA UMALUSI		By 2019	
		Pilot the modular training in partnership with DBE in at least 1 targeted district in KZN, EC and LP and GP covering 100 educators per district		NDT DBE CATHSSETA UMALUSI		By 2019	

Sub Objective	Actions	Sub-actions	Responsible Agency(s)	Potential Partners	Time Frames	Relevant Current Programme/ Project Initiatives
		Roll out a national training programme for 500 DBE Tourism Educators per annum				
SO3.2: Enhanced Learning and Career development	Deepen progression within existing courses and improve articulation between institutions	Introduce mechanisms to ensure oversight of courses at universities to enable progression and articulation			2018-2020	
	Promote RPL as a means of recognizing workers with considerable knowledge and skills	Introduce mechanisms to promote RPL through engagements with stakeholders	NDT CATHSSETA	DHET IHL	2017	
		Develop curricula and implement one RPL pilot. It is proposed that this could focus on tourism guide as a pilot initiatives	NDT		2018	
	Promote Professionalization of specific occupations in the industry	Support professionalization of Chefs and Tour Guides through the establishment of Centres of Excellence	NDT	Partner institutions	2019	
	Map learning pathways	*Enhance academic, vocational, and occupational learning and career paths *Develop a 'talent pipeline' whereby passionate and talented students at school level are identified and given opportunities	DHET NDT		2018	
SO3.3: Improved Student Support and Exit	Enhance student support	Undertake a review of and define additional funding support for learners particularly in relation to WIL and	NDT	DBE TVETS	2017-2018	
	and exit systems	Learnerships	CATHSSETA			
		Define the minimum entry criteria/ requirements				
		*Outline the selection protocol to be followed and alternative options to students who do not meet the minimum requirements. *Develop diagnostic tools for the assessment of basic skills, language proficiency, numeracy, and interest of learners				
Orientate students in terms of the tourism, hospitality and conservation sectors	*Work with UMALUSI, CATHSSETA and DBE to revise the quality and relevance of career guidance and awareness on employment in the tourism industry amongst learners/ students at high schools and TVETs *Evaluate the effectiveness of the NTCE in advancing an understanding of Tourism sector employment	DBE NDT	TVETS CATHSSETA Industry Associations	2017-2018	NTCE	

Sub Objective	Actions	Sub-actions	Responsible Agency(s)	Potential Partners	Time Frames	Relevant Current Programme/ Project Initiatives
		Partner with industry to facilitate at least 2 innovative awareness programmes targeted to schools and TVETs				
		Develop and implement social media platforms for generating information on careers in the industry.				
		Commission evaluation of the effectiveness of the NTCE platform				
		*Extend the implementation of the NTCE Platform in at least 3 provinces *Scale up to ensure all provinces run NTCE programmes by 2021	NDT	With partners	2017-2021	
Support students with disabilities to secure training and employment in the tourism industry		Establish working group with the Department of Social Development (DSD) and Disability Advocacy bodies to promote awareness of appropriate jobs in the tourism industry.		NDT with CATHSSETA; DSD; TVETs; tourism associations Disability Advocacy NGOs	2018	
		Working Group to engage TVET colleges to identify potential learners and for identifying placements with industry partners				
		Design and pilot one programme for 20 disabled learners in a tourism related learnership	NDT	DSD NGOs	2018	

7 ALIGNMENT OF THRDS WITH KEY POLICY IMPERATIVES IN RESPECT OF TOURISM AND SKILLS DEVELOPMENT

The findings of the skills audit review and the THRD Strategy which responds to these findings are well aligned to both the National Tourism Sector Strategy 2020 (NTSS) (NDT, 2011) and South Africa's National Skills Development Strategy III (NSDS 3 2016-2018) (DHET, 2015)

The broad vision of the NTSS 2020 as current revisions propose (NDT, 2017) aims to achieve inclusive, quality and sustainable growth of the South African tourism economy. The THRDS is well aligned with the revised vision, mission and strategies of proposed NTSS in terms of a focus on 1) delivering excellent visitor experiences, and 2) contributing to the inclusive growth of the tourism economy. Importantly it espouses shared commitment to service excellence and forging meaningful partnerships and collaboration. This alignment is given effect particularly through synergy with the following pillars:

- Pillar 3 Visitor Experience which emphasises human resources and skills of the workforce to deliver excellent visitor experiences. This entails developing appropriate human resource capacity across the all components of the tourism industry value chain;
- Pillar 4: which focusses on Destination Management Practices. Here the synergy relates to strengthening the roles, responsibilities and capabilities of provincial and local government stakeholders with respect to THRD research, analytics and evidence informed planning and programming.
- Pillar 5: which address the need to distribute Broad Based Benefits seeks to promote transformation and enterprise development.

The THRD Strategy is equally appropriately aligned with the National Skills Development Strategy III across all of the eight strategic goals articulated in the NSDS III as outlined in the table below.

Table Alignment between THRDS and NSDS3

THRDS Strategic Themes	NSDS Goals
Strategic Theme 1:	<ul style="list-style-type: none"> ■ Goal 1: Establishing a credible institutional mechanism for skills planning ■ Goal 7: Increasing public sector capacity for improved service delivery and supporting the building of a developmental state
Strategic Theme 2:	<ul style="list-style-type: none"> ■ Goal 4: Addressing the low level of youth and adult language and numeracy skills to enable additional training ■ Goal .5: Encouraging better use of workplace-based skills development ■ Goal.6: Encouraging and supporting cooperatives, small enterprises, worker-initiated, NGO and community training initiative
Strategic Theme 2:	<ul style="list-style-type: none"> ■ Goal 2: Increasing access to occupationally-directed programmes ■ Goal 3: Promoting the growth of a public FET college system that is responsive to sector, local, regional and national skills needs and priorities ■ Goal 8: Building career and vocational guidance

8 Conclusion

The Tourism Industry has and continues to play an important role in South Africa's economy both in relation to its contribution to economic growth and to employment creation.

It is however recognised that this growth potential could be greatly harnessed if certain conditions are met. These include competitiveness, excellent visitor experience, service excellence and safety and security. All of these factors are to varying extents influenced by the quality of human resource development in the industry.

The commitment of the National Department of Tourism to spearheading a human resource development strategy for the industry in South Africa reflects the value it places on the investment the department is making with respect to tourism workforce development.

The adoption of this strategy signals an important milestone for Human Resource Development in the tourism industry. The findings arising from the Skills Audit Review, the 10 year Human Resource Development Strategy and the Implementation plan provide the scaffolding onto which to build a vibrant and strong institutional framework for human resource development within the tourism industry. These will progressively contribute to the realization of the NTSS vision of *“a rapidly and inclusively growing tourism economy that leverages South Africa's competitive advantages in nature, culture, and heritage, supported by product and service excellence, and innovation.”*

As a service industry, human resources are pivotal to its growth and as such this strategy seeks to advance the following vision for human resource development:

An appropriately skilled tourism workforce offering excellent visitor experiences and contributing to the inclusive growth of the tourism economy in South Africa.





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Produced by the
Economic Performance and Development (EPD)
Programme Human Sciences Research Council

