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*A REPORT FOR THE NATIONAL DEPARTMENT OF TOURISM (NDT) & THE CULTURE,
ARTS, TOURISM, HOSPITALITY AND, SPORTS SECTOR EDUCATION AND TRAINING
AUTHORITY (CATHSSETA) SUBMITTED BY THE HUMAN SCIENCES RESEARCH
COUNCIL*

STRATEGIC FRAMEWORK FOR TOURISM HUMAN RESOURCE AND SKILLS DEVELOPMENT IN SOUTH AFRICA WITH IMPLEMENTATION PLAN & M&E PLAN

UNABRIDGED

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Tourism Human Resource Development Strategy for South Africa

March 2017

This report presents research findings and analysis from evidence generated by primary and secondary research undertaken by the Economic and Performance Development Programme of the Human Sciences Research Council between 2015 and 2017. Findings reported in this study are those of the authors and do not necessarily reflect the views of any other party.

This report must be read in conjunction with the Tourism Human Resource Development Skills Audit Report, February 2017 and related Annexures.

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LIST OF 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	Tourism and Hospitality
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"> <i>The tourism industry</i> 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

Word/Phrase	Definition
	<p>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.</p>
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 Needs Analysis	<ul style="list-style-type: none"> • This refers to <i>“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...”</i> (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.”

1 INTRODUCTION

The National Department of Tourism in partnership with CATHSSETA has identified the need for a revision of the 2008 Tourism Human Resource Development (THRD) Strategy. To this end, the HSRC was contracted to facilitate a multi-faceted consultative and participatory research process to update the strategy for a 10 year period.

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, the tourism environment has evolved to the point that the National Department of Tourism (NDT) decided that a revision of the THRD was appropriate and necessary.

This report presents an overview of the research approach adopted in respect of the THRD review and strategy development, key findings arising from the review process and provides recommendations in respect of a 10 year THRD Strategy 2016-2026 for South Africa. The review anchored by a literature review of academic papers, research reports, policy and strategy documents and other relevant information with respect to human resource development in the tourism industry South Africa and abroad. The review and synthesis of policy, legislative directives supporting the implementation of THRD initiatives (i.e. business plans, strategic objectives, and annual reports) has contributed significantly to the design of the strategy development process, the development of research instruments as well as providing the framework for analysis of data and recommendations for the strategy.

This report must be read in conjunction with the Tourism Skills Audit Report which provides an executive summary of findings in respect of tourism human resource development. The Audit report was informed by findings from several data collection activities undertaken for this review. Findings from each of these studies are included as annexures consisting of detailed background papers to the skills audit report.

2 RESEARCH METHODOLOGY

2.1 RESEARCH OBJECTIVES

The research focuses on Human Resource Development (HRD) and skills development issues in specifically in the tourism, hospitality and conservation sectors of the broader tourism economy.

The main objective of this study was to facilitate a consultative process towards the development of a new 10 year THRD Strategy and implementation plan for the period 2016-2026. Towards the realization of this objective, specific research objectives included:

- A review of relevant literature on tourism skills development from both a national and international perspective and provide best practice examples
- To develop an understanding of the HRD environment within the tourism, hospitality and conservation sectors
- To identify the specific workforce skills needs and gaps in the tourism, hospitality and conservation sectors
- To identify new approaches for improving the skills in the identified sectors
- Develop a 10 year strategy for human resource development for the tourism industry;
- Develop an implementation plan and monitoring and evaluation framework in respect of the revised strategy.

2.2 RESEARCH QUESTIONS

The overarching research question that the study explored was:

How can human resource development be optimally leveraged to support growth and development of the tourism sector as aligned to national government priorities?

Specific research questions included:

- a. What is the vision of the THRD strategy?
- b. What are the lessons learnt from the 2008 THRD strategy?
- c. What is the context for tourism skills development terms of national policies, strategic priorities and the broader economy?
- d. What factors affect the attraction and retention of human resource capacity in the tourism sector?
- e. What are international best practices in terms of HRD in tourism?

- f. What are priority areas in terms of skills development for the tourism sector?
- g. Are tourism sector organisations able to access training and what is the nature of the training accessed?
- h. How do organisations within the tourism sector approach skills planning and skills development?
- i. How do educational and training institutions and the training offered meet the needs of tourism sector stakeholder and how can this be improved?
- j. What are information and knowledge gaps necessary for skills and human resource development planning?

2.3 RESEARCH METHODS

The study followed a mixed-method approach to data gathering (qualitative and quantitative) which is particularly relevant to the expansive study scope and the diversity of stakeholder groups in the in the T&H and conservation spaces. Table 1 below reflects the various methods employed.

Table 1: Tourism Human Resource Development Review Information Gathering Activities

Research Instrument/Intervention	No
1. Stakeholder Engagement Framework	Framework compiled
2. Tourism Industry Stakeholder Consultative Forum and Project Steering Committee Meetings	6 meetings
3. Literature Review to identify national and international best practices	Report Compiled
4. Training Needs Assessment (Skills Audit)	<ul style="list-style-type: none"> • 137 firms enrolled against target of 170. • 2019 employees completed survey out of potential 4800.
5. Stakeholder Engagement at INDABA 2016 and Satellite events	100 SMEs recruited
6. Visioning Workshops	2
7. Key Informant Interviews	25
8. Provincial Round Tables Preliminary Consultation	9
9. Sectoral Round Tables (Educators, Registrars, Researchers, Local Government)	3
10. Tourism Firm Level Survey	269 responses
11. Data Analysis of QLFS, DHET, CATHSSETA and DBE and TEP Datasets	Multiple data sets accessed and reviewed
12. Education and Training Sector Survey	<i>34 responses received.</i>
13. Media and Communications Initiatives	Multiple
14. NDT Roundtables	3
15. CATHSSETA Roundtables	2

Research Instrument/Intervention	No
16. Focus Groups: SMME's	1
17. Specialist Sector Surveys: Tourism Guide Registrars	1
18. Specialist Sector Surveys: Researchers	8
19. Learner/unemployed graduate Survey	107
20. Secondary School Tourism Educator Survey	90
21. NDT Institutional Mapping Workshop	2
22. External Stakeholder Institutional Mapping	1
23. Provincial THRD Review and Strategy Verification and Validation Workshops	9 Provincial Workshops
24. Tourism Enterprise Partnership Development Needs Assessment Dataset	119 records

2.4 STAKEHOLDER ENGAGEMENTS

Table 2 provides an overview of the targeted stakeholders and the scale of engagement with stakeholders. Details in respect of each of these methods employed are elaborated on fully in the Skills Audit Report which accompanies this Strategy document.

Table 2: Stakeholder Matrix for THRD

Stakeholder Category	Specific Institution	Form of Engagement
National Depts.	NDT	Round tables, KIIs, Visioning Workshop
	DoL	KII
	DHET/DBE	KII
Parastatals	IDT Strategic Business Unit for Tourism	KII
Provincial Depts.	Eco Dev./Tourism Depts.	KII; National Round Table
National and Provincial Marketing Associations	SAT (including the Tourism Grading Council)	National Round Table; focus group
Local Marketing Associations	Metro Govt. Tourism Associations	KII
	Niche area Municipalities (Heritage sites, etc.)	KII
Tourism Industry Associations and stakeholders	TEP	Round Table; KII; Data Mining; Survey
	National Tourism Guiding Association Tourism Business Council, SA SATSA etc.	KII; Visioning Workshop
Hospitality Industry Associations and stakeholders	SAACI (conferences)	Roundtable
	National Accommodation Association	Survey
	Hotel Groups Restaurant Association of SA etc.	
Conservation Industry Stakeholders	SANPARKS and their Provincial Counterparts	KII; Roundtable via SANPARKS; Survey

<i>Stakeholder Category</i>	<i>Specific Institution</i>	<i>Form of Engagement</i>
Education and Training Regulatory Authorities	Private Sector Training bodies	KII
	CATHSSETA	Consultative Forum; KII
	SAQA	KII
	Hospitality Industry Training Board	KII
	Tourism Educators SA (Training providers)	KII; Roundtables
	University Tourism Depts. Forum	Round Table; Survey
	University Of Technology Depts. Forum	Round Table; Survey
	TVETS	Round Table; Survey
	Private Sector Training Providers (HIS, etc.)	Round Table; Survey
	UMALUSI	KII
Organised Labour		KII; roundtable
Local Government	SALGA	KII
Niche Groups	Disabled Workers	Survey
BEE Council	Broad Based BEE Council for Tourism	KII

2.5 STUDY SAMPLE

Purposive sampling methods informed the data collection approach for the skills audit review. This approach was adopted to fit the research objectives and questions, the diversity of study population as outlined earlier, pragmatic considerations in respect of available resources and timeframes. Importantly the acceptability of the final realised samples is determined by the issue of “data

saturation” which suggests that increasing the sample size will not necessarily bring new insights to the research question.

In summary the sample sizes anticipated and realised are presented below.

Table 3: Sample Frames

<i>Stakeholder</i>	<i>Data Collection Instrument/Approach</i>	<i>Targeted Sample</i>	<i>Realized Sample</i>	<i>Comment</i>
Tourism Employees	Training Needs Audit	170 firms 4800 employees	137 firms 2019 employees	27 core occupations were covered in the audit representing about
Tourism Firms	Firm Level Survey	Open	269 Firms	15000 invitations were disseminated
Key Informants	Key Informant Interviews	30	25	
Educators across all HEI's in the tourism sector	Higher Education Institutions Survey	150	34	A round table workshop was attended by representatives of 26 institutions In addition inputs have been obtained from HEIs through engagements with TESA (Tourism Educators Association of SA)
Tourism Learners/Graduates	Learner and Graduate Survey	Open	107	
Tourism SMMEs	TEP DNA data analysis	119 records	118	This complements the lower response rate to the TNA and the Firm level survey
Basic Education Dept. Tourism and Hospitality Educators	DBE Educator Survey	355	88	
Tourism stakeholders at provincial and local level from public and private institutions	Provincial Roundtables	Open	140 participants in 9 provinces	
Sectoral consultations with stakeholders	Sectoral Roundtables	Open	10 roundtables 72 participants	
<ul style="list-style-type: none"> • Tour Guide Registrars • CATHSSETA • NDT • Research Forum • Educator Roundtable • Local Government Tourism Forum 				
Provincial and National Stakeholders across tourism industry	Validation Workshops	Open	414	

It is recognised that the sample sizes for some of the data collection processes were not optimal and as such there are gaps in the findings. These have been highlighted specifically in relation to the environmental and marine tourism sectors engagement with the THRD process.

The research team holds the view that despite these limitations the findings are robust and valid in so far as they have been triangulated with multiple sources including drawing on national data sources to confirm findings. These include the WSP data collected by CATHSSETA, DHET analysis of scarce skills and TSA data from STATSSA among others.

3 STATUS OF TOURISM HUMAN RESOURCE DEVELOPMENT IN SOUTH AFRICA

Key findings from a number of research gathering initiatives are summarised in this section. These are drawn from the Skills Audit and Strategy Review Report. The findings presented here are drawn from that report.

3.1 EDUCATION AND TRAINING SUPPLY

Empirical evidence generated from the Skills Audit review conducted to inform the development of the THRD Strategy suggests that the current basic education system and education and training in the Higher Education system does not respond adequately to new trends in tourism service.

It has been widely recognised that a historic legacy which precedes our democratic transition of underinvestment 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. Data on enrolments in tourism and hospitality courses at basic level have increased exponentially over the past five years with approximately 20% of all matriculants taking one or more of these courses. The growth in uptake of such courses at basic level is unsurprising in of KwaZulu-Natal, Limpopo and Eastern Cape; provinces with the lowest matric pass rates in the country.

The number of persons from previously disadvantaged backgrounds in training and education across all 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 recognition of the misalignment between course content and the skills needs of the industry. This is in part attributed to limited or complete lack of engagement by some higher education institutions with the Tourism, Hospitality and Conservation industry stakeholders. There is widespread

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. 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 educator profiles for the tourism industry oriented training raises concerns particularly with respect to basic level education and at TVET level. There is a lack of minimum entry level requirements for educators with few of those engaged in such training having either studied these courses or are considered subject matter experts in that field. Few of the higher level education institutions 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 completion and tracked the labour market progress of learners post their graduation

One fifth of graduates interviewed have never been employed since graduation. Few learners and graduates aspire to find employment in the conservation sector. Factors which hindered employability of graduates included 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; however some occupations exhibit slow or negative growth. Managerial occupations showed the strongest employment growth in the hospitality sector. In the conservation sector there has been negative employment growth generally and more pronounced in respect of scientific occupations such as zoologists, botanists and marine industry scientists.

Employers are an aging group in hospitality and although the skills levels of current employers in core hospitality occupations is improving, there is a risk that there is insufficient development at the employee level to replace aging employers in the future.

The hospitality sector shows a decrease in African employers. Employment in core conservation occupations are dominated by whites in the employer category. Although females make up the majority of employees in core hospitality occupations, the proportion of female employers in hospitality has decreased.

The workforce in conservation, and arts and culture are more dispersed provincially than tourism and hospitality which is concentrated in KwaZulu-Natal, Mpumalanga, Western Cape and Gauteng. The

Eastern Cape which has rich tourism and conservation resources reflects low employment levels in both sectors.

3.2.1 Employee Profile

Proportionally African females form the majority in all tourism occupational groups with the exception of the professional occupational group. Overall, the proportion of African employees has, however only 17 per cent of managerial and 24 per cent of professional occupations are held by Africans. Employment in core conservation occupations is dominated by whites in the employer category, although there are overall more African employees in the industry.

There is a lack of mobility in the workforce - average years of experience is high and time spent in one post is also high.

Table 4: Mobility in the Workforce

<i>Major Group</i>	<i>N</i>	<i>Years since Highest Qualification</i>	<i>Years' Experience</i>	<i>Time in Post</i>	<i>EXP Factor</i>
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	14,0	13,2	6,7	2,0
Clerical Support Workers	498	12,4	10,6	5,2	2,0
Service and Sales Workers	342	19,7	15,0	9,4	1,6
Skilled Craft And Related Trades Workers	7	17,6	18,1	8,9	2,0
Plant and Machine Operators and Assemblers	13	23,5	19,5	6,5	3,0
Elementary Occupations	201	22,8	17,5	12,1	1,4
Grand Total	1992	16,1	14,5	7,6	1,9

Source: TNA, 2016

Table 3 above shows that the sector average for experience in elementary occupations is seventeen and a half years with incumbents having been in their current post for 12.1 years (which is the highest out of any occupational group). This translates to an experience factor of 1.4 and gives a strong indication that there are not many opportunities for development. Since the finding cuts across organisational contexts, it is unlikely that the length of stay in a post is driven by a positive work environment.

It is important to understand the issue of mobility. If you take the total experience of that worker and divide it by the time in the post, it creates an “experience factor” which gives an indication of how mobile a person is. In other words, a very high experience factor would indicate a highly mobile individual whereas as the factor tends towards 1, the individual would enter a post and remain there for their entire career. It is possible that a low experience factor is evidence of an environment where

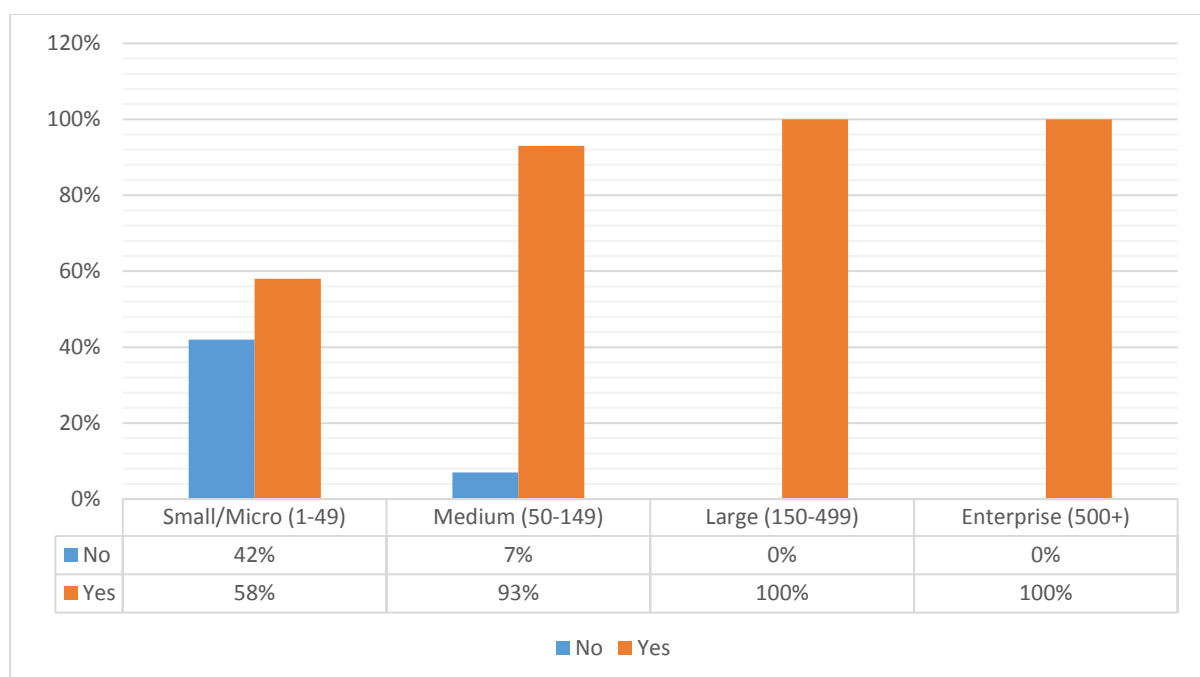
the workers are very happy in their roles and therefore remain in the same post for very long periods of time. However, it is unlikely that this is a universal driver. A low experience factor is more likely to be indicative of an environment with insufficient opportunities for growth.

Adult literacy and numeracy levels are low within the tourism workforce with many employees below National Qualification Framework (NQF) level 1 (Grade 9 equivalent/ adult literate minimum standard). According to the Work-based Skills Plans (WSPs) there are 14 235 employees below NQF level 1. It would be these employees that are the target of Adult Basic Education and Training (ABET) programmes. The same WSP data reported on the number of ABET beneficiaries in the sector which was a total of 336, which represents only 2.4%.

3.2.2 Work-based Skills Training & Needs

Overall 68% of the firms offered training to their employees, although volume of training is skewed towards larger firms since the training activity of small enterprises is low. The frequency of training is also skewed towards larger companies.

Figure 1: Percentage of firms which conducted training across different firm sizes in the last 12 months (n = 252)



Source: HSRC Skills Audit Review (2016)

Large proportion of firms in the conservation (67%) and hospitality (62%) sectors do not submit Work Place Skills Plan.

The type of training that employers send the employees on appears to have a good match to the firm’s requirements. However, employers appear to rate the value of training slightly lower than employees. Learnerships appear to be the preferred mode of training by certain employers

Employers are more likely hire Matriculants and applicants with 2-5 years' industry relevant experience rather than newly qualified graduates. One result of this is the expressed a need for sector-specific skills delivered in the form of short courses. Employers reflect a bias towards training, which provides discernible benefits instead of investment in education, which by its nature is more long term.

Computer literacy is a pertinent general skills gap with 23% of all employees being identified as having this as a skills gap. Computer literacy means different things at different levels. A series of beginner, intermediate and advanced computer literacy training is needed across all sectors and all occupational groups.

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

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

There is a strong need to focus training on skills gaps. The strongest motivator for people to train is to make the employees better at their current jobs. Finance and management skills for managers emerge as a need at middle and top management levels i.e. Corporate General Manager, Office Manager, Hotel or Motel Manager, Reception Manager, Café (Licensed) or Restaurant Manager and Reservations Manager all flagged finance related tasks particularly budgeting. In addition, financial management capacity needs to be strengthened again targeting rural small medium and micro enterprises (SMMES).

The job requirements for many management functions in the hospitality sector vary based on the size of the organization. A smaller establishment will require greater generalist skills as the scope does not allow for the employment of specialists.

There is a pronounced need for mentoring. The TEP mentorship model, while being both cost and labour intensive appears to be well suited to meeting the needs of SMMES. THRD interventions targeted to SMMES need to be accompanied by other support services including access to finances.

A strategic intervention identified from international practice was the establishment of an Expert Group on Future Skills to advise on future skills requirements for tourism.

3.2.3 Summary of key findings

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 there has been negative employment growth and which is more pronounced in respect of scientific occupations such as maritime industry, zoologists, botanists and marine industry scientists.

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

There is substantial evidence of transformation in the racial profile of the 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 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 sectors.

Training offered by employers is skewed to larger companies with 58% of small firms (1-50 employees) reporting that they do provide training and overall 68% of the firms offered training to their employees. However this is based on CATHSSETA data from WSP submissions. Large proportion of firms in the conservation (67%) and hospitality (62%) sectors do not submit Work Place Skills Plan 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. However, employers appear to rate the value of training slightly lower than employees. Learnerships appear to be the preferred mode of training by certain employers

Employers are more likely hire "matriculants" and applicants with 2-5 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.

3.3 SKILLS DEMAND IN THE TOURISM INDUSTRY

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.

The table below shows the occupations, the total employment (based on the same WSP/ATR submissions), the extent of the scarcity both in terms of number of posts identified in the sector and as a proportion of total employment

Table 5: Scarce skills

OFO	Occupations	Listed in Employer Survey	Sector Employment	Number HTFV ¹ in Sector	% Scarcity
343401	Chef	Yes	5842	173	3,0%
513101	Waiter	Yes	17278	58	0,3%
141201	Café (Licensed) or Restaurant Manager	Yes	3886	55	1,4%
422102	Travel Consultant	Yes	3805	49	1,3%
422401	Hotel or Motel Receptionist	Yes	2165	34	1,6%
512101	Cook	Yes	13266	33	0,2%
213307	Park Ranger	No	1972	24	1,2%
134915	Operations Manager (Non-Manufacturing)	Yes	839	16	1,9%
422201	Inbound Contact Centre Consultant	Yes	168	15	8,9%
511302	Tour Guide	Yes	559	14	2,5%
515101	Hotel Service Manager	Yes	2184	13	0,6%
141101	Hotel or Motel Manager	Yes	1296	13	1,0%

¹ HTFV – hard to fill vacancies

OFO	Occupations	Listed in Employer Survey	Sector Employment	Number HTFV ¹ in Sector	% Scarcity
141203	Catering Production Manager	Yes	3646	11	0,3%
213302	Environmental Scientist	No	33	10	30,3%
242401	Training and Development Professional	No	186	10	5,4%
342302	Outdoor Adventure Guide	No	126	10	7,9%
411101	General Clerk	Yes	1567	10	0,6%
141204	Reservations Manager	Yes	319	9	2,8%
213301	Conservation Scientist	No	60	8	13,3%

Tourism Specific Scarce skills as identified by DHET (2015) 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 6: 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,

Occupation	Specific Occupations
	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,

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 7: 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 8: 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 9: 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 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 per year.

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 10: 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 11: 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 - soft skills are lacking across all sub-sectors and occupations.

The need in terms of soft skills training includes a focus on:

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

Table 12: Strategic and Leadership Skills Gaps

OFO Major Group	Total Employment	Account-ability	Communication	Computer Literacy	Enthusiasm & Attitude	Initiative	Leader-ship	Networking	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)

3.3.1 Education and Training Supply in Tourism Industry

The number of persons from previously disadvantaged backgrounds in training and education across all sectors has increased since 2010. The number of learners in hospitality and travel and tourism learning areas has increased at TVET Colleges, but graduates struggle to gain experience and

accordingly find employment. Although throughput rates across all sectors had improved, these were still very low, more especially for 3 and 4 year courses.

There is recognition of the misalignment between course content and the skills needs of the industry. This is in part attributed to limited or complete lack of engagement by some higher education institutions with the Tourism, Hospitality and Conservation sectors. Students reported emerge from schools and Technical Vocational Education and Training (TVET) colleges with adequate understanding and basic skills for the T & H industry. Various stakeholders point out that content of certain T & H courses, particularly at TVETs is out-dated and revisions are long overdue. Overall, learning pathways and articulation between courses and institutions are lacking.

Basic literacy and numeracy levels of TVET students are lacking. The soft skill component of current courses offered by schools and TVETs is inadequate. WIL (Work-Integrated Learning) placements appear to be challenge at TVET colleges with 41 per cent of learners reported having WIL and practical experience as part of their course.

The quality of career guidance available to school learners and higher education students is generally low. Motivation amongst school learners and TVET students is perceived to be generally low. Learner/student motivation for choosing tourism and related courses such as hospitality is based on perception that these subjects are easy to pass and on the fact that entry levels/ requirements are low.

An international practice which should be considered is on creating an enabling environment for enhancing vocational skills through the establishment of training centres and training programs operated by the state department of labour which offers comprehensive (non-formal) education and advanced training programs. These included regionally differentiated qualifications to satisfy the needs of enterprises for qualified specialists.

3.3.2 Educator Profile & Capacity

The profiles of educators presented below are derived from the surveys conducted with educators in secondary schools as well as those in higher learning institutions. This was triangulated with the qualitative feedback received during stakeholder engagements.

Secondary School Educator Profile:

- Majority of the secondary school educators in tourism and related fields are women (69% in survey).

- The teaching or lecturing experience of educators is relatively long with 44 per cent of the educators reported having more than 15 years of teaching experience and 32 per cent between 6-15 years of teaching experience.
- This said many educators are not subject matter experts in tourism or hospitality. Slightly less than half of the educators (43%) reported that they were not teaching these subjects by choice.

Higher Education Institution Educator Profile:

- Majority of the educators in the higher education institutions are women.
- Of lecturing staff at private institutions, 43% and 44% were respectively Black and White. Coloureds and Indians made up 9% and 4% of lecturing staff respectively. One private training provider reported that educators were required to have a minimum of a diploma and 3 years' experience to be employed.
- However in public institutions like universities, the majority of the teaching staff is White (59%). Only 12% of the public institutions' teaching staff is African. Only one public university required that the educator have a Masters qualification.
- In TVETS 89% of their tourism sector teaching staff are African and none of those surveyed had white teaching staff. TVETS did not appear to have any minimum entry requirements for educators.

3.3.3 Employment of Graduates

- Only a few institutions, mainly Universities and Universities of Technology, tracked the labour market progress of learners post their graduation.
- There is evidence of support for post-graduation placement of learners by Private Sector Training Institutions and Universities but very minimally by TVETS. 28 per cent of currently employed graduates interviewed reported that their institution assisted with securing work placements after completing course.
- One fifth of graduates interviewed have never been employed since graduation. Few learners and graduates aspire to find employment in the conservation sector.
- Factors which hindered employability of graduates included lack of ABET and poor work ethic.

3.4 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 cover about 90% of the industry. This it has been noted is a challenge 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, the likelihood of self-employment, the likelihood of developing new products, and the likelihood of self-employed graduates owning high-technology businesses. It also notes that more experienced SMME owners had a greater possibility to survive in the tourism industry.

The 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 most 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). **Table 13** 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 13: 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 14: Percentage of SMMEs indicating skill need

#	Skill	Percentage
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

3.5 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.

An international review of strategies for skills planning and coordination in tourism found that state support for training and career development in the tourism sector was critical for coordination of skills planning at a national level. Examples included the establishment of a dedicated authority whose key role was to influence the design of training and skills development programmes by higher education institutions for the tourism industry and which was mandated to work closely with the sector skills body (CATHSSETA equivalent) in this regard. In another international example an inter-ministerial harmonization body/council for HRD in tourism has been created to enhance coordination, recognising the need for cross departmental alignment as central to an effective human resource development intervention for the tourism industry.

4 IMPLICATIONS FROM THE FINDINGS FOR THE THRD STRATEGY

Table 15: Issues and Consideration for Strategy

Issue identified	Considerations for strategy
<i>Structural factors</i>	
Lack of mobility in the workforce	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	There is a need for coordinated ABET support.
Transformation imperative needs to be strengthened	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	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.
<i>Work-based Skills</i>	
Sector-specific skills	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	Focus on soft skills training
Computer literacy	Focus on computer literacy training
Management and financial skills	Focus on executive development
Mentorship	Enhance mentorship across the industry
Future skills	New skills are required to adapt to a new technological environment
<i>Education and Training</i>	
Quality of education and training	Quality of education at schools and TVET colleges needs to improve, more nuanced student selection and bridging courses is recommended
Curricula revision	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	TVET graduates need support in terms of gaining work experience and becoming work-ready.

Issue identified	Considerations for strategy
Learning pathways	Learning pathways needs to be improved for tourism, hospitality and conservation students/ learners. The creation of academic, vocational, and occupational paths is required.
Coordination and governance	
Overall coordination	<p>Improved coordination in the tourism, hospitality and conservation, education and training system is imperative.</p> <p>There is a need for an effective coordinating mechanism to mobilize role-players together in order to enhance collaboration and governance.</p> <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	<p>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> <p>Partnerships in the tourism, hospitality and conservation sectors are required to create work experience opportunities.</p>
Research and knowledge management	<p>There is a need to create an enabling environment to incentivise higher education institutions and science councils to undertake relevant research on THRD.</p> <p>Tourism, hospitality and conservation knowledge management needs to be improved</p> <p>Data gathering needs to be improved in order to feed into the DHET's LM-EM platform to enables access to data for skills planning, education policy scenarios, and forecast trends in demand and supply of skills.</p>
Capacity development	<p>Enhance the capacity of local government to support tourism on the local level</p> <p>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.</p>

Considerations for the South African THRD strategy are summarised as follows:

- Human resource management in Tourism requires a coordinated effort across government, educational institutions and the tourism sector
- International good practice examples make use of a central coordinating body of HRD in tourism.
- Furthermore dedicated forums and working groups have been created to perform specific tasks. For example this could include the creation of an Expert Group on Future Skills. Inclusive forums involving tourism agencies, universities and institutions of technology have been established to for determining a multi-annual framework of research on tourism
- Dedicated institution at national level is required to actively support career and learning path development for tourism, hospitality and conservation workforce.
- Skills development strategies include a focus on entrepreneurial and vocational skills
- Youth development emerges as a key issue globally and more so in South Africa, in the context of disproportionate share of youth among the unemployed and discouraged workforce.
- Curriculum reform, and the coordinating role of national tourism departments and agencies concern with HRD and skills development in tourism are evident from the strategy review
- The introduction of innovative pedagogical concepts and learning stimulating environment in compliance with the trends and standards, as well as the use of information and communication technologies are part of a global trend in HRD.
- Labour market intelligence, research on tourism in general and THRD and the collection of quality tourism data with regards to skills demand and supply are critical to effective skills planning.
- A knowledge economy is only meaningful if there is a commitment to the promotion of knowledge dissemination and management across the industry as a whole.
- National government and agencies need to be purposively involved in the promotion of tourism, hospitality and conservation sectors as preferred career choices.
- Support at school level must include interventions to support student selection and career guidance

- Labour market intelligence, research in relation to tourism generally and THRD, the collection and quality of tourism data, data with regards to skills demand and supply, the promotion of knowledge management across the industry as a whole, and monitoring the continuing professional development of all staff

5 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.

6 THRD STRATEGY FOR SOUTH AFRICA: 2017-2027

This section outlines guiding themes and cross-cutting issues; as well as potential strategic themes, objectives and actions for enhancing human resource and skills development in the tourism, hospitality and conservation sectors in South Africa.

It outlines 'what' needs to be done as derived from the qualitative and quantitative data analysis which formed part of the research process. The 'how' and 'who' considerations will be addressed in the implementation plan, which includes a monitoring and evaluation component, as part of the final report.

7 VISION FOR THRD

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

8 GUIDING PRINCIPLES

8.1.1 Service excellence

A focus on service excellence is imperative to ensure the competitiveness of the tourism industry in South Africa. The tourism work force should be appropriately skilled in order to offer quality services and excellent visitor experiences. Customer care and a focus on soft skills to enhance the capacity of staff members to respond to the needs of visitors are of utmost importance.

8.1.2 Transformation

The research identifies that transformation levels remains a low in the tourism industry. A guiding principle of the strategy is thus the enhancement of transformation. More empowerment of women and blacks are required, particularly in executive positions. Also, youth development emerges as a key consideration.

It is stressed that all skills training and enhancement initiatives should be accessible to persons from disadvantaged backgrounds, should be geared towards ensuring that women and black executives are trained and mentored, and students with disabilities should be supported.

8.1.3 Up-skilling

Up-skilling emerges as an issue from several qualitative engagements. A key consideration is how to enable those already employed in the industry 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. Issues connected to up-skilling are RPL and the development of learning and career pathways.

8.1.4 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 and the NTSS.

9 STRATEGIC THEMES & OBJECTIVES

The set of strategic themes and objectives presented here have been identified from various qualitative and quantitative data gathering processes which formed part of this research. These present the strategic directive which encapsulates a set of priorities for the implementation of the strategy. The implementation plan and monitoring and evaluation framework, will detail how the strategy can be operationalized; who the key stakeholders are; what their roles are and how the actions can be implemented. It will also importantly outline how the strategy and the implementation plan can be monitored and evaluated.

Figure 2 depicts the strategic flow of the strategy. This section speaks to strategic themes, objectives, goals, and actions. Specific and activities will form part of the implementation plan.

Figure 2: Strategy flow



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

Figure 3: THRD Strategic Themes



9.1 STRATEGIC THEME #1: THRD PLANNING, COORDINATION & INFORMATION MANAGEMENT

Rationale

The need to improve **planning** and **coordination** in the T, H and C Sector Education and Training System to enhance human resource and skills development emerges as a critical strategic consideration. Intervention is needed on a high level to ensure synergy amongst the activities of role-players within the system. **Strategic partnerships** between key role-players are required. The mandates of different actors need to be reconsideration or redefining mandates; and appropriate policies and/ or registration are required to ensure better collaboration, alignment, efficiency and intelligence. Five strategic objectives are outlined below.

Strategic Objective 1.1: Enhanced National Coordination for THRD

Goal

To establish high-level coordination between the functions of various role-players in the T, H and C sector education and training system.

Actions

1.1.1 Create a national skills development coordinating structure

Create a national structure to bring the various role-players in the education and skills training system and industry stakeholders together. The key mandate of this structure should be to ensure high level coordination, oversight, regulation and funding. This will contribute to vertical and horizontal coordination among key stakeholders.

Importantly it will seek to address the confusing and conflicting mandates and responsibilities with respect to tourism human resource development issues as well as strengthen enforcement and control of legislation, policy and regulations relevant to the industry. It will also seek to address the weaknesses in communication between and amongst stakeholders in the industry. In particular it will define the role of regulatory institutions and those with a core mandate for skills development in the sector.

The NDT is uniquely and appropriately positioned to facilitate and provide leadership in the establishment and the coordination of such a structure.

Strategic Objective 1.2: Enhanced Tourism, Hospitality and Conservation Education and Training Stakeholder Collaboration

Goals

To ensure strategic alignment between THRD role-players to enhance collaboration, partnerships and alignment between stakeholders 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 engage the industry on education, training & skills development issues.

Actions

1.2.1. Establish of relevant working groups vertically and horizontally with THRD role-players to address specific issues.

Establish working groups, task teams and think tanks to deal with specific issues. It is suggested that closer collaboration is needed between CATHSSETA, DBE, DHET, UMALUSI and TVET colleges to address issues outlined under strategic theme #2 (Education and Curriculum). These include curriculum development and alignment, standards, learning pathways, articulation and progression, and RPL amongst other issues. It is suggested that various working groups or task teams, involving the stakeholders mentioned and others, should be coordinated by the national body or agency.

1.2.2 Ensure the engagement of Institutions of Higher Learning & Universities in tourism human resource development

At present, there is no linkage or platform for engaging Universities and Universities of Technology. Universities are often absent from forums and conversations on tourism and hospitality education. The relationship between universities and the rest of the tourism and hospitality education and skills training system needs to be improved. This is another suggested function of the national body or agency i.e. bringing higher education on board.

There is little oversight of the education and skills development supply of Universities and Universities of Technology. Universities are self-regulating in South Africa and while it is not suggested that they should be regulated, there is a need for coordination between universities in terms of their tourism industry offering. 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.

1.2.3 Enhance the engagement of the tourism, hospitality and conservation industry stakeholders in matters concerning human resource development.

Industry engagement in education and skills training is a critical need identified in the research process. Few education and training institutions have mechanisms in place to engage the tourism industry. It is also recommended that re-establishment of selected industry advisory boards is revisited. Moreover, there is no coordinated mechanism, on a broader or national level, for engaging the tourism industry on an on-going basis. Initiatives in this regard are ad hoc. There were forums coordinated by NDT for engaging on common and human resource issues, but these are no longer active. It is recommended that some of these are reinstated and that a national body or agency can serve a key coordinating role in this regard.

With regards to industry engagement, 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 these associations in the broader system for tourism industry education and training needs to be revisited and closer collaboration between associations and other institutions is recommended.

Strategic Objective 1.3: Strengthen Knowledge and Information Management Systems for THRD Planning and Coordination

Goals

To improve information management for THRD planning and coordinate existing efforts to manage and disseminate knowledge in relation to human resource and skills development in tourism, hospitality and conservation.

To enhance research capabilities in relation to THRD planning.

To strengthen M&E systems in respect of THRD.

To enhance capacity at all levels for THRD planning, implementation and M&E.

Actions

1.3.1 Coordinate access to and use of information or THRD planning and manage knowledge effectively

Consolidate the wealth of existing intelligence that can be utilised to inform interventions to strengthen THRD. This is aimed at creating ease of access for all stakeholders to a relevant, timely and useable data as well as knowledge sharing on best practice for planning at all levels. In addition, there is a need to manage THRD knowledge effectively and share best practice amongst role-players within the system.

A well-defined research agenda on THRD needs to be developed and strategically championed drawing on the capabilities of research institutions including universities and relevant science councils.

1.3.2 Enhance Research Capabilities in relation to THRD planning.

To ensure that a research agenda is defined, managed and coordinated among stakeholders towards generation of relevant information to inform THRD planning. This recognises the wealth of data that is currently generated but which is not easily accessible.

1.3.3. Strengthen M&E Systems

The absence of effective M&E systems at all levels of tourism human resource development planning, coordination and implementation must be addressed. This is aligned to the government wide performance management and evaluation framework which is a cornerstone of the National Development Plan for South Africa: Vision 2030.

1.3.4 Enhance capacity for THRD planning and implementation

The expectation in the revised NTSS is for national, provincial and local government stakeholders to undertake a range of functions in support of realizing the objectives of the NTSS with respect to the growth of the tourism industry in South Africa. These functions including those of strengthening human resource development in the tourism industry are premised on the assumption that the requisite capacity exists amongst these various stakeholders. These skills include research, analysis, M&E, stakeholder engagement and strategic planning.

This action is aimed at assessing whether the requisite skills and capacities are resident within these institutions and where necessary enhancing these particular skills.

9.2 STRATEGIC THEME # 2: SKILLS AND CAPACITY DEVELOPMENT

Rationale

This strategic objective is focussed on creating an enabling environment for skills development through closing identified skills gaps within the tourism, hospitality and conservation sectors and addressing capacity gaps within local government to support local economic development.

Strategic Objective 2.1: Strategic Support for Tourism Enterprises and Employees

Goal

To create an environment in which support can be provided to enterprises and employees and where specific skills development needs can be addressed.

Actions

2.1.1 Engage tourism associations

Tourism associations are ideally placed to address sector-specific skills gaps amongst their members, to offer courses, to link graduates up with employees, to offer mentorship and other support both to tourism enterprises and employees within sub-sectors of the tourism economy. Many associations are already involved in the activities outlined.

The strategic objective is to form partnerships and support the activities of associations in this regard, in addition to encouraging associations not involved in their activities to take up THRD related activities as outlined in this theme.

2.1.2 Promote entrepreneurship and small business development

The SMME sector in tourism is a diverse and significant stakeholder group which requires nuanced interventions to target and address their current weaknesses. This will require partnerships and collaboration across other line function departments with core mandate for economic development of entrepreneurs as well as to leverage other supports beyond human resource development to sustain these SMME's. Support and expand programmes aimed at enhancing entrepreneurship and small business development in tourism.

2.1.3 Promote ABET training

The Training Needs Analysis study identified that there is a substantial number of employees who are below NQF level 1 (Grade 9 equivalent) and can therefore not be considered as adult literate. ABET training in the tourism industry needs to be promoted and supported. This is a developmental prerogative.

2.1.4 Encourage mentorship

The need for mentorship stands out as a key finding from this research. A targeted programme to encourage and advance mentorship in the workplace is recommended. This action is also aligned to achieving transformation outcomes. Funding support for mentorship development needs to be identified.

Strategic Objective 2.2: Closing Skills Gaps

Goals

To address specific workplace skills gaps within the T&H industry as identified in this research.

Actions

2.2.1 Promote 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 shortages as outlined in the Skills Audit Report in relation to both scarce skills and skills gaps. Recommended short courses include among others:

- Inbound tour operations
- Fares and Ticketing i.e. Galileo
- Front Office Management
- Destination marketing
- Online marketing
- Foreign languages i.e. German, French, Mandarin, Japanese and Spanish
- Setting up at tourism business
- Small transport operations i.e. insurance, pricing, regulation, travel distribution, practical skills, business administration
- Conservation and environmental protection

- Tourism Safety
- Niche training for example Sommeliers and Baristas.
- Minimum Standard for Responsible Tourism

2.2.2 Enhance soft and general business skills within the workplace

The TNA has identified work-based skills gaps with regards to soft skills, and management and financial skills which need to be address within places of work.

2.2.3 Develop executive leadership in the industry

Up-skill senior staff in tourism industry towards professional development in tourism industry. Develop professional qualifications for financial and business management in tourism industry; professional event managers; and tourism and destination marketing at post-graduate level. PRL is integral to ensure up-skilling. Transformation outcomes can be achieved through this action i.e. developing black executive leaders.

Strategic objective 2.3: Enhanced Capacity at Local Government Level

Goal

To enhance the capacity of local government to support tourism development at local level.

Action

2.3.1 Improve local government orientation

Enhance awareness amongst local government stakeholders including councillors and officials with respect to destination marketing, 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. Work with South Africa Local Government Association (SALGA) in this regard is recommended.

9.3 STRATEGIC THEME # 3: ENHANCED TOURISM, HOSPITALITY & CONSERVATION EDUCATION AND TRAINING

Rationale

This strategic theme speaks to the **supply-side issues** identified in this research. It includes measures to enhance tourism, hospitality and conservation sector education and training, in addition to addressing issues identified in relation to **curriculum enhancement and development**. The theme also deals with measures to support students.

Strategic Objective 3.1: Responsive Curricula

Goal

To enhance and develop tourism, hospitality, consumer studies and conservation 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.

Actions

3.1.1 Strengthen soft skills development within existing courses

There is a critical need for improving soft skills in tourism with a focus on customer care; disability literacy i.e. how to deal with visitors who have disabilities; emotional intelligence, and life skills as apparent from both the study findings. These aspects are typically neglected in the current tourism industry course offerings. The curricula of schools and TVET colleges, in particular, need to be adjusted in line with the recommendations made by UMALUSI.

Soft skills development is critical because tourism is an experience economy in which customer care and service excellence are key. Learners need to be better prepared for the workplace in terms of customer care; emotional intelligence and life skills.

3.1.2 Embed basic skills development within existing courses

The enhancement of basic skills in relation to T & H offerings, at schools and TVET College especially, is also critical. Various respondents indicate that it is important to 'get back to the basics'. Improve basic skills with a focus on:

- Literacy, numeracy and computer skills
- Basic understanding of tourism industry including a focus on customer service
- Entrepreneurship and basic business skills (i.e. financial and management skills)

- Basic practical skills needed to work in the tourism industry
- Legalities and regulations in terms of running a tourism business

3.1.3 Deepen progression within existing courses

Progression refers to content with regard to how a student shows progression to other related topics and with regards to complexity or depth of understanding on a particular topic. In other words, 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 submitted recommendations for improving the content of courses. These recommendations need to be implemented.

3.1.4 Improve the WIL components of existing courses

Improve the WIL components of T, H & C courses at TVET colleges and universities. 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. Although the focus is on all institutions of higher learning a particular concern is with enhancing the role of TVETS in this respect. This requires building strong relationships between education institutions and industry.

3.1.5 Enhance the exposure of educators to the tourism, hospitality and conservation sectors

There is a particular need to enhance exposure of educators, particularly school teachers and TVET lecturers to the tourism, hospitality and conservation sectors. It is identified that educators often are not subject matter experts in tourism or hospitality, and some have never travelled and have had limited exposure to the T & H industry. It is argued that increased exposure will enhance the understanding of the T & H industry amongst educators which will enable them to deliver responsive curricula to facilitate learning on the part of learners or students. There are various examples of programmes implemented by NDT and others which have achieved some success. These programmes or initiative need to be revisited and offered again.

Strategic Objective 3.2: Enhanced Learning and Career Development

Goal

To address articulation, RPL and create learning pathways in order to promote learning and career development in tourism, hospitality and conservation.

Actions

3.2.1. Improve articulation between higher educational institutions

Improve articulation in relation to tourism industry courses. Generally, articulation agreements document a pathway between two or more colleges or universities and their academic programs. Course articulation is the process by which one institution matches its courses or requirements to course work completed at another institution. With regard to articulation (vertical and horizontal), there should be a 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. Clear guidelines are needed for accepting students from TVETs into Universities and Universities of Technologies

3.2.2. Enhance access to Recognition of Prior Learning (RPL)

The need to address RPL within the T&H industry and education and training systems has been noted by various role-players and stakeholders. It is imperative that persons with industry experience are enabled to up-skill and obtain formal qualifications, and also move between institutions (articulation) in order to achieve this. Mechanisms need to be put in place, via a working group of relevant role-players, to address this issue, for creating learning pathways and for promoting career development in tourism, hospitality and conservation.

3.2.3 Map learning pathways

Enhance learning and career paths in tourism industry from school level through to post-graduate education. This is linked to articulation issues, as well as to up-skilling and RPL. Learning pathways should include academic, vocational, and occupational paths. It is also important to develop a 'talent pipeline' whereby passionate and talented students at school level are identified and given opportunities.

Strategic Objective 3.3: Improved Student Support and Exit

Goals

To provide support to students in terms of selection, industry awareness, work-readiness, and disability.

Actions

3.3.1 Introduce student selection mechanisms

There is a critical need to address student selection to funded programmes, particularly at TVETs and into other tourism industry-related government programmes. This issue speaks to the quality of and motivation of learners entering the sector and to ensure that the 'right' students are encouraged to enter the industry. Tourism industry courses should not only be seen merely as an 'easy', 'free for all', or 'last resort' option; or to boost the number of graduates on the part of education institutions.

The focus will be on recruiting interested and passionate learners into funding programmes and learning pathways. Key activities involve interviewing students according to set criteria which take entry level competencies, aptitude, and personal interest into account.

3.3.2 Orientate students in terms of the tourism, hospitality and conservation sectors

Enhance awareness of the tourism industry amongst learners/ students at high schools and TVETs. This presents an opportunity to promote the industry and to orientate students with regard to an appreciation of the tourism, hospitality and conservation sectors. This can enhance the profile of the industry and elevate tourism, hospitality and conservation as preferred fields of study.

A second activity concerns career guidance and managing the expectations of prospective students about working in the industry. This is linked to student selection to address the expectation of learners and to guide those who are 'passionate' about tourism.

3.3.3 Enhance work-readiness amongst unemployed graduates

Create a work-readiness programme for unemployed new graduates. This is an important youth development initiative. This should be accompanied by industry placements (i.e. internships) after the completion of the programme. Training should incorporate practical skills for the industry (see Basic Skills Enhancement) and personal development with a focus on communication, emotional intelligence, interpersonal skills (see Soft Skills Development), and business English.

Associations are ideally situated to facilitate industry input in view of their engagement with their members. They can also assist with the placement of graduates amongst their members after the completion of the programme. The endorsement of associations is therefore important. Programme should ideally to be offered at TVETs.

3.3.4 Support students with disabilities

Create a programme focused on training and placing students with disabilities in the tourism industry. A mentorship and soft skills training (with a focus on life skills) should form part of the programme. Partnerships with relevant line function Departments at national level as well as civil society structures will facilitate implementation of this programme.

10 THRD STRATEGY FRAMEWORK: 2017 - 2027

Strategic Theme 1: Tourism Human Resource Development Planning, Coordination & Information Management

Strategic objective	Goal/s	Actions	Role-players
SO1.1: Enhanced National Coordination for THRD	<ul style="list-style-type: none"> To establish high-level coordination between the functions of various national role-players with respect to Tourism human resource development strategy 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. 	1.2.1 Establish working groups vertically and horizontally with THRD role-players to address specific issues 1.2.2 Ensure the engagement between Institutions of Higher Learning & Universities in tourism human resource development 1.2.3 Enhance the engagement of the tourism, hospitality and conservation sectors concerning THRD matters	NDT; CATHSSETA, DBE, DHET, Umalusi and TVET colleges and universities; Provincial Economic Development and Tourism Promotion Departments.
SO1.3: Strengthened knowledge, 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. 	1.3.1 Coordinate information management for THRD planning and manage knowledge effectively 1.3.2 Strengthen M&E Systems 1.3.3 Enhance capacity for THRD planning, implementation and M&E	National Coordinating Body and the key drivers of that institutional structure, in particular NDT

Strategic Theme #2: Skills and Capacity Development

Strategic objective	Goal	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 2.1.2 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 the skills audit. 	2.2.1 Promote sector-specific short courses 2.2.2 Enhance soft and general business skills within the workplace 2.2.2 Develop diversity in respect of executive leadership particularly among blacks and women.	NDT; CATHSSETA; Tourism Associations; Industry Partners national body BEE Council
SO2.2 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. 	2.2.1 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.
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 improve 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 partners DSD; NGOs in the field of special education and disability; Department in the Presidency;

1.1 TOURISM HUMAN RESOURCE DEVELOPMENT STRATEGY IMPLEMENTATION PLAN

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	
SO1.2: Enhanced Tourism, Hospitality & Conservation Education and Training Stakeholder Collaboration	<ul style="list-style-type: none"> • 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 IHL • HRD innovative intervention implemented by the Industry • HRD innovative intervention which includes Disabled learners 	NDT	CATHSSETA; UMALUSI DHET	2017/18	Explore value of strengthening existing platforms to serve this function

SUB OBJECTIVE	ACTIONS	SUB - ACTIONS	RESPONSIBLE AGENCY(S)	POTENTIAL PARTNERS	TIME FRAMES	RELEVANT CURRENT PROGRAMME/ PROJECT INITIATIVES
	<ul style="list-style-type: none"> 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 EPWP Programmes through the SRI directorate
	<ul style="list-style-type: none"> Create awareness of and commitment of all stakeholders to the promotion of the THRD Strategy 	<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 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 	NDT and CATHSSETA		2017	
	<ul style="list-style-type: none"> 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	
	<ul style="list-style-type: none"> 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	
		<ul style="list-style-type: none"> Facilitate an HRD component during the National Tourism Stakeholder Forum 	NDT		Annually	

SUB OBJECTIVE	ACTIONS	SUB - ACTIONS	RESPONSIBLE AGENCY(S)	POTENTIAL PARTNERS	TIME FRAMES	RELEVANT CURRENT PROGRAMME/ PROJECT INITIATIVES
SO1.3: 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, data, 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/UM ALUSI/ Research Bodies Provincial & Local Government/ Private Sector Research agencies	3rd Quarter Year 1	Research, Knowledge Management Forum
		<ul style="list-style-type: none"> Include THRD analysis section in the annual "State of Tourism Report" 	NDT		Annually	
		<ul style="list-style-type: none"> Establish Memorandums of Understanding between role players with clearly defined Terms of Reference in respect of the nature of THRD knowledge gaps to be addressed, mechanisms for creating a repository for access to data, Systems for data analysis and dissemination of findings 				
	Enhance Research capabilities in respect of THRD	<ul style="list-style-type: none"> Enhance strategic research collaboration capabilities at national, provincial and local levels of government, Higher Education Institutions and industry 	NDT	Research Stakeholders	2017-2018	
		<ul style="list-style-type: none"> 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 CATHSSETA DHET		2018	
		<ul style="list-style-type: none"> Commission a national Tourism Industry Employment Audit 				
		<ul style="list-style-type: none"> Define information gaps and commission research in respect of HRD with respect to the marine and coastal tourism 				

SUB OBJECTIVE	ACTIONS	SUB - ACTIONS	RESPONSIBLE AGENCY(S)	POTENTIAL PARTNERS	TIME FRAMES	RELEVANT CURRENT PROGRAMME/ PROJECT INITIATIVES
		<ul style="list-style-type: none"> Undertake tracer studies to track labour market outcomes of graduates of Tourism, Hospitality and Conservation Courses 				
		<ul style="list-style-type: none"> Commission research to assess funding flows for THRD in the Tourism Industry from state and private sources 				
		<ul style="list-style-type: none"> 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 				
	<ul style="list-style-type: none"> Strengthen M&E Systems for THRD Strategy implementation 	<ul style="list-style-type: none"> 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	
		<ul style="list-style-type: none"> 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	
		<ul style="list-style-type: none"> 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	
		<ul style="list-style-type: none"> Develop monitoring and evaluation templates and reporting systems for programmes and projects implemented. 	NDT DPME		2018	
		<ul style="list-style-type: none"> Ensure that all contracted THRD interventions as well as internally implemented interventions have a clear 	NDT		2017	

SUB OBJECTIVE	ACTIONS	SUB - ACTIONS	RESPONSIBLE AGENCY(S)	POTENTIAL PARTNERS	TIME FRAMES	RELEVANT CURRENT PROGRAMME/ PROJECT INITIATIVES
		M&E plan at the time of commencement of the intervention. As part of their deliverables they are requested to submitted				
	<ul style="list-style-type: none"> Enhance capacity for THRD planning, implementation and M&E at all levels of government. 	<ul style="list-style-type: none"> 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	

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	<ul style="list-style-type: none"> Promote entrepreneurship and small business development 	<ul style="list-style-type: none"> 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	2017	
		<ul style="list-style-type: none"> NDT to engage with EED and SEDA to develop comprehensive support programme for SMMEs 				
		<ul style="list-style-type: none"> Undertake awareness campaign to encourage and support SMMEs to submit WSPs and to access WSP grants. 				
		<ul style="list-style-type: none"> Improve basic skills capabilities of tourism industry workers particularly those in SMMEs through targeted learnerships 				
		<ul style="list-style-type: none"> Implement a pilot incubator in one site for SMMEs over a 3 year programme and test the evidence to scale up the model 	NDT	SEEDA	2017	
		<ul style="list-style-type: none"> Facilitate norms and standards compliance training targeted to 100 SMME owners annually 				
	<ul style="list-style-type: none"> Promote ABET training 	<ul style="list-style-type: none"> 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	

SUB OBJECTIVE	ACTIONS	SUB – ACTIONS	RESPONSIBLE AGENCY(S)	POTENTIAL PARTNERS	TIME FRAMES	RELEVANT CURRENT PROGRAMME/PROJECT INITIATIVES
	<ul style="list-style-type: none"> Encourage mentorship skills development for management workers in the industry 	<ul style="list-style-type: none"> 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 	NDT CATHSSETA		2018	
SO2.2: Closing Skills Gaps	<ul style="list-style-type: none"> Promote sector-specific short courses to address skills gaps 	<ul style="list-style-type: none"> 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	
		<ul style="list-style-type: none"> CATHSSETA undertake tracer studies of graduates of various accredited and skills development training programmes in the tourism, hospitality and conservation sectors 	CATHSSETA		2017	
		<ul style="list-style-type: none"> Facilitate training of 300 waiters in targeted establishments to undergo 5 day accredited sommelier training annually over the 10 year period 	NDT		2017-2027	
	<ul style="list-style-type: none"> Promote language capabilities in the industry 	<ul style="list-style-type: none"> 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	
	<ul style="list-style-type: none"> Improve computer literacy training for workers in the industry 	<ul style="list-style-type: none"> Computer Literacy Training Facilitate through access to pivotal grants from CATHSSETA 	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
		<ul style="list-style-type: none"> • 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. 				
	<ul style="list-style-type: none"> • Promote Safety Compliance in the industry 	<ul style="list-style-type: none"> • Occupational Health and Safety Training provided to 300 learners in food safety training through leveraging EPWP funding. 	NDT /CATHSSETA/	Private Sector	2017 - 2018	
		<ul style="list-style-type: none"> • Pilot an adventure tourism safety officer programme with 20 learners. • Scale up implementation of safety officers for the maritime and conservation sectors to train 50 officers annually for a 5 year period 			2018 - 2023	
	<ul style="list-style-type: none"> • 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		
	<ul style="list-style-type: none"> • Enhance Strategic Management and Leadership Capabilities • In the industry particularly targeting black and women managers 	<ul style="list-style-type: none"> • 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	
		<ul style="list-style-type: none"> • 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	

SUB OBJECTIVE	ACTIONS	SUB – ACTIONS	RESPONSIBLE AGENCY(S)	POTENTIAL PARTNERS	TIME FRAMES	RELEVANT CURRENT PROGRAMME/PROJECT INITIATIVES
		<ul style="list-style-type: none"> 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	
		<ul style="list-style-type: none"> 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 Associations	Industry NTCE platform in each province Provincial Gender Desks	2019 and for next 5 years	
SO2.3: Enhance capacity at local government level	<ul style="list-style-type: none"> Improve local government orientation to THRD 	<ul style="list-style-type: none"> 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	
		<ul style="list-style-type: none"> 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
		<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> customer care disability literacy emotional intelligence life skills 	UMALUSI CATHSSETA	TVETS DBE	2017-2020	
	<ul style="list-style-type: none"> Enhance basic skills development in existing courses 	<ul style="list-style-type: none"> 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	
	<ul style="list-style-type: none"> Promote professionalism among specific occupations in the tourism industry 	<ul style="list-style-type: none"> Stakeholder Engagement to secure interest for Professionalization of Chefs 	NDT	Industry Partners	2017-2020	
		<ul style="list-style-type: none"> Engagement with Tour Guide Registrars to explore professionalization of Tour Guides 				
		<ul style="list-style-type: none"> Explore feasibility and relevance of establishing Centres of Excellence for these specific occupations 				
	<ul style="list-style-type: none"> Strengthen knowledge, understanding and promotion of a culture of adherence to and compliance with Responsible Tourism and Universal Access among industry stakeholders 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Improve the WIL components of existing courses offered by TVETs (including the structure, 	<ul style="list-style-type: none"> 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	IHL (TVETS, Universities) NDT CATHSSETA,		2017-2019	

SUB OBJECTIVE	ACTIONS	SUB – ACTIONS	RESPONSIBLE AGENCY(S)	POTENTIAL PARTNERS	TIME FRAMES	RELEVANT CURRENT PROGRAMME/PROJECT INITIATIVES
	quality , placement and support for WIL)			Industry Associations		
		<ul style="list-style-type: none"> Explore with DHET/Umalusi the placement of WIL Coordinator placements at TVETs with support of other key stakeholders (a dedicated function with funding) 				
		<ul style="list-style-type: none"> Engage with CATHSSETA to ensure that all learnership mentors are provided pivotal grants for mentorship skills training 	CATHSSETA NDT		2018	
	<ul style="list-style-type: none"> Enhance the exposure of TVET and DBE educators to the tourism, hospitality and conservation sectors 	<ul style="list-style-type: none"> Engage with DBE and DHET to establish norms and standards for DBE and TVET Educators 	NDT	DBE	2017	
		<ul style="list-style-type: none"> Facilitate DBE Educator industry exposure programmes across all provinces targeting at least 100 educators per province 	NDT DBE CATHSSETA		2017	
		<ul style="list-style-type: none"> Develop a modularised short course (5 days) for DBE Educators of Hospitality and Tourism Courses 	NDT DBE CATHSSETA UMALUSI		By 2019	
		<ul style="list-style-type: none"> Pilot the modular training in partnership with DBE in at least 1 targeted district in KZN, EC and LP and GP covering 10 educators per district 	NDT DBE CATHSSETA UMALUSI		By 2019	
		<ul style="list-style-type: none"> Roll out a national training programme for 500 DBE Tourism Educators per annum 				
SO3.2: Enhanced Learning and Career development	<ul style="list-style-type: none"> Deepen progression within existing courses and improve articulation between institutions 	<ul style="list-style-type: none"> Introduce mechanisms to ensure oversight of courses at universities to enable progression and articulation 			2018-2020	
	<ul style="list-style-type: none"> Promote RPL as a means of recognizing workers 	<ul style="list-style-type: none"> Introduce mechanisms to promote RPL through engagements with stakeholders 	NDT CATHSSETA	DHET IHL	2017	

SUB OBJECTIVE	ACTIONS	SUB – ACTIONS	RESPONSIBLE AGENCY(S)	POTENTIAL PARTNERS	TIME FRAMES	RELEVANT CURRENT PROGRAMME/PROJECT INITIATIVES
	with considerable knowledge and skills	<ul style="list-style-type: none"> Develop curricula and implement one RPL pilot. It is proposed that this could focus on tourism guide as a pilot initiatives 	NDT		2018	
	<ul style="list-style-type: none"> Promote Professionalization of specific occupations in the industry 	<ul style="list-style-type: none"> Support professionalization of Chefs and Tour Guides through the establishment of Centres of Excellence 	NDT	Partner institutions	2019	
	<ul style="list-style-type: none"> Map learning pathways 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Enhance student support and exit systems 	<ul style="list-style-type: none"> Undertake a review of and define additional funding support for learners. particularly in relation to WIL and Learnerships 	NDT CATHSSETA	DBE TVETS	2017-2018	
		<ul style="list-style-type: none"> Define the minimum entry criteria/requirements 				
		<ul style="list-style-type: none"> 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 				
	<ul style="list-style-type: none"> Orientate students in terms of the tourism, hospitality and conservation sectors 	<ul style="list-style-type: none"> 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
		<ul style="list-style-type: none"> Partner with industry to facilitate at least 2 innovative awareness programmes targeted to schools and TVETs 				
		<ul style="list-style-type: none"> Develop and implement social media platforms for generating information on careers in the industry. 				
		<ul style="list-style-type: none"> Commission evaluation of the effectiveness of the NTCE platform 				

SUB OBJECTIVE	ACTIONS	SUB – ACTIONS	RESPONSIBLE AGENCY(S)	POTENTIAL PARTNERS	TIME FRAMES	RELEVANT CURRENT PROGRAMME/PROJECT INITIATIVES
		<ul style="list-style-type: none"> 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	
	<ul style="list-style-type: none"> Support students with disabilities to secure training and employment in the tourism industry 	<ul style="list-style-type: none"> 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	
		<ul style="list-style-type: none"> Working Group to engage TVET colleges to identify potential learners and for identifying placements with industry partners 				
		<ul style="list-style-type: none"> Design and pilot one programme for 20 disabled learners in a tourism related learnership 	NDT	DSD NGOs	2018	

12 MONITORING & EVALUATION PLAN FOR TOURISM HUMAN RESOURCE DEVELOPMENT STRATEGY

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

SUB OBJECTIVE	ACTIONS	SUB - ACTIONS	RESPONSIBLE AGENCY(S)	INDICATOR (OVI)	SOURCE OF DATA (MOV)	FREQUENCY OF DATA COLLECTION	TIMEFRAMES	ASSUMPTIONS CONCERNING OBJECTIVE ATTAINMENT
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	Designated Unit and Person within NDT to lead	Minutes of MANCO	Once off	2017	ASSUMPTIONS <ul style="list-style-type: none"> Focal Department will commit to participation Senior level participation is secured from focal Dept.
		<ul style="list-style-type: none"> Identify focal points among priority institutions to engage on establishment 	NDT	Briefing Meeting with Focal Institutions	Commitment letters from	Once off 2017	2017	

SUB OBJECTIVE	ACTIONS	SUB - ACTIONS	RESPONSIBLE AGENCY(S)	INDICATOR (OVI)	SOURCE OF DATA (MOV)	FREQUENCY OF DATA COLLECTION	TIMEFRAMES	ASSUMPTIONS CONCERNING OBJECTIVE ATTAINMENT
		of a national agency. This will require THRD Strategy orientation briefing.			Core institutions			
		<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	Institutional Options for Agency presented for decision	Research Document Minutes of Meeting where options of	Once off 2017	2017	
		<ul style="list-style-type: none"> National Agency established with focal institutions and is functional 	NDT	Terms of Reference for Agency & Members Operational Plan Development	TOR MOUs with core dept. Operational Plan adopted 3-5 year plan adopted	Quarterly reviews	2018/2019 financial year and over the 5 years	
SO1.2 Enhanced Tourism, Hospitality & Conservation Education and Training Stakeholder Collaboration	<ul style="list-style-type: none"> Create awareness of and commitment to the promotion of THRDS by all relevant stakeholders 	<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 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 	NDT and CATHSSETA	Dissemination Plan development and implemented targeting national, provincial and local stakeholders in government, private sector and civil society	Social Media Presence Press Release Briefing Workshops	Monthly	1 st and 2 nd Quarter 2017	ASSUMPTIONS <ul style="list-style-type: none"> Budget available to conduct awareness NDT and CATHSSETA will actively promote awareness NDT Capacity to facilitate communication and media awareness exists
	<ul style="list-style-type: none"> Establish working groups vertically and horizontally with THRD role-players to 	<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: <ul style="list-style-type: none"> HRD innovation intervention implemented by an IHL 	NDT	Lilizela Awards Categories expanded to include HR dimensions	Minutes of Meeting with SAT and GC on the matter	Annual review	1 st Quarter 2017	ASSUMPTIONS <ul style="list-style-type: none"> That SAT and GR support the THRDS

SUB OBJECTIVE	ACTIONS	SUB - ACTIONS	RESPONSIBLE AGENCY(S)	INDICATOR (OVI)	SOURCE OF DATA (MOV)	FREQUENCY OF DATA COLLECTION	TIMEFRAMES	ASSUMPTIONS CONCERNING OBJECTIVE ATTAINMENT
	<i>address specific issues</i>	<ul style="list-style-type: none"> HRD innovative intervention implemented by the Industry HRD innovative intervention which includes Disabled learners 			TOR for awards developed which includes Awards Criteria and assessment template			<ul style="list-style-type: none"> Assessors have requisite capacity to assess quality THRSD standards
		<ul style="list-style-type: none"> Lilizela awards system with THRSD component implemented 	SAT GC	THRSD awards on Lilizela	Award presentation	Annual review	2018/2019 financial year	
	<ul style="list-style-type: none"> Alignment and synergy between government programmes in respect of job creation 	<ul style="list-style-type: none"> Alignment of EPWP interventions with specific priorities in tourism e.g. food safety officers, Kha Ri Gude training, Working on Coast, to run awareness programmes on responsible tourism – Engage with DEA on Work for Coast Training for life saving, Green and open space management etc. Enhance EPWP targeting and work exposure towards achieving FTEs 	NDT	Increased no of EPWP participants employed on priority Tourism Activities	EPWP NDT Work plans	Quarterly	Annual	ASSUMPTIONS <ul style="list-style-type: none"> Access to EPWP budgets increased Quality control mechanisms in place Quality in terms of service delivery
	<ul style="list-style-type: none"> Working Groups of IHL established to address specific THRSD challenges as identify 	Working groups convened and develop work plans to address at least 2 priority THRSD needs annually	NDT/CATHS SETA	TORs for Working Groups MOUs with participating institutions Work plans for each strategic priority addresses	TORs signed MOUs signed Work plans approved and funded	Quarterly	3 rd quarter 2017 and ongoing	ASSUMPTIONS <ul style="list-style-type: none"> Budgets would be available for implementation in 2018 Capacity for IHL stakeholders to participate
		<ul style="list-style-type: none"> Motivate for HRD component in NTSF Facilitate an HRD component during the National Tourism Stakeholder Forum 	NDT	HRD included in NTSF Agenda	Reports Minutes AGENDA of NTSF	Annually	2018 financial year	

SUB OBJECTIVE	ACTIONS	SUB - ACTIONS	RESPONSIBLE AGENCY(S)	INDICATOR (OVI)	SOURCE OF DATA (MOV)	FREQUENCY OF DATA COLLECTION	TIMEFRAMES	ASSUMPTIONS CONCERNING OBJECTIVE ATTAINMENT
		<ul style="list-style-type: none"> Facilitate or support THRD multi stakeholders engagements at provincial and local level Identify and development priority actions to enhance THRD at provincial and local government level 	NDT and Provincial Tourism Dept.	HRD included in provincial and local tourism forums	Minutes Reports THRD Strategic Plan develop at local	6 th Monthly	2018 and onwards	ASSUMPTIONS <ul style="list-style-type: none"> Provincial Depts. have capacity to engage on THRD matters COGTA will support Local Government capacity Lack of acceptance of THRDS Lack of sufficient resources for implementation
SO1.3: Strengthened Information Management Systems for THRD Planning and Coordination	<ul style="list-style-type: none"> Coordinate and promote information dissemination and management of THRD interventions, data, 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	Internal Diagnostic on THRD Information Systems gaps and weakness	Minutes Operational Plan	6 th monthly	2018 onwards	ASSUMPTIONS <ul style="list-style-type: none"> Sufficient resources for development of integrated information system Information owners are willing to share info
		<ul style="list-style-type: none"> Include THRD analysis section in the annual "State of Tourism Report" 	NDT	Report included on THRD	Report	Annually	2018 onwards	
		<ul style="list-style-type: none"> Establish Memorandums of Understanding between role players with clearly defined Terms of Reference in respect of the nature of THRD knowledge gaps to be addressed, mechanisms for creating a repository for access to data, Systems for data analysis and dissemination of findings Development of Operational Plans 	NDT	MOU signed between stakeholders	Signed MOUs between stakeholders	2017-2018		
	<ul style="list-style-type: none"> Enhance strategic research collaboration capabilities at national, 	<ul style="list-style-type: none"> 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	Research symposium hosted	Symposium report and attendance register	Once off	2018	ASSUMPTIONS <ul style="list-style-type: none"> Sufficient resources for research symposium Evidence based program planning is valued

SUB OBJECTIVE	ACTIONS	SUB - ACTIONS	RESPONSIBLE AGENCY(S)	INDICATOR (OVI)	SOURCE OF DATA (MOV)	FREQUENCY OF DATA COLLECTION	TIMEFRAMES	ASSUMPTIONS CONCERNING OBJECTIVE ATTAINMENT
	<i>provincial and local levels of government, Higher Education Institutions and industry</i>	<ul style="list-style-type: none"> A THRD research agenda defined and funded 	NDT CATHSSETA	Research priorities plan	Report	Once off	2018	
	<ul style="list-style-type: none"> Strengthen M&E Systems for THRD Strategy implementation 	<ul style="list-style-type: none"> 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	M&E Audit capacity undertaken	Report	Once off	202017-201919	ASSUMPTIONS <ul style="list-style-type: none"> Internal buy-in to accommodate THRDS specific M&E
		<ul style="list-style-type: none"> 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	Capacity Development Plan between NDT & DPME	MoU with DPME	Once off	2018-2020	
		<ul style="list-style-type: none"> Develop M&E templates and reporting systems for NDT programmes and projects implemented. 	NDT DPME	Templates and Systems developed	NDT M&E Framework	Quarterly	2017-2018	
		<ul style="list-style-type: none"> 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	M&E progress reports received	Funded project M&E reports	Annually		
		<ul style="list-style-type: none"> Create mechanisms to assess the outcomes and longer term impacts of training programmes through CATHSSETA facilitating tracer study on various learning interventions 	CATHSSETA	THRD Evaluation Plan	Evaluation reports (i.e. Impact)	Annually	2018 onwards	
	<ul style="list-style-type: none"> Enhance capacity for THRD planning, 	<ul style="list-style-type: none"> Undertaking skills audit of THRD knowledge and capabilities of government officials at relevant levels 	NDT CATHSSETA	Capacity development needs	Report	Three year cycle	2017/18-2019	ASSUMPTIONS

SUB OBJECTIVE	ACTIONS	SUB - ACTIONS	RESPONSIBLE AGENCY(S)	INDICATOR (OVI)	SOURCE OF DATA (MOV)	FREQUENCY OF DATA COLLECTION	TIMEFRAMES	ASSUMPTIONS CONCERNING OBJECTIVE ATTAINMENT
	<i>implementation and M&E at all levels of government.</i>			identified through skills audit				<ul style="list-style-type: none"> • <i>Sufficient resources for capacity development plan</i> • <i>Trained officials remain in portfolios</i>
		<ul style="list-style-type: none"> • Implement capacity development program informed by skills audit targeted to officials at provincial and local authorities capacity development interventions addressing strategic skills gaps for THRD planning 	NDT Provinces	Capacity development program	Program plan	Three year cycle	2018 onwards	

M&E Plan Strategic Theme # 2: Skills and Capacity Development

SUB OBJECTIVE	ACTIONS	SUB – ACTIONS	RESPONSIBLE AGENCY(S)	INDICATORS (OVIS)	SOURCE OF DATA	FREQUENCY OF DATA COLLECTION	TIME FRAMES	ASSUMPTIONS
SO2.1: Strategic Support for Tourism Enterprises and Employees	<ul style="list-style-type: none"> Promote entrepreneurship and small business development 	<ul style="list-style-type: none"> Evaluate the TEP SMME capacity development model and Incubator to inform design of business support for SMMEs 	NDT	Evaluation findings inform design of interventions by NDT	Evaluation Report	Once off	2017-2018	ASSUMPTIONS <ul style="list-style-type: none"> Investment of THRD for SMMEs will contribute to their development and growth Public institutions responsible for SMME development support collaborative interventions for the tourism industry
		<ul style="list-style-type: none"> NDT to engage with EED and SEDA to develop comprehensive support programme for SMMES 	NDT	SEDA support provided to targeted SMMEs	MOU with SEDA	Quarterly	2018-2021	ASSUMPTIONS <ul style="list-style-type: none"> Public institutions responsible for SMME development support collaborative interventions for the tourism industry
		<ul style="list-style-type: none"> Undertake awareness campaign to encourage and support SMMEs to submit WSPs and to access WSP grants. (roadshows provincially) 	NDT and CATHSSETA	Increase in the number of SMMEs which submit WSP reports	CATHSSETA records	Quarterly	2018-2021	ASSUMPTIONS <ul style="list-style-type: none"> SMMEs understand the value of WSP submission SMMEs have the capacity to submit WSPs
		<ul style="list-style-type: none"> Ensure WSP Grants are linked to improved ABET performance for all workers 	CATHSSETA and NDT	ABET performance of SMME staff is improved for 1500 staff annually	ABET training outcomes	Quarterly	2018-2021	
		<ul style="list-style-type: none"> Improve basic skills capabilities of Tourism industry workers, particularly those in SMMEs through targeted learnerships 	NDT CATHSSETA	No of workers in SMMEs who accessed learnerships and /or participated in skills training	Registers of SMMEs accessed training	6th monthly	2018-2021	ASSUMPTIONS <ul style="list-style-type: none"> Employers will value accredited training
		<ul style="list-style-type: none"> Implement an evidenced based pilot SMME incubator in one site over a 3 	NDT	Incubator	Business plan	Once off	2019-2021	ASSUMPTIONS

SUB OBJECTIVE	ACTIONS	SUB – ACTIONS	RESPONSIBLE AGENCY(S)	INDICATORS (OVIS)	SOURCE OF DATA	FREQUENCY OF DATA COLLECTION	TIME FRAMES	ASSUMPTIONS
		year period. The outcome of the pilot will be to develop a social franchise for incubators across the country		Number of SMMEs services				<ul style="list-style-type: none"> Sufficient and sustainable funding resources to sustain and scale up incubator
		<ul style="list-style-type: none"> Facilitate Norms and Standards compliance training targeted to 100 SMMEs Owners annually 	NDT	Norms and Standards	Training programme	Annually	2018 onwards	
	<ul style="list-style-type: none"> Promote ABET training 	<ul style="list-style-type: none"> Pilot with EPWP 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 	DBE/EPWP	1500 learners annually trained in ABET	Register of ABET learners who complete course	Monthly	2018	ASSUMPTIONS <ul style="list-style-type: none"> That EPWP Kha Ri Gude Programme has capacity to scale up
	<ul style="list-style-type: none"> Encourage mentorship skills development for management workers 	<ul style="list-style-type: none"> 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 	NDT CATHSSETA	No of managers who successfully complete mentorship programme	No of pivotal grants focusing on mentorship skills awarded	Quarterly	2018	ASSUMPTIONS <ul style="list-style-type: none"> Tourism appropriate mentorship models are available
SO2.2: Closing Skills Gaps	<ul style="list-style-type: none"> Promote access to sector and industry -specific short courses to address skills gaps 	<ul style="list-style-type: none"> Provide short skills training for 500 chefs annually to address skills gaps in respect of financial management, mentoring, and strategic leadership and team building skills. 	NDT and industry	Number of Chefs who access targeted training	Pivotal Grants awarded	Quarterly	2018	ASSUMPTIONS <ul style="list-style-type: none"> Workers with skills gaps are identified Workers can access skills training
		<ul style="list-style-type: none"> CATHSSETA to undertake tracer study of Sommelier trainees 	CATHSSETA	Report findings inform plans for further training	CATHSSETA Reports		2018	ASSUMPTIONS <ul style="list-style-type: none"> Evidence will inform scaling up of interventions
		<ul style="list-style-type: none"> Facilitate training of 300 waiters in targeted establishments to undergo 5 day accredited sommelier training annually over the 10 year period 	NDT and Industry	Targeted Waiters receive training	Registers of trainees		2017-2027	ASSUMPTIONS <ul style="list-style-type: none"> Workers with skills gaps are identified Workers can access skills training

SUB OBJECTIVE	ACTIONS	SUB – ACTIONS	RESPONSIBLE AGENCY(S)	INDICATORS (OVIS)	SOURCE OF DATA	FREQUENCY OF DATA COLLECTION	TIME FRAMES	ASSUMPTIONS
	<ul style="list-style-type: none"> Promote language capabilities in the industry 	<ul style="list-style-type: none"> 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 partnerships with key institutions in the language sector to deliver targeted language programmes for 50 tour guides 	NDT with partners	Workshop	Registers of participants	Once off	2017 - 2020	ASSUMPTIONS <ul style="list-style-type: none"> Intensity of language training meets industry needs
	<ul style="list-style-type: none"> Enhance computer literacy skills of workers in the industry. 	<ul style="list-style-type: none"> Computer Literacy Training Facilitate training access to pivotal grants from CATHSSETA for computer training Ensure that at least 500 learners access training <ul style="list-style-type: none"> Computer Literacy for 350 SMME Managers Technical Computer Training for 150 Professionals Advanced Training for 50 Managers To scale up the number of participants by at least 20% annually over the next 10 years to address backlogs. 	CATHSSETA	No of pivotal grants awarded	Registers of trainees	Annually	2018/19 and over the next 10 years	ASSUMPTIONS <ul style="list-style-type: none"> Employers will see the value of training elementary occupations
	<ul style="list-style-type: none"> Promote Safety Compliance in the industry 	<ul style="list-style-type: none"> Occupational Health and Safety Training provided to 300 learners in food safety training through leveraging EPWP funding. 	NDT/CATHSSETA/	Safety curricula developed and implemented	Registers of training provided	Annually	2017 - 2018	ASSUMPTIONS <ul style="list-style-type: none"> It will enhance the quality of the visitor experience
		<ul style="list-style-type: none"> Pilot adventure tourism safety officer programme with 20 learners. Scale up implementation of safety officers for the maritime and 	NDT	Pilot implemented with 20 officers	Report on pilot programme	Annually	2018 to 2023	

SUB OBJECTIVE	ACTIONS	SUB – ACTIONS	RESPONSIBLE AGENCY(S)	INDICATORS (OVIS)	SOURCE OF DATA	FREQUENCY OF DATA COLLECTION	TIME FRAMES	ASSUMPTIONS
		conservation sectors to train 50 officers annually for a 5 year period						
	<ul style="list-style-type: none"> Enhance Strategic Management Capabilities of Managers in the industry particularly targeted black managers and females 	<ul style="list-style-type: none"> Provide access to skills training for 100 managers annually in respect of financial and business management skills in tourism industry; professional event managers; and tourism and destination marketing at post-graduate level. 	NDT	Pivotal Grants awarded for management training	Registers of training provided	Annually	2017 - 2019	ASSUMPTIONS <ul style="list-style-type: none"> Managers can access training
		<ul style="list-style-type: none"> Implement Executive Women’s Development Programme aimed at addressing skills gaps in finance and strategic leadership for 20 women in 2017. Commission an outcomes evaluation of the 2016 course outcomes. 	NDT/ Institutions for Higher Learning	1 % of women who successful complete course		Annually	2017/18	
		<ul style="list-style-type: none"> 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	E – learning platform launched		Quarterly	Implement from 2021 to 2027	
		<ul style="list-style-type: none"> 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 Associations	Bursary Fund secured	No of learners supported annually	Annually	2019 and for next 5 years	
SO2.3: Enhance capacity at local government level	<ul style="list-style-type: none"> Improve local government orientation to THRDP 	<ul style="list-style-type: none"> 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	Report on programmes implemented in 3 provinces	Register of participation		2017-2019	ASSUMPTIONS <ul style="list-style-type: none"> Funding support and political will exists

SUB OBJECTIVE	ACTIONS	SUB – ACTIONS	RESPONSIBLE AGENCY(S)	INDICATORS (OVIS)	SOURCE OF DATA	FREQUENCY OF DATA COLLECTION	TIME FRAMES	ASSUMPTIONS
		<ul style="list-style-type: none"> • Work with COGTA, 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	MOU with partners to integrate Tourism Training for Local Government into future induction programmes		Annually	By 2020	<p>ASSUMPTIONS</p> <ul style="list-style-type: none"> • <i>University of Pretoria – Local Government Capacity Development Programme</i>
		<ul style="list-style-type: none"> • 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	Findings of report tabled to inform future plans	Impact Study Report	Once off	2017-2027	<p>ASSUMPTIONS</p> <ul style="list-style-type: none"> • <i>Value for training is recognised</i> • <i>Local government has capacity to implement THRD programmes</i>

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

SUB OBJECTIVE	ACTIONS	SUB – ACTIONS	RESPONSIBLE AGENCY(S)	INDICATOR (OVI)	SOURCE PF DATA (MOVS)	FREQUENCY OF DATA COLLECTION	TIME FRAMES	ASSUMPTIONS CONCERNING OBJECTIVE ATTAINMENT
SO3.1: Responsive Curricula	• <i>Strengthen soft skills development within existing courses</i>	• Partner with UMALUSI/CATHSSETA to towards ensuring the revision of all core tourism course integration of soft skills training as a core element of all tourism courses	NDT UMALUSI CATHSSETA	Revision of curricula to ensure a strong focus	Minutes of meetings Revised curricula	Once off	2018-2020	ASSUMPTIONS • <i>That accredited soft skills modules are in place</i>
	• <i>Enhance basic skills development in existing courses</i>	• Work with Umalusi to address recommendations with respect to strengthening the THRD course offerings from TVET and at DBE level. 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	Foundation /bridging course concept introduced	Revised course offering	Once off	2018-2019	ASSUMPTIONS • <i>Current course offerings</i>
	• <i>Promote professionalism among specific occupations in the tourism industry</i>	• Stakeholder Engagement to secure interest for Professionalization of Chefs	NDT	MOU with industry stakeholders in respect of Professionalization	Minutes of meetings	6 monthly till Professional Body established	2018-2022	ASSUMPTIONS • <i>That industry stakeholders support occupational specific professionalisation</i>
		• Stakeholder engagement with Tour Guide Registrars to explore professionalisation of Tour Guides	NDT	MOU with industry stakeholders in respect of Professionalization	Minutes of meetings	6 monthly till Professional Body established	2018-2022	
		• Explore feasibility and relevance of establishing Centres of Excellence for above specific occupations	NDT	MOU on the establishment of Centres of Excellence	Minutes of meetings	6 monthly till Centre of Excellence established	2018-2022	
• <i>Strengthen knowledge, understanding and promotion of a culture of adherence to and compliance with industry norms and standards</i>	• 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 adherence and compliance to norms and standards relevant for Tourism Industry	NDT	Communication Strategy for norms and standards adherence developed and implemented	Reports on media messaging Content of SMME training workshops	Monthly	2018 – 2020	ASSUMPTIONS • <i>Resources available for media message</i>	

SUB OBJECTIVE	ACTIONS	SUB – ACTIONS	RESPONSIBLE AGENCY(S)	INDICATOR (OVI)	SOURCE PF DATA (MOVS)	FREQUENCY OF DATA COLLECTION	TIME FRAMES	ASSUMPTIONS CONCERNING OBJECTIVE ATTAINMENT
	<i>among industry stakeholders</i>			Messages widely disseminated in various platforms SMMEs are targeted through training programmes				
	<ul style="list-style-type: none"> • <i>Improve the WIL components of existing courses offered by TVETs (including the structure, quality, placement and support for WIL)</i> 	<ul style="list-style-type: none"> • Facilitate a national workshop for developing guidelines for workplace learning drawing on best practices from higher education institutions. 	UMALUSI and NDT	Guidelines for WIL developed	Workshop Report Published Guidelines	6 monthly till guidelines published	2018-2020	ASSUMPTIONS <ul style="list-style-type: none"> • <i>IHLs willing to share best practice.</i> • <i>TVETs have capacity to take on WIL</i>
		<ul style="list-style-type: none"> • Explore with DHET/Umalusi the placement of WIL Coordinators s at TVETs with support of other key stakeholders (a dedicated function with funding) 	NDT UMALUSI DHET	Roundtable to explore this issue held	Roundtable report	Once off	By 2018	ASSUMPTIONS <ul style="list-style-type: none"> • <i>Sustainable Funding sources can be secured</i>
		<ul style="list-style-type: none"> • Engage with CATHSSETA to ensure that all learnership mentors are provided pivotal grants for mentorship skills training 	CATHSSETA NDT	Learnership	CATHSSETA Annual Plan	Annually	2018	ASSUMPTIONS <ul style="list-style-type: none"> • <i>Industry partners will support this conditionality attached to learnership placements</i>
	<ul style="list-style-type: none"> • <i>Enhance the exposure of TVET and DBE educators to the tourism, hospitality and conservation sectors</i> 	<ul style="list-style-type: none"> • Engage with DBE and DHET to establish norms and standards for DBE and TVET Educators 	NDT	Norms and Standards for DBE and TVET educators developed	Norms and Standards document	Once		
		<ul style="list-style-type: none"> • Facilitate DBE Educator industry exposure Programmes across all provinces targeting at least 100 educators per province 	NDT DBE CATHSSETA	Tourism Exposure programmes for DBE and TVET is implemented Workshops hosted	Registers of attendance	Annually	2017	ASSUMPTIONS <ul style="list-style-type: none"> • <i>Industry will actively support and partner in this initiative</i>
		<ul style="list-style-type: none"> • Develop a modularised short course (5 days) for DBE Educators of Hospitality and Tourism Courses 	NDT DBE	Modularised programme developed	Course module developed	Once off	By 2019	ASSUMPTIONS

SUB OBJECTIVE	ACTIONS	SUB – ACTIONS	RESPONSIBLE AGENCY(S)	INDICATOR (OVI)	SOURCE PF DATA (MOVS)	FREQUENCY OF DATA COLLECTION	TIME FRAMES	ASSUMPTIONS CONCERNING OBJECTIVE ATTAINMENT
			CATHSSETA UMALUSI					<ul style="list-style-type: none"> • Educators are willing to invest in tourism skills training
		<ul style="list-style-type: none"> • Pilot the modular training in partnership with DBE in at least 1 targeted district in KZN, EC and LP and GP covering 10 educators per district 	As above	Pilot Programme rolled out in targeted districts schedule finalised	Pilot programmes report	Once off	By 2019	
		<ul style="list-style-type: none"> • Roll out a national training programme for 500 DBE Tourism Educators per annum 	NDT	Training delivered	Training Registers	Annually	Annually	ASSUMPTIONS <ul style="list-style-type: none"> • That outcomes of training have been proven as having a positive impact on learner outcomes in tourism related courses
SO3.2: Enhanced Learning and Career development pathways	<ul style="list-style-type: none"> • Deepen progression within existing courses and improve articulation between institutions 	<ul style="list-style-type: none"> • Introduce mechanisms to ensure oversight of courses at universities to enable progression and articulation 	DHET	Task Teams established to address specific articulation challenges	Minutes of task team	Quarterly	2018-2020	ASSUMPTIONS <ul style="list-style-type: none"> • Industry understands the value of progression
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 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	Pipeline for core careers in tourism industry defined and learning pathways articulated	Career paths mapping exercise aligned to qualifications	Annually	Annually	ASSUMPTIONS <ul style="list-style-type: none"> • Pathways can be identified and mapped
	<ul style="list-style-type: none"> • Promote RPL as a means of recognising workers with considerable knowledge and skills 	<ul style="list-style-type: none"> • Introduce mechanisms to promote RPL through engagements with stakeholders 	NDT CATHSSETA	RPL learning outcomes developed and registered	RPL Portfolio of evidence developed	Annually	2017	ASSUMPTIONS <ul style="list-style-type: none"> • Resources to develop RPL systems and mechanisms are available
		<ul style="list-style-type: none"> • Develop curricula and implement one RPL pilot for 20 tourism guides 	NDT	RPL pilot implemented for 1 cohort of tourism guides	RPL certification awarded to Tourism Guides	Annually	2018	ASSUMPTIONS <ul style="list-style-type: none"> • Service providers are available to facilitate the RPL

SUB OBJECTIVE	ACTIONS	SUB – ACTIONS	RESPONSIBLE AGENCY(S)	INDICATOR (OVI)	SOURCE PF DATA (MOVS)	FREQUENCY OF DATA COLLECTION	TIME FRAMES	ASSUMPTIONS CONCERNING OBJECTIVE ATTAINMENT
								<ul style="list-style-type: none"> Funding support for those wanting to RPL is available
SO3.3: Improved Student Support and Exit	<ul style="list-style-type: none"> Enhance student support and exit systems 	<ul style="list-style-type: none"> Undertake review of resource needs audit Mobilise funding to address specific needs particularly in relation to WIL and post Learnerships work experience 	NDT CATHSSETA	Number of needs	Diagnostic report	Once off	2017-2019	ASSUMPTIONS <ul style="list-style-type: none"> Sufficient and sustainable funding resources
		<ul style="list-style-type: none"> Define the minimum entry criteria/requirements for learners at TVET level 	NDT DHET	Min entry requirement for post grad qualifications identified and agreed on	Min requirements document	Annually	2018- 2022	ASSUMPTIONS <ul style="list-style-type: none"> Political will to streamline TVET enrolments
		<ul style="list-style-type: none"> 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 	DHET and TVETS	Outline protocols for the recruitment of and develop diagnostic tools for assessing learners basic skills level for tourism industry	Diagnostic report	Once off	2017-2018	ASSUMPTIONS <ul style="list-style-type: none"> Funding model supports screen mechanism
	<ul style="list-style-type: none"> Orientate students in terms of the tourism, hospitality and conservation sectors 	<ul style="list-style-type: none"> Work with UMALUSI, Establish working group of 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 	DBE NDT and DBE	Operational Plan for enhancing Career guidance processes, content and material in respect of the Tourism industry developed	Career Guidance operational Plan	Annually	2018-2021	ASSUMPTIONS <ul style="list-style-type: none"> Skilled and Capacitated Career Guidance facilitators are available in schools and TVETS
		<ul style="list-style-type: none"> NDT to Partner with industry to facilitate at least two innovative awareness programmes targeted to learners in schools and TVETs 	NDT Industry	Two innovative Industry awareness programmes implemented	MOU with NDT and industry to implement these programmes	Annually	2018-2020	ASSUMPTIONS <ul style="list-style-type: none"> Industry is willing into invest in awareness programme

SUB OBJECTIVE	ACTIONS	SUB – ACTIONS	RESPONSIBLE AGENCY(S)	INDICATOR (OVI)	SOURCE OF DATA (MOVS)	FREQUENCY OF DATA COLLECTION	TIME FRAMES	ASSUMPTIONS CONCERNING OBJECTIVE ATTAINMENT
		<ul style="list-style-type: none"> Utilize social platforms to generate information on careers in the industry targeted to the youth 	NDT and NTCE Forum	No of social media platforms leveraged to communicate to youth. No of youth who engage with tourism related social media	Reports of scale of exposure		2017-2019	ASSUMPTIONS <ul style="list-style-type: none"> NTCE platform has capacity to implement this intervention The NTCE platform has the will and capacity
		<ul style="list-style-type: none"> Commission an evaluation of the effectiveness of the NTCE in advancing an understanding of Tourism sector employment by learners 	NDT	Evaluation findings are presented to NTCE forum and inform future design of NTCE programme	Evaluation Report	Annually	2017-2019	
		<ul style="list-style-type: none"> Extend the Implementation of the NTCE Platform to at least 3 provinces in the next year Scale up to ensure all provinces run NTCE programmes by 2021 	NDT With partners	NTCE hosted in 3 provinces in 2018		Annually	2018 - 2020	
<ul style="list-style-type: none"> Support students with disabilities to secure employment in the tourism industry 		<ul style="list-style-type: none"> 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 DSD	MOU with DSD in respect of Disabled learners	Minutes of meetings	Once off	2018	ASSUMPTIONS <ul style="list-style-type: none"> Enrolling disabled learners into the tourism workforce is a core focus responsible tourism and universal access
		<ul style="list-style-type: none"> Working Group to engage with TVET to identify disabled learners and for identifying placements with industry partners 	NDT DSD	Meetings with Industry to facilitate disabled learner placements for 20 learners	MOUs with industry for placements	Annually	by 2018	
		<ul style="list-style-type: none"> Design and pilot one programme for 20 disabled learners in a tourism related learnership 	NDT	20 learners placed in industry	Placement reports for 20 learners	Annually	2018 -2020	ASSUMPTIONS <ul style="list-style-type: none"> DSD will actively support this initiative

13 ALIGNMENT OF THE THRD STRATEGY WITH THE NATIONAL TOURISM SECTOR STRATEGY AND THE NATIONAL SKILLS DEVELOPMENT STRATEGY

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 111 (NSDS 3 2016-2018 (DHET, 2015)

13.1 ALIGNMENT WITH NTSS 2020

The broad vision of the NTSS 2020 is to achieve inclusive and quality growth of the South African tourism economy. The vision the THRD strategy is aligned to that of the 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:

The five pillars of the NTSS are:

1. Effective Marketing
2. Market Barrier Removal
3. The Visitor Experience
4. Destination Management Practices
5. Broad-based Benefits

Three pillars have a specific alignment in the NTSS with the THRD as outlines below.

- ❖ 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.

Details are outlined in the section that follows.

13.1.1 Pillar Three – Visitor Experience

The THRD strategy is closely aligned to pillar three in that it emphasises human resources and skills development in building the capacity of the workforce to deliver excellent visitor experiences should enhance the competitiveness of the Tourism, Hospitality and Conservation sectors in South Africa.

Included in this pillar, is a critical bearing on the visitor experience which emphasises the development of excellent tourism skills and service levels. This involves establishing appropriate skills in all parts of the value chain to deliver the best possible experience through addressing skills gaps, in addition to creating a conducive environment for new entrants, career advancement, and appropriate and accessible education and training offerings.

Key findings and recommendations from the THRD review which relate to pillar three include:

- There is a lack of mobility in the tourism, hospitality and conservation workforce with limited career progression
- ABET levels are low and there is a need for basic skills enhancement
- The Extended Public Works Programme (EPWP) while encouraging labour intensity and responding to a critical need to extend social protection to large numbers of unemployed people is misaligned with local needs for sustainability with respect to what training is incentivised and how work opportunities created align with industry needs in a particular locality.
- A number of work based skills gaps are identified particularly in relation to soft skills for service excellence, management and finance skills, and computer literacy. There are also sector-specific skills shortages.
- The quality of T & H education at secondary school level needs to improve to ensure that student obtain adequate basic skills for absorption into the industry
- Work-readiness, WIL, vocational skills and soft skills need to be improved at TVET level
- Educators (at schools and TVETs) lack tourism industry experience and exposure
- The selection of students onto funded T & H programmes at TVETs and onto government programmes need to be enhanced.
- The profile of tourism, hospitality and conservation sectors as a career choice needs to be enhanced
- Throughput rates for NQF level 6 in conservation is low
- Issues with regards to articulation and RPL needs to be address

Strategies put forward in the THRD Strategy (2016-2026) to address the issues identified above speak to strategic objective **Improve tourism skills and service excellence** in the NTSS under pillar three.

13.1.2 Pillar Four - Destination Management Practices

Issues under Pillar Four in the NTSS which are concerned with the THRD include the roles, responsibilities and capabilities of provincial and local government in tourism; and with respect to promoting research, analytics and statistics.

Key findings from the THRD in this regard include:

- There is a need to create an enabling environment to incentivise higher education institutions and science councils to undertake relevant research on THRD.
- THRD related data and knowledge management needs to be improved for planning and M&E purposes
- The capacity of local government to support tourism on the local level needs to be enhanced
- The capacity of government officials in terms of strategy implementation and M&E needs to be enhanced

The THRD strategies to address the above is aligned the following strategic objectives under the NTSS Pillar Four: 1) **Improve the focus and delivery of tourism marketing and development support provided by provinces and local government**, and 2) **Improve the quality of decision making, planning evaluation and monitoring in tourism**.

13.1.3 Pillar Five - Broad Based Benefits

The THRD speaks to the transformation and enterprise development and finance elements within the NTSS Pillar Five.

Key findings from the THRD with regard to transformation and enterprise development are:

- There is significant evidence of transformation in the industry since 2010 pertaining to learner and student demographics
- The proportion of African employees has increased overall, although the proportion of African employees in management remains low comparatively, especially with respect to African females
- Overall, employers are an aging group in hospitality and more youth entrepreneurs need to be developed
- The proportion of African employers in hospitality has decreased
- Small business support and enterprise development in tourism continues to be an area which needs strategic intervention. It also requires strategic engagement with key government departments and institutions whose core mandate is support SMME's.

- There is a critical need for mentorship to develop small businesses and executives in T&H

THRDS strategy alignment relates to the following strategic objects in Pillar Four: 1) **Achieve Broad Based Black Economic Empowerment (B-BBEE) targets**, 2) **Support sustainable Enterprise Development**.

1.3.2 ALIGNMENT WITH THE NSDS 3

The THRDS Strategy is equally appropriately aligned with the National Skills Development Strategy 111 across all of the eight strategic goals articulated in the NSDS 111 as outlined in the table below.

Table 16: Alignment between THRDS and NSDS3

<i>THRDS Strategic Themes</i>	<i>NSDS Goals</i>
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 initiatives
Strategic Theme 3:	<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

14 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.