

# TOURISM SECTOR

# HUMAN RESOURCE DEVELOPMENT PLAN

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## ABBREVIATIONS

BTO	Botswana Tourism Organisation
HRDC	Hospitality and Tourism Association of Botswana
HRD	Human Resource Development Plan
GDP	Gross Domestic Product
ICIS	International Standard Industrial Classification
ICT	Information and Communication Technology
NDP	National Development Plan
TTHM	Travel, Tourism, Hospitality and Management
TVET	Technical and Vocational Education and Training

## **CHAPTER ONE: INTRODUCTION**

### **1.1 INTRODUCTION**

The purpose of this Tourism Sector Human Resource Development (HRD) Plan is to devise a “roadmap” for creating a skilled workforce, improving firm-level service delivery, and increasing the attractiveness of Botswana as a world-class tourist destination.

This HRD Plan aligns with tourism technical report, tourism sector strategies and supports government’s national policy goals for inclusive growth and development of the country. It is a “living” document used by stakeholders as a reference point for discussion and decision-making on skills development in the sector.

### **1.2 AIMS**

The aims of the Tourism HRD Sector Plan are the following:

- Profile the sector;
- Identify key skills issues;
- Determine skills mismatches;
- Discuss sector partnerships; and
- Develop a strategic HRD plan.

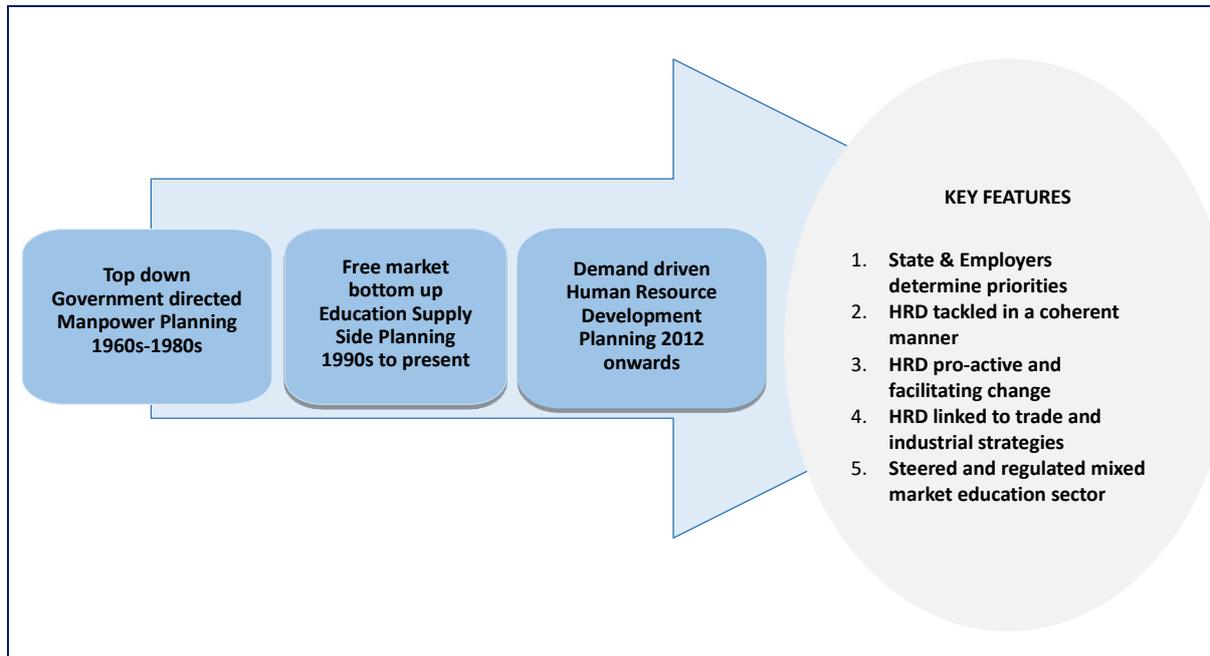
In changing labour markets the process of putting together an HRD Sector Plan is complex. In the past, plans utilised manpower planning in which an attempt was made to forecast future demand by using complex econometric forecasting models that required time series data. These efforts required full and complete labour market information. However, decades of experience has shown that econometric models are not suitable for a fast-changing global environment where it is very difficult to predict the way markets perform.

With the demise of manpower planning there has been a move towards the use of labour market analysis and signalling to inform skills planning. This is the approach that informed this Tourism Sector HRD Plan.

### **1.3 HUMAN RESOURCE DEVELOPMENT APPROACH**

The approach utilised in Botswana draws on lessons from the past, both in relation to the failure of manpower planning and the limitation of relying wholly on a market based approach. Consequently, a deliberate decision was made to utilise a human resource development based approach that considers the market and, more importantly, plan for developing human resources in the sector in concert with government’s broader policy agenda and drive for diversifying the economy.

## The transition from manpower to HRD sector planning<sup>1</sup>



The Tourism HRD Sector Plan will inform employers, education managers, students, public planners and policy-makers, and other interest groups on the demand and supply-side needs of the labour market. In addition, this information will also help learners to determine which learning programmes are most likely to result in productive employment. Adopting such an approach can help provide improved information for managing the demand and supply of human resources at strategic and operational levels.

An important issue to consider is the principles underpinning the development of the Tourism HRD Sector Plans:

- The need to move away from an approach that chases the market;
- Adopt an approach that is pro-active and facilitates change;
- Take into account *Vision 2016<sup>2</sup> and NDP10*;
- Ensure alignment of human resource development to priority sectors;
- Implement a participatory approach to developing the HRD sector plans; and
- Adopt a holistic approach to human resource development.

<sup>1</sup> Ministry of Trade and Industry, (2011), Economic Diversification Drive: Medium to Long-Term Strategy 2011 – 2016, July.

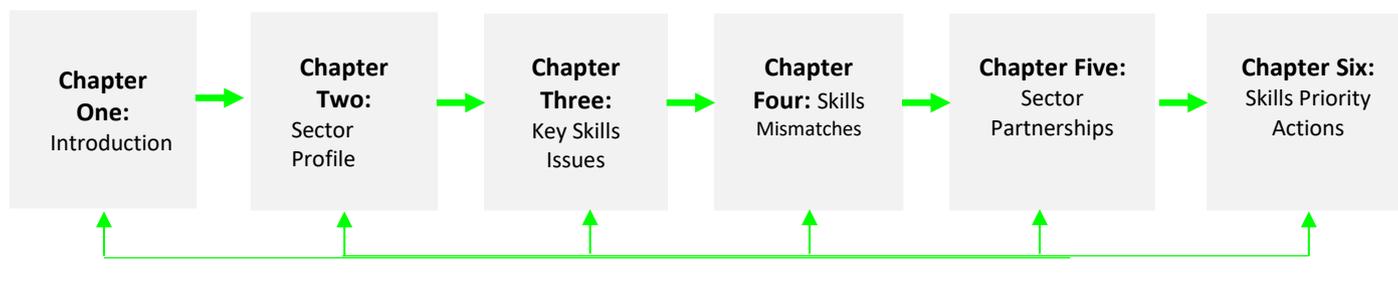
<sup>2</sup> Presidential Task, Vision 2016: a long-term vision for Botswana, Government of Botswana.

## 1.4 STRUCTURE

The Tourism Sector HRD Plan is structured into the following interlocking chapters:

### Structure of SSP

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Source: Rasool, H. (2014). Guidelines and requirements for developing sector skills plans

**Chapter One:** The first chapter sets the foundation for the development of the plan and highlights the objectives of the Tourism human resource development plan and also explains the approach to human resource development. The chapter also briefly explains the structure of the HRD plan and its limitations.

**Chapter Two:** The main purpose of the Sector Profile is to present a “snapshot” of the sector. It demarcates the industry; describes the macro-economic context, establishes a legal and policy context, identifies key role-players, outlines economic performance, and provides a labour market profile of the sector.

**Chapter Three:** This chapter is concerned with identifying factors that are driving change in the tourism sector and influencing skills demand and supply. The aim is to identify “key skills drivers” and analyse its implications for skills development in the tourism sector.

**Chapter Four:** Focuses on understanding skills mismatches in the tourism sector from two interrelated perspectives. Firstly, it identifies occupations in demand. And secondly, it outlines skills gaps which refer to “top-up” skills of people in occupations. The chapter produces an Occupations in Demand List and Top-Up Skills List.

**Chapter Five:** Reviews existing tourism clusters and the value chain. The purpose is to embed a culture of partnerships and thus strengthen the value chain in the sector.

**Chapter Six** identifies priorities and proposes actionable interventions for the tourism sector going forward.

## 1.5 LIMITATIONS

It is necessary to point out the following limitations in this HRD Plan:

- There is currently no nationally agreed definition of the tourism sector;
- Information by occupation title is not captured in national accounts;
- Studies on human resource development in the tourism sector are dated;
- Comprehensive datasets for vocational and technical education are readily not obtainable; and
- Insufficient research being conducted in the tourism sector.

## CHAPTER TWO: SECTOR PROFILE

### 2.1 DEFINITION OF TOURISM SECTOR

Broadly the tourism sector encompasses travel, tourist and hospitality activities. It involves the import and export of services by a mixture of public and private service providers that are actively involved in the development, production and marketing of tourism products and services that cater for tourists.

The tourism sector is segmented into eight different sub-sectors which includes the following:

- Accommodation
- Adventure Tourism and Recreation
- Attractions
- Meeting, Events and Conferences
- Food and Beverage
- Tourism services (travel agency, tour operator, reservation service and related activities)
- Transportation
- Travel Trade

The “tourism sector” also has multiple backward and forward linkages with other economic sectors such as transport, agriculture, arts and heritage, financial services and construction.

The *United Nations Organisation Standard Industrial Classification - Revision 4<sup>3</sup>* is the international reference classification of productive activities. ISIC provides guidance to countries on developing national activity classifications. It is an important tool for comparing statistical data on economic activities at the international level. The ISIC is increasingly used for non-statistical purposes.

Using the *United Nations Organisation Standard Industrial Classification - Revision 4*, the scope of coverage for the tourism sector is as follows:

Table 1: Industry demarcation			
DIVISION	GROUP	CLASS	DESCRIPTION
Division 55			<b>Accommodation</b>
	551	5510	Short term accommodation activities
	552	5520	Camping grounds, recreational vehicle parks and trailer parks
	559	5590	Other accommodation
Division 56			<b>Food and beverage service activities</b>
	561	5610	Restaurants and mobile food service activities
	562		Event catering and other food service activities
		5621	Event catering
		5629	Other food service activities

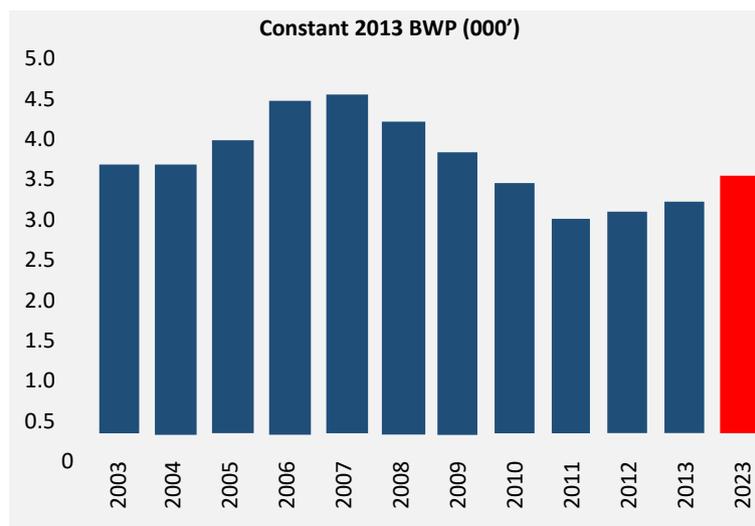
<sup>3</sup> Botswana Standard Industrial Classification - Revision 3 adapted from United Nations Standard Industrial Classification of All Economic Activities (ISIC), Rev. 3. Refer to ISIC for detailed structure and explanatory notes.

	563	5630	Beverage serving activities
<b>Division 79</b>			<b>Travel agency, tour operator, reservation service and related activities</b>
	791		Travel agency and tour operator activities
		7911	Travel agency activities
		7912	Tour operator activities
	799	7990	Other reservation service and related activities
Source: UNO Revision 4, 2008			

## 2.2 ECONOMIC PERFORMANCE OF SECTOR

The tourism sector is Botswana’s second largest contributor towards Gross Domestic Product (GDP) and is therefore a major source of revenue and economic diversification. The sector is viewed as a catalyst for job creation, sustainable economic development in remote, rural areas and key to achieving some of the objectives of Botswana’s Vision 2016 such as prosperity and productivity<sup>4</sup>.

**Figure 1: Tourism contribution to GDP**



Source: World Travel and Tourism Council (2013)

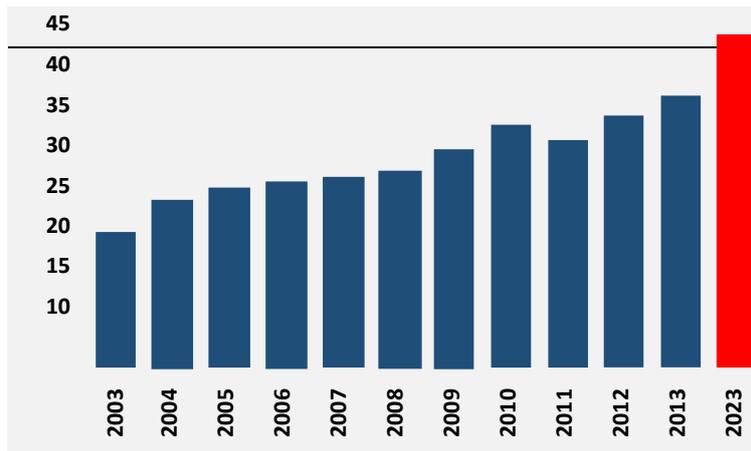
- The direct contribution of Travel & Tourism to GDP is expected to grow by 5.0% pa to BWP 8 444.1mn (3.3% of GDP) by 2023.

## 2.3 LABOUR MARKET PROFILE

The travel and tourism sector makes a significant contribution to GDP since it is labour intensive.

**Figure 2: Contribution of tourism to employment, 2013**

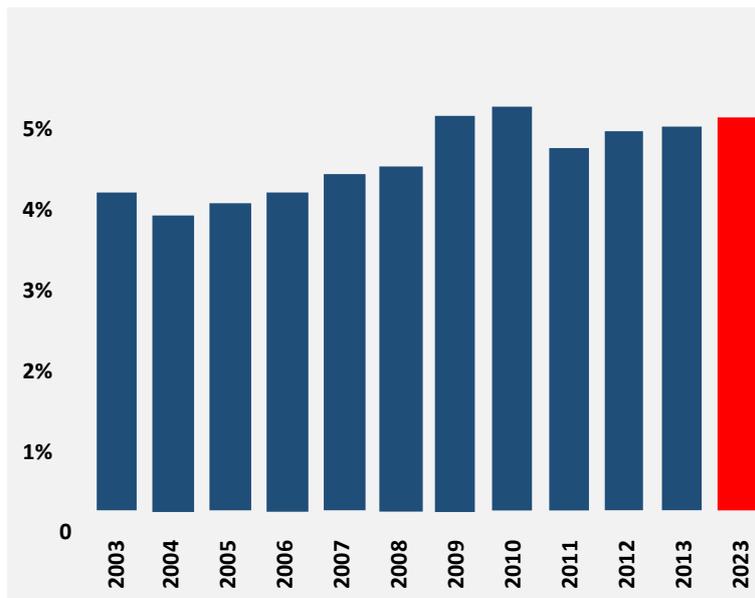
<sup>4</sup> Government of Botswana (2000), Master Tourism Plan, GoB



Source: World Travel and Tourism Council (2013)

- Travel & Tourism generated 31 500 jobs directly in 2012 (4.7% of total employment) and this is forecast to grow by 3.7% in 2013 to 32 500 (4.7% of total employment).
- By 2023, Travel & Tourism will account for 42,000 jobs directly, an increase of 2.6% pa over the next ten years.

Figure 3: Percentage of whole economy to employment, 2013



Source: World Travel and Tourism Council (2013)

- The contribution of tourism to total employment is expected to hover between 4% and 5% up to 2023.

## CHAPTER THREE: KEY SKILLS ISSUES

### 3.1 INTRODUCTION

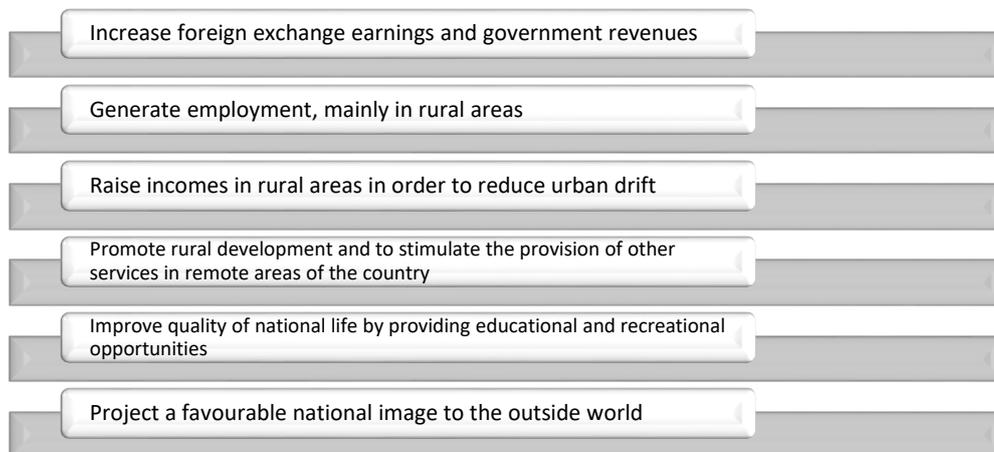
This chapter identifies major factors driving change in the local tourism sector and influencing skills demand and supply positively or negatively. There are a myriad of factors impacting on the sector and influencing skills formation. Therefore the purpose is not to provide a “long shopping list” of change drivers. Rather the aim is to identify the “key skills issues” and analyse its implications for skills development in the sector.

### 3.2 TOURISM POLICY AND LEGAL CONTEXT

#### Policy Framework

The government’s position on tourism is contained within the *Tourism Policy, Government Paper 2 of 1990*<sup>5</sup>. The general objective of the Tourism Policy is to obtain, on a sustainable basis, the greatest possible net social and economic benefits for Botswana from their tourism resources, scenic beauty, wildlife and their unique ecological, geological and cultural characteristics.<sup>6</sup>

The specific objectives of the *Tourism Policy*<sup>7</sup> were to:



This policy found that wildlife and natural resources were being exploited by campers and backpackers. Moreover, the policy indicated that unless important policy changes occurred, there would be few benefits to the nation or the country’s population from this type of tourism. Under this policy the number of campers and back-packers coming to Botswana should be replaced by those staying at permanent accommodation. This became known as the *low volume-high value policy*<sup>8</sup>.

<sup>5</sup> Ministry of Commerce and industry, Department of Tourism (1990), *Tourism Policy, Government Paper 2 of 1990*

<sup>6</sup> Ibid.

<sup>7</sup> Ibid.

<sup>8</sup> Ministry of Commerce and Industry, Department of Tourism (2000), *Botswana Tourism Master Plan, May*.

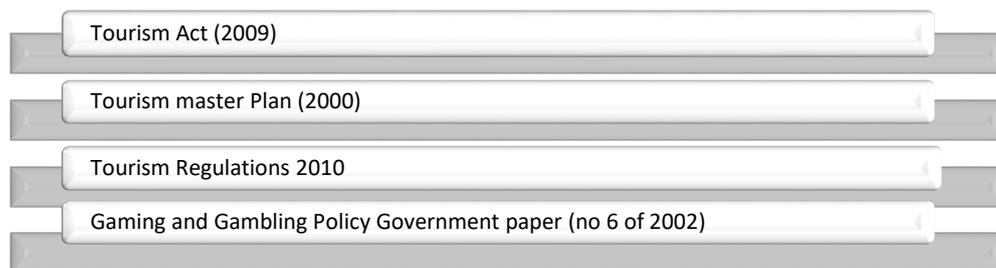
Botswana's *Master Tourism Plan (2000)*<sup>9</sup> proposes four main strategic policy guidelines for the sector:

- Foreign exchange and revenues;
- Job creation;
- Quality of life and positive image; and
- Economic development.

Botswana has developed a *National Ecotourism Strategy (2002)*<sup>10</sup> which views ecotourism as “an enhanced travel package to historical, cultural and natural environments, with the aim of enjoying and learning, and, in doing so, promoting the financial development of local host communities, whilst sustaining the natural environment and development of the tourism industry”.

## Legal Framework

The legal framework governing the tourism sector in Botswana is determined by the following<sup>11</sup>:



The current regulation and policy frameworks were a good foundation for moving the sector forward. Nevertheless, more needs to be done to address diversification within the Botswana economy and to improve the competitiveness of the domestic tourism industry from the regional and global market place<sup>12</sup>.

## 3.3 DIVERSIFICATION

The debates surrounding diversification of the Botswana economy is at the heart of government policy and has been outlined in a number of official documents. At the heart of the issue is the fact that Botswana has achieved impressive growth rates over the past 20 years. However, this has been dependent on the revenue earned from diamonds. On the downside it is not labour intensive. Diamond prices are also subject to large price fluctuations. Therefore, the government has embarked on a diversification and employment programme. Tourism has been targeted as one of the sectors for facilitating this process.

<sup>9</sup> Government of Botswana (2000), Master Tourism Plan, GoB.

<sup>10</sup> Ministry of Environment, Wildlife & Tourism (2002), National Ecotourism Strategy, GoB.

<sup>11</sup> Details of these specific pieces of legislation can be found at:

<http://www.gov.bw/en/Ministries-Authorities/Ministries/Ministry-of-Environment-Wildlife-and-Tourism>

<sup>12</sup> Leechor, C. Fabricius, M. Developing tourism in Botswana: progress and challenges, World Bank. This study was commissioned as a background study to the World Bank-BIDPA Botswana Export

At the primary level the emphasis will be on the natural environment and wildlife. Diversification will occur in relation to geography and products. The geographic diversification involves an increased utilisation of the Central Kalahari Game Reserve and the Kgalagadi Trans Frontier Park.

Tourists will be encouraged to visit cultural destinations such as the Tuli Hills or Francistown. Emphasis will also be given to encouraging Batswana to travel more frequently in their own country. In addition, product diversification will focus on the expansion of tourism products, covering cultural and eco-tourism to adventure tourism. This will have an impact on jobs and skills.

Secondary diversification will be concerned with the services and products that stem from expansion and diversification of the existing tourism base. There are a number of areas that are expected to grow. Hotels and lodges will be built as a result of the expansion in demand. Demand will increase for local crafts and services.

At the tertiary level diversification will have implications for knowledge-based activities, such as meetings, incentives, conferences and exhibitions (MICE). There will be a demand for managers and administrators who have a knowledge and experience of organising events and conferences, something which is relatively new in Botswana.

### **3.4 ENVIRONMENTAL ISSUES**

The competitive advantage of Botswana is dependent on the country's natural and cultural heritage. Therefore, it is vital that anybody involved in tourism must recognise the twin concepts of conservation and sustainability. This is recognised in the draft tourism policy where the vision states:

*“Sustainable tourism will be developed in harmony with the environment and it will be highly valued as a cornerstone of the national economic strategy”*

The skill and HRD implications of eco-tourism are complex and it has serious implications for those working in government who regulate and support tourism and the private sector that drives the industry forward.

Amongst the most important HRD issues are the following:

- Collaborate with education institutions to ensure effective partnerships are developed;
- Support the apprenticeship and national internship programme as a means to develop eco-tourism skills;
- Upgrade the skills of guides so that they can take on board the issue of eco-tourism;

The expansion of tourism will increase demand for more guides, chefs, hotel and restaurant managers. The mix of skills for such occupations is also likely to change. For instance, in response to the growing number of Asian tourists there will be a need for chefs and kitchen

staff who can prepare Asian food. The growing number of visitors related to the diamond industry's expansion will increase the demand for more quality restaurants. Similarly, guides will also need to develop skills to cater for cultural and eco-tourists.

Another area where there will be demand for cross cutting skills is Community-Based National Resource Management.

### **3.5 TECHNOLOGY**

Technology is having a major impact on the tourism sector with implications for human resource development. The most important is the use of the internet as a tool for advertising and marketing tourism.

The use of the internet can be a very powerful tool for advertising tourism products across the globe. It links tourism providers in Botswana and tourists, helping to ensure that leakages to tour operators overseas are reduced.

The Botswana Tourism Organisation has developed a portal to guide tourists, but more needs to be done to ensure leakages are reduced and potential tourists can access tour operators in Botswana directly. This can be achieved through improving the capacity of tour operators and providers to use the internet as a marketing tool more effectively.

Currently, most staff members working in hotels are familiar with the technology and applications they use in their work tasks. However, skills that need to be addressed are the use of the technology surrounding photographic safaris, eBusiness, and social media networks.

## CHAPTER FOUR: SKILLS MISMATCHES

### 4.1 INTRODUCTION

Chapter Three focuses on skills mismatches. Mismatches essentially refer to disequilibrium between demand and supply of skills in the labour market. A skills shortage occurs when employers have considerable difficulty filling job vacancies simply because there are insufficient job seekers with the required skills. In the case of unskilled labour, the mismatch tends to be an over-supply of skills.

Skills shortages are generally identified at two levels. Occupational shortages refer to people in specific occupations that are in short supply (for example, chefs, hygienists or airline pilots). Skills gaps refer to “top-up” skills required by people within occupations (for example, a qualified pilot might require special skills in “bush flying” or a qualified chef may require new skills in making Asian cuisine).

This chapter will examine the demand and supply of skills in order to determine shortages. It will also evaluate the nature of skills supply emanating from training providers. The chapter culminates with an Occupations in Demand List and a Skills Gap List.

### 4.2 RESEARCH METHODS

Multiple research methods were employed to develop the SSP. These methods include the following:



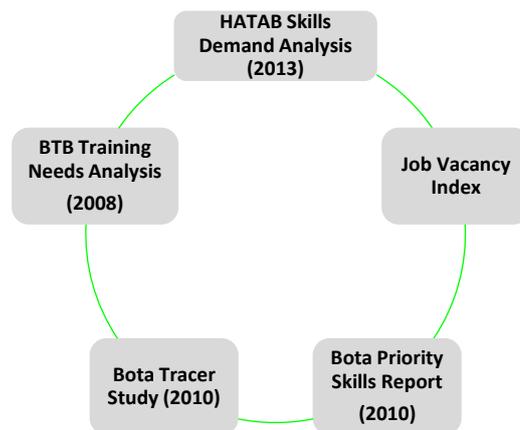
The use of multiple research methods enables triangulation of findings and corroboration of research evidence. Through a process of analysis of existing datasets, tracer studies, skills forecasts, a range of research studies conducted by other organisations, workshops and interviews, the HRD Plan was devised.

### 4.3 SKILLS DEMAND

In this section a number of different data sources and research studies are examined to extract skills in demand. This information is vital to conduct a gap analysis leading to an *Occupations in Demand List* and a *Top-Up Skills List*.

*Skills demand takes place at two levels. Firstly, it refers to occupational demand which essentially is hard-to-fill occupations in the workplace. And secondly, it refers to the demand for “top-up” skills for existing employees which is explained in the preceding section of this chapter.*

The following research studies and data sources are examined:



For each of the above studies and data sources, the main findings are presented and discussed in subsequent sections of the chapter.

### 4.4 OCCUPATIONAL SKILLS DEMAND FINDINGS (HATAB)

The Hospitality and Tourism Association of Botswana (HATAB)<sup>13</sup> conducted a comprehensive analysis of occupational skills demand across the hotels, camps and lodges and air charters sub-sectors within the tourism sector in Botswana.

The research methodology was three-fold:

- An initial examination of payroll data of organisations in the tourism sector.
- Interviews and discussions with key HR personnel in the organisation involved in the study.
- An assessment of occupational skills demand across the three categories set out below.

<sup>13</sup> Sally-Anne Follet-Smith (20130, Demand Schedule Analysis, HATAB, Botswana.

The HATAB analysis of skills demand in the study was categorised as follows:

	<i>Critical skills shortage – refers to an absolute shortage of occupational skills. It means that these skills are not available in the country and should be sourced from abroad.</i>
	<i>Scarce skills – refers to relative shortage of occupational skills. It means that a high shortage of these occupational skills exists in the labour market. In many instance, it implies “poaching” skills.</i>
	<i>Available skills – refers to skills that are readily available in the labour market. These workers can be easily recruited in the country.</i>

**NOTE:** *It should be noted that the purpose of this study is to determine the extent of occupational skills demand in the tourism sector for HRD planning. It is not intended to serve as a measurement instrument for determining work permits or quotas for expatriates wanting to work in the tourism sector in Botswana.*

The study involved the following:



**Hotels**

- *An examination of the payroll data of three major hotel groups (Peermont, Phakalane and Cresta).*
- *The Peermont has 5 hotels, Cresta has 9 hotels and the Phakalane has a single hotel.*
- *The study represents approximately 80% of the payroll of the hotel industry in Botswana and is therefore highly representative of the population of the workforce.*



**Camps and Lodges**

- *In terms of camps and lodges, the payroll data of all HATAB-controlled camps and lodges were examined.*
- *The study also represents approximately 70% of the payroll of camps and lodges in Botswana and is therefore highly representative of the population of the workforce.*
- *There are 31 (5-star), 21 (4-star) and 19 (3-star) lodges and camps in Botswana.*



**Air Charters**

- *The payroll data of HATAB air charters was examined.*
- *HATAB air charters is typical of the payroll of air charter companies in Botswana*

## Hotel: Occupations in Demand

The following critical and scarce skills have been identified for Hotels:

### Senior Managers

Chief Operating Officer, Regional Chief Financial Officer, General Manager, Complex Operations Manager

### Professionals

Financial Manager, Financial Accountant, Gaming Admin Manager, Bars Manager, Pastry Chef, Asian Chef, Sales & Marketing Manager, Golf Manager, Green keeper, Rooms Division Manager, Food and Beverage Manager, Executive Chef, Executive Sous Chef, Groups & Conventions Manager, Complex Engineer, Hotels Engineer, Tech Audio Visual, Stage Manager, Maintenance Manager, HR Manager,

Asian GRO, Promotions Manager Gaming, Compliance Manager, Complex Security and Safety Manager, Group Gaming Manager, Tables Manager, Slots Manager, Slots Duty Manager , Slots Duty Manager Technical	Red
Accountant/Unit Accountant, Front Office Manager, Assistant Banquet Manager, Restaurant Manager, Banqueting Chef, Chef Garde Manager, Chef de Partie, Sous Chef, Demis Chef, Commis Chef, Chef/Cook, Staff Cook, Sales Executives, Complex Secretary & Survey Manager, Gaming Cashiering Manager, Assistant Front Office Manager, Assistant F & Beverage Manager/Duty Manager, Food & Beverage Operations Manager, HR Training Manager, IT Manager, Security Manager, Surveillance Manager, Surveillance Duty Manager	Yellow
<b>Technicians</b>	
Exec Housekeeper	Red
Hotel G R O, Floor Supervisors, Front Office Supervisors, Linen Supervisor, Reservations Supervisor/Manager Laundry Supervisor, Night Auditor, Restaurant Supervisors, Banqueting Supervisors, F&B Hostess, Head Waiters, Junior Sous Chef, Baker, Barman, Assistant Tech, Audio Visual, Maintenance Supervisor, Assistant H R Manager, IT Technician, Investigator, Assistant Investigator, Surveillance Officer, Gaming Security Officer, Protection Officer, Golf Assistant, Green keeper Assistant, Course Marshall, Assistant Maintenance MGR, Technician	Yellow
<b>Clerks</b>	
Inventory Controller	Red
Personal Assistant, Executive Secretary, Assist. Unit Accountant/Accounts Supervisor, Assistant Inventory Controller, Senior Storeman/Stock Controller, Assistant Stock Controller, Revenue Controller Casino Cashiering Supervisor, Credit Controller , Accounts Clerk, Debtors Clerk, Creditors Clerk, Casino Admin Clerk, Casino Count Clerk, Cage Cashier. Vault Cashier, Cashier , Cashbook clerk, Storeman, General Cashier, Banqueting Senior Coordinator, Banqueting Coordinator, Maintenance Admin Coordinator, Call Centre Administrator, Stores Controller, HR Officer, HR Training Officer, HR Administrator, Sales & Marketing Administrator, G R O's, IT Assistant	Yellow
<b>Service, shop and sales workers</b>	
Reservationist, Front Office Cashier, Switchboard Operator/Receptionist, Assistant Tables, Assistant Slots, Deputy Gaming Manager, Slots Shift Leader, Pit Boss, Pit Boss/ Inspector, Slots Senior Technician, Slots Technician, Tables Inspector, Dealer/ Inspector, Dealer, Slots Host	Yellow
<b>Craft and trades</b>	
Electrician, Plumber, Carpenter, Room Care	Yellow
<b>Plant Operators</b>	
Assistant Housekeeper	Yellow
<b>Elementary Workers</b>	
Room care	Yellow
Source: HATAB (2013), Skills Demand Analysis, Botswana.	

## Camps and Lodges Critical and Scarce Skills

The following critical and scarce skills have been identified for Camps and Lodges:

<b>Senior Managers</b>	
Chief Operating Officer	Red
<b>Professionals</b>	
Technical Services Manager, Executive Chef, Food & Beverages Manager, Camp General Manager, Camp Manager, Training Officer Management, Office Technical Services Manager, Financial Controller / Manager, Operations Managers, Human Resources Manager, Marketing Manager	Red
Chef/Cook Workshop Manager, Curio shop Manager, Manager (Brands/Skills)	Yellow
<b>Technicians</b>	
Heavy Duty Driver, Technician (Cooling), Training Officer Guides, Writer, IT Technician, Nurse,	Red

Guide (Senior & Junior), Spa Therapist, Translator, Trainers, Head Chef, Assistant Camp Manager, Medical / Staff Welfare, Environmental Officer, Supervisor / Inventory Manager	Yellow
<b>Craft and trades</b>	
Electrician, Mechanics, Eco Technician (Solar/Refrigeration/etc.), Skippers	Red
Carpenter	Yellow
<b>Plant Operators</b>	
Assistant mechanics, Polers, Trainee Guide	Yellow
<b>Elementary Workers</b>	
General Hands	Yellow
Source: HATAB (2013), Skills Demand Analysis, Botswana.	

## Air Charters Critical and Scarce Skills

The following critical and scarce skills have been identified for air charters:

<b>Senior Managers</b>	
Flight Training Manager	Red
<b>Professionals</b>	
Flight Operations Manager, Ground Operations Manager, Aircraft Manager, Chief Pilot, C172 Pilots, C206 Pilots, C208 Pilots, C172 Training Captains (drawn from pilot pool), C206 Training Captain (drawn from pilot pool), C208 Training Captain (drawn from pilot pool), Customer Liaison & Communications Officer	Red
Assistant Flight Operations Manager	Yellow
<b>Technicians</b>	
Chief Loadmaster, Assistant Operations Manager, Flight Reservations, Flight Schedulers, Administrator: Technical Records	Yellow
Source: HATAB (2013), Skills Demand Analysis, Botswana.	

## 4.5 TRAINING NEEDS ANALYSIS FINDINGS (BTB)

The primary focus of this study, conducted by the Botswana Tourism Board with the support of Deloitte<sup>14</sup>, is to develop and formulate Botswana’s tourism sector training needs and translate these into training objectives. The analysis also seeks to determine why many tourism and hospitality professionals (Batswana) are not employed in the sector. Additionally, the gap analysis provides the gap between the skills that exists in the industry currently, and those that will be needed in the future. All information on skills demand is presented in the form of “top-up skills” or “skills gaps”.

### Major Skills Gaps

The following major skills gaps were identified<sup>15</sup>:

<b>Safaris and Wilderness Related Establishments</b> 	<b>Hotels and Guesthouses</b> 	<b>Enterprises with Direct Tourism Linkages</b> 
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<sup>14</sup> Botswana Tourism Board (2008), Training Needs Analysis of Botswana’s Tourism Industry, BTB, Gaborone.

<sup>15</sup> Ibid.

<ul style="list-style-type: none"> <li>▪ Advanced safari and camp management-related skills</li> <li>▪ Conservation and environmental sustainability</li> <li>▪ Business and management capabilities</li> <li>▪ Advanced food and beverage knowledge</li> <li>▪ Strategic understanding of the tourism industry and related industries</li> </ul>	<ul style="list-style-type: none"> <li>▪ Business and management capabilities</li> <li>▪ Advanced food and beverage knowledge</li> <li>▪ Strategic understanding of the tourism industry and related industries</li> </ul>	<ul style="list-style-type: none"> <li>▪ General understanding of technology and the level of competence when using them. This also includes industry-specific software.</li> <li>▪ Level of general knowledge and understanding of global issues – and specifically the ability to discuss issues relating to the country and its culture.</li> <li>▪ Ability to deal with areas of conflict which includes proactively managing client expectations and concerns.</li> <li>▪ Understanding of tourism in Botswana – including various Acts and policies.</li> </ul>
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**4.6 PRIORITY SKILLS ANALYSIS FINDINGS (Bota)**

A study was conducted by Bota<sup>16</sup>, *Consultancy to forecast and identify a list of priority vocational skills and develop strategies to fast track priority skills development*, designed to increase the coherence of education and training in Botswana: by rationalising provision, co-ordinating institutional arrangements; and balancing the demand for skills with the supply of graduates. The study addresses in particular the mismatch of vocational and technical skills supply and demand for artisans and technicians, which is evident in the high unemployment of TVET graduates in the context of strong demand for skilled workers.

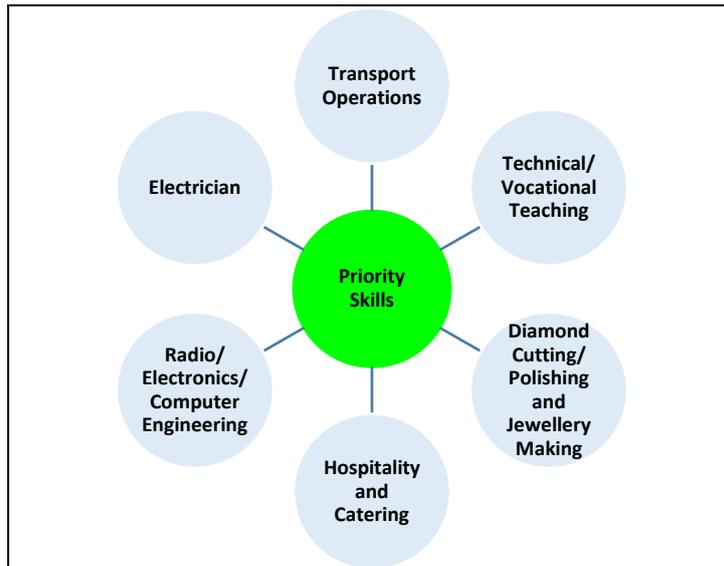
The report presents a list of sixteen critical skills and six priorities. The sixteen skills areas identified as critical are:

Core (Tourism)	Support (Tourism)	Unrelated (to Tourism)
Transport Operations	Radio/ Electronics/ Computer Engineering	Diamond Cutting/ Polishing and Jewellery Making
Hospitality and Catering	Technical/ Vocational Teaching	Masonry and Bricklaying
Marketing/ Sales	Electrician	Welding and Fabricating
	Refrigeration and Air Conditioning	Machine Tool Repair/Fitting
	Carpentry/ Joinery	Agriculture
	Plumbing	Basic Nursing and other Health Related
	Motor Mechanic	

Source: Bota (2010), *Consultancy to forecast and identify a list of priority vocational skills and develop strategies to fast track priority skills development*, Final Report 22 October 2010, Botswana.

Of these, the six occupations are identified for fast tracking:

<sup>16</sup> Bota (2010), *Consultancy to forecast and identify a list of priority vocational skills and develop strategies to fast track priority skills development*, Final Report 22 October 2010, Botswana.



With reference to Hotel and Catering skills the following should be noted:

**Key Elements of the skill:**

- Front of house
- Professional chef and patisserie
- Barista (coffee maker)
- Cocktail service
- Front office skills: customer service, reservations and telephone skills, reception and problem solving
- Housekeeping: room decorations and set up, linen services

**Industry needing skill:**

- Hotels and other short stay accommodation e.g. lodges, camp sites
- Restaurants, cafes and canteens

The employers’ survey also shows a high number of current vacancies and strong potential growth in this area. High skills in cooking and other hospitality services are required to support the planned promotion of the tourism and health industries.

Source: Bota (2010), Consultancy to forecast and identify a list of priority vocational skills and develop strategies to fast track priority skills development, Final Report 22 October 2010, Botswana.

**4.7 TRACER STUDY FINDINGS (Bota)**

Bota<sup>17</sup> conducted a *Tracer Study on the Employment Outcomes of Vocational Training Graduates*. The purpose of this study is to establish employment outcomes of the Vocational Training Graduates of BOTA accredited institutions. The main survey instrument was a closed format questionnaire for graduates and semi structured questionnaires for key informants of trainers and employers. The study targeted 1080 graduates, 100 trainers and 50 employers. The response rates were 53% for graduates, 58% for employers and 110% for trainers.

<sup>17</sup> Bota (2010), *Tracer Study on the Employment Outcomes of Vocational Training Graduates*, June 2010. Gaborone.

## MAIN FINDINGS OF TRACER STUDY

<b>50.45%</b>		<b>Employment rate among respondents</b>
<b>31.01%</b>		<b>Graduates earning more than P4000/month.</b>
<b>56%</b>		<b>% of unemployed graduates with construction and manufacturing qualifications.</b>

### 4.8 JOB VACANCY INDEX

The Tourism Sector HRD Plan reviewed the *Job Vacancy Database* between the periods of December 2010 and December 2011. A total of 464 vacancies for the tourism sector were recorded that covered hotel and short-stay accommodation, restaurants and cafes, water transport, air transport and travel agents. The top 3 jobs advertised in each sector are shown below:

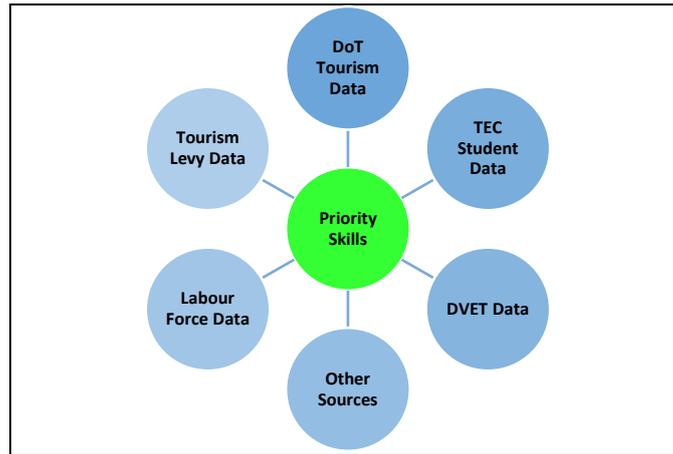
Hotels and other Short Stay Accommodation	Restaurants, Cafes and Canteens	Travel Agents, Tour Operators, Safari Operators
Company Directors and Corporate Managers	Company Directors and Corporate Managers	Finance and Sales Associate Professionals
Personal Service Workers	Personal Service Workers	Company Directors and Corporate Managers
Small business managers and managing supervisors	Electrical and Electronic Equipment Mechanics and Fitters	

HRDAC Database, 2011

These positions reflect the difficulty being experienced by Botswana of recruiting Botswana for senior level positions within the sector. The report also highlights a high turnover of occupations such as waitress, cooks, house keepers, security guards and flight attendants.

### 4.9 SKILLS SUPPLY

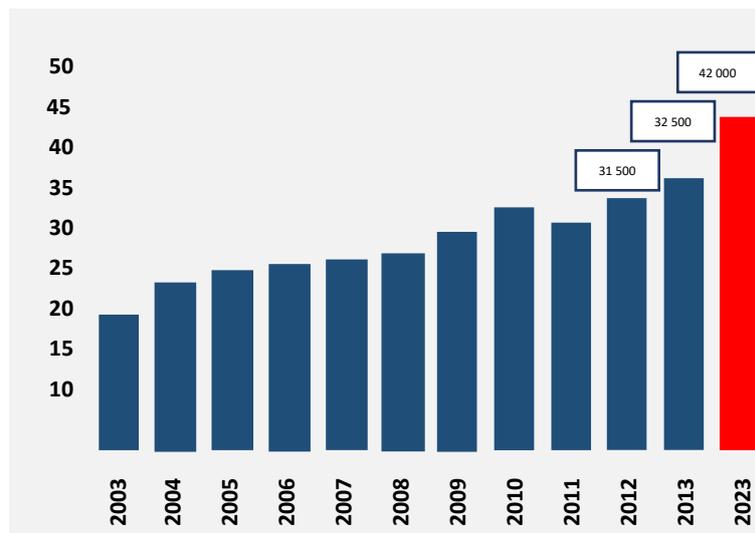
In this section a number of different data sources and research studies are examined to determine skills supply. This information is vital to conduct a gap analysis leading to an *Occupations in Demand List* and a *Top-Up Skills List*. The following research studies are employed in the study to extract insights on occupational skills supply:



#### 4.10 SECTOR EMPLOYMENT

Statistics on tourism sector employment are drawn from the World Travel and Tourism Council’s Economic Impact of Botswana (2013).<sup>18</sup>

**Figure 4: Contribution of tourism to employment, 2013**



Source: World Travel and Tourism Council (2013)

- Travel & Tourism generated 31 500 jobs directly in 2012 (4.7% of total employment) and this is forecast to grow by 3.7% in 2013 to 32 500 (4.7% of total employment).
- This includes employment by hotels, travel agents, airlines and other passenger transportation services (excluding commuter services). It also includes, for example, the activities of the restaurant and leisure industries directly supported by tourists.
- By 2023, Travel & Tourism will account for 42 000 jobs directly, an increase of 2.6% pa over the next ten years.
- The total contribution of Travel & Tourism to employment (including wider effects from investment, the supply chain and induced income impacts, see page 2) was 61 000 jobs

<sup>18</sup> WTTC (2013), Economic Impact Botswana, WTTC, UK.

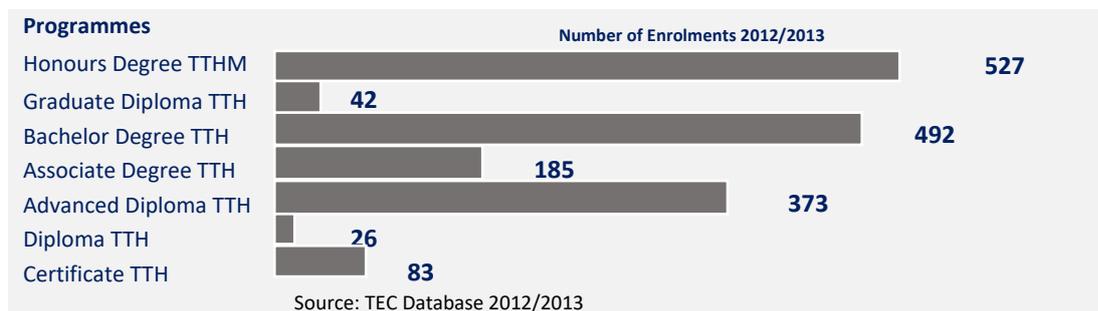
in 2012 (9.1% of total employment). This is forecast to rise by 6.9% in 2013 to 65 500 jobs (9.4% of total employment).

- By 2023, Travel & Tourism is forecast to support 83 000 jobs (9.8% of total employment), an increase of 2.4% pa over the period.

#### 4.11 TERTIARY EDUCATION SUPPLY

The table below provides enrolments in travel, tourism and hospitality programmes at a tertiary level for 2012/2013 funded by the Government of Botswana. These figures include students outside Botswana.

**Figure 5: Number of enrolments per programme, 2012/2013**



The above table reveals the following:

- The above table reveals that 1 728 students are enrolled on travel, tourism, hospitality and management (TTHM) programmes in Botswana and abroad for 2012/13 at various BQF levels. These enrolments are in excess of 10% of the current tourism sector workforce.
- There are 527 students studying honours and 42 students studying a graduate diploma. These post-graduate enrolment figures are very high. Most of these post-graduate students are studying tourism TTHM programmes. A major concern is that the majority of these students do not have any work experience in the tourism sector, but are studying for management positions which should be acquired after working for a long period in the sector.
- Another problem is that institutions are admitting students on post-graduate tourism programmes without the need for work experience.
- The same problem exists at Bachelors level where 492 students are studying TTHM programmes.
- A total of 669 students are enrolled in under-graduate TTHM programmes.

#### 4.12 TECHNICAL VOCATIONAL EDUCATION AND TRAINING

Although a number of public Technical Colleges and franchised private colleges offer Hospitality and Tourism related courses, the quality of graduates from these institutions are

generally regarded as low level<sup>19</sup>. Current BOTA statistics show that 583 students are undertaking courses in Travel and Tourism at various Private and Public institutions throughout the country. There are no students undertaking courses to become chefs<sup>20</sup>. Employers raised concerns in the BOTA Study (2010) study regarding the training providers where the applicants trained:

- Some training establishments are profiteering;
- Poor quality graduates;
- Poor quality instructors; and
- Lack of practical experience.

BOTA's 2010<sup>21</sup> Priority Skills forecast provided a summary of expected demand and supply for Hotel and Catering Programmes.

Training Program	Employed	Unemployed	Total Trained	LD 2009	LD 2016	Total Stock to 2009	Gap 2009	Growth Rate Supply	Additional supply 2010-2016	Total supply 2016	Skills Gap 2016	Annual Supply
Hotel and Catering Program	1003	1494	2497	1705	14287	1302	403	0.18	1641	2943	11344	1621

Source: Bota (2010), Consultancy to forecast and identify a list of priority vocational skills

The top 5 training programmes with higher skills gaps in 2016 include: auditing/accounting, secretarial programmes, masonry and bricklaying, textile/tailoring, carpentry joinery.

It has been noted that Botswana's human resource capacity in terms of the tourism industry is low compared to other countries<sup>22</sup>. This, it attributes to the lack of skilled personnel and qualified labour, poor work ethic, lack of work readiness amongst staff and lack of work experience at all levels. HRDAC suggest that this results in an oversupply of low level skills in the market with 700 graduates seeking employment through the national internship programme<sup>23</sup>. BOTA suggest that 60% of current graduates from Hotel and Catering programmes are unemployed.

With the current provision not producing graduates with the quality or at the quantity required by industry, it is imperative that the structure of existing programmes should be analysed to ensure that the public sector is able to produce graduates at an efficient rate and allow for flexibility to enable a responsive education system. To this end emphasis must not only be placed on the content of curriculum but also its implementation and management to ensure increased utilisation and ultimately throughput.

<sup>19</sup> BOTA (2010), Consultancy to forecast and identify a list of priority vocational skills (BOTA 2010) and develop strategies to fast track priority skills development BOTA PR48/10 BOTA, October 2010

<sup>20</sup> Ibid.

<sup>21</sup> BOTA (2010), Consultancy to forecast and identify a list of priority vocational skills (BOTA 2010) and develop strategies to fast track priority skills development BOTA PR48/10 BOTA, October 2010

<sup>22</sup> HRDAC (2013). Technical document to support The Strategic Human Resource Development Plan for the Tourism Sector for the period 2013 to 2023 March 2013

<sup>23</sup> HRDAC (2013). Technical document to support The Strategic Human Resource Development Plan for the Tourism Sector for the period 2013 to 2023 March 2013

#### 4.13 OCCUPATIONS IN HIGH DEMAND LIST

The following scarce skills derived from research studies, interviews with key informants and workshops have been classified as follows:

Table 2: Occupations in high demand list			
SENIOR MANAGERS	INDICATIVE NUMBERS	SENIOR MANAGERS	INDICATIVE NUMBERS
Chief Operating Officer	5-10	Complex Operations Manager	10-20
Group Chief Financial Officer	5-10	General Manager	10-20
Small Business Manager	20-30	Corporate Manager	10-20
PROFESSIONALS	INDICATIVE NUMBERS PER ANNUM	PROFESSIONALS	INDICATIVE NUMBERS PER ANNUM
Financial Manager	10-20	Gaming Admin Manager	10-15
Hotel Manager	10-20	Promotions Manager Gaming	10-15
General Manager	10-20	Duty Manager	10-20
Night Auditor	10-20	Front Desk Manager	20-30
Financial Accountant	10-20	Group Gaming Manager	5-10
Accountant	10-20	Bars Manager	20-30
IT Manager	10-20	Banqueting Chef	5-10
HR Manager	10-20	Pastry Chef	20-30
Sales & Marketing Manager	10-20	Asian Chef	20-30
Food and Beverage Manager	20-30	Executive Chef	5-15
Rooms Division Manager	20-30	Executive Sous Chef	5-15
Flight Training Manager	5	Head Chef	5-10
Maintenance Manager	20-30	Asian GRO	5-10
Complex Security & Safety Manager	10-20	Tables Manager	10-20
Security Manager	10-20	Slots Manager	10-20
Surveillance Manager	10-20	Slots Duty Manager Technical	10-20
Operations Manager	10-20	Camp General Manager	10-20
Technical Services Manager	10-20	Camp Manager	10-20
Golf Manager	10	Customer Liaison Manager	10-20
Inventory Manager	10-20	Environmental Officer	10-20
Lodge Manager	10-20	Restaurant Manager	20-30
Travel Agency Manager	5-10	Travel Customer Services Agent	30-40
Flight Operations Manager	2	Aircraft Manager	2
Ground Operations Manager	5	Pilot	25
TECHNICIANS	INDICATIVE NUMBERS PER ANNUM	TECHNICIANS	INDICATIVE NUMBERS PER ANNUM
Exec Housekeeper	20-30	Hotel GRO	10-15
Heavy Duty Driver	30-50	Technician (Cooling)	10-20
Training Officer Guides	10-20	Writer	10-20
IT Technician	10-20	Spa Therapist	10-20
Guide (Senior & Junior)	10-20	Translator	10-20
Trainers	30-40	Green keeper	5

Assistant Flight Operations Manager	5-0	Supervisor	30-50
Chief Loadmaster	5	Flight Reservations	20-30
Flight Schedulers	5	Assistant Operations Manager	5
<b>CLERKS</b>	<b>INDICATIVE NUMBERS</b>	<b>CLERKS</b>	<b>INDICATIVE NUMBERS</b>
Administrator: Technical Records	5	Inventory Controller	2-30
<b>SERVICE, SHOP AND SALES WORKERS</b>	<b>INDICATIVE NUMBERS</b>	<b>SERVICE, SHOP AND SALES WORKERS</b>	<b>INDICATIVE NUMBERS</b>
Slots Shift Leader	10-15	Pit Boss, Pit Boss/ Inspector	5-10
Slots Senior Technician	10-15	Slots Technician	10-15
Tables Inspector	10-15		
<b>CRAFT AND TRADES</b>	<b>INDICATIVE NUMBERS</b>	<b>CRAFT AND TRADES</b>	<b>INDICATIVE NUMBERS</b>
Electrician	25-35	Plumber	25-35
Carpenter	25-35	Mechanic	15-25

#### 4.14 TOP-UP SKILLS

A significant amount of training within the tourism sector is conducted “in-house” by employers. Given the practical nature of most job functions, many employers choose to enhance staff skills through either informal instruction, or a formal process and practical demonstration. Small enterprises lack the resources for structured training courses and therefore rely entirely on informal instruction and reactive skills development methods. Many enterprises supplement in-house training with outsourced specialist training. Therefore the importance of work-based training should be recognised.<sup>24</sup>



<sup>24</sup>Botswana Tourism Board (2008), Training Needs Analysis of Botswana’s Tourism Industry, BTB, Gaborone.

## CHAPTER FIVE: CLUSTERS AND PARTNERSHIPS

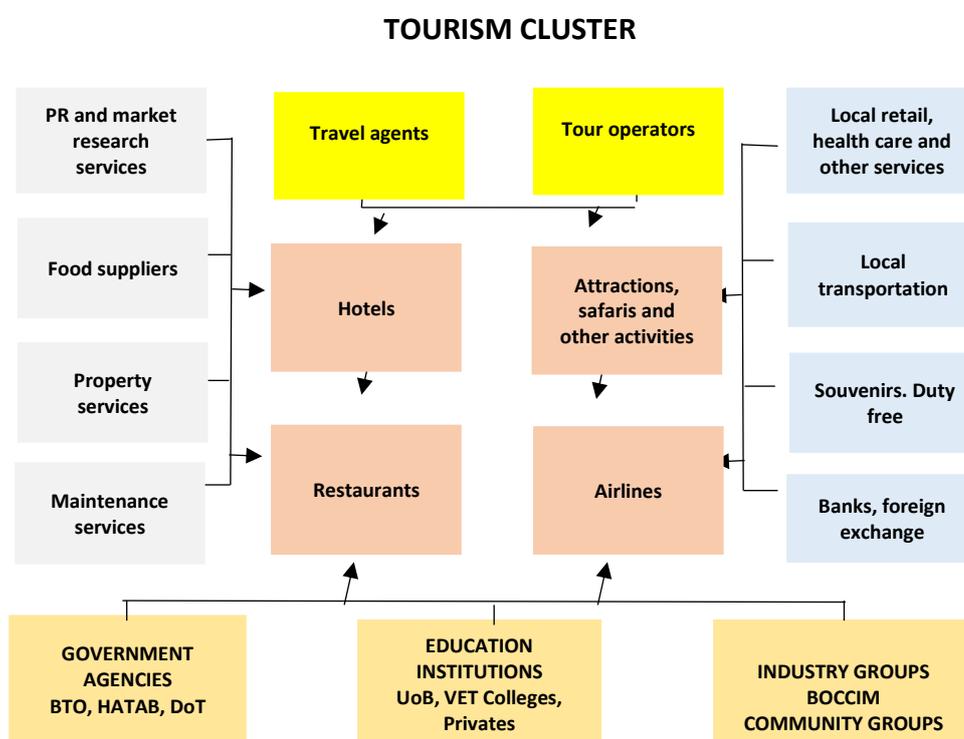
### 5.1 INTRODUCTION

Chapter Four is concerned with aligning tourism programmes with industry needs and national priorities. The chapter will discuss initiatives by government and agencies in the tourism sector to promote clustering and improve competitiveness. The issue of education-industry partnerships or linkages is also explored.

In November 2012 Prof Michael Porter visited Botswana and presented a paper “Botswana: towards a new economic policy”.<sup>25</sup> Porter proposed that Botswana identify competitive sectors in the economy and further strengthen these to compete in the global market. The tourism sector was identified by Porter as one with significant potential to diversify the economy and support national economic policy goals.

### 5.2 TOURISM CLUSTERS

An industry sector cluster is a group of firms that are operating in the same sector and in close geographical proximity to each other. A cluster may have a range of support organisations such as employer bodies, local authorities, chambers of commerce, training institutions, government agencies and trade unions. The key connectors are proximity, networking, interdependence and specialisation.



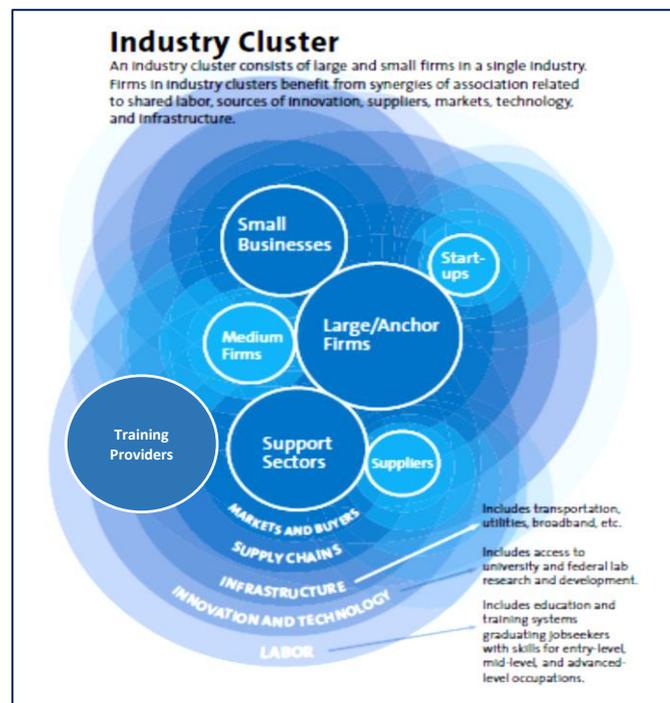
Source: Porter, M. (2012) Towards a new economic strategy

- Tourism clusters are emerging in Botswana with three pilot projects in the pipeline.

<sup>25</sup> Porter, M (2012). Towards a new economic strategy, 27 November, Botswana.

- Botswana has world-class natural assets, especially the Okavango Delta region.
- According to Porter (2012), Botswana is required to:
  - Improve its positioning and marketing as a tourism destination;
  - Improve access to cluster-specific skills;
  - Enhance cross-border collaboration on the tourism offering;
  - Leverage the potential of new markets (BRICs); and
  - Broaden the tourism offering to include new products and other regions.
- The existing cluster portfolio is highly dominated by diamonds, with few linkages across clusters.
- There is no effective platform for cross-border collaboration in clusters like tourism, where strong cross-border linkages should exist.

According to the National Governors' Association<sup>26</sup>,



The role of training providers in the tourism cluster should be the following:

- Align programmes to the needs of industry;
- Provide training to participants of the cluster on a fee-for-service basis;
- Contribute to activities of the cluster by hosting workshop, seminars and other events;
- Serve as warehouses and disseminators of information, technology and ideas;

<sup>26</sup> Ffowcs-Williams, I (2012). Cluster development; the go-to handbook, National Strategy Office, New Zealand.

- Provide support to SMMEs and community groupings in the cluster;
- Encourage practitioners to participate in programme development;
- Work placements for tourism students;
- Establish credibility for the faculty and staff in the eyes of stakeholders;
- Work experience for lecturers; and
- Build relationships with stakeholders in the sector.

One of the recommendations of *Botswana's Training Needs Analysis of the Tourism Sector in Botswana* (2010)<sup>27</sup> was the following:

*In order to address the training needs of the tourism industry and to overcome some of the major challenges that exist within the current training environment, it is recommended that a Tourism and Hospitality School of Excellence should be established with 3 major units:*

1. *A training safari lodge / camp that is based in one of the main tourist areas of the country where students will be exposed to the natural and operational environment typically experienced within the safari lodge.*
2. *A hospitality and culinary school where students are given theoretical knowledge and have access to ALL the facilities/equipment needed to develop the practical skills required within the industry.*
3. *A mobile training unit where trainers would travel across the country to provide shorter courses and seminars to address some of the gaps that do not require practical training.*

- Since there are no plans to build a Tourism and Hospitality School of Excellence, it is necessary to explore how smart partnerships can be established to ensure that students receive a quality learning experience and better employment prospects.
- The key question is how can the HRDC improve the quality of provision by training providers in the sector without building a “brick and mortar” institution with inherent costs such as the buildings and infrastructure, furniture, utilities, machinery and equipment, staff salaries, consumables and other daily costs.

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<sup>27</sup> Botswana Tourism Board (2008), Training Needs Analysis of Botswana's Tourism Industry, BTB, Gaborone.

## CHAPTER SIX: STRATEGIC PLAN

### 6.1 INTRODUCTION

Chapter Five recommends skills development priorities for the Tourism Sector in the form of a strategic plan. These priorities are drawn from the preceding chapters. The purpose of this chapter is to present a workable action plan for skills development over the next 5 years.

NO	ACTIVITIES	INDICATORS	PARTIES	DUE DATES
<b>STRATEGIC PRIORITY 1: IMPROVE THE QUALITY AND DELIVERY OF TOURISM-RELATED LEARNING PROGRAMMES</b>				
<i><b>RATIONALE:</b> A number of research studies have highlighted concerns with the quality and relevance of tourism programmes offered by education institutions. A major concern is poor employability of tourism graduates. In this respect supply-side provision is not meeting the demand-side needs of employers. It is therefore necessary to ensure that programmes are responsive to the demands of the tourism sector. Tourism programmes appear to be theoretical and classroom-based with very little emphasis on experiential learning. Although the number of enrolments are high, the returns on investments remain a concern.</i>				
1.1	Ensure education institutions provide learning programmes to address occupations in high demand and skills gaps, enabling improved productivity and employability	<ul style="list-style-type: none"> <li>▪ An audit of institutions offering tourism programmes is conducted to determine strengths and weaknesses</li> <li>▪ A report with recommendations is produced and implemented</li> </ul>	HRDC / TEC / Bota/ Education institutions/ Employer Bodies/ Labour Unions/ Community Groups/ Government Agencies/ International Donor Agencies	TBA
1.2	Develop tourism sector programme criteria and standards with the participation of practitioners	<ul style="list-style-type: none"> <li>▪ A set of criteria and standards for different BQF levels in tourism programmes are developed and applied as part of accreditation and re-accreditation requirements</li> <li>▪ A review of quality assurance arrangements (registration, programme and institutional accreditation and validation) is undertaken with industry involvement.</li> <li>▪ A review of qualifications in the sector is undertaken with industry involvement.</li> </ul>		TBA
1.3	Promote broad range of programmes in the sector keeping in mind programme mix and target population	<ul style="list-style-type: none"> <li>▪ Proper research conducted to determine programme mix</li> <li>▪ Programme mix fed into the accreditation and re-accreditation process</li> <li>▪ Evidence of programme differentiation by the regulatory authority and education institutions</li> </ul>		TBA
1.4	Develop “train-the-trainer” programmes to grow the pool of instructors/academics in the sector and improve the subject knowledge and competencies of existing instructors/academics	<ul style="list-style-type: none"> <li>▪ An audit to establish the number and profile of existing instructors/academics is undertaken to determine capacity</li> <li>▪ Number of instructors/academics that undergo train-the-trainer programmes</li> </ul>		TBA
1.5	Promote effective teaching and learning	<ul style="list-style-type: none"> <li>▪ A baseline study should be conducted on the state of teaching and learning in the tourism and hospitality sector.</li> <li>▪ The recommendations of the study should be communicated to the relevant authorities for implementation.</li> </ul>		TBA

NO	ACTIVITIES	INDICATORS	PARTIES	DUE DATES
1.6	Increase access to quality programmes	<ul style="list-style-type: none"> <li>▪ New modes of delivery should be implemented to increase access to quality education and training.</li> </ul>		TBA
<b>STRATEGIC PRIORITY 2: DEVELOP OCCUPATIONALLY-DIRECTED PROGRAMMES WITH CLEARLY FORMULATED CAREER PATHWAYS</b>				
<i><b>RATIONALE:</b> To diversify and increase the attractiveness of the tourism sector, it is necessary to address the problem of skills shortages in firms. There are skills shortages at all occupational levels in the sector. The problem of skills shortages is more pronounced among marginalised groups and in the rural communities. Graduate unemployment, sits alongside job vacancies indicating a mismatch between skills supply and demand. By establishing career pathways, labour market outcomes are improved considerably. Access to learning programmes and recognition of prior learning for employed workers can also improve skills, productivity and promotional opportunities.</i>				
2.1	Occupations in high demand and skills gaps in the sector (identified in Chapter 3) should be prioritised to expand access and allocation of resources	<ul style="list-style-type: none"> <li>▪ Qualifications are mapped to occupations in high demand and career pathways in the sector, thus contributing to improved relevance of training and greater mobility and progression</li> <li>▪ Qualifications and accredited training programmes for occupations in high demand are developed, if they do not exist</li> <li>▪ The number of students enrolled for learning programmes related to occupations in high demand are increased annually to meet the needs of the labour market</li> <li>▪ Short skills courses geared towards addressing skills gaps (top up skills) are developed</li> </ul>	HRDC / education institutions/ Employer Bodies/ Labour Unions/ Community Groups/ Government Agencies/ International Donor Agencies	TBA
<b>STRATEGIC PRIORITY 3: SUPPORT WORKPLACE-BASED SKILLS DEVELOPMENT STRATEGIES IN FIRMS</b>				
<i><b>RATIONALE:</b> A considerable portion of the training in the tourism sector is conducted on-the-job or in-house using senior employees or outsourced experts. Therefore, there is a need to empower firms in the sector to determine organisational and individual training needs, develop training interventions, and ensure that the quality of training is adequate. Workforce development strategies are necessary. In addition, there is a need for skills development in small and community-based enterprises in the sector.</i>				
3.1	Develop the capacity of individual firms in the tourism sector to engage systematically in workforce skills planning and development	<ul style="list-style-type: none"> <li>▪ The HRDC develops a workforce skills development programme for firms to undertake the following: <ul style="list-style-type: none"> <li>○ Identify workforce training needs</li> <li>○ Establish Training Committees</li> <li>○ Align business objective to skills development</li> <li>○ Develop a workplace skills plan and training report</li> <li>○ Advise firms on top-up skills, occupations in high demand, accreditation, sourcing training providers, traineeships, RPL and the use of the training levy</li> <li>○ Appoint skills development facilitators</li> </ul> </li> <li>▪ The programme is delivered in all regions annually</li> <li>▪ A national database of small businesses supported with skills development is established and the impact of training reported on</li> <li>▪ HRDC identify the skills needs of small and emerging businesses in their sector and promote relevant training programmes through incentives (such as a voucher scheme)</li> </ul>	HRDC / education institutions/ Employer Bodies/ Labour Unions/ Community Groups/ Government Agencies/ International Donor Agencies	TBA

NO	ACTIVITIES	INDICATORS	PARTIES	DUE DATES
3.2	Encourage firms to utilise the Tourism Levy and Vocational Training Fund	<ul style="list-style-type: none"> <li>▪ A baseline is established of training activity in firms in the sector</li> <li>▪ Number of firms offering training to employees is increased annually</li> <li>▪ Number of employees receiving training is increased annually</li> </ul>		TBA
<b>STRATEGIC PRIORITY 4: CREATING EFFECTIVE STAKEHOLDER PARTNERSHIPS AND PROMOTING CLUSTERS</b>				
<i><b>RATIONALE:</b> Stakeholder partnerships and clusters are becoming the adopted approach to meeting sector needs for skilled workers and workers' need for better jobs. Stakeholder partnerships are forged with industry, government agencies, education institutions, labour, and community organisations to focus on the workforce needs in an industry. Partnerships address current and emerging occupational needs and skill gaps. Partnerships provide a means for the HRDC and education institutions to engage directly with stakeholders across traditional boundaries better aligning training programmes and resources. Partnerships help to reduce inefficiencies and streamline state efforts by co-ordinating various projects and braiding various funding streams intended for the same purpose.</i>				
4.1	Promote partnerships and clusters with employer bodies, education institutions, government agencies, and community groups to respond to sector and local training needs, build better networks, and design responsive training interventions	<ul style="list-style-type: none"> <li>▪ The HRDC develops a policy implementation framework for education institutions to promote stakeholder partnerships and clusters</li> <li>▪ Guidelines and training interventions to support the development and management of partnerships developed and measured</li> <li>▪ The number, type and outputs of partnerships by education institutions evaluated and recorded</li> <li>▪ Agreements entered with partners on training projects linked to promoting local tourism development</li> </ul>	HRDC / education institutions/ Employer Bodies/ Labour Unions/ Community Groups/ Government Agencies/ International Donor Agencies	TBA
4.2	Support training clusters where large, medium and small firms in a single industry come together and benefit from synergies of association related to shared skills training, instructors, facilities, benchmarking and best practices	<ul style="list-style-type: none"> <li>▪ HRDC ensures education institutions offering tourism programmes join the tourism clusters</li> <li>▪ <i>The number of education institutions involved in clusters</i></li> </ul>		TBA
4.3	Establishing and strengthening stakeholder relationships	<ul style="list-style-type: none"> <li>▪ Workshops to inform stakeholder of different partnership modalities and develop successful partnerships held in all regions</li> </ul>		TBA
4.4	Information is disseminated to partners to keep them abreast of HRDC activities to promote skills development	<ul style="list-style-type: none"> <li>▪ Information on HRDC and Sector Committee activities, HRD Plan, occupations in high demand and skills gaps in the tourism sector communicated to stakeholders</li> </ul>		TBA
<b>STRATEGIC PRIORITY 5: PROMOTE CAREER GUIDANCE THROUGH MUTI-CHANNEL PLATFORMS</b>				
<i><b>RATIONALE:</b> There is a need to encourage talented young people to enter the tourism sector. They should be informed what the sector is about; the various careers pathways that can be pursued; emerging trends; and the many benefits this sector holds for them locally and internationally. A starting point should be to target guidance and career counsellors in secondary and tertiary institutions to promote careers in the sector.</i>				
5.1	Develop a Career Guide for the Tourism Sector with a particular focus on career opportunities in Botswana	<ul style="list-style-type: none"> <li>▪ A Career Guide in Tourism is produced</li> </ul>	Brigades, VETs Colleges, Tertiary Institutions, HRDC	TBA
5.2	Train a small group of facilitators to conduct workshops based on the Career Guide	<ul style="list-style-type: none"> <li>▪ Number of facilitators trained</li> </ul>		TBA

NO	ACTIVITIES	INDICATORS	PARTIES	DUE DATES
5.3	Disseminate Career Guide to all primary, secondary school guidance counsellors and tertiary career counsellors	<ul style="list-style-type: none"> <li>▪ Career Guide given to every secondary school and all tertiary institutions in Botswana</li> </ul>		TBA
5.4	Arrange workshops in key tourism regions with school guidance counsellors to discuss Career Guide	<ul style="list-style-type: none"> <li>▪ Number of workshops held with school guidance counsellors to discuss Career Guide</li> </ul>		TBA
5.5	Arrange a workshop with brigades, VET and tertiary institution career counsellors to discuss Career Guide	<ul style="list-style-type: none"> <li>▪ A workshop held with brigades, VET and tertiary career counsellors on the Career Guide.</li> </ul>		TBA
5.6	Career Guide distributed at Career Fairs	<ul style="list-style-type: none"> <li>▪ Number of career fairs attended in a year</li> </ul>		TBA
5.7	Tourism and Hospitality should be taught in Upper Secondary Schools	<ul style="list-style-type: none"> <li>▪ Tourism and hospitality should be taught in Upper Secondary Schools.</li> <li>▪ A research study should be conducted to determine how tourism and hospitality should be integrated in the school curriculum.</li> <li>▪ The HRDC should engage with the relevant education ministry to integrate tourism and hospitality into the school curriculum as per the recommendations of the research study.</li> </ul>		TBA
<b>STRATEGIC PRIORITY 6: BUILDING LABOUR MARKET RESEARCH CAPACITY FOR SECTOR SKILLS PLANNING</b>				
<b>RATIONALE:</b> <i>There is a need to build institutional skills research capacity and improve labour market diagnosis in the skills ecosystem to analyse skills imbalances and make decisions based on research evidence. The HRDC has an important role in conducting industry skills research, gathering statistics and disseminating findings to the public. The HRDC should also build research capacity in stakeholder bodies, particularly education institutions to track graduates. Its close contact with government agencies, industries and education institutions puts them in a good position to track skills trends, undertake national training needs studies, develop baseline labour market indicators and postulate solutions.</i>				
6.1	Develop a three year Tourism Sector Skills Research Strategy and Implementation Plan (2014-2017) to improve research capacity and outputs to support skills planning	<ul style="list-style-type: none"> <li>▪ Research strategy and implementation plan approved by Tourism Sector Committee and HRDC</li> <li>▪ One tourism skills seminar per year</li> <li>▪ One tracer study and one employer survey consecutively every two years</li> <li>▪ A Tourism HRD Plan updated annually</li> <li>▪ Number of Sector Committee members and HRDC staff receiving research training</li> <li>▪ Number of research partnerships developed</li> <li>▪ Research Committee established</li> </ul>	HRDC / education institutions/ Employer Bodies/ Labour Unions/ Community Groups/ Government Agencies/ International Donor Agencies	TBA
6.2	Build research capacity in education institutions to conduct research	<ul style="list-style-type: none"> <li>▪ Guidelines on institutional research to monitor skills demand and manage information are developed</li> <li>▪ Workshops with education institutions to discuss guidelines</li> </ul>		TBA
6.3	Key research studies should be conducted by the HRDC on a regular basis.	<ul style="list-style-type: none"> <li>▪ A tracer study should track destinations of tourism and hospitality students.</li> <li>▪ An Employer Study to determine the employer views of tourism and hospitality graduates.</li> <li>▪ Vacancy analysis of positions in the newspapers should be reinstated.</li> </ul>		TBA
6.4	Establish a working group for early identification of skill needs	<ul style="list-style-type: none"> <li>▪ Formation of working group</li> <li>▪ Outputs of working group</li> </ul>		TBA

NO	ACTIVITIES	INDICATORS	PARTIES	DUE DATES
	in the tourism sector with the following aims: <ul style="list-style-type: none"> <li>exchanging knowledge and experience on methods and tools;</li> <li>complementing other research activities on skill needs in tourism</li> </ul>	<ul style="list-style-type: none"> <li>Generating research and development projects to cover existing gaps in identifying future skill needs in the sector, and translating it into policy and practice</li> </ul>		
6.5	The Labour Market Observatory should be updated regularly.	<ul style="list-style-type: none"> <li>Data on tourism and hospitality on the labour market observatory should be updated on a regular basis.</li> </ul>		TBA
6.6	There should be further refinement of the scarce skills list as part of a continuous improvement cycle.	<ul style="list-style-type: none"> <li>The Scarce Skills List should be reviewed by the Technical Working Group (TWG) to establish whether the scarce skills needs of respective sub-sectors in the tourism industry are addressed.</li> <li>More demand-side research should be initiated by the HRDC to strengthen the credibility of the List in future iterations.</li> </ul>		TBA
6.7	The relationship between air travel and tourism should be strengthened.	<ul style="list-style-type: none"> <li>The pool of air pilots to service the tourism and hospitality sector should be increased.</li> <li>A strategy to improve air travel and its support for tourism and hospitality in Botswana is developed and funded in the NDP11.</li> </ul>	Airlines, Ministries, Employer Bodies, HRDC	TBA
<b>STRATEGIC PRIORITY 7: Reviewing administration and management of training levies</b>				
<b>RATIONALE:</b> <i>There is a need to review the current administration of the Vocational Training Fund (BOTA) and Tourism Industry Training Fund (Ministry of Environment, Wildlife and Tourism) should currently sits with different bodies. There is also a need to align the training levies to the HRD Plan to ensure the effective and efficient usage of funds for the benefit of the sector.</i>				
7.1	The Vocational Training Fund (BOTA) and Tourism Industry Training Fund (Ministry of Environment, Wildlife and Tourism) should be transferred to the HRDC.	<ul style="list-style-type: none"> <li>Training levies should be aligned to the priorities of the Tourism Sector HRD Plan.</li> <li>Training levies should be used to expand the provision of quality education and training to regions of need.</li> </ul>	HRDC, Ministries, Employer Bodies	TBA

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