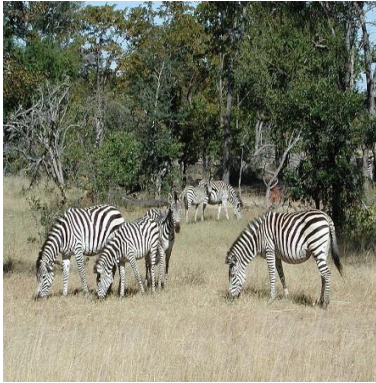


TOURISM & HOSPITALITY

SECTOR SKILLS PLAN

Namibia



May 2015
Version 3



NAMIBIA TRAINING AUTHORITY

MESSAGE FROM CHIEF EXECUTIVE OFFICER

We are pleased to present you with the Sector Skills Plan (SSP) for the Tourism and Hospitality (T&H) sector. The purpose of this SSP is to devise a “roadmap” to create a skilled workforce, improve productivity and increase the attractiveness of Namibia as a world-class tourist destination in a highly competitive global tourism market.

Sector skills planning is a relatively new process for the Namibia Training Authority (NTA). We have therefore adopted a developmental approach to this process. We have aligned the SSP with national policy goals located in *Vision 2030*, *NDP4* and the *National Human Resources Plan 2010 – 2025*. The SSP is intended to provide vital intelligence and recommended actions for implementing skills development in the T&H sector.

Over the last few months we have consulted widely with stakeholders. Many who attended our workshops and focus group sessions participated enthusiastically in the SSP deliberations. We are very encouraged by this, and would like to build strong stakeholder partnerships. The SSP is a living document that should be subject to continuous change and improvement. It should be owned by sector stakeholders.

We have asked the research team to produce a user-friendly plan that will be easily read, understood and applied. The intention is not to write a thesis or peer-reviewed academic journal, but rather to produce a document that will be used by all interested organisations and individuals. We want practitioners and managers in the workplace to read the document. We will achieve this without compromising the integrity of the research.

The primary target audience are employers, managers, unionists, public policy-makers and planners, researchers, career counsellors and education managers, training providers for Vocational Education & Training and Higher Education as well as others who have an interest or stake in this sector.

We have made a strong start by putting a workable plan on the table for skills development in the T&H sector. We are committed to improving the skills of workers and new entrants. Let's join hands and take this sector to new heights.

We hope you contribute to the further development of the SSP in future iterations.

Best Wishes!

Mr Jerry Beukes
Acting Chief Executive Officer
Namibia Training Authority

ACRONYMS

CBET	Competency Based Education and Training
GDP	Gross Domestic Product
FENATA	Federation of Namibian Tourism Association
HET	Higher Education and Training
T&H	Tourism and Hospitality
ISC	Industry Skills Committee
KPF	Key Priority Fund
NDP4	National Development Plan 4
NHRP	National Human Resources Plan 2010 – 2025
NQA	Namibia Qualifications Authority
NQF	National Qualifications Framework
NTA	Namibia Training Authority
NTC	National Technical Certificate
NTF	National Training Fund
NVC	National Vocational Certificate
RPL	Recognition of Prior Learning
SMMEs	Small Medium and Micro Enterprises
SSP	Sector Skills Plan
VET	Vocational Education and Training
VTC	Vocational Training Centre (public Vocational Training Provider by the NTA)
VTP	Vocational Training Provider (registered)

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1. SECTOR PROFILE

1.1 INTRODUCTION

The Tourism and Hospitality Sector Skills Plan (SSP) is a “roadmap” to address skills development priorities in the designated sector. It focuses on profiling the sector, identifying skills in demand, analysing supply-side education and training provision, determining skills priorities and putting together an action plan for improving the skills profile of the workforce.

When we refer to the tourism sector, the hospitality sector is always included, because hospitality is an integral part of tourism.

The SSP serves as a guiding framework for the NTA, employers, trade unions, training providers, public entities, civil society, international partners and local communities to spell out the priorities for upskilling workers and identifying occupations in demand in the sector.

The NTA has established a designated Industry Skills Committee (ISC), consisting of sector representatives, to oversee and ensure that the SSP resonates with the skills priorities of the sector.

1.2 SCOPE

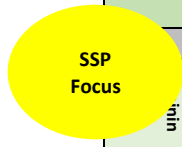
This SSP is developed under the banner of the NTA which is mandated with the responsibility of arranging an efficient, effective and sustainable Vocational Education and Training (VET) system for the country. The NTA seeks to ensure access, equity and quality in VET for all citizens.

This SSP focuses on VET, which is the remit of, and VET levy window for, the NTA. Higher Education and Training (HET) falls outside the scope of this SSP.

In terms of the National Qualifications Framework (NQF)¹, the SSP will focus on VET:

Figure 1: The National Qualifications Framework of Namibia

	NQF level		
Higher Education & Training	10	Doctoral	
	9	Masters	
	8	Bachelors (Honours)	
	7	Bachelors	
	6	Diploma	
Vocational Education & Training	5	Certificates	
	4	Certificates	
	3	Certificates	
	2	Certificates	



¹ Namibia Qualifications Authority, www.namqa.org



1.3 DEFINITION OF THE SECTOR

The sector is made up of the following categories:

Figure 2: Sector Profile

Accommodation
Food and beverage service activities
Travel, tour, guiding, reservation and related activities
Events
Hunting

1.4 ABOUT THE SECTOR

The Tourism and Hospitality (T&H) sector is characterised by the following:

- The sector is dominated by small and medium-sized tour operators, guest houses and bed and breakfasts which make up the majority of enterprises.
- The sector provides significant employment opportunities and the government recognises the extensive ‘multiplier’ effect of T&H and its ability to deliver jobs and incomes well beyond the areas directly benefiting from T&H.
- “Tied to agriculture and education, the US based Millennium Challenge Corporation (MCC) is providing some US\$305 million to develop the tourism sector. Almost a quarter of the funds will be utilised in eco-tourism initiatives”².
- Namibia’s ranking has increased from being third in sub-Saharan Africa with an overall ranking of 3.84 out of 7.0 (2011/12) to being first, with a ranking of at least 4.4 out of 7.0³.
- In line with the *National Tourism Growth and Development Strategy*, Namibia will be the most competitive tourist destination in sub-Saharan Africa by 2017, as measured by the *World Economic Forum Travel and Tourism Competitiveness Index*⁴.
- Namibia’s T&H sector undoubtedly gives it a comparative advantage, as low population densities and good environmental management have led to the preservation of pristine scenery and increasing wildlife populations.

² Office of the President, National Planning Commission 2012, The National Human Resources Plan 2010 – 2025, p.22

³ UNWTO/United Nations World Tourism Organization, 2011, World Tourism Barometer, April

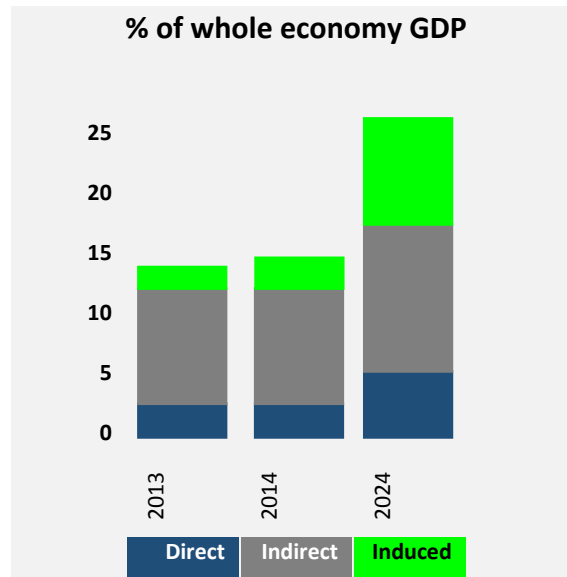
⁴ World Economic Forum Travel and Tourism Competitiveness Index, 2014

- Furthermore, a safe environment provided by the implementation of the rule of law and a stable government, coupled with a pleasant climate and good infrastructure and amenities, mean that the country is considered by many as a top destination⁵.

1.5 ECONOMIC & EMPLOYMENT PROSPECTS

In terms of total contribution to Gross Domestic Product (GDP) the breakdown is as follows:

Figure 3: Contribution of the tourism sector to the Namibian GDP



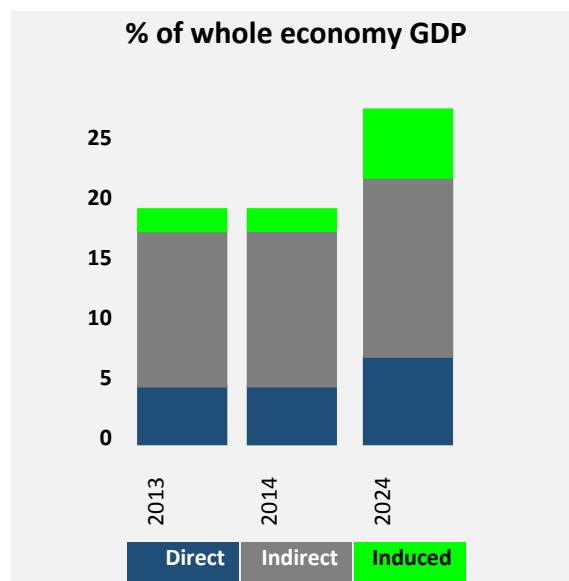
Source: World Travel and Tourism Council (2014)

- The total contribution of Travel & Tourism⁶ GDP was 14.8% in 2013 and is expected to grow by 5.2% to 15.0% in 2014.
- It is forecast to rise by 7.6% pa by 2024 (22.2% of GDP).

⁵ Office of the President, undated, NDP 4

⁶ Travel and Tourism also includes Hospitality

Figure 4: Total contribution of tourism to employment to the Namibian GDP



Source: World Travel and Tourism Council (2014)

- The total contribution of Travel & Tourism to employment was 103 500 jobs in 2013 (19.4% of total employment).
- This is forecast to rise by 7.1% in 2014 to 110 500 jobs (19.4% of total employment).
- By 2024, Travel & Tourism is forecast to support 205 000 jobs (25.8% of total employment), an increase of 6.3% pa over the period⁷.

1.6 GOVERNMENT PRIORITIES

- The *National Human Resources Plan 2010 – 2025 (NHRP)*⁸ specifically targets sectors with high potential for employment growth such as tourism, livestock farming, fishing, manufacturing and mining. Planning for these sectors' labour demands involves not only matching skills training with actual jobs, but also integrating initiatives acknowledging the role small, medium and micro enterprises (SMMEs) play in job creation.
- *Vision 2030*⁹ seeks to advance sustainable management of wildlife and tourism for the social and economic well-being of the people as well as access to productive resources such as land and capital.

⁷ World Economic Forum Travel and Tourism Competitiveness Index, 2014

⁸ Office of the President, The National Human Resources Plan 2010 – 2025

⁹ Office of the President, 2004, Vision 2030

- Tourism is one of several sectors of the economy that has been explicitly highlighted as deserving particular attention if the priorities of the ***National Development Plan 4*** (NDP4)¹⁰, namely: employment creation; increase income equality; and high and sustained economic growth are to be achieved.
- The key focus areas of the ***Tourism Human Resources Strategy 2011***¹¹ include: enhancing initial education and training in the tourism related areas, upskilling the existing tourism workforce and building more effective partnerships and improving communication.
- ***The National Policy on Tourism for Namibia 2008***¹² aims to provide a framework for the mobilisation of tourism resources to realize long term national goals articulated in Vision 2030 and the National Development Plan 4.
- ***The National Tourism Growth and Development Strategy***¹³ aims to create sustainable economic growth, reduced income inequalities, employment creation, poverty reduction and promotion of economic empowerment. Further, it aims to transform Namibia into the most competitive destination in Africa.
- ***Tourist Investment Promotion and Profile Strategy***¹⁴ aims to attract investment to Namibia as a tourist destination and an ideal location for investment.
- The Ministry of Environment and Tourism has drawn-up the ***Community-based Tourism Policy***¹⁵. The policy explores ways in which communities can benefit from the tourism sector to promote social and economic development and conservation in communal areas.

1.7 ROLE OF THE PRIVATE SECTOR

Namibia's burgeoning private T&H enterprises drive the sector, whilst the role of government is essentially to support the growth of the sector by regulating the sector, removing obstacles, supporting enterprises and providing incentives.

The Federation of Namibian Tourism Associations (FENATA) came together in 1992 to represent private sector tourism associations in Namibia. FENATA is an umbrella organisation, which represents the different tourism products in Namibia, including car hire, accommodation facilities, the tour operators, professional hunters, community-based tourism enterprises, tourism products within Communal Conservancies, travel agents, tour guides, protected desert areas and businesses selling commodities to tourists.¹⁶

¹⁰ Office of the President, undated, NDP 4

¹¹ Namibia Training Board, Tourism Human Resources Strategy for Namibia, May 2011

¹² Ministry of Environment and Tourism, National Policy on Tourism for Namibia, December 2008

¹³ Republic of Namibia, Ministry of Environment and Tourism, The National Tourism Growth and Development Strategy

¹⁴ Republic of Namibia, Ministry of Environment and Tourism, Tourist Investment Promotion and Profile Strategy

¹⁵ Ministry of Environment, Community Based Tourism Policy for Namibia

¹⁶ FENATA, Feb. 2015, <http://www.fenata.org/>

FENATA unites these tourism product providers into one active constituency to develop the sector, earn greater profits and provide more jobs and opportunities for our citizens. FENATA offers government and the industries in Namibia a single focal point within the tourism sector for the critical exchange of information and assistance.¹⁷

FENATA's objectives are to:

- work with the Ministry of Environment and Tourism on the issues concerning conservation, biodiversity, national parks, wildlife and long-term strategic planning for tourism development;
- lobby the government of Namibia on tourism related issues for the proper running of tourism structures, bodies and institutions within the country;
- work closely with the Namibian Tourism Board and the Directorate of Tourism in the common interest and mutual benefit of all those involved in the tourism sector in Namibia;
- promote the interest of members and to generate understanding among the general public on all issues related to tourism; and
- serve as a forum where different sectors of the tourism industry can come together, discuss special interests, make requests for mutual support, focus on shared problems and develop sector-wide, collective solutions.¹⁸

1.8 STATE OF SKILLS DEVELOPMENT

During workshops with stakeholders, concerns were expressed regarding the progress made by the sector with respect to skills development. There is a view that although progress has been made by the NTA over the last 5 years, there is still much that should be done.

A further concern expressed by the sector is that in another 5 years *“we must not be where we are today”*.¹⁹

With this in mind, it is necessary to analyse what has, and has not been done to promote skills development in the sector.

Some of the positive developments that have taken place include, but are not limited to, the following:

¹⁷ FENATA, Feb. 2015, <http://www.fenata.org/>

¹⁸ FENATA, Feb. 2015, <http://www.fenata.org/>

¹⁹ Stakeholder comment, Group discussion, 14 January 2015.

1	An Industry Skills Committee (ISC) is established and fully operational for the T&H industry.
2	Most unit standards for T&H are registered on the NQF. All unit standards, except the new ones for tour guiding, have already been reviewed. With NQF Level 2 occupations, trainees are not employable as they had too few skills. This was addressed in the qualifications' review.
3	An occupational mapping exercise for the sector was undertaken successfully in 2010.
4	An industry workshop was held in 2011 with T&H stakeholders. It identified the following skills development priorities: <ul style="list-style-type: none"> ▪ Foundation Qualification (level 1) ▪ Chefs and Cooks (levels 1-5) ▪ Housekeeping (levels 1-2) ▪ Front Office/Reception/Admin Clerk (levels 2/3) ▪ Tour Guides (levels 2/3) ▪ Waiters/Bar-keepers (levels 2/3) ▪ Handyman (levels 1-2) ▪ Shuttle Drivers (levels 1-2) ▪ Rangers (levels 3-4) ▪ Tour Operators/Consultants/Reservations Consultants (levels 2-5)
5	An action plan has been drawn up on required qualifications, standards, assessment tools and instruments.
6	The NTA drafted a job attachment policy, RPL policy and RPL guidelines.
7	A SSP is being developed outlining actions for the next 5 years.
8	A pilot project for RPL of tour guides was completed in 2014 using the CBET approach. To build a pool of mentors and assessors for RPL, 40 assessors were trained in 2013 in RPL Practices and how to facilitate the preparation and presentation of evidence for assessment. Of the 68 tour guides who were assessed, 62 (91.2%) were competent. Hospitality Level 2 (52 learners) and Level 3 (43 learners). National Vocational Certificates (NVC) were issued to successful candidates.
9	The VET Levy is implemented with expected rebates in 2015.
10	A number of new training providers are registered to offer NQF unit standards and qualification in the sector. However, as newcomers they need to build up a good reputation to win the support of the employers.
11	A major development is that T&H will be included in the school curriculum (Grade 5 to 12) from 2016. The NTA is on a consultative footing with the National Institute for Educational Development, who are developing the vocational curriculum for primary education. This will ensure good and proper articulation between school level and further vocational training.

However, notwithstanding progress, areas of concern indicating a lack of progress include, but are not limited to the following:

1	A major obstacle to upskilling the entire T&H workforce is the dichotomy that exists between
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	<p>institution-based training and work-based training. The NQF system has tended to show a strong bias towards the former. As a result “buy-in” from employers have not reached expectations.</p> <p>The fundamental problem is that national qualifications must be accessible to employers and employees in the sector who are unable to take time off work for institution-based training. There is an urgent need to remodel parts of the NQF system so that training and assessment towards national qualifications can take place in the work environment.</p> <p>When small and medium-sized employers can train and assess to national standards in the workplace, the T&H workforce will be transformed. This is an area that requires a comprehensive research study.</p>
2	There is a need for a dual track accreditation process which gives recognition to itinerant, mobile and workplace-based training providers. The accreditation and registration process should be simplified.
3	The process of developing unit standards and qualifications is very slow and resource-intensive. It should be fast-tracked.
4	There has been little progress with the training of assessors, moderators and verifiers and their registration on a national database, although an Action Plan was drawn up in 2011.
5	Currently, there is no recognition for short courses (although a draft policy is out for public comment).
6	Unit standards leading to a qualification for Tourism Consultants needs to be finalised. Unit standards leading to a qualification for Handyman (Maintenance Technician) should be prioritised. The latter occupation should fall within the scope of coverage of T&H. There is a need for a qualification for Community Game Guards (13 unit standards have been developed).
7	There is a lack of research on training in the sector. There is no data on how employees, managers and owner managers are trained; the types of training taking place; the frequency of training; the skills competencies of employees and managers; skills gaps; numbers of employees certified; and the institutions conducting training.
8	Although there is a draft job attachment policy, implementation is lacking.
9	Most of the enterprises in the sector are small to medium-sized enterprises, without training infrastructure and training expertise. There is a need for train-the-trainer, assessor, moderator and RPL training.
10	Although several training providers are accredited to offer VET level programmes for the sector, there is a view that these providers lack credibility in the sector. Programmes tend to lack a workplace training and assessment component, which is critical to gain competencies.
11	An assessment policy has yet to be developed.
12	There is a need for aggressive marketing by the NTA of their activities, offerings and programmes.
13	There is no formal provision for traineeships and apprenticeships.
14	There is a lack of data across the public, parastatals and private sectors on trainee enrolments, throughputs and graduate rates.
15	Managers and owner-managers in the sector are also in need of training. Very little training is taking place in a key area – customer service.

16	There should be a stronger focus in qualifications on English language proficiency and numeracy skills for employment in the T&H sector.
17	There should be a stronger focus in qualifications of the geography of Namibia and its tourism products. Currently, the focus is mainly on international tourism concepts without applying them to the Namibian context.
18	Training manuals for all unit standards in all levels are needed. There is also a need for a range of short courses.
19	Lack of recognition for accredited in-house training.
20	Geography of Namibia means it is not affordable for staff to attend training institutions.
21	Lack of customer service culture is a serious problem.

1.9 KEY ISSUES FOR CONSIDERATION

The following key issues are going to be considered in the SSP:

1.9.1 Creating a well-trained workforce

Need: Namibia requires a well trained workforce to grow the T&H sector. A well-trained workforce is essential for job creation, competitiveness and the sustainability of the sector.

Skills Gaps: It is widely recognised that there are considerable skill gaps and skill shortages in the sector. The most frequent skills gaps relate to maintenance, guest relations, food preparation staff, housekeeping staff, guides, food and drink service staff, administration and supervisors and professional managers²⁰.

Employers often recruit unskilled staff to fill front-line vacancies as skilled staff is not available. This has an inevitable impact on the quality of the visitor experience and the success of the enterprise.

Consultations at workshops highlighted the following as areas of greatest concern:

- customer service skills;
- maintenance skills;
- gardening skills;
- administration and finance skills;
- culinary skills;
- guiding skills; and
- management skills.

²⁰ MET, National Sustainable Tourism Growth Strategy (Draft), 07 July 2014

Other skills deficit areas included:

- English language/communication skills;
- hospitality skills;
- IT skills;
- destination knowledge;
- foreign language skills, especially for tour guides;
- coaching and mentoring skills;
- organisation of events and facility management;
- reservations/bookings;
- data management and research functions;
- tour guiding skills;
- understanding of international customer needs and expectations; and
- professional, knowledgeable guides are critical to delivering quality tourism experiences. Aside from tour operators, there are few formal system in place for training and certifying tour guides.

Training Providers: The number of trainees actually achieving national qualifications is very low, primarily because there are few institutions accredited to deliver them, and teaching and other learning resources are very limited in public sector institutions. Many employers express concern that implementation of the new VET system has made slow progress. Overall, current output does not meet current needs, and the skill deficit situation is likely to worsen unless action is taken to increase output.

Limitations: Issues limiting progress include the following:

- There is a perception in the sector that many of the tourism programmes at VET institutions are not producing employable candidates.
- There is a shortage of appropriately qualified and experienced instructors, assessors and moderators.
- Registered Vocational Training and Education providers have relatively poor equipment, particularly for chef training, and have very limited operational budgets.
- Training providers use IT resources mostly to support IT courses, rather than on tourism courses.
- The new NTA system favours delivery in training centres, which is hampering outreach delivery in rural areas.
- The planned system for the Recognition of Prior Learning (RPL) has not yet been implemented.
- A number of institutions do not have the resources to become accredited by the NQA and registered by the NTA. They are therefore not eligible for NTA support.
- It is difficult for potential students and employers to access information on, and assess the quality and relevance of training programmes offered at registered training providers.

Staff development: There is a need to encourage establishments to commit their own resources to formally train, improve, and recognise the skills of employees, rural partners and new entrants to the sector. It further requires staff to have a clear understanding and knowledge of the environmental issues and management approaches being implemented by the establishment.

1.9.2 Small Medium and Micro-sized Enterprises

The Namibian T&H sector is poised for growth over the next decade. However, the backbone of this growth is SMMEs which make up a large part of the sector.

Tourism employers play a very significant part in providing learning and development opportunities. This provision ranges from on-job training to sponsorship of employees to complete external guide training programmes, short in-house or external training courses to support employees to gain academic or professional qualifications. For many employees, the only vocational training they receive is organised and funded by their employers.

Many employers, particularly smaller operators, are relatively ill-equipped to deliver high quality training. They do not have training skills or easy access to appropriate training materials, and find it difficult to find time to deliver training.

Larger operators are normally able to offer comprehensive employee training programmes, primarily using internal resources. However, SMMEs often struggle to provide high quality training to their employees, and would clearly benefit from more support.

The geography of Namibia and the location of tourism enterprises makes it difficult for many staff to attend courses at training establishments, and there is little enthusiasm among employers for distance learning.

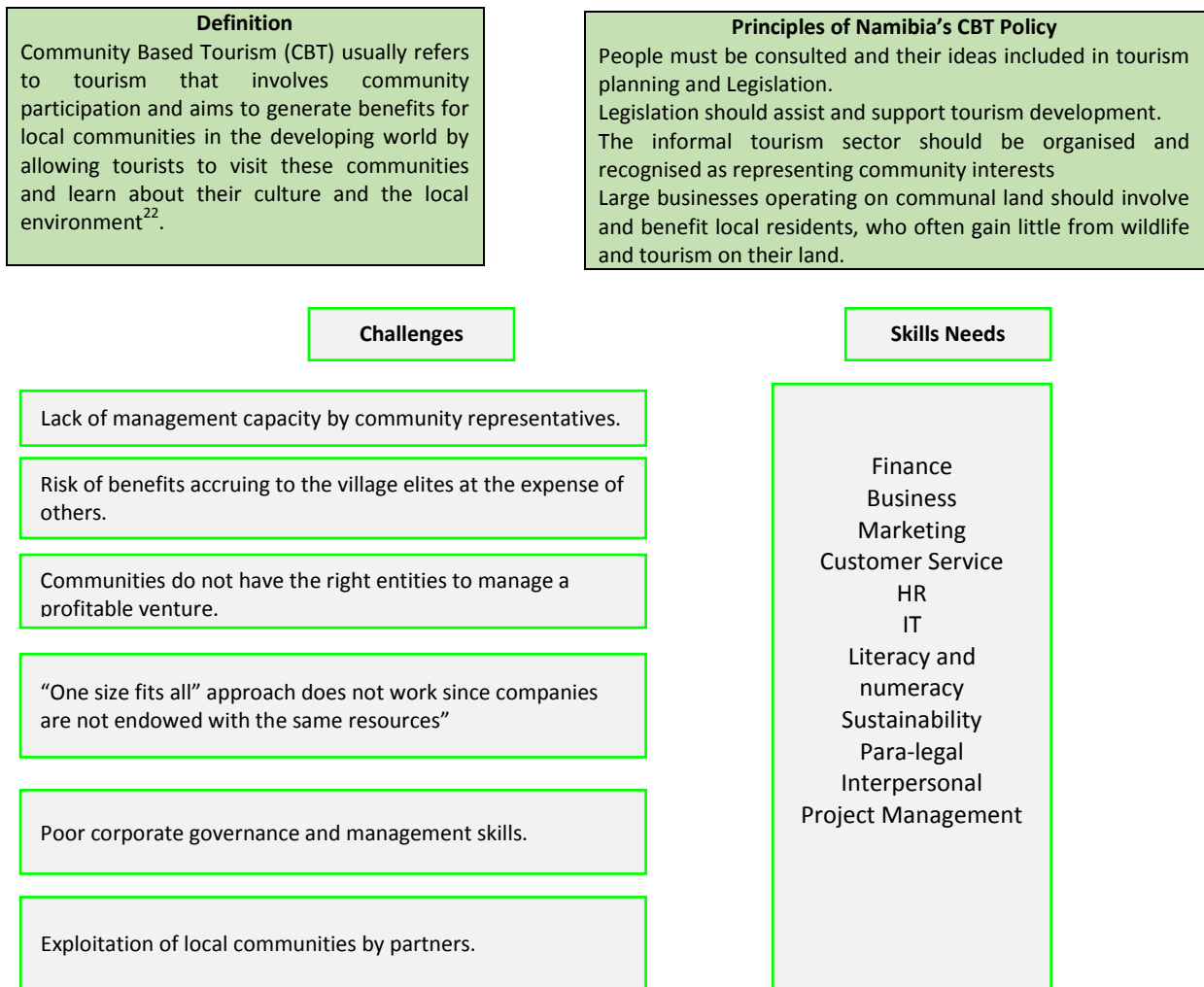
Supporting and strengthening SMMEs to develop products, experiences, and improve quality of tourism service delivery, bringing them in-line with globally competitive tourism standards is a necessity²¹.

1.9.3 Community-Based Tourism

There is thus a need for support programmes for SMMEs, implementation of the Concessions Policy in favour of Black Economic Empowerment tourism enterprises and their partners (investors and business operators), tangible support for communal conservancies that have tourism potential and increasing business opportunities for rural tourism enterprises.

²¹ Commonwealth Secretariat. May 2011. Tourism Human Resource Strategy for Namibia.

Figure 5: Community Based Tourism in Namibia



Source: Ministry of Environment and Tourism, Community Based Tourism Policy for Namibia

Need for Community Game Guards: community game guards play a critical role in the sustainable development and viability of conservancies (through basic environmental management practices that leads to an increasing wildlife population and the preservation of the natural environment / habitat). The work of the community game guards is therefore the basis for all tourism initiatives undertaken by conservancies in the Community Based Natural Resource Management Programme.

With the continuous development of conservancies and the implementation of management structures through conservancy committees, the value of community game guards was being overlooked. A need was identified to recognise the skills of community game guards through an accreditation process.

²² Community Based Tourism: Critical Success Factors , Lucchetti & Xavier , 27 June 2013

Commissioned by the Millennium Challenge Account, the Conservancy Development Support Services piloted a community game guard accreditation programme through the development of assessment material. The assessment material identified twelve competencies that describe the job skills specific to community game guards.

In addition, supporting material has been designed and produced to identify community game guards that have successfully completed the competencies i.e. the community game guard badges, certificates and community game guard barometer boards that indicate the specific conservancy's level of skilled game guards employed.

1.9.4 Image of Sector

The sector has an image problem among young people leaving school – and among the adult population in Namibia. This poor image then results in the T&H sector failing to attract high calibre recruits.

The image problems were compounded by very limited career guidance about tourism opportunities being available to young people leaving school. Poor career guidance also resulted in students starting T&H courses with very little understanding of the T&H sector and employment within it²³.

1.9.5 Recognition of Prior Learning (RPL)

There is a large number of employers in the sector who have gained knowledge and skills through work experience and non-formal learning, but are not recognised for their knowledge and skills because they are not certified.

In 2011, the National VET RPL Policy was approved by the NTA opening a way for employees to obtain credits towards unit standards or full qualifications through the non-traditional route of RPL. This is part of government's commitment to recognise and develop the skills of all Namibians to address mismatches in labour supply and demand. It is also a part of National Strategy to improve the value of all qualifications. It suggests a prima facie case for RPL and the VET system to be the centre of the RPL endeavour²⁴.

In the T&H sector the first pilot programme was undertaken and candidates were assessed through RPL. For 2016, the full implementation for the T&H sector is planned.

²³ MET, May 2011, Tourism Human resources Strategy for Namibia.

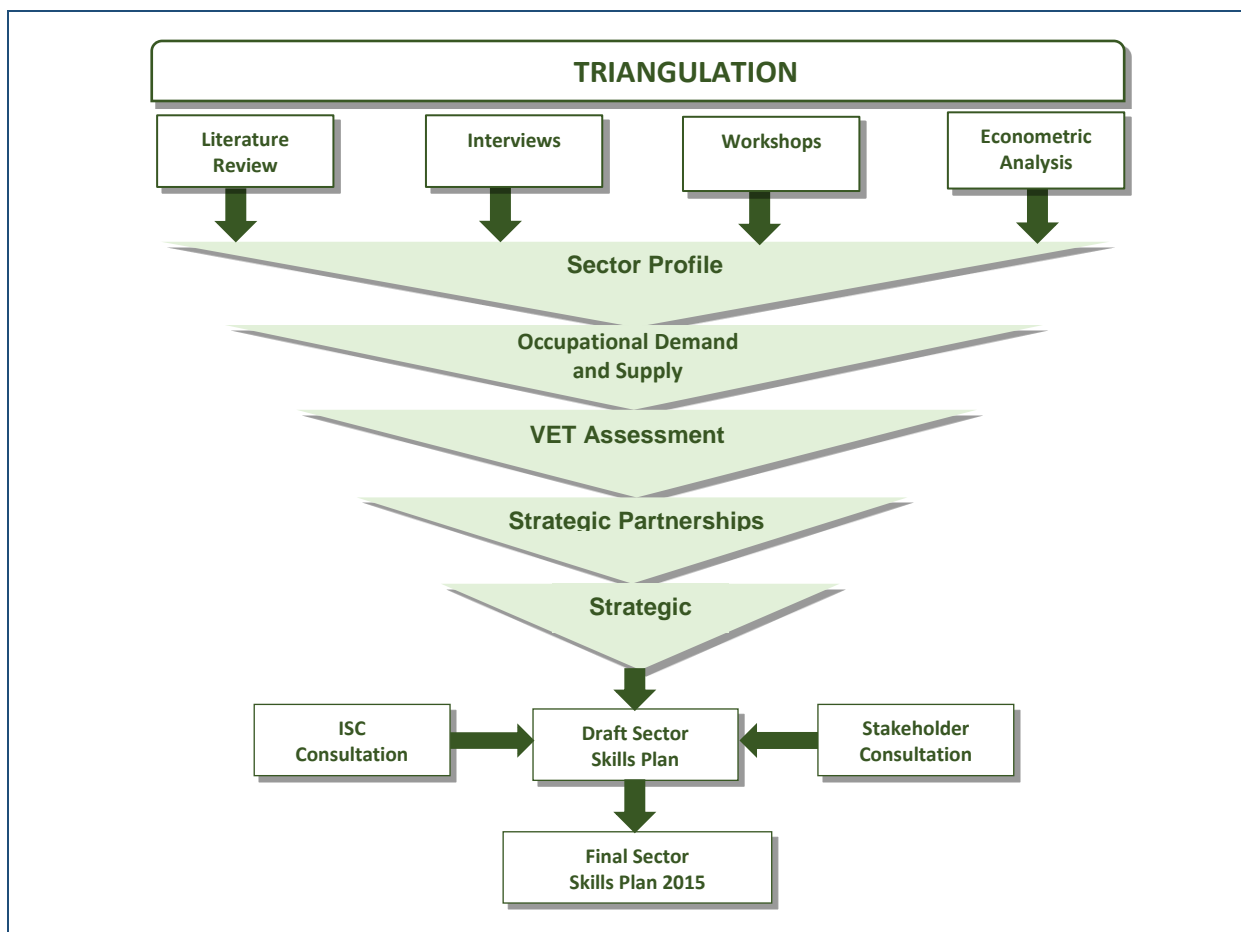
²⁴ NTA. August 2011. Policy for recognition of RPL within the VET system.

1.10 RESEARCH DESIGN AND METHODOLOGY

A well-considered research design, using appropriate methods, is essential to identify and anticipate occupational shortages in designated industries. The design is based on a mixed method approach, which brings together different research methods. This approach uses qualitative and quantitative research techniques. The chosen method was intended to 'triangulate' different information sources to identify occupational skills shortages. This ensures the credibility and legitimacy of the SSP.

The research design is set out as follows:

Figure 6: Research Design



- Multiple data sources were used in order to identify occupational shortages and skills gaps in the labour market.
- Information was gathered on the occupational labour market, demand and supply of occupations, skills gaps, VET assessment and strategic partnerships to develop a strategic plan for the sector.
- Stakeholder consultations took place at all stages in the SSP development cycle.

2. SKILLS DEMAND

2.1 INTRODUCTION

This SSP focuses on occupations that fall within the VET band (NQF levels 1 to 4). Although NQF levels 5 to 10 relate to HET, NQF Level 5 is generally a grey area which overlaps between HET and VET.

2.2 OCCUPATIONS IN DEMAND

From discussions at workshops and small group discussions, the following occupations were identified as in demand by the sector.

T&H-specific qualifications are as follows:

NQF LEVEL	HOSPITALITY & TOURISM PROGRAMMES	POSSIBLE OCCUPATIONS
1	Short course: unit or non-unit standard based (offered in-house)	Cleaners Housekeeping Assistant Gardener Porter
2	National Vocational Certificate (NVC): T&H - Food and Beverage Service Operations NVC: T&H - Food Preparation	Bar Attendant Cook Waiter
	Short course (offered in-house)	Shuttle Driver (Guide)
	NVC: T&H - Housekeeping & Laundry Operations	Housekeeper
	NVC: T&H - Front Office Operations	Front Office Operator
3	NVC: T&H - Tour Guiding	Tour Guide
	NVC: T&H - Food & Beverage Service Operations NVC: T&H – Food Preparation	Barman Cook Waiter
	NVC: T&H– House Keeping & Laundry Operations	Housekeeping Supervisor
	NVC: T&H – Front Office Operations	Front Office Supervisor
4	Certificate in Travel & Tourism	Travel Consultant Small Tour Operator
5	Diploma in Travel & Tourism Certificate of Administration: Small Business Management	Travel Agency Manager Operations Manager Small Tour Operator Owner Manager
	13 unit standards	Community Game Guard

Trade-related qualifications (non-specific) used by the sector are as follows:

NQF Levels	TRADE-RELATED PROGRAMMES	POSSIBLE OCCUPATIONS
1	NVC: General Construction (Plumbing) NVC: General Construction (Bricklaying) NVC: Automotive Engineering (Automotive Mechanics L1) NVC: Metal Fabrication L1 <i>Note: Unit standards from the above programmes should be selected</i>	Assistant Handyman (Maintenance Technician)
2	NVC: General Construction L2 (Plumbing) NVC: General Construction (Bricklaying & Plastering) L2 National Technical Certificate (NTC): Bricklaying/Plastering NTC : Carpentry/Joinery NTC : Diesel/Petrol Mechanic NTC : Electrician NVC: Automotive Engineering (Automotive Mechanics) L2 NVC: Metal Fabrication L2 <i>Note: Unit standards from the above programmes should be selected</i>	Handyman (Maintenance Technician)
3	NVC: General Construction L3 (Plumbing) NVC: General Construction (Bricklaying) L3 (Bricklaying and Plastering) NVC: Automotive Engineering (L3) <i>Note: Unit standards from the above programmes should be selected</i>	
4	NVC: General Construction L4 (Plumbing) Certificate in Electrical Installation L4 <i>Note: Unit standards from the above programmes should be selected</i>	Maintenance Supervisor Maintenance Manager

- It is interesting to note that the occupation Handyman is a career in its own right. Internationally, there is a demand for people that are multi-skilled in this occupation. They command good hourly rates. It is also a cross-sectoral occupation, in addition to offering individuals an opportunity to start up their own businesses.
- The majority of enterprises in the sector are small and are located in remote areas; they require a skilled Handyman.
- A Handyman can progress to a Maintenance Supervisor and Maintenance Manager in middle and large establishments.
- Although there are no specific qualifications for a Handyman, individual unit standards in other qualifications can be used to develop a Handyman qualification(s).

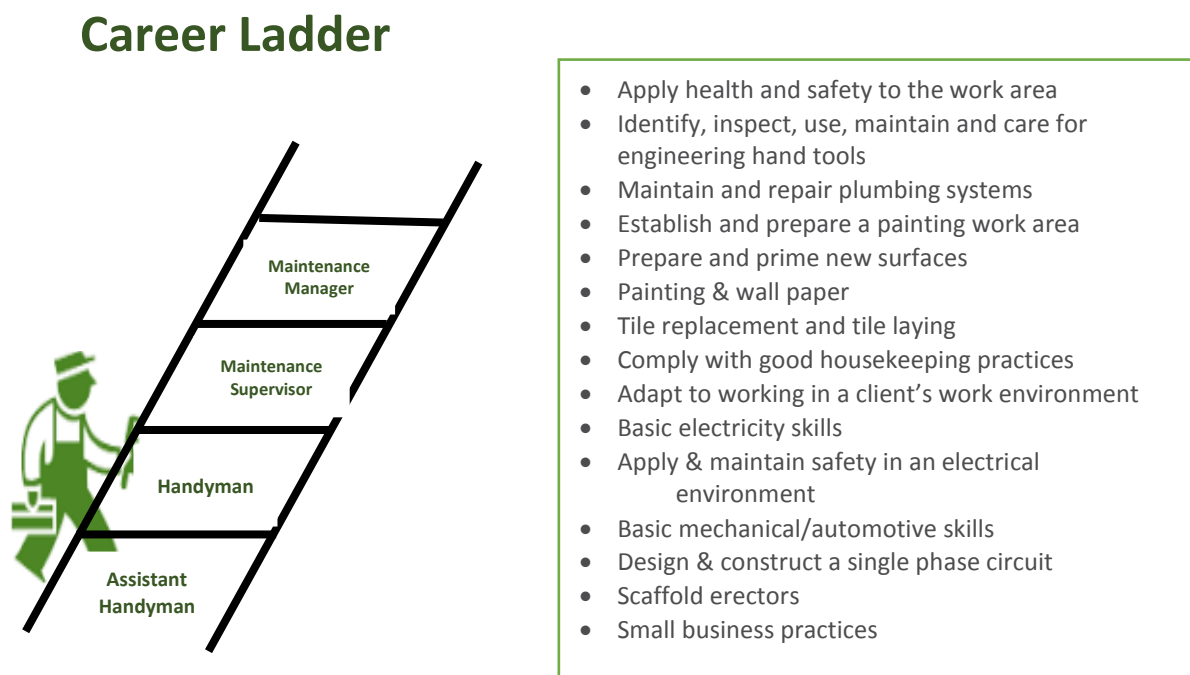
2.3 HANDYMAN

There is a dire need for Handymen in the T&H sector in Namibia.

A **Handyman** is a person that performs maintenance in and around the establishment / house / business premises and on equipment. These responsibilities can vary from quick repair jobs to highly skilled tasks. In some cases, especially in certain work related instances, a Handyman may need specified training to gain the skills necessary to maintain the equipment that may be in use at the business premises.

A good Handyman will be a 'jack-of-all-trades'. He/she will be able to use a wide variety of hand tools, both electrical and manual to complete the task at hand to the specifications and standards of their workplace. A Handyman should always adhere to health and safety regulations, this will protect not only the Handyman but also any other people that might be put at risk if a job has not been correctly and safely completed.

Figure 7: Career Ladder for the occupation Handyman



"In a lodge set-up, relatively far away from any large towns, many employees are "jack of all trades" - meaning, that they are multi-tasked. For example, it is not feasible to employ a full-time electrician or plumber, thus maintenance employees would fulfil those tasks as far as they can" (Stakeholder Comment)

- There is a dire need for skilled Handymen in the T&H sector.
- Qualifications/unit standards should be specifically designed for people who work in the sector.
- Most of the training and assessment should be on-the-job.
- This occupation offers trainees opportunities to move to higher level positions or establish their own businesses.

2.4 CAREER PATHWAYS

The following occupational clusters should be considered by the sector for development, leading to careers and making the sector attractive for employment:

Figure 8: Career Pathways in the T&H sector

FOOD AND BEVERAGE CAREER PATHWAYS	
Making, selling, and serving food and beverages to the public, including services by restaurants, catering, and food providers, and other recreational and entertainment venues.	
POSSIBLE CAREER OPTIONS	
<ul style="list-style-type: none"> • Restaurant Owner • Host/Hostess • Chef • Kitchen Manager 	<ul style="list-style-type: none"> • Food Service Supervisor • Food & Beverage Manager • Bakers
LODGINGS CAREER PATHWAYS	
Providing sleeping space to guests for a fee in facilities such as hotels, bed and breakfasts, hostels, campgrounds, resorts, and ships.	
<ul style="list-style-type: none"> • Market and sell lodging services • Maintain facilities 	
POSSIBLE CAREER OPTIONS	
<ul style="list-style-type: none"> • Front Office Manager 	<ul style="list-style-type: none"> • Lodging Owner/Franchisee • General Manager
EVENTS CAREER PATHWAYS	
Planning, organising, and implementing special events.	
POSSIBLE CAREER OPTIONS	
<ul style="list-style-type: none"> • Events co-ordinator • Events Manager 	<ul style="list-style-type: none"> • Conference Organiser
TRAVEL MANAGEMENT CAREER PATHWAYS	
Planning, organising, and facilitating travel from one location to another for leisure or business away from home.	
<ul style="list-style-type: none"> • Market, promote, coordinate, and sell travel services • Provide transportation services 	
POSSIBLE CAREER OPTIONS	
<ul style="list-style-type: none"> • Sales/Marketing Manager • Travel Agency Manager 	<ul style="list-style-type: none"> • Travel Agent

The following top up skills are needed in the sector:

Figure 9: Top Up Skills needed in the T&H sector



3. SKILLS SUPPLY

3.1 INTRODUCTION

This section examines the supply of skills to the sector. The purpose of this section is to determine the adequacy of skills supply to the sector in the context of skills demand considerations.

The following is a list of training providers that offer T&H training (VET + HET) in Namibia:²⁵

Name of training provider	Programme	Accredited by NQA	Registered by NTA
DAPP (Development Aid from People to People) Vocational Training School OUTAPI	<ul style="list-style-type: none"> National Vocational Certificate in Hospitality and Tourism (Level 2) (Front Office Operations) National Vocational Certificate in Hospitality and Tourism (Level 2) (Housekeeping Operations) National Vocational Certificate in Hospitality and Tourism (Level 2) (Food and Beverage service Operations) National Vocational Certificate in Hospitality and Tourism (Level 2) (Food Preparation) 	Yes	
International University of Management (IUM), Windhoek	<ul style="list-style-type: none"> Certificate of Administration: Travel, Tourism and Hospitality NQF Level 5 Higher Certificate: Travel, Tourism and Hospitality NQF Level 6 Higher Diploma: Travel, Tourism and Hospitality NQF Level 7 Bachelor Honours Degree in Travel and Tourism management NQF Level 8 	Yes	Yes
International Training College – Lingua Consultancy Services (ITCL) Windhoek	<ul style="list-style-type: none"> Certificate in Travel & Tourism (Level 4) Diploma in Travel & Tourism (Level 5) Diploma in Travel & Tourism (Level 6) 	Yes	
Monitronic Success College, Windhoek	<ul style="list-style-type: none"> Diploma in Travel, Tourism and Hospitality Management(Level 5) Diploma in Travel, Tourism and Hospitality Management(Level 6) 	Yes	Yes
Namibian Academy for Tourism and Hospitality(NATH), Windhoek	<ul style="list-style-type: none"> National Vocational Certificate in Hospitality and Tourism (Level 3) Tour Guiding 	Yes	Yes
National Youth Service (NYS), Windhoek	<ul style="list-style-type: none"> National Vocational Certificate in Hospitality and Tourism (Food Preparation) Level 2 National Vocational Certificate in Hospitality and Tourism (Food and Beverage Service 	Yes	Yes

²⁵ Source: NQA, list of accredited institutions in Namibia, 11 November 2014 and NTA, list of registered training providers as February 2015.

	Operations) Level 2		
Triumphant College, Windhoek	<ul style="list-style-type: none"> • Certificate: Travel and Tourism (IOCM) Level 4 • Diploma: Tourism and Business (IOCM) Level 5 • Advanced Diploma: Tourism and Business (IOCM) Level 6 	Yes	Yes
Wolwedans Foundation Trust, Windhoek	<ul style="list-style-type: none"> • National Vocational Certificate in Hospitality – Food & Beverage Service Operations (Level 2) • National Vocational Certificate in Hospitality – Food & Beverage Service Operations (Level 3) • National Vocational Certificate in Hospitality – Food Preparation (Level 2) • National Vocational Certificate in Hospitality – Food Preparation (Level 3) • National Vocational Certificate in Hospitality – Front Office Operations (Level 2) • National Vocational Certificate in Hospitality – Front Office Operations (Level 3) • National Vocational Certificate in Hospitality - House Keeping & Laundry Operations (Level 2) • National Vocational Certificate in Hospitality – House Keeping & Laundry Operations (Level 3) 	Yes	Yes
Zambezi VTC	<ul style="list-style-type: none"> • National Vocational Certificate in Hospitality and Tourism (Level 2) (Food Preparation) • National Vocational Certificate in Hospitality and Tourism (Level 3) (Food and Beverage Service Operations) 	Yes	Yes
Althea's Business and Community Training Centre, Windhoek	<ul style="list-style-type: none"> • National Vocational Certificate in Hospitality – Food & Beverage Service Operations (Level 2) • National Vocational Certificate in Hospitality - House Keeping & Laundry Operations (Level 2) 	No	Yes
Institute of Open Learning (IOL), Windhoek	<ul style="list-style-type: none"> • Certificate of Administration: Travel, Tourism and Hospitality NQF Level 5 • Higher Certificate: Travel, Tourism and Hospitality NQF Level 6 	No	Yes
Katutura Community College, Windhoek	<ul style="list-style-type: none"> • Diploma: Travel and Tourism and Marketing (LCM) 	No	Yes
Marco Mpollo Vocational Training Centre	<ul style="list-style-type: none"> • National Vocational Certificate in Hospitality & Tourism (Food and Beverage Services) Level 2 	No	Yes
African Hospitality & Tourism	<ul style="list-style-type: none"> • National Vocational Certificate in Hospitality & Tourism (Level 2) (Accommodation Services) • National Vocational Certificate in Hospitality & Tourism (Level 2) (Food & Beverage 	No	Yes

	<ul style="list-style-type: none"> Services) • National Vocational Certificate in Hospitality & Tourism (Level 3)(Front Office Operations) • National Vocational Certificate in Hospitality & Tourism (Level 3) (Housekeeping Operations) • National Vocational Certificate in Hospitality & Tourism (Level 3) (Food & Beverage Operations) • National Vocational Certificate in Hospitality & Tourism (Level 3) (Core Commercial Cookery Skills) • National Vocational Certificate in Hospitality & Tourism (Level 4) (Advanced Commercial Cookery Skills) 		
Kambaku Hospitality College	<ul style="list-style-type: none"> • National Vocational Certificate in Hospitality & Tourism (Level 2) (Accommodation Services) • National Vocational Certificate in Hospitality & Tourism (Level 2) (Food & Beverage Services) 	No	Yes

3.2 SUPPLY-SIDE CHALLENGES IN THE SECTOR

Actions to address the fundamental issues of human resource development as defined in the *National Tourism Growth Strategy* (July 2014)²⁶ and the *Tourism Human Resource Strategy for Namibia* (2011)²⁷ need to continue to be pursued in the drive for service excellence. Among them are:

- Ensuring that the range of tourism qualifications on the NQF meets the needs of the T&H industry;
- Increasing the capacity of Vocational Training Providers to deliver T&H qualifications on the NQF;
- Increasing the number of chefs by boosting participation in food preparation and presentation training;
- The promotion of tourism career opportunities in an appealing way;
- Strengthening the links between stakeholders in T&H skills development;
- Developing a career path guidance manual for the T&H sector to be distributed to all schools and employers;
- Developing a curriculum with all stakeholders to address the special needs of the T&H sector;
- Introduction of practical training for all programmes; and

²⁶ Ministry of Environment & Tourism. 2014. National sustainable growth strategy. 07 July: Government of Namibia.

²⁷ Namibian Tourism Board. 2011. Tourism HRD. NTB.

- Increasing efforts to institutionalise recognition or prior learning in the various T&H subsectors, e.g. tour guides and cooks;
- Training Providers should offer RPL training.

Many employers express concern that implementation of CBET has made slow progress. Overall, current output does not meet current needs, and the skill deficit situation is likely to worsen unless action is taken to increase output.

There is a perception in the T&H sector that many of the tourism programmes at the tertiary training institutions are not producing employable candidates. The Ministry of Education might consider redesigning the curricula and/or scrapping certain programmes so that scarce resources are not wasted. This should be done in consultation with the sector to ensure that the proposed curriculum responds to the relevant needs of the sector.

With every course that is offered, the tertiary institutions should consider how these courses will contribute to the employability of the students. Would the courses strengthen the skills of students while working? Are the courses providing knowledge and experience that employers need? Are the employers being asked their opinions and input on the courses? The latter is essential to a successful and sustainable programme. If a student can move directly from graduation into a job and not require much additional training, then the institutions programme has succeeded.

4. SKILLS DEVELOPMENT CHALLENGES AND ACTIONS

4.1 INTRODUCTION

Based on the findings of section two (Skills Demand) and section three (Skills Supply), this section outlines skills development priorities for the sector. There are a myriad of challenges facing the sector which will be too numerous to mention. Therefore, the emphasis in this section is to focus on priority skills development challenges.

4.2 VET LEVY

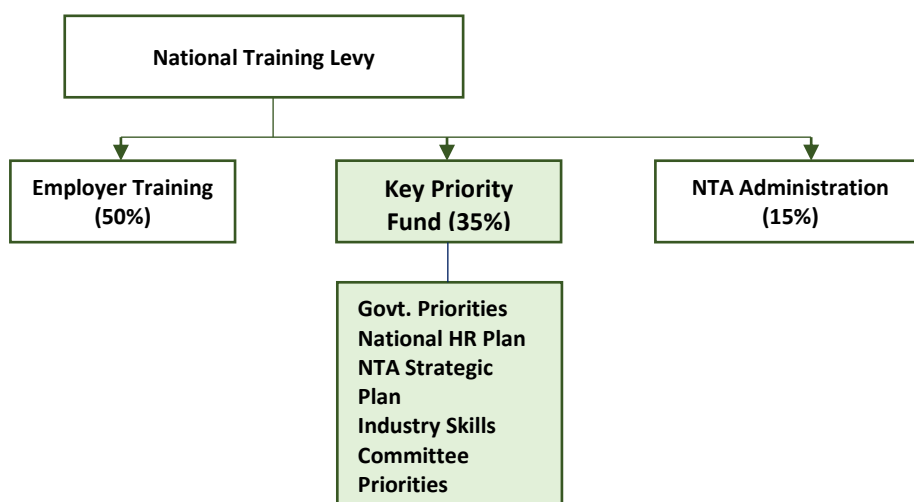
The *VET Act 2008* makes provision for the establishment of a National Training Fund (NTF) which imposes a training levy of 1% on employers' total payroll. Employers operating within the borders of Namibia with an annual payroll of N\$ 1 million or more are subject to the payment of the levy.

The fund may only be applied to *Section 26 of the Act*:

- Provide financial and technical assistance;
- Fund VET programmes and projects;
- Fund expenditure incurred by the NTA in the performance of its functions;
- Fund any other expenditure by the NTA or the Board in performing its functions; and
- Fund any other expenditure authorised by the Act.

The NTF works as follows:

Figure 10: National Training Fund in Namibia



- Employers pay levies of 1% annually.

- Employers are reimbursed 50% of their payroll on submission of training evidence in April.
- All unclaimed employer training monies and 35% of National Training Levy are apportioned to the Key Priority Fund (KPF) for sector skills priorities.
- This SSP will inform the KPF to improve the skills base and productivity of the sector.
- Employers are expected to use their employer training levy wisely to benefit employees, since the KPF is earmarked for projects sector-wide.

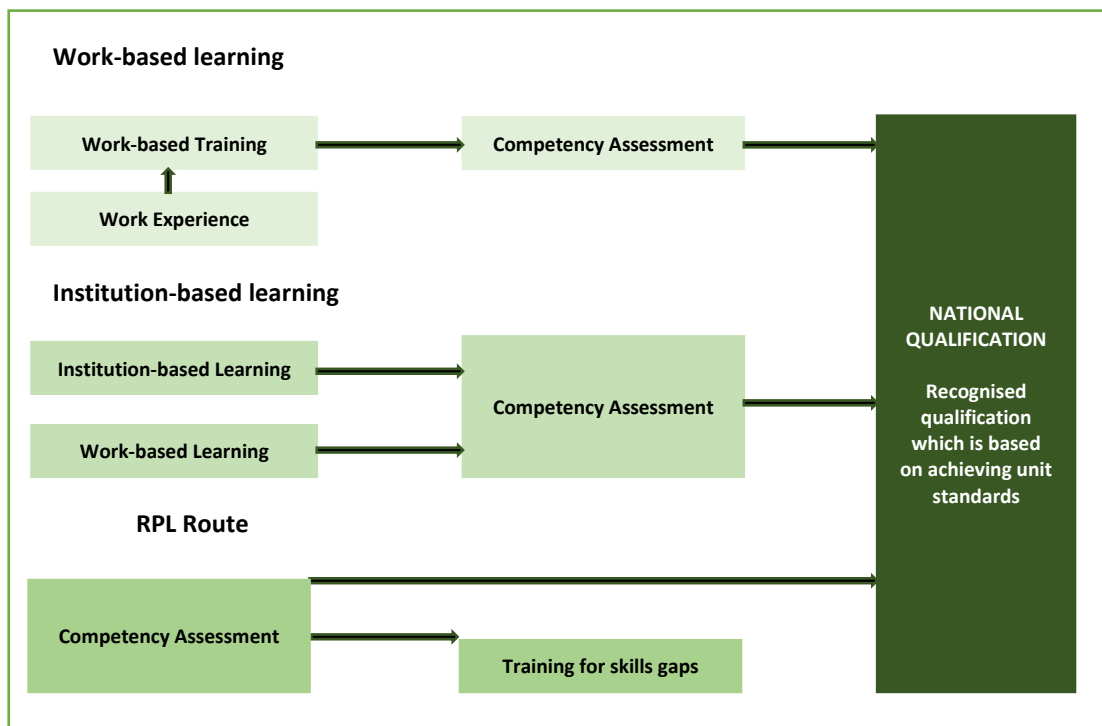
4.3 CHALLENGES AND ACTIONS

CHALLENGE 1: NEED FOR FLEXIBLE DELIVERY MODES OF ACHIEVING NATIONAL QUALIFICATIONS

- Training leading to national qualifications tend to be institution-based. This is a major problem because employees in the sector cannot leave the workplace for long periods for institution-based learning.
- VET institutions are not geared to offer training off-site (workplaces).
- Strained relations between constituencies representing workplace-based (employers) and institution-based (education managers) have arisen because their respective roles in the NQF are not clearly defined and acknowledged – the regulations make no explicit distinction between the two.
- If employees have no option but to follow the institution-based route, then the following problems are likely to prevail:
 - poor take-up of programmes by employees and employers;
 - discourage employees from pursuing a career path and life-long learning; and
 - negative impact on transforming the sector;
- Currently, national qualifications do not resonate with workplaces where learning is organised differently.
- There is a need for the NQF to embrace the different forms of learning within a single qualifications framework.
- Accreditation of workplaces as training providers is very onerous and bureaucratic. This is especially so for SMMEs who make up the majority of the sector.
- There should be a strong motivation from NTA towards the training providers.

ACTIONS	
1	It is recommended that large workplaces should be required to seek accreditation, while medium and small workplaces should be allowed to use registered assessors to award credits for national unit standards and qualifications registered on the NQF.
2	It is recommended that there should be a major national initiative in the sector to conduct RPL assessment. This should involve the following: <ul style="list-style-type: none"> ▪ Development of systems, process and procedures ▪ Training of RPL practitioners ▪ Assessment Centres ▪ Promotion of RPL in the workplace
3	It is recommended that a project should be initiated to accredit mobile, itinerant, and workplace-based training providers who would be able to take training and assessment in the workplace.
4	It is recommended that a dual track accreditation process should be implemented which gives recognition to mobile, itinerant, and workplace-based training providers. The accreditation process should be simplified.
5	It is recommended that qualifications should recognise different routes to achieving national qualifications. This should enable enterprises in the sector to offer programmes leading to national qualifications (refer to diagram below).

Figure 11: Proposed Pathways to T&H Qualifications



6	It is recommended that sector advisory boards should be created at each training institution, which involves the private sector as much as possible in curricula development. This will help ensure that the training meets the needs of the sector.
7	It is recommended that apprenticeship, internship and traineeship policies and programmes should be implemented. The job attachment policy should be implemented.
8	It is recommended that relationships with international tourism institutions such as the Swiss School should be sought in which these institutions provide visiting lecturers, perhaps via donor support or sponsorship.
9	It is recommended that the process of developing unit standards and qualifications should be fast-tracked.
10	It is recommended that priority should be given to the training of trainers, assessors, moderators and verifiers and their registration on a national database.
11	It is recommended that the following occupations leading to qualifications should be developed: Tourism Consultant Handyman (Maintenance Technician) Community Game Guard
12	It is recommended that short courses should be recognised as a legitimate form of learning.

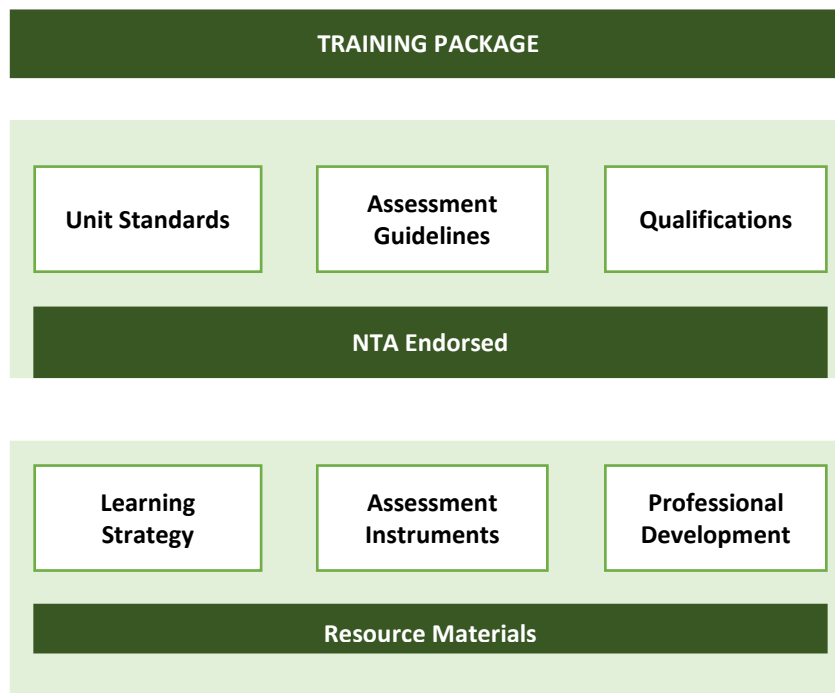
CHALLENGE 2: NEED FOR APPROPRIATE AND SUFFICIENT SUPPORT FOR TRAINING PROVIDERS, ESPECIALLY WORK-BASED TRAINING PROVIDERS

- Institution-based and workplace-based training providers are not geared to provide relevant, quality training programmes for the sector.
- The former tend to offer programmes lacking in a work-based component of learning, whilst the latter lack the resources and skills for training and assessment.
- Work-based training providers are also unable to develop learning resources and assessment because their core activity is running the business and not training.

ACTIONS

13	It is recommended that the NTA should fund the development of a Training Package for each qualification (refer to diagram below).
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Figure 12: Training Package



14	<p>Professional development refers to providing the following support:</p> <ul style="list-style-type: none"> - “Train-the-Trainer Course” - Assessor, moderator and verifier training - RPL training - Training manual or training resources
15	<p>It is recommended that a Training Package should be offered on multiple platforms.</p> <div style="text-align: center;"> </div>
16	<p>It is recommended that the Training Package should be obtainable in hard copies, CDs and via the internet.</p>
17	<p>It is recommended that the resolutions of the sector workshop with T&H stakeholders (2011) be carried out. It identified the following skills development priorities:</p>

	<ul style="list-style-type: none"> ▪ Foundation Qualification (level 1) ▪ Chefs and Cooks (levels 1-5) ▪ Housekeeping (levels 1-2) ▪ Front Office/Reception/Admin Clerk (levels 2/3) ▪ Tour Guides (levels 2/3) ▪ Waiters/Barkeepers (levels 2/3) ▪ Handyman (levels 1-2) ▪ Shuttle Drivers (levels 1-2) ▪ Rangers (levels 3-4) ▪ Tour Operators/Consultants/Reservations Consultants (levels 2-5)
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CHALLENGE 3: PROMOTE CAREER GUIDANCE AND PLANNING IN EDUCATION INSTITUTIONS

- Learners entering T&H programmes lack sufficient knowledge of the sector to make informed choices. As a result, successfully completing a programme does not necessarily lead to gainful employment in the sector.
- School counsellors and teachers also do not have sufficient knowledge of the sector to counsel learners.

ACTIONS	
18	<p>It is recommended that there should be an awareness programme for school guidance counsellors and teachers to inform learners about the sector in terms of the following:</p> <ul style="list-style-type: none"> -what the sector is about; -what jobs and careers are available in the sector; -the various careers pathways that can be pursued; -training programmes and providers; -opportunities in the sector; and -the many benefits this sector holds for them locally and internationally.
19	It is recommended that there should be promotion of the sector at career fairs.
20	It is recommended that a Career Guide for the sector should be developed and disseminated to schools and VET institutions.

CHALLENGE 4: CHANGE MINDSET OF OWNER MANAGERS IN THE SECTOR TO PROMOTE SKILLS DEVELOPMENT AND DEVELOP EMPLOYEES

- Many owner managers are unaware of new developments in the field of education and training in Namibia such as the NQF, Competency-Based Education & Training, VET levy (due to threshold requirements), Recognition of prior learning (RPL) and assessments.
- The level of customer service is also a major problem with implications for the sector.
- There are no reliable statistics of what percentage of enterprises in the sector is training employees. But the consensus from workshops is that most of the sector is untrained.
- Owner managers require informal and formal training to improve their enterprises, particularly in the functional area of management.
- This involves changing mindsets to buy into training and developing employees.
- There is a need for more mobile training provisions.

ACTIONS	
21	It is recommended that there should be a public relations programme geared at owner managers in the sector to: -inform them of developments in training and development; -motivate them to promote skills development of staff; -encourage training in the workplace; and -to motivate them to do skills capacity.
22	It is recommended that there should be an annual awards ceremony for workplace training providers who have an exceptional track record in promoting skills development.
23	It is recommended that there should be a media campaign to promote skills development in the workplace.
24	It is recommended that there should be management skills training for owner managers in the following areas: project management; marketing management; eBusiness; customer service; financial management; entrepreneurship; small business management; IT; human resources; leadership and eco-tourism.
25	It is recommended that national skills programmes in customer service should be offered to all employees in the sector to improve the level of service delivery.

CHALLENGE 5: BUILDING LABOUR MARKET RESEARCH CAPACITY FOR SECTOR SKILLS PLANNING

- 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 sector's close contact with government agencies, industries and education institutions puts it in a good position to track skills trends, undertake national training needs studies, develop baseline labour market indicators and postulate solutions.

ACTION

26	<p>It is recommended that the following studies should be conducted in the T&H sector:</p> <ul style="list-style-type: none"> ▪ Enterprise Survey ▪ Skills Audit ▪ Tracer Study
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CHALLENGE 6: SUPPORTING WORKPLACE-BASED SKILLS DEVELOPMENT IN THE SECTOR

- Planning and implementing skills development in the workplace is essential to identifying current and future workforce needs in the sector.
- Skills development motivates employees to do better in the workplace and support industry objectives.
- For policy-makers and education institutions to develop training solutions that meet the needs of the sector, employers should communicate workforce training needs to supply-side institutions.
- This will contribute significantly to building the capacity of the VET sector to deliver training programmes that align to workforce needs and ensure work ready graduates that have both the skills and knowledge required by employers.

ACTION

27	<p>It is recommended that employers should be capacitated to undertake the following:</p> <ul style="list-style-type: none"> -Conduct a Training Needs Analysis -Develop a Workplace Skills Plan -Train, coach and mentor employees -Conduct assessments and RPL.
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4.4 CONCLUDING REMARKS

- The strategic plan is aimed at improving the match between skills demand and supply in sector.
- The key challenge is to build a broad consensus around the deliverables and ensure implementation.
- The plan is a living document and subject to change based on the changing needs of the sector and the resources available.
- There is clearly a need to make a fundamental shift in the provision of training in this sector.

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