

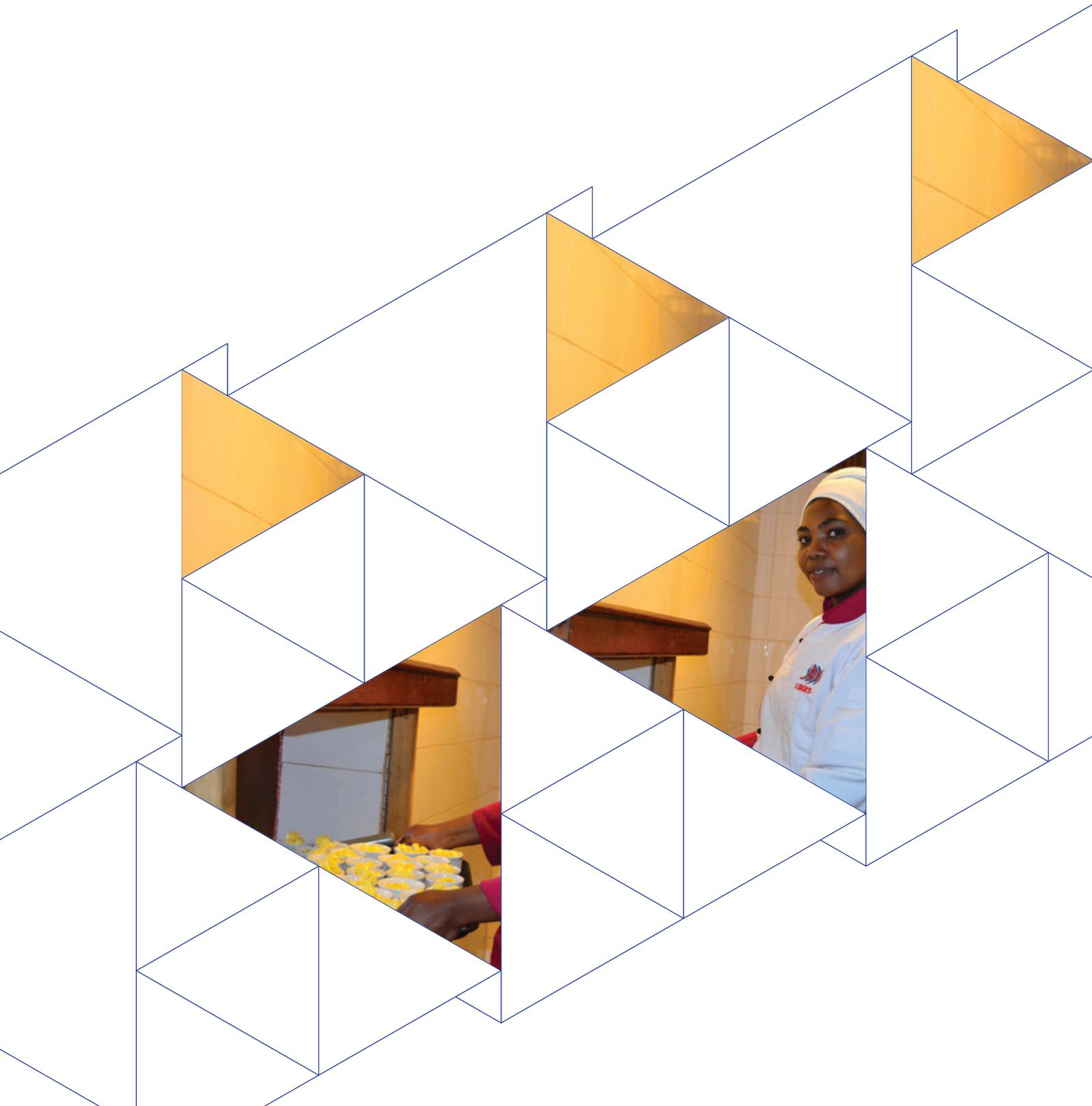


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Sector Skills Strategy

► **Tourism and Hospitality Sector**



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June 2020

► Foreword

Transforming the Technical and Vocational Education and Training (TVET) sector is one of government's strategy to particularly reduce unemployment and generally enhance the livelihoods of Ghanaians. So the Council for TVET (COTVET), together with the Ministry of Education on their part developed the five year Strategic Plan for TVET Transformation 2018 – 2022 and among the goals are enhancing the governance and management of TVET and improving upon the quality of TVET delivery under which the establishment of Sector Skills Bodies (SSBs) also known as Sector Skills Councils (SSCs) is one of the strategies.

The SSBs are a group of related industry players and training service providers that come together under a common structure to drive growth and competitiveness across the sector. Fundamentally, SSBs focus on exploration of business opportunities and capacity needs within the sector and on how they can remain competitive through the development and implementation of skills development measures. The need for SSBs in Ghana has become very crucial. If a sector is to maximise its full potential then it needs a skilled workforce that can meet its current and future needs.



The Sector Skills Strategy is a critical document that articulates the needs and galvanises a sector together with its key partners to address specific challenges and ensure that the TVET system functions well.

This skills strategy for tourism and hospitality sector intends to facilitate the integration of skills development into sector development policies, thereby ensuring that the supply of skills is tailored not only to meet the skills demand of the sector, but also engineer the necessary growth in productivity which when sustained, will produce sustained decent employment. It builds on the sector's vision of a sustainable tourism pivoted on Ghanaian culture and creative arts as a key to accelerated national development.

The Tourism and Hospitality SSB was set up by COTVET in collaboration with the ILO/SKILL UP Project funded by the Norwegian Ministry of Foreign Affairs and Ghana Skills Development Initiative (GSDI) implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH. The strategy developed by the SSB brings together available research and data with sectoral analysis and provides a comprehensive overview of the employment structure in the sector and key trends affecting the demand for skills and labour using ILO's Skills for Trade and Economic Diversification (STED) methodology. It also sets out the supply of TVET for the sector; the current challenges facing the sector and the actions that need to be taken forward to ensure that the TVET system is fully responsive.

We hope this strategy does not only stimulate collective action, but also galvanises employers as they invest in their workforce, inform TVET institutions in their curriculum development and policy makers as they devise and implement policy.

The impact of COVID-19 has reinforced the urgency of action to address sectoral skills and labour market needs and it is more important than ever that each sector have skilled workforce to compete as they recover from the pandemic. We hope this strategy provides a ready blueprint to start that recovery.

Dr. Fred Kyei Asamoah
Executive Director
COTVET

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▶ 1. Introduction

1.1 The need for a sector skills strategy

Tourism and hospitality is a critical sector for the Ghanaian economy; in terms of its employment potential and international visitor spend.

If it is to maximize its potential it is critical that it has a skilled and productive workforce. However, evidence suggests that it lacks essential skills in a variety of occupational areas (COTVET, 2019).

Skills mismatch and shortages are a common challenge in many countries, where applicants and the existing workforce do not have the skills to meet organizational and sectoral requirements (ILC, 2013).

In response to this challenge, countries have been adopting a demand-driven skills development approach that aims to provide individuals with the current and future skills required by the labour market through more effective linkages between technical and vocational education and training (TVET) institutions and employers.

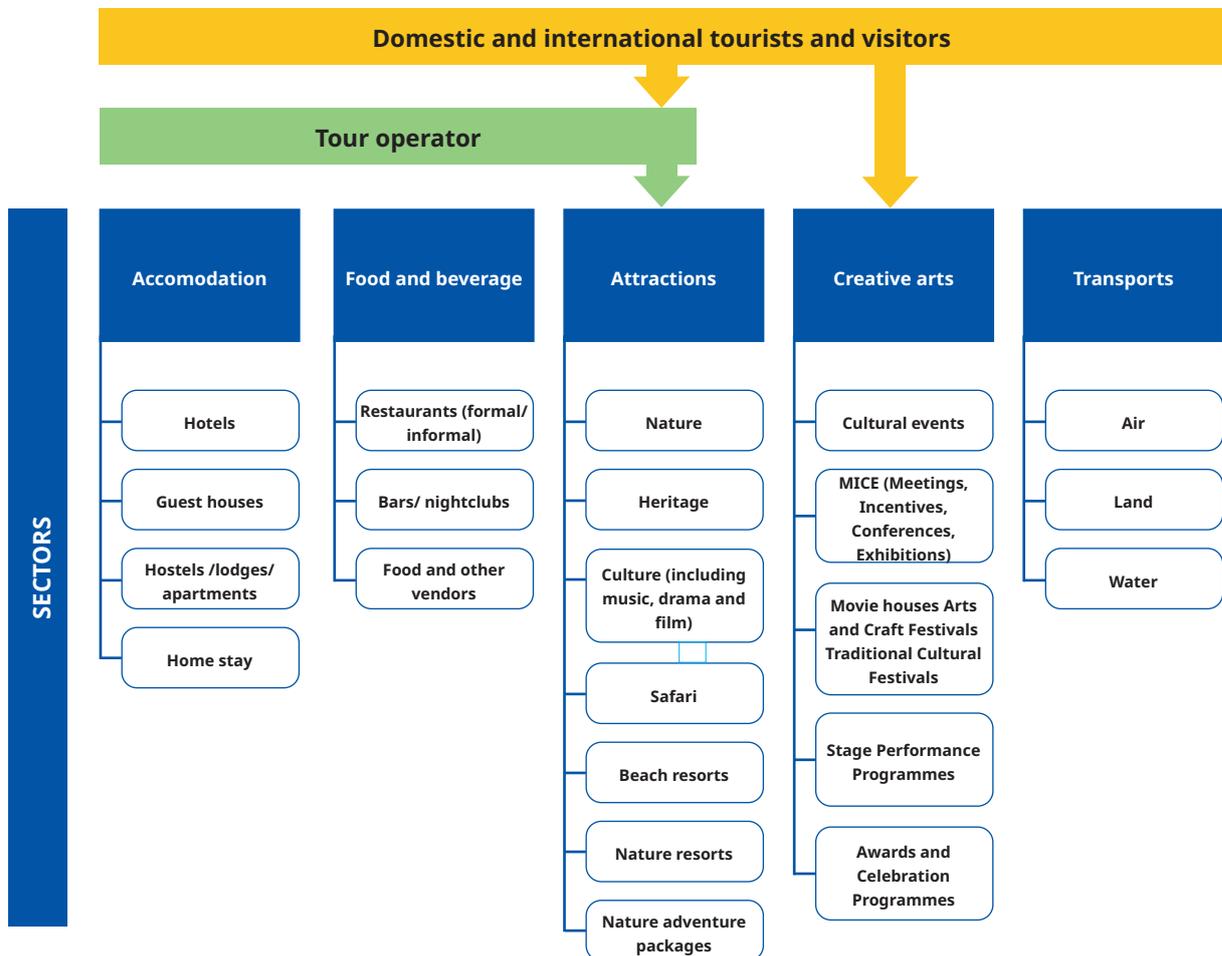
The Council for Technical and Vocational Education and Training (COTVET) in collaboration with the International Labour Organization (ILO) and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH has established Sector Skills Bodies (SSBs) for the agriculture, construction and tourism and hospitality sectors with the aim of establishing a demand-led TVET system in these sectors.

To support their establishment, the ILO worked with the SSBs to develop sector skills strategies through applying ILO's Skills for Trade and Economic Diversification (STED) approach in order to better align skills development to labour market needs. This document sets out that strategy and outlines a range of proposed actions to address the skill needs of the tourism and hospitality sector.

1.2 Sector definition and scope

The definition of the tourism and hospitality sector is the provision of tourism and hospitality services to domestic and international tourists and visitors. It encompasses: accommodation; food and beverage; attractions; creative arts and transport.

► Figure 1: Construction value chain



1.3 Sector skills strategy aims and scope

The skills strategy has been devised by the Tourism and Hospitality SSB and outlines the current and future skills and labour needs for the sector and sets out an initial action plan to ensure that the supply of skills and labour meets those needs.

The strategy aims to ensure the supply of skills is tailored not to only meet the skills demand of the sector, but also underpin an increase in productivity which will in turn produce sustained decent employment. It builds on the sector's vision of a sustainable tourism sector pivoted on Ghanaian culture and creative arts as a key to accelerated national development.

▶ 2. Profile and situation analysis for the sector

2.1 Economic profile

From the first quarter of 2020, the COVID-19 pandemic began to have a significant impact on international travel and tourism. According to the World Tourism Organisation (UNWTO), globally there was a fall of 22% in international tourist arrivals during the first quarter of 2020. It predicts an annual decline of between 60% and 80% in international tourist arrivals across 2020 when compared with 2019.¹ UNWTO figures show that in the first quarter of 2020 international tourism in Sub-Saharan Africa was down overall by 10%, but this masks the magnitude of the problem. In January and February 2020, tourism was up by four and three percent respectively, it was only in March that the effects of restrictions and fewer visitors were felt and visitor numbers fell by 38%.

Towards the end of March 2020, the Ghanaian Government restricted visitors entering the country by air, land or sea as a response to the pandemic. COVID-19 is likely to have a significant impact on the tourism sector throughout 2020, given its heavy reliance on international visitors. This will likely result in significant job losses in the coming months, with significant demand for labour not returning until 2021.² According to research by the Ghana Tourism Authority (GTA) (2020), revenue is expected to fall by 40% when compared to 2019. Total direct revenue declared by the formal sector in 2019 was \$325m. This is expected to fall by \$130m and together with an additional \$41 million from the informal sector, total estimated revenue losses in 2020 could be in the region of \$171m. According to the Ghana Tourism Federation, 80% of informal small businesses have shut down and restaurants are experiencing an average drop in patronage of 60%. Members of the Tour Operators Association have reported that 11,558 expected tourists have cancelled bookings, leading to a revenue loss of GHC 4,847,402.41 (GTA, 2020).

Before the impact of the pandemic, the sector had seen an increase in international visitors as a result of the 2019 Year of Return campaign, which marked 400 years of slavery. The campaign resulted in a growth of 18% in international arrivals from the Americas, Great Britain, the Caribbean and other key target countries whilst total arrivals increased by 45% compared to the previous year. Estimated average spend increased from US\$1,862 in 2017 to US\$2,589 in 2019 (MoTCCA, 2020).

Similarly, domestic tourism increased from 1,353,253 in 2016 to 1,420,915 in 2017. Whilst it has increased, domestic tourism is still significantly lower than international tourism. However, despite this it is seen as an important part of promoting Ghana's cultural heritage and is viewed as a potential area for growth.

The National Tourism Development Plan (2013 – 2027) led by the Ministry of Tourism, Culture and Creative Arts (MoTCCA) highlights that the tourism and hospitality sector is a major driver of the Ghanaian economy. Projections for tourist receipts in the plan show a rise from US\$1.5bn in 2017³ to US\$2.5bn in 2022 and US\$4.3bn in 2027. The gross contribution of foreign exchange to GDP is also expected to rise from 5.0% in 2017 to 5.2% in 2022 and to reach 5.7% by 2027. The Plan assumes that the growth of the oil and gas sector would reduce the relative impact of the tourism sector on GDP during the plan's period. Currently, the plan is not being implemented in its entirety and three new tourism policies and three culture policies are currently being drafted pending consultation with stakeholders.

The Oxford Business Report (2018) reported an increase in the quality supply of accommodation due to an increased number of international brands now operating in Ghana. These are mostly situated in the Greater Accra area.

1 UN Tourism News- #12 - coronavirus special edition – 15 May 2020 – <https://www.unwto.org/un-tourism-news-12> accessed on 12 May 2020

2 International tourism and COVID-19 dashboard, <https://www.unwto.org/international-tourism-and-covid-19>, viewed on 12 May 2020

3 Note: these figures are not consistent with those reported by the UNWTO

2.2 Employment profile

The COVID-19 pandemic is having a significant impact on reducing the size of the tourism and hospitality workforce.

The GTA (2020) estimates that approximately 275,000 jobs are at risk in the sector as a result of COVID-19. Hotels, restaurants and travel and tour operators have followed similar approaches with approximately 40% of employees in these sub-sectors taking leave and a further quarter been laid off. Conference centres in contrast have laid off over a third of their workforce.

► **Table 1: Estimated job loss due to the impact of COVID - 19**

Industry	Percentage of workforce that have taken leave	Percentage of workforce that have been laid off	Percentage of workforce that have resigned
Hotels	39%	25%	2%
Restaurants	40%	24%	3%
Conference centres	28%	36%	0%
Travel and tour operators	41%	8%	1%
Other	25%	22%	1%

Source: GTA, 2020

Two factors will determine the speed and extent to which the sector's employment comes back to pre-pandemic levels: i) the extent to which the current international restrictions on movement continue and ii) individuals feel comfortable to travel again.

Figures from MOTCCA before the impact of the pandemic suggest that employment increased to 506,967 in 2018 from 438,000 in 2016. The Tourism Development Plan (2013) assumes high aggregate employment from the sector between 2013 and 2027 given it is a labour intensive sector. The estimates assume that total employment (direct plus indirect) will rise from 231,000 in 2010 to 319,000 in 2013, rising to 487,000 in 2027 when the plan is due to terminate.

There are various and contrasting estimates for the size of employment in the tourism and hospitality sector. COTVET (2019) cites figures from the World Travel and Tourism Council (WTTC) to suggest that Ghana's tourism and hospitality sector created approximately 307,500 direct jobs in 2017. This represented 2.4% of Ghana's total employment. The WTTC also estimates that the direct employment in the sector will grow by 1.6% annually to 366,000 jobs by 2028. In terms of total employment contribution of the tourism and hospitality sector, the WTTC in its 2018 report identified that the total contribution of the sector (direct and indirect) was approximately 5.3% of national employment (approximately 682,000 jobs). It is estimated that this will rise by 1.4% in 2018 (to 692,000 jobs) and an annual growth of 1.6% to approximately 807,000 jobs in 2028.

In 2015, the Labour Force Survey (LFS) produced by the Ghana Statistical Services (GSS) estimated that there were 405,658 people working in the accommodation and food service activities sector. They also estimated that 88.1% of the workforce were women. Although members of the SSB estimate that the share of the workforce that is female in a more formal part of the sector is less than this. They suggest that the majority of operational roles are undertaken by women, but that their progression into managerial roles is challenging owing to a lack of flexibility as they deal with family commitments.

2.3 Drivers of change, enablers and key major trends and their likely impact on employment.

The COVID-19 pandemic has shown the way in which the tourism and hospitality sector is exposed to a range of external factors that are out of its direct control. In 2017, the GSS published Trends in the Tourism Market in Ghana (2005-2014). This identified a number of key trends emerging between 2005-2014, which were also largely outlined in the Tourism Development Plan (2013). The SSB assessed these and identified a range of trends that they felt would drive the demand for labour and the types of skills being sought.

Safety and security

Consumer confidence can be negatively influenced by a range of safety and security factors. COVID-19 is a clear example of how one health emergency can adversely affect the sector and it is likely to change the way the sector will need to operate for many months to come if not longer. However, the region has also been hit by previous health security issues, such as Ebola, which can reduce international visitor numbers. Similarly, security problems in the region and political unrest in neighbouring countries can also adversely affect customer confidence and reduce international visitors. Businesses can help increase customer confidence by increasing their security as well as ensuring that employees have the skills to deal with a terrorist attack and to ensure social distancing and a safe environment as a result of pandemics such as COVID-19. The challenge in the short-term is how the sector can engage and support hospitality workers who have been laid off as a result of COVID-19 to help support them in the short-term and support the sector's transition as visitor numbers begin to recover as restrictions are lifted and consumer confidence recovers.

Increased supply of accommodation

According to the GSS (2017) the total number of accommodation establishments nearly doubled between 2005 and 2017; rising from 1,345 to 2,570 in 2014. The greater Accra region accounted for the largest number of accommodation establishments each year, followed by the Ashanti region

A projected increased supply of quality accommodation will increase the demand for employment. Vacancies are likely to be filled by trained or experienced staff currently working in the sector, but this is likely to also cause a ripple effect as hospitality businesses in the area replace staff by attracting new employees into the sector.

Demand for increased quality of customer service

With the projected increase in international visitors and the growth of quality accommodation, there will be a need for higher levels of customer service, which are on-a-par with international competitor destinations. The need to meet international standards and expectations is also likely to increase the quality and range of facilities in existing accommodation. This may result in the demand for new roles such as those in spas and health and beauty. It will also mean that customer facing staff will need to possess suitable levels of foreign language skills.

Environmental sustainability

Visitor arrivals to selected community-based eco-tourism sites rose from 63,500 in 2005 to 79,200 in 2014. Overall, real revenue however, after peaking in 2012, dropped over the decade from GHC150,700 to GHC124,500 (GSS, 2017).

Global warming and the opportunities for eco-tourism are placing greater emphasis on more environmental operations. Whilst this means an expansion of eco-tourism packages, it will also result in a greater focus on sustainable and responsible tourism. This means that operations will need to reduce

their carbon footprint, their reliance on water and reduce food and non-food waste. Managers will need to have the necessary skills to manage this transition and operational staff will need to learn to use new equipment and learn new procedures.

Greater emphasis on national heritage

Recent policy, including the Tourism Development Plan (2013) has placed significant emphasis on developing and promoting national heritage. National heritage varies from preserving and promoting historical buildings and monuments, to developing areas of natural beauty and promoting cultural heritage in music and the arts. If successful this could increase the demand for experienced staff in these areas, but may also increase the number of tourism and hospitality businesses around heritage sites to meet increased demand for accommodation and food.

The GSS (2017) analysed visitor figures for 30 major tourist and eco-tourism sites across the country. They found that visitor numbers were volatile when looked at annually and by each attraction. It highlights that without investment to improve access to each site, expand facilities and to market to potential visitors, increased visitor numbers and with that an increased demand for workers are not guaranteed.

Greater diversification

The majority of visitors come to Ghana for business purposes (UNWTO, 2018). The Tourism Development Plan aims to increase the country's tourism product on offer to increase the leisure market, culture, heritage and eco-tourism. In addition, there has been a growth in tourism linked to education; sporting, cultural and business events; religious gatherings and medical tourism. This will mean that existing businesses will need to adapt to a broader customer base and adapt their facilities and service to meet this broader demand. Managers in particular will need to have the skills to understand and respond to these changing needs.

Increased use of technology

Technology is a major driver of change for the sector. The emergence of online and mobile applications especially for transportation and accommodation, is contributing to improve transportation services, e.g. Airbnb, Uber, Taxify/Bolt while enabling cost efficient transactions. An increasing nationwide internet coverage also helps smaller businesses to market their businesses and an increase in mobile payments also changes customer interaction with a business. In addition to these, Ghana counts on a robust regulatory environment but faces deficits in enforcements and compliance, which are key drivers of change for the sector.

▶ 3. Profile of major occupations and key skills in the sector

There are a large variety of core and ancillary occupations found in the tourism and hospitality sector and they can be broadly classified into three occupational areas: *i)* ownership/management occupations; *ii)* supervisory and middle management; and *iii)* operational level occupations:

Ownership/management level occupations include: destination managers, hotel managers, restaurant managers, human resource managers, transport managers, site managers, museum managers, cruise managers, executive chefs, operations managers, marketing managers and park managers among others.

The main skills required for managerial level occupations include leadership; people management, including coaching and performance management; critical thinking and conceptual thinking; customer service and creating a positive customer experience; verbal and written communication; financial management; monitoring and evaluation; brand development, presentation, negotiation; procurement; inventory management; data collection, legal and regulatory compliance; innovation and interpersonal skills.

Middle-management and supervisory level occupations include: the supervisors in functional operational areas such as housekeeping, front office and food and beverage that require both technical as well as supervisory skills.

The main skills required for mid-managerial level occupations include coaching and performance management; customer service and maintaining brand or organizational standards; verbal and written communication; financial management, marketing; and interpersonal skills in addition to the technical skills required in their areas of operation.

Operational level occupations include tour and site guides, front desk officers, travel writers/bloggers, passenger services crew, drivers, ticketing, sales/marketing executives, room attendants, reservation agents; cooks; food service staff (such as waiting and bar staff), maintenance, bookkeepers/cashiers, and data collection officers. .

Key skills for this category of occupations include customer service skills, ICT, communication and interpersonal skills; financial literacy, time management, interpersonal skills, teamwork, compliance, data collection and reading and interpreting maps.

The level of skills and knowledge required varies considerably. Cooks traditionally require high levels of technical skills and knowledge and tourist guides also require a large body of knowledge. In contrast many front facing operational level roles require a limited amount of technical knowledge, but high levels of interpersonal skills.

► 4. The supply of skills:

4.1 Career pathways

Career pathways into the tourism and hospitality sector vary. Vacancies for management and supervisory level occupations in formal enterprises are generally filled from technical and traditional universities or in some cases recruited internationally in order to select a candidate with the appropriate experience, particularly in dealing with international visitors.

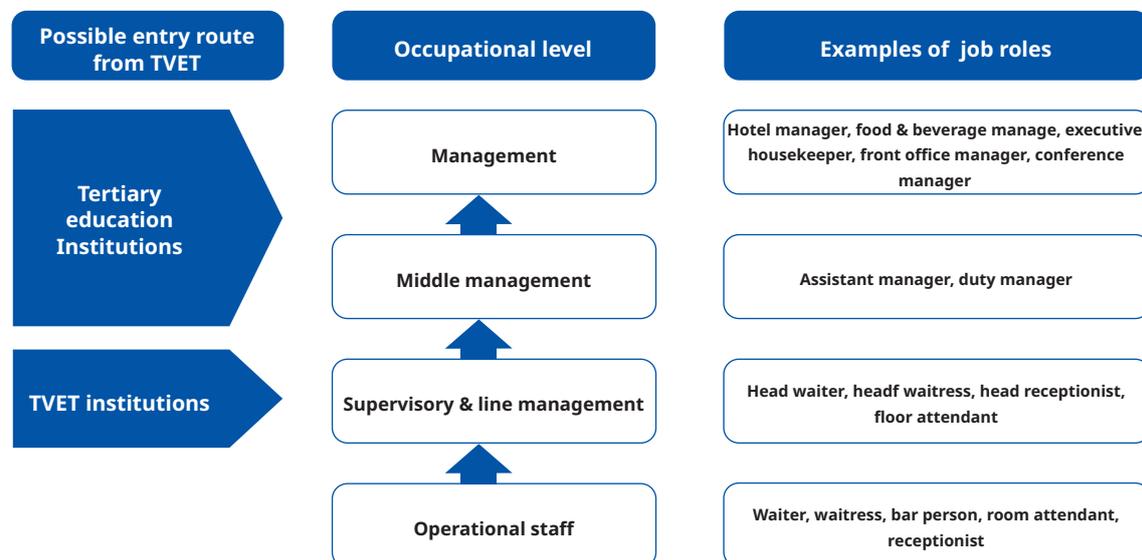
Vacancies for operational level occupations in formal enterprises are often recruited from TVET institutions, or among experienced employees already working in the sector.

In addition, vacancies can be filled by applicants with little or no prior experience who have completed secondary school and who may enter the sector without any formal qualifications. Selection in these instances is often based on applicants having the desired interpersonal skills to work in customer-facing roles.

Opportunities to progress along various pathways and occupational levels are based on their performance, skills, knowledge and experience. However, currently there are currently few opportunities to gain formal qualifications as someone progresses into higher positions.

Figure 2 outlines the possible career pathways through the hospitality sub-sectors and the potential entry routes through TVET:

► Figure 2: Career pathways through the hospitality sub-sectors



4.2 Key institutions, formal programmes and qualifications relevant to the sector

Four categories of institutions supply skills training services to the sector. These are traditional universities, usually referred to as the public universities, technical universities, private universities and private and public training institutions at the secondary level.

Technical Universities: All ten technical universities/polytechnics offer pre Higher National Diploma and a Higher National Diploma in Hospitality and Tourism. Seven out of them offer Bachelor of Technology programmes in Hospitality and Tourism.

Universities: Traditional public and some private universities offer undergraduate and post-graduate level programmes in hospitality and tourism. These include University of Cape Coast, Kwame Nkrumah University of Science and Technology, Ghana Institute of Management and Public Administration, University of Education (Winneba), Marshalls University College, Wisconsin University, Regent University, Zenith College, Institute of Human Resource and Management Practitioners (IHRMP) and the Chartered Institute of Management (CIM).

Training institutes: training institutes such as the National Vocational Training Institute, Technical Institutes under the Ghana Education Service, Integrated Community Centres for Employable Skills, the Department of Community Development, Opportunities International Centres Ghana, Macdic, Hotel Catering Training Institute, Flair Catering, Prudential College and iLearn provide training and certifications at the secondary level for the sector.

4.3 Enrolments and completion data

Figures from COTVET indicate that in 2017, there were 2,771 students enrolled on tourism and hospitality courses in TVET institutions (see table 1). Enrolments have increased annually since 2015.⁴

Across the three years, 87.9% of tourism and hospitality students were female

► **Table 2: Students on tourism and hospitality courses (male and female) (2015-2017)**

2015			2016			2017		
Male	Female	Total	Male	Female	Total	Male	Female	Total
284	2,264	2,576	263	2,305	2,601	302	2,421	2,771

Source: COTVET, 2020

An analysis of student enrollments regionally on tourism and hospitality courses in 2017 shows that Central Region had the highest number of students followed by Ashanti and Volta Regions. Surprisingly, given the number of tourism and hospitality businesses in Accra, Accra Region represents only 8.1% of students.

When the figures are broken down by institution, they show significant variance in the number of tourism and hospitality students. Many institutions have less than ten students which invites questions about the viability of running quality courses in these institutions. At the other extreme, some institutions have over 100 students enrolled, which suggests that they may not have sufficient facilities to deliver quality provision given the large number of students.

Course titles also suggests a lack of consistency in the types of provision being delivered. Titles are mainly cookery; catering; hospitality management. Similarly, using the titles as a guide, few courses appear to focus on tourism, as opposed to hospitality.

⁴ These figures exclude enrolments on courses in tertiary education

► Table 3: Students on tourism and hospitality courses by region (2017)

Region	2017			
	Male	Female	Total	%
Greater Accra	7	218	225	8.1
Volta	62	208	270	9.8
Eastern	6	234	240	8.7
Central	12	451	506	18.3
Western	8	179	187	6.8
Ashanti	12	293	305	11.0
Brong Ahafo	24	217	241	8.7
Northern	38	16	166	6.0
Upper West	2	140	142	5.1
Upper East	131	353	484	17.5

Source: COTVET, 2020

4.4 Workbased and informal learning

At an operational occupational level the vast majority of training is delivered informally by a line manager or a more experienced co-worker whilst on-the-job. This type of training is usually initial training, although ongoing training can be delivered to refresh skills and knowledge or to address changes e.g. the introduction of a new menu. Some larger businesses organise periodic training delivered by an experienced member of staff or in-house trainer. There are no consistent standards of training and training rarely results in a formal qualification. It is also unlikely to address key developments such as more energy and water reduction, waste management, data protection etc.

► 5. Supply side challenges and constraints

5.1 National skills policy and strategy

Technical and vocational education and training is delivered at the secondary and tertiary education levels. Ghana has good literacy rates compared to the region as a whole. Literacy rates for those aged 15-24 years is 92.5% and 79.0% for those aged over 15 years.⁵ Since September 2017, secondary education has been free and as a result net enrollment has increased, but enrollment rates still pose a challenge. In 2013, net enrollment rates were 52.7%. This had risen to 57.24% by 2019.⁶

A review of the Ghanaian TVET system found that it neither reflects the current skill needs of employers, nor is it anticipating and developing the future skills that Ghanaian businesses and the Ghanaian economy will require in the future (COTVET, 2018).

The 2018-2022 Strategic Plan for TVET Transformation produced by COTVET identifies a number of critical challenges that need be addressed:

1. Poor linkage between training institutions and industry;
2. Deeply fragmented training landscape and lack of co-ordination among multiple TVET delivery agencies;
3. Multiplicity of standards, testing and certification systems;
4. Low quality of instruction, due to inadequate instructor training and lack of instructional support and TVET infrastructure;
5. An informal TVET system that has been neglected and detached from the formal sector;
6. Poor public perception of TVET, which is seen as good for only the academically weak students.

A lack of sustainable funding and poor partnership linkages between employers, TVET institutions and government is deemed a central reason for many of these problems.

The 2018-2022 Strategic Plan for TVET Transformation aims to overcome many of these challenges by 'transforming Ghana's labour force to enhance productivity and performance'. It has five policy objectives:

1. Governance and management of TVET: to provide a coherent legal and institutional framework for the TVET sector which is accountable and responsive to the demands of the private sector and other stakeholders
2. Increased access: to ensure equitable access and promote gender mainstreaming in TVET
3. Improving quality: to ensure quality assurance in TVET according to internationally accepted standards
4. TVET financing: to develop a sustainable source of financing for TVET
5. Environment sustainability: to green TVET for environmental sustainability

The National Commission for TVET Bill is currently going through Parliament. It makes provision for the voice of employers and private sector industries to be represented through a new National Commission for TVET. It will also have representation from relevant ministries, educational agencies and public and private educational bodies.

The object of the Commission is to regulate, promote and administer technical and vocational education and training transformation and innovation for sustainable development.

⁵ <http://uis.unesco.org/en/country/gh> viewed 15 May 2020

⁶ <http://uis.unesco.org/en/country/gh> viewed 15 May 2020

The Bill outlines provision for five standing committees of the Board which includes the Sector Skills Committee. SSBs may be sub-groups of this committee.

The Bill also outlines the creation of a TVET Service to manage, oversee and implement approved national policies and programmes relating to pre-tertiary technical and vocational education and skills development.

The TVET Service will be responsible for all the existing government pre-tertiary technical and vocational institutes currently under various ministries and agencies, such as the Ministries of Education; Employment and Labour Relations; Gender, Children and Social Protection; Youth and Sports; Trade and Industry; Food and Agriculture; Trade and Highways; Transport; Local Government and Rural Development.

The TVET Service Board will include representation from the National Commission for TVET, Association of Ghana Industries, Ghana Employers' Association and the Ministry of Trade and Industry.

Currently, there is limited labour market information available that provides detailed projections of occupational demand. As a result, it is difficult to ensure that the availability of provision is effectively aligned to these needs.

5.2 Governance and stakeholder coordination

Private and public post-secondary level TVET institutions are directly administered by a board of governors or a council of their respective institutions. Despite an institution delivering tourism and hospitality provision, there is often no representation from employers or industry associations at a board level

Curricula are approved by the National Accreditation Board, however there is currently minimal sector input into the scope, content, delivery and assessment of a programme. Employers are often asked their opinion of a proposed course, but are not engaged in its development or delivery. In most TVET institutions there are currently no sector advisory bodies to help shape the content and delivery of programmes.

5.3 Funding

Funding of training providers in the tourism and hospitality sector is through government budgetary allocations and interventions; development partners interventions and fees paid by students. At the tertiary level, the cost of training is shared between students and government, with students contributing the largest portion, especially for practical training. Government contributions cover the cost of lecturers and other administrative costs of the institutions.

At the pre-tertiary level, students in training institutions under the Ghana Education Service benefit from free tuition, food and accommodation. However, the cost of practical training is borne by students, with minimal support from government. The majority of students of training institutions under the Ministry of Tourism and hospitality or private sector training institutions, pay for their studies. Tourism and hospitality students often have limited personal finances and as a result students are unlikely to undertake extensive practical delivery nor is there likely to be a good ratio of equipment to students, which undermines the quality of delivery and results in employers having to develop their practical skills in employment.

Institutional Production Units (IPUs) are used as means of internal funding in larger institutions, for example by providing conference facilities or accommodation. However, the commercial opportunities are not being fully maximised nor is the income generated by the tourism and hospitality department ring-fenced to allow them to solely invest in new equipment and raw materials.

The government occasionally supports training providers through infrastructure and capacity building for instructors. However, financial support is not felt to be adequate to allow trainers/lecturers to undertake periodic industrial experience.

5.4 Relevance of curriculum and qualifications

The current curricula offered across pre-tertiary and tertiary institutions has limited input from the sector and as a result it is not felt that this adequately reflect the needs of the sector.

The curriculum is often developed to reflect available facilities, rather than what is required by the sector and as a result it is felt to be too theoretical and offers too few practical opportunities to develop the skills required to work in the sector.

It is also felt that it does not reflect the latest practices and trends undertaken in the sector nor the skills the tourism and hospitality sector seek if it is to compete as an international visitor destination. This reflects the lack of employer input, but also that too few teachers and lecturers have recently worked in the sector.

There is little consistency across the content being taught across different institutions nor is it felt that programmes adequately reflect the national occupational standards.

In tertiary education it is felt that students are not sufficiently prepared to undertake practical work, which is seen as essential for middle managers across the tourism and hospitality sector. Tourism-specific provision is also felt not to equip students with the required practical skills to work in non-hospitality roles, such as tour operations.

It is felt that there are opportunities for pupils in secondary schools to have greater awareness of their natural heritage and the importance of tourism to showcase and protect that heritage.

5.5 Delivery and assessment practices

Owing to funding constraints, many institutions, especially at the pre-tertiary level, operate with outdated facilities with students using equipment that do not reflect current practices nor are there sufficient facilities for each student to develop the practical skills required.

Poor ongoing engagement between employers and TVET institutions means that internships are not being effectively used to develop the practical skills required by employers in the sector. Internships are increasingly not being arranged at suitable times for sector businesses, nor are the TVET institutions consistently engaging with businesses to make sure that the internship is providing the required opportunities for the student.

Teachers and lecturers often lack up-to-date experience. The onus has been on academic qualifications at a higher level, rather than ensuring that the teacher or lecturer has the required experience of working in the sector. There are few examples of continuous professional development where teachers or lecturers have opportunities to refresh their skills and knowledge in the workplace. A lack of available funding often hampers these opportunities, as does the lack of ongoing engagement between TVET institutions and the sector.

HOTCATT has played an important role in Accra to deliver short occupational specific training programmes for those wishing to enter the sector, as well as supporting employers to upskill their workforce. In recent years, since initial funding ceased, HOTCATT has faced some major challenges which has diminished its effectiveness. It is hoped that recent investment will help revitalise HOTCATT, however, the impact of COVID-19 may introduce additional challenges for it.

5.6 Access to training

Training and development is generally delivered on-the-job by a line manager or more experienced colleague. Given the nature of the sector, most businesses find it difficult to take staff away from their daily activities to undertake training off-the-job.

Some companies are also reluctant to provide training given the high levels of labour turnover in the sector, with the belief that if they train their employees they will become more attractive and gain employment elsewhere.

As a result of these issues, there is little systematic and consistent upskilling of staff.

5.7 Industry-training providers' linkages and support for work based learning

As the vast majority of training is informal and delivered on-the-job. TVET institutions are generally engaged to address specific skill needs. This can be off-the shelf training or more customised training in a specific area e.g. customer service, new reservation system, both are delivered on a commercial basis.

The lack of engagement between TVET institutions and employers hamper more frequent collaboration. Employers in Accra previously used to use HOTCATT to upskill their staff and there is interest in doing this again now that HOTCATT is operational.

Workforce training is often not recognised and certified by the accrediting bodies, nor is there a culture of informal or formal apprenticeships. The use of apprenticeships are seen to be limited given the limited range of skills required for some occupations such as waiting or bar staff and the high rates of turnover. However, it is felt that apprenticeships do present opportunities to address skill shortages for some occupations, most notably chefs.

5.8 Gender equality

The sector attracts a large proportion of women, but many are unable to progress into higher positions within the sector. This is largely felt to be due to women managing home and childcare commitments which makes it harder to fulfil these roles without flexibility and understanding from their employer. Given the percentage of female students enrolling onto tourism and hospitality courses, more research is needed to understand the career trajectory of these students, how many enter the sector and any barriers they face as they pursue their careers.

▶ 6. Vision for the future of the sector, in both qualitative and quantitative terms

The SSB through the STED approach devised a vision for the sector which provides a future focal point for everything to become aligned:



A sustainable tourism sector pivoted on Ghanaian culture and creative arts as a key to accelerated national development and decent employment creation

It will be important that the sector has a skilled and productive workforce to meet the sector's vision and that the TVET system adapts to meet the needs of the sector in developing the skills of the future workforce and supporting the development of the existing workforce.

To realise the vision, the SSB will develop appropriate key performance indicators to assess progress and ensure it remains within scope of its terms of reference.

▶ 7. Gaps in the capabilities and skills needed to achieve the vision for the future

The paucity of labour market information makes it difficult to assess the demand for labour in coming years, but also the types of skills that maybe required and the types of skills currently lacking within the sector workforce. Developing a mechanism to collect timely labour market information for the sector is critical in order to create an effective demand-led TVET system.

In the absence of these mechanisms, labour shortages, skill shortages and skill gaps have been identified through an analysis of the recent skills gaps analysis undertaken for COTVET (2019) and consultation with members of the SSB.

7.1 Labour shortages

The impact of COVID-19 has obviously had a negative impact on the demand for labour and that given this scenario the labour shortages identified before the impact of COVID-19 are unlikely to be a problem for employers in the short-term.

Before the impact of COVID-19, members of the SSB identified that the tourism and hospitality sector suffered labour shortages for the following occupations:

- ▶ Chefs and cooks
- ▶ Receptionists
- ▶ Room attendants

7.2 Skill shortages

Similarly, whilst there is no robust labour market information on skill shortage occupations, members of the SSB consistently reported shortage for the following roles:

- ▶ Chefs and cooks
- ▶ Hotel managers
- ▶ Food and beverage managers,
- ▶ Sales managers
- ▶ Tour operators

Applicants for middle and functional managers typically lack practical skills, which means that they are unable to perform routine operational tasks. Before the impact of COVID-19 hotels were filling vacancies for a number of management positions from other countries in order to overcome these skill shortages. In the short-term it is likely that these skill shortages will no longer be a challenge for the sector as a result of the reduced demand for labour as a result of COVID-19.

7.3 Skills gaps

Skill gaps were reported by members of the SSB to be extensive for both middle managers and operational staff.

Given the reported skill shortages for middle managers, there are extensive skill gaps in middle management roles as applicants are recruited without the range of skills required. This is a particular issue for those middle managers in functional roles e.g. food and beverage manager, front office manager, but also destination management and supply chain management.

Front facing operational staff often lack international levels of customer service to respond to the needs and expectations of international visitors.

During their STED Technical and Policy workshop, members of the SSB identified a number of key business capacity gaps and the types of skills lacking. These are outlined in table 4 and the types of skills needed are largely generic management skills.

► **Table 4: Gaps in the capabilities and required skills within the sector**

Key business capability gaps	Skills implications of gaps for type of skills needs
Service quality	Leadership; critical thinking & conceptual thinking skills; Customer service, Information and Communications Technology (ICT) skills, Communication skills; Book keeping skills
Efficiency of work, especially cost efficiency	Supervisory, Monitoring and Evaluation (M&E) skills; maintenance skills
Human Resource (HR) management	Supervisory skills; Performance management skills; Appraisal and training; Hiring and placement skills; Succession skills
Information technology application in management	All occupations need ICT skills job descriptions
Brand management	Brand development skills; Personal presentation skills
Supply chain management	Negotiation skills; Procurement skills; Inventory management skills; Interpersonal skills
Research and Development	Conceptual skills; Data collection; Analytical skills; Writing and presentation skills

COTVET undertook a comprehensive analysis of skill gaps in the sector. SSB members narrowed this list to a number of key occupational skill gaps outlined in table 5.

► **Table 5: Skills gaps identified across tourism and hospitality occupations**

Job title ISCO Occupational	Types of skills gap identified
Banquet Manager/ Conference and Events Planners	<ul style="list-style-type: none"> ► Knowledge of international client needs ► Knowledge of relevant technology e.g. audio, wifi, remote conferencing
Chefs and cooks	<ul style="list-style-type: none"> ► Knowledge of how to cook international dishes ► Presentation of dishes
Front Desk Assistant Service and Sales Workers	<ul style="list-style-type: none"> ► Knowledge of front office software packages ► Foreign language skills
Front Office Manager	<ul style="list-style-type: none"> ► Knowledge of front office software packages ► Foreign language skills ► International standard of customer service

Hotel Manager	<ul style="list-style-type: none"> ▶ Experience of managing properties at high quality levels ▶ Experience of catering to the needs of international clients
Executive Housekeeper	<ul style="list-style-type: none"> ▶ Deep cleaning ▶ Experience of catering to the needs of international clients ▶ Quality control techniques
Reservationist	<ul style="list-style-type: none"> ▶ Experience of addressing the needs of international clients ▶ Skills to follow up on lost business
Restaurant Manager/Café Manager	<ul style="list-style-type: none"> ▶ Experience of addressing the needs of international clients ▶ Planning and organisation ▶ Knowledge of health and safety regulations
Tour Operators Technicians and Associate Professionals	<ul style="list-style-type: none"> ▶ Experience of addressing the needs of international clients ▶ Knowledge of key markets ▶ Marketing and communication ▶ Planning and organisation

Source: Adapted from COTVET, 2019

There will be a number of skill gaps that will emerge as a result of COVID-19. These are likely to be across the following four areas:

- ▶ **Infection control and safe working:** effective cleaning techniques, effective use of Personal Protective Equipment (PPE) and safe distancing
- ▶ **Customer service and handling difficult situations:** effective communication to address difficult situations and how to communicate effectively if wearing masks
- ▶ **Supervisory and line management skills:** ensuring effective compliance with cleaning regime and monitoring wellbeing of team members
- ▶ **Management skills:** innovation and flexibility

▶ 8. Recommendations on meeting priority skills needs and gaps

8.1 What skills are needed and where and who should deliver them

There are four key skills priorities for the tourism and hospitality sector. These are to:

1. Raise the skills of the current workforce to bring the customer experience to international standards
2. Raise the professionalism of the sector by addressing labour turnover, undertaking regular performance reviews and supporting career progression and
3. Address the mismatch between the supply and the demand for labour, by ensuring those entering the sector have the skills to undertake their roles effectively
4. Encourage more people to consider careers and employment in the sector

In the short-term another priority will be to engage and support those employees who have been laid off as a result of COVID-9 and to address specific skill needs of the current workforce to ensure that customers and employees are safe.

▶ 9. Recommendations on meeting system-level priorities for the sector

9.1 National skills policy and strategy

There is a need to engage senior officials in MOTAC and the GTA to secure their commitment to the skills strategy and ensure full alignment across policy development and implementation.

Proposed action:

COTVET and SSB to hold initial workshop held for senior officials in the Ministry of Tourism, Arts and Culture and the Ghana Tourism Authority to gain commitment to support the implementation of the Skills Strategy.

9.2 Governance and stakeholder coordination

It is important that the SSB establishes itself as a mechanism to bridge the current gap between the sector and the TVET system. Its role will need to be clearly outlined in new legislation and its role understood. To fulfil its terms of reference it will need to be adequately resourced and be guided by robust labour market information and supply-side data.

Proposed action:

- ▶ SSB to engage with the sector to spell out its role and strategy, put in place a secretariat to take forward the strategy and work with key partners to fund and pilot activities in the strategy.
- ▶ SSB to engage partners to develop appropriate key performance indicators to assess the progress and impact of the SSB.
- ▶ COTVET to hold a sensitization session with senior officials in Ministry of Tourism, Arts and Culture to ensure they are aware of the implications of the TVET Bill and the role of the SSB and commit to holding six month review meetings with senior officials to review progress of the SSB and help review.
- ▶ COTVET to hold a sensitization session with stakeholders in the tourism sector to raise awareness of the implications of the new TVET policy.
- ▶ SSB to identify mechanism to collect relevant LMIS for the tourism sector, linking with broader approaches to collect LMIS. This will allow better understanding of demand, but also skill need.
- ▶ SSB to put in place mechanisms to collect and monitor the supply of sector-specific provision in technical secondary schools, TVET institutions and tertiary education.
- ▶ SSB to ensure that all TVET institutions delivering tourism-specific provision have tourism representatives on their Board.
- ▶ SSB to ensure that all TVET institutions and tertiary education institutions delivering tourism and hospitality-specific provision have an employer advisory panel that reflects the make-up of tourism and hospitality employers in the vicinity.
- ▶ SSB to support TVET institutions and tertiary education institutions to put in place tracer studies to monitor impact and the impact of the strategy.

- ▶ SSB to establish links with organisations in international tourist destinations across Africa to help develop partnerships and exchange best practice.

9.3 Funding

Funding continues to hamper effective practical delivery within TVET and tertiary education institutions. It also undermines more formal investment in training and development in the workplace. Addressing the funding problem will not be a quick fix and requires a broader solution that engages all sectors of the economy. In the short-term, discussions are required with MoTCCA to explore whether a small percentage of the current tourism levy can be used to fund the SSB and some of its key activities.

Proposed action:

- ▶ SSB to explore with the Ministry of Tourism, Arts and Culture the allocation of the current tourism levy and whether a small percentage can be used to fund the secretariat and work of the SSB.
- ▶ SSB to engage senior managers in TVET and tertiary education Institutions to explore whether commercial funds generated by tourism and hospitality departments can be maintained by the department to invest in equipment and facilities as well as greater practical delivery of courses.

9.4 Curriculum and qualifications

There is a need to engage TVET and tertiary education institutions and together with COTVET work together to revitalise the tourism and hospitality courses being delivered across the country. These courses need to emphasise the development of practical skills and be updated to reflect the current needs of the sector as it competes with other international visitor destinations. There is also a need to engage partners to look afresh at what is being taught in schools to stimulate an interest and awareness of their national heritage and the importance of tourism to showcase and preserve it.

Proposed action:

- ▶ SSB to outline core occupations in the sector and produce career progression map to show entry and progression into and through the sector.
- ▶ SSB to outline a comprehensive career strategy with existing intermediaries to promote careers in the sectors, showcase career pathways and the opportunities of pursuing a career in the sector. The campaign should be aligned to practical guidance being offered, in particular that being offered to young people. This must include activities to encourage more women to enter the sector.
- ▶ SSB to explore the development and delivery of tourism-specific content in primary and secondary schools that raises the awareness of tourism and cultural sites across Ghana and the importance of sustainable tourism as a means to protect them and create employment.
- ▶ SSB to develop or refresh occupational standards for priority occupations.
- ▶ SSB to bring together relevant TVET institutions to develop shorter practical content to support a more effective transition into the sector.
- ▶ SSB to bring together relevant tertiary education institutions to look at purpose and content of curricula and revise content to reflect international best practice, particularly those on the Continent.

9.5 Delivery and assessment practices

As part of a review of content of the courses on offer, there is a need to engage TVET and tertiary education institutions to increase practical delivery, introduce greater innovation and engagement with

the sector. This includes structured internships and support with delivery and assessment by employers and industry associations. There is also a need to engage with HOTCATT to support it to once again become a pivotal partner to train new entrants and existing employees in Accra.

In the short-term, the SSB has an important role to work with partners to ensure that those employees that have been laid off as a result of COVID-19 receive appropriate support and retraining and that businesses have the appropriate skills to re-open safely and successfully. See annex A.

Proposed action:

- ▶ SSB to work with partners to ensure that those employees that have been laid off as a result of COVID-19 receive appropriate support and retraining and to prepare tourism and hospitality business for effective operations post-COVID-19.
- ▶ SSB to work with the Ministries of Education and Tourism, Arts and Culture to review the governance and operations of HOTCATT and to ensure that it has solid sector leadership and oversight.
- ▶ SSB to audit technical schools to assess whether they have the relevant facilities to deliver tourism and hospitality-relevant skills as well as a realistic ratio of students to equipment as well as access and appropriate facilities for those with disabilities and then put in place action plan to address gaps.
- ▶ SSB to facilitate capacity building with senior staff in TVET and tertiary education institutions to increase innovation, commercial activities, and engagement with the sector.
- ▶ SSB to put in place practical development strategy for existing TVET and tertiary education lecturers delivering tourism and hospitality-specific courses.
- ▶ SSB to work with relevant partners to put in place new specifications for teachers delivering tourism and hospitality courses to have relevant practical experience and to stipulate periodic industry re-freshers.

9.6 Access to training

Developing a professional and stable workforce is critical to ensure that in the short-term the sector has the appropriate skills to respond to changing market demand and needs as a result of COVID-19 and in the medium-term to meet the customer expectations of an international visitor destination. There are opportunities for greater collaboration between employers and between the sector and TVET and tertiary education institutions to upskill and certify the current workforce, as well as develop competence in areas such as waste management, energy reduction and digital security.

Proposed action:

- ▶ SSB to work with partners to develop and take forward a customer service campaign. This will include the development and implementation of customer service standards and training, means to publicly recognise achievement at different levels (e.g. badges, plaques and certificates). It could also include benchmarking of different establishments.
- ▶ SSB to pilot the delivery of foreign language training for front line staff.
- ▶ SSB to work with TVET institutions to develop range of short training programmes to upskill the workforce, particularly around specific skills such as culinary skills.
- ▶ SSB to work with partners to oversee the development of short training programmes that reflect the revised occupational standards for operational and middle-management and supervisory roles.

- ▶ SSB to pilot a Recognition of Prior Learning programme to assess the competences of existing staff in operational and middle-management and supervisory roles and to provide bespoke training to address any skill gaps.
- ▶ Engage workers laid off as a result of COVID-19 to assess skills, offer career support and link to relevant training.
- ▶ SSB to work with partners to develop a human resource commitment that hospitality businesses would be encouraged to sign up to that commits a signed up business to offering contracts, performance reviews, periodic training and development.

9.7 Industry-institute linkages and support for workplace learning

Greater collaboration between the tourism and hospitality sector can reap positive benefits for employers, institutions, students and employees. There are opportunities for more structured internships and the potential to pilot formalised apprenticeships for a number of occupations.

Proposed action:

- ▶ SSB to pilot internships with key employers, review, amend and roll out across all TVET and tertiary education institutions.
- ▶ SSB to work with TVET institutions to pilot greater involvement of employers, industry associations and suppliers engaging in the delivery and assessment of tourism and hospitality courses.
- ▶ SSB to pilot with TVET institutions in the setting up of alumni networks to increase engagement with TVET and tertiary education institutions and the sector. This would follow on from the work to undertake tracer studies.

9.8 Gender Equality

Women continue to play an important part of the tourism and hospitality workforce and it is important that their potential can be fulfilled and that they can be encouraged and supported into management positions across the sector. Similarly, it is important that the sector can remove barriers for those with disabilities in order to help them pursue careers in tourism and hospitality.

Proposed action:

- ▶ SSB to ensure that the careers strategy includes activities that actively targets more women and showcases existing high profile female role models working in the sector.
- ▶ SSB to identify mentors to support women in middle management positions or those aspiring to progress into management.
- ▶ SSB to work with associations to take forward activities that address stereotypes, including those related to gender and disabilities, and look to change behaviours in how women should be treated in the sector.
- ▶ SSB to ensure that careers strategy and activities includes reference to people with disabilities.

▶ 10. Timescales

The passing of the TVET Commission Bill will help establish the role and authority of the SSB and will help increase its leverage to galvanise the change outlined in this strategy. The following sets out the actions outlined above across an eighteen month timeline and suggests those actions that can be taken forward before the Bill is passed and those where it would be more advantageous to wait.

10.1 Immediate actions

Time period	Category	Actions
First six months from launch of strategy	Delivery and assessment practices	SSB to work with partners to ensure that those employees that have been laid off as a result of COVID-19 receive appropriate support and retraining and to prepare tourism and hospitality business for effective operations post-COVID-19 (see annex A for possible activities)
	National skills policy and strategy	COTVET and SSB to hold initial workshop held for senior officials in the Ministry of Tourism, Arts and Culture and the Ghana Tourism Authority to gain commitment to support the implementation of the Skills Strategy
	Funding	SSB to explore with Ministry of Tourism, Arts and Culture the allocation of the current tourism levy and whether a small percentage can be used to fund the secretariat and work of the SSB
	Governance and stakeholder coordination	SSB to engage with the sector to spell out its role and strategy, put in place secretariat to take forward strategy, work with key partners to fund and pilot activities in the strategy
	Governance and stakeholder coordination	SSB to ensure that all TVET institutions delivering tourism-specific provision have tourism representatives on their Board
	Governance and stakeholder coordination	SSB to ensure that all TVET institutions and tertiary education institutions delivering tourism and hospitality-specific provision have an employer advisory panel that reflects the make-up of tourism and hospitality employers in the vicinity
	Governance and stakeholder coordination	SSB to engage partners to develop appropriate key performance indicators to assess the progress and impact of the SSB
	Curriculum and qualifications	SSB to outline core occupations in the sector and produce career progression map to show entry and progression into and through the sector
	Delivery and assessment practices	SSB to work with the Ministries of Education and Tourism, Arts and Culture to review the governance and operations of HOTCATT and to ensure that it has solid sector leadership and oversight
Access to training	Engage workers laid off as a result of COVID-19 to assess skills, offer career support and link to relevant training	
First 12 months from launch of strategy	Governance and stakeholder coordination	SSB to identify mechanism to collect relevant LMIS for the tourism sector, linking with broader approaches to collect LMIS. This will allow better understanding of demand, but also skill need
	Governance and stakeholder coordination	SSB to put in place mechanisms to collect and monitor the supply of sector-specific provision in technical secondary schools, TVET institutions and tertiary education
	Governance and stakeholder coordination	SSB to support TVET institutions and tertiary education institutions to put in place tracer studies to monitor impact and the impact of the strategy
	Governance and stakeholder coordination	SSB to develop partnerships with SSBs or similar organisations in other countries for exchange of best practices.
	Access to training	SSB to work with industry associations, to develop a human resource commitment that hospitality businesses would be encouraged to sign up to that commits to higher standards of human resource practices, such as offering contracts, undertaking performance reviews and undertaking periodic training and development.

Time period	Category	Actions
First 18 months from launch of strategy	Curriculum and qualifications	Develop or refresh occupational standards for priority occupations
	Curriculum and qualifications	SSB to bring together relevant tertiary education institutions to look at purpose and content of curricula and revise content to reflect international best practice

10.2 Actions after TVET Bill has been passed

Time period	Category	Actions
First six months after Bill is passed	Governance and stakeholder coordination	COTVET to hold sensitization session with senior officials in Ministry of Tourism, Arts and Culture to ensure they are aware of the implications of the TVET Bill and the role of the SSB and commit to holding six month review meetings with senior officials to review progress of the SSB and help review
	Governance and stakeholder coordination	COTVET to hold sensitization session with stakeholders in tourism sector to raise awareness of the implications of the new TVET policy
	Delivery and assessment practices	SSB to facilitate capacity building with senior staff in TVET and tertiary education institutions to increase innovation, commercial activities, and engagement with the sector
	Delivery and assessment practices	SSB to put in place practical development strategy for existing TVET and tertiary education lecturers delivering tourism and hospitality-specific courses
	Delivery and assessment practices	SSB to work with relevant partners to put in place new specifications for teaching tourism and hospitality courses including up-to-date practical (on-the-job) experience
	Funding	SSB to engage senior managers in TVET and tertiary education Institutions to explore whether commercial funds generated by tourism and hospitality departments can be maintained by the department to invest in equipment and facilities as well as greater practical delivery of courses
First 12 months after Bill is passed	Curriculum and qualifications	Explore the development and delivery of tourism-specific content in primary and secondary schools that raises the awareness of tourism and cultural sites across Ghana and the importance of sustainable tourism as a means to protect them and create employment
	Curriculum and qualifications	SSB to outline a comprehensive career strategy with existing intermediaries to promote careers in the sectors, showcase career pathways and the opportunities of pursuing a career in the sector. The campaign should be aligned to practical guidance being offered, in particular that being offered to young people. This must include activities
	Curriculum and qualifications	SSB to bring together relevant TVET institutions to develop shorter practical content to support a more effective transition into the sector
	Delivery and assessment practices	SSB to audit technical schools to assess whether they have the relevant facilities to deliver tourism and hospitality-relevant skills as well as a realistic ratio of students to equipment as well as access and appropriate facilities for those with disabilities and then put in place action plan to address gaps
	Industry-institute linkages and support for workplace learning	SSB to pilot internships with key employers, review, amend and roll out across all TVET and tertiary education institutions
	Industry-institute linkages and support for workplace learning	SSB to work with TVET institutions to pilot greater involvement of employers, industry associations and suppliers engaging in the delivery and assessment of tourism and hospitality courses
	Industry-institute linkages and support for workplace learning	SSB to pilot with TVET institutions in the setting up of alumni networks to increase engagement with TVET and tertiary education institutions and the sector. This would follow on from the work to undertake tracer studies
	Industry-institute linkages and support for workplace learning	SSB to pilot internships with key employers, review, amend and roll out across all TVET and tertiary education institutions

Time period	Category	Actions
	Industry-institute linkages and support for workplace learning	SSB to pilot employers, associations and suppliers supporting the delivery and assessment of tourism and hospitality courses
	Industry-institute linkages and support for workplace learning	SSB to pilot setting up of alumni networks to increase engagement with TVET and tertiary education institutions and the sector
First 18 months after Bill is passed	Access to training	SSB to work with partners to develop and take forward customer service campaign. This will include the development and implementation of customer service standards and training, means to publically recognize achievement at different levels (e.g. badges). It could also include benchmarking of different establishments
	Access to training	SSB to pilot the delivery of foreign language training for front line staff
	Access to training	SSB to work with TVET institutions to develop range of short training programmes to upskill the workforce, particularly around specific skills such as culinary skills
	Access to training	SSB to work with partners to oversee the development of short training programmes that reflect the revised occupational standards for operational and middle-management and supervisory roles
	Access to training	SSB to pilot a Recognition of Prior Learning programme to assess the competences of existing staff in operational and middle-management and supervisory roles and to provide bespoke training to address any skill gaps
	Gender and disability equality	SSB to ensure that the careers strategy includes activities that actively targets more women and showcases existing high profile female role models working in the sector
	Gender and disability equality	SSB to identify mentors to support women in middle management positions or those aspiring to progress into management
	Gender and disability equality	SSB to work with associations to take forward activities that address stereotypes, including those related to gender and disabilities, and look to change behaviours in how women should be treated in the sector
	Gender and disability equality	SSB to ensure that careers strategy and activities includes reference to people with disabilities

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▶ Annex A

Potential activities in response to COVID-19

Supporting tourism and hospitality workers laid off during the pandemic

- ▶ Register those staff that have been laid off as a result of COVID-19
- ▶ Undertake an assessment of skills and experience and certificate against qualification framework
- ▶ Identify individuals with sectors that have local employment opportunities
- ▶ Deliver employability skills training/ deliver sector-specific training

Create WhatsApp group to communicate employment opportunities and hospitality re-openings

- ▶ Upskilling of current workforce to address new COVID-19 skills
- ▶ Ensure that training and support is available to managers to support them introduce new processes and procedures to deal with infection control and safe working
- ▶ Ensure the development and delivery of short training courses to develop skills and competence around:
 - ▶ Infection control and safe working
 - ▶ Customer service and handling difficult situations – to help ensure that customers follow new guidelines in a polite manner and deal with difficult situations
 - ▶ Supervisory and line management skills to help monitor critical control points
 - ▶ Management skills – to understand importance of complying with new regulations and giving customers confidence, adapt to emerging change, innovation and taking new opportunities

- ▶ **Contact:**
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Norwegian Ministry
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