Dominican Sustainable Tourism Alliance
USAID D-D-DSTA Program

Tourism Workforce Development Toolkit and its Application in the Dominican Republic
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October 15, 2014
Outline

- GSTA - Background
- GSTA – Results
- Strategic goals of the Education and Workforce Development Component
- Results
- Lessons Learned & Best Practices
GLOBAL SUSTAINABLE TOURISM ALLIANCE (GSTA)

- 5 Year Leadership Associate Award Cooperative Agreement
  - Global mechanism for providing USAID with assistance for sustainable tourism development;

- Advance the state of the practice in sustainable tourism development and allied fields;

- Cross-sectoral systems approach including environment, governance, economics, and societal aspects;

- SCALE approach for involving stakeholders.

- Awarded to AED – Managed by AED, GWU, TNC, and Solimar
DOMINICAN SUSTAINABLE TOURISM ALLIANCE (DSTA)

- Five year, $12.5 million program

- Goal: Strengthen Dominican Tourism Clusters and small, medium-sized, and community-based tourism enterprises to become sustainable.

- Approach: Systems driven approach focused on cluster strengthening, product development, biodiversity conservation, and workforce development.
Institutional Strengthening - Clusters (Solimar)

- Cluster business plans developed
- Cluster Membership Toolkit developed
- Cluster members trained in implementation of the Membership Toolkit
- Cluster Marketing Toolkit and Visitor Information Center Toolkit

Key Accomplishments:
- Improved cluster services
  = increased jobs/income
Institutional Strengthening - CDCT

- CDCT business plan development & implementation
- Recognition of CDCT’s services with national/international partners, potential donors, and clients
- Revenue-generating activities

Key Accomplishments:
- Established CDCT = better funding/technical support for cluster network
Rural Enterprise Development

- Participatory business & conservation planning process
- Operations & management training
- Naturalist guide training
- Infrastructure development
- Sales & marketing
- Knowledge transfer to clusters/CDCT

Key Accomplishments:
Rural tourism enterprises:
- create jobs
- establish relationships between communities and parks where both people and conservation benefit
National Marketing & Sales Network

- Marketing/sales opportunities and challenges
- Consumer-friendly brand
- Website, print promotion, trade shows, FAM trips
- Quality and sustainability criteria based on the *Global Sustainable Tourism Criteria*

Key Accomplishments:
- Niche tour products promoted & sold
- Provider negotiating power strengthened
- Complimentary products packaged
- Sustainable practices adopted by tourism industry
Conservation and Environmental Stewardship
(The Nature Conservancy)

- Capacity building
- Improving biodiversity conservation and tourism management
- Promoting sustainable tourism development
Capacity Building

- Environmental education
- Environmental best practices training
- Marine conservation training
- Christmas bird count
- Research (whale watching)
- Nature interpreter training
- Tourism development planning
Improving biodiversity conservation and tourism management

Enabling policy framework for PA:
- tourism mgmt plan
- concessions, co-management
- tourism regulations, licenses, permits (infrastructure, public use, services)
- entrance fees, financial reinvestment, fiscal-economic instruments

Improved (tourism) mgmt
Promoting sustainable nature tourism development

Restoration of the Samaná Whale Museum

Supporting the conservation of sea turtles through tourism and environmental education
Key Accomplishments

- Implementation of 4 conservation plans
- Implementation of 4 sustainable tourism financial plans for PA
- Implementation of 2 visitor impact management plans
- Identification of business opportunities for communities
- Proposal: sustainability of the park system
- Proposal: infrastructure and interpretative signage for 2 parks
Education and Workforce Development (GWU)

- Providing technical advice and direction to each tourism cluster in developing a competitive tourism workforce

- Empowering the Consorcio Dominicano de Competitividad Turística (CDCT) to articulate a nationally competitive and professional tourism education and workforce policy framework
Communications and Social Networking (AED)

- Focused communications support to:
  - Dominican Tourism Clusters
  - Dominican Consortium for Tourism Competitiveness
  - Fondo DESTINOS/Innovation grant recipients

- Increase public dialogue and recognition

- Support planning and staging of events

- Interaction with local and national media outlets
Key Messages

➢ Promoting the DR as a sustainable tourism destination

➢ Sensitizing around the themes of sustainable tourism

➢ Strengthening of the tourism clusters

➢ Showcasing the key role of tourism in the DR
Key Accomplishments

- 9 Clusters and CDCT legally registered and receiving sustainability funding
- 11 Community Grants implemented
- Cluster communications capacity enhanced
- Press trips: 7 of 9 clusters have had at least one press trip
- Photo archive: comprehensive catalog of program activities completed
DSTA Lessons Learned

System Transformation Requires

- Whole system (value chain) involved
- Local engagement from the beginning
- Sustainable Clusters (through meaningful activities and DMOs)
- Positive media relationships
- Program staffing responsive to implementation needs
Tourism Education and Workforce Development in the DR
Guide to Assessing and Designing Tourism Workforce Development Programs

With a special focus on job and career opportunities for youth
Strengthen the capacity of managers (from government, NGO’s and the private sector) to assess, design, implement and evaluate workforce development programs in the Tourism sector.

For use by countries seeking to build a Sustainable Tourism sector i.e., a sector that provides jobs and economic growth while at the same time practicing sustainable approaches to natural resource management.

For countries with large youth populations where developing viable employment opportunities for in-school and out-of-school is a national priority.
Long term outlook for tourism remains promising & resilient. Tourists arrivals in 2010 returns to 2008 pre-crisis level and are expected to grow to 1.6 billion by 2020.

UNWTO has been placing more stress on the potential for tourism to be a primary vehicle for job creation, economic regeneration and a transformation to a green economy.

Tourism is an important industry for developing countries.

Tourism is a labor-intensive industry supporting a wide variety of jobs in many sectors.

Tourism provides opportunity for youth, women and the less advantaged groups in society.

“The story of successful tourism enterprise is one that is largely about people—how they are recruited, managed, trained and educated, how they are valued and rewarded and how they are supported through a process of continuous learning and career development. None of this happens by accident.”
Section 1: Assessment

1.1 Assessment Framework
   a) Assessment of industry demand for workforce skills
   b) Assessment of the capabilities of education and training providers to meet industry demand for workforce skills
   c) Assessment of the attitudes and perceptions of youth towards tourism

1.2 How Program Planner use Tourism Workforce Assessment Information

1.3 Factors of Analysis
   - **Demand Factors**: determining work force need by domain within tourism sector, identifying job needs, analyzing skill needs, identifying factors that hinder industry growth and determining industry attitudes toward youth
   - **Supply Factors**: assessing coverage and quality of training provider programs, determining linkages between employers and training providers, identifying barriers for youth who want to work in tourism and identifying skill levels of new and incumbent workers

1.4. How to Conduct a Tourism Work Force
   - Step 1: Preparation
   - Step 2: Data Collection
   - Step 3: Data Analysis and Recommendations
   - Step 4: Sharing Results and Mobilizing Action
2.1 How to transition from Assessment to Program Design

Goals of such programs are usually to:

a) Increase tourism industry skills and employment among youth and other members of the workforce
b) Increase economic productivity in the tourism sector

Tourism Workforce projects can include a range of objectives and activities, for example:

**Objective 1:** Build the capacity of workforce education and training providers

**Activities:** Conduct and assessment of local education and training provider capacity (using survey instruments) use the results from the survey to develop capacity-building plans with local training providers

**Objective 2:** Conduct outreach efforts to raise awareness of tourism career opportunities

**Activities:** Work with local media companies to design a campaign that helps youth and other understand how they can develop career in the tourism industry

2.2 Illustrative Scope of Work for a Tourism Workforce project

Example of part of a survey to assess youth’s perceptions towards and interest in the tourism sector.
Strategic goals of the education and tourism workforce component

- Reinforcing social capital development in destination
- Engaging local and national stakeholders to promote a supportive tourism education and workforce policy and institutional environment
Assessment and Perspectives of Workforce Training in the Tourism Sector -

- Tool Kit
  - Youth Assessment
  - Employer Assessment
  - Labor Markets and Youth Development in the Tourism Sector

- Tourism Education and Training Providers Catalog
- Tourism Vocational Education Assessment
- White paper on International Best Practices for Tourism Workforce Development
Toolkit Pilot: “Labor Markets and Youth Development in the Tourism Sector”

Perceptions:

- 75% of young people aspire to be receptionists and 48% aspire to be guides.
- 22% of employers believe that the occupation of receptionist is suitable for young people, while 3% think that being a guide is the most suitable.

Results:

- Most needed skills that young people need to grow and advance in the sector are: communication skills, labor, social skills, and customer service.
- Main obstacles perceived by young people to enter the formal tourism workforce are: low wages, learning new languages, especially English and contacts within the sector.
- INFOTEP proved to be the training provider of top quality tourism in the assessment of youth and the private sector, while service providers rated INFOTEP in second place.
Employers Assessment Results

- **Supply-Demand:**
  Job positions most difficult for employers to recruit because of lack of skills:
  - Hotel maintenance
  - Front Desk - Receptionist
  - Housekeeping
  - Entertainers
  - Customer Service
  - Chefs and kitchen staff
  - Retail sales persons
  - Bartender
  - Security
  - General Services

- **Occupational positions:** 6 of the 7 subsectors assessed pointed out the low level of education of candidates for the positions sought out by the private sector as the most difficult for recruitment, as well as:
  - Lack of experience
  - Working hours
  - Migration to other places in search of better wages
  - The preference to work in different sectors because of the low wages offered in the tourism sector

- **Unequal distribution of managerial positions held by international and local employees in the accommodation subsector**
Employers Assessment Results

- Results:
  - 39% of companies are not training staff as they should, and have not done any training activities
  - On average, 36% of companies expressed interest in getting involved in programs aimed at the training of out-of-school youth in the context of public sector programs
  - 56% expressed a willingness to participate based on having more information about the scope and conditions of these programs
Assessment of Vocational Training for Tourism

- The geographical location of the polytechnic institutions that offer tourism vocational education courses and training holds no relationship with the location of the country’s tourist destinations.

- The current curriculum are training individuals in completing basic tasks (such as housekeeping and assistant cooking) rather than developing technical competencies that could lead towards a trade or profession.

- Tourism has many areas that require specialization. Continuous education is needed for professors and teachers in order to update their knowledge base.

- Not all centers have the equipment and labs needed for teaching or have the necessary inputs.

- Mastering a second language is not achieved in the short period of time allotted to this skill.

- Lack of instruments to monitor and evaluate the effectiveness of training in technical high schools in tourism.
Key accomplishments

- National Task Force on Education and Tourism Workforce and INFOTEP’s Advisory Committee of Hospitality and Tourism
- National Human Resources Tourism Council proposed and discussed
- Concept Proposal for Tourism Observatory
- Tool kit to assess and design tourism workforce development programs delivered and strategic action plan to implement toolkit in other destinations in the DR Clusters
- MINTUR and private sector executives from the travel and tourism industry trained
- Application and dissemination of GW Consulting Practicum Methodology to local universities (Clusters and local universities - CONPEHT)
- Train the trainers pilot program with INFOTEP
- Web-based job clearinghouse
- Modernization of the computer lab of the Cabarete Education and Training Center – Donation of Starfish Orphanage Foundation
Best Practices in Workforce Development Tourism Applied to the Dominican Republic

Development Vision
- Learning by Doing
- Quality programs are required to train employees for tourism
- Tourism has positive economic effects for all sectors

Competent Workforce
- Working with clusters for the development of the tourism workforce
- Centre of Excellence for training
- Model of skills-based training
- Tax incentives
- Interns and apprentices
- Adaptation and implementation of international competitions

Policy
- Policy formulation and establishment of an institutional framework for the development of the workforce in the country's tourism sector: opportunity and challenge
Lessons Learned & Best Practices

- Access to primary data produced by the Toolkit Pilot Assessment and the knowledge generated encouraged stakeholder engagement of local educational institutions, private and public sector organizations to move forward to engage the potential workforce in their respective destination tourism industry.

- Allowed for the leveraging of additional donor resources, which has contributed towards the goal of building institutional and human resource capacity to engage education and training providers.

- Direct involvement and participation has encouraged the Government to pay closer attention to invest in Human Resource Development.
Lessons Learned & Best Practices

- Establishment of a Tourism Human Resources Council at the national level to function as a national policy accreditation and coordination entity that approves occupational standards and training providers and organizations according to workforce skills qualifications based on international best practices.

- Establishment of a web-based Job Clearinghouse where job seekers can find training referrals, seek career advice, search job listings, and find other employment-related information, including worker benefits and rights, and labor laws.

- A center of excellence can serve as a *Mecca* for any industry by attracting expert practitioners, theoreticians, and innovative thinkers for a common purpose: perfecting and communicating knowledge.

- Internships and apprenticeships continue to provide an excellent learning environment for many skills and trades in tourism.
Summary

- Understanding what skills exist in the destination, the size and general trends of the labor force, and the forecasted needs for tourism development, an assessment can be made to determine the level of effort and investment necessary.

- Workforce development leads to stronger economic growth, increased productivity, and expanded employment opportunities by preparing new entrants to the workforce, bringing new skills to the existing workforce, and supporting entrepreneurship.

- The competitiveness of the tourism industry of any country rests ultimately on the capacity of its people to support it through their skills and enterprise.
Thank you

**DSTA WFD Reports Can Be Found at:**
http://www.gwutourism.org/gsta/DRreports/index.html

**USAID Workforce Development Toolkit**