Guides and Toolkits Series

Guide to Designing Tourism Workforce Development Programs

With a special focus on job and career opportunities for youth

Educational Quality Improvement Program 3 | **Engaging and Preparing Youth for Work, Civil Society, and Family Life**

Guide to Designing Tourism Workforce Development Programs

With a special focus on job and career opportunities for youth

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Acknowledgments

The "youth bulge" worldwide—some 1.5 billion 15-24 year-olds—is at once exciting and alarming. Workforce and education assessments document the demand and supply dimensions of a generation poorly prepared for modernizing economies; companies and potential employers bemoan epidemic unreadiness for work; demographic analyses and projections show increasingly youthful populations; and political appraisals warn of potential unrest arising from young people lacking skills and livelihoods. Nonetheless, young people everywhere show remarkable strengths, often exhibit astonishing resiliency, and demonstrate optimistic responses to even the most daunting of circumstances.

Much has been learned about how to build on these attributes in initiatives and projects in many parts of the world. USAID's Educational Quality Improvement Program 3 (EQUIP3) is designed to improve earning, learning, and skill development opportunities for out-of-school youth in developing countries. EQUIP3, a consortium of 12 organizations led by Education Development Center, Inc. (EDC), is a mechanism through which these organizations can implement youth development programs, often working together. Perhaps more importantly, EQUIP3 provides the impetus and the platform for youth development organizations to learn from their experiences and share their lessons.

One clear potential arena for these strengths—of young people and organizations alike—to be developed and nurtured is in the remarkably varied tourism field. In more and more countries where EQUIP3 did its work, it became clear that tourism was in many ways fertile ground for growing opportunity, developing skills, contributing to economic growth, and connecting with other people—all characteristics of the positive youth development objectives of USAID in general, and EQUIP3 in particular. From that observation has grown this Guide.

This Guide—as with everything in EQUIP3—has been a team effort. Workforce development, tourism, and youth development professionals from EDC and George Washington University worked together with in-country experts in several counties, but especially in the Dominican Republic. The project was supported by resources from USAID's EQUIP3 and Global Sustainable Tourism Alliance (GSTA) and the ongoing advice of Clare Ignatowski and Roberta Hilbruner, the AOTR's, respectively, of the two programs. Amanda Eichelkraut, Duty Green and Marina Taveras, all of USAID also offered helpful and constructive suggestions and feedback.

We thank the team of principal authors: Ron Israel and Alejandra Bonifaz of EDC, and Don Hawkins, Eisenhower Professor of Tourism Policy at George Washington University who—separately and together—reviewed research and practice, designed surveys and analyzed data, and compiled and wrote the material presented in the Guide.

The development of the tools benefited enormously from input from the Dominican Sustainable Tourism Alliance (DSTA) and especially Alejandro Herrera, Tourism Workforce Specialist, and Chief of Party Lissette Gil. The Instituto Dominicano de Desarrollo Integral, Inc. (IDDI), were well represented by David Luther, Karen Ordoñez, and Luz Fernandez. Special

List of Acronyms

AED	Academy for Educational Development
CTO	Cognizant Technical Officer
DR	Dominican Republic
DSTA	Dominican Sustainable Tourism Alliance
EDC	Education Development Center, Inc.
GDP	Gross Domestic Product
GSTA	Global Sustainable Tourism Alliance
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit (German Dev. Agency)
GW	George Washington University
ICS	Information Center System
ICT	Information and Communication Technology
IDB	Inter-American Development Bank
IDDI	Instituto Dominicano de Desarollo Integral, Inc.
JICA	Japanese International Cooperation Agency
JTD II	Jordan Tourism Development Project II
MOTA	Ministry of Tourism and Antiquities
NGO	Non-Governmental Organization
NTS	National Tourism Strategy (Jordan)
QA	Quality Assurance
SECTUR	Secretariat of Tourism
SEE	Secretariat of Education
SET	Secretariat of Labor
SMEs	Small and Medium Enterprises
STTA	Short Term Technical Assistance
TASK	Training in Attitudes, Skills, and Knowledge
UN	United Nations
UNWTO	United Nations World Tourism Organization
USAID	U.S. Agency for International Development
WTTC	World Travel and Tourism Council

Table of Contents

English versions:
Youth (Eng)
Employer (Eng)
Education & Training Provider (Eng) 4. Youth Focus Group Protocols (Eng)
Youth Focus Group Protocols (Eng)

Spanish versions:
Youth (Sp)
Employer (Sp)
Education & Training Provider (Sp)

Executive Summary

The production of this Guide was supported by resources from USAID's EQUIP3 and Global Sustainable Tourism Alliance programs and from the education, economic growth, and natural resource management sectors at USAID.[1]

The Guide is intended to strengthen the capacity of managers (from government, NGOs, and the private sector) to assess, design, implement, and evaluate workforce development programs in the Tourism sector. A special focus of the Guide is on the development of programs that provide employment opportunities to youth ages 15-24.

The Guide is intended 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).

The Guide also is intended for countries with large youth populations where developing viable employment opportunities for in-school and out-of-school youth is a national priority. In such countries, the building of robust career pathways in tourism for youth should be part of the process of building sustainable tourism.

The Guide starts with an overview on tourism workforce development and is then organized into four sections:

Section 1: Assessment – provides directions on how to plan and carry out a tourism and youth workforce assessment.

Section 2: Program Design – provides guidance on how to translate assessment findings into program design. It also includes an illustrative scope of work for a tourism workforce project.

Annex A: Project Examples – provides descriptions of two successful tourism workforce development projects— Tourism Education and Workforce Development in the Dominican Republic: The Case of Puerto Plata and The Jordan Tourism Development Project.

Annex B: Assessment Instruments – provides three survey instruments that can be used to assess the needs for a tourism workforce project: youth survey, private sector survey, and education and training provider survey. Section D also provides focus group protocols that help assess youth's perceived barriers or opportunities to getting a job in tourism. Surveys are available in both English and Spanish for use in different parts of the world.

Overview of Workforce Development in the Tourism Sector

Despite the recent global economic downturn, the long-term outlook for tourism remains promising, with tourism arrivals expected to grow from 924 million in 2008 to 1.6 billion by 2020 (see chart below). In response to the global economic crisis, the World Tourism Organization (UNWTO), a specialized agency of the United Nations, has been placing more stress on the potential for tourism to be a primary vehicle for job creation and economic regeneration as well as the transformation to a green economy "as a sector that can deliver on smart growth, intelligent infrastructure and clean energy jobs" (UNWTO, 2009, p. 16). UNWTO (2009) gave world leaders the following suggestion:

"Actions are needed to boost trade promotion, simplify regulation, build infrastructure and rationalize taxes, which in turn incite companies to invest, innovate and stimulate demand. This kind of public-private sector collaboration should be strongly advanced within and between all states – it will help build resilience and recovery across economies" (p. 16).

Figure 1: Projected Tourism Growth

Source: World Tourism Organization, 2009.

Tourism is an important industry for developing countries. Emerging economies are forecast to be engines of growth, increasing both international and domestic travel. In addition, according to Biederman et al. (2008), revenues generated from tourism can help to offset declining revenues from other domestic sectors. For instance, in Belize, foreign exchange earnings generated by tourism cushioned dropping export prices of bananas and sugar cane in 2004 and a per capita GDP of the country was rated above the average for the rest of Latin America and Central America (Biederman et al., 2008).

Without tourism in many countries, the innumerable suppliers of goods and services to the industry would not be able to sustain their businesses. Tourism is a labor-intensive industry supporting a wide variety of jobs in many different sectors. Baum and Szivas (2008) argue that this ability to create employment opportunities and hence contribute to the overall economic and social development of a nation is a key motive behind government support for tourism in any country, regardless of whether the country runs a fully diversified developed economy or is a less developed country.

What is worthy of special mention in terms of employment creation is the tourism industry's ability to respond to vulnerable populations in developing countries. While the quality of some of the jobs may come into question, tourism provides opportunities for youth, women, and the less advantaged groups in society (Cooper & Hall, 2008). For such people, tourism is a fast entry vehicle into the workforce, both in urban and rural communities, directly, or through its strong multiplier effect on related services, manufacturing, or agriculture (UNWTO, 2009).

Because of its human resource intensiveness, people are the essential part of the industry. Those who work in the industry can be a make-or-break dimension of success of tourism businesses, destinations, and countries. Fáilte Ireland (2005), the National Tourism Development Authority of the Republic of Ireland, claims as follows:

"The story of successful tourism enterprises is one that is largely about people – how they are recruited, how they are managed, how they are 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." (p. 10).

Typically countries start with marginal "hotel" schools that focus on waitstaff, housekeeping, front office, and basic cooking. But there are so many more possibilities as described in the following figure:

Figure 2: Pathways to Careers in the Tourism and Hospitality Industry

Tourist Attractions	Tour Guiding	Wholesale Tour Operators	Retail Travel	Tourist Information Services	Meetings, Events, Conferences	Policy Planning Development
Senior manager	• Tour guides • Owner operator	Senior manager	Senior manager	Regional/area tourism manager	Project manager	Executive director Senior partner
Manager of operations, sales, marketing or public relations	• Tour manager • Lead guide • Group coordinator • Specialist guides (ecotourism/cultural)	• Manager of product, sales, marketing or public relations • Reservation • Operations	• Manager of small travel agency/branch • Travel administration • Marketing	Manager of information centre sales, marketing, public relations or strategic planning	Conference manager	Director Senior manager
Supervisor in operations, marketing or public relations	• Specialist site guide • Tour guide • Driver guide	• Supervisor in product, sales, marketing or public relations • Operations	Supervisor – retail travel and/or corporate international and/or Australian	Supervisor in tourism information research, sales, marketing, public relations or strategic planning	Conference coordinator	Principal advisor
Group coordinator	• Site guide • Meet and greet guide	Group tour coordinator	Senior travel consultant–international and/or Australian	Senior tourism information officer	Conference assistant	Senior advisor Market analyst Senior consultant
• Sales reservation agent • Guest service coordinator		Sales or reservation agent	International travel consultant	Travel advisor	Hospitality and travel operations (e.g. functions, reservations and group travel)	Advisor Research officer
Attractions attendant, ticket sale officer		Australian travel consultant				Administrative assistant
		Travel sales assistant/clerk				

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The World Travel and Tourism Council (WTTC) (2009) emphasizes that tourism "will still contribute positively to GDP and jobs in the longer term" (p. 7). Looking beyond the current crisis, the industry is expected to take back its leading, dynamic role in driving global growth, creating jobs and alleviating poverty. In spite of occasional drops in annual growth, the industry has risen rapidly for the last decade. According to WTTC (2009), the industry is expected to grow by 4 percent per annum over the next ten years, supporting 275 million jobs (8.4 percent of all jobs) and 9.5 percent of global GDP. "This means that we can remain confident in Travel & Tourism's long-term growth potential, and in its increasing importance as one of the world's highest priority industries and employers" (WTTC, 2009, p. 7).

Section 1: Assessment

Section 1: Assessment

This section provides guidance on how to assess the need for a tourism workforce project.

1.1 Assessment Framework

An assessment for a tourism workforce project seeks to achieve the following goals:

- Define job opportunities and career pathways in the tourism industry.
- Identify the barriers that constrain new entrants, especially youth, from accessing relevant skills and jobs in tourism.
- Develop data-based program and policy recommendations that strengthen workforce development programs and job opportunities in tourism, with a special emphasis on opportunities for youth.

Throughout this guide, *youth* is defined as young men and women between the ages of 15 and 24. However, this definition would need modification if a given country uses different age parameters to define its youth. It should be noted that the approach and instruments suggested in this document are intended to cover both in-school and out-of-school youth.

A tourism workforce assessment has three interrelated components. Although each component can be implemented individually, a comprehensive assessment will include all three (as detailed in Section A4). The three components are as follows:

(a) Assessment of industry demand for workforce skills. What are the labor market categories needed by the tourism sector now and five years from now? What are the specific skills within high-demand positions that new entrants need to master? What is the extent of the need for workers with high-end technical skills, environmental management skills, mid-to upper-level management skills, and basic employability skills? How does the private sector view youth? Do they have biases against employing out-of-school youth? Do they have salary scales and career pathways that incentivize youth to participate?

(b) Assessment of the capabilities of education and training providers to meet industry demand for workforce skills. What programs are currently being offered by education and training providers? To what extent do these programs integrate classroom-instruction with apprenticeships, mentorships, and other experiential approaches to teaching and learning? Do they adequately address the core workforce competencies needed by the private sector? Do they address the special environmental management skills needed to support sustainable tourism? Do they provide career counseling and job placement services? Are enough people being trained to meet current and projected demand? Do youth (in-and out-of-school) have adequate access to these programs? Are the programs sustainable? Is there a current policy framework that facilitates access to education and training by out-of-school youth?

(c) Assessment of the attitudes and perceptions of youth towards tourism. How can program planners better understand the needs and interests in tourism among different types of youth (e.g., in-school and out-of-school, boys and girls, urban and rural)? Are young people aware of the opportunities and tourism career pathways available to them? Are they aware of environmental issues in the tourism sector and the skills needed to address such issues? Why are they motivated to pursue careers in tourism? What are the perceived obstacles to and successful strategies for entering the tourism industry?

1.2 How Program Planners Use Tourism Workforce Assessment Information

Information and data analysis from a tourism workforce assessment can be used by program planners in a variety of useful ways; for example, to inform program design, provide information for a baseline assessment, and provide formative feedback on the effectiveness of current programming.

A tourism workforce assessment can provide input into the design of development projects in a variety of sectors, including education, economic growth, and natural resource management. Table A below illustrates how such an assessment can contribute to the design and implementation of program activities in different sectors.

Figure 3: Sector Uses of Tourism Workforce and Youth Assessment Data

Sector	Uses	Assessment Data
Education	Basic education programs for out-of-school youth; vocational and technical education and training; employability skills training for youth development programs	Capacity of current education providers; youth perceptions of education needs; access to education programs by youth; youth levels of literacy numeracy and basic skills competencies
Economic Growth	Workforce readiness programs; private sector competitiveness programs; employment and job creation programs	Private sector demand for skills; skill competencies of new and incumbent workers; status of current labor market mechanisms; employment data; information on labor and job creation policies
Natural Resource Management	Sustainable tourism linked to biodiversity conservation and protected area management programs	Data on workforce needs in sustainable tourism businesses; capacity of tourism education and training providers; data on career pathways in tourism related to natural resource management

1.3 Factors of Analysis

A well-targeted tourism workforce assessment analyzes the degree to which the tourism industry's demand for workforce skills is matched by the ability of education and training providers to provide their students with opportunities to get jobs and pursue careers in tourism. To conduct such an analysis, the assessment should provide information regarding a variety of workforce demand and supply factors.

Demand Factors

Assessing workforce demand in the tourism industry involves analyzing data related to the need for workers in the major domains of work and specific jobs in the tourism industry. It also involves analyzing factors that hinder growth in tourism and the attitudes of employers towards hiring youth.

> Determining Workforce Needs by Domain within the Tourism Sector

An assessment should provide information on workforce needs in different domains of the tourism industry, including the following: accommodation (hotels, motels, B&Bs, guest houses); restaurants (fast food, cafes, coffee shops, pubs, and nightclubs); travel services (tour operators, travel services, tour guides); attractions (museums, art galleries, monuments, cultural centers, protected areas); transportation (airlines, car rentals, buses, boats); retail services (souvenir shops, arts and crafts stores, boutiques); and events (conferences, conventions, exhibitions, meetings, sports, entertainment). In addition, an assessment should collect information related to the workforce needs of sustainable tourism occupations such as environmental management.

> Identifying Job Needs

A well-designed tourism workforce assessment also identifies the demand for specific jobs in different domains of the tourism industry. A typical list of such jobs includes bartender, baker, bellboy, boat handler, bus driver, catering staff, chef/cook, customer service specialist, entertainer/animator, event coordinator, facilities maintenance staff, flight

attendant, food and beverage manager, front desk staff, housekeeping staff, human resources specialist, museum and heritage site staff, recreation staff, reservations agent, sales staff, tour guide, tour operator staff, travel agent, tourism information center staff, wait staff, and others.

> Analyzing Skill Needs

All jobs in tourism require the mastery of specific skills. In tourism, as in other areas of workforce, such skills can be classified as core or entry-level skills, technical and management skills, and entrepreneurship skills.

Core Skills

Core skills are not necessarily tied to a specific job; instead, they are broad in nature, allowing personnel to apply them to almost any tourism job. The following core skills have been identified as essential to succeed in tourism: basic literacy and numeracy; employability skills (attendance and punctuality, working in teams, following directions, time management); communication (speaking, writing, listening); problem-solving; vocational/technical; technology (ICT); life skills (self-esteem, grooming, career planning); foreign languages; customer services skills (courteous and friendly conduct); and creativity and innovation skills.

Technical Skills

As opposed to core skills, technical skills are directly connected to a specific job or occupation. They can include skills that are needed to implement front-line tourism industry service jobs, such as bartender, cook, housekeeper, etc.; skills necessary to implement management and technical support jobs, such as accountant, restaurant manager, and IT specialist; and skills needed to support jobs that focus on the environmental aspects of tourism, such as ranger, marine biologist, and interpretive guide. Government agencies in many countries have established skill standards for specific jobs in the tourism industry. These standards serve as a framework for providing vocational competency-based training and assessing student performance.

Entrepreneurship Skills

Opportunity for entrepreneurship is another important factor that needs to be analyzed in assessing demand for workforce in the tourism sector. Entrepreneurship is often an important mechanism for engaging youth in tourism. Enterprising youth, with some basic training and perhaps access to micro-credit, are likely to engage in tourism entrepreneurial activities, such as food enterprises; small-scale transport (cyclists, horses, vespas); entertainment (dancers, singers); vendors (jewelry, bags); etc. A well-designed tourism workforce assessment will identify both current and promising entrepreneurship opportunities for youth, as well as the resources (training, credit, etc.) needed by youth to pursue such opportunities.

> Identifying Factors that Hinder Industry Growth

In addition to skill shortages, there are a variety of factors that hinder productivity in the tourism industry. Some of the most commonly found growth-inhibiting factors include: the lack of investment in information technology to improve productivity; unethical practices or corruption; poor customer service; sub-standard food hygiene and preparation; inadequate facilities maintenance and repair; lack of well-developed systems of financial management and human resource management; lack of tourism awareness by residents; lack of opportunities for staff development and training; inadequate attention paid to natural resource management and ecological sustainability; and lack of effective public policies pertaining to the tourism and hospitality sector.

> Determining Industry Attitudes toward Youth

Demand side analysis also includes assessing industry attitudes toward employing youth. In many countries, there is a bias against employing young people, especially out-of-school unemployed youth. Employers may have images or fears that out-of-school youth are not reliable workers, cause trouble, and/or require too much time and effort to train and prepare. Such bias often inhibits the ability of the industry to provide jobs for a segment of the population most in need and often most interested in careers in tourism.

Supply Factors

Assessing supply-side factors in workforce development includes examining the coverage and quality of education and training provider programs; the extent and effectiveness of linkages between employers and training providers; and the career pathways and barriers to entering those pathways facing youth interested in working in the tourism sector.

> Assessing Coverage and Quality of Training Provider Programs

A wide range of institutions have the potential to offer education and training that help new entrants and existing workers prepare for jobs in tourism. Types of providers include: secondary schools; vocational education institutions; polytechnic schools; universities; government training providers; industry training providers (e.g., a hotel providing internal/external training); continuing education (such as night or second chance schools for youth/adults who have surpassed school age to complete their primary/secondary education); entrepreneurship training programs; and NGO programs.

A workforce assessment will analyze the different types of education and training providers, the types of programs they offer, and the degree of access by youth to their services. It also collects and analyzes information about factors that characterize education and training quality, such as the pedagogical skills of trainers and the quality of curriculum materials.

> Determining Linkages between Employers and Training Providers

Analyzing the extent of the linkages between employers and education/ training providers is also important. Are training providers adequately informed about industry workforce needs? Will industry provide access to jobs for training provider graduates? Are there opportunities for students to participate in industry-sponsored apprentice-

ship and mentorship programs? Are industry representatives engaged in training and in curriculum design?

> Identifying Barriers for Youth Who Want to Work in Tourism

Understanding the barriers that impede youth participation in the tourism industry is another important supply-side factor that needs to be analyzed. Such barriers can include lack of: foreign language skills; employability skills; technical/vocational or customer service skills; relevant work experience; personal or professional contacts (see Box A); accreditation (certificate or degree); appropriate workplace attitudes and behaviors, childcare (see Box B) or family support in pursuing a tourism career path. Other factors include: sexual misconduct or substance abuse; low wages; distant geographical location; difficult work schedules (long hours, late shifts); discrimination (sex, age, health condition, etc.); dangerous or risky work environments (see Box C); or temporary contracts (three-month limits).

Box A | **Personal Contacts – Key to Accessing Jobs**

Lack of personal contacts appear to be a significant barrier to employment around the world and in various sectors. A study by the University of Glasgow (Cartmel & Furlong, 2000) found that "social networks facilitated access to job opportunities for those young people with good local contacts. For others, the lack of social networks represented an important barrier to employment" (p.1).

Box B | **Importance of Child-Care in the Tourism Industry**

The study conducted by the University of Glasgow (Cartmel, & Furlong, 2000) points out the low support for childcare within the tourism industry, concluding that "although there was often a high demand for female workers in tourist related services, those with children frequently lacked access to childcare facilities" (p.1).

Risky work environments and hard working conditions are evidenced as factors in the tourism industry that many countries are trying to combat, as shown in an article by Anita Pleumarom (2007), "exploitation of tourism workers remains rampant. Worldwide, the industry is taking advantage of migrant workers who provide the cheapest labour, endure the harshest working conditions and are least likely to organize in trade unions" (p. 2). Such risks and conditions represent significant barriers for youth entering the tourism industry.

Tourism workforce assessments should also examine the extent to which youth are aware of existing career pathways in tourism. Career pathways include the types of skills needed for different levels of responsibility and opportunity within a particular job or industry sector, and also the different education and training and job preparation steps that need to be taken to access those opportunities.

In addition to examining the challenges for entering the tourism industry, assessments should look into the capacity of local providers to address such challenges. For example, Pham, a travel agency in Vietnam, pointed out that "students from tourism schools are not qualified to work after graduating, with many having only a basic knowledge of tourism and lack of English skills." They suggested the following four key things to focus on in order to meet the demands of the tourism industry: occupational skills and knowledge, good [customer] service, foreign language skill and reasonable allocation of labor among the tourism industry" (PRLog Free Press Release, Lack of Qualified Tourism Graduates Threaten Vietnam, July 23, 2009. p.1. Retrieved March 10, 2010, from http://www.prlog.org/10290446-lack-of-qualified-tourism-graduates-threaten-vietnam.html).

> ## *Identifying Skill Levels of New and Incumbent Workers*

In some cases, it also may be useful to collect information on the skill levels of new and/or incumbent workers. Such information can help with recommendations for increasing the coverage and quality of education and training providers. Skill levels of new workers, especially youth, can often be determined by analyzing existing secondary data, such as the number of students completing primary and secondary school, literacy levels, and test scores and completion rates at vocational and technical education institutions. Information on the skill levels of incumbent workers may exist at the firm level or may need to be collected by the assessment team itself. However, primary data collection of skill level competencies can be a costly process and should only be undertaken if there is an important need to do so, such as the absence of secondary data sources.

1.4. How to Conduct a Tourism Workforce Assessment

This section provides a four-step guide on how to implement a tourism workforce assessment: Step 1—Preparation; Step 2—Data Collection; Step 3—Data Analysis and Recommendations; Step 4—Sharing Results and Moving to Action.

Step 1: Preparation

At the outset, it is important to identify the main stake-holders for the assessment, build an assessment team, develop an implementation plan, field test and revise assessment instruments, and establish the foundations for data analysis.

Identify Stakeholders

There are four categories of stakeholder groups that both contribute to and benefit from the assessment: (1) youth and youth-serving organizations; (2) the private sector (i.e., tourism firms); (3) education & training providers;

and (4) "other institutions," which include government organizations and donor agencies. Prior to conducting the assessment, the subgroups within each of these categories need to be identified and arrangements made to reach a representative sample of each targeted sub-group.

Table B below provides a list of the types of stakeholders likely to emerge within each of our four major stakeholder categories.

Figure 4: Stakeholders and their sub-groups

Youth-Serving Institutions	Private Sector	Training & Education Providers	Supporting Institutions
Local			
• Locally recognized NGOs working with youth and/or tourism • Youth themselves representing in-school, out-of-school youth, unemployed youth, and youth working in tourism	• Tourism businesses (e.g., travel agencies, transportation, entertainment) • Small businesses (e.g., gift shops) • Entrepreneurs (e.g., artisans)	• Public high schools (e.g., high school teacher or principal) • Second chance schools (e.g., adult schools for primary or secondary certification) • Technical/vocational schools • Independent trainers (e.g., consultants) • Universities	• Local government authorities • Local community leaders
National			
• Ministry of Youth • NGO network/consortia focusing on youth (if existent) • Leading NGOs working with youth and/or tourism	• Tourism associations or consortia (e.g., hotel and restaurants, tour guides, airlines, etc.)	• Ministry of Labor • Ministry of Education • National regulating arm for technical and vocational training; A consortium of tourism-related education or training institutions (if existent)	• Ministry of Tourism • Donor agencies working on tourism and/or youth development (e.g., IDB, GTZ, JICA, UN, USAID, World Bank, others)
A broader workforce assessment would substitute the category of "new and/or incumbent workers" for the category of "youth and youth-serving organizations."			

Build the Assessment Team

An assessment team that reflects the interests of the main stakeholder groups usually works best. Such a team for a tourism workforce assessment focused on youth would include:

(a) *A Tourism Workforce Expert:* knows the tourism industry, especially the nature of labor markets within tourism, the major occupational categories, skill standards, and competencies

(b) *An Education and Training Expert:* understands how to assess effective curriculum and materials and pedagogical practices in different types of education and training institutions

(c) *Youth Development Experts (one male and one female):* know how to conduct focus groups and qualitative research with different types of youth (e.g., in-school/out-of-school, employed, unemployed)

At least one of these three team members should have some expertise in survey design, data collection, and analysis. If this is not the case, a fourth person with these skills should be added to the team. Also, someone on the team needs to be designated as Team Leader with responsibility for the overall coordination of assessment activities. Some criteria for selecting a Team Leader may include: (a) assessment methodology and survey research experience; (b) cross-sectoral work experience; (c) prior team leader experience.

Develop an Assessment Implementation Plan

The Team Leader needs to work with other members of the assessment team to develop an implementation plan. Such a plan should cover the following topics: the goals of the assessment; the roles and responsibilities of different team members in carrying out the assessment; the types of training activities needed to prepare the team for its assignment (e.g., administration of the survey instruments); an assessment calendar that includes logistical details for data collection and analysis activities (e.g., times for scheduled focus groups and interview sessions); and a plan for data entry and analysis.

Field Test and Revise Assessment Instruments

Existing instruments (such as those contained in Section B) should be tested for local relevance and language accuracy (i.e., choice of words and dialects). These tests and revisions can be done with the help of representatives from each of the major stakeholder groups, who review each survey instrument and discuss words/questions that were unclear. For example, certain jobs, unique to the local tourism industry, may be added to the proposed list of jobs in tourism, or people in different regions of the country may have different ways of saying the same thing (e.g., there are three different ways of saying "bellboy" in Spanish).

Establish a Foundation for Data Analysis

A common pitfall in planning assessments is the little attention given to data analysis during the planning stage. Data collection and the design of survey instruments in a well-planned assessment go hand in hand with a clear plan for data analysis. For such a plan, the following are critical considerations: (a) develop the data analysis tools (e.g., database, spreadsheet, scoring sheet, or others) in advance during the development/modification of data collection instruments (surveys); (b) identify a support team to do data entry early on who also can be involved in the development of the survey instruments.

Gender Considerations

A successful assessment takes gender issues into consideration. For example, by ensuring (i) that the assessment team is gender-balanced; (ii) that instruments and tools take into account female and male circumstances (in some cultures young males and females may not be found in the same locations or it may not be acceptable to group them for discussions); and (iii) that the analysis and inferences drawn from results take into account possible gender biases and/or particular male or female local considerations.

Step 2: Data Collection
Training the Team

The use of the proposed data collection tools (surveys and focus groups) in this guide call for training in two main areas:

(a) *Survey administration:* Some respondents require significantly more support when responding to survey questions. University students, for example, need minimal support, while out-of-school youth with low levels of literacy need one-on-one support/coaching to answer each question.

Training should introduce techniques to help assessment team members clarify questions in ways that will not influence respondents' answers. For example, questions that require checking boxes present less difficulty than ranking questions (e.g., please rank, from 1 to 3, the jobs in which you are most interested). In this case, the survey administrator, rather than giving an example of the type of job that may be of greatest interest, may ask, "Looking at this list, what job are you most interested in?" Once the respondent points at it, the administrator continues, "Then, this one deserves the number '1.' The next job that you like the most deserves the number '2,' until you reach the number '3.' Remember to use each number only once."

(b) *Youth focus group methodology:* The proposed focus group protocol, provided in Annex A, is quite useful in helping assessment team members understand the perceptions of youth towards work in the tourism sector and the barriers they face in doing so. Results from youth focus groups also can assist in the design of a quantitative youth survey instrument.

Instead of detailed note taking, tape recording, and coding, this methodology uses alternative quantifying techniques (to help prioritize results). Although this focus group methodology has a simplified analysis, conducting it requires specific

skills on the part of the facilitator, who needs an adequate amount of training, followed by on-the-job accompaniment/ support. To use this focus group methodology in an assessment, a minimum of four days of training is recommended.

Collecting Data

In addition to the youth focus group methodology mentioned above, the use of three assessment survey instruments is recommended: (1) a private sector survey (to assess workforce demand), (2) an education & training provider survey (to assess supply-side capabilities), and (3) a youth survey (to assess youth interests and constraints to participation in tourism). Each of these three instruments requires different processes to administer. It is recommended that adult professionals administer the private sector survey and the education and training providers survey. It is encouraged to train youth themselves to administer the youth survey and carry out youth focus groups.

The private sector survey yields better results when survey administrators distribute the survey and return at a later date to retrieve it. For this, previous contact with the respondent should be made and the drop-off and pick-up time should be used for clarifying any questions. Online distribution for the private sector survey may be considered. However, the surveys for youth and education and training providers work better when administered face-to-face and with someone to provide feedback to residents while they answer questions. Team members may need to work in pairs when administering surveys to out-of-school youth, and they should avoid groups larger than 30 participants at a time.

Youth focus groups and youth surveys should be administered only by trained youth facilitators. However, university students can be surveyed by faculty members. In the case of youth focus groups, time allocation varies between 50 to 90 minutes, depending on the literacy level of participants. Each focus group should be as homogenous as possible and group size should range between six and eight participants.

Step 3: Data Analysis and Recommendations

Data analysis, sharing, and design of concrete recommendations are inseparable components of a well-designed assessment. Information collected with the tools described earlier can be analyzed and disaggregated by key variables, including those described in Table C below.

Figure 5: Key Analysis Variables to Disaggregate Data

Youth	Private Sector	Training Providers
Gender	Size of business	Type of training provider (secondary school, NGO, tech/voc training institution, university, etc.)
Age cohorts	Domain and sub sectors	Types of students/learners
In-school vs. out-of-school	Types of jobs or internships	Pedagogical approach
Family income level	Specific Skills	Cost structure
Employed vs. unemployed	Urban or rural location	Outreach programs

Disaggregation by Gender: Gender is one of the disaggregation variables that is most informative when proposing future action or possible interventions. Using the tools described here, data collected can be disaggregated by gender in order to understand young males' perceptions, skills, and ambitions in relation to those of young females. In some settings, males and females may display different perceptions towards the tourism industry, may prefer different tourism occupations, may face different challenges to entering the tourism industry, etc. See the following for examples of gender differences found in an assessment in the Dominican Republic.

Figure 6: Gender Differences from a Pilot Assessment in the Dominican Republic (DR)

FEMALES	Highly Interested	Slightly Interested	Not Interested
Customer service specialist	42%	23%	9%
Receptionist	61%	12%	7%
Desk clerk	58%	14%	7%
Tourist Guide	49%	16%	7%
Travel agent	44%	11%	14%
MALES	**Highly Interested**	**Slightly Interested**	**Not Interested**
Customer service specialist	41%	32%	11%
Receptionist	41%	34%	7%
Desk clerk	43%	25%	11%
Tourist Guide	50%	23%	18%
Travel agent	45%	30%	9%

World Tourism Organization, 2009

A pilot assessment in Puerto Plata, DR, in February of 2008 showed the following once data was disaggregated and analyzed by gender:

Greater interest in tourism expressed among young males than females: A total of 59 percent of male participants expressed interest in working in the tourism industry, as opposed to 45 percent of female participants. The reasons for this difference merits further examination to determine whether it is due to a natural inclination/preference or it is related to the risk factors that the tourism industry may present to females, such as the risk of sexual harassment and exploitation.

Males showed greater interest in tourism jobs that were mobile while females were more interested in static jobs: The above table shows the top five, most preferred, tourism jobs for youth in this assessment and their level of interest in each job. The five most preferred jobs in tourism seem to be the same for males and females, but within these five positions, preferences vary. Young women seem more interested in jobs that do not require traveling or moving around, such as receptionist and desk clerk positions. Young men, however, seem more attracted to more mobile jobs, such as tourist guide and travel agent.

Males and females share the same top two challenges to entering the tourism industry, but other challenges vary across gender: The 'lack of knowledge of a foreign language' and 'lack of accreditation and certification' are

the most significant obstacles for males and females to enter the tourism industry. Following these, males identified 'lack of information on job opportunities in the tourism sector' and 'child care' as the next most significant barrier in the tourism sector while females, on the other hand, mentioned 'lack of family contacts' and 'discrimination'. Interestingly, child care was mentioned as a top challenge by males while it was identified the ninth most significant challenge for females.

Levels of Analysis

Information collected during a tourism workforce assessment can be analyzed at three different levels: single-survey analysis; gap analysis (two survey comparison); and triangulation analysis (comparing data from all three surveys).

Single-survey analysis: Single-survey analysis can yield a variety of conclusions and recommendations based on data collected in each of the three surveys, including:

–*From the private sector survey:* the demand for workforce according to different sectors and domains within the tourism industry; the demand for specific jobs within each sector; the demand for specific skills associated with each needed job; the salary levels and terms and conditions of employment within different sectors of the tourism industry; the attitudes of the tourism industry towards employing youth; and the pathways that are open to youth who wish to pursue careers in tourism.

–*From the education and training provider survey:* the numbers and types of education and training providers; their geographical coverage and the numbers of students they enroll and graduate; the quality of their curricula and educational materials; the pedagogical skills of their faculty; their organization and management structure; their sources of funding and capacity to be sustainable.

–*From the youth focus group and survey:* the knowledge, attitudes and interests of youth towards pursuing careers in tourism; constraints and barriers to youth who want to work in tourism.

Gap analysis: Gap analysis is particularly useful when analyzing the difference in the workforce demand of the private sector and the capabilities of the private sector to meet that demand. This involves comparing and contrasting information collected from the private sector with data from the education and training provider surveys. Gap analysis can also prove useful in contrasting the interests of youth in specific jobs in tourism with the jobs that the private sector needs youth to fill.

Triangulation analysis: A description of useful ways of analyzing data from all three tourism workforce assessment surveys follows. Table D provides a matrix showing how survey questions cut across two or all three surveys, allowing triangulation of data collected.

Ways of Analyzing Data Using All Three Surveys
> Tourism Domains

Based on the list of tourism domains (e.g., accommodation, food and drink), youth select those domains in which they are interested; private sector employers identify those domains where they perceive youth may have opportunities to succeed; and training providers identify in which domains they offer training. *The results from this triangulation help identify the most promising tourism domains for youth.*

> Core Skills

Youth, employers, and training providers may or may not have the same understanding of what core skills youth need to be able to successfully work in tourism. To assess these differences/similarities, all three cohorts select those skills considered "essential" to succeed in tourism (e.g., basic literacy and numeracy, life skills). In addition, private sector employers rate the quality of these core skills among their current young employees, and training providers identify core skills for which they provide training. *The results from this triangulation help identify the most important core skills for youth to succeed in*

tourism, the degree to which current employees possess such skills, and the amount of skills training available.

> Barriers

All three cohorts select three main obstacles for youth to obtain a job in tourism. *The results from this triangulation help identify the main barriers for youth to enter the tourism industry.*

> Quality of Existing Training Providers

Each cohort states how well ("poor" to "excellent") they believe each type of education and training provider prepares youth for a job in tourism. *The results from this triangulation help determine the perceived quality of existing training and education programs in preparing youth for tourism.*

> Tourism Career Pathways

All three cohorts provide their perceptions of how well youth understand career paths that tourism may offer them—youth's knowledge about careers in tourism—and the extent to which youth are interested in learning more about careers in tourism. A comparison of responses brings valuable insights. For example, if results from the youth survey show that youth believe they have a good understanding of tourism career pathways but training providers believe the opposite, a youth training program geared only to expose youth to greater information about career paths may not generate sufficient interest among youth. Or, if the private sector believes that youth have a good understanding of career paths but youth believe the opposite, most likely, employers are not providing on-the-job support for youth to increase their knowledge about and get exposed to tourism career paths. *The results from this triangulation help determine the perceived degree to which youth have (or lack) an understanding of tourism career pathways.*

Step 4: Sharing Results and Mobilizing Action

The analysis of data is incomplete if it is not coupled with organizing opportunities for sharing the main findings with key stakeholders. Ideally, the assessment findings should be shared with stakeholder groups at local and national levels, and stakeholder groups should have an opportunity to reflect upon the findings and work together to identify whatever steps are necessary to address the needs that have emerged (e.g., the development of new policies or programs or the building of stronger stakeholder networks).

At the **local level**, a workshop can be designed to generate dialogue, further inform the main assessment findings, and jointly identify concrete actions that need to be taken. Participants should include a sample of people from each cohort (youth, private sector, and training providers) who completed the surveys, as well as local leaders from each cohort. A special effort should be made to include in-school and out-of-school youth in this dialogue.

At the **national level**, a meeting can be organized to generate a different (but complementary) dialogue, geared towards macro-level issues, addressing political constraints and opportunities, and creating momentum for decision-making at a national level. Participants in this event may include government ministries, such as education, labor, tourism, and international donor agencies such as USAID, World Bank, GTZ, and JICA. Youth should also be given an opportunity to participate in stakeholder meetings at this level.

The following table provides a summary of survey themes, described in this section, and the specific questions included in each of the three surveys in Annex B.

Figure 7—Survey Themes and Questions at a Glance Main

Cross-cutting themes as perceived by youth, the private sector, and education/training providers

THEME	As perceived by YOUTH	As perceived by the PRIVATE SECTOR	As perceived by EDUCATION and TRAINING PROVIDERS
Promising tourism domains	Jobs that interest youth: Q.4: *In which of the following would you be interested in seeking a job?*	Tourism domains that offer growth opportunities to youth: Q.18: *In which of the following tourism domains do youth have greater opportunities for professional growth?* Tourism domains covered by the assessment: Q.1: *The primary focus of your company falls into which aspect of the tourism and hospitality industry?*	Jobs for which training is offered: Q.10: *Which of the following tourism domains do your programs cover?*
Specific jobs in tourism	Jobs that interest youth: Q.5: *How interested are you in each of the following jobs/occupations in tourism?* Level of difficulty to getting these jobs: Q.6: *How easy is it for someone young like you to be hired for any of the following jobs/occupations where you live?*	Potential job opportunities for youth: Q.19: *What kinds of jobs do you need youth (ages 15 to 30) to fill?*	
Core skills that are perceived essential for youth to succeed in tourism	Most important core skills for youth to succeed in tourism: Q.9: *How important do you think these skills are in order for youth to succeed in tourism?*	Most important core skills for youth to succeed in tourism: Q.14: *How important do you think these skills are in order for youth to succeed in tourism?* Perceived level of core skills competencies of current young employees: Q.20: *Please rate young entrants (under the age of 30) in your firm in the following areas (list of core skills).*	Most important core skills for youth to succeed in tourism: Q.24: *How important do you think these skills are in order for youth to succeed in tourism?* Supply of core skills training: Q.11: *Indicate whether or not the following core skills are offered in your program and the extent of their quality.*

THEME	As perceived by YOUTH	As perceived by the PRIVATE SECTOR	As perceived by EDUCATION and TRAINING PROVIDERS
Technical skills needed		Technical skills needed: Q.17: *Indicate which of the following technical skills are the most needed in your business.*	Supply of technical skills training and their perceived quality: Q.12: *Indicate whether or not the following technical skills are included in your program and the extent of their quality.*
Barriers for youth to work in tourism	Main barriers for youth to working in tourism: Q.7: *What are the main barriers for someone young like you to get a job in tourism?*	Main barriers for youth to working in tourism: Q.22: *What is the greatest barrier that youth face in getting a job in tourism?*	Main barriers for youth to working in tourism: Q.7: *What is the greatest barrier that youth face in getting a job in tourism?*
Quality of existing training providers	Quality and effectiveness of current training providers in preparing youth for tourism, as perceived by youth. Q.10: *How good are the following programs in preparing you for a job in tourism?*	Perceived quality and effectiveness of current training providers in preparing youth for tourism. Q.15: *Indicate how well you think education and training providers prepare youth for work in the tourism industry.*	Perceived quality and effectiveness of current training providers in preparing youth for tourism. Q.14: *Indicate how well you think education and training providers prepare youth for work in the tourism industry.* Education and training providers covered by the assessment: Q.1: *Which of the following categories does your institution fall into?*
Youth's understanding of tourism career paths and their interest in learning more about them	The degree to which youth understand tourism career paths: Q.8: *Do you think that young people like you understand the career pathways that tourism can offer?* Youth's self-reported knowledge against statements such as: Q.12b: *I know enough about career paths in tourism.* Youth's level of interest in learning more about tourism career paths: Q.12n: *I am interested in learning more about career paths in tourism.*	Perceived level of youth's understanding of tourism career paths: Q.16: *Do youth entering your business understand the career pathways that tourism can offer?* Q.23b: *Youth know enough about career paths in tourism.* Perceived level of youth's interest in learning more about tourism career paths: Q.23n: *Youth are interested in learning more about career paths in tourism.*	Perceived level of youth's understanding of tourism career paths: Q.20: *Do youth who enter your program have an understanding of the career pathways that are open to them?* Q.28b: *Youth know enough about career paths in tourism.* Perceived level of youth's interest in learning more about tourism career paths: Q.28n: *Youth are interested in learning more about career paths in tourism.*

THEME	As perceived by YOUTH	As perceived by the PRIVATE SECTOR	As perceived by EDUCATION and TRAINING PROVIDERS
Entrepreneurship training and youth's interest in entrepreneurship opportunities	Perceived effectiveness of existing entrepreneurship programs in comparison to other education/training programs: Q.10: *How good are the following programs in preparing you for a job in tourism? ('entrepreneurship training program' as one of 10 training options)* Youth's interest in entrepreneurship opportunities: Q.12q: *I am interested in business and entrepreneurship opportunities.*	Perceived effectiveness of existing entrepreneurship programs in comparison to other education/training programs: Q.15: *Indicate how well you think education and training providers prepare youth for work in the tourism industry. ('entrepreneurship training program' as one of 10 training options)* Youth's interest in entrepreneurship opportunities: Q.23q: *Youth are interested in business and entrepreneurship opportunities.*	Perceived effectiveness of existing entrepreneurship programs in comparison to other education/training programs: Q.14: *Indicate how well you think education and training providers prepare youth for work in the tourism industry. ('entrepreneurship training program' as one of 10 training options)* Youth's interest in entrepreneurship opportunities: Q.28q: *Youth are interested in business and entrepreneurship opportunities.* Existing supply and quality of training programs that include or focus on 'entrepreneurship skills.' *Q.12: Indicate whether or not the following technical skills are included in your program and the extent of their quality.*
Perceptions of out-of-school youth (OSY)		Positive or negative image of OSY as perceived by the private sector: Q.21: *What is your image or perception of out-of-school, unemployed youth?*	Positive or negative image of OSY as perceived by education and training providers: Q.26: *What is your image or perception of out-of-school, unemployed youth?*
Challenges of the tourism industry in general		Q.7: *Indicate the extent to which the following are challenges in the tourism and hospitality industry in this country.*	Q.18: *Indicate the extent to which the following are challenges confronting the tourism and hospitality industry.*
Willingness of the private sector and education/ training providers to collaborate in a series of activities		Current level of collaboration with education/training providers: Q.10: *Do you regularly communicate and work with vocation schools, universities and other education and training providers?* Willingness to collaborate with education/training providers specifically for internship opportunities for out-of-school youth: Q.11: *Would your business be interested in offering 8-12-week internships/training for out-of-school or at-risk youth?* Types of activities that the private sector is interested in collaborating with education/training providers: Q.12: *Please state the degree to which your company would be interested in each of the following collaborative activities.*	Current level of collaboration with the private sector: Q.15: *Do you communicate or work with employers or tourism-related businesses?* Willingness to collaborate with the private sector specifically for internship opportunities for out-of-school youth: Q.16: *Would your institution be interested in participating in internship/ training programs for out-of-school or at-risk youth?* Types of activities that education/training providers are interested in collaborating with the private sector: Q.17: *Please state the degree to which your organization would be interested in each of the following collaborative activities.*

Section 2: Program Design

Section 2: Program Design

This section provides guidance on how to translate assessment findings into new program design. It also includes an illustrative scope of work for a tourism workforce project, focused on providing jobs and career opportunities for youth.

2.1. How to Transition from Assessment to Program Design

Information from a tourism workforce assessment can be used to help program planners design new tourism workforce programs. The goals of such programs are usually to (a) increase tourism industry skills and employment among youth and other members of the workforce; and (b) increase economic productivity in the tourism sector. Tourism Workforce programs can include a wide range of objectives and activities. The following menu provides some illustrative examples.

Menu of Objectives and Activities for Tourism Workforce Programs

Objective # 1: Identify relevant standards and credentialing systems that can guide workforce related education and training.

Activities: Review existing occupational standards for the tourism industry at a national or international level; focus on those occupations targeted as priority needs by industry; conduct a comparative analysis of national/international occupational standards and related certificate programs; then review the standards and certificate programs of local education and training providers to determine if local programs can be strengthened by using international standards.

Objective # 2: Build the capacity of workforce education and training providers.

Activities: Conduct an assessment of local education and training provider capacity (using the survey instruments attached to this Guide); use the results from the survey to develop capacity-building plans with local training providers; use grants, technical assistance, and training to strengthen training provider capacity in areas such as the content of instructional programs; the pedagogical capabilities of faculty; institutional management and fund-raising capacity; and, where appropriate, training facility improvements.

Objective # 3: Conduct outreach efforts to raise awareness of tourism career opportunities.

Activities: Work with local media companies to design a campaign that helps youth and others understand how they can develop careers in the tourism industry, (e.g., moving from cook's helper to chef, from hotel front-line worker to owner-manager); strengthen the ability of career guidance counselors to promote tourism careers in schools, universities, and youth-serving NGOs.

Objective # 4: Address barriers that out-of-school youth face when pursuing careers in tourism.

Activities: Conduct focus groups and interviews with out-of-school youth to identify their attitudes towards, and interest in, tourism, and the barriers they face in gaining entrance into the tourism workforce; work with education and training institutions to provide special programs that meet the work readiness and vocational skill needs of youth; conduct outreach efforts to change the attitudes of tourism

industry employers who may be prejudiced against hiring out-of-school youth.

Objective # 5: Form training provider/private sector tourism workforce alliances.

Activities: Promote greater engagement of the private sector in the design and implementation of tourism and workforce education and training programs; for example, engage industry in the design of curricula and instructional materials; in serving as training program faculty; and advising on fund-raising and financial planning activities.

Objective # 6: Promote the development of improved tourism and workforce policies.

Activities: Review current tourism and workforce policies on issues, such as occupational standards; the certification of education and training providers; training investment tax credits; wage and employment standards; alternative basic education and work readiness certification programs; conduct dialogue to promote the development of new policies with representatives from tourism industry, the education and training community, and relevant government ministries (Ministries of Tourism, Labor, Education, Youth and Sports).

Objective # 7: Identify key sustainable tourism occupational needs and develop a relevant training program.

Activities: Conduct private-sector workforce survey using a customized version of survey instrument attached to this Guide; identify critical occupation and skill needs, assess capacity of local education and training providers to provide relevant skills training using a customized version of the survey instrument attached to this Guide; build local training provider capacity; implement training program and monitor outcomes.

Objective # 8: Monitor impact of program activities.

Activities: Identify indicators and targets that can help measure program impact on workforce skills development and employment outcomes, such as tourism industry productivity and sustainability; develop baseline monitoring and evaluation instrument; conduct baseline; monitor impact of mission-sponsored activities on proposed indicators and targets; conduct end-of-activity/project evaluation.

2.2. Illustrative Scope of Work for a Tourism Workforce Project

Goal: Increase the productivity of the tourism industry by training new entrants in the labor market, especially youth, in workforce skills required by industry and placing them in tourism jobs

Time Frame: 3 years

Background: The local tourism industry cannot grow fast enough to keep up with the number of travelers to the destination. A major constraint to tourism industry expansion is the lack of a well-trained workforce. At almost every level, from managers to front-line workers, there are workforce shortages.

Vulnerable populations such as youth have the potential to provide the quantity and quality of skilled labor needed by the tourism industry. However, youth are hindered from entering the workforce by a variety of constraining factors, such as:

- The lack of responsiveness to tourism industry needs for entry-level workers on the part of local education and training providers.
- A lack of awareness of career paths in tourism among youths and their families. Low level basic education and work readiness skills among the large out-of-school youth population.
- A prejudice by tourism industry employers against hiring certain types of youth.
- Inadequate housing facilities for new employees, especially girls, who may need to travel long distances. The inability of youth, who want to start their own tourism businesses, to access credit. A government tourism policy that fails to address industry workforce needs.

Scope of Work: The proposed project will implement the following activities:

Conduct a tourism industry labor market assessment: Review available data from previous assessment; work with industry to develop a survey instrument that assesses current and projected workforce needs in different tourism domains and occupations (e.g., hotels and lodging, travel and transportation, etc.); focus the assessment on entry-level and entrepreneurial occupations that can be filled by vulnerable populations such as youth.

Identify relevant occupational standards: For each targeted occupational need identified in the labor market survey, identify a relevant set of occupational standards and skills (either local, regional, or national). Also identify related certificate programs for those who master targeted standards and skills; pay special attention to standards and certification systems related to environmental sustainability.

Conduct an assessment of the capacity of local education and training providers: Assess relevance of instructional programs to meet labor market needs; pedagogical capacity of faculty; management capacity; facilities capacity; linkages with private sector; ability of youth to have access to such programs; ability of programs to

have a student population that is gender balanced; ability of program to be sustainable. Types of institutions to be included in this assessment are universities, private sector training providers, NGOs, and government training programs.

Develop a tourism workforce and youth development strategy: Such a strategy should identify occupational needs in different sectors of the tourism industry and an approach to providing needed skills training and job placement services to youth who want to pursue these occupations and careers in tourism.

Build the capacity of local education and training providers to address the labor market needs of the tourism industry: Provide a targeted program of technical assistance and training, including revising curriculum and producing educational materials, to improve education and training provider quality and expand access for youth and other vulnerable populations to training provider programs.

Conduct a public education campaign focused on raising awareness of career opportunities in tourism: Such an awareness campaign should include mass media public service announcements, internet tourism and workforce websites, career fairs, and town meetings. It also should include an effort to strengthen tourism career counseling programs at schools and universities.

Build tourism workforce partnerships between the private sector, government, and the education and training community: Organize a cross-sectoral working group that can advise on how to address outstanding tourism and workforce issues (e.g., the development of national policy and the setting of standards and certification programs).

Establish a tourism industry labor market information system: Work with industry to establish a mechanism in which job vacancies can be posted and youth, as well as other members of the workforce, can submit their resumes to interested employers.

Level of Effort:
Long-Term Staff: Project Director/Chief of Party; Training Specialist; Public-Private Partnership Specialist; Media and Communications Specialist
Short-Term Technical Assistance: four months per year

Outcomes:
- 5,000 new entrants placed in tourism industry jobs
- Improved quality of education and training provider instruction and facilities; expanded course offerings and expanded enrollments in at least six tourism education and training institutions
- Tourism industry labor market information system established
- Public/private sector tourism and workforce alliance established

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Annex A: Project Examples

The following are two case studies, one from Jordan and one from the Dominican Republic.

Annex A1—Project Examples:

Tourism Education and Workforce Development in the Dominican Republic: The Case of Puerto Plata

This case focuses on Puerto Plata in the Dominican Republic, which served as the destination for the development and testing of the assessment tools described earlier in this publication. The Dominican Republic's travel and tourism industry has a poorly trained and educated workforce, which is currently affecting the country's competitiveness as an international tourism destination. Puerto Plata, the first tourism hub in the nation, has experienced a thriving tourism sector in the past and is currently experiencing an anticipated decline. Since the year 2000, the destination has seen a 40 percent decline in tourist arrivals, while a significant number of hotels in the area have closed their operations. As the destination searches for strategies to improve sector competitiveness, employers perceive workforce training and education as a cost rather than an investment. This attitude and situation is perpetuating the poor quality of the industry's human resources. The imminent development challenge is to improve the sustainability of the Dominican Republic's tourism industry and competitiveness by supporting tourism education and workforce development.

The USAID-Dominican Sustainable Tourism Alliance (DSTA) Program was established to promote sustainable tourism in the Dominican Republic in order to increase sector competitiveness. USAID co-finances the USAID-DSTA Program and the nine Tourism Clusters it represents. The George Washington University (GW) is a USAID-DSTA managing partner committed to achieving excellence for tourism workforce development and education. GW concentrated its efforts in the Puerto Plata region by providing technical assistance that empowered the Puerto Plata Cluster's education and training providers to prepare and engage workforces in their respective tourism industries, with special emphasis on gender considerations and on out-of-school or disadvantaged youth and in-school youth. The overarching objective was to understand tourism industry training needs and current delivery by education and training providers, as well as the latter's strengths and limitations, workforce interests and skills, and to engage local and national stakeholders who are well positioned to act upon findings.

Puerto Plata Workforce Assessment

A two-week pilot assessment took place between February 18 and 29, 2008. In-country work was led by EQUIP3/EDC in close collaboration with George Washington University/DSTA and the *Instituto Dominicano de Desarrollo Integral* (IDDI). The two main objectives of the assessment were to:

- Pilot test and refine the assessment instruments previously designed to develop an Assessment Guide for use by NGOs, governments, donor agencies, private sector, and education/training institutions for future similar assessments in the Dominican Republic and/or in other countries.

- Contribute to the existing knowledge base by generating dialogue among local and national stakeholders (e.g., informing the DSTA Program), who are well positioned to act upon the findings.

The pilot assessment was conducted in the Puerto Plata Province, located in the north of the Dominican Republic. Three participant groups were targeted: youth, private sector, and education/training providers. These groups were asked questions specific to their circumstances as well as cross-cutting questions that were relevant to all groups; this allowed triangulation and comparison of responses. A total of approximately 500 people participated in the pilot assessment, which had the following components:

- Training providers' survey: high schools, universities, INFOTEP[2] and NGOs
- Private sector survey: small businesses (artisans, souvenir shops); medium businesses (restaurant/bars transportation, apart-hotels); larger businesses (resorts, tour operators, casinos)
- Youth survey: population included young men and women, in-school and out-of-school youth, some of whom were enrolled in training programs, working in tourism, or unemployed
- Youth Focus Groups
- Developmental Assets Profile-DAP tool to youth

The map of Puerto Plata shows the populations reached and the instruments utilized within the geographical reach of the pilot assessment:
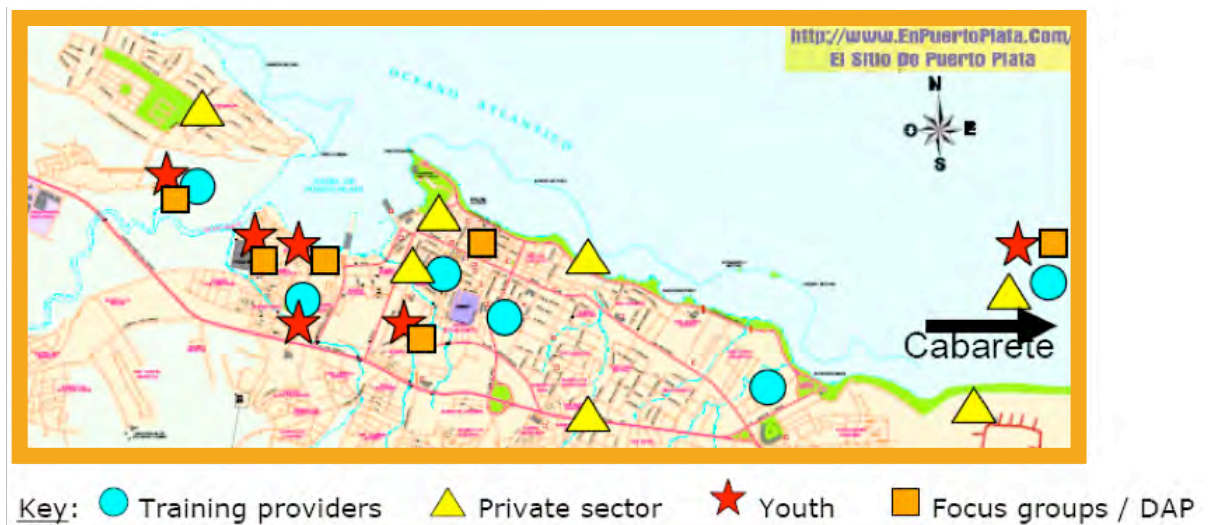
Key: 🔵 Training providers   🔺 Private sector   ⭐ Youth   🟧 Focus groups / DAP

Summary of the Main Findings
Youth aspirations related to tourism industry opportunities

- Youth have ambitious aspirations in the tourism industry; however, these aspirations sometimes conflict with employers visions:
  - » Careers in tourism are predominantly sought by youth in low-income communities. Out-of-school youth in these low-income communities have ambitious goals of becoming receptionists, tour guides, and gift shop clerks.
  - » While youth are particularly interested in becoming receptionists and tour guides, tourism businesses seldom believe that these positions are a good fit for youth.
- Findings suggest that the tourism industry should capitalize on the positive attitude and enthusiasm that youth express towards being employed in tourism.
- Future action should take into account the expressed interest and willingness of tourism businesses and training providers in collaborating to provide internship opportunities.

Main skills that youth need in order to succeed in tourism, as perceived by youth, private sector, and training providers

- "Soft skills," such as communication, social, and customer service were identified as the most critical for youth to succeed in tourism.
- Universities offer this type of training, but existing training programs are in short supply and are generally inaccessible to poor and low-skilled youth, especially out-of-school youth.
- There is a dire need to increase secondary education enrollment rates and expand training opportunities through INFOTEP's training organizations with special emphasis on the teaching of "soft skills."

Main obstacles, as perceived by youth, to succeed in the tourism industry

- Low salaries and lack of foreign language skills were identified as the largest obstacles.
- Foreign language skills are perceived as a key element to enter and grow within the tourism industry, but also as a hobby that youth would enjoy.
- The lack of personal connections and networking opportunities are perceived to pose significant obstacles to succeed in the tourism industry.
- Youth identified that the overly specialized training and knowledge required by employers pose a challenge to enter into the sector workforce or to advance a career by switching positions and seeking promotions.

Perceptions of training institutions according to youth and private sector

- INFOTEP ranks as the highest-quality training provider for tourism according to both the private sector and youth.
- INFOTEP successfully serves some youth populations, but not out-of-school youth. Participation generally requires a high school diploma.

Program Design

The Program was designed to address the USAID Country Mission's identified requirements to: (i) assess occupational needs and workforce opportunities in the Puerto Plata tourism destination with special emphasis on gender considerations and on both out-of-school and in-school youth; (ii) identify the basic tourism workforce competencies required by local industry to facilitate the delineation of career pathways from entry to mid-level jobs; (iii) identify demand-side barriers to engaging the workforce in tourism, such as employer attitudes and willingness to offer internships and potential risk factors for youth employment in tourism; (iv) assess education and training provider gap capacity; and (v) put in place a supportive tourism education and workforce policy and institutional environment so that learners gain

access to jobs and public sector authorities, education and training providers, and employers can benefit from increased workforce productivity. The following activities addressed these objectives:

Program Design Workshop: A multi-stakeholder workshop was conducted to formulate Puerto Plata's tourism education and workforce development strategy that addressed the issues and gaps discovered throughout the assessment phase. USAID-DSTA/GW presented the results of the Education and Tourism Workforce Development studies conducted in Puerto Plata. Working groups of participants discussed and validated the studies' recommendations and proposed additional recommendations. One of the main recommendations was the establishment of a Tourism & Hospitality Internship/Career/Recruitment/Job Placement Center in Puerto Plata to be managed by the Tourism Cluster.

Partnership to Address Basic Education Needs: USAID-DSTA/GW partnered with the DREAM Project.[3] The partnership has proven important to the tourism workforce development program given that literacy and numeracy skills will strengthen an individual's ability to participate in the market economy. DREAM not only addresses childrens' education needs, but also makes an effort to link parents and teachers to the Cabarete Training Center, a center accredited by INFOTEP that provides courses to in-school students aspiring to enter the tourism industry workforce in Cabarete, Sosúa, and Puerto Plata. USAID-DSTA/GW was successful in obtaining a donation of computers and software from the Orphaned Starfish Foundation[4] to this center.

Joint University Programs: During 2009, graduate students from The George Washington University con-

ducted field studies in Puerto Plata. One group developed a business plan for weekly events in Puerto Plata's Historic Center. Another group of GW graduate students teamed with undergraduate tourism students from four local universities to complete a consulting assignment for the Puerto Plata Culture and Tourism Cluster. The project was one of the first opportunities where local students became actively involved in destination planning and marketing, as well as product development. These opportunities demonstrate the potential of university students at the local level and encourage more active participation of education and training providers in field studies to improve the competeness of local destinations. The field studies resulted in commitments by the Cluster to implement key recommendations including initiating a weekly event, designing a Web portal, planning of a visitor center, and developing a nature center and trail for La Loma Isabel de Torres.

Supportive Activities at the National Level

At the national level, the tourism education and workforce development thematic area included the following activities, which provided support for the Puerto Plata program as well as contributed to overall needs in tourism workforce development in the Dominican Republic:

Tourism Management Development Certificate Program: With the support of SECTUR, the State Secretary of Tourism, the USAID-DSTA/GW provided a Professional Development Certificate Program. The program consisted of advanced tourism destination management courses to build capacity and improve new job-related knowledge and skills to SECTUR technical staff and executives. A total of 95 public and private sector industry leaders participated in the courses, which were delivered in the Spanish language. In terms of content and delivery, 84 percent conveyed high satisfaction, whereas 16 percent expressed satisfaction

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[3]The Dominican Republic Education and Mentoring (DREAM) Project, a US 501c3 nonprofit organization, provides quality education for children born into poverty in rural areas and small communities of the Dominican Republic.
[4]The Orphaned Starfish Foundation, Inc. addresses the poverty and challenges facing children by providing them with technology training. The scope of each project includes the construction of a computer training facility to support relevant curricula where the children learn skills necessary to obtain employment after they leave the orphanages.

Tourism Workforce Development Best Practices:
USAID-DSTA/GW produced a working paper aimed at providing recommendations that, based on worldwide best practices, addresses the practical measures that government and the tourism industry should implement to improve sector competitiveness through human resources development. The paper was discussed and validated by the State Secretariat of Tourism (SECTUR), Secretariat of Labor (SET), Secretariat of Education (SEE), INFOTEP, and the Japanese International Cooperation Agency (JICA).

Tourism Education and Training Providers Catalogue:
The "Catalog of Tourism Training Providers in the Dominican Republic," a collaborative effort between USAID-DSTA/GW and the Labor Ministry (SET), is the result of an investigation of tourism-related training providers at the tertiary, vocational, and technical levels of education at the national level. USAID-DSTA/GW led a study to improve the material provided in this tool as it applied to Puerto Plata, thus providing a model that INFOTEP has adopted and incorporated into their Web-based Information Center System (ICS), which is to be updated periodically.

Lessons Learned

It is important for assessment and design programs to take the time to carefully evaluate the current situation and to identify critical needs to be addressed through interventions. The following lessons have been learned during the early stage of tourism education and workforce development in Puerto Plata and at the national level.

Maintain a Strategic Focus: Increasing tourism competitiveness, through the strengthening of destination clusters as well as a focus on education and workforce development, is a key concern of the USAID-DSTA, leading to the initial pilot assessment and the additional studies conducted in Puerto Plata. This primary research, conducted for the first time, explicitly focused on tourism education and workforce development in the country's second most important international tourism destination targeting specific populations:

secondary school-aged youth; out-of-school youth; unemployed youth; tourism university undergraduate students; key institutional education and training providers; and small-, middle-, and large-scale industry employers.

USAID-DSTA now has the tools to implement actions to: (i) engage private sector employers to provide internships to aspiring youth and jobs to tourism recent graduates; (ii) facilitate dialogue between tertiary and vocational training providers and employers to modify curricula to address the need for greater specialization in specific areas demanded by the employers, such as: management, financial management, planning, MICE, gastronomy, foreign languages, customer service; (iii) encourage tertiary and vocational training providers to collaborate with INFOTEP to develop specialized training programs (short-term courses) for tourism professors; and (iv) assist local university tourism and hospitality career directors to assign students to field study projects with industry partners—for example: new products that can be developed by SMEs, which link the coastal resorts with attractions in nearby rural areas.

Create a Workforce Function within the Puerto Plata Tourism and Culture Cluster: While the establishment of a tourism industry cluster in Puerto Plata can be considered an important achievement, it's strengthening and transformation into an effective destination management organization requires time, constant technical assistance and oversight, a committed membership, and substantial resources from a variety of sources. We have also learned that the establishment of a Tourism and Culture Cluster education and workforce development function with staff is critically needed, despite the difficulties of meaningfully engaging key stakeholders. On August 20th, 2009, the Puerto Plata Tourism and Culture Cluster hosted 60 current and potential members with the objective of presenting the organization's past activities and future growth plans. A summary of tourism education and workforce assessment activities was presented. As a result, a working group was formed to take action on the assessment findings. Continuing technical

action on the assessment findings. Continuing technical assistance and oversight will be required to ensure that the Cluster becomes the key organizational mechanism that will facilitate the implementation of education and workforce development programs.

Leverage USAID Funding: It is important to leverage USAID and DSTA funding to involve other donors, such as the Japanese International Cooperation Agency (JICA) and the Inter-American Development Bank's Multilateral Investment Fund (IDB/MIF). NGOs and community organizations, such as the DREAM Project, can also contribute to the attainment education and workforce development objectives at the destination level.

Encourage the Government to Invest in Human Resource Development: Tourism education and workforce development should be a critical concern for government at the local, provincial, and national levels. The USAID-DSTA/GW assistance in establishing a National Working Group comprised of representatives from the State Secretariats of Tourism, Labor, Education, and INFOTEP catalyzed actions toward the development of an education and workforce policy framework for the country's tourism industry. In fact, the engagement of INFOTEP has brought about the establishment of a Tourism Consultative Committee that will involve key stakeholders in establishing national certified occupational standards.

Devote Resources to Evaluate Program Impacts: USAID-DSTA/GW activities have helped the tourism industry, especially in Puerto Plata, to adopt better human resource practices and use training to improve the quality of customer service—but these outcomes need to be documented empirically. Baseline data on the existing situation has been obtained through the assessment process in Puerto Plata. It is now essential to document any change that can be attributed to program interventions, including evidence that (a) hotels, restaurants, and tourism busi-

ness are hiring better qualified workers; (b) unemployment and turnover rates in the tourist sector have been reduced; (c) knowledge and skills of workforce participants have improved; (d) access to internships or job opportunities has increased; (e) targeted workforce policy reforms have improved working conditions; and (f) the tourism sector has become more competitive.

Background

This case study focuses on the human resource development and quality assurance component of the USAID-funded Jordan Tourism Development Project II (JTD II).

Jordan has a stunning natural landscape, world-class historic and religious sites, and a fascinating cultural heritage. UNWTO noted that Jordan is a "haven in the troubled Levant in recent years and is a growing destination for Europeans for its cultural and historical attractions." For these reasons, the Government of Jordan has embraced tourism as a key driver of the Kingdom's economy. In fact, according to the Ministry of Tourism and Antiquities (MOTA), total tourism revenue contributes 14.7 percent of Jordan's Gross Domestic Product (GDP) and the industry is one of the country's largest employers. However, it has not achieved its full tourism potential partly because the country has under marketed itself in comparison to other destinations. Jordan ranked 54 out of 133 countries on the 2009 World Economic Forum's Travel and Tourism Competitiveness Index.

JTD II is a five-year project (2008-2013) aimed at promoting Jordan's competitiveness as an international tourism destination by establishing the proper institutional and regulatory framework that enables a private sector-driven approach that spurs tourism growth while preserving the nation's historic and natural treasures. This project seeks to provide the training and assistance that will help lead to proper building and management of tourism sites. The project includes the following seven major components:

- Institutional and Regulatory Reform
- Improving the Tourist Experience
- Strengthening Tourism Marketing
- Building Human Resources

- Increased Tourism Awareness
- Environmental Sensitivity
- Gender Integration

One of JD II's main components focuses on Human Resource Development (HRD) and Quality Assurance (QA). The goal of this program is to transform Jordan's tourism product through world-class service provided by Jordanians with less reliance on foreign workers. The rapid growth of Jordan's tourism industry is challenged by a dearth of willing and skilled workers. Based on current planned investments and growth rates, the industry is expected to experience a gap of 25,400 workers over the next four years. This threatens to cause a sharp rise in labor costs and a severe decline in the standards of service.

JTD II plans on implementing a national human resource planning and certification strategy by establishing a public-private partnership to coordinate and integrate development programs for a professional workforce for the tourism industry. The project also focuses on strengthening tourism training and reforming the curricula of vocational education centers, community colleges and universities. Regarding QA, JTD II is developing and implementing industry quality assurance systems to achieve a distinguished standard of excellence in tourist services and facilities.

Assessment
International Tourism Arrivals
In 2009, due to the extremely volatile global economy, the influx of international tourism arrivals has slowed tremendously both worldwide and in the Middle East. Despite overall decline, according to UNWTO, Jordan still reported encouraging results for the first four months of 2009. In the country, tourism arrivals, receipts, and employment increased by 2.7 percent, 2.5 percent, and 1.5 percent respectively from

2008 to 2009. While Jordan has seen a drop in demand for corporate meetings and conferences, it has been compensated to some extent by new leisure markets, including religious and pilgrimage tourism.

Labor Demand

Direct employment in tourism is expected to increase from 27,800 in 2005 to 52,300 in 2012, representing the creation of approximately 25,000 jobs. As a result, indirect employment is also expected to rise from 9,000 to 40,000 so that by the end of 2012 over 92,000 Jordanians' livelihoods will have come from tourism.

Classified hotels are the major growth area in the industry. Confirmed hotel openings in Jordan will add 10,000 rooms to the current stock by 2012, and the demand for human resources is projected to grow to 25,420 by 2012 with a demand for 6,355 annually. Estimates by sectors follow:

Figure 8: Projected Tourism and Hospitality Growth in Jordan

Sector	Demand by 2012	Demand Annually
Accommodation	9,840	2,460
Restaurant	9,340	2,335
Tourism & amenities	6,240	1,560
TOTAL	**25,420**	**6,355**

Supply of Human Resources

Higher Education—11 universities and 10 community colleges offer hotel and tourism programs. Growth is expected to increase by 20 percent over the next 3 years, but efficiency can only be achieved through a higher quality of student learning.

Continuing Professional Development—A structured program to continue development and encourage a culture of structured professionalism and ongoing learning is undervalued and hinders the quality and potential of the workforce.

Industry Training—There is no correlation between the recognition of the importance of training and education for the future of tourism, and the actual structured, systematic training available. Professionalism is undervalued and there is no budget for training; one reason is due to the belief that once training is given, trainees leave for better jobs.

Vocational Training Centers—VTCs offer a Certificate in Hospitality Skills, which enables trainees to achieve basic competence in food production, service, and housekeeping. They train 1,200 new entrants and incumbent workers per year.

International Labor—There were 7,035 non-Jordanians in the industry in 2008, an 18.4 percent change since 2007. For the foreseeable future, tourism is going to be reliant on imported labor to fill the workforce gap. Foreign workers also need education and training.

Program Design
Human Resources Plan

The National Tourism Strategy (NTS) for Jordan includes a major component focused on Human Resource Development, which sets forth the following goals:

- Facilitate and coordinate a tourism HRD plan designed to support a sustainable and competitive tourism industry, to bridge the skills gap and attract and recruit new entrants to the industry.
- Implement initiatives to strengthen the human resources base to assure international standards of performance and professionalism in tourism.
- Establish and support an industry-led council for human resources in tourism to facilitate and coordinate HR activities.

Objectives and Initiatives

The plan proposed over 40 initiatives, some of which are briefly described under the following objectives.

Figure 9: Program Design Objectives and Initiatives

OBJECTIVES	INITIATIVES
CAREER AWARENESS	
Position the industry as an attractive career choice	• A tourism awareness campaign will help raise the profile of tourism as an employer • A program to help women return to work will be launched • Best practice in HRM will be encouraged through employee charters
RECRUITMENT	
Be transparent and consistent when selecting students for educational programs and new recruits for training in industry	• Following the tourism awareness campaign, there will be a media and marketing blitz focusing on employment under the slogan: tourism—career of choice • The participation of special groups, such as females, the unemployed, and younger age groups will be stimulated through various school to career programs
EMPLOYMENT	
Implement human resources management practices that deal with people in employment, and reward good performance	• In support of the employee charters, employers will be encouraged to adopt a range of best-practice human resources management policies, promoted and coordinated to establish tourism as a preferred employer—known as performance through people.
MOTIVATING EMPLOYEES	
Help staff to fulfill their needs in the workplace; to enjoy a sense of belonging; self-esteem and respect; and to learn and develop	• An important dimension of considerate human resources management is to make managers and supervisors aware that the responsibility for high performance HR practices lies with them, not just with the HR professionals. As the people closest to the staff, they have the best opportunity to influence employee motivation and retention.
INSTRUCTION AND TRAINING	
Deliver training for new and existing employees at appropriate times and places; ensure that they can do the job competently and confidently; link with the national qualifications; and provide professional and progressive career paths for key people	Industry will be assisted to introduce a systematic and structured approach to training known as Training in Attitudes, Skills, and Knowledge – TASK. To include the following programs (a) two-year programs that combine training with formal education; college program in Al Balqa Applied University (b) 3 x 1 year department level programs by Al Balqa Applied University (c) Programs to develop the specialist skills of VTC level graduates. The first program will be the Culinary Program. Similar programs can be developed for other specializations. (d) The TASK materials can also be used for training new recruits, training interns and improving the standards of existing staff • To deliver the TASK materials in a consistent manner, special workshops will qualify a number of Certified Departmental Trainers. Another set of workshops will develop Certified Trainer Instructors, while training managers will learn to handle the new programs in workshops for Certified Training Managers. • Two programs prepare people for promotion, combining planned experience on the job with learning off the job, with two versions at each level; one for newcomers, and one for existing staff. They are the Supervisory Program and the Management Program as CPD. • It is intended that all of the interventions will be capable of being accredited and certified as part of a National Qualifications Framework.

EDUCATION	
Improve the standard, availability, and delivery of all education services at national, regional, and local levels; and encourage the design of integrated, flexible, and relevant programs that can form part of a national qualifications framework	• A national curriculum will be developed by a steering panel (TIASGT) composed of educators and employers. The panel will work on a number of VTC certificates, 6 college diplomas, and 3 university degrees. The panel will make recommendations to help: 　　• Improve learning resources and physical facilities 　　• Update and upgrade faculty and staff skill levels 　　• Improve participation and retention rates 　　• Reform quality accreditation of university and community college programs 　　• Upgrade industry-based professional experience 　　• Develop strategic alliances
RETENTION	
Cut pre-employment attrition of students and adopt positive HR management and HR Development to improve staff retention	Higher retention rates will follow if all the initiatives established under the Human Resources Development Plan 2009-2012 are implemented. To this end, support will be required for small and medium enterprises (SMEs).

Major Accomplishments

Major accomplishments to date by the JDII follow:

- Enhanced tourism HR policy planning and development
  » Public-private HR committee established, term of references drafted and series of six meetings facilitated.
  » HRD plan for tourism 2009-2011 approved by industry stakeholders and partners.
- Reform of tourism and hospitality education
  » Tourism training program introduced to secondary school curriculum.
  » Value chain assessment of current education provision completed and circulated.
  » Higher education reform report for the tourism and hospitality sector completed and being implemented by the Tourism Industry & Academic Steering Group.
- Strengthened tourism & hospitality vocational training
  » Certificate in Hospitality Skills—Level 1 reviewed and amended.
  » Academic and management QA system developed and deployed.
- Development of tourism workforce through industry-based training
  » Syllabus & course material for safe food handling, first aid, and hospitality skills developed.
  » Copies of safe food handling handbooks, first aid handbooks, and hospitality skills handbooks printed and distributed.
- Adoption of quality systems & standards
  » A fully operational Q&S unit in MOTA established.
  » Hotel classification workshops conducted.
- Implementation of national public awareness campaigns for seven target groups

Lessons Learned

The HR/QA Program of Siyaha has encountered many challenges throughout their efforts to develop HR in Jordan. Some of the main lessons they have learned include:

- It is vitally important to involve local communities in all

aspects of awareness and development. JTD II went to community leaders to seek endorsements for the development of its projects, such as education centers.

- There is a need to develop a project management unit, which has the authority to rapidly implement development plans and deploy resources. This may help address the challenges that may be posed by the bureaucratic middle management in the public sector.
- All staff and key stakeholders should be involved in a change management process.
- Getting industry involved at all levels (planning and implementing) is especially important for education development and can remove the perception that the programs were solely theoretically based.
- Involving students and families in the process of awareness, recruitment and selection can be helpful in reducing negative perceptions of the industry by family members.
- Women entering the industry received an intensive awareness program to counter different perceptions of shame associated with work in this sector. Such negative perceptions can be overcome by women working in groups, identifying safe work areas within industry units, and designing appropriate clothing, which complies with cultural standards.
- Educational methodology needs to focus more on learning as contrasted to teaching. More teaching does not necessarily equal more learning.

Conclusion

A relevant, comprehensive technical and academic curriculum that is integrated with planned industry-based professional experience will generate employees with the right technical skills; business knowledge and service mentality; communication and interpersonal skills; attitudes; and entrepreneurial approach. These are the qualities that the workforce will need as it faces the challenges of increasing competition, sophisticated and varied consumer expectations, rapidly developing technology—all happening within a climate of continual change.

Annex B: Assessment Instruments

This section contains sample instruments (surveys and focus group protocols) for each of the three target population groups described in Section A. Surveys are available in both English and Spanish for use in different parts of the world.

These instruments were developed by EQUIP3 in collaboration with the Global Sustainable Tourism Alliance – GSTA and fieldtested in the Dominican Republic with Instituto Dominicano de Desarrollo Integral - IDDI and the local GSTA project, Dominican Sustainable Tourism Alliance - DSTA.

Tourism Workforce and Youth Development Assessment

Youth Survey

Tourism Workforce and Youth Development Assessment
NOTE TO USERS

The EQUIP3 and Global Sustainable Tourism Alliance (GSTA) Tourism Workforce and Youth Development Assessment is intended to help countries make greater use of the human resource capacity of its labor force, particularly its young people, to support the growth of their tourism sector. Such an assessment has two main objectives:

1. To define the job opportunities and career pathways for youth in the tourism sector; and

2. To identify the barriers those constrain youth from accessing relevant skills and jobs in tourism; and develop policy and program recommendations for addressing barriers.

This is one of 3 survey tools developed by EQUIP3 and GSTA:

1. **A tourism industry workforce and youth development survey**—to gauge industry views about opportunities and barriers in general with particular emphasis on developing the capacity of youth to work in the tourism sector.

2. **An education and training provider survey**—to assess the ability of education and training providers to address the knowledge and skill-building needs of the labor force with particular emphasis on youth interested in tourism careers.

3. **A youth survey**—to assess the attitudes and experience of youth toward working in tourism.

All three survey instruments have been pilot-tested in the Puerto Plata, Dominican Republic in 2008. Information collected through the three surveys has been analyzed, and findings presented to a meeting of key stakeholders--including representatives from government, the private sector, NGOs and youth themselves.

EQUIP3 is a USAID-sponsored project administered by Education Development Center (EDC) designed to help countries around the world meet the needs and make better use of the resources of youth (ages 12-24). For further information, please contact: Ron Israel (risrael@edc.org) or Alejandra Bonifaz (abonifaz@edc.org).

The Global Sustainable Tourism Alliance (GSTA) is a USAID-sponsored program administered by the Academy for Educational Development (AED) which is committed to the goals of promoting economic growth, poverty reduction, and natural resource stewardship through tourism. For further information on the GSTA, please contact: Donald Hawkins: **dhawk@gwu.edu**.

Tourism Industry Workforce and Youth Development Survey

The following survey is intended to help assess youth's perceptions towards and interests in the tourism sector. Responses will be used to inform the development of better education, training and career development programs for the overall workforce with a special focus on youth interested in working in the tourism sector.

Instructions: *Please complete this Questionnaire to the best of your knowledge and feel free to add comments as you find necessary. It should take **less than 1 hour** to complete it.*

Confidentiality: *The data collected through this questionnaire will be used in aggregate form and will be kept anonymous and confidential.*

A. TOURISM INDUSTRY

1. **To what extent are you interested in working in the tourism industry?**

   ❑ Very interested
   ❑ Somewhat interested
   ❑ Not interested
   ❑ Not at all interested

2. **What kinds of tourism related job opportunities are available where you live?**
   List and explain:

1.	3.
2.	4.

3. **Have you ever tried to get a job in the tourism sector?**

   ❑ No
   ❑ Yes

G u i d e   t o   D e s i g n i n g   T o u r i s m
W o r k f o r c e   D e v e l o p m e n t   P r o g r a m s *– Youth Survey*

1

4. In which of the following would you be interested in seeking a job? *Select three.*

❑ **Accommodation** (hotels, motels, B&Bs, guest houses)

❑ **Restaurants** (fast food, cafes, coffee shops**,** pubs, and nightclubs)

❑ **Travel services** (tour operators, travel agencies, tour guides)

❑ **Attractions** (museums, art galleries, monuments, cultural centers, museums, protected areas)

❑ **Transportation** (airlines, car rentals, buses, boats)

❑ **Retail Services** (souvenir shops, arts & crafts stores, boutiques)

❑ **Events** (conferences, conventions, exhibitions, meetings, sports, entertainment)

❑ **Other** (please add):

5. How interested are you in each of the following jobs/occupations in tourism?
Please check one in each row.

Jobs / Occupations	1 Not Interested	2 Interested	Not familiar with this job
Bartender	☐	☐	☐
Baker	☐	☐	☐
Bellboy / Baggage handler	☐	☐	☐
Boat handler	☐	☐	☐
Bus Driver	☐	☐	☐
Catering staff	☐	☐	☐
Chef / cook	☐	☐	☐
Customer service specialist	☐	☐	☐
Entertainer/animator	☐	☐	☐
Event coordinator	☐	☐	☐
Facilities maintenance staff	☐	☐	☐
Flight attendant	☐	☐	☐
Food and beverage manager	☐	☐	☐
Front desk staff	☐	☐	☐
Housekeeping staff	☐	☐	☐
Human resource specialist	☐	☐	☐
Museum/heritage site staff	☐	☐	☐
Recreation staff	☐	☐	☐
Reservations agent	☐	☐	☐
Sales staff	☐	☐	☐
Tour guide	☐	☐	☐
Tour operator staff	☐	☐	☐

Continued

Jobs / Occupations	1 Not Interested	2 Interested	Not familiar with this job
Travel agent	☐	☐	☐
Tourist information center staff	☐	☐	☐
Wait staff	☐	☐	☐
Other, please specify below: _____	☐	☐	☐

6. How easy is it for someone young like you to be hired for any of the following jobs/occupations in Puerto Plata? (Check one box for each case**)**

Jobs / Occupations	1 Difficult	2 Easy	Not familiar with this job
Bartender	☐	☐	☐
Baker	☐	☐	☐
Bellboy / Baggage handler	☐	☐	☐
Boat handler	☐	☐	☐
Bus Driver	☐	☐	☐
Catering staff	☐	☐	☐
Chef /cook	☐	☐	☐
Customer service specialist	☐	☐	☐
Entertainer/animator	☐	☐	☐
Event coordinator	☐	☐	☐
Facilities maintenance staff	☐	☐	☐
Flight attendant	☐	☐	☐
Food and beverage manager	☐	☐	☐
Front desk staff	☐	☐	☐
Housekeeping staff	☐	☐	☐
Human resource specialist	☐	☐	☐
Museum/heritage site staff	☐	☐	☐
Recreation staff	☐	☐	☐
Reservations agent	☐	☐	☐
Sales staff	☐	☐	☐
Tour guide	☐	☐	☐
Tour operator staff	☐	☐	☐
Travel agent	☐	☐	☐

Continued

Jobs / Occupations	1 Difficult	2 Easy	Not familiar with this job
Tourist information center staff	☐	☐	☐
Wait staff	☐	☐	☐
Other, please specify below: _____	☐	☐	☐

7. **What are the main barriers for someone young like you to <u>get</u> a job in tourism?**
Select the 3 most significant barriers.

Barriers to <u>getting</u> a job	Select 3
Youth's lack of good workplace habits	
Youth's poor attitude	
Low wages	
Youth's lack of technical/vocational skills	
Youth's poor customer-service skills	
Youth's lack of accreditation (certificate / degree)	
Youth's lack of work experience	
Youth social and sexual misconduct & substance abuse	
Geographical location (distance to the job)	
Difficult work schedules (long hours, late shifts)	
Dangerous or risky work environment	
Discrimination (sex, age, health conditions, etc.)	
Lack of family connections	
Lack of family support in pursuing a tourism career path	
Childcare	
Three-month temporary contracts	
Lack of foreign language skills	
Lack of information on employment opportunities in tourism	
Other (Please specify: _____)	

8. **Do you think that young people like you understand the career pathways that tourism can offer?**

_____ yes   _____ no   _____ unsure

9. How important do you think these skills are in order for youth to succeed in tourism? (Check only one box for each skill)

Skills	1 Not Important	2 Important	No Opinion
Basic literacy and numeracy	☐	☐	☐
Employability (*attendance and punctuality, working in teams, following directions, time management*)	☐	☐	☐
Communication (*speaking, writing, listening*)	☐	☐	☐
Problem-solving	☐	☐	☐
Vocational / technical	☐	☐	☐
Technology (ICT)	☐	☐	☐
Life (*self esteem, grooming, career planning*)	☐	☐	☐
Foreign language - Specify language:	☐	☐	☐
Customer service skills (*courteous and friendly conduct*)	☐	☐	☐
Creativity, innovation, and initiative	☐	☐	☐
Other (please add):	☐	☐	☐

10. How good are the following programs in preparing you for a job in tourism? (Please rate each program as appropriate)

Education and Training Providers	1 Poor	2 Average	3 Good	4 Excellent
Secondary school				
Vocational Education				
Polytechnic school				
University				
Government training providers				
Industry training provider				
Continuing education (second chance)				
Entrepreneurship training program				
NGO				
Other—please list below:				

11. **What are the main barriers preventing you from getting more education or training?** List 3 barriers **(**where 1 is the **most significant** barrier**)**

> 1.
> 2.
> 3.

12. **Do you currently go to school?** ☐ No ☐ Yes

13. **Do you currently work to earn money?**

☐ No ☐ Yes What kind of job? _____

How many hours per week? _____

14. **What <u>unpaid</u> activities do you engage in any given day?**

Describe <u>3 activities</u> and mention how much time you spend on each:
1.   (____ hours per week)
2.   (____ hours per week)
3.   (____ hours per week)

15. **How old are you?** **_____** years old

16. **Gender:** ☐ Male ☐ Female

17. **Marital status:** ☐ Married ☐ Single ☐ Other (Explain):_____

18. **How many children do you have?** (check one)

☐ None ☐ 1 ☐ 2 ☐ 3 ☐ 4 or more

19. **What is your level of education attainment?** (check the highest level)
❑ Less than primary school
❑ Primary school
❑ Some secondary school
❑ Secondary school graduate
❑ Some university
❑ University graduate
❑ Graduate degree

20. **How many adults, teenagers, and children live with you at home?** (state the number)

Adults: _____   Teenagers: _____   Children: _____

21. **What is the last year of schooling attained by your parents (or main caregiver)?** (check one for each caregiver)

Mother (or main caregiver):	**Father:**
❑ Less than primary school	❑ Less than primary school
❑ Primary school	❑ Primary school
❑ Some secondary school	❑ Some secondary school
❑ Secondary school graduate	❑ Secondary school graduate
❑ Some university	❑ Some university
❑ University graduate	❑ University graduate
❑ Graduate degree	❑ Graduate degree

22. **What are your parents' current occupations?**

Mother: _____

Father: _____

Other main guardian: _____

23. **Additional Comments:**

Please share any additional thoughts about your knowledge, perceptions, and interests towards tourism that were not discussed above.

G u i d e   t o   D e s i g n i n g   T o u r i s m   W o r k f o r c e   D e v e l o p m e n t   P r o g r a m s *– Youth Survey*

7

24. Express the degree to which you agree or disagree with the following statements (*Check one box for each item*)

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
Perceptions				
Information about job opportunities in tourism is easily accessible	☐	☐	☐	☐
Tourism employers reach out to youth as potential employees	☐	☐	☐	☐
Tourism offers plenty of job opportunities for young people	☐	☐	☐	☐
Tourism is something positive for my community	☐	☐	☐	☐
Tourism affects the environment and people in a negative way	☐	☐	☐	☐
Contacts and networks are the most important factors in finding a job in tourism	☐	☐	☐	☐
My parents support me in my decision to look for jobs in which I am interested	☐	☐	☐	☐
I have the skills that tourism employers need	☐	☐	☐	☐
I have realistic expectations about employment in tourism	☐	☐	☐	☐
Young staff like me might leave a company for even a small increase in pay elsewhere	☐	☐	☐	☐
Youth's Knowledge				
I know enough about job opportunities in tourism	☐	☐	☐	☐
I know enough about career paths in tourism	☐	☐	☐	☐
I know enough about training opportunities available for youth	☐	☐	☐	☐
Youth's Interests				
I am interested in learning more about career paths in tourism	☐	☐	☐	☐
I am interested in improving my skills to work in the tourism industry	☐	☐	☐	☐
I am interested in joining a training program to get a job in tourism	☐	☐	☐	☐
I am interested in business and entrepreneurship opportunities	☐	☐	☐	☐
I am ambitious and interested in seeking new ways to improve my skills to earn promotions and better pay	☐	☐	☐	☐
Jobs in tourism are more interesting than other jobs	☐	☐	☐	☐

25. Express the degree to which you agree or disagree with the following statements
(Check one box for each item)

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
The questions in this survey are applicable to me or my organization	☐	☐	☐	☐
The questions adequately address concerns of the tourism industry	☐	☐	☐	☐
The survey questions were interesting	☐	☐	☐	☐
The survey was easy to understand	☐	☐	☐	☐
The survey was an appropriate length	☐	☐	☐	☐
Additional Comments:				

THANK YOU FOR PARTICIPATING IN THIS SURVEY!

Tourism Workforce and Youth Development Assessment

Employer Survey

NOTE TO USERS

Tourism Workforce and Youth Development Assessment

The EQUIP3 and Global Sustainable Tourism Alliance (GSTA) Tourism Workforce and Youth Development Assessment is intended to help countries make greater use of the human resource capacity of its labor force, particularly its young people, to support the growth of their tourism sector. The assessment has two main objectives:

1. To define the job opportunities and career pathways for youth in the tourism sector; and

2. To identify the barriers those constrain youth from accessing relevant skills and jobs in tourism; and develop policy and program recommendations for addressing barriers.

This is one of 3 survey tools developed by EQUIP3 and GSTA:

1. **A tourism industry workforce and youth development survey**—to gauge industry views about opportunities and barriers in general with particular emphasis on developing the capacity of youth to work in the tourism sector.

2. **An education and training provider survey**—to assess the ability of education and training providers to address the knowledge and skill-building needs of the labor force with particular emphasis on youth interested in tourism careers.

3. **A youth survey**—to assess the attitudes and experience of youth toward working in tourism.

All three survey instruments have been pilot-tested in the Puerto Plata, Dominican Republic in 2008. Information collected through the three surveys has been analyzed, and findings presented to a meeting of key stakeholders--including representatives from government, the private sector, NGOs and youth themselves.

EQUIP3 is a USAID-sponsored project administered by Education Development Center (EDC) designed to help countries around the world meet the needs and make better use of the resources of youth (ages 12-24). For further information, please contact: Ron Israel (risrael@edc.org) or Alejandra Bonifaz (abonifaz@edc.org).

The Global Sustainable Tourism Alliance (GSTA) is a USAID-sponsored program administered by the Academy for Educational Development (AED) which is committed to the goals of promoting economic growth, poverty reduction, and natural resource stewardship through tourism. For further information on the GSTA, please contact: Donald Hawkins: dhawk@gwu.edu.

Tourism Industry Workforce and Youth Development Survey

The following survey is intended to help assess human resources opportunities and constraints in the tourism industry. It is designed to assess the attitudes of tourism business managers and employers towards youth as a potential workforce in the tourism sector. Responses will be used to inform the development of better education, training and career development programs for the overall workforce with a special focus on youth interested in working in the tourism sector.

Instructions: *Please complete this Questionnaire to the best of your knowledge and feel free to add comments as you find necessary. It should take **less than 50 minutes** to complete it.*

Confidentiality: The data collected through this questionnaire will be used in aggregate form and will be kept anonymous and confidential.

A. BUSINESS PROFILE & TOURISM INDUSTRY

1. Please provide the following.

Name:	Name of the Business:
Sex: ☐ Male ☐ Female	Contact Person:
Highest education level reached: Primary Secondary University Graduate / post-graduate Other:_____	Title: Address of the Business: Phone: Fax:
Position: Administrator Instructor Other	E-mail: Website:

2. **The primary focus of your company falls into which aspect of the tourism and hospitality industry?** *Check <u>one</u> of the following.*

- ❑   **Accommodation** (hotels, motels, B&Bs, guest houses)
- ❑   **Restaurants** (fast food, cafes, coffee shops**,** pubs, and nightclubs)
- ❑   **Travel services** (tour operators, travel agencies, tour guides)
- ❑   **Attractions** (museums, art galleries, monuments. art galleries, cultural centers, museums, protected areas)
- ❑   **Transportation** (airlines, car rentals, buses, boats)
- ❑   **Retail Services** (souvenir shops, arts & crafts stores, boutiques)
- ❑   **Events** (conferences, conventions, exhibitions, meetings, sports, entertainment)
- ❑   **Other** (please add):

3. **Estimate the distribution of staff in each employment category in your business.**

	Number
Full-time staff	
Part-time staff	
Seasonal Staff	
Voluntary Staff/Interns/Trainees	
TOTAL	

4. **Indicate the gender profile of staff in your business.**
   Estimate percentages.

Gender	Percent
Male	%
Female	%

5. **Please estimate the percent of your firm's workers in each of the following age categories:**

Age	Percent
15-18 years old	%
19-25 years old	%
26-29 years old	%
30 and over	%
TOTAL	100%

G u i d e   t o   D e s i g n i n g   T o u r i s m   W o r k f o r c e   D e v e l o p m e n t   P r o g r a m s *– Employer Survey*

2

6. Where do your employees come from?

Place	Percent
Local	%
Regional	%
Others parts of the country	%
Foreign	%
TOTAL	100 %

7. How do you expect your hiring needs to change in the next 2 years? *Please check* __*one*__ *option on each row.*

Employment Type—*Changes in Staff Numbers*	Increase	Decrease	No Change	Unsure
Full-time staff	☐	☐	☐	☐
Part-time staff	☐	☐	☐	☐
Seasonal staff	☐	☐	☐	☐
Voluntary Staff /Interns /Trainees	☐	☐	☐	☐

8. Indicate the extent to which the following are challenges in the tourism and hospitality industry in the Dominican Republic.

Challenges	1 Not a challenge	2 A challenge	No Opinion
Use of ICT to improve productivity	☐	☐	☐
Unethical practices or corruption	☐	☐	☐
Customer service	☐	☐	☐
Food hygiene and preparation	☐	☐	☐
Health and safety of guests	☐	☐	☐
Health and safety of staff	☐	☐	☐
Facilities maintenance and repair	☐	☐	☐
Financial management	☐	☐	☐
People management	☐	☐	☐
Lack of tourism awareness by residents	☐	☐	☐
Lack of opportunities for staff development and training	☐	☐	☐
Preservation and conservation of natural and cultural heritage	☐	☐	☐
Publicity and marketing	☐	☐	☐
Impact of climate change	☐	☐	☐

Challenges	1 Not a challenge	2 A challenge	No Opinion
Developing specialty/niche tourism markets	☐	☐	☐
Collection and use of data to inform decision-making	☐	☐	☐
Legislation/public policies pertaining to the tourism and hospitality sector	☐	☐	☐
Other _____	☐	☐	☐

9. **What are the main limitations for providing training to your employees? Select 3 items and rank them in order of significance, where 1 is the greatest limitation.**

Rank

☐   Cost of training

☐   Cost of release time of staff for training purposes

☐   Management not aware of training providers.

☐   Finding training courses at convenient locations

☐   Being able to offer or find training at convenient times

☐   Finding training providers or courses of sufficient quality

☐   Lack of resources/experience internally to deliver in-house training

☐   Staff are not interested in training and development

☐   Staff lack the basic skills upon which to build

☐   Trained staff are poached by other companies

☐   Training topics we are interested in are not available
Please identify any other reasons not listed above:

_____

G u i d e t o D e s i g n i n g T o u r i s m
W o r k f o r c e D e v e l o p m e n t P r o g r a m s *– Employer Survey*

4

10. **What kind of training opportunities does your business offer its staff?** *Select <u>all</u> that apply.*

Training Methods	For Staff
College / University courses	☐
Computer-based / E-Learning	☐
Informal workshops / seminars	☐
Mentorship / Coaching	☐
Apprenticeships	☐
Career guidance	☐
Regular in-house training	☐
Off-site training courses	☐
Technical training (e.g. INFOTEP)	☐
Life skills	☐
Second chance opportunities for secondary and elementary education completion	☐
No training offered	☐

11. **Do you regularly communicate and work with vocation schools, universities and other education and training providers?**

_____Yes _____No

12. **Would your business be interested in offering 8-12 week internships / training for our-of-school or at-risk youth?**

_____Yes _____ Maybe, pending more information _____ No

G u i d e   t o   D e s i g n i n g   T o u r i s m
W o r k f o r c e   D e v e l o p m e n t   P r o g r a m s – *Employer Survey*

5

13.Please state the degree to which your company would be interested in each of the following collaborative activities. *Please rate all.*

Collaborative Activities	Not Interested 1	Interested 2	N/A
Organize student and faculty exchanges			
Create opportunities for faculty (instructors) professional development			
Promote institutional capacity building (curriculum development, learning assessment, resource sharing)			
Develop cooperative in-service training programs			
Establish distance education systems			
Offer teaching improvement programs (e.g. experiential learning, case studies, etc…)			
Develop business case studies for training purposes			
Work towards a unified core curriculum for different levels of certification			
Use uniform occupational standards linked to the core curriculum			
Raise awareness about tourism at the secondary school level			
Establish quality assurance systems			
Establish a system for the transfer of credits between institutions			
Contribute to renewal of equipment and facilities			
Provide students with internships or practical work experience			
Participate in assessment/certification of students' occupational skills			
Invite graduates to apply for job vacancies			
Other possibilities? Please list below			

14. From the following 7 domains, please consider only those relevant to your business and select 3 job positions (in total) for which you have the most difficulties recruiting qualified staff.

ACCOMODATION	
Bartender	
Chef	
Cook	
Wait Staff	
Bellboy/ Baggage Handler	
Housekeeping Staff	
Animator	
Facilities Maintenance Staff	
Front Desk Staff	
Food and Beverage Manager	
Customer Service Staff	
Human Resource Staff	
Security	
Administrative Personnel	
Reservations Agent	

RESTAURANTS	
Bartender	
Chef	
Cook	
Wait Staff	
Cashier	
Supervisor	
Security	

ATTRACTIONS	
Activities Manager	
Agency Representatives	
Information Service Staff	
Reservations Staff	
Sales Personnel	
Chauffeurs	
Trainer	
Animator	
Veterinarian	
Cashier	
Tourist Guide	
Tour-operator	
Security	

TRAVEL SERVICES	
Operations Manager	
Reservations Staff	
Administrative Personnel	
Tourist Guides	
Boat handler	
Flight Attendant	
Tour-operators	
Customer Service Staff	
Security	

RETAIL SERVICES	
Administrator	
Sales Staff	
Cashier	
Supervisor	

TRANSPORTATION
Operations Manager
Sales Manager
Auto Mechanic
Chauffeurs
Security

EVENTS
Event Manager
Event Coordinating Staff
Administrative Personnel
Catering Staff
Security
Publicists
Animators

Other (please list):
1.
2.
3.

B. YOUTH TRAINING & EDUCATION

15. What percentage of youth meets your firm's entry level standards?

_____% _____ Unsure

16. How important do you think these core skills are in order for youth to succeed in tourism? (Check only one box for each skill)

Core Skills	1 Not important	2 Important	No Opinion
Basic literacy and numeracy	☐	☐	☐
Employability (*attendance and punctuality, working in teams, following directions, time management*)	☐	☐	☐
Communication (*speaking, writing, listening*)	☐	☐	☐
Problem-solving	☐	☐	☐
Vocational / technical	☐	☐	☐
Technology (ICT)	☐	☐	☐
Life (*self esteem, grooming, career planning*)	☐	☐	☐
Foreign language - Specify language:_____	☐	☐	☐
Customer service skills (*courteous and friendly conduct*)	☐	☐	☐
Creativity, innovation, and initiative	☐	☐	☐
Other (please add):	☐	☐	☐

G u i d e   t o   D e s i g n i n g   T o u r i s m
W o r k f o r c e   D e v e l o p m e n t   P r o g r a m s *– Employer Survey*

8

17. Indicate whether or not your employees have the following technical skills, and rate their quality.

Technical Skills	1 No	2 Yes, good skills	3 Yes, but skills need improvement
Accounting & Financial Management			
Administrative Processes			
Business Management			
Entrepreneurship			
Environmental Awareness			
Language: English			
Language: French			
Language: Italian			
Health & Safety			
History, Culture & Geography			
Leadership/People Management			
Legal basics			
Marketing			
Management and Organization			
Pricing			
Procurement			
Product Development			
Public Relations			
Risk Analysis & Management			
Quality Management			
Sales & Promotion Techniques			

Technical Skills	1 No	2 Yes, good skills	3 Yes, but skills need improvement
Web Use			
Others: Please list below			

18. Indicate how well you think education and training providers prepare youth for work in the tourism industry.

Education and Training providers	1 Poor	2 Average	3 Good	4 Excellent
Secondary school				
Vocational Education				
Polytechnic Schools				
University programs				
Government training providers				
Industry training providers				
Continuing education (second chance programs)				
Entrepreneurship training programs				
NGO training programs				
Other (please add):				

19. Do youth entering your business understand the career _pathways_ that tourism can offer?

_____ yes _____ no _____ unsure

20.Which of the following are the main obstacles in recruiting young qualified employees?
Select 3 and rank them in order of importance, where 1 is the most significant obstacle.

Rank

❑   Young job seekers not interested in this type of work

❑   Poor image of the industry

❑   Seasonal work

❑   Too much competition for staff from other industries or sectors

❑   Other, please specify _____

21.In which of the following tourism domains do youth have greater opportunities for professional growth? *Check three and rank them, where 1 is the domain with the greatest opportunities for youth.*

❑ **Accommodation** (hotels, motels, B&Bs, guest houses)
❑ **Restaurants** (fast food, cafes, coffee shops, pubs, and nightclubs)
❑ **Travel services** (tour operators, travel agencies, tour guides)
❑ **Attractions** (museums, art galleries, monuments. art galleries, cultural centers, museums, protected areas)
❑ **Transportation** (airlines, car rentals, buses, boats)
❑ **Retail Services** (souvenir shops, arts & crafts stores, boutiques)
❑ **Events** (conferences, conventions, exhibitions, meetings, sports, entertainment)
❑ **Other** (please add):

22.What kinds of jobs do you need youth (ages 15 to 30) to fill? *Check each that is appropriate.*

❑   Bartender
❑   Baker
❑   Bellboy / Baggage handler
❑   Boat handler
❑   Bus Driver
❑   Catering staff
❑   Chef / cook
❑   Customer service specialist
❑   Entertainer/animator
❑   Event coordinator
❑   Facilities maintenance staff
❑   Flight attendant
❑   Food and beverage manager
❑   Front desk staff

❑   Housekeeping staff
❑   Human resource specialist
❑   Museum/heritage site staff
❑   Recreation staff
❑   Reservations agent
❑   Sales staff
❑   Tour guide
❑   Tour operator staff
❑   Travel agent
❑   Tourist information center staff
❑   Wait staff
❑   Other, please specify below:
   _____

G u i d e   t o   D e s i g n i n g   T o u r i s m
W o r k f o r c e   D e v e l o p m e n t   P r o g r a m s *– Employer Survey*

11

23. Please rate young entrants (under the age of 30) in your firm in the following areas. *Please check only one per row.*

	1 Poor	2 Average	3 Good	4 Excellent	Not Observed
Basic literacy and numeracy					
Employability (*attendance and punctuality, working in teams, following directions, time magement*)					
Communication (*speaking, writing, listening*)					
Problem-solving					
Vocational / technical					
Technology (ICT)					
Life (*self esteem, grooming, career planning*)					
Foreign language - Specify language:_____					
Customer service skills (*courteous and friendly conduct*)					
Creativity, innovation, and initiative					
Other (please add):					

24. What is your image or perception of out-of-school, unemployed youth? C*heck all that apply.*

- ❑ High employment risk
- ❑ Dangerous
- ❑ Deserve more opportunities to join the workforce
- ❑ Fast learners
- ❑ Prove to be good workers
- ❑ Other (Please specify: _____

G u i d e   t o   D e s i g n i n g   T o u r i s m
W o r k f o r c e   D e v e l o p m e n t   P r o g r a m s *– Employer Survey*

12

25. What is the <u>greatest barrier</u> that youth face in getting a job in tourism? *Select the 3 most significant barriers.*

Barriers to <u>getting</u> a job	Select 3
Youth's lack of good workplace habits	
Youth's poor attitude	
Low wages	
Youth's lack of technical/vocational skills	
Youth's poor customer-service skills	
Youth's lack of accreditation (certificate / degree)	
Youth's lack of work experience	
Youth social and sexual misconduct & substance abuse	
Geographical location (distance to the job)	
Difficult work schedules (long hours, late shifts)	
Dangerous or risky work environment	
Discrimination (sex, age, health conditions, etc.)	
Lack of family connections	
Lack of family support in pursuing a tourism career path	
Childcare	
Three-month temporary contracts	
Lack of foreign language skills	
Lack of information on employment opportunities in tourism	
Other (Please specify: _____)	

C. PERCEPTIONS ON TOURISM AND YOUTH

26. Express the degree to which you agree or disagree with the following statements *(check one box for each item)*.

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
Perceptions				
Information about job opportunities in tourism is easily accessible	☐	☐	☐	☐
Tourism employers reach out to youth as potential employees	☐	☐	☐	☐
Tourism offers plenty of job opportunities for young people	☐	☐	☐	☐

	1 **Strongly disagree**	2 **Disagree**	3 **Agree**	4 **Strongly agree**
Tourism is something positive for my community	☐	☐	☐	☐
Tourism affects the environment and people in a negative way	☐	☐	☐	☐
Contacts and networks are the most important factors in finding a job in tourism	☐	☐	☐	☐
Parents support youth in their decision to look for jobs in which they are interested	☐	☐	☐	☐
Youth have the skills that tourism employers need	☐	☐	☐	☐
Youth have realistic expectations about employment in tourism	☐	☐	☐	☐
Young staff might leave a company for even a small increase in pay elsewhere	☐	☐	☐	☐
Youth's Knowledge				
Youth know enough about job opportunities in tourism	☐	☐	☐	☐
Youth know enough about career paths in tourism	☐	☐	☐	☐
Youth know enough about training opportunities available	☐	☐	☐	☐
Youth's Interests				
Youth are interested in learning more about career paths in tourism	☐	☐	☐	☐
Youth are interested in improving their skills to work in the tourism industry	☐	☐	☐	☐
Youth are interested in joining a training program to get a job in tourism	☐	☐	☐	☐
Youth are interested in business and entrepreneurship opportunities	☐	☐	☐	☐

G u i d e   t o   D e s i g n i n g   T o u r i s m
W o r k f o r c e   D e v e l o p m e n t   P r o g r a m s – *Employer Survey*

14

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
Youth are ambitious and interested in seeking new ways to improve their skills to earn promotions and better pay.	☐	☐	☐	☐
For youth, jobs in tourism are more interesting than other jobs	☐	☐	☐	☐

D. FEEDBACK ON THE SURVEY

27.Please help us improve this survey. To what degree do you agree or disagree with the following statements?

Survey Evaluation	Strongly disagree	Disagree	Agree	Strongly agree	No Opinion
The questions in this survey are applicable to me or my organization					
The questions adequately address concerns of the tourism industry					
The survey questions were interesting					
The survey was easy to understand					
The survey was an appropriate length					
Additional Comments (please explain):					

THANK YOU FOR PARTICIPATING IN THIS SURVEY!

USAID FROM THE AMERICAN PEOPLE · EQUIP3 Educational Quality Improvement Program Out of School Youth · Learning · Earning · GSTA Global Sustainable Tourism Alliance · EDC · THE GEORGE WASHINGTON UNIVERSITY WASHINGTON DC · Instituto Dominicano de Desarrollo Integral, Inc.

Tourism Workforce
and Youth Development
Assessment

Education and
Training Provider
Survey

NOTE TO USERS

Tourism Workforce and Youth Development Assessment

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1. To define the job opportunities and career pathways for youth in the tourism sector; and

2. To identify the barriers those constrain youth from accessing relevant skills and jobs in tourism; and develop policy and program recommendations for addressing barriers.

This is one of 3 survey tools developed by EQUIP3 and GSTA:

1. **A tourism industry workforce and youth development survey**—to gauge industry views about opportunities and barriers in general with particular emphasis on developing the capacity of youth to work in the tourism sector.

2. **An education and training provider survey**—to assess the ability of education and training providers to address the knowledge and skill-building needs of the labor force with particular emphasis on youth interested in tourism careers.

3. **A youth survey**—to assess the attitudes and experience of youth toward working in tourism.

All three survey instruments have been pilot-tested in the Puerto Plata, Dominican Republic in 2008. Information collected through the three surveys has been analyzed, and findings presented to a meeting of key stakeholders--including representatives from government, the private sector, NGOs and youth themselves.

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Tourism Education and Training Provider Survey

The following survey is intended to help assess the opportunities and constraints experienced by education and training providers. It is designed to also assess attitudes towards youth as potential workforce in the tourism sector. Responses will be used to inform the development of better education, training and career development programs for the overall workforce with a special focus on youth interested in working in the tourism sector.

Instructions*: Please complete this Questionnaire to the best of your knowledge and feel free to add comments as you find necessary. It should take **less than 1 hour** to complete it.*

Confidentiality*: The data collected through this questionnaire will be used in aggregate form and will be kept anonymous and confidential.*

A. INSTITUTION PROFILE & TOURISM INDUSTRY

Organization Name:	Date:
Contact person:	Address:
Position: ❑ Administrator ❑ Instructor ❑ Other	
Phone:	Fax:
Email:	Website:
Language of Instruction: ☐ Spanish ☐ English ☐ Bilingual	Type of Organisation: ☐ Profit ☐ Non profit ☐ Public

EXISTING PROGRAMS & COURSES

1. Which of the following categories does your institution fall into? *(Check all that apply)*	☐ Secondary school ☐ Vocational Education ☐ Polytechnic school ☐ University ☐ Government training provider ☐ Industry training provider ☐ Continuing education (e.g. Second chance) ☐ Entrepreneurship training program ☐ NGO ☐ Other--Please list below:
2. What schedules do you offer? *(Check all that apply)*	☐ Day ☐ Evening ☐ Weekends ☐ Other, please list:
3. Course module delivery options *(Check all that apply)*	☐ Face-to-face, traditional classroom ☐ Guided independent study ☐ Field based practicum/experiential learning ☐ Distance education approach with tutor support ☐ Other, please list:

YOUNG STUDENT PROFILE	
4. Young student profile *(If numbers are not available, provide approximate percentages)*	**Total # _____ Male % _____ Female % _____** **Origin**: National%_____; International %_____ **Age**: 15-18_____% 19-25_____% 26-29_____% 30 and over____% **Full Time Students ____% Part time Students_____%** Percentage recruited from out of school or unemployed youth _____% Percentage of handicapped or disabled _____% Percentage of incoming students who complete the program every year ____% Percentage of current students with tourism jobs while enrolled in your programs ___% Percentage of students receiving financial aid (scholarships, subsidy, etc) ___% Percentage of students paying their own tuition ____%
5. Employment rate of recent graduates *Check only one*	❏ under 30% ❏ 31-50% ❏ 51-70% ❏ 71-90% ❏ 91-100%
6. What percentage of your recent graduates work in the following? *Please provide best estimates*	A. Accommodation (hotels, motels, B&Bs, spas, guest houses) ____% B. Restaurants (fast food, cafes, coffee shops**,** pubs, and nightclubs) ____% C. Travel (tour operators, travel agencies, tour guides) ____% D. Attractions (museums, art galleries, monuments, cultural centers, protected areas) ____% E. Transportation (airlines, car rentals, buses, boats) ____% F. Retail services (souvenir shops, arts & crafts stores, boutiques) ____% G. Events (conferences, conventions, exhibitions, meetings, sports, entertainment) ____% H. Government tourism position ____% I. Employment outside of tourism industry ____% J. Create or participate in small or family business ____% K. Outside the country ____ % L. Other ____% Please explain:_____ M. Unemployed ____%
7. Do you follow up with graduates?	❏ **Yes** ❏ **No By what means?** **At what intervals?**

REVENUE SOURCES

8. How is this program funded?	Donations _____% (e.g. grants, scholarships, alumni) Government subsidy _____% Student tuition _____% Other (list below) _____%

COLLABORATION

9. Do you communicate or work with employers or tourism-related businesses?	❑ **Yes** ❑ **No**
10. Would your institution be interested in participating in internship / training programs for our-of-school or at-risk youth?	❑ **Yes** ❑ **Maybe, Pending more information** ❑ **No**

11. Please state the degree to which your organization would be interested in each of the following collaborative activities. *Please rate all.*

Collaborative Activities	Not Interested 1	Interested 2	N/A
Organize student and faculty exchanges			
Create opportunities for faculty (instructors) professional development			
Promote institutional capacity building (curriculum development, learning assessment, resource sharing)			
Develop cooperative in-service training programs			
Establish distance education systems			
Offer teaching improvement programs (e.g., experiential learning, case studies, etc.)			
Work towards a unified core curriculum for different levels of certification			
Use uniform occupational standards linked to the core curriculum			
Raise awareness about tourism at the secondary school level			
Establish quality assurance systems			
Establish a system for the transfer of credits between institutions			
Contribute to renewal of equipment and facilities			
Provide students with internships or practical work experience			
Participate in assessment/certification of students' occupational skills			
Invite graduates to apply for job vacancies			
Other possibilities? Please list below			

12. Indicate the extent to which the following are challenges confronting the tourism and hospitality industry.

Challenges	1 Not a challenge	2 A challenge	No opinion
Use of ICT to improve productivity			
Unethical practices or corruption			
Customer service			
Food hygiene and preparation			
Health and safety of guests			
Health and safety of staff			
Facilities maintenance and repair			
Financial management			
People management			
Lack of tourism awareness by residents			
Lack of opportunities for staff development and training			
Preservation and conservation of natural and cultural heritage			
Publicity and marketing			
Impact of climate change			
Developing specialty/niche tourism markets			
Collection and use of data to inform decision-making			
Legislation/public policies pertaining to the tourism and hospitality sector			
Other _____			

13. Which of the following tourism domains do your programs cover?
Select all that apply.

❑ **Accommodation** (hotels, motels, B&Bs, guest houses)
❑ **Restaurants** (fast food, cafes, coffee shops**,** pubs, and nightclubs)
❑ **Travel services** (tour operators, travel agencies, tour guides)
❑ **Attractions** (museums, art galleries, monuments. art galleries, cultural centers, museums, protected areas)
❑ **Transportation** (airlines, car rentals, buses, boats)
❑ **Retail Services** (souvenir shops, arts & crafts stores, boutiques)
❑ **Events** (conferences, conventions, exhibitions, meetings, sports, entertainment)
❑ **Other** (please add):

14. Indicate whether or not the following core skills are offered in your program and the extent of their quality. *Rate all.*

Core Skill	1 Not Offered	2 Offered/ Good quality	3 Offered/ Needs improvement
Basic literacy and numeracy			
Employability *(attendance and punctuality, working in teams, following directions, time management)*			
Communication *(speaking, writing, listening)*			
Problem-solving			
Vocational / technical			
Technology (ICT)			
Life *(self esteem, grooming, career planning)*			
Foreign language - Specify language:_____			
Customer service skills *(courteous and friendly conduct)*			
Creativity, innovation, and initiative			
Other (please add):			

15. Indicate whether or not the following technical skills are included in your program and the extent of their quality. *Please rate all.*

Technical Skills	1 Not Offered	2 Offered / Good quality	3 Offered / Needs improvement
Accounting & Financial Management			
Administrative Processes			
Business Management			
Entrepreneurship			
Environmental Awareness			
Language: English			
Language: French			
Language: Italian			
Health & Safety			
History, Culture & Geography			
Leadership/People Management			
Legal basics			
Marketing			
Management and Organization			
Pricing			
Procurement			
Product Development			
Public Relations			
Risk Analysis & Management			
Quality Management			
Sales & Promotion Techniques			
Performance Evaluation			
Web Use			
Others: Please list below			

16. Briefly describe the following:

    a. How your organization assesses labor market demand to design its program:

    b. Occupational standards or skill requirements used to design or evaluate your program:

c. How learning outcomes are assessed:

d. Formal or informal linkages between your program(s) and the tourism industry (e.g. internships, advisory committee, etc):

e. Whether a formal evaluation of your program has been conducted. If so, can you provide a copy of the findings and recommendations? What changes have been made as a result of the evaluation?

17. Indicate how well you think education and training providers prepare youth for work in the tourism industry.

Education and Training providers	1 Poor	2 Average	3 Good	4 Excellent
Secondary school				
Vocational Education				
Polytechnic School				
University				
Government training providers				
Industry training provider				
Continuing education (second chance)				
Entrepreneurship training program				
NGO				
Other—please list below:				

18. What are the entry-level requirements of your program? *Please check all that apply.*

- ❑ Basic literacy/numeracy skills
- ❑ Primary school degree
- ❑ Secondary school degree
- ❑ Technical/vocational degree
- ❑ University degree
- ❑ Previous experience in tourism industry
- ❑ Other _____

19. Do youth who enter your program have an understanding of the career pathways that are open to them?

_____ yes _____ no

20. Does your institution provide youth with any of the following services? *Please check all that apply.*

- ❑ Career guidance
- ❑ Faculty mentorships
- ❑ Industry mentorships
- ❑ Job internships
- ❑ Job placement programs

21. How do you recruit youth into your program? *Please check all that apply.*

- ❑ Word of mouth
- ❑ Advertising
- ❑ School visits
- ❑ Other (Please specify): _____

22. Do you target out-of-school, at-risk youth? _____ yes _____ no

>**If not, why not?** *Select 3 and rank them where 1 is the most significant reason for not targeting out-of-school youth.*

- ❏ Inadequate basic skills
- ❏ Too difficult to reach
- ❏ Don't meet entry-requirements
- ❏ Too many behavioral issues
- ❏ Can't afford tuition
- ❏ Inadequate basic skills
- ❏ Don't have easy access to school/facility
- ❏ Other (Please specify): _____

23. How important do you think these skills are in order for youth to succeed in tourism? (Check only one box for each skill)

Skills	1 Not important	2 Important	No Opinion
Basic literacy and numeracy			
Employability (*attendance and punctuality, working in teams, following directions, time management*)			
Communication (*speaking, writing, listening*)			
Problem-solving			
Vocational / technical			
Technology (ICT)			
Life (*self esteem, grooming, career planning*)			
Foreign language - Specify language:			
Customer service skills (*courteous and friendly conduct*)			
Creativity, innovation, and initiative			
Other (please add):			

24. **What is the greatest challenge faced by youth to succeed in your program?**
Select 3 and rank them in order of importance, where 1 is the most significant challenge.

❑ Lack of basic skills (literacy/numeracy)

❑ Lack of basic lifestyle skills (knowing how to communicate, work in teams, etc.)

❑ Insufficient study skills

❑ Unable to pay tuition

❑ Other (Please specific): _____

25. **What is your image or perception of out-of-school, unemployed youth?** *Check all that apply.*

❑ High employment risk

❑ Dangerous

❑ Deserve more opportunities to join the workforce

❑ Fast learners

❑ Prove to be good workers

❑ Other (Please specify): _____

26. What is the <u>greatest barrier</u> that youth face in getting a job in tourism? *Select the 3 most significant barriers*

Barriers to <u>getting</u> a job	Select 3
Youth's lack of good workplace habits	
Youth's poor attitude	
Low wages	
Youth's lack of technical/vocational skills	
Youth's poor customer-service skills	
Youth's lack of accreditation (certificate / degree)	
Youth's lack of work experience	
Youth social and sexual misconduct & substance abuse	
Geographical location (distance to the job)	
Difficult work schedules (long hours, late shifts)	
Dangerous or risky work environment	
Discrimination (sex, age, health conditions, etc.)	
Lack of family connections	
Lack of family support in pursuing a tourism career path	
Childcare	
Three-month temporary contracts	
Lack of foreign language skills	
Lack of information on employment opportunities in tourism	
Other (Please specify: _____)	

27. Express the degree to which you agree or disagree with the following statements *(Check one box for each item)*

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
Perceptions				
Information about job opportunities in tourism is easily accessible				
Tourism employers reach out to youth as potential employees				
Tourism offers plenty of job opportunities for young people				
Tourism is something positive for my community				
Tourism affects the environment and people in a negative way				
Contacts and networks are the most important factors in finding a job in tourism				
Parents support youth in their decision to look for jobs in which they are interested				
Youth have the skills that tourism employers need				
Youth have realistic expectations about employment in tourism				
Youth's Knowledge				
Youth know enough about job opportunities in tourism				
Youth know enough about career paths in tourism				
Youth know enough about training opportunities available for youth				
Young staff might leave a company for even a small increase in pay elsewhere				
Youth's Interests				
Youth are interested in learning more about career paths in tourism				
Youth are interested in improving their skills to work in the tourism industry				

	Strongly disagree	Disagree	Agree	Strongly agree	No Opinion
Youth are interested in joining a training program to get a job in tourism					
Youth are interested in business and entrepreneurship opportunities					
Youth are ambitious and interested in seeking new ways to improve their skills to earn promotions and better pay.					
For youth, jobs in tourism are more interesting than other jobs					

E. FEEDBACK ON THE SURVEY

28. Please help us improve this survey. To what degree do you agree or disagree with the following statements?

Survey Evaluation	Strongly disagree	Disagree	Agree	Strongly agree	No Opinion
The questions in this survey are applicable to me or my organization					
The questions adequately address concerns of the tourism industry					
The survey questions were interesting					
The survey was easy to understand					
The survey was an appropriate length					
Additional Comments (please explain):					

THANK YOU FOR PARTICIPATING IN THIS SURVEY!

"Mapping out youth time spent in spaces and structures in their communities and the perceived gains"

> **Tool Introduction:** This is a "market engagement" – style Focus Group Discussion tool designed to:
> - Begin to explore with young people the spaces and structures in the community where they spend time.
> - Understand the amount of time young people spend in these spaces.
> - Help the group reflect on the "gains" these spaces promote.

GETTING STARTED

Greeting: We are __[name]__ and _[name]_ from ___[institution / project]___ – that aims to ___[explanation the vision of the institution / project]___.

Our team includes people from _[place or background]_ and _[place or background]_. We work with young people and are interested in finding out more about young people's ideas and experience here in _[place]_ and other places.

We appreciate you taking the time to join us and would like to say thank you to _[name of person who helped gather young participants]_ for inviting us to meet with you today.

Rules & Facilitation Tools: Because one of the goals of today's meeting is to include everyone's participation, and to be sure all voices are heard in a respectful way, we have a few tools that will help us. All of us, including us your facilitators, will need to respect their use.

> The use of the following **facilitation tools** is optional. They have proven to be effective with a range of groups and can be used to build rapport and ensure broader participation.

G u i d e t o D e s i g n i n g T o u r i s m
W o r k f o r c e D e v e l o p m e n t P r o g r a m s *– Focus Group Tool A*

1

(a) First we have a "**Koosh" (or "ball")** – We will use it to invite participation, and the person who has the Koosh is the only one with the right to speak. You can ask for it if you want to say something or pass it to someone else in the group if you want to invite them to share an idea or opinion.

(b) Next I would like to introduce the **"Chicken."** It is used to signal to someone that they might be speaking for too long and that others may want to say something as well (like a hungry chicken eating all of the grain). We can use it in a gentle way by shaking it at the person (show them). For now let me give it to __[name of a participant]__ who can pay attention to the first person who needs it, or share it with others who might like to hold it.

> *Remember…*
> - *Let the group do the work*
> - *Let the tools do the work*
> - *Probes not prompts*
>   *"tell me more about that…."*
>   *"what does that look like…."*

(c) Finally we have our **"Lizard."** It is used to signal to someone that they are being too aggressive or are hurting another person's feelings. We can use it by shaking it at someone who may be getting a little aggressive or may hurt someone's feelings.

We look forward to this being a lively and energetic group and hope that these tools will help us all feel safe, supported and encouraged to speak.

Group Introductions: Let's use the Koosh now to introduce ourselves to the group. Please let us know your name and your age.

STEP 1 – Where do young people like you spend time any given day?
(Brainstorming and list generation)

When we meet with young people in a new community we find it helpful to start with trying to understand the things they do, the places they spend time in.

To get started, we would like you to give us examples of the different places in the community where young people like you spend time during an average week (non vacation time). We will write your examples on these cards (show cards) so we can all remember the examples that have been given.

Document:
- Write their answers on index cards and place them in front of the group (in random order).
- Write their answers in the language they seem most comfortable with.
- Combine similar cards to keep the number of cards manageable.

Probe:
- *Places you go regularly, places you might go only a few times a week, places you know about but almost never go.*

```
Data Gathering Reminders:
•  Plan to hold onto the index cards at the end.
•  Make notes as they make any informal comments about the places they spend time.
```

STEP 2 – How much time do you spend in these places? What is the level of gain? (Quantification)

Now we would like to get a better understanding about these places where young people spend time. Working as a team, we would like you to do 2 things:

First, using these yellow chips, please give us an idea of <u>how much time</u> young people like you spend in each place – 1 chip represents very little time and 4 chips represent a lot of time. You can use as many chips as you need.

> *** Allow time for the group to complete this first task

Second, using these red chips, please give us an idea of <u>how much you gain</u> from spending time in each place / how much this place offers to you – 1 chip represents very little gain and 4 chips represent a very high gain.

We ask you to work as a team using these facilitation tools, if needed, to give everyone a chance to speak. Since the value you assign to each card is represented by the chips, the value can easily be changed. So, anyone can start with their suggestions and then the group can decide together what the final scores should be.

Group work reminders:
- Give time and space to work (let the group do the work).
- Support quiet members who might wish to speak by looking at body language.
- Check to make sure the group has reached consensus.
- Ask for clarifications and insights when they have finished their work.

Probe for

- Differences between participants paying attention to different demographics, education level, gender, etc.

Data Gathering Reminder:
- Make a chart showing the number of chips placed by each card.
- Make notes as they make any informal comments about where they spend the most time, and how much they gain from spending time there.

Modification for Step 2 (optional):

If there are more than 10 participants, you may choose to form two groups, it is recommended to form groups that are as homogenous as possible in terms of background, age, education level, and in some cases, gender and other variables.

Grouping questions:
- Raise your hand if you are 18 years old or younger (or use these other ages: 25, 29).
- Who is currently enrolled in school?

Once you understand the make out of the group, you can divide them into two homogenous groups.

*Note: you will need to quickly prepare a second set of cards for the second group.

STEP 3 – How do the gains compare to the time you spend in these places? Follow Up Questions. (Analysis & collection of qualitative data)

Analysis questions:
- Why do you spend this much time here and so little there?
- Why do you spend so little time here although it seems to offer a lot to you?
- What is missing from these other places that do not promote many gains?

> Divide the chips in each card (e.g., yellow on top and red in bottom of the card) and ask the groups their perceptions about the amount of time vs the gains of each place.

G u i d e   t o   D e s i g n i n g   T o u r i s m
W o r k f o r c e   D e v e l o p m e n t   P r o g r a m s *– Focus Group Tool A*

4

> **Data Gathering Reminder:**
> - Make note of their comparisons and analysis in your notebook.
> - Set aside some quiet time after the focus group to write down notes/thoughts that you intended to record but did not have the time – you WILL forget them afterwards.

Closure:

Thank the group for their participation and ask if they have any remaining observations they would like to share.

"Mapping out job opportunities for youth and perceived distance to them"

> **Tool Introduction:** This is a "market engagement" – style Focus Group Discussion tool designed to:
> - Understand what types of jobs/occupations youth perceive as being part of the tourism industry.
> - Understand youth's level of interest in different types of jobs/occupations within the tourism industry.
> - Understand their perceived distance to these jobs/occupations.
> - Help the group reflect on the reasons that make them feel closer to or farther away from some jobs/occupations than others.

GETTING STARTED

Greeting: We are __[name]__ and __[name]__ from ___[institution / project]___ – that aims to ___[explanation the vision of the institution / project]__.

Our team includes people from _[place or background]_ and _[place or background]_. We work with young people and are interested in finding out more about young people's ideas and experience here in __[place]__ and other places.

We appreciate you taking the time to join us and would like to say thank you to _[name of person who helped gather young participants]_ for inviting us to meet with you today.

Rules & Facilitation Tools: Because one of the goals of today's meeting is to include everyone's participation, and to be sure all voices are heard in a respectful way, we have a few tools that will help us. All of us, including us your facilitators, will need to respect their use.

> The use of the following **facilitation tools** is optional. They have proven to be effective with a range of groups and can be used to build rapport and ensure broader participation.

(a) First we have a "**Koosh" (or "ball")** – We will use it to invite participation, and the person who has the Koosh is the only one with the right to speak. You can ask for it if you want to say something or pass it to someone else in the group if you want to invite them to share an idea or opinion.

(b) Next I would like to introduce the **"Chicken."** It is used to signal to someone that they might be speaking for too long and that others may want to say something as well (like a hungry chicken eating all of the grain). We can use it in a gentle way by shaking it at the person (show them). For now let me give it to _[name of a participant]_ who can pay attention to the first person who needs it, or share it with others who might like to hold it.

> **Remember…**
> - Let the group do the work
> - Let the tools do the work
> - Probes not prompts
>   "tell me more about that…."
>   "what does that look like…."

(c) Finally we have our **"Lizard."** It is used to signal to someone that they are being too aggressive or are hurting another person's feelings. We can use it by shaking it at someone who may be getting a little aggressive or may hurt someone's feelings.

We look forward to this being a lively and energetic group and hope that these tools will help us all feel safe, supported and encouraged to speak.

Group Introductions: Let's use the Koosh now to introduce ourselves to the group. Please let us know your name and your age.

STEP 1 – What type of work do young people like you engage in?
(Brainstorming and list generation)

> **Preparation needed:**
> Have the main jobs /occupations written on cards and ready to use. Add to the list by writing down new jobs /occupations that they mention.

Meeting with other youth groups in the last few days, we have been hearing a number of jobs/occupations that are linked to tourism, such as ___, ___, ___.

- Are there any other tourism jobs/occupations that are missing in this list?

Probe:
- *When young people say they work in tourism, what type of work do they mean?*

Data Gathering Reminders:
- Plan to hold onto the index cards at the end.
- Make notes as they make any informal comments about the places type of work they mention.

STEP 2 – How interested are you in these jobs / occupations and how close or how far do you feel you are from these? (Quantification)

Now we would like to know how interested you are in each of these jobs/occupations. Working as a team, we would like you to do 2 things:

First, using these yellow chips, please give us an idea of how interested you are in each of these jobs/occupations – 1 chip means that you are interested only very little in that job and 4 chips mean that you are very interested in it. You can use as many chips as you need.

*** Allow time for the group to complete this first task

Second, we would like to get a better understanding about how close or how far you feel you are from getting these jobs. Using these red chips, please give us an idea of how close or far you feel you are from each of these jobs/occupations. If you place 1 chip on the card, it means that you feel very close to that job. And if you place 4 chips, it means that you feel farther away from that job.

We ask you to work as a team using these facilitation tools, if needed, to give everyone a chance to speak. Since the value you assign to each card is represented by the chips, the value can easily be changed. So, anyone can

Group work reminders:
- Give time and space to work (let the group do the work).
- Support quiet members who might wish to speak by looking at body language.
- Check to make sure the group has reached consensus.
- Ask for clarifications and insights when they have finished their work.

start with their suggestions and then the group can decide together what the final scores should be.

Probe for
- Differences between participants paying attention to different demographics, education level, gender, etc.

Data Gathering Reminder:
- Make a chart showing the number of chips placed on each card.
- Make notes about their arguments and explanations as they discuss the distance and try to get consensus as a group.

<u>Modification for Step 2</u> (optional):
If there are more than 10 participants, you may choose to form two groups, it is recommended to form groups that are as homogenous as possible in terms of background, age, education level, and in some cases, gender and other variables.

Grouping questions:
- Raise your hand if you are 18 years old or younger (or use these other ages: 25, 29).
- Who is currently enrolled in school?

Once you understand the make out of the group, you can divide them into two homogenous groups.
*Note: you will need to quickly prepare a second set of cards for the second group.

STEP 3 – Why? Follow Up Questions… (Analysis & qualitative data)

Analysis questions:
- What makes this job/occupation farther than this other one?
- Why do you feel so close to this one as opposed to this other one?
- I can see that you are very interested in this job/occupation, but you feel very far away from it. Can you explain what keeps you far from this job?
- What would it need to happen to decrease the distance between you and these jobs/occupations?

G u i d e   t o   D e s i g n i n g   T o u r i s m
W o r k f o r c e   D e v e l o p m e n t   P r o g r a m s *– Focus Group Tool B*

9

Data Gathering Reminder:
- Make note of their comparisons and analysis in your notebook.
- Set aside some quiet time after the focus group to write down notes/thoughts that you intended to record but did not have the time – you WILL forget them afterwards.

Closure:

Thank the group for their participation and ask if they have any remaining observations they would like to share.

"Mapping out the trajectory, barriers, and solutions towards the tourism industry"

> **Tool Introduction:** This is a "market engagement" – style Focus Group Discussion tool designed to:
> - Begin to explore with young people, some barriers to working in the tourism industry.
> - Understand the main barriers to getting a job in tourism, as perceived by youth.
> - Understand some ways in which young people approach / overcome those barriers.
> - Begin to explore ways in which those barriers can be addressed in general and by other stakeholders.

GETTING STARTED

Greeting: We are __[name]_ and _[name]_ from ___[institution / project]___ – that aims to ___[explanation the vision of the institution / project]__.

Our team includes people from _[place or background]_ and _[place or background]_ . We work with young people and are interested in finding out more about young people's ideas and experience here in __[place]__ and other places.

We appreciate you taking the time to join us and would like to say thank you to __[name of person who helped gather young participants]__ for inviting us to meet with you today.

Rules & Facilitation Tools: Because one of the goals of today's meeting is to include everyone's participation, and to be sure all voices are heard in a respectful way, we have a few tools that will help us. All of us, including us your facilitators, will need to respect their use.

> The use of the following **facilitation tools** is optional. They have proven to be effective with a range of groups and can be used to build rapport and ensure broader participation.

(a) First we have a "**Koosh" (or "ball")** – We will use it to invite participation, and the person who has the Koosh is the only one with the right to speak. You can ask for it if you want to say something or pass it to someone else in the group if you want to invite them to share an idea or opinion.

(b) Next I would like to introduce the **"Chicken."** It is used to signal to someone that they might be speaking for too long and that others may want to say something as well (like a hungry chicken eating all of the grain). We can use it in a gentle way by shaking it at the person (show them). For now let me give it to __[name of a participant]__ who can pay attention to the first person who needs it, or share it with others who might like to hold it.

> **Remember…**
> • Let the group do the work
> • Let the tools do the work
> • Probes not prompts
>   "tell me more about that…."
>   "what does that look like…."

(c) Finally we have our **"Lizard."** It is used to signal to someone that they are being too aggressive or are hurting another person's feelings. We can use it by shaking it at someone who may be getting a little aggressive or may hurt someone's feelings.

We look forward to this being a lively and energetic group and hope that these tools will help us all feel safe, supported and encouraged to speak.

Group Introductions: Let's use the Koosh now to introduce ourselves to the group. Please let us know your name and your age.

STEP 1 – What are <u>some</u> of the barriers young people like you face to enter these jobs/occupations? (Brainstorming and list generation)

When have been meeting with other young people in neighboring communities and we heard that young people like you usually work in jobs like ___, ___, ___. We are interested in learning more about these jobs/occupations: ____, ____, ____ [mention a few tourism-related jobs that were mentioned consistently in previous focus groups].

Are there any other jobs/occupations related to tourism that are not included in this list? [Allow participants to mention a few more – no need to write these on cards. This warm-up exercise is to set the context around tourism.]

> **Document:**
> • Write their answers on index cards and place them in front of the group (in random order).
> • Write their answers in the language they seem most comfortable with.
> • Combine similar cards to keep the number of cards manageable.

G u i d e   t o   D e s i g n i n g   T o u r i s m
W o r k f o r c e   D e v e l o p m e n t   P r o g r a m s *– Focus Group Tool C*

12

To get started, we would like to understand the main challenges you face to be able to work in these jobs/occupations. Can you mention some of the main challenges that you face?

We will write your examples on these cards (show cards) so we can all visualize the trajectory that you are describing.

Probe:

- *What are some obstacles people like you face to get a job like this in tourism?*

Data Gathering Reminders:
- Plan to hold onto the index cards at the end.
- Make notes as they make any informal comments about the barriers that they mention.

STEP 2 – What are the <u>biggest</u> barriers that young people like you find? (Quantification)

Now we would like to understand which are the biggest barriers. Working as a team, we would like you to <u>order</u> (rank) these barriers from the biggest to the smallest barrier. The first card will represent the biggest barrier (or the most significant challenge to overcome). The second card will represent the second biggest barrier, on so on, until the last card, which will represent the smallest barrier (or the least significant challenge to overcome).

*** Allow time for the group to complete this task

G u i d e   t o   D e s i g n i n g   T o u r i s m
W o r k f o r c e   D e v e l o p m e n t   P r o g r a m s *– Focus Group Tool C*

13

We ask you to work as a team using these facilitation tools, if needed, to give everyone a chance to speak. Since each barrier is written on a different card, you can move cards around as you discuss. So, anyone can start their suggestions, you can move the cards to different places in your ranking, and then the group can decide together what the final order should be.

Group work reminders:
- Give time and space to work (let the group do the work).
- Support quiet members who might wish to speak by looking at body language.
- Check to make sure the group has reached consensus.
- Ask for clarifications and insights when they have finished their work.

Probe for
- Differences between participants paying attention to different demographics, education level, gender, etc.

Data Gathering Reminder:
- Make a chart showing the order in which the cards were placed.
- Make notes as they make any informal comments about where they spend the most time, and how much they gain from spending time there.

Modification for Step 2 (optional):
If there are more than 10 participants, you may choose to form two groups, it is recommended to form groups that are as homogenous as possible in terms of background, age, education level, and in some cases, gender and other variables.

Grouping questions:
- Raise your hand if you are 18 years old or younger (or use these other ages: 25, 29).
- Who is currently enrolled in school?

Once you understand the make out of the group, you can divide them into two homogenous groups.

*Note: you will need to quickly prepare a second set of cards for the second group.

G u i d e   t o   D e s i g n i n g   T o u r i s m
W o r k f o r c e   D e v e l o p m e n t   P r o g r a m s – *Focus Group Tool C*

14

STEP 3 – What would need to happen to reduce these barriers?
(Analysis & collection of qualitative data)

Analysis questions:
- Why did you consider these two as the top two barriers?
- What makes this barrier bigger (or more difficult to overcome) than this other one?
- How could people like you overcome these top two barriers?
- What would need to happen to reduce some of these barriers? (or a specific one?)

> Go over the list of barriers in the order that they ranked them and ask for any clarifying questions. Note any conflict or difficulty in reaching consensus when deciding on the final order and an opportunity for participants to explain why it was difficult to decide.

Data Gathering Reminder:
- Make note of their comparisons and analysis in your notebook.
- Set aside some quiet time after the focus group to write down notes/thoughts that you intended to record but did not have the time – you WILL forget them afterwards.

Closure:

Thank the group for their participation and ask if they have any remaining observations they would like to share.

Proyecto para el Mercado Laboral y Desarrollo Juvenil en el Sector Turístico

Encuesta para Jóvenes

Mercado Laboral y Desarrollo Juvenil en el Sector de Turismo
NOTA PARA EL USUARIO

El proyecto de Evaluación de la Fuerza Laboral Juvenil en el Sector Turístico de EQUIP3 y la Alianza Global para el Turismo Sostenible (GSTA), tiene por objetivo ayudar a cada país a lograr un mayor aprovechamiento de los recursos humanos de su fuerza laboral, en particular de los jóvenes, con el fin de promover el crecimiento del sector turístico. Dicha evaluación tiene 2 objetivos principales:

1. Identificar las oportunidades laborales y de desarrollo profesional que ofrece el sector turístico a los jóvenes; e
2. Identificar las barreras que impiden a los jóvenes obtener aptitudes y puestos de empleo en el sector turístico; así como desarrollar recomendaciones para la eliminación de dichas barreras.

Este es uno de 3 instrumentos de encuesta desarrollados por EQUIP3 y GSTA:

1. **Encuesta sobre el mercado laboral en turismo y desarrollo de la fuerza laboral juvenil** — con el fin de calibrar las percepciones dominantes en la industria del turismo acerca de las oportunidades y barreras que presenta el sector en general, prestando especial atención al desarrollo de la capacidad de los jóvenes para acceder a empleos en el sector turístico.
2. **Encuesta para instituciones educativas y de capacitación** — para evaluar la capacidad de las instituciones educativas y de capacitación para atender a las necesidades de conocimientos y aptitudes de la fuerza laboral, con especial atención a los jóvenes interesados en trabajar en el sector del turismo.
3. **Encuesta juvenil**—para evaluar las experiencias y las actitudes de los jóvenes hacia el trabajo en el sector del turismo.

Las tres herramientas han sido puestas a prueba mediante estudios piloto en Puerto Plata, República Dominicana en 2008. La información recogida en las tres encuestas ha sido analizada, y los resultados expuestos en una reunión con los principales actores interesados – incluidos representantes del gobierno, sector privado, ONGs y los propios jóvenes. Finalmente, las encuestas fueron refinadas en base al análisis de datos y con el aporte de cada uno de estos actores.

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Para uso EXCLUSIVO de los
Administradores

Fecha:
Lugar: Contexto:
Administrador (nombre):
Encuestado #:

Mercado Laboral y Desarrollo Juvenil en el Sector de Turismo

El objetivo de esta encuesta es contribuir a realizar una evaluación de las percepciones de los jóvenes acerca del sector turístico, así como su interés en el mismo. Las respuestas obtenidas se utilizarán para el desarrollo de programas de formación y desarrollo profesional orientado a la fuerza laboral en general, con especial atención a los jóvenes interesados en trabajar en el sector del turismo.

Instrucciones*: Por favor, responde a este cuestionario lo mejor que puedas, y no dudes en añadir cualquier comentario adicional que consideres útil o necesario. No debería tomarte más de **1 hora**.*

Confidencialidad*: Toda la información recogida en este cuestionario se utilizará de manera agregada y se mantendrá anónima y confidencial.*

A. INDUSTRIA DEL TURISMO

1. ¿Hasta qué punto estás interesado/a en trabajar en el sector del turismo?

❑ Muy interesado/a
❑ Algo interesado/a
❑ No interesado/a
❑ Para nada interesado/a

2. ¿Qué oportunidades de trabajo hay donde tu vives, relacionadas con el turismo?
*Enumera y explica***:**

1.	3.
2.	4.

3. ¿Alguna vez has intentado conseguir un empleo relacionado con el turismo?
❑ No
❑ Si

G u i d e   t o   D e s i g n i n g   T o u r i s m
W o r k f o r c e   D e v e l o p m e n t   P r o g r a m s *– Encuesta para Jovenes*

1

4. ¿En cuáles de los siguientes servicios te interesaría buscar empleo? *Selecciona <u>tres</u>.*

❏ **Alojamiento** (hoteles, moteles, hostales, pensiones)

❏ **Restaurantes** (comida rápida, cafés, cafeterías, bares, nightclubs y discotecas)

❏ **Servicios de viajes** (tour-operadores, agencias de viaje, guías turísticas)

❏ **Atracciones** (museos, galerías de arte, monumentos, centros culturales, zonas protegidas, reservas naturales, centros de información medioambiental –fauna/flora-)

❏ **Transporte** (líneas aéreas, alquiler de autos, autobuses, barcos, bicicletas, motos)

❏ **Comercios** (tiendas de souvenir, artesanía, boutiques)

❏ **Eventos** (conferencias, congresos, exposiciones, reuniones, deporte, entretenimiento)

❏ **Otros** (añadir):

5. ¿Hasta qué punto estás interesado/a en los siguientes empleos u ocupaciones en el sector turístico? *Selecciona <u>una</u> opción en cada línea*.

Empleos/ Ocupaciones	1 No Interesado/a	2 Interesado/a	No conozco este empleo
Barman/ Bartender	☐	☐	☐
Panadero	☐	☐	☐
Botones/ Bellboy / Maletero	☐	☐	☐
Conductor de barcos/ embarcaciones	☐	☐	☐
Conductor de autobús	☐	☐	☐
Personal de banquete	☐	☐	☐
Cocinero	☐	☐	☐
Especialista en servicio al cliente	☐	☐	☐
Animador	☐	☐	☐
Coordinador de eventos	☐	☐	☐
Personal de mantenimiento de infraestructura	☐	☐	☐
Asistente de vuelo	☐	☐	☐
Encargado de comida y bebida	☐	☐	☐
Recepcionista	☐	☐	☐
Personal de limpieza	☐	☐	☐
Especialista en recursos humanos	☐	☐	☐
Personal de museos/patrimonio	☐	☐	☐
Personal de servicios recreativos	☐	☐	☐
Agente de reservas	☐	☐	☐
Personal de ventas	☐	☐	☐

Empleos/ Ocupaciones	1 No Interesado/a	2 Interesado/a	No conozco este empleo
Guía turística	☐	☐	☐
Tour-operador	☐	☐	☐
Agente de viajes	☐	☐	☐
Personal de centro de información turística	☐	☐	☐
Mesero/a	☐	☐	☐
Otros (por favor, especifica): _____	☐	☐	☐

6. **¿Cuán fácil es para alguien joven como tu conseguir los siguientes empleos donde vives?** *Selecciona una opción en cada caso.*

Empleos / Ocupaciones	1 Difícil	2 Fácil	No conozco este empleo
Barman/ Bartender	☐	☐	☐
Panadero	☐	☐	☐
Botones/ Bellboy / Maletero	☐	☐	☐
Conductor de barcos/ embarcaciones	☐	☐	☐
Conductor de autobús	☐	☐	☐
Personal de banquete	☐	☐	☐
Cocinero	☐	☐	☐
Especialista en servicio al cliente	☐	☐	☐
Animador	☐	☐	☐
Coordinador de eventos	☐	☐	☐
Personal de mantenimiento de infraestructura	☐	☐	☐
Asistente de vuelo	☐	☐	☐
Encargado de comida y bebida	☐	☐	☐
Recepcionista	☐	☐	☐
Personal de limpieza	☐	☐	☐
Especialista en recursos humanos	☐	☐	☐
Personal de museos/patrimonio	☐	☐	☐
Personal de servicios recreativos	☐	☐	☐
Agente de reservas	☐	☐	☐

Empleos / Ocupaciones	1 Difícil	2 Fácil	No conozco este empleo
Personal de ventas	☐	☐	☐
Guía turística	☐	☐	☐
Tour-operador	☐	☐	☐
Agente de viajes	☐	☐	☐
Personal de centro de información turística	☐	☐	☐
Mesero/a	☐	☐	☐
Otros (por favor, especifica): _____	☐	☐	☐

7. **¿Cuáles son los mayores obstáculos para que alguien como tu <u>obtenga</u> un empleo en el sector turístico?** *Selecciona los 3 obstáculos más importantes.*

Obstáculos para <u>obtener</u> un empleo	Seleccion 3
Falta de buenos hábitos en el trabajo por parte de los jóvenes	
Mala actitud de los jóvenes	
Bajos salarios	
Falta de habilidades técnicas/vocacionales de los jóvenes	
Falta de habilidades de atención al cliente entre los jóvenes	
Falta de acreditación o titulación de los jóvenes (certificados/títulos)	
Falta de experiencia laboral de los jóvenes	
Abuso de sustancias nocivas y mala conducta sexual entre los jóvenes	
Ubicación geográfica (distancia del lugar de trabajo)	
Dificultad del horario laboral (horarios largos, turnos de tarde, etc.)	
Peligrosidad del ambiente de trabajo	
Discriminación (por sexo, edad, condiciones de salud, etc.)	
Falta de contactos familiares	
Falta de apoyo familiar al emprender una carrera en turismo	
Cuidado de hijos	
Límite de 3 meses de contrato	
Falta de conocimientos de otros idiomas	
Falta de información sobre oportunidades de empleo en turismo	
Otros (especifica)_____	

8. **¿Crees que los jóvenes entienden las trayectorias profesionales que el turismo les ofrece?**

_____ Si   _____ no   _____ no sé

G u i d e t o D e s i g n i n g T o u r i s m
W o r k f o r c e D e v e l o p m e n t P r o g r a m s *– Encuesta para Jovenes*

4

9. **¿Cuán importantes consideras que son las siguientes habilidades para que los jóvenes tengan éxito en el sector turístico?** *Selecciona una opción para cada habilidad.*

Habilidades	1 No es importante	2 Es importante	No tengo opinión
Alfabetización y conocimientos básicos de matemáticas	☐	☐	☐
Aptitudes para el empleo (asistencia y puntualidad, trabajo en equipo, seguimiento de instrucciones, administración del tiempo)	☐	☐	☐
Comunicación (oral, escrita, capacidad de escucha)	☐	☐	☐
Resolución de problemas	☐	☐	☐
Técnicas, vocacionales	☐	☐	☐
Tecnología	☐	☐	☐
Aptitudes de vida (autoestima, buena presencia/cuidado personal, planificación profesional)	☐	☐	☐
Conocimiento de otros idiomas Especificar idioma/s:	☐	☐	☐
Atención al cliente *(conducta cortés y amable)*	☐	☐	☐
Creatividad, innovación e iniciativa	☐	☐	☐
Otros (Añadir):	☐	☐	☐

10. **¿Cuán buenos son los siguientes programas para prepararte para un empleo en el sector turístico?** Selecciona una opción para cada fila.

Programas/Proveedores de Formación	1 Malo	2 Regular	3 Bueno	4 Excelente
Educación Secundaria				
Formación Vocacional				
Escuela Politécnica				
Universidad				
Proveedores estatales/públicos de formación				
Proveedores privados de formación (Industrias o empresas)				
Formación continua o "Segunda Oportunidad"				
Programas de Emprendimiento				
ONG				
Otros (añadir):				

11.¿Cuáles son los principales obstáculos que te impiden acceder a los programas formativos mencionados? *Enumera 3 obstáculos, siendo 1 el más importante.*

> 1.
> 2.
> 3.

12.¿Estás actualmente en la escuela? ☐ No ☐ Si

13.¿Actualmente trabajas para ganar dinero?

☐ No ☐ Si ¿Qué tipo de trabajo tienes? _____

¿Cuántas horas a la semana trabajas?_____

14.¿Qué actividades <u>no remuneradas</u> realizas en un día cualquiera?

Describe <u>3 actividades </u>y menciona cuanto tiempo dedicas a cada una:
1.   (____ horas a la semana)
2.   (____ horas a la semana)
3.   (____ horas a la semana)

15.¿Qué edad tienes? _____ Años

16.Sexo: ☐ Hombre ☐ Mujer

17.Estado Civil: ☐ Casado/a ☐ Soltero/a ☐ Otros (Explicar):_____

18.¿Cuántos hijos tienes? (selecciona una casilla)

☐ Ninguno ☐ 1 ☐ 2 ☐ 3 ☐ 4 o mas

19.¿Cuál es tu nivel académico? *(selecciona el grado mas alto que hayas obtenido)*

❑ Menos de educación primaria
❑ Educación primaria
❑ Algo de educación secundaria
❑ Graduado de escuela secundaria
❑ Algo de estudios universitarios
❑ Graduado/Licenciado universitario
❑ Título de post-grado

G u i d e t o D e s i g n i n g T o u r i s m
W o r k f o r c e D e v e l o p m e n t P r o g r a m s *– Encuesta para Jovenes*

6

20.¿Cuántos adultos, adolescentes y niños viven contigo? (*indica el numero de cada*)

Adultos: _____   Adolescentes: _____   Niños: _____

21.¿Cuál es el nivel académico de tus padres (o tutores)? *Selecciona una opción para cada uno de tus padres/tutor*

Madre (o principal tutor):	Padre:
❏ Menos de educación primaria	❏ Menos de educación primaria
❏ Educación primaria	❏ Educación primaria
❏ Algo de escuela secundaria	❏ Algo de escuela secundaria
❏ Graduado de educación secundaria	❏ Graduado de educación secundaria
❏ Algo de estudios universitarios	❏ Algo de estudios universitarios
❏ Graduado/Licenciado universitario	❏ Graduado/Licenciado universitario
❏ Título de post-grado	❏ Título de post-grado

22.¿En qué trabajan tus padres actualmente?

Madre: _____

Padre: _____

Otros tutores**: _____**

23.Comentarios adicionales:

Nos encantaría que compartieras con nosotros cualquier otra información sobre tus conocimientos, percepciones e intereses acerca del turismo.

G u i d e   t o   D e s i g n i n g   T o u r i s m
W o r k f o r c e   D e v e l o p m e n t   P r o g r a m s *– Encuesta para Jovenes*

7

24. ¿Hasta qué punto estás de acuerdo con las siguientes afirmaciones?
Selecciona una opción por cada afirmación

	1	2	3	4
	Completamente en desacuerdo	En desacuerdo	De acuerdo	Completamente de acuerdo
Percepciones				
Es fácil obtener información sobre oportunidades de empleo en el sector turístico	☐	☐	☐	☐
Las empresas turísticas buscan a jóvenes como posibles empleados	☐	☐	☐	☐
El turismo ofrece muchas oportunidades de empleo para los jóvenes	☐	☐	☐	☐
El turismo es algo positivo para mi comunidad	☐	☐	☐	☐
El turismo afecta negativamente al medioambiente y a las personas	☐	☐	☐	☐
Los contactos directos ("enllave") y personales constituyen el factor más importante para encontrar un empleo en el sector turístico	☐	☐	☐	☐
Mis padres me apoyan en mi decisión de buscar empleos que me resulten interesantes	☐	☐	☐	☐
Tengo las habilidades que buscan las empresas turísticas	☐	☐	☐	☐
Tengo expectativas realistas sobre el empleo en el sector turístico	☐	☐	☐	☐
Es posible que los jóvenes como yo dejen su empresa, incluso por un pequeño aumento salarial en una empresa diferente.	☐	☐	☐	☐
Conocimientos de los Jóvenes				
Tengo conocimientos suficientes acerca de las oportunidades laborales en el sector turístico	☐	☐	☐	☐
Tengo conocimientos suficientes sobre las posibles trayectorias profesionales en turismo	☐	☐	☐	☐
Tengo conocimientos suficientes acerca de las oportunidades formativas disponibles para jóvenes	☐	☐	☐	☐
Intereses de los Jóvenes				
Me interesa saber mas sobre las carreras profesionales en turismo	☐	☐	☐	☐
Me interesa mejorar mis habilidades para trabajar en la industria del turismo	☐	☐	☐	☐
Me interesa acceder a un programa de formación para obtener un empleo en turismo	☐	☐	☐	☐
Me interesan las oportunidades de negocio y emprendimiento	☐	☐	☐	☐
Soy ambicioso/a y me interesa encontrar nuevas formas de mejorar mis habilidades para conseguir un ascenso y un aumento salarial	☐	☐	☐	☐
Los empleos en el sector turístico son mas atractivos que otros tipos de empleo	☐	☐	☐	☐

25.Indica hasta qué punto estás de acuerdo con las siguientes afirmaciones.

Selecciona una opción por cada afirmación.

	1 Completamente en desacuerdo	2 En desacuerdo	3 De acuerdo	4 Completamente de acuerdo
Las preguntas contenidas en esta encuesta me resultan relevantes a mi y a mi caso.	☐	☐	☐	☐
Las preguntas abordan adecuadamente cuestiones acerca de la industria del turismo	☐	☐	☐	☐
Las preguntas están interesantes	☐	☐	☐	☐
La encuesta se entiende fácilmente	☐	☐	☐	☐
La encuesta tiene una extensión/longitud adecuada	☐	☐	☐	☐
Comentarios Adicionales:				

¡GRACIAS POR PARTICIPAR EN ESTA ENCUESTA!

Proyecto para el MercadoLaboral y Desarrollo Juvenil en elSectorTurístico

Encuesta para Empresas

NOTA PARA EL USUARIO

Mercado Laboral y Desarrollo Juvenil en el Sector de Turismo

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1. Identificar las oportunidades laborales y de desarrollo profesional que ofrece el sector turístico a los jóvenes; e

2. Identificar las barreras que impiden a los jóvenes obtener aptitudes y puestos de empleo en el sector turístico; así como desarrollar recomendaciones para la eliminación de dichas barreras.

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2. **Encuesta para instituciones educativas y de capacitación** — para evaluar la capacidad de las instituciones educativas y de capacitación para atender a las necesidades de conocimientos y aptitudes de la fuerza laboral, con especial atención a los jóvenes interesados en trabajar en el sector del turismo.

3. **Encuesta juvenil**—para evaluar las experiencias y las actitudes de los jóvenes hacia el trabajo en el sector del turismo.

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La Alianza Global para el Turismo Sostenible (GSTA) es un programa patrocinado por USAID y administrado por Academy for Educational Development (AED), comprometido con los objetivos de fomentar crecimiento económico, reducir la pobreza y gestionar los recursos naturales a través del turismo. Para mayor información acerca de GSTA pueden ponerse en contacto con Donald Hawkins: dhawk@gwu.edu.

Mercado Laboral y Desarrollo Juvenil en el Secor de Turismo

El objetivo de esta encuesta es contribuir a realizar una evaluación de los recursos humanos disponibles, así como de los obstáculos y las dificultades a los que se enfrenta la industria del turismo. La encuesta está diseñada también para evaluar las actitudes y percepciones de los empresarios del sector de turismo acerca de los jóvenes como potencial fuerza laboral en el sector turístico. Las respuestas obtenidas se utilizarán para el desarrollo de programas de formación y desarrollo profesional orientado a la fuerza laboral en general, con especial atención a los jóvenes interesados en trabajar en el sector del turismo.

Instruccione*s: Por favor, responda este cuestionario lo mejor que pueda, y no dude en añadir cualquier comentario adicional que considere útil o necesario. No debería tomar más **de 50 minutos***.

Confidencialidad*: Toda la información recogida en este cuestionario se utilizará de manera agregada y se mantendrá anónima y confidencial.*

A. PERFIL DE LA EMPRESA E INDUSTRIA DEL TURISMO

1. Por favor proporcione los siguientes datos:

Nombre:	Nombre de la Empresa:
Sexo: ☐ Masculino ☐ Femenino	Persona de Contacto:
Nivel académico alcanzado: Primaria Secundaria Universidad Post-grado Otros:_____	Cargo: Dirección de la Empresa: Num. de Teléfono: Fax:
Puesto: Gerente de Recursos Humanos Administrador Otro:	E-mail: Website:

G u i d e   t o   D e s i g n i n g   T o u r i s m
W o r k f o r c e   D e v e l o p m e n t   P r o g r a m s *– Encuesta para Empresas*

1

2. **¿A cuál de los siguientes servicios pertenece su empresa?** *Seleccione <u>una</u> opción.*

- ❑ **Alojamiento** (hoteles, moteles, hostales, pensiones)
- ❑ **Restaurantes** (comida rápida, cafés, cafeterías, bares, nightclubs y discotecas)
- ❑ **Servicios de viajes** (tour-operadores, agencias de viaje, guías turísticas)
- ❑ **Atracciones** (museos, galerías de arte, monumentos, centros culturales, zonas protegidas, reservas naturales, centros de información medioambiental –fauna/flora-)
- ❑ **Transporte** (líneas aéreas, alquiler de autos, autobuses, barcos, bicicletas, motos)
- ❑ **Comercios** (tiendas de souvenir, artesanía, boutiques)
- ❑ **Eventos** (conferencias, congresos, exposiciones, reuniones, deporte, entretenimiento)
- ❑ **Otros** (añadir):

3. **¿Cómo se distribuyen sus empleados en las siguientes categorías?**

	Número
Trabajadores a tiempo completo	
Trabajadores a tiempo parcial	
Personal estacional	
Trabajadores voluntarios/ Pasantes/ Aprendices	
TOTAL	

4. **Indique la distribución por sexo de los empleados de su empresa.** (En porcentajes aproximados)

Sexo	Porcentaje
Masculino	%
Femenino	%
TOTAL	**100%**

5. **Indique la distribución de sus empleados por edad (en porcentajes aproximados)**:

Edad	Porcentaje
15-18 Años	%
19-25 Años	%
26-29 Años	%
30 y en adelante	%
TOTAL	**100%**

G u i d e   t o   D e s i g n i n g   T o u r i s m
W o r k f o r c e   D e v e l o p m e n t   P r o g r a m s *– Encuesta para Empresas*

2

6. ¿De dónde provienen sus empleados?

Lugar de Procedencia	Porcentaje
Local	%
Regional	%
Otras partes del pais	%
Extranjeros	%
TOTAL	**100 %**

7. **Indique cómo espera que cambien sus necesidades de contratación en los próximos dos años, según las siguientes categorías.** *Seleccione una opción en cada fila.*

Categoría laboral—*Cambios esperados en numero de empleados*	Incremento	Disminución	Sin Cambios	No está seguro
Trabajadores a tiempo completo	☐	☐	☐	☐
Trabajadores a tiempo parcial	☐	☐	☐	☐
Personal estacional	☐	☐	☐	☐
Trabajadores voluntarios/ Pasantes/ Aprendices	☐	☐	☐	☐

8. ¿Hasta qué grado los siguientes puntos representan un desafío para la industria del turismo? *Seleccione una opción en cada fila.*

Desafíos	1 No presenta un desafío	2 Es un desafío	Sin Opinión
Utilización de las Tecnologías de la Información y la Comunicación (TIC) para mejorar la productividad	☐	☐	☐
Prácticas poco éticas o corrupción	☐	☐	☐
Servicio de atención al cliente	☐	☐	☐
Higiene y sanidad en la preparación de alimentos	☐	☐	☐
Salud y seguridad de huéspedes	☐	☐	☐
Salud y seguridad del personal	☐	☐	☐
Mantenimiento y reparación de instalaciones	☐	☐	☐
Gestión financiera	☐	☐	☐
Gestión de personal	☐	☐	☐
Falta de concientización sobre el turismo por parte de la población residente	☐	☐	☐
Falta de oportunidades de formacion y desarrollo para el personal	☐	☐	☐

G u i d e   t o   D e s i g n i n g   T o u r i s m
W o r k f o r c e   D e v e l o p m e n t   P r o g r a m s *– Encuesta para Empresas*

3

Desafíos	1 No presenta un desafío	2 Es un desafío	Sin Opinión
Conservación del patrimonio natural y cultural	☐	☐	☐
Publicidad y marketing	☐	☐	☐
Impacto o efectos del cambio climático	☐	☐	☐
Desarrollo de mercados o nichos turísticos especializados	☐	☐	☐
Recolección y uso efectivo de datos/información para la toma de decisiones	☐	☐	☐
Legislación/políticas públicas acerca del turismo y el sector hotelero	☐	☐	☐
Otros _____	☐	☐	☐

9. **¿Cuáles son las principales razones que impiden el acceso a formación para sus empleados?** *Seleccione* <u>tres</u> *(3) opciones y ordénelas según su importancia, siendo 1 la limitación más importante***.**

<u>Puntuación</u>

☐   Costo de la formación

☐   Costo del tiempo necesario para que el personal participe en cursos de formación

☐   Desconocimiento de los proveedores de formación por parte de la gerencia

☐   Dificultad de encontrar cursos cercanos

☐   Dificultad de ofrecer encontrar cursos a horas adecuadas

☐   Inexistencia de centros de formación de buena calidad

☐   Falta de recursos y/o experiencia interna para ofrecer entrenamiento dentro del lugar de trabajo

☐   Falta de interés del personal por la formación y el desarrollo profesional

☐   Falta de aptitudes básicas por parte del personal

☐   Riesgo de que el personal entrenado sea reclutado por otras empresas competidoras

☐   Los cursos de formación que necesitamos no están disponibles

☐   Otros (añadir cualquier otro motivo):

_____

G u i d e   t o   D e s i g n i n g   T o u r i s m
W o r k f o r c e   D e v e l o p m e n t   P r o g r a m s *– Encuesta para Empresas*

4

10.¿Qué tipo de formación ofrece su empresa a sus empleados? *Seleccione todos los que apliquen.*

Métodos	Para empleados
Cursos universitarios	☐
Aprendizaje por cursos electrónicos (por Internet o a distancia)	☐
Talleres / Seminarios informales	☐
Mentoría	☐
Pasantías/Prácticas	☐
Asesoramiento profesional	☐
Formación interna (dentro de la empresa)	☐
Cursos de formación fuera de la empresa	☐
Formación técnica (p.ej. Programas Estatales de Formación)	☐
Aptitudes de vida	☐
Programas de "segunda oportunidad" para completar la educación primaria o secundaria	☐
No se ofrece formacion	☐

11. Su empresa, ¿se comunica o colabora habitualmente con escuelas vocacionales, universidades y otros centros de educación y formación?

_____Si   _____No

12. ¿Le interesaría a su empresa ofrecer prácticas o pasantías de 8-12 semanas de duración para jóvenes desertores de la escuela o desempleados en riesgo?

_____Si   _____ Tal vez, si tengo más información   _____ No

13. ¿Qué interés tendría su empresa en las siguientes actividades de colaboración?
Por favor, indique el grado de interes por cada una de las actividades.

Actividades de Colaboración	No Interesado 1	Interesado 2	No Aplica
Realizar intercambios de estudiantes y profesorado dentro del país o el extranjero			
Crear oportunidades de desarrollo profesional para el profesorado			
Promover el crecimiento de la capacitación institucional (desarrollo curricular, evaluación de aprendizaje, recursos compartidos)			
Desarrollar programas cooperativos de formación profesional interna			
Establecer sistemas e educación a distancia			
Ofrecer programas para la mejora de la enseñanza (p.e., aprendizaje práctico, casos prácticos)			
Desarrollo de casos prácticos para fines educativos o de formación			
Trabajar para lograr un currículo uniforme para los distintos niveles de certificación			
Usar estándares ocupacionales uniformes en relación con el contenido curricular			
Proveer sensibilización y concientización sobre el turismo a nivel de la escuela secundaria			
Establecer sistemas de autorregulación de control de de calidad en cada institución académica			
Establecer sistemas de transferencia de créditos entre centros académicos			
Aportar a la renovación de equipos e instalaciones			
Ofrecer pasantías o prácticas para estudiantes			
Participar en la evaluacion/certificacion de las aptitudes ocupacionales de los estudiantes			
Invitar a estudiantes a que postulen sus candidaturas para puestos de empleo			
¿Otras posibilidades? Añadir a continuación:			

G u i d e   t o   D e s i g n i n g   T o u r i s m
W o r k f o r c e   D e v e l o p m e n t   P r o g r a m s *– Encuesta para Empresas*

6

14. De los siguientes 7 servicios, considere únicamente los que son relevantes para su empresa, y seleccione sólo 3 puestos de trabajo para los que es difícil encontrar personal cualificado.

ALOJAMIENTO
Bartender
Cocinero Jefe
Cocinero
Mesero/a
Maletero/a
Amas de llaves
Animador/a
Personal de Mantenimiento
Personal de Recepción
Encargado de A&B
Personal Servicio al Cliente
Personal Recursos Humanos
Personal Seguridad
Personal Administrativo
Agente de Reservas

RESTAURANTES
Bartender
Cocinero Jefe
Cocinero
Mesero/a
Cajero/a
Supervisor
Personal Seguridad

ATRACCIONES
Gerente Actividades
Representantes de Agencia
Personal Información
Personal de Reservas
Personal de Ventas
Choferes
Entrenador/a
Animadores
Veterinarios
Cajeros/as
Guía de Turistas
Tour-operador
Personal de Seguridad

SERVICIOS DE VIAJES
Encargado de Operaciones
Personal de Reservas
Personal Administrativo
Guías de Turistas
Encargado de Embarcaciones
Asistente de Vuelo
Tour-operadores
Servicio al Cliente
Personal de Seguridad

COMERCIO
Administrador/a
Vendedores/as
Cajero/a
Supervisor

TRANSPORTE
Encargado de Operaciones
Encargado de Ventas
Mecánicos
Choferes
Personal Seguridad

EVENTOS
Personal de Coordinación
Personal Administrativo
Personal de Banquete
Personal de Seguridad
Publicistas
Animadores/as

Otros (por favor enumerar):
1.
2.
3.

B. FORMACIÓN Y EDUCACIÓN DE JÓVENES

15. ¿Qué porcentaje de jóvenes reúne los requisitos de entrada exigidos por su empresa?

_____%   _____ No está seguro

16.¿Cuán importantes son las siguientes aptitudes para que los jóvenes tengan éxito en el sector turístico? *Seleccione solo una casilla por cada aptitud*

Aptitudes	1 No es importante	2 Es importante	No Opina
Alfabetización y conocimientos básicos de matemáticas	☐	☐	☐
Aptitudes para el empleo *(asistencia y puntualidad, trabajo en equipo, seguimiento de instrucciones, administración del tiempo)*	☐	☐	☐
Comunicación *(oral, escrita, capacidad de escucha)*	☐	☐	☐
Resolución de Problemas	☐	☐	☐
Técnicas, vocacionales	☐	☐	☐
Tecnología	☐	☐	☐
Aptitudes de vida *(Autoestima, buena presencia/cuidado personal, planificación profesional)*	☐	☐	☐
Conocimiento de otros idiomas – Especificar idioma/s:_____	☐	☐	☐
Atención al cliente *(conducta cortés y amable)*	☐	☐	☐
Creatividad, capacidad de innovación e iniciativa	☐	☐	☐
Otros (Añadir):	☐	☐	☐

G u i d e   t o   D e s i g n i n g   T o u r i s m
W o r k f o r c e   D e v e l o p m e n t   P r o g r a m s *– Encuesta para Empresas*

8

17. Indique si sus empleados disponen o no de las siguientes habilidades técnicas, especificando si necesitan o no mejoría.

Habilidades Técnicas	1 No, no tienen estas habilidades	2 Si, tienen buenas habilidades en estas áreas	3 Si, tienen habilidades, pero necesitan mejorar
Contabilidad & Administración Financiera			
Procesos Administrativos			
Administración de Empresas			
Emprendimiento (creación de empresas)			
Conciencia Ambiental			
Idioma Extranjero: Ingles			
Idioma Extranjero: Francés			
Idioma Extranjero: Italiano			
Salud & Seguridad			
Historia, Cultura & Geografía			
Liderazgo/ Manejo de Personal			
Conocimientos Legales Generales			
Mercadeo / Marketing			
Administración y Organización			
Fijación de Precios			
Compras			
Desarrollo de Productos			
Relaciones Públicas			
Análisis & Manejo de Riesgo			
Administración de Calidad			

Habilidades Técnicas	1 No, no tienen estas habilidades	2 Si, tienen buenas habilidades en estas áreas	3 Si, tienen habilidades, pero necesitan mejorar
Técnicas de Venta & Promoción			
Evaluación de Desempeño			
Uso de la Red/Internet			
Otros (Añadir):			

18. **Indique cuán bien preparan los siguientes proveedores a los jóvenes para un empleo en turismo.**

Programas / Proveedores de Formacion	1 Mal	2 Regular	3 Bien	4 Excelente
Educación Secundaria				
Formación Vocacional				
Escuela Politécnica				
Universidad				
Proveedores estatales/públicos de formación				
Proveedores privados de formación (Industrias o empresas)				
Formación continua o "Segunda Oportunidad"				
Programas de Emprendimiento				
ONG				
Otros (añadir):				

19. **¿Cree usted que los jóvenes que entran a esta empresa entienden las trayectorias profesionales que ofrece la industria del turismo?**

_____ Si   _____ No   _____ No está seguro

Guide to Designing Tourism
Workforce Development Programs – *Encuesta para Empresas*   **10**

20. ¿Cuáles son los mayores obstáculos para contratar a jóvenes empleados cualificados? *Seleccione <u>tres</u> (3) y ordénelos según su importancia, siendo 1 el mayor obstáculo.*

- ❏ A los jóvenes en búsqueda de empleo no les interesa este tipo de trabajo
- ❏ Mala imagen de la industria
- ❏ Trabajo estacional (de temporada)
- ❏ Demasiada competencia para conseguir empleados por parte de otras industrias o sectores
- ❏ Otros. Especificar: _____

21. **¿En cuáles de las siguientes categorías tienen los jóvenes mayores oportunidades de desarrollo profesional?** *Seleccione <u>tres</u> (3) y ordénelas según importancia, siendo 1 la categoría que ofrece las mayores oportunidades para jóvenes.*

- ❏ **Alojamiento** (hoteles, moteles, hostales, pensiones)
- ❏ **Restaurantes** (comida rápida, cafés, cafeterías, bares, nightclubs y discotecas)
- ❏ **Servicios de viajes** (tour-operadores, agencias de viaje, guías turísticas)
- ❏ **Atracciones** (museos, galerías de arte, monumentos, centros culturales, zonas protegidas, reservas naturales, centros de información medioambiental –fauna/flora-)
- ❏ **Transporte** (líneas aéreas, alquiler de autos, autobuses, barcos, bicicletas, motos)
- ❏ **Comercios** (tiendas de souvenir, artesanía, boutiques)
- ❏ **Eventos** (conferencias, congresos, exposiciones, reuniones, deporte, entretenimiento)
- ❏ **Otros** (añadir):

22. ¿Para qué tipos de empleo necesita su empresa personal joven (entre 15 y 30 años)? Seleccione todos los que apliquen.

- ❏ Barman/Bartender
- ❏ Panadero
- ❏ Botones / Bellboy / Maletero
- ❏ Conductor de barcos / embarcaciones
- ❏ Conductor de autobús
- ❏ Personal de banquete
- ❏ Cocinero
- ❏ Especialista en servicio al cliente
- ❏ Animador
- ❏ Coordinador de eventos
- ❏ Personal de mantenimiento de infraestructura
- ❏ Asistente de vuelo
- ❏ Encargado de comida y bebida
- ❏ Recepcionista

- ❏ Personal de limpieza
- ❏ Especialista en recursos humanos
- ❏ Personal de museos / patrimonio
- ❏ Personal de servicios recreativos
- ❏ Agente de reservas
- ❏ Personal de ventas
- ❏ Guía turística
- ❏ Tour-operador
- ❏ Agente de viajes
- ❏ Personal de centro de información turística
- ❏ Mesero/a
- ❏ Otros. Por favor, especifique:

  _____

G u i d e   t o   D e s i g n i n g   T o u r i s m
W o r k f o r c e   D e v e l o p m e n t   P r o g r a m s *– Encuesta para Empresas*

11

23. Califique a los empleados jóvenes (menores de 30 años) que entran a su empresa en función de las siguientes aptitudes. *Seleccione solo una opción por cada fila.*

	1 Mal	2 Regular	3 Bien	4 Excelente	No Observado
Alfabetización y conocimientos básicos de matemáticas					
Aptitudes para el empleo (asistencia y puntualidad, trabajo en equipo, seguimiento de instrucciones, administración del tiempo)					
Comunicación (oral, escrita, capacidad de escucha)					
Resolución de Problemas					
Vocacionales, técnicas					
Tecnología					
Aptitudes de vida (autoestima, buena presencia/cuidado personal, planificación profesional)					
Conocimiento de idiomas – Especificar idioma/s:_____					
Atención al cliente (conducta cortés y amable)					
Creatividad, capacidad de innovación, e iniciativa					
Otros (Añadir):					

24. ¿Qué imagen tiene usted de los jóvenes desertores de la escuela o desempleados en riesgo? *Seleccione todas las que apliquen.*

❑ Representan un riesgo para la empresa

❑ Peligrosos

❑ Merecen mejores oportunidades para acceder a la fuerza laboral

❑ Aprenden rápido

❑ Buenos trabajadores

❑ Otros (Especifique): _____

25. ¿Cuáles son las mayores barreras que impiden a los jóvenes obtener un trabajo en turismo? *Seleccione las <u>tres</u> (3) barreras más importantes.*

Barreras	Seleccione 3
Falta de buenos hábitos en el trabajo por parte de los jóvenes	
Mala actitud de los jóvenes	
Bajos salarios	
Falta de habilidades técnicas/vocacionales de los jóvenes	
Falta de habilidades de atención al cliente entre los jóvenes	
Falta de acreditación o titulación de los jóvenes (certificados/títulos)	
Falta de experiencia laboral de los jóvenes	
Abuso de sustancias nocivas y mala conducta sexual entre los jóvenes	
Ubicación geográfica (distancia del lugar de trabajo)	
Dificultad del horario laboral (horarios largos, turnos de tarde, etc.)	
Peligrosidad del ambiente de trabajo	
Discriminación (por sexo, edad, condiciones de salud, etc.)	
Falta de contactos familiares	
Falta de apoyo familiar al emprender una carrera en turismo	
Cuidado de hijos	
Límite de 3 meses de contrato	
Falta de conocimientos de otros idiomas	
Falta de información sobre oportunidades de empleo en turismo	
Otros (especifique):	

C. PERCEPCIONES SOBRE EL TURISMO Y JÓVENES

26.¿Hasta qué punto está de acuerdo con las siguientes afirmaciones? *Seleccione una casilla por cada afirmación.*

	1 Completamente en desacuerdo	2 En Desacuerdo	3 De Acuerdo	4 Completamente de acuerdo
Percepciones				
Es fácil para los jóvenes obtener información sobre oportunidades de empleo en el sector turístico	☐	☐	☐	☐
Las empresas turísticas buscan a jóvenes como posibles empleados	☐	☐	☐	☐
El turismo ofrece muchas oportunidades de empleo para los jóvenes	☐	☐	☐	☐
El turismo es algo positivo para mi comunidad	☐	☐	☐	☐

	1 Completamente en desacuerdo	2 En Desacuerdo	3 De Acuerdo	4 Completamente de acuerdo
El turismo afecta negativamente al medioambiente y a las personas	☐	☐	☐	☐
Los contactos directos ("enllave") y personales constituyen el factor más importante para encontrar un empleo en el sector turístico	☐	☐	☐	☐
Los padres de familia apoyan a sus hijos jóvenes en su decisión de buscar empleos que les resulten interesantes	☐	☐	☐	☐
Los jóvenes tienen las habilidades que buscan las empresas turísticas	☐	☐	☐	☐
Los jóvenes tienen expectativas realistas sobre el empleo en el sector turístico	☐	☐	☐	☐
Es posible que los jóvenes dejen su empresa, incluso por un pequeño aumento salarial en una empresa diferente.	☐	☐	☐	☐
Conocimientos de los Jóvenes				
Los jóvenes conocen lo suficiente acerca de las oportunidades laborales en el sector turístico	☐	☐	☐	☐
Los jóvenes conocen lo suficiente sobre las trayectorias profesionales en turismo	☐	☐	☐	☐
Los jóvenes conocen lo suficiente acerca de las oportunidades formativas disponibles para jóvenes	☐	☐	☐	☐
Intereses de los Jóvenes				
A los jóvenes les interesa saber más sobre las trayectorias profesionales en turismo	☐	☐	☐	☐
A los jóvenes les interesa mejorar sus habilidades para trabajar en la industria del turismo	☐	☐	☐	☐
A los jóvenes les interesa acceder a un programa de formación para obtener un empleo en turismo	☐	☐	☐	☐
A los jóvenes les interesan las oportunidades de negocio y emprendimiento	☐	☐	☐	☐

G u i d e   t o   D e s i g n i n g   T o u r i s m
W o r k f o r c e   D e v e l o p m e n t   P r o g r a m s – *Encuesta para Empresas*

10

	1 Completamente en desacuerdo	2 En Desacuerdo	3 De Acuerdo	4 Completamente de acuerdo
Los jóvenes son ambiciosos/as y les interesa encontrar nuevas formas de mejorar sus habilidades para conseguir un ascenso y un aumento salarial	☐	☐	☐	☐
Los empleos en el sector turístico son más atractivos que otros tipos de empleo	☐	☐	☐	☐

D. ACERCA DE LA ENGUESTA

27. Por favor ayúdenos a mejorar esta encuesta. ¿Hasta qué punto esta de acuerdo con las siguientes afirmaciones?

Evaluación de la Encuesta	Completamente en desacuerdo	En desacuerdo	De Acuerdo	Completamente de acuerdo	No Opina
Las preguntas en esta encuesta me parecen relevantes a mi y a mi organización					
Las preguntas abordan adecuadamente cuestiones acerca de la industria del turismo					
Las preguntas están interesantes					
La encuesta se entiende fácilmente					
La encuesta tiene una extensión/longitud adecuada					
Comentarios Adicionales:					

¡GRACIAS POR PARTICIPAR EN ESTA ENCUESTA!

Proyecto para el MercadoLaboral y Desarrollo Juvenil en elSectorTurístico

Encuesta para Proveedores de Programas y Entrenamiento en Turismo

NOTA PARA EL USUARIO
Mercado Laboral y Desarrollo Juvenil en el Sector de Turismo

El proyecto de Evaluación de la Fuerza Laboral Juvenil en el Sector Turístico de EQUIP3 y la Alianza Global para el Turismo Sostenible (GSTA), tiene por objetivo ayudar a cada país a lograr un mayor aprovechamiento de los recursos humanos de su fuerza laboral, en particular de los jóvenes, con el fin de promover el crecimiento del sector turístico. Dicha evaluación tiene 2 objetivos principales:

1. Identificar las oportunidades laborales y de desarrollo profesional que ofrece el sector turístico a los jóvenes; e
2. Identificar las barreras que impiden a los jóvenes obtener aptitudes y puestos de empleo en el sector turístico; así como desarrollar recomendaciones para la eliminación de dichas barreras.

Este es uno de 3 instrumentos de encuesta desarrollados por EQUIP3 y GSTA:

1. **Encuesta sobre el mercado laboral en turismo y desarrollo de la fuerza laboral juvenil** — con el fin de calibrar las percepciones dominantes en la industria del turismo acerca de las oportunidades y barreras que presenta el sector en general, prestando especial atención al desarrollo de la capacidad de los jóvenes para acceder a empleos en el sector turístico.

2. **Encuesta para instituciones educativas y de capacitación** — para evaluar la capacidad de las instituciones educativas y de capacitación para atender a las necesidades de conocimientos y aptitudes de la fuerza laboral, con especial atención a los jóvenes interesados en trabajar en el sector del turismo.

3. **Encuesta juvenil**—para evaluar las experiencias y las actitudes de los jóvenes hacia el trabajo en el sector del turismo.

Las tres herramientas han sido puestas a prueba mediante estudios piloto en Puerto Plata, República Dominicana en 2008. La información recogida en las tres encuestas ha sido analizada, y los resultados expuestos en una reunión con los principales actores interesados – incluidos representantes del gobierno, sector privado, ONGs y los propios jóvenes. Finalmente, las encuestas fueron refinadas en base al análisis de datos y con el aporte de cada uno de los actores.

EQUIP3 es un proyecto patrocinado por USAID y gestionado por Education Development Center (EDC), diseñado para ayudar a países de todo el mundo a cubrir necesidades y sacar mayor provecho de los recursos y atributos de que disponen los jóvenes (de edades entre 12 y 24 años). Para mayor información, no dude en ponerse en contacto con Ron Israel (risrael@edc.org) o Alejandra Bonifaz (abonifaz@edc.org).

La Alianza Global para el Turismo Sostenible (GSTA) es un programa patrocinado por USAID y administrado por Academy for Educational Development (AED), comprometido con los objetivos de fomentar crecimiento económico, reducir la pobreza y gestionar los recursos naturales a través del turismo. Para mayor información acerca de GSTA pueden ponerse en contacto con Donald Hawkins: dhawk@gwu.edu.

Mercado Laboral y Desarrollo Juvenil en el Sector de Turismo

El objetivo de esta encuesta es contribuir a realizar una evaluación de las oportunidades y los obstáculos y dificultades con las que se encuentran los proveedores de programas y entrenamiento. La encuesta esta diseñada también para evaluar las percepciones y la actitud hacia los jóvenes como posible fuerza laboral en el sector de turismo. Las respuestas obtenidas se utilizarán para mejorar programas de educación, entrenamiento y desarrollo profesional para la fuerza laboral en general, con especial atención a los jóvenes interesados en trabajar en el sector del turismo.

Instrucciones: *Por favor, responda este cuestionario lo mejor que puedas, y no dudes en añadir cualquier comentario adicional que consideres útil o necesario. No debería tomar más de **1 hora**.*

Confidencialidad: *Toda la información recogida en este cuestionario se utilizará de manera agregada y se mantendrá anónima y confidencial.*

A. PERFIL DE LA INSTITUCIÓN E INDUSTRIA DEL TURISMO

Nombre de la Organización:	Fecha:
Persona de Contacto:	Dirección:
Puesto: ☐ Administrador ☐ Instructor ☐ Otros	
Num. de Teléfono:	Fax:
Email:	Website:
Idioma de Instrucción: ☐ Español ☐ Ingles ☐ Bilingüe	Tipo de Organización: ☐ Lucrativa ☐ No lucrativa ☐ Pública

PROGRAMAS Y CURSOS

1. ¿En cuál de las siguientes categorías se encuentra su institución? *(Seleccione todas las que apliquen)*	☐ Escuela Secundaria ☐ Formacion Vocacional ☐ Escuela Politécnica ☐ Universidad ☐ Proveedor estatal/público de formación ☐ Proveedor privado de formación (Industria o empresa) ☐ Formación continua o "Segunda Oportunidad" ☐ Programas de Emprendimiento ☐ ONG ☐ Otros:
2. ¿En qué horarios se ofrecen sus programas? *(Seleccione todos los que apliquen)*	☐ Mañana ☐ Tarde ☐ Fines de Semana ☐ Otros (Añadir):
3. Modalidades de Cursos ofrecidos *(Seleccione todos los que apliquen)*	☐ Presencial, aula tradicional ☐ Estudio independiente guiado ☐ Practicum / Aprendizaje sobre el terreno ☐ Educación a distancia con apoyo tutorial ☐ Otros (Añadir):

PERFIL DEL ALUMNADO JOVEN	
4. Datos Estudiantiles *(Si desconoce los números exactos, proporcione un porcentaje aproximado)*	**Total Matriculados #** _____ **Hombres %** _____ **Mujeres %** _____ **Origen**: Nacional %_____; Internacional %_____ **Edad**: 15-18____% 19-25_____% 26-29____% 30 y en adelante___% **Estudiantes a Tiempo Completo**____% **Estudiantes a Tiempo Parcial**_____% Porcentaje de reclutamiento de jóvenes desertores de escuela o desempleado en riesgo _____% Porcentaje discapacitados _____% Porcentaje de nuevos alumnos que completan el programa (anual) ____% Porcentaje de alumnos que trabajan en turismo mientras estudian ___% Porcentaje de alumnos con ayuda financiera (becas, subsidios, etc.) ___% Porcentaje de alumnos que financian su matrícula con recursos propios____%
5. Índices de empleo de los recién graduados *Seleccione solo una opción*	❑ Menos de 30% ❑ 31-50% ❑ 51-70% ❑ 71-90% ❑ 91-100%
6. ¿Qué porcentaje de sus recién graduados trabajan en los siguientes servicios? *Proporcione la mejor aproximación*	A. Alojamiento (hoteles, moteles, hostales, pensiones) B. Restaurantes (comida rápida, cafés, cafeterías, bares, nightclubs y discotecas) C. Servicios de Viajes (tour-operadores, agencias de viaje, guías turísticas) D. Atracciones (museos, galerías de arte, monumentos, centros culturales, zonas protegidas, reservas naturales, centros de información medioambiental –fauna/flora-) E. Transporte (líneas aéreas, alquiler de autos, autobuses, barcos, bicicletas, motos) F. Comercios (tiendas de souvenir, artesanía, boutiques) G. Eventos (conferencias, congresos, exposiciones, reuniones, deporte, entretenimiento) H. Empleo público en Turismo ____% I. Empleo fuera de la industria del turismo ____% J. Creación o gestión de pequeñas empresas familiares____% K. Empleo en el extranjero ____ % L. Otros ____% Por favor, explique:_____ M. Desempleados ____%
7. ¿Realiza su organización un seguimiento de sus graduados?	❑ Si ❑ No ¿De qué manera?

	¿Cada cuánto tiempo?

MODALIDAD DE INGRESOS

8. ¿Cómo se financia su Programa?	Donaciones _____% (e.g. subvenciones, becas, ex-alumnos) Subvenciones estatales _____% Pago de matrículas _____% Otros (Enumerar) _____%

COLABORACIÓN

9. ¿Mantiene su institución comunicación o contacto con empresas de la industria turística?	❑ **Si** ❑ **No**
10. ¿Le interesaría a su institución participar en programas de prácticas o pasantías de 8-12 semanas de duración para jóvenes desertores de la escuela o desempleados en riesgo?	❑ **Si** ❑ **Tal vez, si tengo más información** ❑ **No**

11. ¿Qué interés tendría su institución en las siguientes actividades de colaboración? *Por favor, indique el grado de interés por cada una de las actividades.*

Actividades de Colaboración	No Interesado 1	Interesado 2	No Aplica
Realizar intercambios de estudiantes y profesorado dentro del país o con el extranjero			
Crear oportunidades de desarrollo profesional para el profesorado			
Promover la capacitación institucional (desarrollo curricular, evaluación de aprendizaje, recursos compartidos)			
Desarrollar programas cooperativos de formación profesional interna			
Establecer sistemas de educación a distancia			
Ofrecer programas para la mejora de la enseñanza (p.e., aprendizaje práctico, casos prácticos)			
Desarrollo de casos prácticos para fines educativos o de formación			
Trabajar para lograr un currículo uniforme para los distintos niveles de certificación			
Usar estándares ocupacionales uniformes en relación con el contenido curricular			
Proveer sensibilización y concientización sobre el turismo a nivel de la escuela secundaria			
Establecer sistemas de autorregulación de control de calidad			
Establecer sistemas de transferencia de créditos entre centros académicos			
Aportar a la renovación de equipos e instalaciones			
Ofrecer pasantías o prácticas para estudiantes			
Participar en la evaluación/certificación de las aptitudes ocupacionales de los estudiantes			
Invitar a estudiantes a que postulen para puestos de empleo			
¿Otras posibilidades? Añadir a continuación:			

12. ¿Hasta qué grado los siguientes puntos representan un desafió para la industria del turismo? *Seleccione una opción en cada fila.*

Desafíos	1 No presenta un desafío	2 Es un desafío	Sin Opinión
Utilización de las Tecnologías de la Información y la Comunicación (TIC) para mejorar la productividad			
Prácticas poco éticas o corrupción			
Servicio de atención al cliente			
Higiene y sanidad en la preparación de alimentos			
Salud y seguridad de huéspedes			
Salud y seguridad del personal			
Mantenimiento y reparación de instalaciones			
Gestión financiera			
Gestión de personal			
Falta de concientización sobre el turismo por parte de la población residente			
Falta de oportunidades de formacion y desarrollo para el personal empleado			
Conservación del patrimonio natural y cultural			
Publicidad y marketing			
Impacto o efectos del cambio climático			
Desarrollo de mercados o nichos turísticos especializados			
Utilización efectiva de datos/información para la toma de decisiones			
Legislación/normativa acerca del turismo y el sector hotelero			
Otros _____			

Guide to Designing Tourism Workforce Development Programs – *Encuesta para Proveedores de Programas de Educatión y Entrenamiento en Turismo*

6

13. ¿Cual/es de las siguientes áreas están incluidas en el contenido de sus programas de formación? *Seleccione todas las que apliquen.*

❑ **Alojamiento** (hoteles, moteles, hostales, pensiones)

❑ **Restaurantes** (comida rápida, cafés, cafeterías, bares, nightclubs y discotecas)

❑ **Servicios de Viajes** (tour-operadores, agencias de viaje, guías turísticas)

❑ **Atracciones** (museos, galerías de arte, monumentos, centros culturales, zonas protegidas, reservas naturales, centros de información medioambiental –fauna/flora-)

❑ **Transporte** (líneas aéreas, alquiler de autos, autobuses, barcos, bicicletas, motos)

❑ **Comercios** (tiendas de souvenir, artesanía, boutiques)

❑ **Eventos** (conferencias, congresos, exposiciones, reuniones, deporte, entretenimiento)

❑ **Otros** (añadir):

14. Indique cuáles de los siguientes conocimientos y aptitudes están incluidos/as en su currículo, así como su grado de calidad. *Seleccione una opción en cada fila.*

Conocimientos/Aptitudes	1 No Ofertado	2 Ofertado/ Buena Calidad	3 Ofertado/ Necesita mejoría
Alfabetización y conocimientos básicos de matemáticas			
Aptitudes para el empleo (asistencia y puntualidad, trabajo en equipo, seguimiento de instrucciones, administración del tiempo)			
Comunicación (oral, escrita, capacidad de escucha)			
Resolución de problemas			
Técnicas, vocacionales			
Tecnología			
Aptitudes de vida (autoestima, buena presencia/cuidado personal, planificación profesional)			
Conocimiento de otros idiomas Especificar idioma/s:			
Atención al cliente *(conducta cortés y amable)*			
Creatividad, innovación e iniciativa			
Otros (Añadir):			

15. Indique cuáles de las siguientes habilidades técnicas están incluidas en su currículo, así como su grado de calidad. *Seleccione una opción en cada fila.*

Habilidades Técnicas	1 No Ofertado	2 Ofertado/ Buena Calidad	3 Ofertado / Necesita Mejoría
Contabilidad & Administración Financiera			
Procesos Administrativos			
Administración de Empresas			
Emprendimiento (creación de empresas)			
Conciencia Ambiental			
Idioma Extranjero: Ingles			
Idioma Extranjero: Francés			
Idioma Extranjero: Italiano			
Salud & Seguridad			
Historia, Cultura & Geografía			
Liderazgo/ Manejo de Personal			
Conocimientos Legales Generales			
Mercadeo / Marketing			
Administración y Organización			
Fijación de Precios			
Compras			
Desarrollo de Productos			
Relaciones Públicas			
Análisis & Manejo de Riesgo			
Administración de Calidad			
Técnicas de Venta & Promoción			
Evaluación de Desempeño			
Uso de la Red/Internet			
Otros (Añadir):			

16. Describa brevemente:

a. Cómo evalúa su institución la demanda laboral al diseñar sus programas:

b. Cómo utilizan estándares ocupacionales o requisitos de habilidades para diseñar o evaluar sus programas:

c. Cómo son evaluados los resultados de aprendizaje:

d. Cualquier vínculo formal o informal que exista entre su (s) programa (s) y la industria del turismo (p.ej., pasantías, comités consultivos, etc.):

e. Si se ha realizado una evaluación formal de su(s) programa (s). En caso afirmativo, favor proveer copia de resultados y recomendaciones. ¿Qué cambios han sido realizados a raíz de la evaluación?

17. Indique cuán bien preparan los siguientes proveedores a los jóvenes para un empleo en turismo.

Programas/Proveedores de Formacion	1 Mal	2 Regular	3 Bien	4 Excelente
Escuela Secundaria				
Formacion Vocacional				
Escuela Politécnica				
Universidad				
Proveedores estatales/públicos de formación				
Proveedores privados de formación (Industrias o empresas)				
Formación continua o "Segunda Oportunidad"				
Programas de Emprendimiento				
ONG				
Otros (Añadir):				

18. ¿Cuáles son los requisitos de entrada para su (s) programa (s)? *Seleccione todos los que apliquen.*

- ❏ Alfabetización y conocimientos básicos de matemáticas
- ❏ Graduado Escuela Primaria
- ❏ Graduado Escuela Secundaria
- ❏ Título en formación técnica/vocacional
- ❏ Título Universitario
- ❏ Experiencia previa en la industria del turismo
- ❏ Otros _____

19. ¿Cree usted que los jóvenes que ingresan en su(s) programa(s) entienden las trayectorias profesionales que ofrece la industria del turismo?
_____ Si   _____ No

20. ¿Cuáles de los siguientes servicios ofrece su institución a sus estudiantes jóvenes? *Seleccione todos los que apliquen.*

- ❏ Orientación Curricular / Vocacional
- ❏ Asesoramiento y Tutoría de Carrera
- ❏ Asesoramiento Laboral
- ❏ Pasantías
- ❏ Programas de Búsqueda de Empleo

21. ¿Qué medios utiliza su organización para reclutar estudiantes jóvenes para sus programas? *Indique todos los que apliquen.*

- ❏ Boca a boca
- ❏ Anuncios publicitarios
- ❏ Visitas a escuelas
- ❏ Otros (Añadir): _____

22. ¿Hace su organización algún esfuerzo por reclutar a jóvenes desertores de la escuela o desempleados en riesgo?   _____ Si   _____ No

¿En caso negativo, por qué no? *Seleccione* <u>tres</u> *(3) motivos y ordénelos en grado de importancia, siendo 1 el motivo principal por el que no reclutan a estos jóvenes.*

❑ Falta de habilidades básicas

❑ Muy difícil de encontrar/contactar

❑ No reúnen los requisitos de entrada

❑ Tienen demasiados problemas de comportamiento

❑ No pueden pagar los gastos de matrícula

❑ No tienen fácil acceso a las escuelas o instalaciones

❑ Otros (Favor de añadir):

_____

23. ¿Cuán importantes considera que son las siguientes aptitudes para que los jóvenes tengan éxito en el sector turístico? *(seleccione solo una casilla por cada aptitud).*

Aptitudes	1 No es importante	2 Es Importante	Sin Opinión
Alfabetización y conocimientos básicos de matemáticas			
Aptitudes para el empleo *(asistencia y puntualidad, trabajo en equipo, seguimiento de instrucciones, administración del tiempo)*			
Comunicación *(oral, escrita, capacidad de escucha)*			
Resolución de Problemas			
Técnicas, vocacionales			
Tecnología			
Aptitudes de vida *(Autoestima, buena presencia/cuidado personal, planificación profesional)*			
Conocimiento de otros idiomas – Especificar idioma/s:_____			
Atención al cliente *(conducta cortés y amable)*			
Creatividad, innovación e iniciativa			
Otros (Añadir):			

24.¿Cuáles son los mayores desafíos para que los jóvenes tengan éxito en su programa? *Seleccione tres (3), y ordénelos en grado de importancia, siendo 1 el desafió más grande.*

- ❑ Carencia de conocimientos elementales (alfabetización, aritmética)
- ❑ Carencia de aptitudes de vida (comunicación, trabajo en equipos, etc.)
- ❑ Insuficiente habito de estudio
- ❑ Incapacidad de pagar los gastos de matrícula
- ❑ Otros (Favor de añadir): _____

25.¿Qué imagen tiene de los jóvenes desertores de la escuela o desempleados en riesgo? *Seleccione todas las que apliquen.*

- ❑ Representan un riesgo parea las empresas
- ❑ Peligrosos
- ❑ Merecen mejores oportunidades para acceder a la fuerza laboral
- ❑ Aprenden rápido
- ❑ Buenos trabajadores
- ❑ Otros (Por favor, especifique):
  _____

26. ¿Cuáles son las mayores barreras que impiden a los jóvenes obtener un empleo en el sector turístico? *Seleccione las <u>tres</u> (3) barreras más importantes.*

Barreras	Seleccione 3
Falta de buenos hábitos en el trabajo por parte de los jóvenes	
Mala actitud de los jóvenes	
Bajos salarios	
Falta de habilidades técnicas/vocacionales de los jóvenes	
Falta de habilidades de atención al cliente entre los jóvenes	
Falta de acreditación o titulación de los jóvenes (certificados/títulos)	
Falta de experiencia laboral de los jóvenes	
Abuso de sustancias nocivas y mala conducta sexual entre los jóvenes	
Ubicación geográfica (distancia del lugar de trabajo)	
Dificultad del horario laboral (horarios largos, turnos de tarde, etc.)	
Peligrosidad del ambiente de trabajo	
Discriminación (por sexo, edad, condiciones de salud, etc.)	
Falta de contactos familiares	
Falta de apoyo familiar al emprender una carrera en turismo	
Cuidado de hijos	
Límite de 3 meses de contrato	
Falta de conocimientos de otros idiomas	
Falta de información sobre oportunidades de empleo en turismo	
Otros (especifique): _____	

D.   PERCEPCIONES SOBRE EL TURISMO Y JÓVENES

27. ¿Hasta qué punto está de acuerdo con las siguientes afirmaciones? *Seleccione una casilla por cada afirmación.*

	1 Completamente en desacuerdo	2 En desacuerdo	3 De Acuerdo	4 Completamente de acuerdo
Percepciones				
Es fácil para los jóvenes obtener información sobre oportunidades de empleo en el sector turístico	☐	☐	☐	☐
Las empresas turísticas buscan a jóvenes como posibles empleados	☐	☐	☐	☐

	1 Completamente en desacuerdo	2 En desacuerdo	3 De Acuerdo	4 Completamente de acuerdo
El turismo ofrece muchas oportunidades de empleo para los jóvenes	☐	☐	☐	☐
El turismo es algo positivo para mi comunidad	☐	☐	☐	☐
El turismo afecta negativamente al medioambiente y a las personas	☐	☐	☐	☐
Los contactos directos ("enllave") y personales constituyen el factor más importante para encontrar un empleo en el sector turístico	☐	☐	☐	☐
Los padres de familia apoyan a sus hijos jóvenes en su decisión de buscar empleos que les resulten interesantes	☐	☐	☐	☐
Los jóvenes tienen las habilidades que buscan las empresas turísticas	☐	☐	☐	☐
Los jóvenes tienen expectativas realistas sobre el empleo en el sector turístico	☐	☐	☐	☐
Es posible que los jóvenes dejen su empresa, incluso por un pequeño aumento salarial en una empresa diferente.	☐	☐	☐	☐
Conocimientos de los Jóvenes				
Los jóvenes conocen lo suficiente acerca de las oportunidades laborales en el sector turístico	☐	☐	☐	☐
Los jóvenes conocen lo suficiente sobre las posibles trayectorias profesionales en turismo	☐	☐	☐	☐
Los jóvenes conocen lo suficiente acerca de las oportunidades formativas disponibles para jóvenes	☐	☐	☐	☐
Intereses de los Jóvenes				
A los jóvenes les interesa saber más sobre las trayectorias profesionales en turismo	☐	☐	☐	☐
A los jóvenes les interesa mejorar sus habilidades para trabajar en la industria del turismo	☐	☐	☐	☐
A los jóvenes les interesa acceder a un programa de formación para obtener un empleo en turismo	☐	☐	☐	☐
A los jóvenes les interesan las oportunidades de negocio y emprendimiento	☐	☐	☐	☐

	1 Completamente en desacuerdo	2 En desacuerdo	3 De Acuerdo	4 Completamente de acuerdo
Los jóvenes son ambiciosos/as y les interesa encontrar nuevas formas de mejorar sus habilidades para conseguir un ascenso y un aumento salarial	☐	☐	☐	☐
Los empleos en el sector turístico son más atractivos que otros tipos de empleo	☐	☐	☐	☐

E.   ACERCA DE LA ENCUESTA

28. Por favor ayúdenos a mejorar esta encuesta. ¿Hasta qué punto esta de acuerdo con las siguientes afirmaciones?

Evaluación de la Encuesta	Completamente en desacuerdo	En Desacuerdo	De Acuerdo	Completamente de acuerdo	No Opina
Las preguntas en esta encuesta me parecen relevantes a mi y a mi organización					
Las preguntas abordan adecuadamente cuestiones acerca de la industria del turismo					
Las preguntas están interesantes					
La encuesta se entiende fácilmente					
La encuesta tiene una extensión/longitud adecuada					
Comentarios Adicionales:					

¡GRACIAS POR PARTICIPAR EN ESTA ENCUESTA!

About EQUIP3

The Educational Quality Improvement Program 3
(EQUIP3) is designed to improve earning, learning,
and skill development opportunities for out-of-school
youth in developing countries. We work to help countries
meet the needs and draw on the assets of young women
and men by improving policies and programs that
affect them across a variety of sectors. We also
provide technical assistance to USAID and other
organizations in order to build the capacity of youth
and youth-serving organizations.

EQUIP3 is a consortium of 13 organizations with diverse
areas of expertise. Together, these organizations work
with out-of-school youth in more than 100 countries.

To learn more about EQUIP3 please see the website at
www.equip123.net/equip3/index_new.html.

EQUIP3 Consortium: Education Development Center, Inc.• Academy for Educational Development • Catholic Relief Services • International Council on National Youth Policy • International Youth Foundation • National Youth Employment Coalition • National Youth Leadership Council • Opportunities Industrialization Centers International • Partners of the Americas • Plan International Childreach • Sesame Workshop • Street Kids International • World Learning