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# **BUFFALO CITY MUNICIPALITY TOURISM MASTER PLAN**

PHASE 9, 10 and 12

SKILLS DEVELOPMENT FRAMEWORK  
AND  
ENTERPRISE DEVELOPMENT SUPPORT PROGRAMME

**Presented by:**



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**CONTENTS:**

	<b>Page</b>
<b>Terms of Reference</b>	<b>3</b>
<b>SECTION 1: Skill Development</b>	<b>6</b>
1.1 <b>Current Tourism Education &amp; Training Status and Provision</b>	<b>7</b>
1.2 <b>Large and Medium Size Business Skill Needs</b>	<b>11</b>
1.3 <b>Small Business Skill Needs</b>	<b>12</b>
1.4 <b>Identified Gaps in Provision:</b>	<b>13</b>
- <b>Skill Development</b>	
- <b>Schools</b>	
- <b>Tourism Business</b>	
<b>SECTION 2: Tourism Awareness</b>	<b>20</b>
2.1 <b>Tourism Awareness Programmes</b>	<b>22</b>
2.2 <b>Tourism Awareness – Programme 1</b>	<b>26</b>
2.3 <b>Tourism and Communities – Programme 2</b>	<b>29</b>
2.4 <b>Tourism Entrepreneurship – Programme 3</b>	<b>33</b>
2.5 <b>Tourism Awareness – Strategies and Methodology</b>	<b>36</b>
2.6 <b>Tourist Education Programme</b>	<b>38</b>
<b>SECTION 3: Enterprise Development and Support</b>	<b>40</b>
3.1 <b>Tourism Small Business: Needs Analysis</b>	<b>40</b>
3.2 <b>Enterprise Development and Support Programme</b>	<b>43</b>
3.3 <b>Partnerships for Delivery</b>	<b>55</b>
3.4 <b>Tourism Small Business Support Function</b>	<b>56</b>
<b>SECTION 4: Quality Tourism Project</b>	<b>60</b>
4.1 <b>Summary of Recommendations</b>	<b>61</b>
4.2 <b>A Tourism Skills Framework for Buffalo City</b>	<b>63</b>
<b>APPENDIX A: Education &amp; Training Inventory</b>	
<b>APPENDIX B: Large, Medium and Small Business surveys and SMME Skills surveys</b>	
<b>APPENDIX C: SAQA Qualifications and Skills Programmes</b>	

**BUFFALO CITY TOURISM MASTER PLAN  
EMPOWER-ED WORK PLAN**

<b>Phase 9: Socio-Cultural Management Proposal</b>	<b>Phase 10: Skills Development Programme</b>	<b>Phase 12: Enterprise Development and Support Programme</b>
<p><b>Determine extent of schools and other tourism training provision in the tourism development areas.</b></p> <p><b>Determine availability of tourism training.</b></p> <p><b>Based on input and analysis of GT, Setplan and Ithemba on Socio Cultural Impact, specify a public education programme on tourism.</b></p> <p><b>Specify a programme to educate tourists on local cultures, values and traditions</b></p>	<p><b>Gather information from national, provincial and municipal sources</b></p> <p><b>Draw information from surveys conducted in Situation Analysis and Tourism Development Plan phases</b></p> <p><b>Identify skill requirements for the tourism development plan</b></p> <p><b>Develop questionnaire for personal interviews (existing business).</b></p> <p><b>Develop questionnaire for sample interviews with E&amp;T providers</b></p> <p><b>Based on input from business and provider base, develop a skill framework and recommendations of training programmes</b></p>	<p><b>Personal interviews with sample of 10 small businesses.</b></p> <p><b>Personal interviews with sample education and training providers</b></p> <p><b>Recommend national publications and materials that can be used as an Enterprise support programme</b></p>

The following report combines the Phases into a:

**Framework for Skill Development, Tourism Awareness and Enterprise Development Support Programmes.**

Each individual Phase is covered separately and summarised into an overall diagrammatic framework in the Summary of Recommendations.

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## **PHASE 9: SOCIO CULTURAL MANAGEMENT PROPOSALS**

### **Terms of Reference:**

Empower Ed and GT to specify a public education programme on tourism for the impacted areas, as well as a programme to educate tourists on the local cultures, values and traditions.

## **PHASE 10: SKILLS DEVELOPMENT PROGRAMME**

### **Terms of Reference:**

Recommend a skill development plan to support the Tourism Master Plan.

## **PHASE 12: ENTERPRISE DEVELOPMENT AND SUPPORT PROGRAMME**

### **Terms of Reference:**

Recommend available national publications and materials that will meet the requirements of an Enterprise Development and Support Programme for tourism SMME's particularly in terms of skills development, how to establish a small business, how to market that business, how to operate within the structures and requirements of a world class tourism product etc.

Recommend a Tourism Small Business Support Function to assist the development of SMME's and other Tourism Enterprises.

### **The report will cover the following:**

- Education and Training status and provider inventory for the Buffalo City Municipal area;
- Skill Development recommendations to support the Buffalo City Tourism Master Plan over time, and a process to monitor the ongoing skill needs of the area as tourism products are established.
- Rationale and recommended content for a series of public tourism education programmes for the Buffalo City priority nodes and proposed tourism development projects;
- Rationale and recommended content for a Tourist education programme covering the elements of local culture, values and traditions.
- An Enterprise Development Support Programme that will support tourism SMME's with skill development that will enable business growth.
- A Tourism Small Business Support function

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**The report has been informed by:**

**Education and Training status and provider inventory:**

- A series of interviews with the role-players and stakeholders in tourism education and training in the Buffalo City Municipal area;
- A series of interviews with providers of tourism focused education and training delivery in the area;
- Interviews with schools and educators involved in the delivery of the Travel & Tourism senior certificate subject;
- An investigation of the skill requirements to support the Buffalo City Tourism Master Plan Development Projects specifically, and skill requirements perceived to be necessary generally.

**Tourism Business Skill Surveys and Interviews:**

- A sample of questionnaires and interviews with large, medium and small tourism businesses in the Buffalo City Municipal Area;

**Public Tourism Education Programmes:**

- A series of workshops run in the Buffalo City Municipal area to gain input on the proposed tourism development projects, the socio-cultural issues and the skill development needs of the area;
- Ithemba Environmental: The Socio Cultural Review of the five priority Tourism Development projects;
- Previous documented experiences in similar interventions:
- Tourism Awareness Programme and Opportunity Identification: The Refilwe Community, Cullinan; Tourism Product Awareness for Frontline Hotel Staff; Johannesburg City; SMME Product Owners: Indaba Orientation: Gauteng Tourism Authority,
- Tourism Awareness for Emerging Entrepreneurs: Development, piloting, feedback and evaluation: Western Cape, Gauteng, North West and Mpumalanga Provinces

**Enterprise Development and Support Programme:**

- A sample of telephonic questionnaires and interviews with small tourism businesses in the Buffalo City Municipal area;
- The SMME strategy and programmes of the Buffalo City Municipality
- The existing delivery channels for SMME training and development in the area outlined in strategy documents of the Buffalo City Municipality.
- Feedback from a series of pilot workshops for tourism emerging entrepreneurs run in Western Cape, Gauteng, North West and Mpumalanga Provinces
- A research project in the Western Cape to define existing barriers to entry for tourism entrepreneurs, and their ability to grow their businesses within the formal structures of tourism.

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## **SECTION 1: SKILL DEVELOPMENT**

The following section details Tourism Education and Training in the Buffalo City Municipal area in terms of:

1. The current Tourism Education and Training provision
2. The skill requirements of medium and large tourism businesses
3. The skill requirements of small tourism businesses.

The report considers the more general needs over and above the nodes and development projects in the Tourism Master Plan. These have been identified by large, medium and small businesses and should be focus areas for the ongoing tourism skill development.

Based on the investigation conducted, gaps in provision in terms of the high priority nodes for the Buffalo City Tourism Master Plan have also been identified.

The high priority nodes, and the recommended tourism development projects in the Buffalo City Tourism Master have informed the definitions of the types of skill development and training that may be needed over the next 5-10 years if the priority nodes and the tourism development projects are carried through to fruition.

The types of skill development and training that have been identified are indicative only. It is not possible to give a definitive outline of skill requirements based on recommended tourism development projects, as these may further develop and change over time.

Therefore, a continuing process of re-examining these skills for their validity in terms of how the Tourism Master Plan is implemented over time will need to be established.

A representative forum established for this task would need to keep close to the tourism developments as they emerge and continue to adapt the skill needs based on tourism development in the area.

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## **1.1 CURRENT TOURISM EDUCATION AND TRAINING STATUS AND PROVISION:**

The following section covers general education and training provision in terms of the overall current status in the Buffalo City Municipal areas.

When considering the five priority tourism development projects identified for the Buffalo City Tourism Master Plan there are also requirements for a series of awareness, skill and education and training developments to support the skill requirements identified. These human resource requirements are initially identified as being in the following areas:

### **SPORT:**

Facilities Management and Administration

Event Management and Co-ordination

Tourism information providers

Tourism Ambassadors

Sport discipline specific:

    Water Sports – life saving

    Athletics – starters, track and field maintenance, etc.

    Boxing

    Cricket

Tourism Awareness

Enterprise Development and Support

### **MULTI-PURPOSE VENUE AND NAHOON TOURIST RESORT:**

Tourism information providers

Tourism Ambassadors

Tourist and Site Guides – Culture and Nature

Event Management and Co-ordination

Catering and Hospitality

Tourism Awareness

Environmental Awareness

Enterprise Development and Support

### **STRUGGLE ROUTE AND STEVE BIKO INTERPRETATION CENTRE:**

Tourism information providers

Tourism Ambassadors

Tourist and Site Guides – Culture and Nature

Craft skills, (incl. marketing and quality control)

Event Co-ordination

Mobile Tour Operations

Catering and Hospitality

Tourism Awareness

Environmental Awareness

Enterprise Development and Support

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## **PRIORITY TOURISM DEVELOPMENT NODES**

Tourism Awareness

Tourism and Communities Awareness

Tourism Entrepreneurship

Where applicable registered unit standards and qualifications already exist that cover the above areas these are stated in detail in Appendix C for reference.

## **TOURISM EDUCATION AND TRAINING PROVISION:**

Education and Training Providers have been canvassed in the area. Providers offering tourism and hospitality related training and education have been interviewed and an inventory has been compiled consisting of offerings, number of learners, potential new programmes that can be offered, learnership provision, placements and entry requirements (see Appendix A).

### **Current Status:**

#### **Tourism Education and Training Providers:**

##### **Hospitality:**

Most of the formal tertiary level training in the Buffalo City Municipal area is focused on the Hospitality sector. This is well covered – 3 of the total of 7 providers offer hospitality related qualifications and learnerships, both in skills and management related areas.

The major output is from the Border Technikon in the area of Tourism and Hospitality Management, who place learners in 6-12 month internships with companies. Only 6 interns are currently placed in the Buffalo City area. All other interns are placed country wide through partnerships with the private sector, as Buffalo City cannot accommodate the number of interns needing practical placements.

Other smaller providers are delivering programmes more in direct hospitality skills, and one provider is established to provide qualified skills to the Regent group only.

##### **Travel and Tourism:**

**Travel related programmes** are provided by the private colleges in the area, most of which are branches of national private colleges. Some of these programmes equip graduates with qualifications related to the **Travel Agency sector**.

Most of the travel related certificates and diplomas appear to be theoretical and of a general tourism nature, providing a foundation of tourism with no specific skill focus for graduates to find work opportunities in specific sectors.

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## **Tourist Guiding:**

There are **no accredited Tourist Guiding providers** in the local Buffalo City area.

An interview with Amatola Tours revealed that they had done tourist guide training in the past – mostly to ensure that they had access to quality guides for their own tour operator business. They halted their training some years ago.

A small business called Tourism Take Care Institute has indicated that they do tour guide training. attempts to get further details through the telephonic interviews and questionnaire received no response as at the date of this report.

Currently the only formal accredited tour guide training available is in Port Elizabeth. This training is broadly focused on the Eastern Cape Province, and tourist guides do not get the required competency and detailed knowledge focused on the Buffalo City area.

There are a **limited number of qualified assessors** in the Buffalo City area to assess tourist guides (existing and new) for the required qualifications and registration.

Interviews with assessors and people previously involved in training stated that there is currently not a big demand for Tourist Guides in the area – many that have been trained in the past are unable to find work afterwards. However, this should be viewed in the light of the current tourism product in the area. The development of new routes, and growth of small existing initiatives will require site guides with the appropriate profile and knowledge for guiding in cultural and heritage sites.

### **Not all of the existing pool of experienced guides seems to have registration under the new guiding legislation.**

There is anecdotal evidence of site guide training that has been done over the past 2 years. It was not possible to source reports containing exact information on these programmes. Further investigation would need to be done in future to determine how large the pool of appropriately trained guides is in the area, and what their areas of specialisation are.

## **Schools:**

In the Buffalo City Municipal area there are 8 schools that deliver the Travel & Tourism Senior Certificate subject.

7 of these schools that were interviewed have a current total of approximately 660 learners; this represents an average of approximately 90 learners per school across Grades 10, 11 and 12. (We were unable to solicit a response from one of the 8 schools),

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The East London area is well covered with 4 schools. King William's Town has 2 schools and Bisho has 1. 1 private school is located on the East Coast Resorts road and we were unable to get information from them regarding their programme and numbers; however the examination moderator of the Eastern Cape informed us that they are doing interesting work in linking skills specific tourism training with the generic subject.

During interviews with the teachers of the subject, **all indicated that resources are very limited for the subject, and learners are not exposed to the tourism industry and attractions due to financial constraints.**

New teachers receive training under a SATI initiative that offers a winter school once per annum for 5 days.

Existing teachers are not given ongoing training and development to keep up with industry trends, and teachers see this as a constraint and additional burden on resources. SATI has a library of resources, based in Johannesburg, and a web site. There is also a newsletter that goes out to schools delivering the tourism subject. **The teachers in the Buffalo City area are either not aware of this, or do not have the means to access the web site and available resources.**

It is doubtful whether:

- new schools need to be added to the current pool of 8 if teacher training and ongoing development is not available, and
- if learners are confined to their classrooms and theory due to lack of resources and linkages to give them exposure to the industry.

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## 1.2 Large and Medium Size Tourism Business Skill Needs:

In order to gain an overall understanding of the skill needs and requirements of large and medium sized tourism businesses in the Buffalo City area, and to gauge what their future requirements might be, a series of telephonic questionnaires and face-to-face interviews were conducted. This survey represents a sample of the tourism businesses in the area, and the sampling was representative of each sector of the tourism industry.

An example of the questionnaires, the businesses surveyed and the summarised results is contained in Appendix B.

**It appears that overall the basic skill needs of businesses are currently being met.** This must be viewed in the light of most of the current large and medium sized tourism businesses falling within the hospitality sector that, as stated earlier is well catered for in the area in terms of training and education.

**Issues were expressed by large and medium businesses in the following areas:**

Sector specific skills that are currently difficult to access are **Tourist Guiding, Field Guiding and Tour Operations.**

When considering the high priority nodes identified in the Buffalo City Tourism Master Plan, particularly in the area of the routes identified for development, large and medium size businesses could potentially need access to tourist guides for their guests to be able to visit the routes and sites.

Well trained quality site guides would be an asset to the routes and sites, and if appropriately accredited, would be a resource for tourism businesses to tap into. For example, a local Bed & Breakfast could partner with a small mobile tour operator with skilled guides and make this service available to their guests.

The larger businesses in the hospitality industry could support quality tour services to the new routes and promote these businesses to their guests.

**Middle and lower management skills in the hospitality sector** were also identified as difficult to access. The Border Technikon has both Tourism and Hospitality management programmes, and indicated that they find it difficult to find enough places for their interns in the Buffalo City area. However, tourism businesses stated that the skill areas they perceived to be lacking in graduates was practical application of theory, a business understanding and communication skills.

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### 1.3 Small Tourism Business Skill Needs:

A similar sampling was conducted with small tourism businesses to gain an understanding of their skill needs in terms of staffing. The definition used for a small tourism business is 6 or less employees. An example of the questionnaire, list of businesses surveyed and a summary of the results is contained in Appendix B.

**Small tourism businesses strongly expressed the need for multi-skilled people** that have good communication skills and are able to deal well with people. This is not an unusual scenario, given that small businesses cannot afford, nor do they need, highly specialised skills. They need people that can perform a range of varied tasks to support their operations.

For training of staff, small businesses tend to do on the job training for their staff, and need people that meet the basic requirements of good communication skills and have a strong service ethic. They are unable to afford outside training for their staff, and in any case, cannot find suitably tailored programmes that meet their specific needs. There might be an opportunity to develop a range of short modules that cater for the needs of small businesses, both from a timing and content perspective.

In addition, comment was made that very often their staff are unable to move to a next level of operations. For example, taking an employee from a basic skill to the supervisory level was very difficult. This implies that there is a **need for these types of programmes that provide a foundation on supervisory skills for a staff member that has the potential to move up to a higher level of responsibility.**

Small tourism businesses tend to employ their staff through word-of-mouth, or are family oriented operations. The owner is often the overall supervisor and manager of staff. **Small businesses do have a strong commitment to employ locally and to train people on the job**, however they expressed difficulty in accessing people within their immediate locality with the right service attributes and a good basic understanding of what is required in a service oriented industry. The tourism awareness programmes later recommended in this report could possibly counteract this problem, particularly the Programme 2 (Module 6) that highlights working in the tourism industry as one of the modules.

Small business (and large and medium business) expressed a need for basic computer skills and as in large and medium business, the ability of graduates to practically apply the theory that they had learnt.

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## 1.4 IDENTIFIED GAPS IN PROVISION:

### In relation to the general tourism skill needs, and particularly the identified skills needed to support the Buffalo City Tourism Master Plan:

Several gaps in the tourism education and training provision can be identified as follows:

#### Education and Training Providers:

1. No providers are accredited with THETA under the new accreditation requirements. Only one provider is SETA accredited – with the Services SETA. Most provider accreditation falls under the Council for Higher Education (CHE).
2. Provider's ability to tailor programmes according to specific needs is limited. (Only Border Technikon has indicated their willingness and capacity to do this. Border Technikon has also recently proposed a tourism awareness programme for Buffalo City, and would most likely have the capacity to take this programme further to its development and implementation.)
3. Currently, no providers offer the THETA accredited Event Management and Co-ordination programmes. Two private providers have an Event Management programme in their National offerings and have indicated that they could be added to the East London offerings if there was an identified need. (One private provider in the area offers the Public Relations Institute of SA (PRISA) certified qualifications, an element of which covers event co-ordination.)
4. There is no provision in the area of Sport related qualifications or skill programmes. (Two providers have these in their national offerings and have indicated that they could be added to the East London offerings if there was an identified need.)
5. A major gap exists in the area of Tourist Guiding and Tour Operations. This is seen as an important skill to support the Buffalo City Tourism Master Plan and priority development projects. The preparation of Site Guides, specifically to support the sites linked to the Struggle Route and the Steven Biko Interpretation Centre could be particular areas of work opportunity.
6. Graduates having practical skills that they can apply in the workplace.
7. Skills programmes to meet the specific needs of small businesses that need multi-skilled people to perform a variety of tasks in their business.

#### Suggested Programmes:

The Tourism Education and Training Provision in the Buffalo City area does seem to have **Tourist Guiding and Tour Operations as its major gap**. This should be a focus area in terms of small business and job creation opportunities, not only for the Tourism Master Plan and its current identified tourism development projects, but also in the wider sense.

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Several opportunities exist already that can provide people with the scope to begin to take advantage of the culture and heritage resources in the Buffalo City area, even without the formal development of the Struggle Route as defined. Caution should be noted that any development of other tourist routes in the area must always be designed to fit with and complement the whole tourism development plans of Buffalo City over time so that they can be assured of being part of a larger picture and not exist in isolation.

A suggested way forward for this gap would be to investigate establishing a core of expertise in Buffalo City that could offer accredited training and assessment. The expertise could be linked to a national accredited training provider to ensure appropriate certification and registration of guides. This is said in the light of accreditation processes being extremely onerous for small providers to comply with. The Tourism, Hospitality and Sport Education and Training Authority (THETA) does make provision for these types of linkages and it may be the most efficient way to proceed if there are not large numbers of tourist guides that need to be trained. Linkages and partnerships with experienced providers can also benefit smaller itinerant trainers and assist with their development towards accreditation over time.

One proviso of the partnerships or linkages should be that specific and relevant training is provided that will give guides the knowledge and skills to guide within their own area of operation – for example, the Struggle Route should have “custom” trained guides that are well versed in all the details of the struggle history of the area. General Provincial guides will not be able to provide the specialised knowledge required for these types of routes.

**Small businesses** are really not catered for in terms of their requirements for multi-skilled people. A programme development should be researched, together with a core group of small tourism businesses, to define their varied needs. A programme outline could be compiled from this, and a series of short modules developed that are affordable, accessible, and structured to meet the timetable of small businesses.

In terms of the **other specialised skills indicated** to support the Buffalo City Master Plan and the recommended tourism development projects, partnerships with existing institutions should be explored – for example the Border Technikon has the human resources to assist in developing tailored and applicable programmes that are fit for purpose.

In terms of **Sport**, further research will need to be done to fine-tune the actual skills required related to sports. The list given is indicative of the types of elements that would need to be considered. When the sports disciplines are more defined, and the events that might take place around these clearer, there may be many more elements of qualified personnel that would be needed and further opportunity for development identified.

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## **SCHOOLS:**

The current 8 schools in the area providing travel and tourism as a senior certificate subject seem to be adequate. However, several constraints were identified by the teachers in the areas of teacher development; learner exposure to tourism; and utilising the pool of learners as a resource for Buffalo City Tourism.

To link with and support the Buffalo City Tourism Master Plan, and to utilise the pool of resource in Grade 12 learners and their teachers, several programmes could be investigated in line with the international trends for tourism best practice.

### **Suggested Programmes:**

#### **Ambassador Programme:**

For each of the tourism development projects there is a stated requirement for tourism ambassadors to be trained and be a resource to visitors. School students could play a role in this programme on weekends and school holidays. Youth programmes for tourism ambassadors could be developed to fill in the weekdays when learners are at school.

#### **Route development and support:**

Learners are required to complete projects throughout their 3 years of study. In their final year their Portfolio of Evidence of their project work represents 50% of their marks. They could be assigned projects to research and develop new routes and give ideas on marketing them.

If open days, events or festivals will be scheduled on established routes, e.g. the struggle route, school learners would be a good resource to provide visitor services and information along the routes.

#### **Market research:**

Buffalo City Tourism could utilise the Grade 12 learners for market research projects.

#### **Environmental Awareness:**

Programmes to support the environmental aspects of all the projects could be implemented. Tourism students could play a role in educating their fellow learners in aspects of environmental and coastal protection around the tourism development projects, e.g. the Marina Glen development indicates the development of botanical gardens that learners could practically be involved with in terms of the environment.

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### **Teacher links with tourism:**

Buffalo City Tourism could implement a linkages programme where teachers could become involved in industry visits and building linkages with the private sector during their vacation period. The convener of the subject and the examination moderator in the Eastern Cape, based at Clarendon High School, could be the point of contact and assist with the development of a programme.

### **A programme for senior citizens:**

Buffalo City has a large population of retired people that have a wealth of experience that they can lend to a range of different education and training programmes.

In terms of small business development, many senior citizens are retired business people with experience of running a business. They could add value to enterprise development and training in terms of providing case studies and giving their own experiences and lessons learnt to new entrepreneurs.

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## IDENTIFIED GAPS: TOURISM BUSINESS:

The large and medium tourism businesses in the Buffalo City Area require the more traditional skills focused mainly in the hospitality area, particularly in the area of middle and lower management.

The tour operators did express a certain constraint in accessing well-qualified tourist guides that know their area well, but apart from that, **there seems to be an adequate skill supply** for the current tourism business – although graduates do appear to be too theoretical.

However, if the tourism development projects recommended in the Tourism Master Plan come to fruition, this **will require a wide range of new skills** as highlighted at the beginning of this report. To support new developments focused on Sport, for example, will need specialised skills related to sporting events.

Likewise, if tourism routes are developed that are focused on the struggle history of the area, **new specialist knowledge for tourist guiding** will be necessary, as well as the **creation of businesses that can service these routes appropriately**. This will create new opportunities for businesses.

The events industry is currently not a focus area in the Buffalo City Municipal area, and no established events companies could be identified. Should the proposed resorts, multi-purpose venues and sports tourism be developed in the area over the next 5-10 years, then **skills in managing and co-ordinating events will form a critical part** of supporting these new tourism developments.

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**SUMMARY:**

**When comparing the current skill provision in the area and how it meets the current needs of tourism businesses, the main gap seems to be in the area of specialist tourist guiding, and programmes that cater for the multi-skilled requirements of small businesses. This statement should be viewed in the light of no major tourism development projects being undertaken over the next 5-10 years, and the status quo remaining as is.**

**However, when viewing the tourism education and training provision in terms of the proposed development projects and the Tourism Master Plan, there will need to be a review of the current provision in terms of these developments. The Buffalo City Municipality will need to engage with established providers and schools, e.g. the Border Technikon and the travel and tourism school subject convener, on the identified gaps in provision and ensure that the skill requirements to support the Tourism Master Plan are considered in their future programme planning and provision. This could be achieved by first establishing a forum of concerned roleplayers and stakeholders who will analyse each development project in terms of specific needs, and develop an appropriate plan to meet these needs.**

**The forum would also play a role in setting performance indicators, and monitoring the ongoing needs against these performance indicators.**

**Because tourism involves many elements of quality provision, the performance indicators should take this into account, e.g. transport, safety and security, environment, skill needs, development etc.**

**In addition, the Tourism Master Plan and the proposed development projects present a very real opportunity for transformation of the tourism industry and the implementation of programmes that will give local residents access to the new skills that may be required.**

**The following table illustrates the identified skill gaps – situation in terms of provision and tourism business needs NOW:**

Type of Skill	Large/Medium Tourism Business	Small Tourism Business
Tourist Guiding	*	*
Field Guiding	*	*
Tour Operations	*	*
Event Co-ordination	*	
Computer Skills	*	*
Multi-Skilling – for small tourism business employees		*
Finance/Administration	*	*

**The following table illustrates the potential gaps in terms of the identified Tourism Development Projects and priority nodes:**

### HR Requirements: Tourism Development Projects

Skill	Sport	Multi Purpose Venue & Nahoon Resort	Struggle Route & Biko Interpretation Centre	5 Priority Tourism Development Nodes	Current Provision	Gaps
Facilities Management and Administration	*					*
Event Management and Co-ordination	*	*	*			*
Tourism information providers	*	*	*			*
Tourism Ambassadors	*	*	*			*
Sport discipline specific: Water Sports – life saving Athletics – starters, track and field maintenance, etc. Boxing, Cricket	*					*
Enterprise Development and Support	*	*	*			*
Tourist and Site Guides – Culture and Nature		*	*			*
Catering and Hospitality		*	*		*	
Craft skills, (incl. marketing and quality control)			*			*
Mobile Tour Operations			*			*
Tourism Awareness	*	*	*	*		*
Tourism and Communities Awareness			*	*		*
Tourism Entrepreneurship			*	*		*
Environmental Awareness		*	*	*		*

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## **SECTION 2: TOURISM AWARENESS:**

The growth in tourism numbers in South Africa has not necessarily been combined with the wide delivery of crucial tourism awareness amongst our citizens, and it is therefore opportune to ensure that any proposed **new tourism development node or project includes the essential elements of tourism awareness.**

During a series of workshops, interviews and examination of reports that have contributed to the drafting of a series of recommended tourism development nodes and associated projects, information has also been gathered on the essential elements required for the following series of tourism awareness programmes for the Buffalo City Municipality Tourism Master Plan. In addition, experience has been drawn upon from individuals and organisations that have been involved in tourism awareness programmes in particular areas in South Africa – and these experiences and content included in the following series of programmes.

### **Essential tourism awareness elements highlighted by attendees at Workshops, Reports and Project experiences:**

#### **Workshops:**

Specific inputs related to Tourism Skills and Awareness gathered at a series of Workshops conducted in Buffalo City from 2 to 5 February 2004:

1. Mdantsane:
  - a. Tourism awareness for the Mdantsane community will be an essential element to ensure success of tourism projects
  - b. Tourism awareness should be delivered through community workshops, schools, youth programmes and student tourism ambassadors.
  - c. Safety and security is an important element
  - d. Mdantsane community is unaware of tourism and tourists
  - e. A culture of customer service needs to be instilled.
  
2. East London Museum:
  - a. Security is a major issue.
  - b. Environmental concerns – preservation of green reserve areas.
  - c. Service levels
  - d. Aesthetics of the East London city
  - e. Preservation of existing heritage
  - f. School awareness programmes – environment, litter etc.
  - g. Educate children – they add long term value to environmental and tourism awareness
  - h. SMME capacity building – programmes to assist new businesses.
  
3. Gonubie:
  - a. Border Technikon have developed a tourism awareness outline tailored for the Buffalo City Municipal area

- 
- b. Develop skills for previously disadvantaged individuals in the area
    - c. Attend to safety and security
  4. Kidd's Beach
    - a. Need for craft development and training – attention to quality of product
  5. King Williams's Town
    - a. Need for tourism awareness for petrol attendants, police, tourism ambassadors
    - b. Tourism awareness and skill development is essential for people not previously involved in tourism
    - c. People in the town need to be sensitised to tourism
    - d. Youth programmes in schools to be taken into consideration.

### **Reports:**

#### **Ithemba Environmental Socio-Cultural Review**

Issues highlighted in the Socio-Cultural review that are particularly related to basic tourism education and awareness, and the possible mitigatory measures indicated in the report

### **Drawing on other experiences:**

#### **Refilwe Township: Cullinan (Dinokeng Development – Tourism Master Plan)**

A Tourism Awareness and Opportunity Identification Workshop conducted over two days in Refilwe Township: workshop content and final report dated August 2004.

#### **Piloting of Tourism Awareness for Emerging Entrepreneurs:**

Programme development and pilot in 4 provinces – 450 participants. Workshop feedback, provincial comment and inputs and final pilot in Gauteng province – September-November 2003.

**Tourism Product Awareness for Frontline Hotel Staff:** Johannesburg City;

**SMME Product Owners: Indaba Orientation:** Gauteng Tourism Authority,

**The content of the above reports, and lessons learnt have been drawn upon to inform the development of the Tourism Awareness series of programmes for the Buffalo City Tourism Master Plan.**

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## 2.1 TOURISM AWARENESS PROGRAMMES

### Introduction:

Given the gathered information and inputs, and if Buffalo City is to create a tourism friendly environment, widespread tourism awareness is an essential element that must be considered for the whole area. With regard to the variety of proposed tourism development projects, it is also appropriate to have **a series of programmes that can address all the elements required when addressing tourism awareness in different constituencies and tourism environments.**

Although general tourism awareness is a fairly simple product that can be widely spread through schools, communities, defined tourism nodes and public sector services such as the police, postal services, internal affairs etc. there is a deeper need for specific types of tourism awareness to address several different matters when considering tourism development, for example – cultural and natural environment, social impacts, emerging tourism businesses, and communities as tourism destinations.

Beyond a basic tourism awareness programme that should be widely disseminated, consideration therefore needs to be given to specific elements and combinations of elements such as:

- Tourism and communities – the benefits and impacts
- Communities as tourism destinations
- Tourism awareness for emerging entrepreneurs

These specific topics are important in terms of particular communities where tourism development nodes are identified, or communities that are starting to consider being part of a tourism route, developing tourism businesses, or adding to the variety and interest of a particular route or tourism development. A high percentage of new tourism products and businesses fail due to ill-considered projects that have not undergone a thorough research and investigative phase, and the social environment not being adequately prepared.

It is also important to consider the **Government's Tourism Policy** which has as its foundation responsible and sustainable tourism, and that tourism development should consider the wider benefits to host populations. This is a solid foundation for tourism in South Africa, and if not clearly understood within communities and well considered in tourism projects in their development phase, a number of issues can emerge over time, e.g. envy of successful products, degradation of environment – both social and natural, disillusionment because of unrealistic expectations, job creation not meeting expectations etc. Many communities only see the good side of tourism development in their area as it is perceived to bring job creation and infrastructural development.

Research has shown that over time this perception can change as tourism develops, and some communities end up resenting the invasion of their areas and privacy. Good tourism awareness programmes that highlight the many issues that tourism can present

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over time are essential to counteract potential future problems. Residents need to be sensitised to the possible negative impacts of tourism so that they can make a conscious and informed decision on participating in the tourism industry and having positive spin-offs from it.

**It is therefore recommended that a series of tourism awareness modules be available that can be compiled to suit a particular area or environment.** The following tables illustrate a series of programmes with methodology and modules with topics and suggested content to address the needs of the variety of applications mentioned.

An example of their applications in the different environments related to the five priority tourism nodes, and how they could be compiled and combined to be most effective and meet the needs of each area is illustrated in the table Combinations of Tourism Awareness.

**The recommended tourism awareness programmes are applicable to the overall future tourism development of Buffalo City and not only confined to the tourism development projects, however the high priority nodes should be borne in mind when planning the implementation of tourism awareness programmes.**

Phase 7 of the Buffalo City Tourism Master Plan describes the priority nodes and the proposed tourism development projects that have been identified and prioritised with input from stakeholders and the steering committee:

**FIVE HIGH PRIORITY NODES:**

1. KING WILLIAMS TOWN/BISHO
2. N6 TO MCLEANTOWN
3. MDANTSANE
4. NAHOON BEACH/BONZA BAY
5. MAIN BEACHFRONT

**FIVE LESSER PRIORITY NODES:**

1. GONUBIE/SUNRISE ON SEA
2. KIDDS BEACH/KAYSERS BEACH
3. CENTRAL BUSINESS DISTRICT/QUIGNEY
4. BRIDLE DRIFT DAM
5. LAINGS DAM

**FIVE PRIORITY TOURISM DEVELOPMENT PROJECTS:**

1. SPORTS CENTRE OF EXCELLENCE:
2. MARINA GLEN MULTI-PURPOSE VENUE
3. STRUGGLE ROUTE
4. STEVE BIKO INTERPRETATION CENTRE

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## 5. NAHOON SEASIDE RESORT

When considering Tourism Awareness, we recommend that the priority nodes indicated in the Tourism Master Plan are concentrated on, rather than only focusing on the particular areas surrounding the tourism development projects. Tourists know no boundaries, and therefore it will be essential to sensitise the larger population to tourism and tourists to ensure a strong tourism culture in the whole Buffalo City area.

The proposed Struggle Route and Steve Biko Interpretation Centre would indicate that large areas between Mdantsane and King William's Town would have a potential impact from tourist activity. It was clearly indicated in both the Mdantsane and King William's Town workshops that there is a very low awareness of tourism and tourists, and it was highlighted that this would be an essential component of any tourism development that takes place. We therefore particularly recommend that the Programmes 1 & 2 outlined in the following pages form the basis of Tourism Awareness, and thereafter the Programme 3 delivered for people wishing to pursue a tourism business idea they may have.

**COMBINATIONS OF TOURISM AWARENESS:**

<b>Programme</b>	<b>Audience</b>	<b>Areas</b>
<b>PROGRAMME 1:</b>  <b>TOURISM AWARENESS</b> <b>(half day)</b>	Widely available for general tourism awareness to all Buffalo City citizens – through schools, youth programmes, municipal structures, training providers and private sector	All five high priority nodes: King Williams Town/Bisho N6 to McLeantown Mdantsane Nahoon Beach/Bonza Bay Main Beach Front
<b>PROGRAMME 2:</b>  <b>TOURISM AND COMMUNITIES</b> <b>(half day)</b>	Essential for areas where populations are not at all tourism aware due to no tourist activity or to previous isolation from tourist areas and tourists. Programme 2 should ideally be combined with Programme 1 as a foundation	King Williams Town/Bisho N6 to McLeantown Mdantsane
<b>PROGRAMME 3:</b>  <b>TOURISM ENTREPRENEURSHIP</b> <b>(1 day)</b>	A specialised programme for people who have attended Programme 1 or both Programmes 1 and 2 that have made a decision to pursue a tourism business idea and need to know the next steps.  <b>Note:</b> This programme would also form the foundation workshop for the Enterprise Development Support Programmes	Enrolments from individuals in any of the five high priority nodes.

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## **2.2 TOURISM AWARENESS - PROGRAMME 1:**

### **WORKSHOP PURPOSE:**

This programme is aimed at giving a general understanding of tourism and tourists, service excellence, safety and security, and knowledge of the area regarding tourism to the wider population in a given tourism development area. The programme is designed as a foundation for all further tourism awareness and skill development programmes and also gives a solid base for future decision making amongst people who may be impacted by tourism development. It will give service providers that encounter tourists in the wider sense the ability to provide a tourism friendly service and information base.

### **TARGET AUDIENCE:**

- All people that may be involved in servicing tourists during their stay or visit to a destination or attraction – retail sector, public service, banking sector, transport sector, security and safety sector, information providers, traffic organisers, etc.
- Residents and citizens of a particular area targeted for tourism development.
- School learners and young adults.

### **WORKSHOP OUTCOMES:**

**At the end of the workshop participants will be able to** supply quality service and information to visitors to the Buffalo City Municipal area:

#### **This will be reflected in their ability to:**

- Know the importance of tourists and tourism to their local and wider geographical area;
- Understand and be able to meet the needs and expectations of a visitor;
- Provide quality service;
- Give information on their local area and its attractions, amenities and facilities;
- Give accurate directions to visitors;
- Understand the importance of safety and security and how to advise visitors of these aspects in a constructive manner.

### **DURATION OF WORKSHOP:**

Half day

### **DELIVERY MECHANISMS:**

Half-day workshops conducted for all service providers – through municipalities and local authorities and in partnership with the private sector. Schools and their teachers, and youth organisations could also be utilised as delivery mechanisms.

Media coverage: through community newspapers, radio and local publications – topics covered in a branded tourism awareness section – could be aligned to competitions for best serviced and most tourism friendly areas. Use catchy slogans, tourist icon or character.

**ELEMENTS OF TOPICS AND CONTENT:**

<b>MODULE 1: WHO ARE TOURISTS?</b>	
<b>TOPICS</b>	<b>SUGGESTED CONTENT</b>
Who are Tourists?	Definition of a tourist, Who are not tourists.
Why do people travel away from home?	Reasons for travel, e.g. holiday, sport, shopping, business, VFR, religion etc.
Where do tourists come from?	Domestic, Africa and International – Domestic and Foreign Tourists
How are tourists organised?	Package tours, independent travellers, backpackers etc.
What do tourists need?	Services, for example - Accommodation and food (illustrate different types) Transport (illustrate different types)
What do tourists want?	Give examples, such as attractions, safety, comfort, service, respect, value for money, Quality etc.
Different Tourists want different things?	Illustrate different interest groups e.g. historical, cultural, eco-tourism, business, family holiday etc.
<b>MODULE 2: THE TOURISM INDUSTRY</b>	
The tourism chain of distribution	How do tourists get what they need and want? e.g. through businesses supplying tourism products and services, tour operators, travel agents, shops, hotels, car rental, internet, etc. etc.
What are tourism products and services?	The tourism industry – hospitality, transport, travel services, attractions Illustrate a tourist's journey from start to finish and the products and services they use on their journey.
Why is tourism important to South Africa?	Illustrate the tourism economy and indirect businesses and opportunities it may offer, e.g. direct – accommodation, indirect – services to hotels like cleaning, furnishings, etc.
The tourism industry vs. the tourism economy	
<b>MODULE 3: SERVICE EXCELLENCE</b>	
Tourism as a service industry	All aspects of tourism requires service to people
Giving excellent customer service	How to give excellent customer service and how to handle problems and assist a tourist
Assisting tourists – knowing your area	Giving directions, know your area, know the important places and services that are there, e.g. banks, service stations, police stations, post office etc.
<b>MODULE 4: TOURIST SAFETY</b>	
How to advise a tourist to: Keep safe; Behave responsibly; Be aware; Act in a dangerous situation;	The tips on tourist safety: On the street; On the Beach; Visiting sites in rural areas; In your car; Where you stay; At the airport. Know emergency numbers, tourist information points etc.

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**EXISTING PRODUCTS THAT COULD BE UTILISED:****SA HOST**

Designed for building customer service excellence within large service and retail sector companies and organisations. Would need certain additions to provide the local elements of knowledge and the tourism emphasis.

**TOURISM AWARENESS FOR EMERGING ENTREPRENEURS (DEAT INITIATIVE DEVELOPED BY THE TOURISM ENTERPRISE PROGRAMME (TEP))**

The first section of this programme may be suitable for basic tourism awareness – orientation to tourists, tourism industry, economy and products. This could be combined with the SA Host – to cover the elements of service.

**BORDER TECHNIKON –TOURISM AWARENESS – BUFFALO CITY**

A proposal has been developed by the Border Technikon, and needs to be taken further to a developed product with material. It may be beneficial to take this development forward as it relates to the specifics of the Buffalo City area, rather than being a generic programme. It would assist in giving the local content and ensuring participants know their local area.

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## 2.3 TOURISM AND COMMUNITIES - PROGRAMME 2:

### WORKSHOP PURPOSE:

This Workshop is designed to give participants:

- In combination with Programme 1 - a good grounding in tourism, tourists, and the tourism value chain.
- Advantages and disadvantages of tourism in a community, aspects of behaviour, culture, heritage, etc.
- Ability to identify tourism opportunities and business ideas for their area, and analyse these ideas for their viability, sustainability, and contribution to the overall tourism product.

The delivery of the programme must take into account the overall development plans for the Buffalo City Municipal area, particularly in tourism. Participants should be encouraged to think broadly about tourism opportunities in terms of both direct and indirect tourism business, as well as the contribution and impact of their tourism products in terms of the whole Buffalo City tourism product.

### TARGET AUDIENCE:

Residents and citizens of a particular area targeted for tourism development, for example the Struggle Route and Biko Interpretation Centre and/or same residents and citizens that have attended Programme 1.

### WORKSHOP OUTCOMES:

**At the end of the workshop participants will be able to:** Understand tourism in the context of their own geographical area, and critically evaluate whether it is an option for them to consider.

**This will be reflected in their ability to:** Identify tourism potential in their own area in terms of a tourists needs and expectations and the viability and sustainability of a tourism product within the context of the overall tourism development plan.

### DURATION OF WORKSHOP:

half day

### DELIVERY MECHANISMS:

Half day workshops conducted within communities – through municipalities, local authorities and the tourism authority in the Buffalo City Municipality.

To ensure widest community coverage, should be supported by a media campaign: through community newspapers, radio and local publications as a reinforcement of the topics covered in the workshops. Use catchy slogans, tourist icon or character.

**ELEMENTS OF TOPICS AND CONTENT:**

<b>MODULE 1: RESPONSIBLE TOURISM</b>	
<b>TOPICS</b>	<b>SUGGESTED CONTENT</b>
Define responsible tourism	Responsible tourism cares for and respects: People, cultures, our environment
Benefits to host communities	Responsible tourism ensures that communities benefit from tourism development
Responsible tourism guidelines	DEAT or Provincial guidelines
<b>MODULE 2: IMPACTS OF TOURISM</b>	
Positive and Negative effects of tourism in your community:  Community relationships, Income, Social, Cultural, Environment, Infrastructure and Facilities	<p><b>Impact on Community relationships:</b> Not everyone benefits equally; More experience disadvantages than advantages; New leaders emerge; Joint planning can strengthen community structures</p> <p><b>Impact on Income:</b> Potentially more money and disposable income; Variety of enterprises to service tourism; Prices go up; Potentially more employment, but hard work for little money; Seasonality – unsteady income.</p> <p><b>Social Impacts:</b> More jobs for women – affecting families and community traditions; Better communication between generations; Difficult working hours impacts on families; Loss of privacy; Adapting behaviour to suit tourists</p> <p><b>Culture:</b> Culture gains new and more value but is linked to money; Culture is preserved, but changed to please tourists; Tourist bring knowledge about other places and cultures; Tourists bring practices that clash with local values and culture</p> <p><b>Environment, Infrastructure and Facilities:</b> Improved infrastructure can benefit communities; Incentive to look after environment; Too many tourists and developments can damage environment; Lose access to certain facilities/resources reserved for tourists e.g. beaches, nature reserves, community areas etc.</p>
<b>MODULE 3: COMMUNITIES AS DESTINATIONS</b>	
How can communities be tourist destinations?	Many tourists want to get to know and talk to local residents; Communities offer a range of attractions – demonstrating their culture, way of life etc. (e.g. performance groups, markets, crafts, healers, restaurants, exhibitions, home visits, churches, storytelling, walkabouts, community projects)

<p>What kind of community would attract tourists?</p> <p>Do we want our community to be a tourist destination?</p>	<p>Participant activity: Identify elements of existing/potential attractions in the area</p> <p>Participant activity: Questions:  How often would we let tourists move around our community?  Are there parts of our area where tourists should not go?  Must we change our behaviour or appearance of our community to attract tourists? How far are we willing to go?  Can we commit ourselves to being an attractive destination?</p>
<p><b>MODULE 4: MAKING OUR COMMUNITY A SUCCESSFUL DESTINATION</b></p>	
<p>How can we make our community more attractive for tourists?</p>	<p>Participant activity: soliciting ideas and setting goals.  Identifying individual action.  Identifying community action.</p>
<p><b>MODULE 5: BEING INVOLVED IN TOURISM</b></p>	
<p>Direct and indirect tourism opportunities</p>	<p>South Africa is rich in tourism opportunities:  Growing tourist markets;  Rich cultural and natural heritage;  Fascinating history</p> <p>There are threats to tourism businesses:  Seasonality;  High levels of competition;  Saturation – too much of the same product.</p> <p>Examples of community involvement in tourism – direct and indirect, inside and outside of immediate area:  Craft, performances, restaurants, shops, stalls, tourist guiding, transport, producing for local accommodation establishments, employment in tourism businesses, and many more – solicit participant input.</p>
<p><b>MODULE 6: WORKING IN THE TOURISM INDUSTRY</b></p>	
<p>Tourism is a heart and soul business</p>	<p>Skills and attributes, e.g:  Communication skills;  Command of English;  Confidence, friendliness and initiative;  Willingness to work hard and learn;  Working in a team.</p> <p>Working in the tourism industry, e.g:  What can you expect:  long hours, seasonal employment, low salaries, serving with a smile ALWAYS, sharing your culture and heritage and getting to know people, gaining valuable skills</p>
<p><b>MODULE 7: HAVING A BUSINESS IN THE TOURISM INDUSTRY</b></p>	
<p>What do you need to consider for a business in tourism?</p>	<p>Having experience in business or tourism;  Money to start;  Specialised skills to suit your business;  An original idea with unique aspects;  Willing to work hard for a period before seeing benefits;  Energy and enthusiasm</p>

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**EXISTING PRODUCTS THAT COULD BE UTILISED:**

**TOURISM AWARENESS FOR EMERGING ENTREPRENEURS (DEAT INITIATIVE DEVELOPED BY THE TOURISM ENTERPRISE PROGRAMME (TEP))**

Elements of this programme may be suitable for Tourism and Communities.

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## 2.4 TOURISM ENTREPRENEURSHIP - PROGRAMME 3:

### WORKSHOP PURPOSE:

The tourism industry in South Africa has been growing, creating new business opportunities and jobs. It is likely that visitor numbers will continue growing slowly, gradually creating more opportunities for business and employment.

Tourism is an industry that offers business opportunities as small as selling crafts by the roadside, and as big as running an international hotel chain. It also offers jobs at different skill levels. But it is also an industry with many challenges. Many tourism enterprises fail, or struggle to survive during the quiet tourism season. Many of the jobs created are part time, and involve working difficult hours for little money.

At the same time, working in the tourism industry can be enjoyable and satisfying.

This workshop is aimed at empowering people to make good decisions about participating in the tourism industry, taking the aforementioned into consideration. After this workshop participants should be able to answer the following questions:

1. Do I want to work in the tourism industry at all?
2. Am I willing to take on the risks and challenges of being an entrepreneur – or would I prefer to look for a job?
3. Do I want to go into a tourism business?
4. If I want to go into a tourism business, what kind of enterprise could I make a success of in this area?

### TARGET AUDIENCE:

Residents and citizens of a particular area targeted for tourism development that have attended Programme 1 and 2 and based on knowledge gained, wish to pursue a business idea in tourism.

Residents and citizens of a particular area targeted for tourism development that have not necessarily been involved in previous workshops but have business experience, have a business idea in tourism, or who have been operating a tourism business for not more than 12 months.

### WORKSHOP OUTCOMES:

**At the end of the workshop participants will be able to:** make an informed decision about participating in the tourism industry, or growing their existing small tourism business.

**This will be reflected in their ability to:** Decide whether they have the attributes of being a successful entrepreneur in the tourism industry, and what kind of enterprises could be successful in their area.

### DURATION OF WORKSHOP:

1 day

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**DELIVERY MECHANISMS:**

1-day workshops conducted within communities – through municipalities, local authorities and the tourism authority in the Buffalo City Municipality.

To ensure widest community coverage, should be supported by a media campaign: through community newspapers, radio and local publications as a reinforcement of the topics covered in the workshops. Use catchy slogans, tourist icon or character.

**ELEMENTS OF TOPICS AND CONTENT:**

<b>MODULE 1: DECISION MAKING AND PLANNING FOR SUCCESS</b>	
<b>TOPICS</b>	<b>SUGGESTED CONTENT</b>
First steps in planning a business	A good business idea – consider your market, your environment, resources, threats, opportunities. Evaluate a tourism business idea for suitability, feasibility and sustainability Having a competitive Star product Planning the next steps
Market knowledge	Provide tools to participants on how to research the tourist market
Identifying your target market	Activity based: provide tools to participants on how to identify their target market
Identifying the resources you need	Activity based: identify necessary human, economic, cultural and natural resources and equipment and materials for your tourism business
Cultural resources – to use or not to use	Identify and analyse cultural resources in terms of: Is it acceptable to use? To whom does it belong? What will be the negative and positive impacts of using a cultural resource? How will it be used?
Natural resources – to use or not to use	Identify and analyse natural resources in terms of: Natural resources belong to all. Can you get access for tourism use? Can you use it sustainably?
Threats and opportunities	<b>Threats:</b> INTERNAL – e.g. bad management, poor planning, lack of commitment, lack of knowledge. EXTERNAL – e.g. competition, changes in market, inputs become unavailable, accidents  <b>Opportunities:</b> Gaps in the chain of tourism products; Location: at or near a tourism route/destination; Cooperation with other businesses; Regional or route development activities

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**MODULE 2: LINKAGES AND NETWORKS**

Linkages and networks: essential for tourism business

Identify ways of building linkages and networks, e.g. Sharing customers, referring customers, providing add-on services and products to an existing product, combining products-routes, tours etc., Mentoring, associations.

**EXISTING PRODUCTS THAT COULD BE UTILISED:****TOURISM AWARENESS FOR EMERGING ENTREPRENEURS (TAE) (DEAT INITIATIVE DEVELOPED BY THE TOURISM ENTERPRISE PROGRAMME (TEP))**

This programme is specifically designed to assist potential new entrants into the tourism industry with practical information and tools to make an informed decision on their potential business venture.

**ENTERPRISE DEVELOPMENT SUPPORT PROGRAMME (DEAT INITIATIVE DEVELOPED BY THE TOURISM ENTERPRISE PROGRAMME (TEP))**

This programme is a logical progression from the TAE for new entrants that have progressed to starting a small business. It is a modular programme that covers all elements of a small tourism business – business planning, finance, marketing, administration, business growth, networking and trade shows etc.

**DTI – BUSINESS START-UP BOOKLETS**

These booklets focus mostly on generic business start-up and the specialised tourism elements would need to be added

**NOTE:**

The Tourism Small Business Support Function outlined in Section 3 contains recommendations for a client resource kit that could add value to the Tourism Entrepreneurship workshops

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## 2.5 TOURISM AWARENESS – STRATEGIES AND METHODOLOGY

### TEACHING AND LEARNING STRATEGIES:

#### Workshops Design and Facilitation:

**Structure:** The workshops can be delivered as follows:

Tourism Awareness: half-day session consisting of approximately 4 hours

Tourism and Communities: half-day session consisting of approximately 4 hours

Tourism Entrepreneurship: 1 Day session consisting of approximately 7,5 hours

**Practice:** Workshop sessions should, as far as possible, engage participants in active learning tasks and activities in which they can both develop and demonstrate the desired competencies. Traditional transmission methods of teaching should be avoided.

**Facilitators:** The workshops require facilitators with some understanding of the changing tourism industry and the local area, as well as elements of entrepreneurship. They need not necessarily be tourism, business or training experts, but have the basic elements of understanding in these areas of competence.

**Context and content:** must be usable and applicable in the Buffalo City Municipal area context.

**Language:** Core resource material should be in English, but making available facilitation and selected activity tools and resources in local languages should be considered.

### TEACHING AND LEARNING SUPPORT MATERIALS:

- For each workshop, a well designed learner's resource book/work book will be needed which provides learners with the essential information and the step-by-step guidance they need to participate in the learning activities. Activity templates and worksheets could be designed and either included in the learner's resource and/or as photocopiable sheets in the facilitator's guide.
- A high quality facilitator guide is required for each workshop that will provide facilitators with the information and step-by-step guidance they need to run the workshops effectively and assess the competence of participants in terms of the learning outcomes.
- A programme administration guide and a reasonably structured monitoring and evaluation programme are required.

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### **FORM OF EVALUATION AND CERTIFICATION:**

Buffalo City Tourism could consider designing a badge or pin that identifies participants as having undergone this training.

### **PATHWAYS AND LINKAGES:**

- From each workshop, participants should be able to identify future learning pathways and support programmes in either the tourism awareness series and/or the enterprise development support series.
- The workshops should be seen as steps towards an integrated set of tourism awareness interventions that aim to develop tourism awareness and customer service, focus on community tourism, and emerging entrepreneurs. Participants could move to these further steps depending on their individual intentions in terms of tourism.

### **MONITORING AND EVALUATION:**

Long term monitoring and evaluation of the effectiveness of tourism awareness in the broader sense can be done through the setting of quality indicators for the Buffalo City Tourism Master Plan and measuring against these over time through various mechanisms, e.g. information offices providing feedback on the quality indicators.

Areas highlighted could be:

Quality Service to Tourists;

Safety and Security incidents;

Visitor statistics

In the area of Entrepreneurship, indicators could be the number of businesses created that have succeeded or failed, the particular area of their operations, whether they have gone on to start a business after the workshops etc. A mechanism for achieving this could be the creation of a dedicated Tourism Small Business Support Function (outlined in Section 3), specialised in assisting and advising small tourism businesses on tourist statistics, gaps in tourism product, skill programmes etc. who would also play a role in keeping small business statistics and developments for a particular area.

## 2.6 TOURIST EDUCATION PROGRAMME:

Programmes that give tourists basic information on:

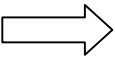
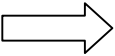
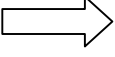
- Local cultures
- Attractions
- Environmental issues
- Safety and security

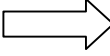
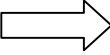
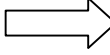
and general knowledge of a particular area could be provided as follows:

**A brochure that is segmented by topics**, giving details under each topic, could be made widely available in the Buffalo City Municipal area (elements of the brochure could also be incorporated into Buffalo City website). The brochure could also be designed as a set of specialised thematic brochures (which could be sponsored by business) and a general synthetic overview. It should be noted that in many countries such brochures are also made available to schools and community wardens in order to provide an ongoing awareness to citizens. The symbiosis: citizens-tourists, is considered the key for quality service and client satisfaction.

Outlets to be included would be all tourist information points, the Tourism Authorities, service points such as gas stations, banks, retail outlets etc. and in hotels, restaurants, and all attractions.

(A similar brochure is already produced by the Buffalo City Tourism and incorporates a map of the area.)

<b>BUFFALO CITY - TOURIST TIPS AND INFORMATION ON OUR LOCAL CULTURE AND ENVIRONMENT -</b>		
<b>UNDERSTANDING OUR LOCAL CULTURE</b>		Information on local traditions, foods, dress, festivals, religions. Accepted behaviour by visitors in respecting local cultures and traditions.
<b>MAKING THE MOST OF OUR LOCAL ATTRACTIONS</b>		Information on local attractions that link with local culture and tradition, e.g. cultural events, museums, cultural routes etc. Information on local attractions in the general sense
<b>PROTECTING OUR ENVIRONMENT</b>		Information on special and unique elements of the environment in the area. Protecting our natural and cultural heritage in Buffalo City. The do's and don'ts in terms of environmental protection and respecting the natural and cultural heritage for the future.

<b>RESPONSIBLE TOURISM AND ITS BENEFITS</b>		Buffalo City commitment to responsible tourism. Tourism product respects people, environment, heritage and culture and benefits the wider community.
<b>KEEPING TOURISTS SAFE</b>		Safety tips for tourists
<b>BUFFALO CITY QUALITY TOURISM</b>		Explanation of the Buffalo City commitment to Quality Tourism (a detachable, postage paid response form could be included for tourists to document their experiences in Buffalo City)

The tourist education brochure could be linked to a Tourism Quality Programme in the Buffalo City Municipal area that adheres to principles such as:

- Responsible Tourism
- Sustainable Tourism
- Environmental Protection

These principles also form the foundation of National Policy for tourism development.

The Tourism Quality Programme could form part of the evaluation and measurement system broadly outlined in the Tourism Awareness section of this report.

Visitors to any area are becoming more discerning and conscious of how an area considers and ensures its protection over time, particularly international tourists.

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### **SECTION 3: ENTERPRISE DEVELOPMENT AND SUPPORT PROGRAMME:**

The SMME sector in tourism in South Africa should play a critical role in the growth of our tourism industry, especially in terms of new and growing tourism trends in eco-tourism, culture and heritage, agri-tourism etc.

It is also well known that tourism is able to create jobs faster than any other industry. If there is a healthy and growing SMME sector in the tourism industry, this will result in job creation. Caution should be noted here, as expectations have been raised on the true number of jobs that the tourism SMME sector can create, as opposed to the formal job sector. This should particularly be seen in the light of small tourism businesses being started, and then failing in their first year of operations due to a number of reasons:

- Entrepreneurs choose to enter tourism without the necessary understanding of the industry, the tourism value chain, and the real needs and expectations of tourists;
- The tourism product is not realistically analysed for its viability, sustainability, attraction value etc. within the context of a Regional Tourism Development perspective
- Finance is always an issue;
- Unable to market their businesses effectively in terms of the tourism value chain and networking;
- General business skills;

It is also a critical factor that small tourism businesses and entrepreneurs understand the notion of “clustering” themselves within a range of offerings from other businesses that are complementary to their own product or service. Overall, this should also have a fit with the tourism development plans for the area.

To inform the recommendations for an Enterprise Development and Support Programme for the Buffalo City Tourism Master Plan, a sample survey of small tourism businesses was conducted and interviews held with small tourism businesses. An example of the questionnaire, list of businesses surveyed, and a summary of results is contained in Appendix B.

The sampling survey was designed to get information from small businesses on the types of challenges they face in running their businesses. A number of issues arose out of this research, and these form part of formulating recommendations for an Enterprise Development and Support Programme.

#### **3.1 Tourism Small Business: Needs Analysis**

The highest priority skills expressed by business owners were:

- Marketing
- Quality Assurance
- Tourism Industry networking
- Financial

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In the area of more generic skills, **access to information** was highlighted as a major source of frustration for small businesses. Being able to **negotiate and marketing and networking for their businesses** were an area of high priority. Financial skills were always a priority.

**It is difficult for small business owners to take time to acquire skills.** Very often the owner has to be there all the time, and support staff are also utilised to their fullest. There are currently few programmes that consider the real needs of a tourism small business owner. Programmes are often far too sophisticated, covering high levels of finance, marketing etc. that are designed for large companies. They are also not very flexible.

**Small businesses need access to skills programmes that are designed to meet their needs in terms of timing, content, and application.** Business owners may not need high levels of financial skills at the outset of their business; they need the basics of proper record keeping, cash flow management, legislation in terms of tax etc. As their business grows, they need to be able to have access to learning pathways that suit them as and when they require it, and that can practically help them to progress.

It must also be noted that tourism as a service industry is fairly unique in its structures and workings, and requires specialised skills. Many of the existing small business programmes cater for traditional business skills – mainly focused on retailing and manufacturing. Tourism small business skills requires programmes that give small businesses the unique aspects of the industry – **marketing and networking** are such a crucial part of the success of a tourism business, and are specialised. Access to information, technology and being able to negotiate amongst operators, inbound and outbound, are key elements of success for any small tourism operator.

Researching and refining a tourism business idea in terms of the environment, complementing tourism development in an area, attraction value to tourists, quality and uniqueness are also important to the success of a small tourism business. Very often, small businesses are started without making this up-front research, and the business is set to fail before it has even begun.

**Tourism small business creation can contribute to the transformation of the tourism industry in South Africa,** and new businesses also have the opportunity to establish themselves along the lines of international trends in responsible tourism, new tourism and using tourism as a catalyst for building understanding between different cultures and peoples. This area of tourism business can play an important role in giving South Africa a unique and multi-layered offering to tourists, both domestically and internationally. Currently, the Buffalo City Municipal area does not have a wide variety of offerings that takes advantage of the very rich culture and heritage of the area, and the Tourism Master Plan development projects present a myriad of opportunities to further develop this, e.g. the proposed Struggle Route.

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**Summary:**

**Small business skills programmes need to be tailored to suit the needs of the small tourism business sector. We have recommended a series of modules and interventions that will meet these special needs, and these are covered in detail in the following recommended content for the Enterprise Development and Support programme.**

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## **3.2 ENTERPRISE DEVELOPMENT AND SUPPORT PROGRAMME:**

### **PROGRAMME PURPOSE:**

The Enterprise Development and Support Programme is designed for Tourism small businesses that need support to develop and grow their businesses, whilst also ensuring that they operate legally, keep appropriate records, and meet legislative requirements.

The Programme covers all elements of starting and running a business, and will give practical tools to enable business owners to implement the theory that they learn.

The Programme is designed to address the expressed difficulties of small businesses to identify and access useful and applicable programmes that are delivered in line with their needs in terms of time, practicality, and application in their own businesses.

Small business owners should be guided through the delivery of the Programme by the Tourism Small Business Support Function who can assist them to access established delivery channels for the Programme.

### **TARGET AUDIENCE:**

Any tourism small business owner that needs assistance in managing and running their business.

### **WORKSHOP OUTCOMES:**

**At the end of the workshop participants will be able to:**

- Research and develop a good business plan
- Accurately keep business and financial records according to accepted practices.
- Market their business effectively
- Manage their human resources in terms of legislative requirements and their business needs
- Understand elements of business development
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**This will be reflected in their ability to:** Grow and develop a successful tourism small business.

### **DURATION OF PROGRAMME:**

Workshop interventions structured over 1 or 2 days each until completion of the required modules

### **DELIVERY:**

The workshops can be flexibly structured and delivered by existing SMME support structures, for example, partnerships can be established with the One-Stop Shop programme, or the Business Bus that is established in the Buffalo City area. The content recommended can be accessed as a developed programme supported by the Department of Environmental Affairs and Tourism,.

**ELEMENTS OF TOPICS AND CONTENT:**

**MARKETING**

<b>SUGGESTED CONTENT</b>	
<b>FOUNDATION</b>	<b>INTERMEDIATE</b>
<b>MODULE: Generic marketing tools and ideas for SMMEs</b>	
<p>Overview of Marketing</p> <p>Market Research: Understanding who your customers are and what they want</p> <ul style="list-style-type: none"> <li>▪ Desk research</li> <li>▪ Field Research: Surveys</li> <li>▪ What should go into a survey</li> <li>▪ Collecting the information</li> <li>▪ Analysing the information</li> </ul> <p>Market segmentation</p> <p>Customer value segmentation</p> <p>Review of customer needs and your target audience</p> <p>Competitors</p> <ul style="list-style-type: none"> <li>▪ Identifying your direct competitors</li> <li>▪ Introduction to SWOT analysis</li> <li>▪ Identifying your competitors SWOT</li> <li>▪ Analysing your competitors service/product gaps</li> </ul> <p>Differentiating between your product and services and your competitors</p>	<p>Review Market research, market segmentation, competitors</p> <p>Customer Expectations &amp; Measurement:</p> <ul style="list-style-type: none"> <li>▪ Customer satisfaction surveys</li> </ul> <p>Effect of operations on effectiveness of marketing</p> <ul style="list-style-type: none"> <li>▪ Operational audit: quality of service and product</li> <li>▪ Identifying signs of trouble, Operational wellness and ingredients for success</li> <li>▪ SWOT Analysis of your business</li> <li>▪ Developing a customer relationship management action plan</li> </ul>
<b>MODULE: Product</b>	
<p>Overview of elements that make up a product or a service and how they can effect your business</p> <ul style="list-style-type: none"> <li>▪ Product range and size</li> <li>▪ Identifying the features and benefits of your product</li> <li>▪ Company identity: image, signage, standardisation</li> <li>▪ Product identity: branding, colours</li> <li>▪ Packaging and labelling decisions of a service or product</li> </ul> <p>Identification of products or services to complement your core product</p>	<p>Service Differentiation</p> <ul style="list-style-type: none"> <li>▪ How do you differentiate your service to deliver consistently higher quality service than your competitors</li> </ul> <p>Managing Service Quality</p> <ul style="list-style-type: none"> <li>▪ Service Quality Model</li> <li>▪ A review of the 5 quality service gaps and companies that excel</li> <li>▪ After-sales questionnaires</li> <li>▪ Complaints system</li> <li>▪ How to handle customer complaints and turn them into loyal customers</li> </ul> <p>Developing a positioning strategy Which differences should be promoted? Benefit, Application, User, Competition, Product, Quality / Price</p>
<b>MODULE: Pricing</b>	
<p>Overview of pricing</p> <ul style="list-style-type: none"> <li>▪ Cost – mark-up's</li> <li>▪ Competition</li> <li>▪ Demand</li> </ul>	<p>Overview of pricing methods, influencing factors and discounts and allowances</p> <p>Selecting a pricing objective for the industry you operate in, under the following circumstances:</p>

<p>Selecting a pricing method</p> <ul style="list-style-type: none"> <li>▪ Mark up pricing</li> <li>▪ Target Return pricing</li> <li>▪ Perceived value pricing</li> <li>▪ Going-rate pricing</li> <li>▪ Sealed-bid pricing for tender purposes</li> </ul> <p>Understanding influencing factors:</p> <ul style="list-style-type: none"> <li>▪ Competitors pricing</li> <li>▪ Your marketing-mix elements</li> <li>▪ Geographical</li> </ul> <p>Price Discount and Allowances</p> <ul style="list-style-type: none"> <li>▪ Quantity Discounts</li> <li>▪ Seasonal Discounts</li> </ul> <p>Promotional Pricing</p>	<ul style="list-style-type: none"> <li>▪ Survival</li> <li>▪ Profit</li> <li>▪ Revenue</li> <li>▪ Penetration - Sales Growth</li> <li>▪ Market Skimming</li> <li>▪ Product-Quality</li> </ul> <p>How to identify when customers will be less price sensitive – 9 criteria</p> <p>Review of Price / Quality pricing model</p> <p>Price Reaction programme for meeting a competitor price reduction</p> <p>Decisions to take on your final price</p>
<p><b>MODULE: Channels of marketing: Promoting your product or service</b></p>	
<p>Overview of tools for promoting your product or service:</p> <ul style="list-style-type: none"> <li>▪ Personal Selling</li> <li>▪ Company brochure</li> <li>▪ Company profile</li> <li>▪ Advertising: print and electronic</li> <li>▪ Press releases</li> <li>▪ Exhibitions / Trade Shows</li> <li>▪ Sales promotion</li> <li>▪ Web Site</li> </ul> <p>Getting your brochure ready for the reproduction, layout and printing:</p> <ul style="list-style-type: none"> <li>▪ Information required in your brochure</li> <li>▪ Powerful introduction covering the W's</li> <li>▪ Product and or Services Offered</li> <li>▪ Understanding the difference between features and benefits</li> <li>▪ Identifying the benefits that will be placed in your brochure</li> </ul> <p><b>Web Sites</b></p> <p>Getting your web site information ready for design and layout:</p> <ul style="list-style-type: none"> <li>▪ Information required</li> <li>▪ How the information should link between screens</li> <li>▪ The look and feel of your web site</li> <li>▪ Product and or Services Offered</li> <li>▪ Contact pages</li> <li>▪ Driving traffic to your web site</li> <li>▪ Registering your web site with top search engines free of charge and why it is important to do so</li> <li>▪ How search engines work –modify your text so that search engines pick up your web site in the initial search results</li> </ul> <p>Electronic newsletters to your clients</p> <ul style="list-style-type: none"> <li>▪ Writing an electronic newsletter</li> </ul> <p>Maintaining your database</p>	<p>Trade shows</p> <ul style="list-style-type: none"> <li>▪ Fundamentals of a successful exhibition: preparation and invitations</li> <li>▪ Stand design and construction</li> <li>▪ Selecting and recruiting staff</li> <li>▪ Do's and don'ts on the day</li> <li>▪ Make ever customer contact count</li> <li>▪ Managing your leads generated at the show</li> </ul>

<b>MODULE: Selling – sales techniques</b>	
<p>Selling Skills</p> <p>How to communicate and sell to your customers through:</p> <ul style="list-style-type: none"> <li>▪ Satisfying their needs</li> <li>▪ Recognizing opportunities</li> <li>▪ Understanding features</li> <li>▪ Understanding benefits</li> </ul> <p>Developing sales pitches for your product or service</p> <p>Understanding Selling skills of:</p> <ul style="list-style-type: none"> <li>▪ Probing</li> <li>▪ Supporting</li> <li>▪ Closing</li> </ul> <p>Overview of Selling Skills Understanding customer attitudes and how to overcome them: Recognize customer acceptance; Dealing with scepticism; Dealing with indifference; Dealing with objections.</p> <p>Developing a call report system. The importance of customer follow-up.</p>	<p>Targeting your sales efforts:</p> <ul style="list-style-type: none"> <li>▪ Targets and budgets</li> <li>▪ Identifying seasonal peaks and troughs and how they can effect your budget</li> <li>▪ Sales objectives and their implications</li> </ul> <p>Managing Sales</p> <ul style="list-style-type: none"> <li>▪ Geographic basis</li> <li>▪ Product basis</li> <li>▪ User sectors (market segments)</li> <li>▪ Customer</li> </ul>

## FINANCIAL

### SUGGESTED CONTENT

FOUNDATION	INTERMEDIATE
<b>MODULE: Bookkeeping</b>	
<p>Basic bookkeeping concepts</p> <ul style="list-style-type: none"> <li>▪ Double entry system</li> <li>▪ Books of entry and accounting records</li> <li>▪ Cashbook</li> <li>▪ Ledgers</li> <li>▪ Journals</li> </ul> <p>Transactions</p> <p>Accounting processes – operating procedures</p> <p>Understanding basic accounting documents</p> <p>Basic principles of receipts and payments</p> <p>An introduction to Cashbook accounting</p> <ul style="list-style-type: none"> <li>▪ Analysis cash books</li> <li>▪ Recording transactions</li> <li>▪ Cash receipts and payments journals</li> <li>▪ Bank reconciliation process</li> </ul>	<p>Ledger accounts</p> <ul style="list-style-type: none"> <li>▪ Recording transactions</li> <li>▪ The accounting system</li> <li>▪ Recording various transaction types</li> </ul> <p>The accounting cycle</p> <ul style="list-style-type: none"> <li>▪ Initial recording of transactions by journalising</li> <li>▪ Journalising process</li> <li>▪ Posting journals to the ledger <ul style="list-style-type: none"> <li>○ Format of a ledger account</li> <li>○ List of ledger accounts</li> <li>○ Posting procedure</li> </ul> </li> </ul> <p>Supplementary ledgers</p> <ul style="list-style-type: none"> <li>▪ Sales ledgers</li> <li>▪ Purchase ledgers</li> <li>▪ Debtors ledgers</li> <li>▪ Creditors ledgers</li> <li>▪ Stock records</li> </ul> <p>Recording transactions in supplementary ledgers</p> <p>Administrative systems</p>

<b>MODULE: Basic accounting</b>	
<p>Understanding basic accounting documents</p> <ul style="list-style-type: none"> <li>▪ Sales Invoices</li> <li>▪ Expenditure requisitions</li> <li>▪ Purchase orders</li> <li>▪ Supplier documentation <ul style="list-style-type: none"> <li>○ Delivery notes</li> <li>○ Supplier Invoices</li> </ul> </li> <li>▪ Petty cash vouchers</li> <li>▪ Client statements</li> </ul> <p>Basic principles of receipts and payments</p> <ul style="list-style-type: none"> <li>▪ Receipts <ul style="list-style-type: none"> <li>○ Cash</li> <li>○ Cheques</li> <li>○ Electronic payments</li> </ul> </li> <li>▪ Payments <ul style="list-style-type: none"> <li>○ Cash</li> <li>○ Cheques</li> <li>○ Electronic payments</li> </ul> </li> </ul> <p>Determining mark-ups in a business</p> <p>Applying percentages in basic financial calculations</p> <p>How commissions affect numbers</p> <p>Basic accounting concepts</p> <ul style="list-style-type: none"> <li>▪ Double entry system</li> <li>▪ Elements of financial statements</li> <li>▪ The accounting equation</li> <li>▪ Fair presentation</li> <li>▪ Accounting policies</li> <li>▪ Books of first entry</li> <li>▪ Money in organisations</li> <li>▪ Types of accounting</li> </ul> <p>Accounting transactions and records</p> <p>The accounting cycle</p> <p>Understanding books of entry</p> <ul style="list-style-type: none"> <li>▪ Cashbook</li> <li>▪ Ledgers</li> <li>▪ Journals</li> <li>▪ Stock records</li> </ul> <p>Trial balance</p> <p>Determining profit</p> <p>Administrative systems</p>	<p>Advanced applications of percentage calculations</p> <ul style="list-style-type: none"> <li>▪ Mark-ups</li> <li>▪ Gross / net profit margins</li> <li>▪ Discounts</li> <li>▪ Commissions</li> <li>▪ Taxes</li> </ul> <p>Basic principles of Value Added Tax</p> <p>Input VAT</p> <ul style="list-style-type: none"> <li>▪ Standard rating</li> <li>▪ Zero rating</li> <li>▪ Exempt items</li> </ul> <p>Output VAT</p> <ul style="list-style-type: none"> <li>▪ Running expenditure</li> <li>▪ Capital expenditure</li> </ul> <p>The components of the SARS VAT return</p> <p>Completing a SARS VAT return</p>
<b>MODULE: Advanced accounting</b>	
<p>Understanding equity</p> <p>The purpose and function of financial statements</p> <p>Balance Sheet</p> <ul style="list-style-type: none"> <li>▪ Equity</li> <li>▪ Fixed assets</li> <li>▪ Investments</li> <li>▪ Current assets</li> <li>▪ Current liabilities</li> <li>▪ Net assets</li> <li>▪ Sources of capital</li> <li>▪ Reserves</li> <li>▪ Long-term loans</li> </ul> <p>Income Statement</p>	<p>Analysing financial statements</p> <p>Users of financial information</p> <ul style="list-style-type: none"> <li>▪ Ratios <ul style="list-style-type: none"> <li>○ Past performance</li> <li>○ Benchmarking</li> <li>○ Targets</li> </ul> </li> <li>▪ Balance sheet ratios <ul style="list-style-type: none"> <li>○ Cash</li> <li>○ Capital</li> </ul> </li> <li>▪ Income statement ratios <ul style="list-style-type: none"> <li>○ Profitability ratios</li> <li>○ Measuring profitability</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>▪ Turnover</li> <li>▪ Cost of sales</li> <li>▪ Gross profit</li> <li>▪ Other costs</li> <li>▪ Operating profit</li> <li>▪ Net profit &amp; Retained profit</li> </ul> <p>Cash flow statement</p> <ul style="list-style-type: none"> <li>▪ Cash generated from operations</li> <li>▪ Other components</li> </ul> <p>Notes to financial statements</p> <ul style="list-style-type: none"> <li>▪ The purpose of notes</li> </ul> <p>Basic content</p>	<p>Assessing organisational performance</p> <ul style="list-style-type: none"> <li>▪ Management ratios <ul style="list-style-type: none"> <li>○ Profit on capital employed</li> <li>○ Profit on sales</li> <li>○ Analysing sales</li> <li>○ Creditors ratio</li> <li>○ Stock ratio</li> <li>○ The current ratio</li> </ul> </li> </ul> <p>The liquid ratio</p>
<b>MODULE: Costing and Pricing</b>	
<p>What is costing?</p> <p>The elements of cost:</p> <ul style="list-style-type: none"> <li>▪ Direct materials</li> <li>▪ Direct labour</li> <li>▪ Operational overheads</li> <li>▪ Marketing and distribution</li> <li>▪ General administration</li> </ul> <p>Fixed and variable costs</p> <p>The principles of costing</p> <ul style="list-style-type: none"> <li>▪ Absorption costing</li> <li>▪ Marginal costing</li> </ul> <p>Introduction to costing methods</p> <ul style="list-style-type: none"> <li>▪ Specific order costing</li> <li>▪ Operation costing</li> </ul> <p>Choice of appropriate costing method</p> <ul style="list-style-type: none"> <li>▪ Job costing</li> <li>▪ Process costing</li> <li>▪ Service costing</li> <li>▪ Batch costing</li> </ul> <p>Costing in the service sector</p> <p>How costs influence pricing</p>	<p>The practical analysis of costs</p> <ul style="list-style-type: none"> <li>▪ Direct materials</li> <li>▪ Direct labour</li> <li>▪ Operational overheads</li> <li>▪ Marketing and distribution</li> <li>▪ General administration</li> </ul> <p>Assessing the relationship between fixed and variable costs</p> <p>Implementing costing systems in a business environment</p> <ul style="list-style-type: none"> <li>▪ Job costing</li> <li>▪ Process costing</li> <li>▪ Service costing</li> <li>▪ Batch costing</li> </ul> <p>Activity based costing</p> <p>Developing a pricing policy – the key components</p>
<b>MODULE: Budgeting and cost control</b>	
<p>Planning the business through budgets</p> <ul style="list-style-type: none"> <li>▪ Long-term</li> <li>▪ Medium term</li> <li>▪ Short-term</li> </ul> <p>An introduction to the budgeting process</p> <p>Forecasting, budgeting and establishing targets</p> <ul style="list-style-type: none"> <li>▪ Bottom-up budgeting</li> <li>▪ Top-down budgeting</li> </ul> <p>Developing cost budgets</p> <ul style="list-style-type: none"> <li>▪ Direct materials</li> <li>▪ Direct labour</li> <li>▪ Operational overheads</li> <li>▪ Marketing and distribution</li> <li>▪ General administration</li> </ul> <p>Flexible budgeting</p> <p>The budget in physical terms</p> <p>The capital expenditure budget</p> <ul style="list-style-type: none"> <li>▪ Determining the need for capital expenditure</li> <li>▪ Decisions regarding financing of capital</li> </ul>	

<p>expenditure</p> <ul style="list-style-type: none"> <li>▪ Depreciation and replacement provisions in budgeting</li> </ul> <p>Variance accounting</p> <p>Exception reporting</p> <ul style="list-style-type: none"> <li>▪ Budget exceptions</li> <li>▪ Unit cost exceptions</li> <li>▪ Fixed and variable cost exceptions</li> <li>▪ Overhead cost exceptions</li> </ul> <p>Budgets and rolling forecasts</p> <p>Production cost budgets</p> <ul style="list-style-type: none"> <li>▪ Cost of production</li> <li>▪ Direct costs</li> <li>▪ Raw material costs</li> <li>▪ Work-in-progress</li> <li>▪ Other costs</li> </ul>	
<b>MODULE: Cash flow and cash management</b>	
<p>Basic principles in maintaining a cashbook</p> <p>The relationship between planning and budgeting and cash flow management</p> <p>Receipts and payments vs. income and expenditure</p> <p>The impact of tax and VAT on cash flow</p> <ul style="list-style-type: none"> <li>▪ Provision for payments</li> <li>▪ Basic cash flow planning</li> </ul> <p>Introduction to bank reconciliation</p> <p>Cash flow statements</p>	<p>Cash flow information</p> <ul style="list-style-type: none"> <li>▪ The purpose of a cash flow statement</li> <li>▪ The presentation of a cash flow statement</li> <li>▪ The format of a cash flow statement</li> <li>▪ Elements of a cash flow statement <ul style="list-style-type: none"> <li>○ Operating activities</li> <li>○ Investing activities</li> <li>○ Financing activities</li> </ul> </li> <li>▪ Basic methodology for preparing a cash flow statement</li> </ul> <p>Cash flow forecasting</p>
<b>MODULE: Financial processing and system</b>	
<p>An introduction to computerised financial processing</p> <p>How the double entry system is accounted in a computerised environment</p> <p>An introduction to a computerised financial system:</p> <ul style="list-style-type: none"> <li>▪ Opening balances</li> <li>▪ Business entity specific information</li> </ul> <p>An introduction to data entry in a computerised system</p> <ul style="list-style-type: none"> <li>▪ Dates</li> <li>▪ Values</li> <li>▪ VAT</li> <li>▪ References (suppliers, clients, etc.)</li> <li>▪ Descriptions</li> </ul> <p>Data retrieval in a computerised system</p> <p>Structuring and maintaining an expense code table</p> <p>Structuring and maintaining a supplier table</p> <p>Structuring and maintaining a client table</p>	<p>Accounting for sales and revenue in a computerised financial system:</p> <ul style="list-style-type: none"> <li>▪ Client table</li> <li>▪ Creating invoices</li> <li>▪ Entering client payments <ul style="list-style-type: none"> <li>○ Cash</li> <li>○ Cheques</li> <li>○ Electronic payments</li> <li>○ Credit card payments</li> </ul> </li> <li>▪ Accounting for sales discounts</li> <li>▪ Accounting for bad debts</li> </ul> <p>Accounting for expenditures in a computerised financial system:</p> <ul style="list-style-type: none"> <li>▪ Supplier table</li> <li>▪ Entering expenditures</li> <li>▪ Entering supplier payments</li> <li>▪ Entering personal payments</li> <li>▪ Accounting for drawings</li> <li>▪ Accounting for petty cash expenditure</li> </ul> <p>Accounting for fixed assets within a computerised financial system</p> <p>Administrative systems</p> <ul style="list-style-type: none"> <li>▪ Supporting documents</li> </ul> <p>Filing systems</p>

## BUSINESS MANAGEMENT

### SUGGESTED CONTENT

FOUNDATION	INTERMEDIATE
<b>MODULE: Types of businesses</b>	
<p>An introduction to business structures            Legal statuses of business entities            The Sole Trader as a business structure</p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Legal aspects of a Sole Trader</li> <li>▪ Accounting treatment of a Sole Trader</li> <li>▪ Financial statements</li> <li>▪ Tax implications</li> </ul> <p>The Partnership as a business structure</p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Legal aspects of a partnership</li> <li>▪ Accounting treatment</li> <li>▪ Financial statements</li> <li>▪ Admission of a partner</li> <li>▪ Withdrawal of a partner</li> <li>▪ Dissolution of a partnership</li> </ul> <p>The Close Corporation as a business structure</p> <ul style="list-style-type: none"> <li>▪ The nature of a CC</li> <li>▪ Forming a Close Corporation</li> <li>▪ Membership</li> <li>▪ Internal relations between members and the CC</li> <li>▪ External relations</li> <li>▪ Accounting &amp; reporting</li> <li>▪ The Accounting Officer</li> <li>▪ Tax implications</li> </ul> <p>Financial statements of a CC</p>	
<b>MODULE: Operation and administration systems; internal controls</b>	
<p>Introduction to operational systems</p> <p>Procurement</p> <ul style="list-style-type: none"> <li>▪ Key principals in procurement : quality, delivery and price</li> <li>▪ Identifying your suppliers, setting up and maintaining suppliers list</li> <li>▪ Operating procedures to manage the procurement process</li> <li>▪ Supplier evaluation system</li> </ul> <p>Operations / Service delivery</p> <ul style="list-style-type: none"> <li>▪ Scheduling</li> <li>▪ Resource planning</li> <li>▪ Inventory management</li> <li>▪ Operational process</li> <li>▪ Quality control</li> </ul> <p>Sales</p> <ul style="list-style-type: none"> <li>▪ Identifying your customers, setting up and maintaining customer list</li> <li>▪ Operating procedures</li> <li>▪ Price lists</li> </ul>	<p>Objectives of internal control systems            Control techniques and basic principles            Implementing internal controls in the business environment</p> <ul style="list-style-type: none"> <li>▪ Internal control over cash – receipts, payments, petty cash</li> <li>▪ Control over receivables and payables (debtors / creditors)</li> <li>▪ Control over inventories</li> <li>▪ Control over fixed assets</li> <li>▪ Control over remuneration processing</li> </ul> <p>Critical considerations in implementing internal control systems</p> <ul style="list-style-type: none"> <li>▪ Policies</li> <li>▪ Procedures</li> <li>▪ Segregation of duties</li> <li>▪ Administrative systems</li> <li>▪ Physical safeguards</li> <li>▪ Documentation</li> <li>▪ Insurance</li> <li>▪ Review</li> </ul> <p>Inherent limitations</p>

<p>Delivery system</p> <p>Introduction to administration systems</p> <p>Business management</p> <ul style="list-style-type: none"> <li>▪ Planning - Resource</li> <li>▪ Budgeting</li> <li>▪ Risk management</li> </ul> <p>Financial</p> <ul style="list-style-type: none"> <li>▪ Policies</li> <li>▪ Operating procedures</li> <li>▪ Transaction processing</li> <li>▪ Documentation management</li> </ul> <p>Human Resources</p> <ul style="list-style-type: none"> <li>▪ Employee database</li> <li>▪ Leave accounting system</li> <li>▪ Time keeping system</li> <li>▪ Remuneration processing system</li> </ul> <p>Marketing</p> <ul style="list-style-type: none"> <li>▪ Customer information system</li> <li>▪ Competitor information system</li> <li>▪ Market shares system by product, by geographical area, by target market</li> </ul>	
<b>MODULE: Key components of a business plan</b>	
<p>An introduction to the introductory Elements</p> <ul style="list-style-type: none"> <li>▪ Cover Page</li> <li>▪ Executive Summary</li> <li>▪ Table of Contents</li> </ul> <p>Business Description</p> <ul style="list-style-type: none"> <li>▪ An overview of the industry you operate in</li> <li>▪ A discussion of your company</li> <li>▪ Descriptions of the products/services you offer</li> <li>▪ Your positioning</li> <li>▪ Your pricing strategy</li> </ul> <p>The Market</p> <ul style="list-style-type: none"> <li>▪ Customers</li> <li>▪ Market Size and Trends</li> <li>▪ Competition</li> <li>▪ Estimated Sales</li> </ul>	<p>Development and Production : Product</p> <ul style="list-style-type: none"> <li>▪ Development Status : Product</li> <li>▪ Production Process : Product</li> </ul> <p>Cost of Development : Product</p> <p>Resource Requirements</p> <ul style="list-style-type: none"> <li>▪ Human Resource Requirements : Service</li> <li>▪ Expenses and Capital Requirements</li> </ul> <p>Sales and Marketing</p> <ul style="list-style-type: none"> <li>▪ Sales and Marketing Strategy</li> <li>▪ Method of Sales</li> <li>▪ Advertising and Promotion</li> </ul>

## HUMAN RESOURCES

### SUGGESTED CONTENT

FOUNDATION	INTERMEDIATE
<b>MODULE: Human Resources Recruitment</b>	
<p>Introduction to the employee resourcing process</p> <p>Conditions of service</p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ The need for conditions of service</li> <li>▪ Components               <ul style="list-style-type: none"> <li>○ Probation</li> <li>○ Working hours</li> <li>○ Overtime</li> <li>○ Leave</li> <li>○ Benefits</li> <li>○ Conduct rules</li> <li>○ Security</li> <li>○ Housekeeping</li> <li>○ Re-imbursive allowances and expenses</li> <li>○ Termination</li> </ul> </li> <li>▪ Formulating written conditions of service</li> <li>▪ Approval of conditions of service</li> <li>▪ Legislative compliance</li> </ul> <p>Offers and contracts of employment</p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ The purpose of offers of employment</li> <li>▪ The purpose of contracts of employment</li> <li>▪ Different types of employment contracts               <ul style="list-style-type: none"> <li>○ Full-time employees</li> <li>○ Part-time employees</li> <li>○ Contract employees                   <ul style="list-style-type: none"> <li>▪ The components of a contract of employment</li> <li>▪ Associated documentation</li> <li>▪ Acceptances</li> </ul> </li> </ul> </li> </ul> <p>Job descriptions</p> <ul style="list-style-type: none"> <li>▪ Introduction to job description</li> <li>▪ The role of job descriptions</li> <li>▪ Identifying the right skill</li> <li>▪ The components of a job description               <ul style="list-style-type: none"> <li>○ Reporting structure</li> <li>○ Broad objective</li> <li>○ Key performance areas</li> <li>○ Skills and experience</li> <li>○ Individuals freedom to act: decision making levels</li> <li>○ Financial impact of jobs on other positions</li> <li>○ Communication requirements</li> <li>○ Workshop: draft a generic job description - model answer provided</li> </ul> </li> <li>▪ Acceptances</li> </ul>	

<b>MODULE: Recruitment – Remuneration structuring and payroll processing</b>	
<p>Introduction to remuneration structuring</p> <p>Payroll Processing</p> <ul style="list-style-type: none"> <li>▪ Earnings</li> <li>▪ Statutory deductions (tax, UIF, SDL)</li> <li>▪ Deductions (pension, RAF, provident fund, union fees)</li> <li>▪ Employer contributions</li> <li>▪ Payslips</li> <li>▪ Statutory returns</li> </ul> <p>Payroll Processing</p> <ul style="list-style-type: none"> <li>▪ Earnings <ul style="list-style-type: none"> <li>○ Gross earnings</li> <li>○ Net earnings</li> <li>○ Taxable earnings</li> <li>○ Allowances</li> <li>○ Retirement funding income <ul style="list-style-type: none"> <li>▪ Statutory deductions (tax, UIF, SDL)</li> <li>▪ Deductions (pension, RAF, provident fund, union fees)</li> <li>▪ Employer contributions</li> <li>▪ Payslips</li> <li>▪ Statutory returns</li> <li>▪ Accounting for leave</li> </ul> </li> <li>○ Paid leave</li> <li>○ Unpaid leave</li> <li>○ Sick leave</li> </ul> </li> </ul>	
<b>MODULE: Training and Development Performance Appraisals and Training and Development Plans</b>	
<p>Performance Appraisals</p> <ul style="list-style-type: none"> <li>▪ Purpose of performance appraisal</li> <li>▪ Relationship between jobs and performance appraisal</li> <li>▪ Appraisal as a management tool</li> <li>▪ Formal appraisal</li> <li>▪ Informal appraisal</li> <li>▪ Structured appraisal</li> <li>▪ Measures: Quantitative and Qualitative</li> <li>▪ The components of a Performance Appraisal</li> </ul> <p>Implementing a performance enhancement programme</p>	<p>Training and Development</p> <ul style="list-style-type: none"> <li>▪ Recognising and assessing prior learning with individuals</li> <li>▪ Appraisal Audit and Training Assessment questionnaire</li> <li>▪ Individual competencies</li> <li>▪ Assessing competence – SAQA guidelines</li> <li>▪ Training and Development Policy</li> <li>▪ Training and Development Programme</li> <li>▪ Training and development database</li> <li>▪ Training methods</li> <li>▪ Evaluating training</li> <li>▪ Individual development</li> <li>▪ Team development</li> </ul>
<b>MODULE: Disciplinary and Grievance Procedures and Legislation</b>	
<p>Disciplinary Procedure</p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Elements of Disciplinary procedure</li> <li>▪ Authority to discipline</li> <li>▪ Disciplinary steps</li> <li>▪ Disciplinary code</li> <li>▪ Procedures to follow</li> </ul> <p>Appeals, Grievance Procedure</p>	

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The Modules for the Enterprise Development and Support Programme are the suggested content for a series of small business operational skills programmes.

The notion is for **flexibility of delivery, accessibility and practicality**, and not a structured A-Z programme that a learner has to follow rigidly.

The Modules should be structured in such a way that a small business owner can have access to “pieces” of the programme as and when it becomes necessary for them to further develop as their business grows. Therefore, it is suggested that an **individual “learning path”** is structured according to the business owners particular business and skill needs.

A small business owner could get guidance and assistance on structuring of their learning path through the services of a Tourism Small Business Support Function.

It must be noted that the recommended content is a fairly generic Small Business outline following traditional norms for small business. These modules are available through the DEAT Enterprise Programme that is developed as a national programme and financially supported.

There may be a need in the Buffalo City Municipal area to add various additional short modules that are tailored in context with the tourism market and development plans for the area.

The series of “How To” booklets recommended as a client kit resource for the Tourism Small Business Support Function could complement the Enterprise development programmes – these are outlined in detail on pages 59 and 60.

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### **3.3 PARTNERSHIPS FOR DELIVERY:**

The Department of Economic Affairs and Tourism in the Buffalo City Municipality have several programmes in SMME development as part of their overall strategy for the area, and in particular as support mechanisms for developing and promoting small enterprises within their area of jurisdiction.

These encompass:

One-Stop Shop in Mdantsane  
Mdantsane Tourism Development Centre;  
a Business Bus;  
the Business Place – a youth enterprise centre in King William’s Town  
Duncan Village manufacturing complex;  
Business Hives;  
Informal Trading Policy, and  
Local Youth Business Forum.

It would be opportune to utilise these programmes and infrastructure as a channel for an Enterprise Development and Support Programme for small tourism businesses in the Buffalo City Municipal area.

The Buffalo City Municipality have indicated that their LED Department has identified the need for an SMME database that need to be synergised with the Buffalo City Development Agency and other databases.

In addition, for the delivery of SMME support programmes, the LED Department is currently finalising a Memorandum of Understanding with the Department of Environmental Affairs and Tourism to provide support for SMME development. The Eastern Cape Tourism Board has also been involved in discussions and has established linkages with DEAT.

Some of the above programmes are supported under the Department of Trade and Industry (DTI) Group SMME Services and therefore have a wider credibility and opportunity for success. An example is the One-Stop Shop where the three spheres of government (national, provincial and local) coordinate their services. SMME’s are offered a broad range of services including start-up finance, drawing up of business plans, mentoring, skills training, registration of companies and close corporations.

The Enterprise Development and Support Programme, and the Tourism Small Business Support Function outlined in the following sections would fit ideally with these programmes, and would be able to get the necessary financial and resource support.

The One-Stop Shops also support the services of The Enterprise Organisation (TEO), a division of the DTI that is a key delivery mechanism for distributing the DTI business support incentives. Its main function is to facilitate and stimulate the development of sustainable competitive enterprises.

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Some of the TEO products that could support tourism small business development include:

Small and Medium Enterprise Development Programme (SMEDP)  
Skills Support Programmes  
IDC Support Programmes

### 3.4 Tourism Small Business Support Function:

The Tourism Enterprise Development Programme highlights the major areas for skill development and progression for small tourism businesses. In order for this to happen in a structured and meaningful way, **tourism small businesses need a point of contact that will assist and guide them through their various steps of development**, and provide the necessary information on support programmes, skill development programmes, marketing opportunities, business clustering etc.

There is also an opportunity through a Tourism Small Business Support Function to establish a networking programme for tourism SMME's, a newsletter, a data base of small businesses, both of direct tourism and of indirect suppliers to tourism businesses.

These are only a few suggestions on how a support function could play a vital role in the development of sustainable tourism businesses over time.

A **Tourism Small Business Support Function** could be housed within one of the Buffalo City support programmes for SMME's highlighted in the Department of Economic Affairs and Tourism's strategy as a specialised programme for tourism. The ideal home may be the One-Stop Shop as previously outlined, if these are well established and functioning entities within the Buffalo City Municipal area. A person would need to be recruited and appropriately trained to perform the function of servicing tourism SMME's in all facets of their operations.

### Responsibilities, Roles and Operations of a Tourism Small Business Support Function:

<b>Responsibilities:</b>
Associated to the position of Tourism Small Business Support Functions are overall responsibilities that should be discharged in order to perform the tasks related to the position and the office: <ul style="list-style-type: none"><li>- The Support Function has the responsibility to provide quality support to prospective, new and existing entrepreneurs who want to focus their business on Tourism and tourism-related products and services;</li><li>- The Support Function is responsible to scout, initiate and monitor local Tourism</li></ul>

Development Projects which creates opportunities for entrepreneurship and job creation in the area;

- The Support Function acts responsibly and professionally as a guide for entrepreneurs;
- The Support Function has the responsibility to liase regularly with Local and Provincial Authorities in order to optimise the opportunities for tourism development and economic empowerment.
- The Support Function has the responsibility to contribute proactively to further developing and enhancing quality and image of the support function in which they operate and of the Tourism SMME network.

**Role:**

- o Serve clients to their satisfaction - provide accurate, reliable and updated information; follow-up on client's issue resolution; advise clients professionally; etc.
- o Maintain, manage and further develop and contribute to the function's resources and knowledge; for example:
  - collect information continuously;
  - attend meetings relevant to the job and tourism development;
  - facilitate community forum;
  - communicate with colleagues in other areas;
  - document the viability of the existing businesses;
  - explore what could be done to increase the value of the community in the eyes of visitors and residents;
  - maintain solid relations with local governance bodies, with the Chambers of Commerce, Tourism Bureaux and other institutions that have Development as part of their mission
    - Etc.
- o Establish and maintain a panel of competent, qualified business consultants (Mentor Panel) in the areas most needed by its local clients;
- o Liase with local and provincial authorities and tourism-related organisations on matters of tourism business enablement and incubation;
- o Be aware of local tourism business opportunities and development plans or strategies, as well as of economic development programmes;
- o Scout, advertise and promote business opportunities relevant to its target clients (i.e. small and medium entrepreneurs and previously disadvantaged communities)
- o Maintain a Client Log File, and any other file requested by its modus operandi; for example:
  - List of Mentors
  - File of Statistics
  - List of References
  - File of training courses
  - Data Base of local SMME's
  - Contact points (local and provincial)
  - Files of Rules and Regulations
  - Etc.

- o Operate in a performance-based system – apply proper judgment and performance-related criteria in order for the support function to attain the objectives agreed to for the period;
- o Report regularly on tourism matters and local Tourism SMME development issues and opportunities;
- o Network and co-operate with other support functions and the Buffalo City Tourism structures, or any other provincial authority/organisation as requested;
- o Seek on-going personal and professional development.

**Operations:**

The Tourism Small Business Support Function operations could complement the services of a One-Stop Shop in terms of a specialised tourism service. The Support Function would also need to have a series of resource kits for their own operations and their clients. Examples of content are suggested as follows:

**RESOURCE KITS:**

**SUPPORT FUNCTION KIT (operational requirements):**

<b>Title</b>	<b>Content</b>
<b>FORMS AND HINTS</b>	<ul style="list-style-type: none"> <li>- role and responsibilities;</li> <li>- job description ;</li> <li>- support function management;</li> <li>- Client satisfaction;</li> <li>- Handling of Development projects;</li> </ul>
<b>SUPPORT FUNCTION KIT RESOURCES</b>	<ul style="list-style-type: none"> <li>- Filing information and reporting</li> <li>- Forming a Mentor Panel</li> <li>- Contract Management</li> <li>- Forming an effective network</li> <li>- Using Personal Computer Applications</li> <li>- Using INTERNET effectively</li> <li>- Finding laws, regulations, development plans, statistics, etc.</li> <li>- Preparing an effective presentation</li> <li>- Conduct workshops and meetings</li> <li>- Accounting</li> <li>- Know more about how Government operates</li> </ul>

**CLIENT KIT (for tourism small business enquiries):**

<b>Title</b>	<b>Content</b>
<b>About your Tourism Support function</b>	How can they help you? What services can they offer? What are the benefits to you?
<b>Your Business in the Tourism Industry</b>	Why Tourism? Why service, quality and excellence in Tourism? Why operate legally? Types of business
<b>Planning a Small Tourism Business</b>	Where to find... - Eastern Cape Tourism Business Opportunities - Buying/Franchising/Leasing? - Getting Training - List of useful contacts
<b>Operating a Small Tourism Business</b>	- Structure of your business - Managing your business - Marketing and Advertising your business - Products and Services - Financial issues and Source of Finance - Business Plan - Administration/Financial Record Keeping - Budgeting - Cash flow - Costing your Business - Tariff and Price structures
<b>HOW TO:</b> Establish a Restaurant, Eating House or Tavern Establish a Bed & Breakfast or a Small Guest House Establish a Tour Guiding Service Establish a Tour Operating Business Establish a Caravan/Camping or a Lodge for Back Packers Sell your craftwork	<b>For each type of business an information leaflet:</b> - Definition: What is a XXX business - Some questions you should ask yourself: - Space, Parking, Venue, Equipment, Safety, Health, Aesthetics etc. etc. - Helpful hints and tips: list - Ask your Local Council about: - (Types of registration forms) - Signage - Zoning etc. etc. - Other authorities: list
<b>LEARN THE LINGO:</b>	Hospitality Glossary Travel Glossary Tourism Legal and Marketing Glossary
<b>KNOW THE RULES:</b>	- VAT - Taxes

	<ul style="list-style-type: none"> <li>- Import/Export</li> <li>- Training &amp; Learnership</li> <li>- Employment</li> <li>- Starting a Business</li> <li>- Ceasing a Business</li> </ul>
<b>USEFUL CONTACTS AND SUPPORT ORGANISATIONS:</b>	<p>Refer to DTI Information:  Group SMME Services and Start Up Booklets  DEAT – Enterprise Support Programmes and Tourism Awareness for Emerging Entrepreneurs and more.....</p>

**NOTE:**

In terms of **the HOW TO booklets** described above under the Client Resource Kit, the Kwa-Zulu Natal Tourism Authority has developed a series of similar booklets. The topics covered are:

**HOW TO:**

- Establish a Bed & Breakfast or Guesthouse
- Establish a Community Tourism and Information Office
- Establish a Cultural Village
- Establish a Hunting and Game Farm
- Establish a Restaurant, Eating House or Tavern
- Establish a Tour Guiding Service
- Establish a Travel Agency
- Establish a Tour Operating Business
- Apply for Tourism Signage
- Draw up a Business Plan
- Establish an Arts and Crafts Centre

These booklets are made available to prospective entrepreneurs and assist with comprehensive and useful information for each type of tourism business in terms of definitions, policies, legal requirements, business issues, marketing and advertising, sources of information, financial issues and useful contacts.

They are available on the web site [www.zulu.org.za](http://www.zulu.org.za) as text files and can be downloaded.

They may be a useful beginning to developing a similar set of booklets for the Buffalo City Municipal area – the content would largely stay the same, however particular provincial requirements and contacts details would need to be amended.

It is assumed that these are available for adaptation as they are published on the web site, but it would be advisable to consult with the relevant persons at Kwa-Zulu Natal Tourism Authority on their usage and editing.

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## SECTION 4: QUALITY TOURISM PROJECT

The tourism development nodes and projects outlined in the Buffalo City Tourism Master Plan are varied and will require different and new types of skills to be focused on in the area. In addition, tourism awareness for the area seems to be very limited and no concerted effort has been undertaken to apply relevant and consistent programmes in the area.

The Buffalo City Tourism Master Plan therefore presents a significant opportunity to consider as part of its plan the implementation of an overall **Quality Tourism Project** that will encompass as its major focus areas:

- Skill development;
- Tourism awareness;
- School involvement;
- Community tourism; and
- Tourist education programmes.

The Quality Tourism Project would:

- Set certain indicators for measurement of quality tourism in the area;
- Form a base for gathering and maintaining important information on how to address all the periphery aspects that undoubtedly affect tourism overall.

### Implementing the Quality Tourism Project:

The Quality Tourism Project could become the overarching project under which the skill development, tourism awareness and enterprise development and support could be implemented. Establishing a Forum for skill development, monitoring and evaluation has been mentioned earlier in this report.

It is envisaged that this forum could play the role of the **Quality Tourism Forum** that:

- Oversees, monitors and evaluates the definition of skills to support the Buffalo City Tourism Master Plan on an ongoing basis;
- Sets measurement indicators that will monitor a Quality Tourism Project in terms of tourism skills, tourism awareness, service delivery, small enterprise support, development and growth, tourist satisfaction.
- Implements measurement processes to measure against the set indicators to enable qualified feedback into the skill needs, tourism awareness, service delivery, small business quality provision.

The Quality Tourism Project, associated with the Quality Tourism Forum will forge and control the necessary linkage for the series of suggested interventions, as summarised below:

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## 4.1 SUMMARY OF RECOMMENDATIONS

### EDUCATION AND TRAINING PROVISION:

As outlined, the education and training inventory highlights fairly major shortcomings in tourism training provision when compared with the possible skill areas that may be required for the tourism development projects in the short, medium and long term.

However, with the exception of Tourist Guiding and Tour Operations, practical management skills, and skills for employees in small businesses, the existing provision seems to be adequate.

**Recommendation:** A forum (The Quality Tourism Forum) is convened consisting of roleplayers and stakeholders to first define in detail the elements of skill needs. The forum should consist of business, education and training providers, municipal structures and the custodians of the Buffalo City Tourism Master Plan. Partnerships in skill provision can be formed to provide the necessary development of skills for the Master plan. The Quality Tourism Project could define the overall measurement indicators for skill development.

### TOURISM AWARENESS:

**Three programmes for tourism awareness** are recommended.

The first deals with blanket awareness for citizens covering the essential service elements for a tourism aware community.

The second and third programmes focus largely on the creation of a tourism understanding in communities and builds on that with entrepreneurship in tourism for concerned individuals who wish to embark on tourism enterprises. The Tourism Quality Project could define measurement indicators in terms of small business creation, service quality, job placement etc.

### SCHOOLS:

The population of school learners studying travel and tourism as a senior certificate subject are a pool of resource for Buffalo City tourism. They may be learners that ultimately do not pursue tourism as a career and go to tertiary study, but will graduate from school with a solid foundation in tourism.

**Recommendation:** Programmes for consideration for the schools include:

- Ambassador Programme
- Route Development and Support Projects
- Market and Sites Research
- Environmental Awareness
- Teacher Linkages Programme

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## **TOURIST EDUCATION PROGRAMME:**

Given the nature of the Tourism Development projects being recommended, as well as the information from the Environmental and Socio-Cultural Reports, it is evident that tourists to the area need to be sensitised primarily to the cultural, heritage and environmental aspects of the Buffalo City Municipal area. In addition, the obvious aspects like safety and security, general tourist information, and visitor attractions could be included.

**Recommendation:** A series of information brochures or one consolidated brochure with heading tabs, that highlight in point form the important elements of culture, heritage and environment. More detailed information could be posted on the web site.

The information contained in the brochure should not only highlight facts, but also give hints and tips on acceptable practice for tourists, e.g. when to take photographs, how to behave at culturally sensitive sites, issues of protection of the environment, e.g. significant plants in the area, etc.

## **ENTERPRISE DEVELOPMENT AND SUPPORT PROGRAMME:**

**Recommendation:** A series of skill development modules contained in a development framework as outlined, and accessible to SMME's as and when practical for them to access. A delivery channel that will give access to SMME's

A **Tourism Support function** that will support SMME's with information provision, business support, mentoring, business growth, and tourism development projects. The support function should be housed within existing structures in the Buffalo City area as outlined in the SMME development strategy of the Department of Economic Affairs and Tourism.



**4.2 The following tables illustrate the recommendations for a skill development framework, a planning and implementation process and an estimated budget for each element of the Quality Tourism Project.**

**SKILL DEVELOPMENT PROGRAMME – ENTERPRISE DEVELOPMENT AND SUPPORT PROGRAMME  
RECOMMENDED PROGRAMMES AND PARTNERSHIPS FOR DELIVERY**

NQF LEVELS	POTENTIAL PARTNERSHIPS FOR DELIVERY OF PROGRAMMES	SKILL DEVELOPMENT PROGRAMME	ENTERPRISE DEVELOPMENT AND SUPPORT PROGRAMME	POTENTIAL PARTNERSHIPS FOR DELIVERY OF PROGRAMMES
		RECOMMENDED PROGRAMMES	RECOMMENDED PROGRAMMES	
NQF Level 5 - 8 TERTIARY	Partnerships with Border Technikon, University of Fort Hare	Culture and Heritage Graduate Programmes, Hospitality Management and Facilities Management	Tourism Business Skills Programmes: Progression to more advanced Business Development	Tertiary Institutions, Management advancement programmes
NQF Level 4 - FET	FET Colleges, Community Training Centres, Tourism Centre (DEDT-BCM)	Skills Programmes as identified to support Tourism in priority nodes in BCM: Events support, Tourist Guiding - Nature and Culture, Culture and Heritage Learnerships, Craft Learnerships, Hospitality skills	Tourism Business Skills Programmes: Finance, Marketing, Business Development etc. Sector Skills Programmes: B&B, Mobile Tour Operators, Museums, Crafts	One-Stop Shop, Business Bus, Youth Centres, Community Colleges, Tourism Centre (DEDT-BCM)
NQF Level 2	Community Training Centres, Tourism Centre (DEDT-BCM) Municipal Structures, One-Stop-Shop Mdantsane, Business Bus	Information Officers, Tourism Ambassadors, Tourism Awareness Programmes 1, 2 and 3, Basic Catering and Hospitality, Tourist Guiding - Site, Craft Skills	Basic Business Skills: Entry Level Business Plan, Planning a Business etc. Craft Skills, Tourism Awareness for Emerging Entrepreneurs	One-Stop Shop, Business Bus, Youth Centres, Community Colleges, Tourism Centre (DEDT-BCM)
	Municipal structures, Schools, Youth Centres, Tourism Centre, Local Media	<b>TOURISM AWARENESS PROGRAMMES: PROGRAMME 1 - TOURISM AWARENESS, PROGRAMME 2 - COMMUNITY TOURISM AWARENESS, PROGRAMME 3 - TOURISM AWARENESS FOR EMERGING ENTREPRENEURS</b>		Municipal structures, Schools, Youth Centres, Tourism Centre, Local Media

**TOURISM EDUCATION, TRAINING AND DEVELOPMENT PROGRAMMES  
PLANNING AND IMPLEMENTATION PROCESS**

<b>TOURISM AWARENESS PROGRAMMES</b>	<b>SKILL DEVELOPMENT PROGRAMMES</b>	<b>ENTERPRISE DEVELOPMENT AND SUPPORT PROGRAMME</b>
Identification of recipients and communities as recipients of applicable awareness programmes - Tourism Awareness, Community Tourism Awareness, Tourism Awareness for Emerging Entrepreneurs	Establish Tourism Education and Training Forum (Quality Tourism Project) to monitor Tourism Master Plan implementation in terms of initial recommended skill needs in Tourism Master Plan	Establish the Tourism Small Business Support Function within existing infrastructure. Identification of Tourism SMME's as beneficiaries of an Enterprise Development and Support programme to assist with business development and growth.
Agree on Programmes as recommended. Develop Programme consisting of Buffalo City specifics	Tourism Education and Training Forum to consist of: stakeholders and roleplayers in Buffalo City Tourism - private and public sector, Education & Training Institutions and officials, community structures	Agree on programmes as recommended in the Tourism Master Plan. Local needs to be addressed through development of additional modules and according to Tourism Master Plan - development projects. Tourism Small Business Support Function plays a major role
Establish partnerships with Municipal structures, e.g. One-Stop-Shop, Business Bus, Municipal/Community development programmes for delivery, Private Sector	Form partnerships with Education and Training Institutions to prepare skill development programmes according to specific needs identified	Form partnerships with Education and Training Institutions, existing Municipal delivery mechanisms and SMME strategic programmes (e.g. DEAT SMME programme)
Implement programmes through partnerships	Implement programmes through partnerships	Implement programmes through partnerships



<b>QUALITY TOURISM PROJECT</b>
Tourism Education and Training Forum (Quality Tourism Forum) to develop and agree quality indicators for Tourism in Buffalo City, e.g. service satisfaction, transport efficiency, product standards, skill standards etc.
Tourism Education and Training Forum (Quality Tourism Forum) to establish measurement tools to measure quality indicators, e.g. through Tourism Small Business Support Function, ongoing surveys, community tourism associations, visitor feedback
Measure Quality Tourism Programme against agreed indicators - annually

**POTENTIAL BUDGET CONSIDERATIONS AND EXISTING SUPPORT PROGRAMMES  
SKILL DEVELOPMENT PROGRAMMES AND ENTERPRISE DEVELOPMENT AND SUPPORT PROGRAMMES**

	<b>Programme Definition</b>	<b>Programme Development</b>	<b>Programme Implementation</b>	<b>Existing Support Programmes</b>
<b>SKILL DEVELOPMENT:</b>				
Qualification and Certificate Programmes, e.g. Tourist Guiding, Event Co-ordination, Facilities Management etc.	SAQA defined and registered unit standards	Material development: Provider partnerships to develop modules and programmes or utilise existing material. Expensive to develop new - probably around R80-100K/programme	Implement through provider base in BCM - Qualifications for learners up to R20k per annum: subsidise through partnerships with DoL, DEAT, NSF, THETA	Learnership programmes through DoL - Learner, Employer, Provider partnerships. Contractual arrangements with SETA's
Small Business Skill Modules (Multi-Skilling SMME employees)	Define through consultation with Tourism SMME's	Potentially R10 000 per module depending on depth of content. May be able to tailor from sector specific programmes	Implement through provider base in BCM - Clustering of SMME's and subsidise through partnerships with DoL, DEAT, NSF, THETA - utilise Learnership system	Learnership programmes through DoL - Learner, Employer, Provider partnerships. Contractual arrangements with SETA's
<b>TOURISM AWARENESS:</b>				
Tourism Awareness Programme 1:	Quality Tourism Forum/Border Technikon Define Content and identify existing material	Border Technikon Develop Programme Modules: R10000 per module depending on content and layout	Implement through partnerships: Subsidised participant fee approximately R300 Material subsidised fee R100	Possible synergy with parts of the DEAT Tourism Awareness for Emerging Entrepreneurs (National Funded Programme through DEAT and funding organisations)
Tourism Awareness Programme 2:	Quality Tourism Forum/Border Technikon Define Content and identify existing material	Border Technikon Develop Programme Modules: R10000 per module depending on content and layout	Implement through partnerships: Subsidised participant fee approximately R300 Material subsidised fee R100	Possible synergy with parts of the DEAT Tourism Awareness for Emerging Entrepreneurs (National Funded Programme through DEAT and funding organisations)

Tourism Awareness Programme 3:	Quality Tourism Forum/Border Technikon Define Content and identify existing material	Border Technikon Develop Programme Modules: R10000 per module depending on content and layout	Implement through partnerships: Subsidised participant fee approximately R300 Material subsidised fee R100	Utilise the DEAT Tourism Awareness for Emerging Entrepreneurs (National Funded Programme through DEAT and funding organisations)
Training of Facilitators			Subsidised per Facilitator (approximately R1000 per participant)	Possible support for training from DEAT or using existing Facilitators in the EC trained to deliver the National Programme
<b>ENTERPRISE DEVELOPMENT AND SUPPORT PROGRAMME</b>				
	Defined national programme will be available through DEAT Enterprise Support Programme	Modules developed for use nationally	Link with DEAT for subsidised national programme	DEAT Enterprise Support Programme - nationally implemented and financially supported by Govt. and funding agencies
<b>TOURISM SMALL BUSINESS SUPPORT FUNCTION</b>				
	Agree on modus operandi of Function	Utilise recommended content outline for material development	Tailored, one-on-one experiential training (potentially R10 000 per candidate) Salaried person to be supported by local/municipal authority. Housed in existing infrastructure	None identified
	Agree on topics for How To Booklets	Use as a base the KZNTA How To Booklets	Edit content of KZNTA booklets (approx. R4 250 per day of research and editing – up to 10 days)	Utilise KZNTA How to Booklets as a base for further development and editing.

Notes:

1. For qualification and certificate programmes numbers of trainees to support the Buffalo City Tourism Master Plan development projects must be defined before actual costs can be identified.
2. The Learnership system should be emphasised and applied wherever possible – many learnerships have been registered that are very applicable to the Buffalo City Tourism Master Plan and the skill requirements
3. A partnership with DEAT should be formed. Their Enterprise Support Programme is currently being rolled out in several Provinces. The Eastern Cape was the first recipient of Facilitator training and supported roll-out of the TAEE and the Enterprise Support Programme.
4. Existing material as identified should be utilised wherever possible – however for Tourism Awareness certain areas specific modules will have to be developed.