Capitalization Journal
2016

A Study On

Key Levers For The Sustainable Training And Integration Of Youth In Tourism
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Introduction and acknowledgements

The goal of this Capitalization Journal, which will be published yearly, is twofold:

- **Part 1** will give the reader an insight into the rationale behind the creation of the ASSET-H&C network, as well an overview of the activities undertaken by the association during the past year and planned for the year to come;

- **Part 2** aims at sharing and promoting the knowledge and good practices capitalized within ASSET-H&C to external organizations and individuals interested in the topics of vocational training, international development, and sustainable tourism.

We would like to convey our special thanks to:

- the representatives of the member schools who actively shared their knowledge and practices (Mr Rithy SRO from PSE Institute - School of Hospitality and Tourism; Mr Rene KRAUSE from Maisen; Mrs Helga Nagy from Ecole d'Hôtellerie et de Tourisme Paul Dubrule; Mrs Delphine Waller from the Hospitality & Catering Training Center),

- the external actors who generously shared their experience and expertise on the topic of economic development (Mr Nikolai SCHWARZ from FRIENDS International; Mrs Cécile CAVOIZY from Shanghai Young Bakers),

- the external actors who gave some of their time to help us gain a deeper understanding of the topics developed in this Journal (the ASEAN Secretariat; Mr Justin MALCOLM from the Meridien Saigon).

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PART 1: About ASSET-H&C

Rationale of ASSET-H&C

A challenging social and economic context

Asian economies are very dynamic and expected to experience steady development in the coming years; this has been coupled with constant progress in terms of education enrolment and employment rates. However, there are still significant social challenges in these countries, especially amongst vulnerable populations like youth and women, and rural communities. As the UNESCAP puts it: “significant numbers of youth in the region still face obstacles in their access to sustainable livelihoods because of employment, education and health-care challenges. The transition from education to employment is one of the main obstacles facing youth, especially those from South and South-West Asia, South-East Asia and the Pacific.”1. Currently, about 300 million youth are considered unemployed or in vulnerable employment in Asia and the Pacific.

The fast-growing tourism sector (40 million jobs to be created by 2025 in the region) can become a strong social and economic inclusion lever for vulnerable populations, as long as they are provided with the necessary productive and transversal skills, and sustainable employment opportunities. This is also a pressing challenge for the tourism industry as it is estimated that the sector will be suffering from an 8 million labour shortage in South East Asia in the coming years. This talent deficit creates a big risk for the sector and the global economy, as underlined by the Pacific Asia Travel Association (PATA) during the conference on Inclusive Tourism organized by ASSET-H&C in December 2016.

Hence the following question: how can we use the touristic boom that South East Asian countries experience as a lever for the social and economic inclusion of disadvantaged populations, and more specifically youth? This is the mission pursued by respective member schools of ASSET-H&C.

1 http://www.unescap.org/our-work/social-development/youth/about, accessed on 17/03/2017
What is ASSET-H&C?

ASSET-H&C is the Association of Southeast Asian Social Enterprises for Training in Hospitality & Catering. This platform brings together vocational training centres willing to work hand in hand to better fulfil their common social mission: bringing positive change in the lives of vulnerable youths and adults by teaching them trades that will allow them to successfully integrate into society.

These schools build the competencies and the future of close to 1500 new young women and men every year, for a training duration ranging from a few months to three years, across 5 countries: Cambodia, Laos, Myanmar, Thailand and Vietnam. By 2020, about 7 500 youth from these schools will have entered the job market with all the necessary skills to succeed in their professional as well as personal life.

Students come from academically, socially and/or economically disadvantaged backgrounds, but they are given a chance to become highly-skilled professionals, with very high standards of quality, a strong motivation to work and an exceptional attitude, as several international hotels testify.

Launched in 2016, ASSET-H&C aims at becoming a key regional player in the Technical and Vocational Education and Training (TVET) sector as well as in sustainable hospitality and tourism.

Our mission

- Gather and boost social enterprises in Southeast Asia acting in the field of hospitality & catering
- Champion them before hospitality professionals and public authorities
- Help them build solid and sustainable foundations for the long-term

Our vision

To be a regional network that inspires transformation towards hands-on, market-related and sustainable educational approaches in TVET systems in Southeast Asia, particularly in the hospitality & catering sector.
ASSET-H&Co members

As of June 2017, 12 schools had joined ASSET-H&C as members:

Discover our online brochure and learn more about ASSET-H&C and its members by clicking on the following link: https://goo.gl/QaeiBK
Achievements of 2016

1. Official launch of ASSET-H&C in May 2016

2. Integration of 12 member schools in 5 countries

3. Definition and commitment to ASSET-H&C’s mission and vision through the ASSET-H&C Charter

4. Design and publication of a brochure promoting ASSET-H&C’s members

5. Organization of a 2-day regional seminar gathering 19 representatives of member schools and ASSET-H&C, in Bangkok

6. Organization of a conference on “Tourism as an inclusion lever in Southeast Asia” with 70 participants, in Bangkok

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Goals for 2017

In 2017, the main working topics will be:

1. INTERNAL COMMUNICATION & EXCHANGES
   
   **Goal:** build a strong internal community
   
   - Create **communication tools** to share news and resources
   - Set-up staff and students’ **exchanges** between schools
   - Organize country-level **meetings**
   - Prepare the 2017 regional **seminar**

2. EXTERNAL COMMUNICATION
   
   **Goal:** build a professional external visibility and an influential voice
   
   - Publish an annual **capitalization journal**
   - Share news and opinions on **social media**
   - Leverage the **diffusion** of members’ communications
   - Prepare the 2017 **open conference** with partners of the private, public and civil society sectors

3. ACTION FOR SUSTAINABLE TOURISM
   
   **Goal:** to become champions of sustainable tourism
   
   - Implement actions for **environmental sustainability and education** (audit of schools and concrete recommendations, training of staff and students...)
   - Implement actions for **childsafe tourism** (training of staff and students, resources sharing, advocacy towards partners...)

4. DEVELOPMENT OF ECONOMIC MODELS
   
   **Goal:** to strengthen members’ financial foundations
   
   - Facilitate external support in **marketing and communication**
   - Identify potential **sources of revenues**

If you or your organization wishes to help ASSET-H&C in any of these fields, please contact us at: **asset@iecd.org**
PART 2: Key levers for the sustainable training and integration of youth in tourism

Among ASSET-H&C main and constitutive objectives, one finds the possibility for members to share their respective best practices, as well as the promotion of these practices within a more global “model” of vocational training. In fact, ASSET-H&C members share a set of common features and values that form what we could call the pillars of this training model. These pillars are reminded hereunder.

The common pillars of ASSET-H&C members’ training models

1. Institutional recognition
2. Inclusive and equitable training
3. Hands-on training
4. Comprehensive development of youth
5. Sustainable models

Consequently, the annual Capitalization Journal offers the opportunity to broadcast the practices of members and to deliver a message on the training systems that ASSET-H&C considers as effective for the socio-professional integration of youth in Southeast Asian countries.
THE ASEAN MUTUAL RECOGNITION ARRANGEMENT ON TOURISM PROFESSIONALS (MRA-TP) AND ITS IMPLICATIONS FOR HOSPITALITY SCHOOLS

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The ASEAN Mutual Recognition Arrangement on Tourism Professionals (MRA-TP) and its implications for Southeast-Asian hospitality schools²

Introduction on the ASEAN Context

The Association of South East Asian Nations (ASEAN) is an organization founded in 1967, which gathers 10 countries of South East Asia: Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand and Vietnam.

Around the motto “One Vision, One Identity, One Community”, the ASEAN aims to enhance mutual understanding and collaboration between member nations, as well as to strengthen their presence and weight on the international stage.

The ASEAN’s ambition is to be a political, economic and cultural community – which can be seen as its three pillars. The official opening of the ASEAN Economic Community in late 2015 is a milestone for the second pillar of regional integration, allowing the free movement of goods, services, labour, capital and investments across member nations and therefore creating a single market of over 622 million people and the 6th biggest economy in the world.

Setting-up a framework to facilitate labour movement: the MRA

In order to effectively allow workforce to move and work in other member countries than their own, particularly in the services sector, member nations agreed on the necessity to develop a recognition mechanism that would allow them to recognize the qualifications of a worker coming from a fellow member country. This founding principle was set in the ASEAN Framework Agreement on Services, signed in 1995, which was the basis for the draft and implementation of a series of Mutual Recognition Arrangements (MRA) in specific job sectors later on³:

- ASEAN MRA on Engineering Services (2005)
- ASEAN MRA on Nursing Services (2006)
- ASEAN MRA on Dental Practitioners (2009)
- ASEAN MRA on Medical Practitioners (2009)

² This was chosen as a priority topic to be discussed by members of ASSET-H&C during the 2016 regional seminar; the presentation was done by Mr Rithy SRO, Dean of PSE-Institute School of Hospitality & Tourism (Cambodia) and MRA-TP ASEAN Master Trainer.
Creation of the MRA-TP

The establishment of an ASEAN Mutual Recognition Arrangement on Tourism Professionals (MRA-TP) started in 1999 as an initiative from national training organizations which grouped under the ASEAN Task Force on Tourism Manpower Development (ATFTMD). The ASEAN Tourism Agreement of 2002 formalized and confirmed this initiative via its Article 8 on Human Resources Development:

"Member States shall cooperate in developing human resources in the tourism and travel industry by:

1. Formulating non-restrictive arrangements to enable ASEAN Member States to make use of professional tourism experts and skilled workers available within the region on the basis of bilateral arrangements;

2. Intensifying the sharing of resources and facilities for tourism education and training programs;

3. Upgrading tourism education curricula and skills and formulating competency standards and certification procedures, thus eventually leading to mutual recognition of skills and qualifications in the ASEAN Region […]"

The MRA-TP agreement was finalized in 2009, fully signed by the ASEAN Tourism Ministers in 2012, and its official implementation was planned for 2015, as the ASEAN Economic Community would come into being.

Rationale of the MRA-TP

The rationale behind the creation of the MRA-TP – and in fact behind the creation of all MRA – is the following: “when ASEAN nations mutually recognize each other’s qualifications, this will encourage a free and open market for tourism labour across the region and boost the competitiveness of the tourism sector in each ASEAN nation, while at the same time attracting needed talent to meet local skills shortages”\(^4\).

MRA-TP was created with the following objectives, as stated in the agreement itself:
- Facilitate mobility of tourism professionals within ASEAN countries based on tourism qualifications/certificates
- Improve the quality of services delivered by tourism professionals

- Provide a mechanism for agreement on the equivalence of tourism certification procedures and qualifications across the countries

The MRA-TP is to be implemented and coordinated by structures present at both the regional and the national levels.

Content of the MRA-TP: the Common Competency Standards

One of the core section of MRA-TP consists in the ASEAN Common Competency Standards on Tourism Professionals: they are the minimum requirements of competency standards that were defined for hotel and travel services professions.

A total of 242 unit competencies form 32 job titles for the entire tourism sector (23 in hotel services and 9 in travel services).

Each job title is categorized within a primary labour division (hotel services or travel services) and a secondary labour division (in hotel services: front-office, housekeeping, food production, food and beverage service; in travel services: travel agency, tour operator).

| 32 job titles covered by the MRA-TP |
|-------------------------------|-------------------------------|-------------------------------|
| **Hotel Division**            | **Travel Services**           |
| Front Office                  | Front Office Manager          |
|                               | Front Office Supervisor       |
|                               | Receptionist                  |
|                               | Telephone Operator            |
|                               | Bell Boy                      |
| Housekeeping                  | Executive Housekeeper         |
|                               | Laundry Manager               |
|                               | Floor Supervisor              |
|                               | Laundry Attendant             |
|                               | Room Attendant                |
| Food Production               | Executive Chef                |
|                               | Demi Chef                     |
|                               | Commis Chef                   |
|                               | Chef de Partie                |
|                               | Commis Pastry                 |
|                               | Baker                         |
|                               | Butcher                       |
| Food and Beverage Services    | F&B Director                  |
|                               | F&B Outlet Manager            |
|                               | Head Waiter                   |
|                               | Bartender                     |
|                               | Waiter                        |
| Travel Agencies               | General Manager               |
|                               | Assistant General Manager     |
|                               | Senior Travel Consultant      |
|                               | Travel Consultant             |
| Tour Operation                | Product Manager               |
|                               | Sales and Marketing Manager   |
|                               | Credit Manager                |
|                               | Ticketing Manager             |
|                               | Tour Manager                  |
Each job title includes 3 sets of competencies:
- The core competencies, which are specific to one particular primary division of labour
- The generic competencies, which are specific to secondary divisions of labour
- The functional competencies, which are specific to one job title

This Framework was developed in 2004-2005 and is considered as the best available common denominator for tourism competencies among the ASEAN Community. Each member country can then choose to include additional competencies to better match the local context in which tourism professionals evolve.

Content of the MRA-TP: the Curriculum

Each unit competency is then detailed within the Common ASEAN Tourism Curriculum, which gives information regarding required nominal hours, performance criteria, assessment indications, etc.

The Curriculum also provides a Qualification Framework with 5 levels ranging from Certificate II to Advanced Diploma: total, 52 qualifications are proposed, across the six labour divisions.
To each qualification corresponds a blend of mandatory core and generic competencies as well as a number of elective functional competencies, which the trainee can choose among to create his/her own specialization according to his/her work aspirations. This blend is called the “packaging rule”.

For instance, one of the entry-level qualifications for food and beverage service (Certificate II – Waiting), has the following packaging rule (see table on the right).

To sum-up, the Curriculum allows the mapping of competencies listed in the ASEAN Common Competency Standards on Tourism Professionals (ACCSTP) onto specific qualification levels.

The ASEAN-MRA TP also provides training toolboxes with ready-to-use manuals for the trainer, trainee, and assessor, as well as some pedagogical material.

Find the ASEAN Tourism Curriculum & Qualifications Framework and all the Toolboxes on the MRA Portal!

Content of the MRA-TP: Assessment mechanism

The assessment mechanism of the MRA-TP relies on a two-level organization: at the regional level, the Master Trainers and Master Assessors, and at the national level the National Trainers and National Assessors.

According to a member of the ASEAN Secretariat, “there is no reference to this system in the agreement itself, but since quality assurance is key in MRA-TP, member states have agreed to implement this mechanism”, which has two major implications:

- A vocational training centre that wants to align itself with the ASEAN Curriculum and targets ASEAN qualifications for its students needs to have certified trainers (national trainer)
- A tourism professional who wants to have its competencies certified and recognized as per the ASEAN MRA-TP framework needs to be assessed by a certified assessor (national assessor).
The goal set is to first train assessors and trainers at the regional level (3 persons for each country in each category), which can in turn train assessors and trainers at the national levels. While the first step was planned and organized by the ASEAN Secretariat, the second step will be the responsibility of each member state.

To supervise and coordinate activities related to assessment, each country must establish a Tourism Professional Certification Board, which is “the government board and/or agency authorized by the government of each ASEAN Member State primarily responsible for the assessment and certification of Tourism Professionals”.

**Content of the MRA-TP: the Registration System and Qualifications Equivalence Matrix**

The ASEAN Tourism Professionals Registration System (ATPRS) is the central tool that will allow regional mobility to happen: it is an online platform where tourism professionals are meant to register their profile and qualification(s), and will be able to find job offers posted by the industry.

The tool works hand in hand with the ASEAN Tourism Qualifications Equivalence Matrix (ATQEM), which allows to check the conformity of one’s qualification at the national level, with the ASEAN framework detailed above, and to “translate” it into an ASEAN qualification.

In order for this matrix to be created, each ASEAN country should have listed clearly the competency requirements for each qualification that exists at the national level (when the framework exists), to allow the further mapping with the ASEAN qualification framework. The matrix is then able to show if one qualification in country X provides equivalent standards to that of the ASEAN framework, or if it falls short or exceeds them.

As described by the ASEAN Mutual Recognition Arrangement (MRA) on Tourism Professionals Handbook:

“From 2015 tourism professionals from ten different and highly variable academic systems and accreditation standards will be able to apply for tourism and hospitality jobs in other ASEAN countries through the MRA-TP. The ATQEM will assist applicants and employers (end users) to interpret (electronically and automatically) the status of tourism qualifications. Employers need to be confident in their ability to ascertain the relevance of the candidate’s certificate or diploma, the accrediting authority and date, status and quality of a qualification for purposes of (a) registration of an applicant, and (b) appraisal by an employer or his/her appointed agency of the suitability of an applicant for a particular job vacancy.”

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5 ASEAN Mutual Recognition Arrangement (MRA) on Tourism Professionals Handbook, p.50, Vietnam National Administration of Tourism, Ministry of Culture, Sports and Tourism, January 2013
Implementation challenges

In a region that is increasingly connected, the ASEAN-MRA TP is a major initiative conducted by the ASEAN, which generates some great interest within ASSET-H&C members. In fact, this represents some additional employment opportunities for the youth trained who would be willing to develop their career in a neighbouring country. It is also the assurance for them to see their skills acknowledged regardless of their localization. Finally, the global aim of the MRA-TP is to contribute making ASEAN a quality tourism destination, which is of course a goal that speaks to individual schools member of ASSET-H&C.

However, ASSET-H&C members have identified and shared certain challenges in integrating this new framework, which can constitute useful feedbacks from the field for policy-makers.

Uneven progress in implementation among member states

Firstly, the official implementation start of the MRA-TP is still very recent (2015) and therefore uneasy to apply at this stage at the level of a training organization. The length of implementation was identified as a first challenge by the bodies in charge of creating the MRA-TP: “moving from an agreement on mutually recognized qualifications to actually implementing the MRA-TP and getting approval at national level, is seen as a process that could take a number of years”⁶. And at the time the Handbook was written (in 2013), it was unsure whether all member States would be ready by 2015.

In fact, the implementation rhythm seems to differ from country to country, yet, the impulse given on the topic at national level impacts the knowledge and understanding of the MRA-TP at the centres-level, and therefore its effective implementation.

According to the ASEAN Secretariat, “the implementation of MRA-TP depends on how each country implements the initiative at the national level, given that there are some requirements to adapt and adjust into the national system”.

As a consequence of this, a training centre could choose to start using the ASEAN curriculum independently, but it wouldn’t be possible for its students to obtain an ASEAN-certified qualification if at the national level the assessment mechanism is not yet set-up.

At the time of the discussion, it seemed like the Cambodian authorities were being very proactive on the subject – a fact confirmed by the ASEAN Secretariat – and consequently a majority of Cambodian training centres members of ASSET-H&C were already or on the way to using the curriculum and having students certified on all or part of the competencies. The Cambodian NCTP (National Committee for Tourism Professionals) is also quite active on the organization of information and training sessions at the national level.

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On the contrary, no other member vocational training centre had started the process in any other country, which can be easily understood as most other concerned countries are not yet ready for national implementation – in fact some are still in the process of appointing responsibilities and creating the necessary boards and organizations to launch implementation at the national level.

The International Labour Organization (ILO) states that the competency standards “have been endorsed by all ASEAN Tourism Ministers but there has been little information provided to promote these to Ministries of Labour and Education in the ten ASEAN countries” – which could be one of the explanations for the discrepancy in application.

So far, only about 5000 tourism professionals are registered in the ASEAN Tourism Professionals Registration System according to the ASEAN Secretariat, meaning that they have been assessed according to ASEAN standards. They are nationals from the countries that are most advanced in the implementation: Cambodia, Indonesia, The Philippines, and Thailand.

**Complexity of the framework and necessary adaptations**

The MRA-TP is obviously a very complete and dense topic, which is not easy to grasp or put into practice. This perceived added complexity can be a discouraging factor.

The competency-based approach, which is acknowledged as being very adequate for vocational training, is not always well known or mastered. There is therefore a need to guide and train vocational training centres on the structure and content of the MRA-TP, and give them incentives to act. The effective support of national training organizations was in fact predicted to be a challenge for the implementation of the MRA-TP.

Training ground actors is all the more necessary since the implementation requires a matching process that must be done and understood at two levels:

- At the country-level, the ASEAN Qualification Framework has to be transferred into existing national qualifications frameworks (and reciprocally). There is an existing project to create a regional qualification framework that would replace all national qualification frameworks, in order to facilitate mutual understanding, but some ASEAN member countries are also just creating or reviewing their own framework.
- At the centre-level, a course mapping must be done to check if the existing training path is matching the minimum standards set by the ASEAN MRA-TP. If not, the curriculum should eventually be reviewed, as the Guide for Tourism Education & Training Providers suggests.

One last difficulty in this domain, revealed by discussions with actors interested in knowing more about the MRA-TP, relates to the fact that it seems generally uneasy to find information about the state of implementation at state-level, which could give training organizations a clear indication on the past and next steps and on their concrete role in that matter.
Pending developments of the MRA-TP

Some parts of the MRA-TP are still under construction, and will directly concern training organizations: how will those who are currently studying or have completed existing qualifications be integrated in the framework and get recognition for their competencies? And those who have experience but no qualification? Those two concerns should be addressed respectively by the Credit Transfer Process and by the Recognition of Prior Learning Process, which had not been however planned within the initial Framework. Currently, the Recognition of Prior Learning Process is starting in Cambodia with a few pilot centres. The country is taking the lead but this is not yet done at the ASEAN level.

Parallel, the MRA-TP is already going through some updates and add-ons. For instance, the MICE (Meetings, Incentives, Conferencing, Exhibitions) professions were not included in the initial framework, but corresponding job titles are expected to be integrated in near future to fully encompass the diversity of the tourism industry, as underlined by a member of the ASEAN Secretariat. Competencies should also be upgraded as technology and professions evolve: for example, online marketing is now a must for all hospitality, catering and travel sectors.

Framework recognition

Another concern that was raised is the effective recognition of this framework by the tourism & travel industry: ASEAN competency standards and qualifications are still recent, unevenly known and implemented, and as a consequence it will take some time before they become a reference for professionals. But this will certainly be a key lever in the implementation of the framework: when hotels and restaurants start asking for ASEAN certifications and when it becomes a differentiation factor for candidates, then vocational training centres will see a very concrete motive to enter the framework. Until then, vocational training centres may consider that the amount of work and changes integrating the ASEAN curriculum and qualifications requires, outweighs its potential benefits.

This could change soon: recently, the Cambodian authorities have expressed the idea that all 4- and 5-star hotels in the country should have at least 5% of ASEAN-certified employees in their staff. This is still in plan, and the statement has not any constraining effect, but such political proactivity could surely be determining in the effective recognition and therefore implementation of the MRA-TP.

Skills gaps in human resources

One last difficulty – but maybe the most central and important, and which could become the biggest obstacle to the success of MRA-TP –, lies in the skills gaps that often exist at the level of human resources in charge of delivering the ASEAN curricula.

In fact, training organizations that have started implementing these curricula face two major obstacles:
- First, the ASEAN curricula are meant to be taught in English, while teachers do not always master the language, and students even less so. Some of the training quality is therefore “lost in translation”, which affects the general level of the workforce. This directly contradicts the goal of ASEAN which was to favour excellency in the regional tourism.

- Second, it was reported that there is often another gap between the level of expertise that the ASEAN curricula assume teachers have, and their actual level. In fact, many of the ASEAN countries have no specific institution to train teachers in the vocational fields – and this is true for the travel & tourism sector. Hence, teachers lack some pedagogical skills as well as some technical skills sometimes which have been taken for granted in the ASEAN curricula. This also leads to a quality of training that is potentially reduced compared to the initial ambition of ASEAN countries.

The global question that this last point raises is actually that of the training of teachers and trainers, who are the first, vital link of the chain. Without a significant investment in the capacity-building of the human resources who will deliver, day after day, city after city, the contents and outputs of the MRA-TP to the potential workforce of tomorrow, all the positive potential of this regional project could be in vain.

Role of ASSET-H&C

ASSET-H&C members identified the MRA-TP and its national implementation as a priority topic to discuss within the network, regardless of their individual state of progress. In the countries where little information is available, members agreed that ASSET-H&C could be in a position to help diffuse information and even maybe push the process forward, for example by organizing information and training sessions with competent authorities at national levels.

ASSET-H&C can also facilitate exchanges among members on the topic, for instance on how to train trainers to use the ASEAN curricula, how to assess students’ performance, etc., whether through distant exchanges or through national and regional meetings. The field-experiences and learning of respective member schools on these topics could also be profitable and inspiring to national organizations and authorities.

On January 19th, 2017, ASEAN tourism ministers commonly agreed on the creation of a Regional Secretariat dedicated to the implementation of the MRA-TP, which will be based in Jakarta. Its actions will focus on disseminating information about the MRA-TP as well as on training local resources to the MRA-TP system and contents. The creation of this body is an important step towards the effective application of the framework, and ASSET-H&C could play an interesting role as an intermediary between the ASEAN bodies at regional and national levels, and vocational training centres locally.

As pointed out by one of its members, the ASEAN Secretariat is interested in having some feedbacks from the field, regarding potential gaps in training contents, necessary upgrades of competency standards, difficulties in implementation... and ASSET-H&C could become a relevant spokesperson for vocational training centres on those topics!
CASE STUDY
PSE-Institute School of Hospitality and Tourism: a journey towards the implementation of the ASEAN MRA-TP Framework

Interview of Mr Rithy SRO, Dean of PSE-I SoHT

When did you start working on the implementation?
PSE-I School of Hospitality and Tourism (SoHT) has been implementing the MRA-TP program since the 14th September 2013. Since 2006, it has been deeply involved through workshops with the Ministry of Tourism, the MRA-TP Program Project team and the ASEAN Secretariat, to gather all the technical aspects related to the skills of the 32 job titles that were developed for the Common ASEAN Tourism Curriculum – CATC (Competency Standards).

At what stage of the implementation are you now?
The SoHT is now delivering the Competency-Based Training (CBT) and Competency-Based Assessment (CBA); so far, already six intakes have been recruited and trained according to the new system, from the year 2013 to 2017. The SoHT’s next project is to implement the Recognition of Prior Learning (RPL) mechanism for its former students.

Who do you work with on this implementation?
From the beginning, the School of Hospitality & Tourism has been working closely with the governmental sector (Ministry of Tourism (MOT), National Committee for Tourism Professionals (NCTP)) and has been consulting with the Hospitality and Tourism sector (the School’s Advisory Board, the MRA-TP ASEAN Secretariat Project Team and Universities).

What are the benefits that you observe?
The benefits we have been getting are:
- The recognition that students gain from National and ASEAN Levels, facilitated by NCTP
- Through the Standard Curriculum forms (CATC), our students acquire at the same time knowledge, skills and attitudes.
- Thanks to the toolbox provided, all instructors have more time to develop and do some research on their teaching material
- The staff’s capacities have also been improving as the implementation of the MRA-TP program required new methodology and activities
- The School’s Curriculum is now recognized as a model nation-wide
- 96% of students find a job after graduation

What were/are the difficulties that you encounter?
The difficulties that we are encountering are mainly the following:
- The new framework requires the constant involvement of the Ministry of Tourism and the Ministry of Labor and Vocational Training, to ensure the mapping and correspondence between the National and ASEAN competency standards and qualification frameworks.
- The ASEAN Curriculum and course contents are in English, which is a barrier in our case as our students come from disadvantaged backgrounds with a low initial level.
- Developing Human Capital to teach the MRA-TP Program is a significant effort.
- The cost of necessary training material (equipment for demonstration, student books…) is high.
PLACING PRACTICE AT THE CENTRE OF VOCATIONAL TRAINING THROUGH SCHOOL AND WORK EXPERIENCE ALTERNATING SYSTEMS

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© Hospitality & Catering Training Center (HCTC)
Placing practice at the centre of vocational training through school and work experience alternating systems

It is a rising and in many countries well-established philosophy and vision that technical and vocational training should be not only classroom-based but also very much practice-oriented thanks to the integration of work experience. This is a core feature of the pedagogic model that is promoted through ASSET-H&C, as it is determining to ensure employability.

All educational institutions have, of course, differences in the ways they implement this – as illustrated by ASSET-H&C members: the form taken by the alternation is specific to each institution, some having a block release training kind of model (with the alternation of blocks of time at school and at work), others implementing rather a day release training (one day a week), and most actually combining both types.

Beyond these peculiarities, all schools use two main means to allow their students to not only exercise their skills, but furthermore exercise them in real conditions, which means in a situation that has a “productive” finality, or in other words, in presence of or for clients.

Work experience...at school

The first mean is integrating some “service” or “production” times in the students’ timetables, within the school itself. This requires having one or more facilities that are embedded in the training centre but that are aimed at producing a good or a service in the sector. These facilities can be, depending on the trade that is taught: a restaurant, a hotel, a bakery and pastry production centre...

The facilities are run by staff that is employed by or linked with the training centre, and students participate in the activities as part of their training. This is often the first place where they get to test their skills in real situations: producing a baguette that will be bought and eaten, taking the order of a client at the restaurant, preparing a desert that will be served, preparing the room of a client that has booked it, taking the booking of a travel agency...

They must be able to answer a demand, a need, which is expressed exactly as it will be in their future professional life, and reviewed in similar conditions. The satisfaction of the client will be, in the end, an evaluation of the ability of the student to mobilize a certain set of skills in the given situation, and of its performance in doing so.

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7 This was chosen as a priority topic to be discussed by members of ASSET-H&C during the 2016 regional seminar; the presentation was done by Mr Rene KRAUSE, Restaurant Meister and Technical Advisor at Maisen (Vietnam).
Internships

The second mean is integrating one or more periods of time, lasting from one to several months, in a company, outside the school. This can take the form of an internship, or even of apprenticeship, depending on the time spent and the role the company plays in transferring the skills to the student.

This experience is seen as fundamental in the training path of each student and is generally a transforming phase for students, as they have to test not only their technical skills but also their transversal and personal skills: they have to demonstrate their adaptation and integration skills to fit in their new environments (the city, the company, the team), they must show some degree of autonomy and responsibility as they are assigned specific duties and objectives and must care for themselves, they get to experience many kinds of situations and to realize what the “real” professional life will most probably be like in the future. Sometimes, this a wake-up call, and some students realize they are not tailored to that sector, which is particularly demanding. It is a good and important learning for them. In a majority of cases, students bloom during this period and their motivation and determination are sharpened and strengthened. They come back more mature and focused.

Case of the dual-training system in Germany

With regards to practice in vocational training, and the role of the industry, the dual-training system implemented in Germany as well as other countries is a reference that others, among which some developing countries, are trying to take inspiration from.

The main characteristic of the German dual-training system is that a very important part of the training is company-based, the classic distribution being 75% of the training on the job, and 25% in the vocational training centre. The daily organization can then vary: in some regions, students alternate between 3 months working, 3 weeks at school; in other cases, they spent 4 days working and 1 day at school in one week.

It is very important, in such a scheme, to have a close and deep collaboration with companies since they are the main place where students acquire and develop their skills. A specificity of the German system is precisely the predominant role of the private sector in defining and funding vocational training.
The training occupations that can be accessed through the dual-training system are regularly updated by employer organizations and trade unions, who also define the training contents before their approval by federal bodies. As a result, trainings can be created or adapted to better fit the economic context and opportunities in only 9 to 12 months, while this revision process often takes several years in most countries.

The important amount of on-the-job training in this system also implies a strong training culture in the companies and that the tutors are themselves very much aware and trained for this pedagogic role. Progress is tracked individually, and the trainer at school must be able to build on the different sets of skills and experiences that students have developed in each company to nurture and harmonize the training.

Another particularity of the German system is that the placement of students within companies is highly valued, notably in financial terms, as all students get paid by the companies, which therefore cover two third of the system’s costs, the rest being taken in charge by the State.

With such strong ties with the industry, it is highly probable for the training to be relevant to the market’s needs and for youth employability to be high.

It is not surprising either that graduates receive, at the end of the training and after having passed a series of exams, a certificate which is co-accredited by the school, the State and the Chamber of Industry and Commerce or Chamber of Crafts and Trades. This is a strong asset for graduates when they enter the job market.
CASE STUDY
Maisen: experiencing the German dual-training system in Vietnam

Maisen, a hospitality & catering school based in Ho Chi Minh City, put the German dual-training system into implementation locally for the benefit of disadvantaged youngsters. This is a true pedagogical innovation in the country, which required some adjustment to the local context. The model run by Maisen is based on a global 1/3 – 2/3 alternating system: out of the three years spent in training, 1/3 is at the school and 2/3 at work, whether at the school’s restaurant or in a company.

As this model is not widespread in the country, there is much pedagogical work to undertake with partner companies. The issue that can be faced is when partner companies lay off their casual labour as they consider that the youth is being placed for a long time and can replace them. This is a point that the school has to monitor closely.
Currently, the school estimates that they replicate approximately 80% of the German curriculum and model, which allows the school to deliver a certificate that is recognized by the German Chamber of Commerce!
To do so, the school’s Board includes managers of different services in partner hotels, who have the certification needed to validate the skills of students during the mid-term and final exams, which are mostly based on practical tests.
The 20% of changes are linked to the necessary adaptation to local context – particularly in what concerns cooking techniques and labour regulations. Another slight difference with the original German model is the division of the work-based training period between the school’s restaurant and external companies, whereas in Germany the entire period is in the company’s premises. In Maisen’s case, this choice was made as the restaurant was pre-existing to the implementation of the model, and also to generate revenues for the school, as, unlike in Germany, the funding system of vocational training is much less driven by companies.
CASE STUDY
The dual-training system from the point of view of a company:
Discussion with Justin Malcolm, General Manager of Le Méridien Saigon (Ho-Chi-Minh-City)

Le Méridien Saigon is one of the top hotels of Ho-Chi-Minh-City, Vietnam, and has been one of Maisen's first professional partners as the school started its training programme in 2014. Every year, the hotel receives 6 to 8 students in its food & beverage and kitchen departments for a period of 12 months. During this period, following the dual-training format, students alternate between the school and the hotel.

The dual-training format was a little bit of a challenge at first for Le Méridien's teams, as the fact that students were on and off at the hotel on rather short periods of time was perceived as disruptive for the hotel's operations. This is why the initial format (1 week at school, 1 week in the company) has evolved over time to have longer continued periods in each of the training environments (2 weeks at school / 4 weeks in the company).

Le Méridien puts great care in ensuring a close follow-up of each student: after an initial 60 to 90-day period of orientation and induction, which is common to all new recruits, students are assigned a “buddy” who makes sure that they get trained with respect to an established skills checklist. As Le Méridien already has a strong training culture, this was not perceived as a difficulty and the hotel could use the tools already available.

The hotel and the school have regular contacts: one quarterly meeting is set for a review of the collaboration and current apprentices, and the school’s direction also meets with the hotel's Human Resources Department very often to monitor each student’s situation.

Justin Malcolm is very positive about their partnership with Maisen. According to him, students do a great job while at the company: they learn a lot, and are placed in the hotel’s various departments with the same client exposure as other employees. Some of the skills they improve most on while being at the hotel are communication with clients and management and self-confidence. Another observed benefit of this system is the stronger execution capacity students acquire over time: instead of learning theory for years and then trying to remember it once employed, students can see and exercise the direct application of their learnings, which target job utility. The global learning outcome is therefore improved, underlines Mr Malcolm.

In terms of employment opportunities, the dual-training system also makes a difference: in fact, for two candidates applying to the same entry-level job, showing similar behaviour and soft skills, the priority will go to the one who has had more practice. However, Mr Malcolm highlights the prior importance of attitude, which is according to him the most sought-after and determining skill in the industry. And this is one of the qualities he has observed in Maisen’s youth, whom he would definitely wish to recruit once they finish the programme! Overall, Mr Malcom says working with Maisen and contributing to the training of disadvantaged youth has been not only rewarding, but also a very enriching experience for Le Méridien and its teams!
A HOLISTIC APPROACH TO VOCATIONAL TRAINING: PREPARING STUDENTS FOR THEIR FUTURE PROFESSIONAL AND PERSONAL LIFE

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A holistic approach to vocational training: preparing students for their future professional and personal life

One concern unites all members of ASSET-H&C: how to provide a comprehensive training that will allow youth to become not only highly-skilled professionals, but also responsible, autonomous, caring adults who can take their life into their hands and make considered choices for their personal and professional future?

This is the role of a set of specific skills that can be found under many names: life skills, transversal skills, soft skills...

In order to gain a clearer understanding of their content and utility, let us first go back to the different types of skills that are usually distinguished and their respective definition – although they vary from one actor to another!

Skills typology

Here is a proposed typology based on definitions collected within the TVETipedia Glossary created by UNESCO/UNEVOC:

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8 This was chosen as a priority topic to be discussed by members of ASSET-H&C during the 2016 regional seminar; the presentation was co-animated by Mrs Helga NAGY, Director of Ecole Paul Dubrule (Cambodia), and Mrs Delphine WALLER, Director of the Hospitality & Catering Training Center (Thailand).
<table>
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<th>CATEGORY</th>
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| **Category 1:** Basic skills or Essential or foundation skills | **Basic skills:** The skills needed to live in contemporary society. *(CEDEFOP 2008)*  
**Essential or foundation skills:** Foundation skills include the basic academic knowledge and skills that learners acquire often as result of their participation in formal school education (primary and secondary schools) or sometimes through non-formal and informal learning opportunities. These skills, which include basic literacy and numeracy skills, provide the foundation upon which learners receive further education to deepen their capacity for fulfilling, meaningful lives and decent jobs. *(UNESCO Asia-Pacific 2014)* | Basic literacy and numeracy skills |
| **Category 2:** Hard skills or Specialized skills | **Hard skills:** The technical and analytical competencies and know-how that allow the worker to perform the mechanical aspects of a job. *(OECD/KRIVET 2012)*  
**Specialised skills:** Specialised skills include the specific “know-how” needed for a fulfilling and meaningful life and decent employment which learners acquire often as result of their participation in post-basic education, including through technical and vocational education and training (TVET) or extracurricular activities. These skills may relate to a specific job, task, academic discipline (e.g. teacher, geographer, medical doctor or journalist) or area of particular knowledge and skills (e.g. hobby). Depending on their interest and further learning, individuals may possess one or several specialised skills. *(UNESCO Asia-Pacific 2014)* | Culinary production skills |
| **Category 3:** Generic skills or Life skills or Soft skills or Transferable skills or Transversal skills | **Generic skills:** A skill which is not specific to work in a particular occupation or industry, but is important for work, education and life generally. *(NCEVER 2013)*  
**Life skills:** Expression used in one of the following ways, sometimes combining some of the categories:  
1- often used to capture skills such as problem-solving, working in teams, networking, communicating, negotiating, etc. Their generic nature - their importance throughout life, in varying contexts - is held in common with literacy skills. These generic skills are seldom, if ever, acquired in isolation from other skills;  
2- also used to refer to skills needed in daily life that are strongly connected to a certain context. Examples are livelihood skills, health skills, skills related to gender and family life, and environmental skills. These can be termed ‘contextual skills’, while accepting that skills are in practice never purely contextual or purely generic...;  
3- also used in the school context to refer to any subject matter other than language or mathematics;  
4- there are other miscellaneous skills being referred to as life skills, such as cooking, making friends and crossing the street. *(UNESCO UIS 2013)*  
**Soft skills:** Skills that are cross-cutting across jobs and sectors and relate to personal competences (confidence, discipline, self-management) and social competences (teamwork, communication, emotional intelligence). *(EU Commission 2015)*  
**Transferable skills:** Transferable skills include the ability to solve problems, communicate ideas and information effectively, be creative, show leadership and conscientiousness, and demonstrate entrepreneurial capabilities. People need these skills to be able to adapt to different work environments and so improve their chances of staying in gainful employment. *(EFA 2012)*  
**Transversal skills:** Definition of ‘transversal competencies’ has six domains: 1) critical and innovative thinking, 2) interpersonal skills, 3) intrapersonal skills, 4) global citizenship, 5) media and Information literacy, and 6) others. The domain ‘others’ was created as a way for researchers to include competencies, such as physical health or religious values, that may not fall into one of the other. *(UNESCO Asia-Pacific 2016)* | Critical and innovative thinking  
Inter-personal skills (presentation and communication skills, organizational skills, teamwork, etc.)  
Intra-personal skills (self-discipline, enthusiasm, perseverance, self-motivation, etc.)  
Global citizenship (tolerance, openness, respect for diversity, intercultural understanding, etc.)  
Media and information literacy (ability to locate and access information, as well as to analyse and evaluate media content) |
Foundation skills

Within the context of ASSET-H&C members, students mainly develop and acquire the last two categories of skills. In some cases, they also lack part of the foundation skills, which implies for the schools to dedicate specific hours or periods of the training to these topics. Literacy and numeracy skills are vital for daily life but also essential for all hospitality & catering trades, in situations such as measuring amounts of ingredients, taking a client’s order, updating stocks’ state, and placing orders for material purchase, reading recipes... Finally, they are important to ensure students the capacity to pursue further studies if they wish.

Specialized skills

The 2nd category, hard or specialized skills, appears of course central for students to get a job in the hospitality & catering sector. They correspond to the technical gestures of a specific job, such as, for a cook, being able to identify and prepare various meats, or preparing vegetables, eggs and farinaceous dishes for instance. These skills are mostly taught during theoretical classes and work experience periods.

Most ASSET-H&C members have chosen to offer trainings that are specialised in one labour division (for instance, training in Culinary Arts), although some offer multidisciplinary trainings, where students get to acquire skills from several labour divisions. The objective is always to match as much as possible the demand of the industry in terms of expected capacities once on the job.

Transversal skills

The 3rd category of skills is as – if not more – important for students to land a job, keep it, evolve in their career, as well as in their life. As we can see, it is particularly large, including, among others, skills used in daily private life to manage one’s life or in public context as responsible citizen, skills favouring good and effective relationships at work, or skills allowing to search for and find a job. In ASSET-H&C’s context, the notions of life or transversal skills are used, as they are particularly comprehensive and fit quite well the situation of respective member schools.
In the ASEAN framework, we can find some of these skills within the “core competencies” and “generic competencies” categories. These categories list competencies in the fields of tourism sector knowledge, financial literacy, communication and interpersonal relations, computer-based literacy, health and safety procedures, conflict resolution, English language proficiency... Two competencies of the curriculum are also related to creating and ensuring a protective environment for children in tourism.

The ASEAN framework provides schools with some useful minimum standards; however, it seems that ASSET-H&C member schools are going one step further, to ensure the personal development of youth as well, independently from any work consideration.

As ASSET-H&C member schools work with at-risk youth, who often lack these basic skills and knowledge because their family or community environment lacks them too, these schools play a major role in ensuring their transmission, which is key to a successful integration of the youths into society. The schools can also play a role in training parents and tutors on these basic notions, in order to guarantee a continuity and harmony in the fundamental values and foundations given to the youths.
CASE STUDY
Teaching Life Skills to disadvantaged Thai youth at the Hospitality & Catering Training Center (HCTC)

The HCTC trains young girls and boys who are predominantly coming from the Karen minority and who have an educational level equivalent to grade 9. In 2014, the pedagogical team conducted a survey of the skills that youth were expected to have as professionals and adults, among industry partners, community representatives, CSOs and families to create an adapted Life Skills curriculum that was implemented in 2015.

Life skills were first integrated as a response to two problems that had been observed among certain students – dropping-out of internships and low cultural understanding – and that were leading to poor social and professional integration.

For the HCTC, life skills can be more broadly seen as the bridge from childhood to adulthood. In addition, they are a preparation and protection from the “dark side” of the tourism industry: sex trade and trafficking for example.

Currently, the training path at HCTC includes 6 hours of life skills per week, which are divided into 4 main topics: communication, self-care, identity & culture, and professional integration (see Life Skills Curriculum on the left-hand side). Each topic is itself composed of various sessions such as knowledge of common and transmittable diseases, understanding of the concept of citizenship and its applications, sustainable development awareness, artistic culture...

Life skills classes must deliver very tangible, relatable, and applicable messages, which is why the school works with an extensive network of partners who are experts on the chosen themes (healthcare institutions, international and local NGOs, partners from the hospitality industry...).
CASE STUDY
Ecole d’Hôtellerie et de Tourisme (EHT) Paul Dubrule in Cambodia: how to get students ready for the job?

Integrating the job market is not only about knowing how to perform a job: it is also about being able to search for it, land it, keep it... and eventually change it at some point! This is why alongside hard skills, a vocational training centre should also transfer job-ready skills, which are most of the time included in the “life skills” category. These skills make students autonomous in their job search and career management.

Ecole d’Hôtellerie et de Tourisme Paul Dubrule (EHT Paul Dubrule), in Siem Reap, Cambodia, has developed a range of activities to enable its students to acquire this autonomy:

- CV and motivation letter writing workshops;
- Career talks with industry partners to learn more about the job market and employers’ expectations;
- Self-branding workshops (professional outfit, make-up classes...);
- Career fairs with over 30 industry partners presenting their company and vacant positions;
- Student mobility opportunities, with exchanges and internships abroad.

Last but not least, in order to properly prepare students for their future professional life, having a precise idea of their desires in terms of jobs is key. EHT Paul Dubrule conducted a survey, which showed that among their students, 30% wanted to become a manager after 2/3 years of work experience, 47% were seeking further studies while working, and 23% wanted to open their own business. This is an interesting finding which could lead to integrating some entrepreneurship modules to the existing training path.
ENSURING THE FINANCIAL SUSTAINABILITY OF HOSPITALITY SCHOOLS BY GENERATING INCOME

37  GENERATING INCOME AS A VOCATIONAL TRAINING CENTRE

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Ensuring the financial sustainability of hospitality schools by generating income

Generating income as a vocational training centre

National public funding for education, and particularly for vocational training, has often been insufficiently available in developing countries to cover for the needs of younger generations as well as for those of the economy; and the current tendency is rather to an overall decrease in public budgets over the world. Future outlooks for public education provision are not bright everywhere, and private education services have consequently multiplied, with an often higher-perceived quality related to stronger ties with the labour markets and better pedagogical tools and resources. But the vast majority of these services have a cost – for schools and consequently for students –, and more often than not a high one. The downside of this development has therefore been the exclusion of a part of the population from these services, and the creation of a two-paced education system. This is particularly true for vocational education and training that is more costly than general education, due to higher costs of equipment, facilities, etc.

Not-for-profit vocational training centres, whether public or private, are therefore urged to find new and innovative models to finance themselves partly or entirely if they want to stay accessible to all, and to maintain a high and competitive level of quality, which requires significant investments and running costs. An option that is increasingly explored is the possibility of having income-generating activities embedded in a school’s activity, in relation with its training sectors. Before going into more detail, it seems important to recall that exploring this option should of course not undermine the responsibility of States to fund and provide for education, which must remain a basic right for all. The private sector should also be increasingly involved in funding education systems and particularly vocational training systems. Diversifying sources of funding is certainly the key to ensuring an affordable and quality education to all, on the long-term.

Having an economic model as a non-for-profit vocational training centre is a quite new paradox, as traditionally only for-profit training offers were thought of as businesses. For now, innovative economic models are being tested mainly by private initiatives, such as ASSET-H&C member schools: the unicity and rationale of these models lies in the fact that they allow not having to choose between offering a top-quality training, and maintaining it affordable and accessible, which has traditionally been one of the main distinction criteria and arguments between public and private education offers. Having a part of self-generated funds is also a guarantee of the sustainability of their training mission for these organizations.
Our hope is that these initiatives, their experiences and lessons-learned can inspire public authorities and education providers to develop similar models at a larger-scale to ensure that the basic educational needs are fulfilled and answer to market demands.

Social enterprises: when revenue generation becomes an organisational pillar

ASSET-H&G members can also be considered as social enterprises since their revenue activities were generally developed from the very beginning and have significant implications in terms of organization, human resources, and vision. The rationale is the same as that described hereabove, but the paradigm is a little different.

These activities are an integral component of the global organization and structure and they serve the social purpose by ensuring its sustainability and even sometimes by contributing to the core mission.

From income-generating activities to social enterprises

*Definitions by 4lenses*

We talk about *income-generating activities* when referring to "nonprofit organizations that incorporate some form of revenue generation through commercial means into their operations. Income-generating activities are not conducted as a separate business, but rather are integrated into the organization’s other activities."

So when can we say that such activity becomes a social enterprise?

"Is it the size of the income-generating activity; the amount of revenue earned; its legal structure, or type of staff involved that determines whether an income-generating activity can be considered a social enterprise? Though subtle, and subject to debate, the defining operational characteristic is that an income-generating activity becomes a **social enterprise** when it is operated as a business. The following characteristics apply: the activity was established strategically to create social and/or economic value for the organization. It has a long-term vision and is managed as a going concern. Growth and revenue targets are set for the activity in a business or operational plan. Qualified staff with business or industry experience manage the activity or provide oversight."

*Source: [http://www.4lenses.org/typology](http://www.4lenses.org/typology) accessed on 8/03/2017*
Social enterprises in the training sector

Vocational training has the advantage of being a sector with natural bridges to the economy: as it is all about making people ready for a specific technical profession, conceiving a vocational training model that integrates a “productive” part related to the training sector actually makes a lot of sense. This is true for hospitality & catering, but also for mechanics, electricity, beauty therapy, etc.

In the case of ASSET-H&C members, who are “training social enterprises” or “social enterprises for training”, the various business activities contribute to financial sustainability as well as to the training mission.

Currently, there are at least 8 different types of businesses developed by ASSET-H&C members to generate proper revenues. The degree of integration to the schools’ core program (training) varies from one activity to another, but most often they are quite closely intricated with the pedagogical mission.

- Restaurants: vocational restaurants open to the public, where trainees in culinary arts and restaurant/bar service ensure the production and service of clients, under the guidance and supervision of the trainers and sometimes dedicated staff
- Hotels: vocational hotels open to the public, where trainees in front-office and housekeeping host clients and ensure them a nice stay, under the guidance and supervision of the trainers and sometimes dedicated staff
- Café/Bakery shops: cafés selling the products made by bakery and pastry trainees to clients, as well as beverages. Most of the time, the service is ensured by additional dedicated staff.
- Cooking classes: courses for amateurs, mostly in culinary arts, that are usually animated by trainers of the school, but can also involve students.
- Boutiques: physical or online selling points within the school, displaying a range of goods that are generally either goodies from the school or products made by local partner associations and social enterprises.
- Event hosting: rental of room(s) and/or provision of catering services for seminars, events, etc. Students usually participate in the event’s organization to widen their professional skills.
- Courses for professionals: courses that can be in the different areas of training offered by the school and that target industry-workers at a generally basic or intermediate level – for instance, workers that have no formal qualification in their work domain but have been
trained on-the-job. The animation is generally done by the school’s trainers as the expected level of training is higher than for amateur classes.

Each member carries out an average of 3 activities among the abovementioned, which cover from 15% to 95% of their running expenses.
CASE STUDY
Being a social enterprise for training: shared experiences from ASSET-H&C members and external partners (FRIENDS International, Shanghai Young Bakers)

⇒ 2 key lessons to target financial sustainability
- Be ambitious in building a “real” business and not only a side activity or generating “pity revenue”.
- Focus on high-quality and authentic products and services: social enterprises generally have higher expenses than normal companies (in our case, because they fund the training of youths for instance), which often reflects on prices of goods and services they offer; consumers’ willingness to pay will be much more dependent on quality than on the social aspect of the product.

⇒ 3 main challenges often faced by social enterprises
- How to correctly balance the social and business aspects of the activity? Sometimes, they enter in conflict as they have different rationales. For instance, the business rationale would imply that a restaurant diversifies and changes its menu, while there can be pedagogical constraints that interfere in a vocational restaurant. For all ASSET-H&C members, it remains clear that the priority should go to the social mission of training youth in need.
- How to create and develop a successful business while having often limited resources (human, financial), for example to invest in marketing and communication, and sometimes short-term obligations and budgets?
- How to develop a successful business and build financial independence without creating competition and deteriorating relations with other companies of the sector that are generally precious partners for the training (internships, employment...)?
Although this report reflects discussions and exchanges between members and partners of ASSET-H&C, it should be noted that the opinions expressed in this Report commit the authors only (Behaghel Thomas, Jourde Anne, Martin Simon, Mackenzie Calum – IECD). The opinions and ideas involved are not necessarily those of the French Development Agency (AFD).