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ASEM Workshop
Technical and Vocational Education and Training
“TVET for the Hospitality and Tourism Sector”
20th – 21st November 2012
Vienna, Austria

MABUHAY!





“It’s More Fun in ASEAN 2015!
....The Philippine Experience”

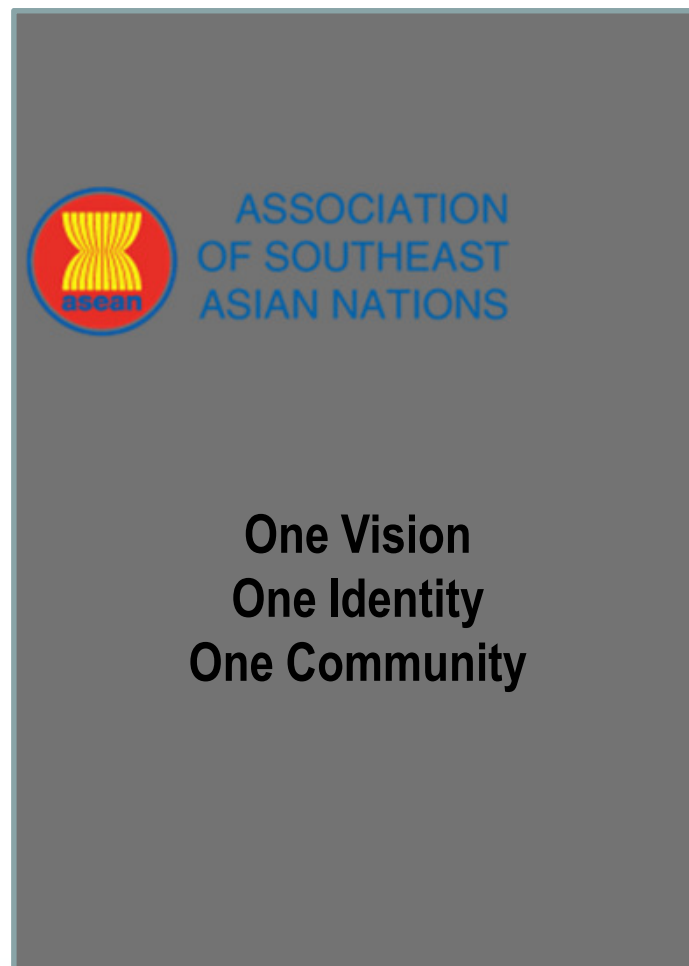




Key Points



- Speaker's Background
- Brief Background of the ASEAN
- Historical Development of ASEAN 2015
 - The ASEAN Economic Community (2007)
 - The ASEAN Tourism Strategic Plan, 2011-2015
 - ASEAN Common Competency Standards for Tourism Professionals (2004-2005)
 - Mutual Recognition Arrangement
 - Next Steps
- Implications to Philippine Education and Training





Speaker's Background



- Tourism Industry Board Foundation Inc. (TIBFI)
 - Council of Hotel and Restaurant Educators of the Philippines (COHREP)
 - Department Of Tourism (DOT)
 - Technical Education Skills Development Authority (TESDA)
 - Technical Working Group – prepares, reviews Training Regulations and Assessment tools for the Tourism Industry
- Note: Philippine Educational System - trifocal
- Department of Education
 - Commission on Higher Education –
 - Regional Quality Assurance Team member,
 - member of an Ad Hoc Committee for ladderized program



Speaker's Background



- Lyceum of the Philippines University
 - Private, non-sectarian school, 5 campuses
 - Manila has 8,500 students in THE, 14,500 students in 4 campuses, offering Associate, BS and Masters Degree



Cavite, 2008



Makati, 1970



Manila, 1952



Batangas, 1966



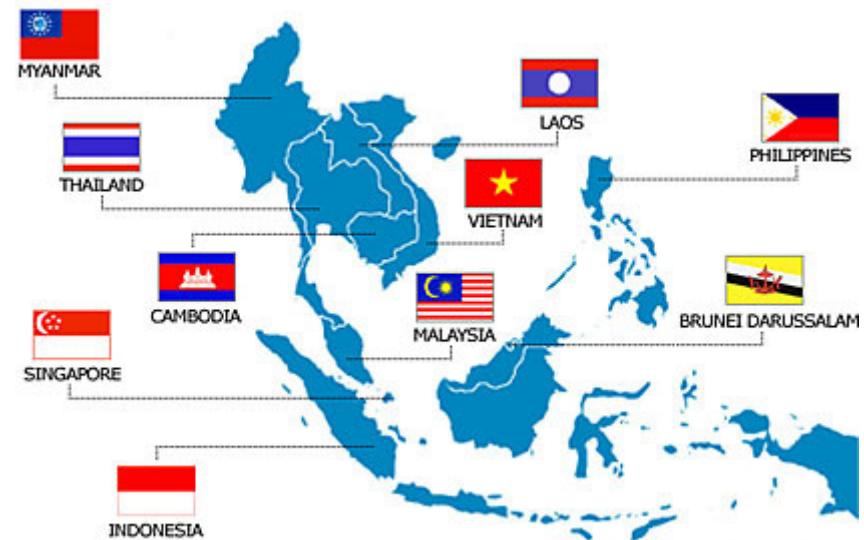
Laguna, 2000



Brief Background of the ASEAN



- Association of Southeast Asian countries
 - Established in 1967 with 5 countries initially
 - currently, 10 countries
- ASEAN Vision 2020
 - ..., living in peace, stability and prosperity, bonded together ... in dynamic development and in a community of caring societies, (2003)

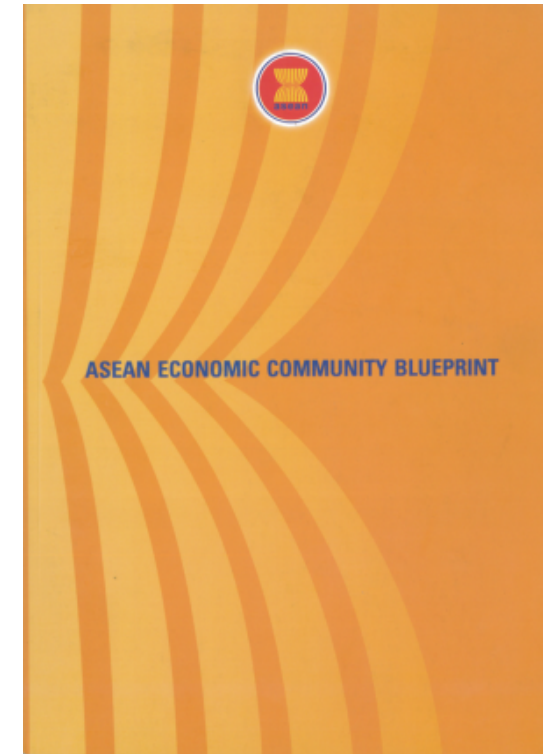




ASEAN Economic Community (AEC) by 2015



- **....achieve regional economic integration
.....convergence of interests among ASEAN Member States**
-core principles of open, outward-looking, inclusive, and market driven economy
-single market and production base,making the region more dynamic and competitive in accord with international norms
- **Accelerate integration in the priority sectors,
..... movement of business persons, skilled labour and talents**
- Strengthen the institutional mechanisms



2007



Single Market and Production Base



- Free flow of
 - goods
 - services
 - investments
 - capital
 - **skilled labour**





ASEAN Tourism Strategic Plan (2011)



- Aims to promote responsible and sustainable tourism
 - reducing poverty,
 - adopting to climate change,
 - promoting gender,
 - enhancing capacity,
 - conserving natural and cultural resources
- Envision to increase visitors in the region through
 - Authentic and diverse tourism products
 - Enhanced connectivity
 - Safe and secure environment
 - **Increased quality of services**





ASEAN Common Competency Standards for Tourism Professionals (ACCSTP)



- Provides for sets of minimum competencies for tourism professionals who seek to work in various divisions of labor that are common across various sectors of tourism in ASEAN
- Identified three sets of competencies, 240+
 - Functional - for the particular job title
 - Generic - for a secondary division
 - Core - for any labor division





Sample ACCSTP



- **Core Competencies**

- Work effectively with colleagues and customers
- Work in a socially diverse environment
- Implement occupational health and safety procedures
- Comply with workplace hygiene procedures
- Maintain hospitality industry knowledge





Sample ACCSTP



- **Generic Competencies**

- Communicate effectively on the telephone
- Promote hospitality products and services
- Perform basic clerical procedures
- Use common business tools and technology
- Access and retrieve computer-based data





Sample ACCSTP Functional Competencies



- **HOTEL FRONT OFFICE**
 - Receive and process reservations
 - Operate a computerised reservation system
 - Provide accommodation services
 - Maintain guests' financial records

- **HOUSEKEEPING**
 - Provide housekeeping services to guests
 - Clean public areas, facilities and equipment
 - Clean and prepare rooms for in-coming guests

<http://www.uq.edu.au/cbamt/index.html?page=55448&pid=55433>



Six Labor Divisions



Primary Division (First Labor Division)	(Second Labor Division)
Hotel Services	Front Office Housekeeping Food Production Food and Beverage Services
Travel Services	Travel Agency Tour Operations





Hotel Services (22 job titles)



Front Office

1. Front Office Manager
2. Front Office Supervisor
3. Receptionist
4. Telephone Operator
5. Bell Boy

Food Production

1. Executive Chef
2. Demi Chef
3. Commis Chef
4. Chef de Partie
5. Commis Pastry
6. Baker
7. Butcher

Housekeeping

1. Executive Housekeeper
2. Laundry Manager
3. Floor Supervisor
4. Room Attendant
5. Public Area Cleaner

F&B Services

1. F&B Director
2. F&B Outlet Manager
3. Headwaiter
4. Bartender
5. Waiter



Travel Services (9 job titles)



Travel Agencies

- 1.General Manager
- 2.Assistant General Manager
- 3.Senior Travel Consultant
- 4.Travel Consultant

Tour Operator

- 1.Product Manager
- 2.Sales and Marketing Manager
- 3.Credit Manager
- 4.Ticketing Manager
- 5.Tour Manager





Mutual Recognition Arrangement on Tourism Professionals (2009)






- Aims to facilitate mobility of tourism professionals
- promote sharing of information on best practices on competency-based education and training
- Provides a platform for two or more parties to mutually recognize or accept some or all aspects of one another's competency and standards
- All 10 countries have signed the MRA





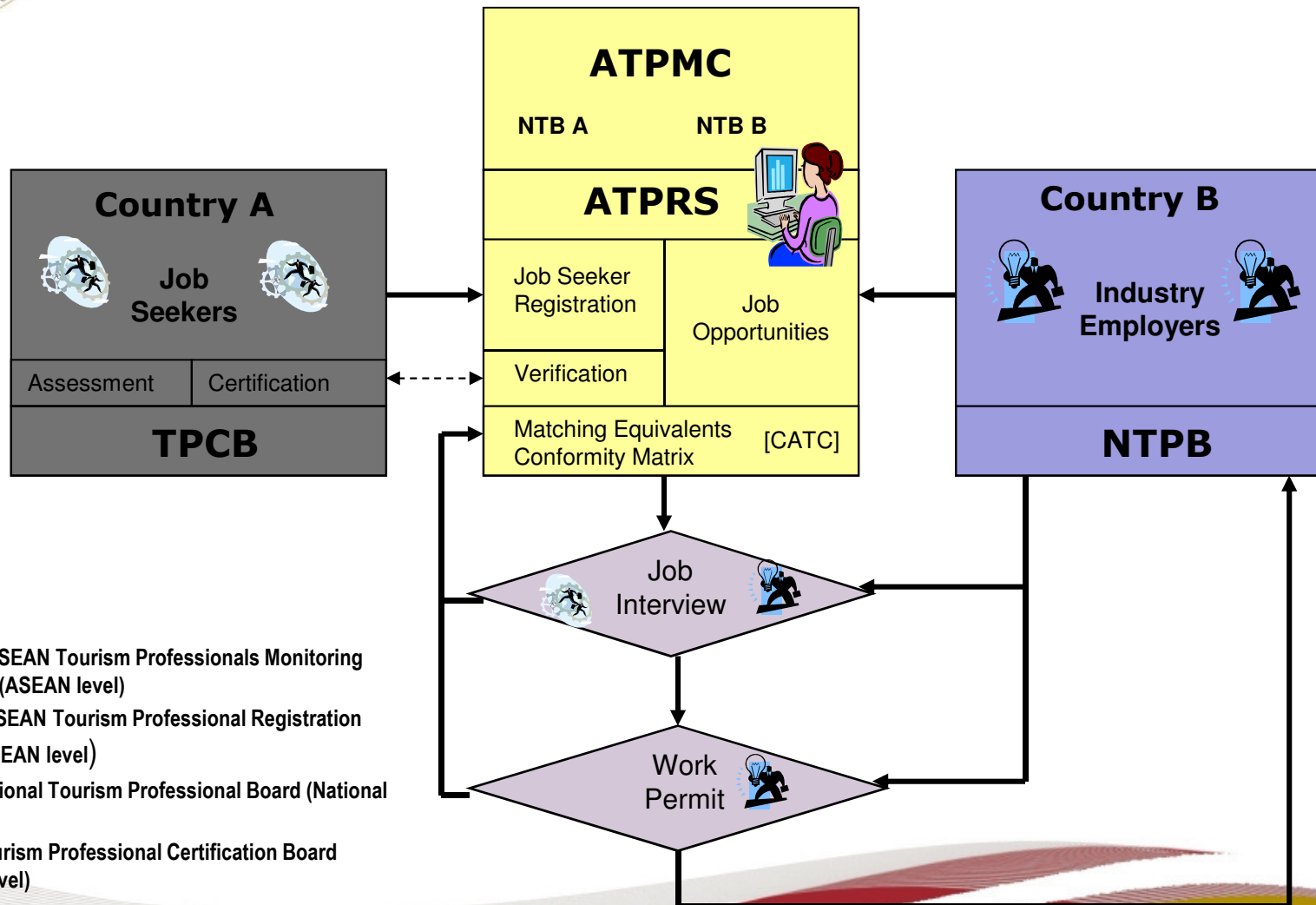
Toolbox



 <p>Work effectively with colleagues and customers D1.HRS.CL1.12 D1.HOT.CL1.12 D2.TCC.CL1.16 Trainer Guide</p> <p>WORK EFFECTIVELY WITH CUSTOMERS AND COLLEAGUES</p> <p>D1.HRS.CL1.12 D1.HOT.CL1.12 D2.TCC.CL1.16</p>	 <p>Work effectively with customers and colleagues D1.HRS.CL1.12 D1.HOT.CL1.12 D2.TCC.CL1.16 Trainee Manual</p>	 <p>Work effectively with colleagues and customers D1.HRS.CL1.12 D1.HOT.CL1.12 D2.TCC.CL1.16 Assessor Manual</p>
<p>TRAINER MANUAL</p> <ul style="list-style-type: none">• Competency Assessment• PowerPoint Presentation• Training Equipment• Instructions for Trainers for Using PowerPoint	<p>TRAINEE MANUAL</p> <ul style="list-style-type: none">• Unit Descriptor• Assessment Matrix• Glossary• Elements• Presentation of Written Work• Recommended Reading• Trainee Evaluation Sheet	<p>ASSESSOR MANUAL</p> <ul style="list-style-type: none">• Competency Standard• Oral Questions• Written Questions• Answer to Questions• Observation Checklist• Third-Party Statement• Competency Recording Sheet



Mechanism to support MRA



Legend:

- ATPMC – ASEAN Tourism Professionals Monitoring Committee (ASEAN level)
- ATPRS – ASEAN Tourism Professional Registration System (ASEAN level)
- NTPB – National Tourism Professional Board (National level)
- TPCB – Tourism Professional Certification Board (National level)



...in the Philippines



- **NTO - National Tourism Organization**
 - Department Of Tourism (DOT)
- **NTPB – National Tourism Professional Board (National level)**
 - Tourism Industry Board Foundation Inc. (TIBFI)
- **TPCB – Tourism Professional Certification Board (National level)**
 - Technical Education Skills Development Authority (TESDA)





Next Steps on MRA



- Development of Toolboxes
 - About 90+ have been developed, out of 240+
- Training of ASEAN Master Trainers/Master Assessors in Bali, Indonesia
- Establishing the ASEAN Secretariat
- Gap analysis in the implementation of the MRA



Developments in Philippine Education



- K-12 Basic Education (started in 2011-2012)
 - Kinder, plus 6 years elementary
 - 4 years junior high school
 - 2 years senior high school – NC I & II I
- CHED HEIs
 - Ladderized curricula allowing students to earn diplomas at each level
 - Vertical and horizontal typology based on QA of schools
 - Vertical – autonomous, deregulated, regulated
 - Horizontal – professional schools, colleges and university
 - Strong focus on apprenticeship programs allowing students to practice and master technical skills
 - Encourage industry practitioners to teach in class and skills laboratories.





PH Qualifications Framework



- Coordination of a developmental curriculum in Basic Education, Tech Voc, and HEIs that uses a “spiral curriculum”
- Identification of minimum “competency” in all levels, that are comparable with other countries
- Reduction of “units” in HEI as “redundant”
General Education courses are brought to Basic Education



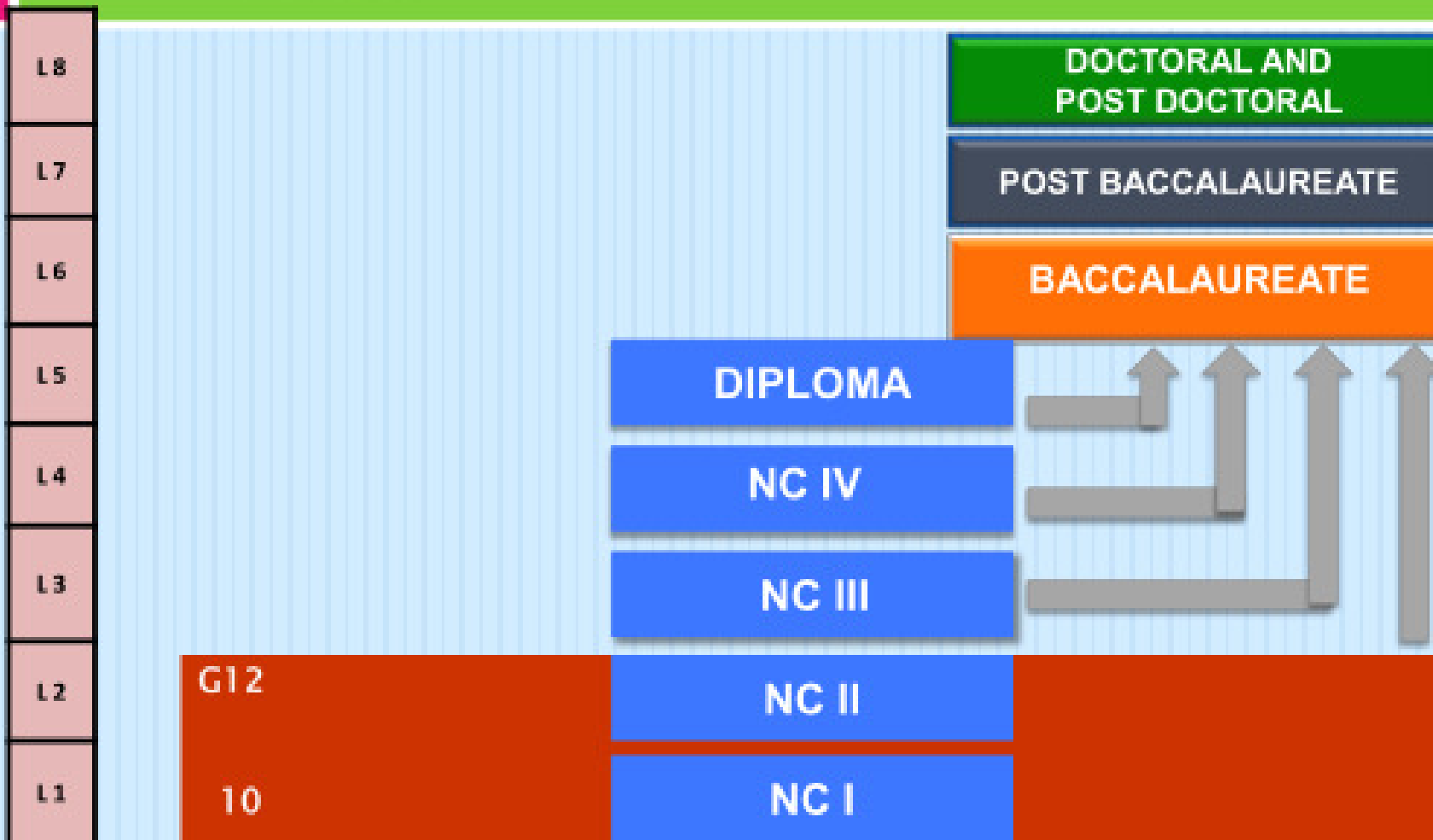
THE PHL QUALIFICATIONS FRAMEWORK

(Approved by the NEDA SDC-Cabinet on May 18, 2012)

BASIC ED

TESD

HIGHER EDUCATION





LPU Action on ASEAN 2015



- Awareness campaign
- Review curriculum to meet ASEAN standards and requirements
- Retooling of teachers to “qualify” i.e. LET, trainor/assessor
- Facilities upgrade
- Stronger industry partnership due to apprenticeship/OJT/Practicum requirements



ASEM Action



- Coordination for similar competency standards identification
- Training and development of trainers and assessors
- Formation of a secretariat for registration, verification, and matching of job openings with applications





Acknowledgements



- **Asst. Secretary Rolando Cañizal** ,Office of Tourism Planning, Research and Information Management, Department of Tourism
- **Dir. Imelda Taganas**, OIC-Executive Director, Qualifications and Standards Office, TESDA





Maraming Salamat!

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