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
  – 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
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
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

## Six Labor Divisions

<table>
<thead>
<tr>
<th>Primary Division (First Labor Division)</th>
<th>(Second Labor Division)</th>
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<tbody>
<tr>
<td>Hotel Services</td>
<td>Front Office</td>
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<tr>
<td></td>
<td>Housekeeping</td>
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<tr>
<td></td>
<td>Food Production</td>
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<tr>
<td></td>
<td>Food and Beverage Services</td>
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<tr>
<td>Travel Services</td>
<td>Travel Agency</td>
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<tr>
<td></td>
<td>Tour Operations</td>
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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)

<table>
<thead>
<tr>
<th>Travel Agencies</th>
<th>Tour Operator</th>
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<tbody>
<tr>
<td>1. General Manager</td>
<td>1. Product Manager</td>
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<tr>
<td>2. Assistant General Manager</td>
<td>2. Sales and Marketing Manager</td>
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<tr>
<td>3. Senior Travel Consultant</td>
<td>3. Credit Manager</td>
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<tr>
<td>4. Travel Consultant</td>
<td>4. Ticketing Manager</td>
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<tr>
<td>5. Tour Manager</td>
<td>5. Tour Manager</td>
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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

**TRAINER MANUAL**
- Competency Assessment
- PowerPoint Presentation
- Training Equipment
- Instructions for Trainers for Using PowerPoint

**TRAINEE MANUAL**
- Unit Descriptor
- Assessment Matrix
- Glossary
- Elements
- Presentation of Written Work
- Recommended Reading
- Trainee Evaluation Sheet

**ASSESSOR MANUAL**
- 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)

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<tr>
<th>Country A</th>
<th>Job Seekers</th>
<th>TPCB</th>
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<tr>
<td>Assessment</td>
<td>Certification</td>
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**ATPMC**

<table>
<thead>
<tr>
<th>NTB A</th>
<th>NTB B</th>
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<tr>
<td>Job Seeker Registration</td>
<td>Job Opportunities</td>
</tr>
<tr>
<td>Verification</td>
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<tr>
<td>Matching Equivalents Conformity Matrix</td>
<td>[CATC]</td>
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<th>Country B</th>
<th>Industry Employers</th>
<th>NTPB</th>
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<tr>
<td>Job Interview</td>
<td>Work Permit</td>
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**Country A**

- Job Seekers
- TPCB

**Country B**

- Industry Employers
- NTPB
…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 Trainors/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

• 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
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 trainors and assessors
• Formation of a secretariat for registration, verification, and matching of job openings with applications
Acknowledgements

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Maraming Salamat!

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