

PROGRAM B HUMAN RESOURCE DEVELOPMENT PROGRAM

Title	Countries	Estimated costs	Priority class.	Contacts
Project B.3. Upgrade qualifications of Deans and Professors/Lecturers in Academic Institutions Offering Tourism and Hospitality Management Degree Programs	Cambodia, Lao PDR, PRC, Viet Nam	\$6.5	Priority 2	Christine Jacquemin, project coordinator, Mekong Tourism (Coordination) Office. Email: cjacquemin@adb.org , christine@MekongTourism.org , ; website: www.MekongTourism.org .

<p>1. Title of Proposed Project:</p> <p>Human Resource Development and Capacity Building in the Greater Mekong Subregion (Target: Deans and Professors/Lecturers in Academic Institutions Offering Tourism and Hospitality Management Degree Programs)</p>
<p>2. Location and Geographic Scope:</p> <p>Cambodia, Lao PDR, Myanmar, Thailand, Vietnam, Yunnan Province, China as source of beneficiaries; Project activities to be held in countries with international standards in tourism and hospitality education</p>
<p>3. Name of Project Leading Agency: GUANGXI</p>
<p>4. Name of Principal Sponsor/s: GMS National Tourism Organizations (NTOs)</p>
<p>5. Sector or Division Human Resource Development</p>
<p>6. Type of Proposed Project (Technical Assistance or Loan): Technical Assistance</p>
<p>7. Government Priority (High, Medium, Low): High Priority</p>
<p>8. Project Background and Rationale:</p> <p>All the GMS countries are experiencing tremendous growth in tourist arrivals and this growth is expected to continue in the next 10-15 years. The primary attractions in the Mekong countries are their World Heritage cultural treasures such as Angkor Wat, Sukhothai, Bagan, Luang Prabang, Hue, Lijiang – all listed in the World Heritage list. In addition, there are several protected areas, national parks and wildlife whose biodiversity is unique.</p> <p>Among the six countries, Cambodia, Lao PDR, Myanmar, Vietnam, and Yunnan Province are experiencing challenges in meeting the consequences of tourism growth. One of the biggest constraints they currently face is the low level of capacities of their human resources. It should also be noted that these countries are in transition from centrally-planned economies to market economies. Their educational systems need renewal because these are based on old, traditional systems modelled after the Eastern block. The old generation of professors were all schooled in the Eastern block.</p> <p>The concepts of sustainable tourism, with emphasis on the management of environmental, cultural, and social impacts as well as the empowerment of communities in planning tourism development are relatively modern concepts which are not familiar to many of the old school professors. Hospitality management is also a very Western concept, fine-tuned to a high level of sophistication by the big hotel chains such as the Hyatt, Sheraton, Accor, Starwood, Meridien, etc. To be able to teach these concepts in universities in the aforementioned GMS countries, teachers must be exposed to best practices in tourism and hospitality. Experience, coupled with academic qualifications, makes for good teachers of tourism and hospitality.</p>
<p>9. Project Objectives:</p> <ul style="list-style-type: none"> • To produce tourism and hospitality management graduates from Universities and colleges who have both the knowledge and the competency skills which will make them “employable” once they graduate. • To raise the academic standards of universities and colleges offering tourism and hospitality management courses.
<p>1. Project Scope and Description:</p> <ul style="list-style-type: none"> • Conduct organized 10 day study tours for deans and heads of tourism/hospitality faculties in the GMS to universities overseas with high standards of academic excellence. A two-day seminar on quality tourism education will be held, to cover topics such as curriculum design and evaluation; standard setting; faculty development; latest trends in tourism and hospitality education; academic vs. vocational training; the importance of research; HRD and gender sensitivity, gender analysis, gender planning, mainstreaming, and agenda setting; and the role of the private sector in tourism education. The rest of the week will be devoted to visiting various universities and colleges, inspecting their equipment and laboratories, libraries, and conducting dialogues with their faculty members. Among the universities to be considered are the Dusit Thani College in Thailand; Institute of Tourism Studies in Macau; Hong Kong Polytechnic, Southern Cross University in Queensland, Australia, and others in the APETIT network which have high reputation for quality standards in education. • Send young teachers (in their late ‘20s or ‘30s) overseas on scholarships to take up their Masters or PhD degrees. As far as practicable, a 50-50% ratio between male and female teachers should be achieved. Two criteria which must be strictly observed is that their level of English must be high (IELTS 6.5) and that they should have had experience working in the tourism industry (hotel

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or restaurant, NTO, travel agency, as a tour guide, etc.)

- Develop a customized training program for both old and young teachers to train them in country, in their national language, on the latest trends in tourism and hospitality education, especially on pedagogy. Case studies and teaching materials must be localized, i.e., relevant to the GMS countries. These should be made available on a web-based “Knowledge Centre” and on CD ROM. This will ensure wide dissemination and both teachers and students alike can learn at their own pace. Visiting lecturers/professors from overseas will be asked to conduct these training programs. Cambodians, Vietnamese, Lao people, and Chinese professors teaching overseas who speak the national language and fluent English will be sought to conduct the lectures.

12. Links with GMS Countries and to Other Project/Donor Initiatives, etc:

The French and Thai governments have a joint agreement (Franco-Thai Bilateral Cooperation Agreement) which aims to support Human Resource Development in the ASEAN region. The Canadian University Consortium and LuxEd has been assisting Vietnam in tourism education. AusAid has been giving scholarships to young teachers to study in Australia. To maximize the affectivity and reach of all these initiatives, this proposal attempts to put all of them in a framework, to implement the GMS Tourism Strategy, TA 6179-REG.

14. Expected Outputs and Overall Outcomes:

The main outputs:

- Deans and Tourism Faculty Heads from each GMS country who are exposed to quality/world class tourism education and who are in positions to effect changes in their respective institutions.
- Universities with more teachers with Masters and PhD degrees in tourism and hospitality
- Teachers from the old school (educated in the Eastern block) who don't speak English and younger teachers who speak English and who have been exposed to Western educational concepts, will have a regular forum wherein they can exchange ideas on how to improve their teaching methods, teaching materials, and in general, how to upgrade tourism education in their respective universities.

Implementing these projects will raise the standards of tourism and hospitality education of the universities and colleges in the aforementioned GMS countries.

15. Impact on Poverty Alleviation:

Graduates of universities and colleges which have high standards will have no problems finding employment immediately after graduation.

16. Impact on the Natural, Cultural and Social Environment and Mitigation Measures:

No negative impacts. In fact, quality tourism education ensures that students are aware of these impacts and how they should be mitigated.

17. Participatory Development Issues, if any:

Participatory development, especially of women, communities, and ethnic groups, is a skill which should be taught in every academic institution with high standards.

18. Sustainability and Financial Viability of the Project:

Sending teachers abroad on scholarships is an expensive activity, so there should be a group of donors who should pull their resources together to make this project a reality.

19. Expected Impact on Target Beneficiaries:

A pool of deans, heads of faculty, teachers in the GMS with exposure to high quality tourism education and educational methods will raise the academic standards of educational institutions in the member countries which will result in high standard graduates who will lead the tourism industry in the 21st century.

20. Private Sector Participation:

Hotel chains, big tour operators, and industry associations are usually partners in tourism and hospitality education in countries with highly-developed tourism industries. There is no public sector involvement in education and training, other than in policy-making, standard setting and regulations, and budget appropriations. This should be the model which the countries in transition economies should try to emulate.

22. Proposed Development Partners (Donors/Funding Sources):

French government; Governments of Thailand, Singapore, and Malaysia, AusAid, NZAid, grant-giving Foundations

23. Proposed Implementing Agency:

Agency for Coordinating Mekong Activities (AMTA) and one of the National Tourism Organizations from the GMS

24. Project Readiness (local approvals; availability of pre-feasibility study, etc):

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The project can be implemented immediately.

25. Implementation (incl. preparations) Arrangements:

The NTOs, under the Implementation Arrangements in the Tourism Strategy, will set up a Project Implementation Unit which will implement this project, which will be championed by one of the countries.

AMTA will assign a Program Coordinator who will ensure that interface with donors and targets/deadlines are met.

26. Initial Estimated Cost

- Study tours for deans/heads of tourism faculties from Cambodia, Lao PDR, Myanmar, Vietnam, Yunnan (1 study tour of two members per country per year for four years or a total of 40 people)
- Scholarships for 6 teachers per country per year for 2-3 years' study or a total of 30 people
- Development of customized training program and teaching materials (cost may be shared with the other HRD project involving middle level public officials)
- Conduct of training programs in country (2 programs per country per year for four years or a total of 40 training programs over a four-year period)

Estimated at \$6.5 million over 5 years

27. Implementation schedule:

Elements	2006				2007				2008				2009				2010			
Educators/Trainers																				
• Preparatory Phase	x	x	x																	
• Implementation				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X
• Evaluation									x	x	x	x	x	x	x	x	x	x	x	X

28. Major Constraints and Risks:

- Co-financing is not available from GMS governments and the private sector
- Any needed Institutional Change is not acceptable
- The program is not effective due to the fact that the NTOs and AMTA are not ready to implement it.