

Developing Hospitality Professionals

A Philippine Senior High School Case Study



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Disclaimer

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The K to 12 PLUS Project is a multi-stakeholder initiative supported by the German Federal Ministry of Economic Cooperation and Development (BMZ) to assist the ongoing Education and Training Reform in the Philippines, with particular focus on piloting innovative dualized approaches to technical and vocational education and training. Its overall objective is to contribute to increased employment and income of youth and their families, and to matching the needs of companies for mid- to high level qualified employees.

The sequa gGmbH is the overall coordinating body for the joint project. sequa gGmbH is a globally operating organisation that carries out development projects and programmes in international development cooperation in close collaboration with the German private sector since 1991. sequa's shareholders are Germany's top business membership organisations (DIHK, ZDH, BDA, BDI) and GIZ.

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TABLE OF CONTENTS

04 INTRODUCTION

05 Objectives

06 PART 1

ABOUT K TO 12 AND THE K TO 12 PLUS PROJECT

08 The problem of job skills mismatch

10 Partners in educational reform

12 PART 2

**ABOUT THE PHILIPPINE TOURISM INDUSTRY AND
THE LAIYA HOSPITALITY PILOT PROGRAM**

14 The case for Laiya as pilot site

15 Progress begins with education

16 PART 3

THE PROGRAM DESIGN AND BEST PRACTICES

18 Step 1 – Start with the industry demand

18 Step 2 – Build lasting partnerships

19 Step 3 – Prepare for implementation

24 Step 4 – Implement, monitor and evaluate

25 In Progress: Phase 2

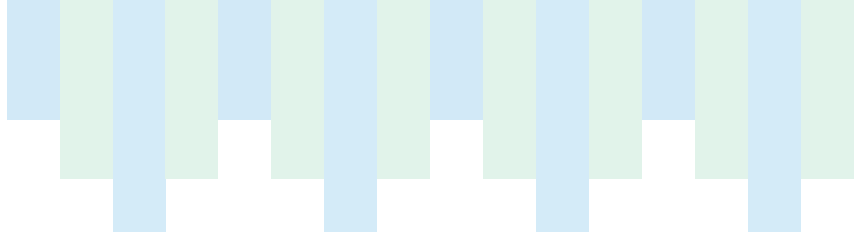
Step 5 – Assess and fine-tune

Step 6 – Mainstream the model

26 PART 4

GROWING PPP ALLIANCES





DEVELOPING HOSPITALITY PROFESSIONALS

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INTRODUCTION

Members of business associations and chambers have a significant part to play in the ongoing educational reform in the Philippines. Because the business sector is directly affected by the state of education in the country, it is crucial for associations and chambers to take an active part in its development.

The Philippine government's move to the Kindergarten to 12 Grade ("K to 12") system has been viewed as a way forward by the business community which has long been operating under a competitive global standard. It has professed its endorsement of the sweeping reform that re-introduces Technical Vocational Education and Training into the mainstream and makes it an affirmative option for students.

The transition to K to 12 was meant to give High School graduates a realistic opportunity to earn a livelihood and provide Filipino families a path towards economic freedom. This is a worthy goal that the business sector shares with the government. Unfortunately, at this early stage, the system is still far



from perfect and needs improvement – particularly in terms of Technical Vocational Education and Training (TVET). In this regard, the associations and chambers have much to contribute as a strong and stalwart advocate for the integration of Dual Training into the K to 12 system.

Through its full support to the K to 12 PLUS Project, the business community offers a viable and innovative solution to the constraints and limitations of the standard TVET courses. As it stands, the K to 12 PLUS Project is a Public Private Partnership model that works and is making a tangible difference in effecting real education reform that can be replicated by other organizations.



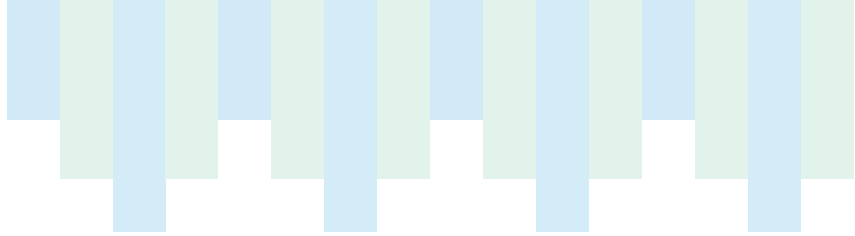
Objectives

This report seeks to share the lessons and good practices culled from the experience of implementing the pilot Laiya Hospitality Cluster and demonstrate effective strategies that can be replicated by other organizations in different locations – even in different industries. These methods are seen to be most useful for those who also wish to actively participate and contribute to the development of the K to 12 educational system through integrating the dual training approach in Vocational and Educational Training. This report aims to advocate for the nationwide usage of the dual training approach as it helps to directly address the problem of job skills mismatch that hampers the economic growth of the country.

PART 1

About K to 12 and the K to 12 PLUS Project





In 2013, the Philippine government promulgated Republic Act No. 10533 known as the “Enhanced Basic Education Act of 2013” or – as it is now more commonly referred to – the “K to 12” program. The program totally restructured the national educational system and added two years of Senior High School (SHS) to what used to be only kindergarten, six years of primary education and four years of Junior High School (JHS).

The new SHS grades (Grades 11 and 12) cover eight learning areas in its core curriculum and adds specific tracks based on four disciplines: Academic, Technical-Vocational-Livelihood, Sports, and Arts & Design. SHS students pick a track based on their strengths and interests as well as what they would want to pursue as future careers or what courses they plan on taking up in college.

This system also introduces the credential called the Technical Vocational Education and Training (TVET) National Certificate that will be recognized by both government institutions and industries. Therefore, students who finished Grade 10 may obtain a Certificate of Competency (CoC) or a National Certificate Level I (NC I), while those who finish the TVL track in Grade 12 may obtain a National Certificate Level II (NCII), provided they pass the competency-based assessment by the Technical Education and Skills Development Authority (TESDA).

By going forward with this sweeping educational reform, the government is aiming to align Philippine standards with those of international benchmarks and produce a young workforce sufficiently prepared for employment, entrepreneurship and/or higher learning in a global setting.

The bold move was part of the government’s focused Educational Agenda which notably included the re-introduction of technical and vocational education in public high schools – a crucial step that is seen as a key component for addressing the high youth unemployment rate in the country.

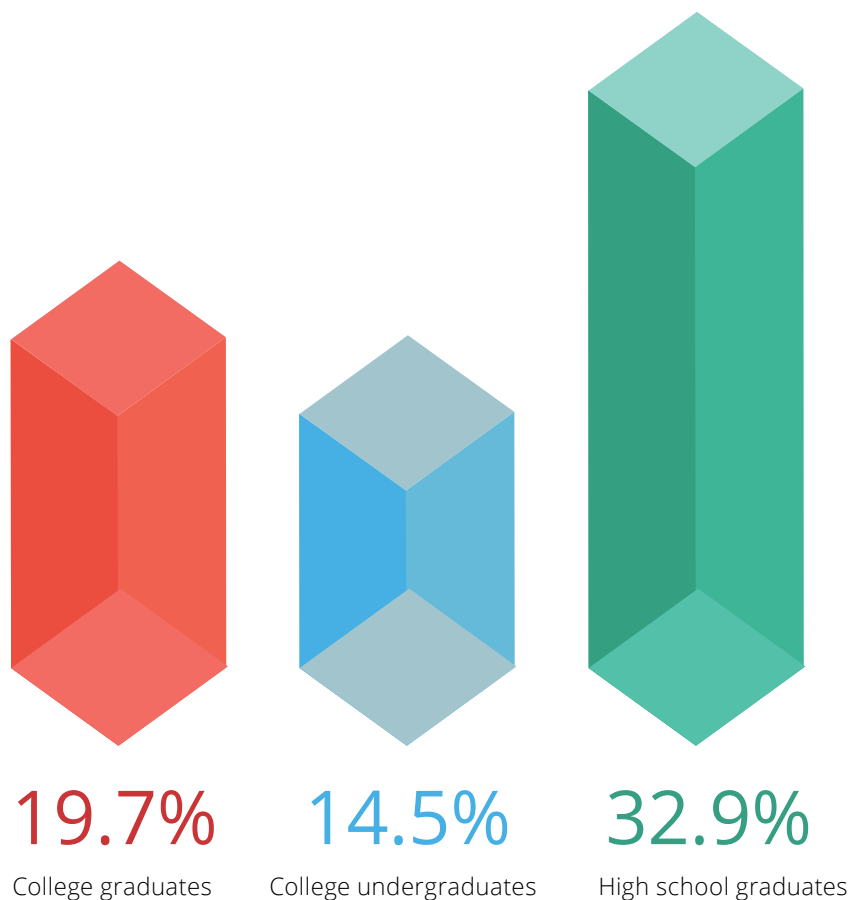
Giving its essential support to this educational reform, the business sector stepped up to the plate and promised to hire SHS graduates who meet standard hiring qualifications. With the economy projected to maintain its strong growth, more jobs will be created and industries would be eager to hire.

The problem lies in the gap between the skills of the graduates and the actual requirements of the industries and businesses looking to employ staff. As much as educational reforms are being rolled out and certifications are given out, vocational education and training is currently still largely disconnected from practice and does not sufficiently match the needs of the private sector. The youth are not sufficiently prepared during their vocational education for the actual requirements in the workplace, and hence, are only partly employable.

| The problem of job skills mismatch

A revealing 2014 study done by the Department of Labor and Employment (DOLE) showed that the youth unemployment rate was twice the national unemployment rate and accounts for almost half of all the unemployed Filipinos.

Notably, employment data for January 2016 shows that majority of the unemployed underwent formal education.

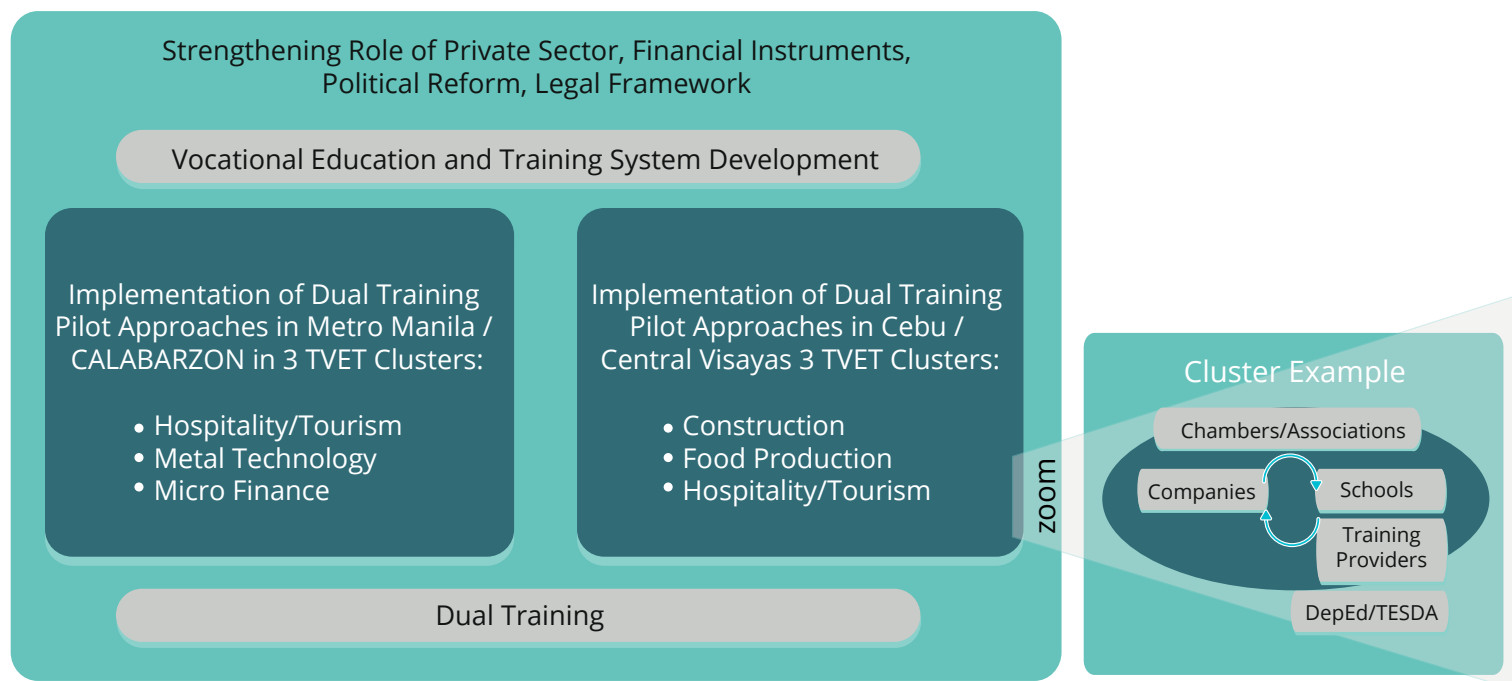


This suggests that the conclusion reached by the 2014 DOLE study remains true today and that the problem of job skills mismatch is a factor in the high rate of youth unemployment.

Fortunately, with the transition to the K to 12 system, the Philippine government has made an important step towards promoting practical orientation and qualification of students in the formal education sector. This will help ensure that high school graduates will have the skills necessary to have realistic chances of landing jobs immediately after graduation without need of tertiary education.

However, the system needs further development. For one, various stakeholders have observed that there has been a lack of concepts on how to promote the role of industries and business sector in this reform agenda, as well as lack of mechanisms and structures that will encourage their active cooperation in the provision of practical vocational training.

The K to 12 PLUS Project Pilot Approach



This challenge is what the K to 12 PLUS Project addresses.

Started in October 2013, the K to 12 PLUS Project is a multi-stakeholder initiative that aims to build cost-effective enterprise-based and practice-oriented dual approach training structures for the Senior High School Technical Vocational and Livelihood (TVL) Track that are more closely aligned to the real demands of the workplace and industries looking to employ local staff.

“Dual Training” refers to a combination of theoretical education in school with practical, on-the-job, enterprise-based training, which ensures proper balance of both theory and practice. It is deemed as the most appropriate mode of delivery of instruction in the TVL track that will benefit students and industries alike.

Modeled after Germany’s highly successful dual training system that was built through strong cooperation among private companies, schools and industry chambers, the K to 12 PLUS Project works with enterprises and vocational schools to create pilot “TVET (Technical Vocational Education and Training) Clusters” in Cebu/Visayas, Mindanao and Metro Manila/CALABARZON for selected industries, namely: Construction, Micro-Finance, Tourism/Hospitality, Mechanic/Manufacturing, and Food Manufacturing.

Its tasks include the design of curricula for the schools and in-company training as well as introduction of new complementary teaching and training methods applicable to specific industries.

Moreover, the project also facilitates continuing discussion and exchange of ideas among a cluster of organized business, government agencies, labor sector, civil society and educational institutions to help identify and maximize opportunities for each to contribute and participate in the long-term improvement of the vocational education and training system in the country for the benefit of all.

The successful implementation of these pilot clusters will serve as models for replication in other parts of the country on how to effectively integrate the Dual Training System into the K to 12 Program.

| Partners in educational reform

The **K to 12 PLUS Project** is a concerted effort of German Development Cooperation organizations and organized German and Philippine businesses, and it is supported by the German Federal Ministry of Economic Cooperation and Development (BMZ).

In its work, the project relies on the staunch support of project partners in the Philippines which include the Philippine Chamber of Commerce and Industry (PCCI), the PCCI Human Resources Development Foundation (PCCI-HRDF), the Cebu Chamber of Commerce and Industry (CCCI), Philippine Business for Education (PBE), the Micro Finance Council of the Philippines, the Department of Education (DepEd), the Technical Education and Skills Development Authority (TESDA), the Commission on Higher Education (CHED), and various industry associations as well as private enterprises nationwide.





Moreover, the K to 12 PLUS Project receives assistance and support from committed German project partners, namely: AFOS Foundation for Entrepreneurial Development Cooperation (founded by the members of the Federation of Catholic Entrepreneurs - BKU), DEG - Deutsche Investitions- und Entwicklungsgesellschaft (member of KfW Group), the German-Philippine Chamber of Commerce and Industry (GPCCI - AHK), Deutsche Gesellschaft für Internationale Zusammenarbeit (German International Cooperation - GIZ), the Sparkassenstiftung für internationale Kooperation (Savings Banks Foundation for International Cooperation - SBFIC), sequa (Partner of German Business), and the Zentralverband des deutschen Handwerks (ZDH - German Confederation of Small Business and Skilled Crafts).

***"Joint Declaration of Intent of the Republic of the Philippines and the Federal Republic of Germany (signed in Berlin on 19 September 2014):
...to support the promotion of dual, enterprise-based, practice-oriented education and training (known as dual training) as a key element of educational reform."***

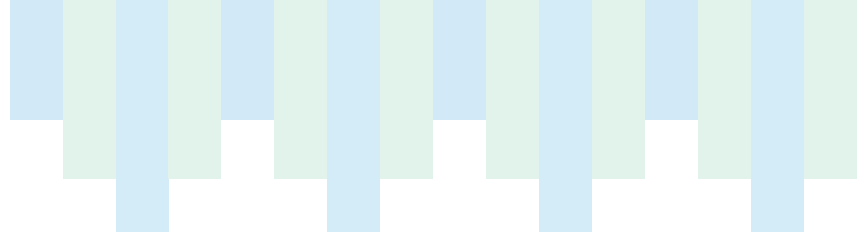
.....
Source: Philippine Star, 11 Feb 2016, Column of Isagani Cruz – published in K to 12 Plus Project website, under the tab News

Additional Sources Used:
<http://www.deped.gov.ph/k-to-12/faq/senior-high-school>
<http://www.gov.ph/k-12/>
<https://psa.gov.ph/content/employment-rate-january-2016-estimated-942-percent>

PART 2

About the Philippine Tourism Industry and the Laiya Hospitality Pilot Program





In order to maximize the results of its work, the K to 12 PLUS Project has focused its efforts on the sectors of Construction, Finance, Mechanic/Manufacturing, Food Manufacturing and Tourism/Hospitality – priority industries also identified as among the important growth drivers for the country’s economy.

The Tourism/Hospitality sector, for instance, accounted for about 8.2 percent of the gross domestic product in 2015.

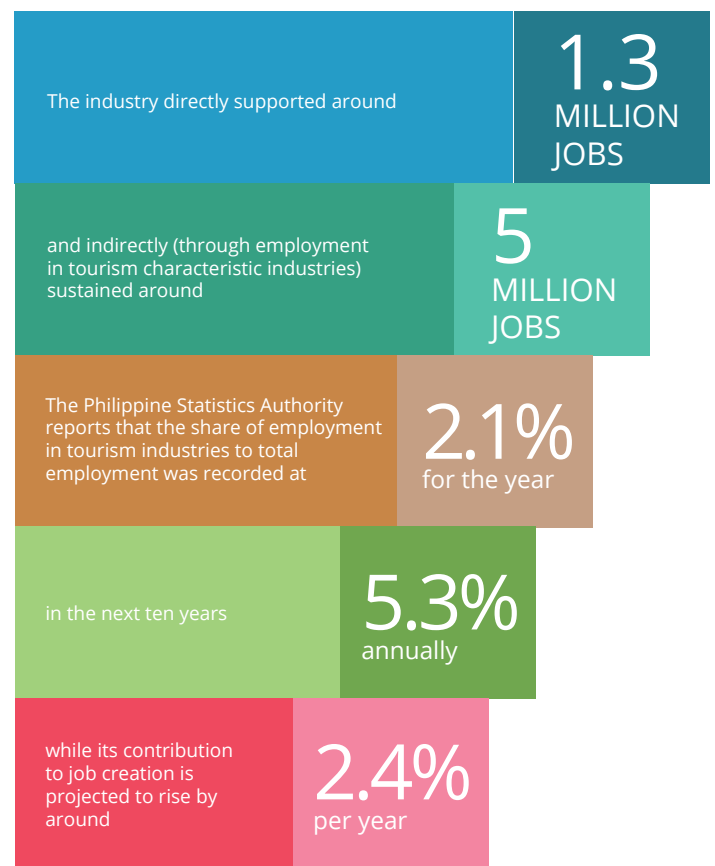
The industry offers varied employment opportunities – from Front Office staff, Housekeeping staff and Banquet Service crew to Food & Beverage manager, Tourism Promotion officer, and Marketing and Sales staff.

However, the 2015 Philippines Tourism Enterprise & Skills Survey (TESS) conducted by the ‘Philippine Improving Competitiveness in Tourism’ (PICTourism) project reveals specific challenges in Human Resource management for the industry. In an industry forum, HR Strategy Specialist Paul Penfold reported how the quality of graduates is often criticized as “not meeting the needs of the industry”. Some recruiters even claim preference for non-HRM or Tourism graduates “so that they do not have to ‘retrain’ them to change their outdated skill set.”

This untenable situation is identified as a major factor for the observed “surplus and shortage” in tourism occupations – with labor supply exceeding demand while some in-demand jobs remain “hard-to-fill”. The problem is partly caused by the deficiency in current and relevant industry knowledge in the curriculum as well as lack of facilities and equipment required for adequate practical training of the students for specific required skills.

This dilemma can be addressed only through a collaborative approach and would need government and business sector working together to find an answer. This collaboration is a worthy endeavor because this is a problem whose solution has the potential to create huge positive social and economic impact.

The tourism/hospitality field offers an exciting potential career path for many students, particularly those in the rural areas where the attractive natural destinations can be found. Providing educational as well as employment opportunities in the countryside also means many will not have to move to the already overpopulated metro cities to finish school or find decent work. Through the growing tourism and hospitality industry, the countryside can sustain the employment of young, able and enthusiastic graduates and help their families in pursuit of economic freedom.



Source: Results from the Philippine Tourism Satellite Accounts (PTSA) as reported by the Philippine Statistics Authority (PSA). Results posted June 17, 2016. <https://psa.gov.ph/content/contribution-tourism-economy-82-percent-2015-0>

Report by World Travel and Tourism Council (WTTC) as published in PDI March 23, 2016. <http://business.inquirer.net/208861/tourism-contributes-p1-4t-to-gdp>

| The case for Laiya as pilot site



A good example of this pursuit of economic freedom would be Laiya – a fast-growing and popular seaside barangay in the Municipality of San Juan, Batangas. About 138 kilometers and less than three hours away, it is touted to be the best beach south of Metro Manila.

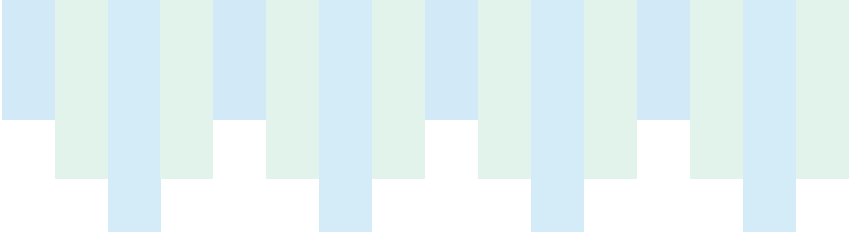
The second largest municipality in the province of Batangas in terms of land area, San Juan is bounded on the north by Quezon and on the west by Rosario and Lobo, while its cream-colored sandy east and south sides that boast a 33-kilometer coastline face Tayabas Bay and Verde Island Passage.

The municipality has a population of over 106,000 with the barangays of Laiya Aplaya and Laiya Ibabao considered as among the most populated. Still, San Juan's 42 barangays are predominantly rural, largely relying on its coastal resources and at the same time they are responsible for taking care of nine marine sanctuaries.

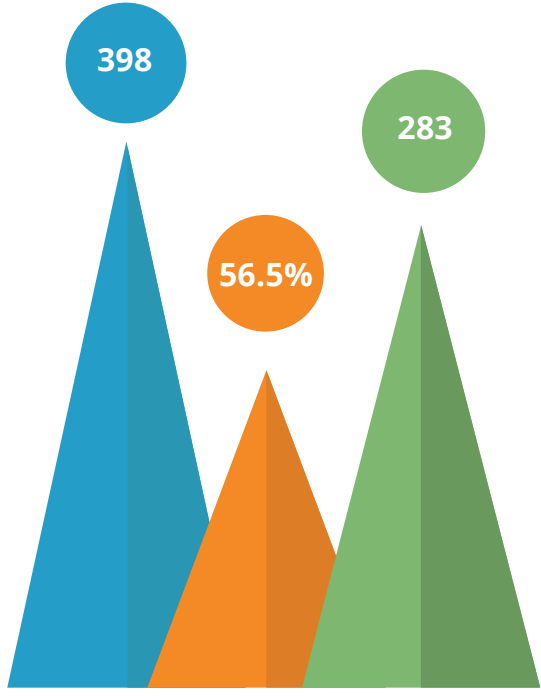
With beach resorts and diving attractions considered the top tourist draw of Batangas, Laiya is a gem in both its local and international tourism promotions. Laiya visitors are served by more than 30 resorts that cater to varying requirements – from backpackers and budget hunters to premier packages, from day trippers and vacationers to honeymooners, from birthday treats and reunions to big corporate events.

Eighteen of these resorts in Laiya have organized themselves under the Association of Laiya Resort Owners (ALRO) as an SEC-registered non-profit, non-stock organization that seeks to promote sustainable tourism in Laiya.

For high-growth-potential areas such as Laiya where continued development in the tourism and hospitality industry is aggressively promoted and is consequently expected, the need for solutions to upgrade Human Resources in tourism is essential. Though the majority of their staff are local, resorts still have to recruit from Batangas City and Metro Manila in search of suitable candidates for hard-to-fill vacancies.



Progress begins with education



- LNHS students for the senior high (grade 11)
- In the TVL track
- Students in TVL track chose to take specializations for a potential career in the Hospitality sector

Clearly, the solution starts with an educational and training system that meets the needs of both students and industries. What was not so evident was how to do this.

The presence of organized business such as ALRO in Laiya is an essential channel with which the K to 12 PLUS Project is able to advocate for an innovative and collaborative solution. The project provides an answer to how Laiya can do it – together.

Together with the Laiya National High School (LNHS), ALRO, DepEd, Department of Tourism, TESDA and PCCI, the project rolled out its plan in earnest. By August 2014, a Memorandum of Understanding (MoU) was signed that laid down the path to how the cluster would collaborate and work together towards integrating Dual Training into the K to 12 system—and making it work for all the stakeholders’ common benefit.

The MoU supported the Dual Training curriculum and officially provided for its legitimate recognition with the requisite National Certificate (NC) that would be acknowledged by government institutions and industries alike. Also, among the specified key activities of the project were training vocational teachers and instructors as well as refining the curricula for Grades 11 and 12 based on occupational profiles and competency requirements of the industry.

The enthusiasm and cooperation of the educational and training institutions, along with a supportive business sector, has made Laiya an ideal place for the K to 12 PLUS Project to pilot the hospitality cluster under the K to 12 program’s Home Economics Curriculum. With the project team making every effort to further strengthen this collaborative spirit, stakeholders would be right to expect continued success in its implementation.

Together with the support of DepEd Regional Office of CALABARZON Region IV-A and TESDA, the K to 12 PLUS Project hit the ground running. Of the four Senior High Schools established in Laiya, the Laiya National High School (LNHS)—which is the public school within the vicinity of the resorts—was promptly assessed and selected to be the pilot site.



Other Sources Used:
<https://psa.gov.ph/content/contribution-tourism-economy-82-percent-2015-0>
<http://business.inquirer.net/208861/tourism-contributes-p1-4t-to-gdp>
<http://wowbatangas.com/towns-and-cities/san-juan/san-juan-batangas-town-profile-geography-topography-distance-from-major-points-slopes-waters-climate-coastal-resources-soil-classification-religion-income-class-information-and-population/>

PART 3

The Program Design and Good Practices



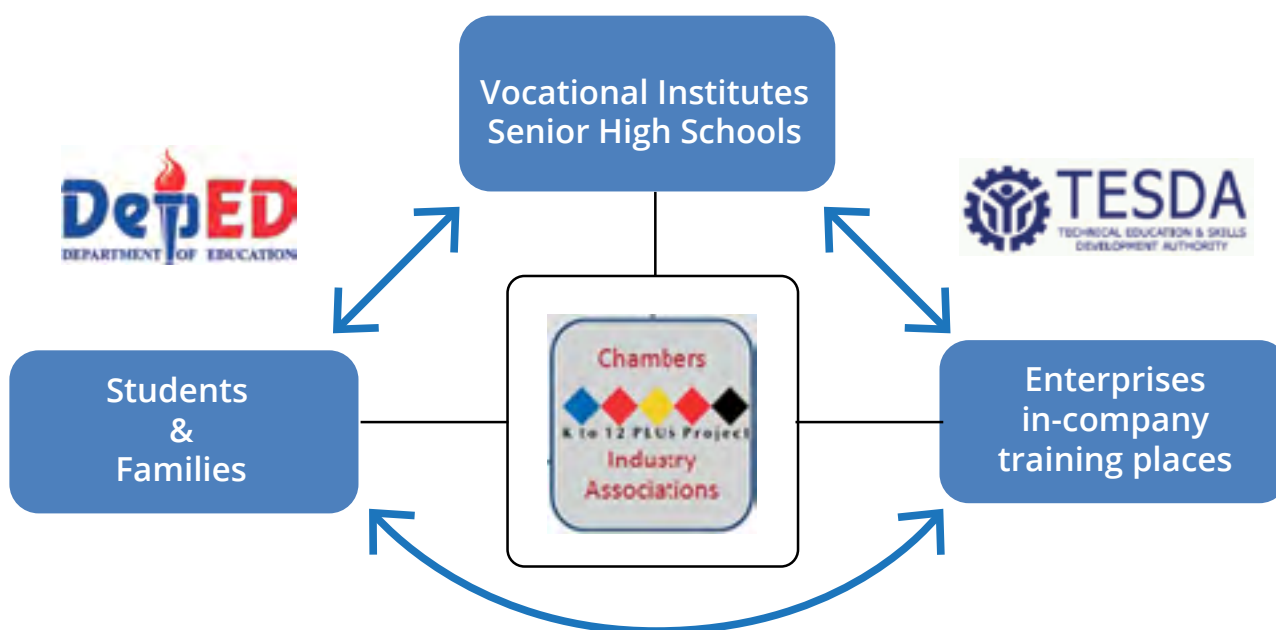
The main objective for the Laiya Pilot Hospitality Cluster was to build on the standard DepEd curriculum. The project sought to maximize the students' immersion time and increase workplace learning through the integration of Dual Training into the K to 12 model. This approach will better prepare students for the transition from school to work environment.

As a champion for Dual Training integration, the K to 12 PLUS Project reaches out to and works together with all stakeholders as it advocates for the key role that business organizations need to play in building and sustaining stakeholder engagement and discourse for the continuous development of quality vocational education and training.

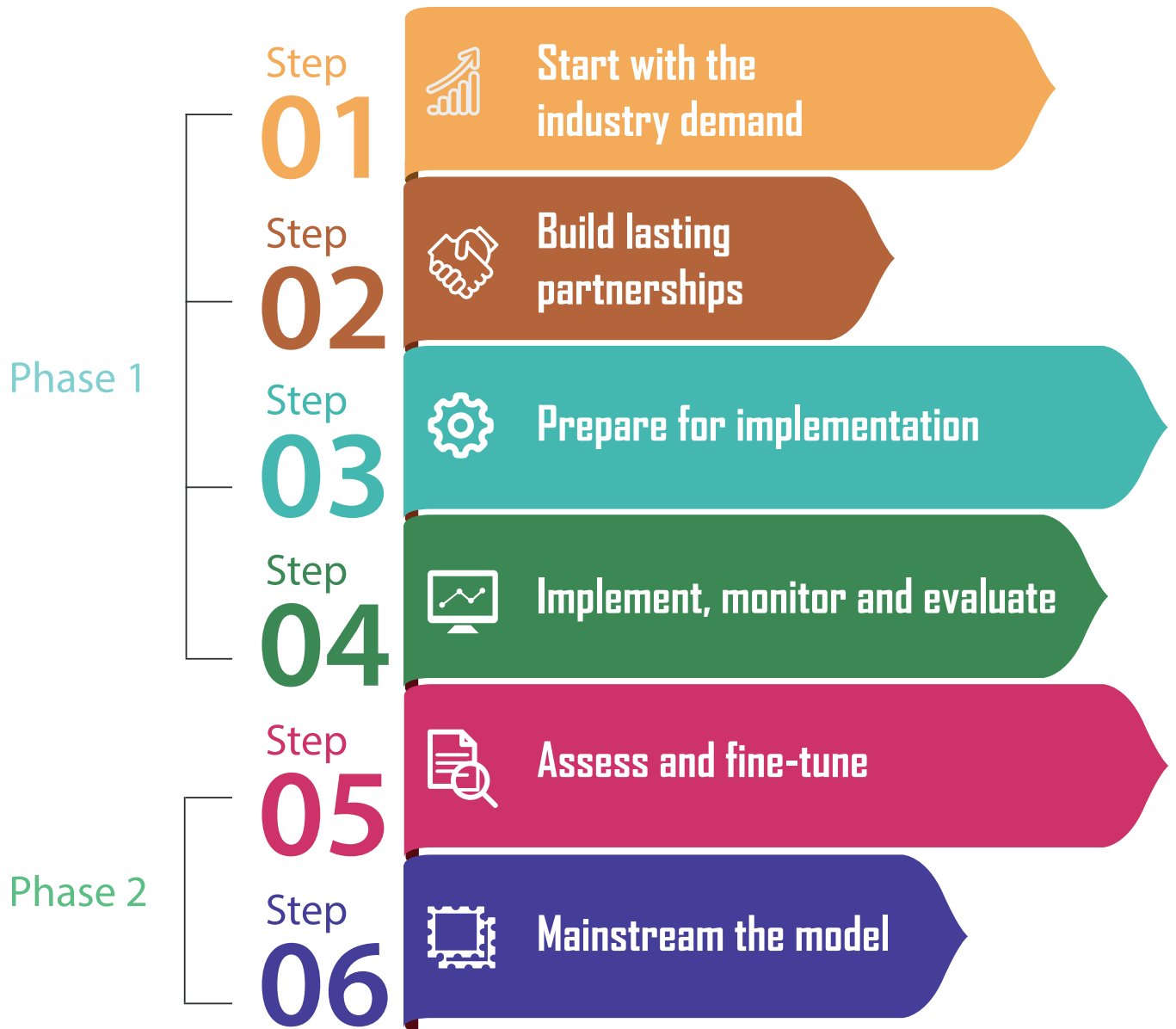
The project was designed, planned and implemented in systematic phases. Phase 1 is from October 2013 to September 2016 while Phase 2 is from October 2016 to September 2019.

It stands as a hub from where business organizations can put forward solutions and methods to effectively facilitate the interaction among students, educational institutions, and enterprises.

The Stakeholder Collaboration Model



Keen to assure the highest probability for success, project execution is being done step-by-thoughtful-step in the following manner:



Step 1 Start with the industry demand



Before anything else, the project team first needed to identify the problem—identify which significant needs are not being met and why. Everyone understood that this crucial step must be taken with careful attention as well as deep curiosity and creativity to be able to positively engage stakeholders who were potential project partners.

This Needs Analysis phase was done through skills mapping and stakeholder engagement which looked closely at both demand for competencies and supply of education and training available in the area. It was deemed important to involve a broad range of stakeholders, particularly in the business sector, to establish real and vigorous baseline information and ascertain a range of opportunities where Dual Training would be most effective.

The K to 12 PLUS Project conducted several Stakeholder Meetings and Workshops that were structured to gather as much useful data that would gainfully inform the design and execution of the project plan.

For Laiya, the hospitality and tourism sector was revealed to have the most dominant current and future employment needs. Scarcity of good candidates in the area has been forcing resorts to recruit as far as Batangas City and Metro Manila to fill vacancies. Hopes and expectations were high that the K to 12 reform would help to change the situation.

Step 2 Build lasting partnerships



Moving forward to Step 2 meant not only sustaining people's interest but further deepening the relationships and commitments that were founded in Step 1.

This part required the investment of time, energy and persistence to find ways and means to bring different sides and point-of-views together enough to find a common goal that all could willingly and enthusiastically dedicate themselves to in the long-run.

In the case of the Laiya pilot, a series of bilateral discussions and joint workshops with ALRO, DepEd and TESDA were facilitated by the project team over a six-month period. And through a process of mutual learning, the different parties were able to clarify and get a consensus on the overall approach as well as articulate their expectations and possible roles in the future.

Clearly, a key aspect at this stage was the careful building of mutual understanding, trust and respect among project partners. It is helpful to remember that practicing clear, transparent and open communications as well as judiciously documenting all interactions will help move a project forward towards a crucial endorsement of a formal and binding agreement.

At the end of this stage, the project team was able to get a Memorandum of Understanding agreed to and signed by all stakeholders. The MoU stands as a manifestation of everyone's commitment to the success of the project.

Step 3 Prepare for implementation



The third step is where the project team got down to brass and tacks to prepare the actual structures and materials with which Dual Training will be conducted. The team determined appropriate mechanisms, methods and tools and ways to transfer these technologies to the school, the association, and the individual enterprises.

There were four sub-activities under this step:

A. Defining an occupational profile and assessing training feasibility

The stakeholders were asked to agree on an Occupational Profile to analyze the competencies needed by the industry – whether technical skills, knowledge, or soft skills. An Occupational Profile is a description of what people in certain occupations actually do – in this case, hospitality professionals. From there, an assessment of the feasibility in teaching or training for these competencies in school and in the work place was done.

For the Laiya pilot, the project team considered the most pressing needs of the majority of resorts—which were in the areas of Housekeeping and Food & Beverage Services. It also considered the teaching and training resources that can realistically be made available.

Consequently, the final combination of qualifications for Grades 11 and 12 was agreed to be the following: Housekeeping, Food & Beverage, Front Office Services and Tourism Promotion. Notably, as a modification from the standard DepEd requirement of only 80 hours of immersion, the Dual Training

System will provide students 800 hours of work place immersion.

B. Preparation of industry stakeholders

Most of the resorts participating in the project had their own training processes. However, to ensure the effective integration of Dual Training into the K to 12 system, standardization in methodology and content was necessary. K to 12 PLUS Project therefore took great pains to help the resorts in setting up the required systems and procedures.

An essential assistance that K to 12 PLUS Project provided in this aspect was the training of in-company trainers. The training gave particular focus on methodological and didactical skills, increasing their knowledge and confidence at the same time. The project endeavored to have at least one qualified in-company trainer per resort with sufficient skills and experience.

The team also worked on developing a minimum “Standard Operating Procedure” for the different departments where students will be placed for immersion. Having a common SOP standard across the board in all the participating resorts is an important tool that elevates not only the training experience but also the hospitality profession as a whole.

Training the In-Company Trainer



The Training of Trainers Program was designed to support the trainer's important role in the growth of their company. Its usage of Self-Study Approach provides flexibility in time management and allows participants to take responsibility for their own learning.

Upon enrolment, participants have to attend a one day orientation and introduction to the In-Company Trainer program.

Modules One, Two and Four are self-study modules. Materials are provided for this self-study phase. A one-day review workshop with a Master Trainer is scheduled at the end of this phase.

Module Three is a compulsory presence module of six days, inclusive of the review workshop of the self-study modules.

At the end of the program, an assessment will be conducted: Participants will perform practical demonstration in front of an assessment panel, with Q&A afterwards. They will also be required to take a 45-minute written examination.



MODULE ONE: ANALYZING THE VOCATIONAL EDUCATION AND TRAINING SYSTEM (8 HOURS)

- The Philippine Qualifications Framework (PQF), TESDA training regulations and national certificate levels
- The Philippine Vocational Education and Training (VET) system: Apprenticeship, dual training and relevant labor legislation
- Determining costs and benefits of In-Company Training

MODULE THREE: FUNDAMENTALS OF LEARNING AND CONDUCTING PRACTICAL TRAINING SESSIONS (40 HOURS)

- The learning process: pedagogical principles, leadership, decision making, taking responsibility, planning and conducting instructions
- Visualization concepts and techniques
- Effective presentation and modern representation of information

MODULE TWO: PLANNING AND ORGANIZING IN- COMPANY TRAINING (16 HOURS)

- Planning, identifying and understanding the role of teaching and training in a Vocational Education and Training system
- Planning on the job training, rotation plan and staff development
- Analyzing an organization's demand for qualified staff

MODULE FOUR: ASSESSMENT AND FURTHER STAFF DEVELOPMENT (16 HOURS)

- Providing feedback and evaluation of trainees and staff
- Planning of assessment and examination: Assessment of trainees, types of assessment, assessment panel

C. Preparation of the SHS to deliver a “dualized curriculum”

The key innovation being introduced by the pilot cluster is the exposure of students to actual work-life situations. The students had to be prepared for this. The project made sure that the school-based curriculum included topics that prepared the students with the relevant soft skills (such as work attitude, communication and language skills) and knowledge (such as introduction to the tourism industry, basic hygiene and work safety practices).

At the same time, sequa g GmbH and GIZ sponsored a Teacher Development workshop in October 2014 at LNHS for the designated teachers. The workshop was designed as a hands-on exercise in practicing competence-based approaches to teaching and learning with the overall aim to help teachers gain confidence, deeper knowledge and skills that will enable them to manage the implementation of the Home Economics curricula and carry out field visits with the teaching team.

Meanwhile, stakeholders had to determine how to maximize learning in two venues of school and work place – whether it would be best to adopt a “day release” or “block release”. A “day release” means students undergo training in scheduled days

(for example, 2 days per week) and “block release” means students undergo training for a block of time (for example, full time for two weeks).

Considering the seasonality of the hospitality industry and the capacity of the resorts to attend to the students, everyone agreed to use a “block release” model. And by introducing a system of “alternating batches” of students staying with the resort for two weeks at a time through the whole two years, the participating resorts were convinced that they could cost-effectively take in around 140 students for immersion. Furthermore, the resorts agreed to accept all students during school holidays for additional immersion time, thereby enabling practical learning of around 800 hours.

For the scheduling of classes, the project team encouraged the school to use freeware software such as the scheduling and course-planning application Mimoso (though there are many other similar tools available that schools and organizations can choose from). Software applications such as this were designed to simplify the way schools plan their class rotations, exams, meetings or even rooms and equipment and other resources.

Example of a Grade 11-Batch 1 Rotation Schedule

An example of the block release schedule for a batch, which shows where the students will be learning during a particularly time.

Legend:

- Batch 1 and 2 in School
- Batch 1 in Resort
- Batch 1 in School
- Batch 1 and 2 in Resort



D. Setting up a Coordinator Hub

About three months prior to the start of the school year, a Coordinator Hub was formally set-up to systematically help fine tune the plan that was up for implementation.

This hub is made up of the assigned project coordinators from DepEd, TESDA, and the participating resorts. The group meets monthly at an agreed fixed date. Their meeting agenda includes project updates and details that need aligning as well as sharing of field experience, good practice and challenges met along the way.

With an active Coordinator Hub, the project has the agility to swiftly discover and respond to whatever issues may emerge during the planning and implementation phase.



Step 4 Implement, monitor and evaluate



There were three important measures that the project chose to do in this step:

First, the resorts were given the opportunity to select their students.

The project implementation phase began with the challenge of placing the students into the Dual Training system. This was a challenge because realistically, even with the willingness of the resort community to accommodate as many students as possible, the immersion slots were limited and could not absorb all the students of the TVL track.

The situation called for a fair and transparent selection process. In response, LNHS organized an “Immersion Fair” at the school and participating resorts were allowed to put up booths and given the opportunity to screen possible candidates.

Students were then encouraged to apply and submit their résumés to a maximum of three resorts who then extended invitations for interviews to their preferred candidates. 239 students participated in the Immersion Fair, and 484 interviews were arranged for the 156 available slots.

In the end, 144 students were finally chosen to be part of the pilot Dual Training system. They have signed a training contract and a waiver with their respective resort and LNHS maintains the records of these agreements.

Secondly, the students were prepared and equipped.



When the Laiya pilot was launched for school year 2016/2017, preparing these students from the first day of classes on June 11 was important – because the first day of immersion was just a month away. During that month, students were given an in-depth orientation on the immersion phase. Moreover, each student was equipped with a Students' Handbook which contains a compilation of Policies and Procedures as well as Rules and Regulations to be observed in both school and resort work place.

Students were also provided with their own Student Logbooks, one logbook per specialization (in the Laiya pilot, that means four logbooks – one each for Housekeeping, Food & Beverage, Front Office Services and Tourism Promotion). The logbook is a useful tool for students to record and document their learning and for trainers to monitor and evaluate the student's progress.

Thirdly, Coordinators consistently made visits.

Because this was a pilot project, it was essential that the school coordinator visited individual resorts on a monthly basis to monitor progress. During these visits, the coordinator usually checked on the concerns of the in-company trainer and the concerns of the students, reviewed the logbooks and inspected the conditions in the work place learning environment.

With coordinators constantly monitoring progress, the project has reliable data to use as basis for suggestions for further and continuous improvement of the system.

In Progress: Phase 2

Phase II of this project—which includes **Step 5 (Assess and fine-tune)** and **Step 6 (Mainstream the model)**—begins in October 2016. The goal is that by the end of the project, it would have developed a dynamic and responsive local Dual Training System model that can be sustainably implemented in the long-term without external assistance.

Though models are not expected to be replicated exactly and are supposed to undergo customization according to local realities, what should remain unchanged is the principle of collaboration and innovative thinking. Any model that comes up will have to respond to changes in the hospitality industry and local labor markets but what hopefully will be sustained is the community spirit that has evolved in Laiya.

As early as the first phase of the project, the collaborative spirit in the community of Laiya has led to more innovative solutions to youth employment, with additional vocational tracks and further training programs being considered by the school and by the local industries.

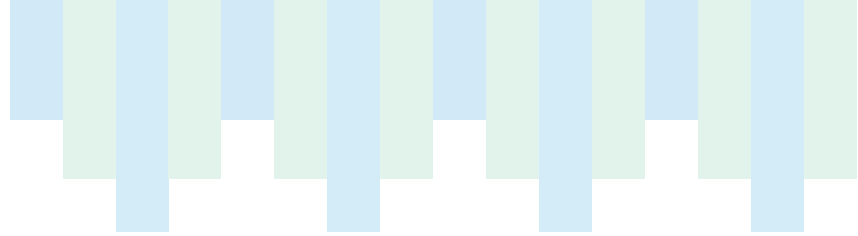
In **Step 5**, program managers will assess the processes and methods being used. This important step is done to measure and learn where improvement can be made. Stakeholders will be consulted for their feedback and suggestions. It is important to document all the lessons learned in the implementation. Together with stakeholders, the proper course of actions will be determined to further develop the model to fit the needs of the local community.

Afterwards, the program will be ready to move on to **Step 6** – to mainstream the model in other parts of the country. With the contribution of all the program partners, in particular the PCCI Human Resources Development Foundation and the network of local chambers and associations, the K to 12 PLUS Program will disseminate the good practices established as most effective in the local setting. Through the Laiya Case Study, the Program encourages as many other interested cities and institutions to embark on their own Dual Training journeys in developing hospitality professionals.

PART 4

Growing PPP Alliances





In this Laiya pilot project, the core partnership has been between the public and private organizations that signed the Memorandum of Agreement:

- The Association of Laiya Resort Owners (on behalf of their member companies)
- The DepEd Regional Office and the TESDA Regional Office, Region IV (on behalf of the Laiya National High School)
- The PCCI Human Resources Development Foundation (on behalf of the Philippine Chamber of Commerce and Industry)
- The K to 12 PLUS Project



However, as the Public Private Partnership develops, it is going to grow over time and is expected to include more partners such as the Local Government, the Mayor’s Office, Corporate Sponsors, and civil society organizations.

The nature and composition of the partnerships will expectedly vary depending on particular local situations and realities. But in all instances, what will remain essential to keep the partnership effective and dynamic is the function of the Association and/ or the Chamber – taking on and actively playing the role of the facilitator and driver of the implementation and learning process.

Batangas (Hospitality)
Cebu (Hospitality, Construction, Food Production)
San Pedro, Laguna (Metal Working)
Laguna (Micro Finance and Book Keeping)
Romblon (Micro Finance and Book Keeping)
Surigao del Sur (Micro Finance and Book Keeping)
Agusan del Sur (Micro Finance and Book Keeping)
Camarines Norte (Micro Finance and Book Keeping)
Camarines Sur (Micro Finance and Book Keeping)
Sorsogon (Micro Finance and Book Keeping)



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