EXECUTIVE SUMMARY OF FEASIBILITY STUDY
THE USE OF DISTANCE LEARNING
BY APPLICATION OF COMMON ASEAN
TOURISM CURRICULUM (CATC)
TOOLBOXES
IN SOUTHEAST ASIA
(Case Study: Cambodia, Indonesia,
Lao PDR, Philippines, Thailand and Timor Leste)
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EXECUTIVE SUMMARY

IN THE ERA OF FREE FLOW OF SKILLED LABOR, TOURISM SECTOR IS CONSIDERED A MOST READY SECTOR TO FACE THE ASEAN MUTUAL RECOGNITION ARRANGEMENT (MRA). AS MUTUAL RECOGNITION ARRANGEMENT ON TOURISM PROFESSIONAL (MRA-TP) IN ASEAN IS KNOWN TO FACILITATE PROFESSIONAL MOBILITY, TO EXCHANGE INFORMATION ON PROFESSIONAL COMPETENCY DEVELOPMENT AND TO PROVIDE OPPORTUNITIES FOR COOPERATION AND CAPACITY BUILDING IN TOURISM FOR ALL ASEAN MEMBER COUNTRIES, SEAMEO SEAMOLEC IS SEEKING POSSIBILITY TO DEVELOP DISTANCE LEARNING MODEL IN TOURISM TO ENHANCE CAPACITY BUILDING FOR WORKFORCE IN TOURISM AMONG SOUTHEAST ASIA COUNTRIES.

Findings from feasibility study in initial countries of Cambodia, Indonesia, Lao PDR, Philippines, Thailand and Timor Leste shown that the level of development in MRA-TP among countries, since it was signed in 2012, have been developed in different levels.

Since the application and implementation of MRA-TP by various education and training providers of each country is voluntary, it leads to the differences in quality of teaching, evaluation and curriculum standards. Likewise with Technical and Vocational Education and Training (TVET) institutions who are the main actors in human resource development, the existing tourism standards and curriculum still have not been integrated into the national tourism curriculum as well as course requirements for students are diverse among countries.

The other main challenge lies in level of English proficiency as the international language for professional mobility in ASEAN. Language proficiency will enable workforce to reach learning materials regarding MRA-TP which provides an equality mechanism for tourism certification and qualification procedures throughout ASEAN.

To assist the enhancement of professional competency development in tourism among studied countries, distance learning is considered an effective solution to provide linkage and accessibility of tools, learning resources and trainings in MRA-TP within and among Southeast Asia countries with inter-ministerial support and commitment from stakeholders to implement all frameworks stated in MRA-TP.

World Economic Forum report, “2017 Travel & Tourism Competitiveness Report”,
MRA-TP seeks to facilitate ASEAN-certified professional tourism mobility / ASEAN Tourism Professionals (ATPs) in all ASEAN member countries. There are three main objectives of the MRA-TP. First, facilitating the mobility of tourism professionals. Second, exchange information about best practices in competency-based education and training in tourism professionals. Third, providing opportunities for cooperation for capacity building in ASEAN member countries. 

There are three main resources supporting the MRA-TP framework, namely the ASEAN Common Competency Standards for Tourism Professionals (ACCSTP), the Common ASEAN Tourism Curriculum (CATC), and the Regional Qualifications Framework and Skills Recognition System (RQFSRS). To address regional needs in terms of increasing the capacity of tourism professionals, amid the open labor market in the ASEAN Region, distance learning is one of the approaches that can be applied during education and training. The combination of learning between face-to-face tutorials and independent learning can be done by workers in the tourism sector to improve their knowledge and skills to be ready in an era of free movement of skilled labor.

Distance learning allows workers to get flexibility in terms of time and place to carry out the learning process without withdrawing from work. With the availability of Information and Communication Technology (ICT) infrastructure, workers can continue access to learning resources, with the availability of printed materials and face-to-face tutorials still support in an effort to increase their capacity.
PURPOSE OF STUDY & METHODOLOGY

TO FIND OUT THE POSSIBILITY OF CONDUCTING A DISTANCE LEARNING PROGRAM IN THE TOURISM SECTOR — BY IMPLEMENTING ACCSTP AND CATC — SEAMOLEC AS A SEAMEO REGIONAL CENTER THAT FOCUSES ON OPEN AND DISTANCE LEARNING CONDUCTED FEASIBILITY STUDY TO FIND OUT THE POSSIBILITY OF IMPLEMENTING OPEN AND DISTANCE LEARNING PROGRAM IN TOURISM SECTOR, ONE OF THE HIGHEST POTENTIAL AREAS TO PROMOTE HUMAN RESOURCE DEVELOPMENT IN SOUTHEAST ASIA.

Feasibility study was carried out to identify needs and constraints in different contexts of ASEAN member countries, and comparison of the application of distance learning in the tourism sector. Feasibility studies are conducted in 6 countries, namely; Cambodia, Indonesia, Lao PDR, Philippines, Thailand, and Timor Leste.

The feasibility study was conducted to determine the policies and directions of vocational education, as well as the implementation of CATC from the five countries visited. The combination of the results of the visit can be used as a model of cooperation in distance learning in the field of tourism.

The feasibility study method whose initiative was appointed and approved at the 17th SEAMEO Central Director Meeting (CDM) and the 40th SEAMEO High Official Meeting in 2017 was conducted with two events. Firstly, face to face with relevant ministries in each country, school and hotel industry. Secondly, study on authoritative literature to confirm findings in the field, while strengthening information and data obtained from the results of meetings with various parties.
FINDINGS
According to data sources from the Ministry of Tourism of Cambodia, this country still need an additional 200,000 trained tourism professionals, in order to meet the arrival target of seven million international tourists per year in 2020. Year 2015 data says there are 620,000 Cambodians workforce in the tourism sector to serve 4.8 million international tourists.

The Cambodian government sets TVET’s vision as an effort to improve livelihoods and improve community dignity, and to improve the quality of Cambodian human resources. The achievement is considered through increasing competence, professional ethics, productivity, and competitiveness for a lifetime of work eligibility.

Cambodia has begun implementing ASEAN competency standards and curriculum since 2011. After two years, Cambodia has prepared the necessary laws, regulations and infrastructure, and government socialized the 11th competence and curriculum of VET Institutions and industry.

The proactive approach and involvement of the National Committee for Tourism Professionals (NCTP) as National Tourism Professional Board (NTPB) with partners has helped maintaining the implementation of the MRA. Partners such as the International Labor Organization (ILO), Stichting Nederlandse Vrijwilligers (SNV) and ADB have assisted in implementing and launching ACCSTP and CATC. Support from training institutions has also been a key element in implementing regional MRA resources in Cambodia. For example, PSE Institute and Sala Bai who are very enthusiastic in applying ACCSTP and CATC.
Enrolment starting year: 15 YEARS (GRADE 10)

Coordinating Body: DIRECTORATE GENERAL OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING, MINISTRY OF LABOR AND VOCATIONAL TRAINING

Number of Students/Participants: 52,239 (2006-2012)

Global Rank (Score): 101 (3.32)

Safety and Security: 5.1

Health and Hygiene: 4.0

Human Resources and Labor Market: 4.1

ICT Readiness: 3.6

International Tourist Arrivals: 4,775,231

Average Receipts per Arrival: USD 655.5

Travel & Tourism (T&T) Economic Impact

T&T Industry Employment (% of total): USD1,034,720 MILLION (12.1%)

International Tourism Inbound Receipts: USD3,130.3 MILLION

Average Receipts per Arrival: USD 655.5

Competitive Index

Business Environment: 3.7

Safety and Security

Health and Hygiene: 4.0

Human Resources and Labor Market: 4.1

ICT Readiness: 3.6

Very Low Ability

Score EF EPI: 42.86

Mastery of English

Score EF EPI: 42.86
Indonesian tourism accounts for 10% of GDP, with the highest nominal in ASEAN. The tourism industry, both directly and indirectly, was ranked third in its contribution to GDP, which amounted to 9.3% in 2014. Meanwhile, contribution to employment, tourism contributed 9.8 million jobs, or 8.4% nationally and ranks fourth in all industrial sectors. In job creation, the tourism sector grew 30% in five years. Tourism also provides the largest contribution to the business of providing accommodation services, where the contribution of tourism to the accommodation sector’s GDP reaches 69.20%.

The implementation of the MRA-TP in Indonesia has followed the ASEAN MRA-TP Handbook, the ASEAN Tourism Professional Monitoring Committee (ATPMC), the National Tourism Professional Board (NTPB), and the Tourism Professional Certification Board (TPCB). To accelerate implementation, Indonesia developed a map of all work in the ASEAN MRA-TP framework qualifications, developed certification schemes / certification standards, implemented toolboxes as assessment tools, developed professional certification bodies in professional tourism, developed competency assessors, ensured relationships and match between professional tourism program certification, standards, curriculum and standard application in the tourism business. For tourism professional registration to the ASEAN Tourism Professional Registration System (ATPRS), Indonesia is still awaiting facilitation from the ASEAN Secretariat.

Regarding TVET policy, the Indonesian government has identified tourism as one of the priority sectors for economic growth. For this reason, the Ministry of Education and Culture has the task of harmonizing the development of vocational schools (SMK) with the tourism sector as the focus of the core industry. While the relevant sub-sectors are creative arts, hospitality, the marine industry, agriculture, security and telecommunications. The revitalization policy of vocational education to improve the qualifications of HR in facing the world of work is outlined in Presidential Decree No. 9 of 2016 concerning Revitalization of Vocational High Schools in the Context of Improving the Quality and Competitiveness of Indonesian Human Resources. The education system and. The policy shows that the development of tourism TVET is a top priority, considering that Indonesia’s tourism has now become one of the largest economic sectors and has the fastest growth rate.

The Distance Education Policy in Indonesia for primary and secondary education is regulated by the Minister of Education and Culture Regulation No. 119 of 2014 concerning the Implementation of Distance Education for Primary and Secondary Education. Meanwhile, Indonesia’s distance education policy for higher education is regulated through Law No. 12/2012 concerning Higher Education and followed up by Minister of Education and Culture Regulation No. 109/2013 concerning the Implementation of Distance Education in Higher Education.

To support distance education programs, the government planned through coordination with the Ministry of Communication and Information Technology to develop infrastructure, such as the internet, which is targeted to reach throughout Indonesia in 2019, educational TV programs, and ICT centers.
Enrolment starting year: 16 YEARS (GRADE 10)

T&T Industry Employment (% of total): USD3,468,440 MILLION (2.9%)

International Tourist Arrivals: 10,406,759

Average Receipts per Arrival: USD1,034.0

Global Rank (Score): 42 (4.16)

Business Environment: 4.5

Safety and Security: 5.1

Health and Hygiene: 4.3

Human Resources and Labor Market: 4.6

ICT Readiness: 3.8

Enrolment starting year: 16 YEARS (GRADE 10)

Coordinating Body: TVET - MINISTRY OF EDUCATION AND CULTURE, MINISTRY OF RESEARCH TECHNOLOGY AND HIGHER EDUCATION

Number of Students/Participants:

Score EF EPI: 51.58

Position in Asia #13/21

¹ www.dapo.dikdasmen.kemdikbud.go.id
² www.forlap.risetdikti.go.id

Competitive Index

Mastery of English

Low Ability
Most of the hospitality industry workers in Lao PDR come from secondary schools, both vocational and non-vocational. However, ironically, in urban areas, entrepreneurs find it difficult to get qualified workers. At the same time, disadvantaged groups in remote areas have difficulty accessing TVET and the lack of jobs. The main cause of this condition is from the limited economic activity, as a result of the lack of quality workforce.

The Lao government also places tourism as one of the important national economic sectors of eleven priority development sectors. To support this, the Lao Government revised the Tourism Law which focuses on the growth of the tourism industry. The main obstacle in implementing Lao PDR Tourism MRA is the lack of budget, especially for conducting training and publishing training books, considering that all the materials need to be translated into local languages.

To improve the quality of education, the Lao Government has launched a National Action Plan (EFA-NPA, 2003-2015), with three main objectives: equitable access; quality improvement and relevance; and strengthening education management for formal and non-formal education at all levels.

In order to address the learning needs of young people and adults - in the context of lifelong learning - it is generally done by increasing greater access to post-primary education. One of them is by implementing Integrated Vocational Education and Training (IVET). The Lao Prime Minister’s Decree stipulates that 16 relevant TVET ministries are integrated into a one-system training center, IVET.

TVET was established as one of the four education system subsectors in the revision of the Lao PDR Education Act, July 2007. At present, there are private TVET that provide several courses, such as diploma level courses, English learning TVET, Information Technology (IT), business, automotive and electrical engineering.

National Institute of Tourism and Hospitality (LANITH) and Pakpasak Technical Colleges are examples of CATC implementors in college level. Meanwhile, National University of LAO (NUOL) was participated in the CATC dissemination workshops, but not yet fully implement the CATC

ICTs have been integrated as subjects into the new Continuing Education curriculum that began in 2010, and are listed in the 2013 Middle School Teacher Education Program (STEP) curriculum. The Education Technology Center (ETC) has begun producing videos to support changes in a student-centered approach. The video was created to support teacher learning and teaching, to move to a student-centered approach.
**TRAVEL & TOURISM (T&T) ECONOMIC IMPACT**

- T&T Industry Employment (% of total): USD122,909 MILLION (3.9%)
- International Tourist Arrivals: 3,543,327
- Average Receipts per Arrival: USD 191.7

**International Tourism Inbound Receipts:** USD679.4 MILLION

**COMPETITIVE INDEX**

- Global Rank (Score): 94 (3.40)
- Safety and Security: 5.4
- Health and Hygiene: 4.3
- Business Environment: 4.7
- Human Resources and Labor Market: 4.6
- ICT Readiness: 3.1

**TVET**

- Enrolment starting year: 15 YEARS (GRADE 10)
- Coordinating Body: TECHNICAL AND VOCATIONAL EDUCATION DEPARTMENT (TVED), MINISTRY OF EDUCATION AND SPORT (MOES)
- Number of Students/Participants: NA
- Level: CERTIFICATE LEVEL (VARIOUS FROM 6 MONTHS TO 3 YEARS), DIPLOMA (VARIOUS FROM 1 TO 3 YEARS), BACHELOR DEGREE AS CONTINUATION FROM DIPLOMA: 1.5 YEARS

**Coordinating Body:** TECHNICAL AND VOCATIONAL EDUCATION DEPARTMENT (TVED), MINISTRY OF EDUCATION AND SPORT (MOES)

**Number of Students/Participants:** NA
The economic growth of the Philippines is among the fastest ones in the Asian region. In 2016 and 2017 respectively it grew 6.8% and 6.7%. This growth was mainly due to a surge in investment, consumption, reconstruction and public-private partnerships (PPP) in the infrastructure sector. However, the global economic slowdown is expected to correct the growth of the Philippines to 6.6% in 2018 and 6.5% in 2019. Domestic consumption is estimated to remain the main driver of the economy, contributing 70% of GDP. Meanwhile, in 2017, the tourism industry contributed 12.2%. This is measured from Tourism Direct Gross Value Added (TDGVA) to Gross Domestic Product (GDP), amounting to PhP1,929.3 billion at current prices in 2017. This figure is 24.2 percent higher than the previous year’s record, PhP1,553.7 billion.

The education system in the Philippines includes formal and non-formal education. Primary education consists of six years and four years of secondary education. Non-formal education includes learning opportunities outside the school environment, especially school-age children who cannot attend school, or illiterate adults.

At present, TVET provides education and training opportunities for students and the general public to obtain employment. This program also applies to those who are already in the labor market and need to improve or develop new competencies in order to improve work skills and increase productivity.

The Philippines has a ‘Technical Education and Skills Development Authority (TESDA), an institution mandated to provide relevant, accessible, high-quality and efficient technical education and skills development in supporting the development of a mid-level workforce. With its mandate, TESDA is an important institution in the Philippines that develops workforce towards world-class competencies with positive work values.

TVET graduates are evaluated through a system of assessment and certification, to determine whether they have fulfilled the competencies to do their jobs. This provides evidence, whether compliance and competence have been achieved and meet the standards. The assessment and certification system involves appraisal accreditation, development of assessment tools, TVET trainer qualifications as an appraiser, and recognition / accreditation of National Assessment Boards in various sectors. Tourism and hospitality school students in the Philippines come from a variety of pathways, ranging from secondary education as part of the technical vocational pathway, which accommodates Class 11-12 students. Then, tertiary education in technical education and skills development. As well as baccalaureate, young postgraduate and post doctoral / professional programs as advanced studies.

TVET is implemented in three ways: institutions with registered programs, corporate community based organizations and TESDA Online Programs (TOP). TOP for TVET was first launched in 2012 with the main goal of reaching students through Information and Communication Technology (ICT). It is done through the provision of learning services and technology-based teaching devices. TOP adopted the delivery of alternative learning from the ‘traditional class-based Face-to-Face Learning Model’ into the online hybrid program learning model or the ‘Learning to Work’ model. This program is provided free of charge but when going to take a national certificate at TESDA, students need face-to-face meetings. Assessments for certification can also be managed by a TESDA accredited assessment center or a place located near the place of residence of the trainees.

Technical Education and the Skills Development Authority (TESDA), is mandated to provide relevant, high-quality, and efficient technical education and skills development in supporting the development of a mid-level workforce. In the Philippines TESDA is an important institution that develops workforce towards world-class competencies with positive work values.
TRAVEL & TOURISM (T&T) ECONOMIC IMPACT

- **Enrolment starting year:** 15 YEARS (GRADE 10)
- **T&T Industry Employment (% of total):** USD1,264,670 MILLION (3.3%)  
  - International Tourist Arrivals: 5,360,682
  - Average Receipts per Arrival: USD984.3

COMPETITIVE INDEX

- **Global Rank (Score):** 79 (3.60)
- **Safety and Security:** 3.6
- **Business Environment:** 4.3
- **Health and Hygiene:** 4.8
- **Human Resources and Labor Market:** 4.8
- **ICT Readiness:** 4.0

TVET

- **Enrolment starting year:** 15 YEARS (GRADE 10)
- **Coordinating Body:** TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY (TESDA)
- **Number of Students/Participants:** 2,270,000 (2016)
- **Level:** SECONDARY EDUCATION, 2 YEARS, NATIONAL CERTIFICATE (NC) I AND II, DIPLOMA LEVEL, 2 YEARS (NC III AND IV)

MASTERY OF ENGLISH

- **Score EF EPI:** 61.84
- **Position in Asia:** #13/21

MASTERY OF ENGLISH
Tourism is one of Thailand’s mainstay sectors. The number of foreign tourist arrivals (tourists) is the highest among the five other countries in this assessment, which reached 29,923,185 people with entry from foreign tourists reaching USD44,552.7 million. (Travel & Tourism Competitiveness Index, World Economic Forum, 2017).

This achievement is inseparable from good performance in this sector, such as health and hygiene which reached a score of 4.9. In addition, another supporting factor is the readiness of ICT that meets the value of 4.8. While human resources and the labor market reach 4.9. The third indicator is the highest among the other five countries.

This condition is understandable because it is supported by 537 master trainers and 306 assessors. So, it is not surprising if Thailand determines the highest ranking in the Travel & Tourism Competitiveness Index with a ranking of 34.

To improve access to education, Distance Learning Television (DLTV) and Distance Learning Information Technology (DLIT) programs have been implemented. DLIT and DLTV are seen as alternative solutions to reduce problems related to teacher shortages and also educational inequality.

The Ministry of Education through the Office of the Basic Education Commission (OBEC) runs a Distance Learning Technology Project to develop the quality of Education. This project uses two types of technology: DLTV and DLIT.

Although the development of Technical and Vocational Education and Training / TVET and Vocational Education and Training (TVET) strongly supports the development of human resources in tourism, in fact, ASEAN standards and curriculum have not been included in the national TVET tourism curriculum.

ICT infrastructure in Thailand is quite good. Data in 2015 said, almost 80% of the people had used cellphones. The Office of the Vocational Education Commission (OVEC) has equipped vocational colleges with ICT infrastructure. The 2010 study states, teachers in Thailand are experienced in using some basic ICT tools and teach students how to use ICTs to gather knowledge and implement it. However, less than 40% of teachers are familiar with learning management and ICT training systems for the use of learning platforms and also strategies for blended learning.
Enrolment starting year: 15 YEARS (GRADE 10)

Coordinating Body: OFFICE OF THE VOCATIONAL EDUCATION COMMISSION (OVEC), MINISTRY OF EDUCATION

Number of Students/Participants: 1,000,125 (2018)

Level: MIDDLE EDUCATION (CERTIFICATE OF VOCATIONAL EDUCATION: 3 YEARS) DIPLOMA/TITLE OF VOCATIONAL ASSOCIATION: 2 YEARS BACHELOR (TECHNICAL AND VOCATIONAL FIELDS) 2 YEARS

Score EF EPI: 48.54
Position in Asia: #16/21

Center of Information and technology and manpower, OVEC)
Timor-Leste’s tourism is in the early stages of post-independence development with still a very low number of foreign tourists. The condition of the Timor Leste tourism industry cannot be separated from the existence of a UN Peace Mission in Timor-Leste. Since its presence in December 2012, the number of foreign tourist visits has been quite large. So, it takes time to bring back foreign tourists, through a combination of tourism marketing development and ensuring visitors who come to receive valuable and satisfying holiday experiences. The hope is to produce ‘word of mouth’ recommendations.

Timor Leste is not part of the MRA-TP agreement, because it is not a member of ASEAN.

Timor Leste has prepared steps towards developing human resources and inclusive economic growth. TVET development has been prepared for a long period, from 2011 to 2030, in line with the initiatives outlined in the 2011-2030 Strategic Plan for Timor-Leste. The plan is in accordance with the principles and methods of the sectoral approach, which is prepared to implement a national TVET program to improve efficiency, and encourage skills development. This is to overcome challenges related to training culture, education for work transition training and building a sustainable training sector.

Timor Leste does not implement distance learning, either using ICT or DLTV. But there is a strong desire to conduct mixed learning, especially for remote districts.

TVET DEVELOPMENT HAS BEEN PREPARED, FROM 2011 TO 2030, IN LINE WITH THE INITIATIVES OUTLINED IN THE 2011-2030 STRATEGIC PLAN FOR TIMOR-LESTE. TIMOR LESTE DOES NOT IMPLEMENT DISTANCE LEARNING YET. EVEN SO, THERE IS A STRONG DESIRE FOR BLENDED LEARNING, ESPECIALLY FOR REMOTE DISTRICTS.
Enrolment starting year: 16 YEARS (GRADE 10)

Coordinating Body:
SECRETARIAT OF STATE FOR VOCATIONAL TRAINING POLICY AND EMPLOYMENT, (SEPFOPE) IN COOPERATION WITH NATIONAL INSTITUTE FOR LABOUR FORCE DEVELOPMENT (INDMO) FOR TRAINING.

Number of Students/Participants: 243,559 (2017)

Level
SENIOR SECONDARY SCHOOL 3 YEARS
BACHELOR 3 YEARS
ASEAN has great tourism potential that can be developed even better. At present, tourism’s contribution to GDP is still not yet optimal. According to 2017 World Economic Forum data, only Cambodia has a contribution of more than 10 percent of its GDP, or exactly 13.5 percent. Thailand with the largest foreign tourists visit, almost 30 million, only contributed 9.3%. While the Philippines, Indonesia and Lao PDR are under 5%. Some indicators, such as the business environment, the ASEAN Region have a decent average score of 4.7. Whereas safety and security are even higher, 5.2. For indicators of health and hygiene; and HR and labor market, each of 4.8. However, for the readiness of ICT it is fairly minimal, only 4.3.

The signing of the Mutual Recognition Arrangement (MRA) on Tourism Professionals (MRA-TP) by ASEAN member countries is a continuation of a joint commitment to strengthen cooperation in the tourism sector for regional economic growth. The MRA-TP facilitates the mobility of tourism professionals, to exchange information about best practices in competency-based education and training for tourism professionals, and to provide opportunities for cooperation and capacity building in all ASEAN member countries.

Implementation of Technical and Vocational Education and Training (TVET), to increase capacity in the tourism sector needs support, especially among ministries and stakeholders to implement all the frameworks contained in the MRA-TP.

Expansion of access to education is generally carried out by member countries through distance learning by providing infrastructure support. However, the level of ICT literacy of the teachers is still inadequate. Meanwhile, the language ability to understand all the information sources in English is also still limited.

ASEAN Secretariat. 2018. Guidelines ASEAN MRA-TP, Trainers and Assessors. Jakarta: ASEAN.

ASEAN Secretariat. 2018. Handbook of ASEAN Mutual Recognition Arrangement on Tourism Professionals. Jakarta: ASEAN.


SEAMOLEC herewith would like to convey its sincere gratitude to all institutions who kindly have hosted and given valuable information to the Feasibility Study Teams.

1. Cambodia
   Time: 12 – 15 November 2018
   Delegation team: 1. D.Bagiono
                    2. Dona Octanary
   List of Meetings:
   1. Embassy of the Republic Indonesia in Cambodia
      a. HE Sudirman Haseng, Ambassador
      b. Mrs. Made Santi Ratnasari, First Secretary
   2. Ministry of Labour and Vocational Training
      a. Chan Pheakdey, Deputy Director
   3. Ministry of Tourism
      a. Mr Try Chhiv, Deputy Director General of Tourism, Director of NCTP Secretariat
      b. Dr Chuob Ratana, Chef of Assessment and Recognition of the National and ASEAN TP’s
      c. Dr Ith Sreykeo, Deputy Head of Standard and Assessment Division
   4. ASEAN Affairs
      a. Dr. Bun Rour, Deputy Director of ASEAN Affair Department,
      b. Khim Chakriya, Vice Head Office of Vocational Orientation Department
   5. SEAMEO TED
      a. Dr. Doung Vuth, Director of SEAMEO TED

2. Lao PDR
   Time: 19 – 22 November 2018
   Delegation team: 1. Ilham Penta Priyadi
                    2. Cahya Kusuma Ratih
   List of Meetings:
   1. Institute of Mass Media, Culture and Tourism (IMCT)
      a. Darany Phommavongsa (Deputy Director)
      b. Phouthone Dalalom (Deputy Director of Hospitality and Tourism Training Division)
2. Department of Technical Vocational Education, Ministry of Education and Sports (MoES)
   a. Somlith Virivong, Deputy Director General of TVET Laos

3. Pakpasak Technical College
   a. Duangdy Siribang, Direktur of Department Planning and Cooperation
   b. Khampeu Vongsipasom, Deputy Director of Pakpasak Technical College

4. Lao National Institute of Tourism and Hospitality (LANITH)

5. Department of Tourism, National University of Lao (NUOL)

6. External Relations Department, Ministry of Education and Sports Lao PDR
   a. Mrs. Nouamkham Chanthabouly, Deputy Director General
   b. Mrs. Vonevilayhong Thayarath, Deputy Head, Multilateral Cooperation Division

7. SEAMEO Community Education Development (CED)
   a. Dr Silinthone Sacklokham, CED Director

3. Indonesia

Feasibility study report of distance learning in Tourism for Indonesia is written by SEAMOLEC 2018 research grant receiver, Ir. Surono. M.Phil, former member of Indonesian TPCB.

4. The Philippines

   Time : 19-22 November 2018
   Delegation team : 1. Prakaikan Schneitz
                    2. Arie Susanty
                    3. Dona Octanary

List of Meetings:

1. Technical Education and Skills Development Authority (TESDA)
   a. Maria Susan P. Dela Rama, Executive Director, Technical Education and Skills Development Authority (TESDA)
   b. Nelly Nita N. Dillera, CESO III, Director, DOT Office of Industry Manpower Development
   c. Hessel A. Larcia, Local Chapter President Peninsula Employees Union
   d. Paul L. So, Managing Director, Philippine Travel Agencies Association

2. Lyceum of the Philippines University
   a. MA. Christina G. Aquino, Executive Director, Department of Linkages and Standards, Lyceum of the Philippines University
   b. Beth Aragon, Dean, College of International Tourism and Hospitality Management, Lyceum of the Philippines University
4. Thailand

Time: 12 – 15 November 2018* and 7 December 2018**

Delegation team: 1. Prakaikan Scneitz***
                   2. Cahya Kusuma Ratih***
                   3. Aggry Tiharapitra*

List of Meetings:

1. The Institute for the Promotion of Teaching Science and Technology (IPST)
   a. Dr. Samart Kongtaweelert- Director of Network and teaching professional development
   b. Kanyanat Sawadsawang- Educator Teacher Professional Department
   c. Yoottanun Harnarong- Educational Technology
   d. Ms. Benjaporn Wattanawaha-Learning Innovation Unit
   e. Phenprapa Suetrong- International Relations Officer
   f. Nanyarat Wichitpattakarn- International Relations Officer

2. Teachers Council of Thailand
   a. Dr. Tinsiri Siribodi- Deputy Secretary General

3. Bureau of External Affairs, Office of the Vocational Education and Training, Ministry of
   Education Thailand*
   a. Miss Angkana- Education Officer
   b. Miss Yupadee Rungrueng- Education Officer
   c. Chantana Potikruprassent- Don Muang Technical College
   d. Mr. Surachai Preetong- Deputy Director of Kanchanaphisek Technical College Mahanakorn
   e. Miss Natthanan Benchakul- Kanchanaphisek Technical College Mahanakorn
   f. Miss Chantana Mecsap- Kanchanaphisek Technical College Mahanakorn
   g. Miss Yaowapa Srijabok- Minburi Technical College

4. Bureau of Vocational Educational Standards and Qualification,
   Office of the Vocational Education and Training, Ministry of Education Thailand**
   a. Ms. Chuenjit Oktun
6. **Timor Leste**

**Time** : 5-8 November 2018

**Delegation team** : 1. Yoni Utomo  
2. D. Bagiono  
3. Aggry Tiharapitra

List of meetings:

1. **National Labour Force Development Institute (INDMO) & SEFOPE**
   1. Dr. Juliao di Silva, Secretary  
   2. Dr. Paulo A.-DE, PFOPG  
   3. Dr. Isabel F. de Lima, National Director  
   4. Dr. Azevedo Marcel, Chief Advisor  
   5. Dr. Igino Ferreira, National Director F.P  
   6. Dr. Leonor Bernando, Chief Department of Vocational Training

2. **Ministry of Higher Education, Science & Culture**
   1. H.E. Sr Longuinhas des Santos, Minister  
   2. Dr. Rui Manuel, Secretary  
   3. Dr. Pelagio B.S. da Costa, Advisor  
   4. Dr. Edelnio C, Advisor

3. **Directorate of Culture**
   1. Cecilia Assis, Director

4. **Human Capital Development Fund (FDCH)**
   1. Dr. Ismenio Martin da Silva, Executive Secretary  
   2. Dr. Leila Carceres, Coordinator administration  
   3. Dr. Flemeno R.d.s. Lay, Coordinator Planning Research  
   4. Dr. Maria Rosa S. Pinto- Chief. Dept. Planning Monitoring & Verification

5. **The National Centre for Employment and Professional Training of Tibar (CNEFP)**
   1. Mr. Simao Tito Bareto, Director  
   2. Mr. Natalino Leite, Technic Pedagogic  
   3. Mr. Feliciano Alres, Training Coordinator
6. East Timor Institute of Business
   1. Dr. Avarow Siaros, Rector
   2. Dr. Rui Felix B. Ximenes, Dean of Hotel and Tourism
   3. Dr. Antonis S. Martius, Dean of ICT
   4. Dr. Adel C.E Xioneras, Vice Chairman of the Foundation

7. Parlemento Nacional, Democratic Republic of Timor-Leste
   1. Dr. Isabel Maria Ximenes, Secretary of the Parliament

8. Joaõ Saldanha University
   1. Dr. Joaõ Saldanha
   2. Dr. Yohanes Usboko, Dean Academic Affairs

9. Former Ministry of Tourism
   1. Dr. Manual Vong

10. Indonesian Embassy in Dili
    1. H.E. Sahat Sitorus, Ambassador of the Republic of Indonesia, Timor Leste
    2. Dr. Sederco Melatunan, Attaché, Education and Culture
    3. Mr. Vanda, PBI Program Director
GALLERY

1. Cambodia

2. Lao PDR

3. Philippines
4. Thailand

5. Timor Leste