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## **HANDBOOK**

# **ASEAN MUTUAL RECOGNITION ARRANGEMENT ON TOURISM PROFESSIONALS 2018**

**2nd Edition**



**ASSOCIATION  
OF SOUTHEAST  
ASIAN NATIONS**

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**Handbook  
ASEAN Mutual Recognition Arrangement on  
Tourism Professionals  
2018**

**2<sup>nd</sup> Edition**

The ASEAN Secretariat  
Jakarta

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## FOREWORD

Welcome to the *ASEAN Mutual Recognition Arrangement on Tourism Professionals (MRA-TP) Handbook*. Mutual Recognition Arrangement (MRA) is an arrangement designed to facilitate the free movement of employment with qualified and certified personnel between ASEAN Member States.

MRA-TP is seen as one essential requirement of the ASEAN Community as stated in the Bali Concord II at the Ninth ASEAN Summit (2003) calling for completion of MRA for qualifications in major professional services by 2008 and confirmed through the Cebu Declaration on the Establishment of the ASEAN Community by 2015 adopted at the 12<sup>th</sup> ASEAN Summit in January 2007.

The objectives of the MRA-TP is to facilitate mobility of Tourism Professionals, to exchange information on best practices in competency-based education and training for Tourism Professionals, and to provide opportunities for cooperation and capacity building across ASEAN Member States.

### **Purpose of Handbook**

The first MRA Handbook was produced in 2013 as an essential reference to the key policies, processes and implementation guidelines for ASEAN National Tourism Organisations (NTOs) and relevant stakeholders in implementing MRA-TP. This edition provides updates on progress made on the implementation of MRA-TP at regional level and national level.

It is hoped the Handbook remains useful reference in supporting preparation for each ASEAN Member State and relevant stakeholders in implementing MRA-TP, and to ensure the required systems, processes and mechanism are ready.

## ACKNOWLEDGEMENTS

We wish to thank the following for their support in the development and production of this Handbook:

- the ASEAN Secretariat;
- ASEAN Tourism Professional Monitoring Committee;
- the Vietnam National Administration of Tourism, Ministry of Culture, Sports and Tourism for the 1<sup>st</sup> Edition of the Handbook publication; and
- the ASEAN-Australia Development Cooperation Program.

## GLOSSARY & ACRONYMS

<b>AADCP</b>	ASEAN-Australia Development Cooperation Program
<b>ACCSTP</b>	ASEAN Common Competency Standards for Tourism Professionals refers to the minimum requirements of competency standards in tourism and hospitality services aimed to upgrade tourism services and facilitate the mobility between ASEAN Member States
<b>AEC</b>	ASEAN Economic Community
<b>AMS</b>	ASEAN Member States
<b>APEC</b>	Asia-Pacific Economic Cooperation
<b>ASEAN</b>	Association of Southeast Asian Nations
<b>ASEAN NTOs</b>	National Tourism Organisations refers to the government institutions in-charge of the tourism sector of ASEAN Member States
<b>ASEC</b>	ASEAN Secretariat
<b>Assesse</b>	The person whose performance is being assessed
<b>Assessment</b>	Refers to the process of appraising the qualification and/or competencies of Tourism Professionals
<b>Assessment Centre</b>	A location, in the workplace or a vocational or academic institution where assessment takes place
<b>Assessor</b>	A person qualified to carry out assessment
<b>ATA</b>	ASEAN Tourism Agreement (2004)
<b>ATFTMD</b>	ASEAN Task Force on Tourism Manpower Development
<b>ATM</b>	ASEAN Tourism Minister
<b>ATPs</b>	ASEAN Tourism Professionals
<b>ATPMC</b>	ASEAN Tourism Professional Monitoring Committee consists of ASEAN NTOs and appointed representatives from NTPB
<b>ATPRS</b>	ASEAN Tourism Professional Registration System refers to a web-based facility ( <a href="http://www.atprs.org">www.atprs.org</a> ) to disseminate details regarding the list of Foreign Tourism Professionals duly certified
<b>ATSP</b>	ASEAN Tourism Strategic Plan
<b>ATQEM</b>	ASEAN Tourism Qualifications Equivalent Matrix
<b>CATC</b>	Common ASEAN Tourism Curriculum refers to the common curriculum for ASEAN Tourism Professionals to support implementation of the MRA-TP as mutually agreed by the ASEAN Tourism Ministers upon recommendation by the ASEAN NTOs
<b>CBA</b>	Competency Based Assessment - based on knowledge, skills and attitudes
<b>CBAMT</b>	Capacity Building for an ASEAN MRA in Tourism

<b>CBT</b>	Competency Based Training - based on knowledge, skills and attitudes
<b>CCS</b>	ASEAN Coordinating Committee on Services
<b>Certification</b>	Refers to the issuance of a certificate to Tourism Professional whose qualification and/or competencies have met the standards specified in ACCSTP
<b>Child Wise Tourism Program</b>	ACCSTP has developed two special units in its curriculum dealing with child protection based on the Child Wise Tourism Program, developed in response to requests for assistance from governments, NGO's and the tourism sector in the ASEAN region to address the growing problem of child sex tourism
<b>Conformity Assessment</b>	Conformity assessment means systematic examination to determine the extent to which a product, process or service fulfils specified requirements
<b>EU</b>	European Union
<b>Equivalence Assessment</b>	The process of judging the conformity assessment procedures and/or rules of another country to be equivalent to national conformity assessment procedures and/or rules
<b>Foreign Tourism Professionals</b>	Refers to Tourism Professionals who are nationals of any other ASEAN Member States certified in an ASEAN Member State
<b>GDP</b>	Gross Domestic Product
<b>Host Country</b>	Refers to the ASEAN Member State where a Foreign Tourism Professional applies for recognition to work
<b>Internal Verifier</b>	In the context of vocational qualifications, (the internal verifier is) an individual, approved by the awarding body but working for the Approved Centre, who monitors and supervises the operation of the qualifications awarding scheme
<b>MRA</b>	A Mutual Recognition Arrangement is an international Agreement designed to promote economic integration and increased trade between nations. This is achieved by reducing regulatory impediments to the movement of goods and services
<b>MRA-TP</b>	Mutual Recognition Arrangement on Tourism Professionals
<b>NTPB</b>	National Tourism Professional Board refers to the Board for tourism professionals which shall be composed of representatives from the public and private sectors including the academia and other relevant tourism stakeholders, to be determined by the respective ASEAN NTOs
<b>NYC</b>	Not Yet Competent
<b>PC</b>	Pass Competent
<b>Performance appraisal</b>	The act of estimating or judging a person's performance
<b>Performance assessment</b>	The activity of evaluating a person's performance

<b>Performance indicator</b>	The expected level of desired performance
<b>RCC</b>	Recognition of Current Competencies
<b>Recognition</b>	Refers to acceptance by the TPCB of a demonstration of compliance with requirements set out in the ACCSTP
<b>Registration</b>	Refers to inclusion of duly certified tourism professionals onto ATPRS
<b>Regional Secretariat</b>	Refers to the Secretariat for implementation of the ASEAN MRA-TP based in Jakarta, Indonesia
<b>RITS</b>	Roadmap for Integration of Tourism Sector (ASEAN)
<b>RPL</b>	Recognition of Prior Learning
<b>RQFSRS</b>	Regional Qualifications Framework and Skills Recognition System
<b>Skills Passport</b>	A Skills Passport may be designed as a typical bound booklet in which verified entries are made, or it may exist as a protected on-line portfolio. A Skills Passport can provide individuals with a verified record of their skills, qualifications and achievements, hosted online
<b>SRA</b>	Skills Recognition Audit
<b>Standard</b>	The desired level of performance
<b>TBT</b>	Technical Barriers to Trade
<b>Tourism Job Title</b>	Refers to a specific job position in the tourism sector as specified in ACCSTP Framework
<b>Tourism Professional</b>	Refers to a natural person who holds the nationality of an ASEAN Member State certified by the TCPB
<b>TPCB</b>	Tourism Professional Certification Board refers to the government board and/or agency authorised by the government of each ASEAN Member State primarily responsible for the assessment and certification of Tourism Professionals
<b>TRG</b>	Technical Reference Group
<b>VAP</b>	Vientiane Action Plan
<b>WTO</b>	World Trade Organisation

## Executive Summary

ASEAN Mutual Recognition Arrangement on Tourism Professionals (MRA-TP) was signed by ASEAN Tourism Ministers in November 2012 which aims to facilitate the mobility of Tourism Professionals and the exchange of information on best practices in competency-based education and training for Tourism Professionals and provide opportunities for cooperation and capacity building across ASEAN Member States. ASEAN MRA-TP is one of ASEAN's initiatives designed to enable the mobility of employment for skilled tourism labour across the ASEAN Region. The key of this arrangement is recognition of skills and qualifications of Tourism Professionals of ASEAN nations, with the ultimate goal is to make ASEAN a quality tourism destination.

In order to function effectively, the MRA-TP requires an infrastructure operating at both the ASEAN and Member State level. The ASEAN Framework Agreement on MRAs (1998) and the ASEAN MRA on Tourism Professionals (2012) provide guidance for these mechanisms.

This Handbook has been updated incorporating progress made on MRA-TP implementation. The Handbook is expected as an essential reference to further defining key policies, mechanism and implementation guidelines for the MRA-TP.

### Recognition and Eligibility of Foreign Tourism Professionals

MRA-TP provides a mechanism on the equivalence of tourism certification procedures and qualifications across ASEAN. With recognition of each other's qualifications, this will facilitate mobility for tourism labour across the region and enhance competitiveness of the tourism sector in ASEAN. At the same time it will attract potential talent to meet local skills shortages. The eligibility to work in a host country will be subjected to prevailing domestic laws and regulations of the host country.

In order for a Foreign Tourism Professional to be recognised by other ASEAN Member States (AMS) and to be eligible to work in a host country, they will need to possess a valid tourism competency certificate in a specific tourism job title as specified in the ASEAN Common Competency Standards for Tourism Professionals (ACCSTP), issued by the Tourism Professional Certification Board (TPCB) in an AMS.

It is important to recognise that the application and implementation of MRA-TP by the various tourism educational and training providers in each ASEAN Member country is voluntary. This is especially true in terms of quality of instruction, evaluation and standards of curriculum development.

### The Key MRA Components

The MRA-TP model consists of following components:

- (i) the ASEAN Tourism Professional Monitoring Committee (ATPMC);
- (ii) the ASEAN Tourism Professionals Registration System (ATPRS);

- (iii) the National Tourism Professional Board (NTPB);
- (iv) the Tourism Professionals Certification Board (TPCB);
- (v) the Tourism Professionals;
- (vi) the ASEAN Common Competency Standards for Tourism Professionals (ACCSTP);
- (vii) the Common ASEAN Tourism Curriculum (CATC); and
- (viii) the Regional Secretariat for the ASEAN MRA-TP.

Each component forms part of a connecting infrastructure in support of effective implementation of the MRA-TP system. Each part requires a development effort at either ASEAN (regional) level or Member States (national) level.

At national or Member States level, two (2) agencies are required to establish namely, the **NTPB** with one of its responsibilities to create awareness and disseminate information about MRA-TP and the **TPCB**, among others, to assess qualifications and/or competencies of Tourism Professionals as specified in the ACCSTP.

The ATPRS is a web-based facility to disseminate details regarding the list of Foreign Tourism Professionals duly certified by the NTPB/TPCB depending on the practice of each AMS.

The MRA-TP is challenging because there are no agreed international tourism standards, which can act as a basis for conformity assessment for the MRA-TP. As a result, it is essential to construct an equivalence matrix of tourism qualifications for the AMS - the **ATQEM** to be used as the basis for conformity assessment. This is an essential supporting mechanism for a robust, reliable and transparent MRA-TP.

At regional level, the **Regional Secretariat** is required. The objective of the Regional Secretariat is to promote implementation of the MRA-TP by providing support for its operations and management as well as implementation of related projects and activities. The Regional Secretariat reports to the **ATPMC**, as its **Governing Council**. Each of MRA-TP components will be explained in more detail in related sections of this Handbook.

## Conclusions

This Handbook will contribute in providing greater understanding of MRA-TP and support NTOs and stakeholders in planning and implementing the arrangement. The soft copy is available at [www.atprs.org](http://www.atprs.org) or [www.asean.org](http://www.asean.org).

In supporting implementation of MRA-TP, regional and national workshops/seminars will continue to be organised with the intention to raise awareness and enhance participation of key stakeholders involved in implementing MRA-TP.

# 1. BACKGROUND OF MRA

## Topics:

- 1.1. Introduction
- 1.2. Rationale for MRA-TP
- 1.3. The ASEAN MRA-TP Handbook
- 1.4. What is MRA?
- 1.5. Benefits of MRAs
- 1.6. Purposes of MRA-TP
- 1.7. How was the MRA-TP Developed?
- 1.8. Key Elements of MRA-TP
- 1.9. Principles for Recognition & Eligibility of Foreign Tourism Professionals
- 1.10. The ASEAN-Australia Development Cooperation Program
- 1.11. Impacts and Challenges

## Key terms used in this Chapter:

- ASEAN-Australia Development Cooperation Program (AADCP)
- ASEAN Mutual Recognition Arrangement on Tourism Professionals (MRA-TP)
- ASEAN Task Force on Tourism Manpower Development (ATFTMD)
- ASEAN Tourism Professional Monitoring Committee (ATPMC)
- National Tourism Professional Board (NTPB)
- Tourism Professional Certification Board (TPCB)
- Regional Secretariat for the ASEAN MRA-TP
- Governing Council for the Regional Secretariat
- ASEAN Coordinating Committee on Services (CCS)
- ASEAN Common Competency Standards for Tourism Professionals (ACCSTP)
- Common ASEAN Tourism Curriculum (CATC)

## 1.1 Introduction

The role of tourism is growing gradually contributing significantly to global economic. This sector has contributed 10% to global GDP and 11.8% to ASEAN GDP<sup>1</sup>. It remains one (1) in ten (10) jobs in the world, which created 292 million jobs worldwide and 30 million jobs in ASEAN in 2016. The number of international arrivals to ASEAN including intra-ASEAN in 2016 has increased roughly 6.7% compared to 2015. It is estimated that the growth will continue 6% annually over the next ten (10) years. It is seen that the growth is remarkable for the last 15 years; it has been growing from 81 million in 2011 to 113 million in 2016. With the ASEAN tourism vision 2025: ASEAN will be a quality tourism destination offering a unique, diverse ASEAN experiences, and will be committed to responsible, sustainable, inclusive and balanced tourism development,

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<sup>1</sup> WTTC 2018

so as to contribute significantly to the socioeconomic well-being of ASEAN people; all ASEAN standard of excellence in hospitality recognition of qualifications of tourism professionals within ASEAN is important.

## **1.2 Rationale for MRA-TP**

To ensure growth sustainability and greater contribution to the ASEAN economy, in further realising ASEAN tourism potential, it needs to be accompanied by excellent quality of services provided by the tourism industry within the region. Having high-skilled tourism workers to deliver high-quality services should become normal practice in order to ensure tourists' satisfaction visiting the region. One of the ways to achieve this goal is through mutual recognition of qualifications of tourism professionals across the AMS.

The purpose of this MRA is to facilitate mobility of tourism professionals within ASEAN based on competence-based tourism qualifications/certificates, and at the same time, improve the quality of services delivered by tourism professionals. Currently, there are 32 job titles under the MRA-TP, covering six (6) labour divisions namely Housekeeping, Front Office, Food Production, Food and Beverages Services, Travel Agencies and Tour Operation.

## **1.3 The ASEAN MRA-TP Handbook**

This Handbook explains the MRA-TP mechanism so that key stakeholders are fully aware of the role of Arrangement. At the same time, this Handbook will also serve as supporting reference to AMS to implement the MRA-TP. This updated edition has provided additional information based on MRA-TP implementation progress at regional and national level.

## **1.4 What is MRA?**

The MRA is an arrangement designed to facilitate the freer movement and employment of qualified and certified personnel between ASEAN Member States. The MRA is policy instruments that are designed to promote economic integration and increased trade between nations. This is achieved by reducing regulatory impediments to the movement of goods and services.

The MRAs facilitate trade as they smooth the path in negotiation between nations. Each nation has its own standards, procedures and regulations. If trade is to flow freely between nations then agreement has to be reached on the equivalence - or conformity between these regulations, standards and procedures. The MRA-is the instrument that is used to reach such agreement.

MRAs became important in the field of assessing equivalent standards between partners in the early 1980s. They were formalised by the World Trade Organisation

(WTO) under the Agreement on Technical Barriers to Trade (TBT). This agreement has become the guiding basis for all MRAs whether in the public sector (where the majority are found) or in the private sector.

#### **1.4.1 Types of MRAs**

Whilst there are a number of types of MRAs, the most common is designed to facilitate agreement on standards. This type of MRA is an agreement between two (2) or more parties to mutually recognise or accept so one or all aspects of one another's conformity assessments. The term is also now applied to agreements on the recognition of professional qualifications.

The early MRAs tended to operate on a bilateral basis, facilitating agreement between two (2) countries wanting to work together. However, as they grew and evolved, MRAs became more complex, dealing with multilateral issues of trade, where a number of nations are involved. This is the case in the European Union, APEC, and also in ASEAN where ten (10) nations are involved. ASEAN now has a variety of MRAs seeking conformance of standards in fields such as nursing, dentist, medical doctor, accounting, engineering, architecture, land surveying and tourism professional.

### **1.5 Benefits of MRAs**

For governments, the MRAs ensure commitment and agreement to international trade, and encourage the sharing of good practice and information between partners. This can lead to:

- reduced costs;
- increased competitiveness;
- increased market access; and
- freer flow of trade.

Specifically for the MRA-TP, it provides the following benefits:

- facilitate mobility of tourism professionals based on the tourism competency qualification/certificate;
- enhance conformity of competency based training/education;
- recognise skills of tourism professionals;
- improve the quality of tourism human resources (graduates are ready to work in the industry); and
- enhance the quality of tourism services.

### **1.6 Purpose of MRA-TP**

The MRA-TP seeks to increase the international mobility of tourism labour across the ASEAN region in line with the establishment of ASEAN Community. Each ASEAN nation

has its own standards, certification and regulations for recognising the competency of workers in the tourism sector. Therefore, MRA would facilitate agreement on what constitutes equivalent competency to work in tourism by a worker, for example from Indonesia, who is seeking a position in Malaysia. The MRA-TP is therefore designed to:

- (i) address the imbalance between supply and demand for tourism jobs across the ASEAN region; and
- (ii) establish a mechanism to facilitate the mobility of skilled and certified tourism labour across the ASEAN region.

The objectives of MRA-TP are threefold, to:

- (i) facilitate mobility of Tourism Professionals;
- (ii) encourage exchange of information on best practices in competency-based education and training for Tourism Professionals; and,
- (iii) provide opportunities for cooperation and capacity building across AMS.

## 1.7 How was the MRA-TP Developed?

In January 2006, with the completion of the ACCSTP, ASEAN Tourism Ministers (ATM) supported the decision by the ASEAN NTOs to task the ATFTMD to prepare a MRA-TP. The ASEAN MRA-TP was signed by the ATM in November 2012 (See **Annex I** for the full text). The ATFTMD was one (1) of six (6) tourism task forces formed to assist the ASEAN NTOs in all matters related to tourism manpower development, especially in the implementation of the Roadmap for Integration of the Tourism Sector, the Vientiane Action Program and the ASEAN Tourism Agreement.

The ATFTMD was dissolved in 2010 and replaced by the ATPMC, which was formally established in June 2010, in Lombok, Indonesia. ATPMC roles, among others, are to take over responsibility for promoting, updating, maintaining and monitoring the ACCSTP and the CATC, and for disseminating information about the MRA-TP. (see **Figure 1-1** for the ASEAN Tourism Cooperation Organisational Structure).

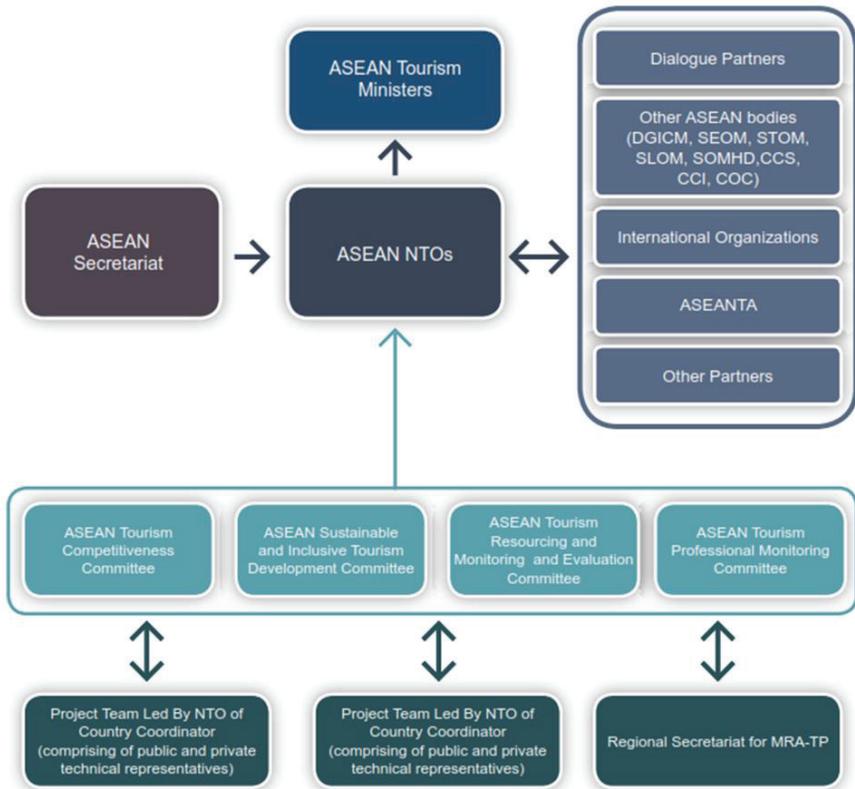


Figure 1-1 for the ASEAN Tourism Cooperation Organisational Structure

It is envisaged that after all the requirements under the MRA are in place, it will increase the movement of tourism professionals between AMS. In 2010, the ATM endorsed the MRA Follow-up Implementation Requirements, which specify concrete activities in expediting the establishment and implementation of MRA-TP. One of the activities under the MRA Follow-Implementation Requirements is the Establishment of a Regional Secretariat to manage and monitor the facilitation of tourism professionals within the region. The Regional Secretariat would support the MRA through comprehensive and involvement of a range of stakeholders with full-time professional staffs dedicated for the work.

The ATPMC, as the Governing Council of the Regional Secretariat, would have following roles and responsibilities:

- (i) undertaken the overall supervision of operations, provide policy guidance and give directions to the Secretariat;
- (ii) approve the organisational structure and staff requirements of the Secretariat;

- (iii) establish the terms and conditions for the position of the Executive Director, and Staff Members;
- (iv) appoint and evaluate an Executive Director in accordance with the terms and conditions for such a position, as established;
- (v) approve the rules, procedures and regulations for the operations of the Secretariat including staff and financial rules and procedures;
- (vi) recommend to the ASEAN NTOs the annual business plan, including the annual budget of the Secretariat and monitor its implementation;
- (vii) oversee the utilisation of revenue and approve the rules and procedures for the management of such revenue;
- (viii) approve the disposal of the properties and assets of the Secretariat in case of dissolution of the Secretariat, and on any other matters concerned with the dissolution; and
- (ix) perform any other functions necessary to achieve the objectives of the Secretariat.

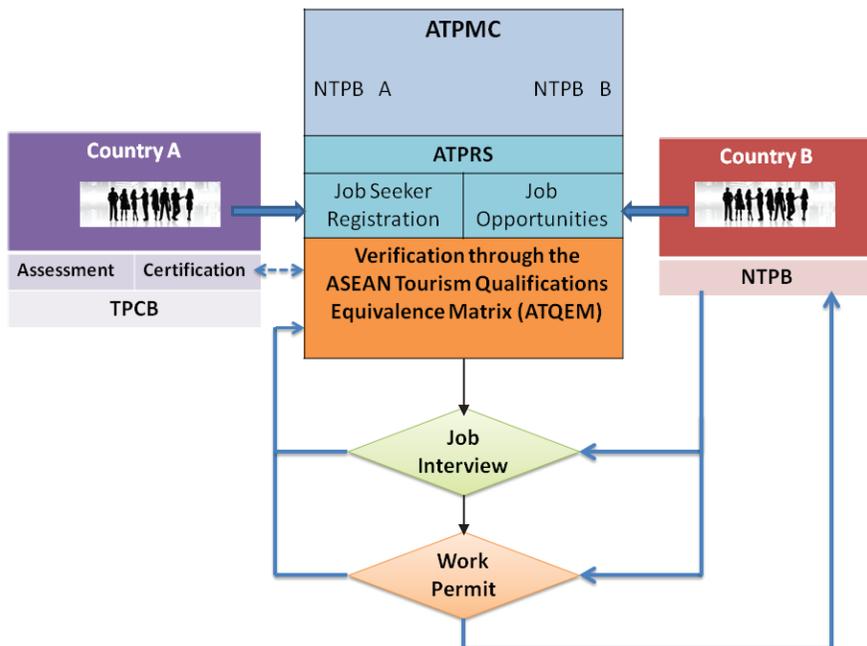
## 1.8 Key Components of MRA-TP

The key components of MRA-TP to support the full operation of MRA-TP are as follows:

- (i) the **ATPMC** consists of ASEAN NTOs and appointed representatives from the NTPBs;
- (ii) the **ATPRS** is a web-based facility to disseminate details of certified Foreign Tourism Professionals within ASEAN. The ATPRS ([www.atprs.org](http://www.atprs.org)) was launched on 9<sup>th</sup> August 2016 during the first International Conference on MRA-TP held in Jakarta, Indonesia;
- (iii) the **NTPB** refers to the Board for Tourism Professionals composed of representatives from the public and private sectors (including academia and other relevant tourism stakeholders) to be determined by the respective ASEAN NTOs;
- (iv) the **TPCB** refers to the government board and/or agency authorised by the government of each AMS primarily responsible for the assessment and certification of Tourism Professionals;
- (v) the **Tourism Professionals** refers to a natural person who holds the nationality of an AMS certified by the TPCB;
- (vi) the **ACCSTP** refers to the minimum requirements of competency standards in hotel and travel services, which aim to upgrade tourism services and facilitate the development of MRA between AMS;
- (vii) the **CATC** refers to the common curriculum for ASEAN Tourism Professionals as mutually agreed upon by the ATM upon recommendation by the ASEAN NTOs; and

- (viii) the **Regional Secretariat**, to be based in Jakarta, Indonesia, would be established to promote implementation of the MRA-TP by providing support for its operations and management as well as implementation of related project and activities.

**Figure 1-2** outlines the ASEAN MRA-TP mechanism (adapted from ASEAN Tourism Strategic Plan 2011-2015).



*Figure 1-2 Schematic Outline of ASEAN MRA-TP Mechanism*

The ATPRS platform allows the job seekers (foreign tourism professionals of ASEAN nations) to register in the system after they are verified by TPCB and seek job opportunities in offered by employer within the System. Job opportunities offered by employer are also listed according to the list of job-titles under ACCSTP. Once the job seeker matches the requirements of the offered, then potential employer may undertake interview. Once the potential employer is satisfied with the result of the interview, the potential employer would be responsible to process the work permit to enable selected tourism professional to work in the host country.

## 1.9 Principles for Recognition & Eligibility of Foreign Tourism Professionals

The qualification of a Foreign Tourism Professional may be recognised by other AMS, and if such qualification is recognised, they may be eligible to work in a host country provided that he/she possess a valid tourism competency certificate in a specific tourism job title as specified in the ACCSTP issued by the TPCB in an AMS. The eligibility to work in a host country will be subjected to prevailing domestic laws and regulations of the host country.

## 1.10 The ASEAN-Australia Development Cooperation Program

In preparing for the implementation of MRA-TP, ASEAN received technical support from the ASEAN-Australia Development Cooperation Program (AADCP) to establish the followings:

- The ASEAN Common Competency Standards for Tourism Professionals
- Common ASEAN Tourism Curriculum and Regional Qualification Framework and Skills Recognition System (RQFSRS)
- 242 Training toolboxes for the agreed six (6) labour divisions of Hotel Services and Travel Services
- Trainings a pool of ASEAN Master Trainers and ASEAN Master Assessors for all the six (6) labour divisions of Housekeeping, Front Office, Food Production and Food and Beverages Services for Hotel Services and Travel Agencies and Tour Operation for Travel Services-
- The ASEAN Tourism Professionals Registration System
- A feasibility study to establish the Regional Secretariat for the ASEAN MRA-TP
- Tutorial videos of ASEAN MRA-TP
- An Ad-Hoc team to support the transition of the Regional Secretariat for the implementation of the ASEAN MRA-TP establishment-
- ASEAN Mutual Recognition Arrangement on Tourism Professionals Work Plan 2018-2022

## 1.11 Impacts and Challenges

### 1.11.1 Establishment of the Regional Secretariat

To support the AMS implementing the MRA-TP, the decision of the 16<sup>th</sup> Meeting of ATM held on 21 January 2013 in Vientiane, Lao PDR supported the establishment of a Regional Secretariat for the ASEAN MRA-TP and agreed to select Indonesia as the host of the Regional Secretariat.

### 1.11.4 Readiness of Member States

It has taken a long way till this point; there are a lot of supporting infrastructures have been developed at the regional level to serve as regional reference for the AMS

and necessary support and capacity building have been made for the AMS to make them ready and live on the system.

During the 1<sup>st</sup> International Conference on MRA-TP held on 8-9 August 2016 in Jakarta, Indonesia, there were following recommendations to further progress the MRA-TP:

- (i) a need to maintain and promote the ATPRS web-based platform to stakeholders including the ASEAN Tourism Professionals, the Master Trainers and Assessors, the NTO, the ATPMC, the NTPB, the NTCB, the Training and Education Institutions, and Industry. Each Member State will need to put more effort to promote this platform to their respective stakeholders;
- (ii) the collaboration amongst stakeholders, training and education institutions, industry and development partners to further strengthen the implementation of the MRA-TP should be welcomed and continued to carry out the following potential projects/activities by the AMS:
  - (a) collaboration with industries to promote in-house training programs using the ASEAN MRA-TP toolboxes;
  - (b) implementation of apprenticeship programs with the industries;
  - (c) development of the Recognition of Prior Learning (RPL) Assessment Mechanism as a tool to assess and certify those that are in workplace and/or have relevant experience; and
  - (d) identification of Education and Training Centres in each Member State as Centres of Excellence for MRA-TP Implementation;
- (iii) a need to develop necessary legal frameworks, guidelines and mechanism at the regional level as a common guidelines for the AMS to apply including:
  - (a) assessment mechanism on the RPL for Tourism Professionals; and
  - (b) guideline for Industry on training obligation to their staffs;
- (iv) a need to update the supporting infrastructures such as the ACCSTP and the CATC to keep them in current and meet the industry's need and remain applicable for stakeholders;
- (v) the Skill Gap Analysis of the tourism industry across ASEAN should be conducted to match the supply and demand of the industry and identify the MRA-TP related measures to fill the gaps;
- (vi) the possibility of expanding scope of the ASEAN MRA-TP to MICE, Spa and Wellness Tourism Professionals;
- (vii) a need to conduct a study on legal framework to facilitate job mobility amongst the AMS where its outcome could provide and develop a common practice for AMS on tourism workforce mobility; and
- (viii) to promote the MRA-TP more widely to public and get more buy-in from stakeholders, including convening conference regularly with more sessions in parallel and possibility of training and education exhibition. The proposal was to convene similar conference every two-year hosted by the AMS on voluntary basis.

## 2. ASEAN COMMON COMPETENCY STANDARDS FOR TOURISM PROFESSIONALS

### Topics:

- 2.1 Introduction
- 2.2 Rationale for Standards Development
- 2.3 Priority for Tourism Standards
- 2.4 Basis of the ACCSTP
- 2.5 The Importance of a Competency Framework
- 2.6 Structure of the Competency Standards
- 2.7 Common Labour Divisions
- 2.8 Core, Generic and Functional Competencies
- 2.9 Future Developments

### Key terms used in this Chapter:

- ASEAN Tourism Agreement (ATA)
- ASEAN Common Competency Standards for Tourism Professionals (ACCSTP)
- ASEAN Tourism Strategic Plan (ATSP)
- ASEAN Task Force on Tourism Manpower Development (ATFTMD)
- Capacity Building for an ASEAN Mutual Recognition Arrangement in Tourism (CBAMT) Project
- Core, Generic and Functional Competencies
- Regional Qualifications Framework and Skills Recognition System (RQFSRS)
- Toolboxes (for each Competency Standard in the six (6) Labour Divisions)

### 2.1 Introduction

At their eighth summit in November 2002, ASEAN leaders signed the ASEAN Tourism Agreement (ATA), which aimed to create favourable industry conditions in support of ASEAN's vision for a free flow of tourism services before 2020. As part of the agreement, the ASEAN leaders agreed to upgrade tourism education, curricula and skills through the formulation of competency standards and certification procedures, thereby leading to mutual recognition of skills and qualifications in the ASEAN region. In addition, it supported the wider ASEAN agenda of encouraging Member States to adopt national frameworks for qualifications, competencies and training.

### 2.2 Rationale for Standards Development

The rationale for development of the ASEAN Common Competency Standards was based on the assumption that if a framework of competencies could be compiled, shared and adopted by the AMS as a common reference for qualifications, this would lay the foundations and conditions necessary for an MRA to operate.

## 2.3 Priority for Tourism Standards

Tourism is an important economic sector for the Member States of ASEAN. It provides an important source of export income and is a vital sector for employment - particularly for women and small businesses. Not only has the significance of this area of economic development been recognised at the individual state level, but also tourism has been included as a priority sector for economic integration across the ASEAN region.

### 2.3.1 Human Resources Development

Human resources are a key competitive element of tourism, as destinations increasingly compete on level of service rather than physical or natural assets. In recognition of the imperative to develop a skilled labour force for tourism across the ASEAN region, the ACCSTP project was developed and agreed based upon three general objectives:

- (i) establish an agreed set of the ACCSTP;
- (ii) determine the potential for manpower mobility and the establishment of an MRA within ASEAN; and
- (iii) develop a strategic plan for the regional implementation of the ACCSTP and a sustainable network to facilitate the application of an MRA-TP.

### 2.3.2 Strategic Direction

The ASEAN Tourism Strategic Plan (ATSP) 2016-20215 identified the importance of raising capacity and capability of Tourism Human Capital as a strategic direction, and continue implementing the MRA-TP as strategic actions of the plan. The ATSP also highlighted the need of expanding implementation of MRA-TP to other related tourism and hospitality job titles. Following the conclusion of the ATSP 2016-2025; ASEAN has set up a vision for 2025 that “By 2025, ASEAN will be a quality tourism destination offering a unique, diverse ASEAN experience, and will be committed to responsible, sustainable, inclusive and balanced tourism development, so as to contribute significantly to the socio-economic well-being of ASEAN people”.

## 2.4 Basis of the ACCSTP

The ACCSTP is minimum requirements of competency standards for each job-title identified under MRA-TP, which aim to upgrade tourism services and facilitate the development of MRA-TP between ASEAN Member States.

### 2.4.1 Parameters for ACCSTP Framework

In the development of the ACCSTP Framework (2004-2005), ATFTMD helped to identify the minimum competency standards essential for each job title within the following parameters:

- the ACCSTP Framework Common Competency Standards Matrix must be compatible with best practice to be recognised internationally;
- the ACCSTP Framework is the best available common denominator or common language to advance the interests of the ASEAN community;
- the ACCSTP Framework would only include competencies that were current, relevant and applicable to member countries. A ‘mainstream approach’ has been used in cross-matching the common competencies (among member countries); and
- given an agreed the ACCSTP Framework, each member country or industry may choose to add (at a later date) additional competencies that may be necessary to suit local requirements.

## 2.5 The Importance of a Competency Framework

The ACCSTP is based on the concept of competency - the knowledge, skills attitudes that individuals must have, or must acquire, to perform effectively at work. Competence is all about demonstrable performance outputs and in the case of the ACCSTP relates to a system or set of minimum standards required for effective performance at work. A ‘competency framework’ is a structure that sets out and defines each individual competency (such as problem-solving, checking in hotel guests or managing people) required by individuals working in a tourism organisation or part of an organisation.

## 2.6 Structure of the Competency Standards

Competency standards set down the specific knowledge and skills required for successful performance in the workplace and the required standard of performance. They are organised into units, each with a code and title. The standards for hospitality and tourism cover both general areas common to all sectors (e.g. communication, leadership and occupational health and safety), and sector-specific areas.

The ACCSTP Framework lists the minimum common competency standards that should be widely used in the region to allow the skills, knowledge and attitudes (competence) of tourism professionals to be assessed, recognised and equated to comparable qualifications in other ASEAN countries in order for MRA-TP to function.

## 2.7 Common Labour Divisions

The ACCSTP are arranged as sets of competencies required by qualified professionals who seek to work in the various divisions of labour that are common across various sectors of tourism in AMS.

### 2.7.1 Minimal Competencies

Compliance with these “minimal” competencies will be an essential reference or benchmark for anyone wishing to apply for a position in another AMS. The terms

minimum or minimal simply refer to the essential basic skills required for a particular job description. It is useful in setting a basic benchmark or standard in professional performance. In the ACCSTP Framework, the minimal competencies required are arranged on a framework using common divisions of labour as illustrated in **Table 2-1**:

**Table 2-1: 32 Job Titles & Six Common Labour Divisions**

Hotel Services				Travel Services	
Front Office	Housekeeping	Food Production	Food and Beverages Services	Travel Agencies	Tour Operation
Front Office Manager	Executive Housekeeper	Executive Chef	F&B Director	General Manager	Product Manager
Front Office Supervisor	Laundry Manager	Demi Chef	F&B Outlet Manager	Assistant General Manager	Sales & Marketing Manager
Receptionist	Floor Supervisor	Commis Chef	Head Waiter	Senior Travel Consultant	Credit Manager
Telephone Operator	Laundry Attendant	Chef de Partie	Bartender	Travel Consultant	Ticketing Manager
Bell Boy	Room Attendant	Commis Pastry	Waiter		Tour Manager
	Public Area Cleaner	Baker			
		Butcher			

The positions listed under each labour division are of varying levels of sophistication and responsibility, some of which might require extensive vocational training whereas others might only require short-term training of one (1) to two (2) weeks or on-the-job training.

### 2.7.2 Setting Job Positions

The principle for setting job positions is that for some positions it is entirely possible that someone can carry out a series of responsibilities in a highly professional manner without any formal education. This is certainly the case within the industry where some managers have little formal education but a great deal of life and industry experience. This is not to say that formal education at the higher managerial levels is not important but clearly industry experience needs to be recognised in any hiring process.

One of the incentives to be provided to tourism professionals who obtained extensive industry experiences with little formal education is to allow them to be assessed via the RPL and matchmaking their qualifications to be equivalent to certain level of formal education. This initiative is part of the long-life-learning program to keep people to stay longer in the industry by recognising their qualifications. The RPL Assessment Method will be explained more detail in the next section.

### **2.7.3 Divisions of Labour**

The term labour division might be slightly misleading in that some of the tasks are operational in nature and labour intensive, but many of the position classifications are clearly supervisory or managerial.

## **2.8 Core, Generic and Functional Competencies**

The competency standards for tourism professionals listed in the ACCSTP Framework are the minimum acceptable common competency standards required by industry and employers to enable the standard of a qualified person's skills to be recognised and assessed equitably in AMS. This is an essential mechanism required for the effective operation of MRA-TP.

In the ACCSTP Framework, the competencies are graded into three (3) related groups of skills, namely: Core, Generic and Functional Competencies.

### **2.8.1 Core Competencies**

Core Competencies that industry has agreed are essential to be achieved if a person is to be accepted as competent in a particular primary division of labour. They are directly linked to key occupational tasks and include units such as 'work effectively with colleagues and customers, and implement occupational health and safety procedures.'

### **2.8.2 Generic Competencies**

Generic Competencies that industry has agreed are essential to be achieved if a person is to be accepted as competent at particular secondary division of labour. The name 'life skills' is sometimes used to describe these competencies and they include units such as: 'use common business tools and technology,' and 'manage and resolve conflict situations-'.

### **2.8.3 Functional Competencies**

Functional Competencies are specific to roles or jobs within the labour division, and include the specific skills and knowledge (know-how) to perform effectively, such as 'receive and process reservations, provide housekeeping services to guests, and operate a bar facility.' These competencies could be generic to a labour division as a whole, or be specific to roles, levels or jobs within the labour division.

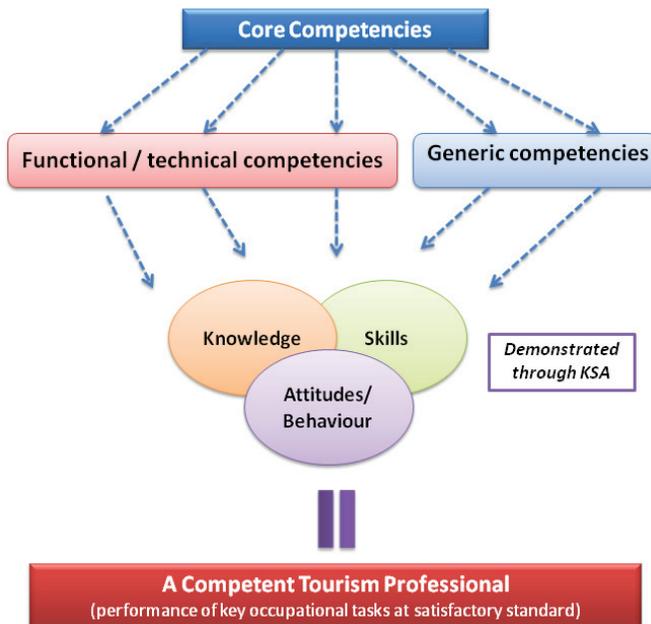


Figure 2-1: The Relationship between Core, Generic and Functional Competencies

## 2.9 Future Developments

The following activities will take place:

- maintain and update the ACCSTP, the CATC, Toolboxes, the RQFSRS and other necessary guidelines developed by the Regional Secretariat to support the implementation of MRA-TP;
- develop the ATQEM and RPL Guidelines; and
- develop the ASEAN MRA-TP Work Plan 2018-2022 as a roadmap for the Regional and National level to implement the MRA-TP.

## 3. COMMON ASEAN TOURISM CURRICULUM

### Topics:

- 3.1 Introduction
- 3.2 Common ASEAN Tourism Curriculum
- 3.3 Rationale for CATC
- 3.4 Structure of CATC
- 3.5 Career Progression
- 3.6 Industry-Based Content and Units of Competency
- 3.7 Life-long Learning
- 3.8 Portability of Qualifications
- 3.9 Contextualisation
- 3.10 Localised Units of Competence
- 3.11 Challenges in Implementing CATC

### Key terms used in this Chapter:

- Common ASEAN Tourism Curriculum (CATC)
- Vientiane Action Plan (VAP)
- ASEAN Tourism Agreement (ATA)
- Roadmap for Integration of Tourism Sector (RITS)
- Regional Qualifications Framework and Skills Recognition System (RQFSRS)
- Competency Based Training (CBT)
- Life-long Learning
- Child Wise Tourism Program

### 3.1 Introduction

The CATC is the approved common curriculum for ASEAN Tourism Professionals (ATPs) as mutually agreed upon by ATM upon recommendation by ASEAN NTOs. The concept is founded upon a number of initiatives, including VAP, ATA and RITS. The CATC is linked to the RQFSRS.

#### 3.1.1 Design Principles

The curriculum was designed to be industry based, well-structured and flexible, in order to meet varying local requirements of the Member States. It is based on the agreed competencies adopted by all AMS, and using the agreed ACCSTP Units of Competence aims at making qualifications relevant and useful to both students and the tourism industry.

## 3.2 Common ASEAN Tourism Curriculum

The CATC is founded upon six (6) labour divisions: Housekeeping, Front Office, Food Production, Food and Beverage Services, Travel Agencies and Tour Operations. The CATC and the RQFSRS go hand in hand. The CATC supports and contributes to the development of a harmonised tourism education and training framework within the ASEAN region, while the RQFSRS supports and contributes to the implementation of the MRA-TP, which ultimately will facilitate skilled labour mobility, contributing to economic integration of the region.

## 3.3 Rationale for CATC

The CATC is founded on the CBT approach that is recognised worldwide as being the most effective means of delivering vocational training. The CBT is training that provides trainees with skills, knowledge and attitudes necessary to demonstrate competence against prescribed and endorsed Industry Competency Standards. This concept is especially applicable to tourism where ‘attitude’ is an extremely vital element of all customer-contact and service situations.

### 3.3.1 CATC Framework

The CATC aims at providing an efficient and practical model for the delivery of vocational training, which can be expected to prove popular with industry, students and training providers. The model is straightforward and consistent across all Secondary Labour Divisions of Housekeeping, Front Office, Food Production, Food and Beverage Service, Travel Agencies and Tour Operation. It offers qualifications in each of the labour divisions from Certificate II level to Advanced Diploma level.

The framework is:

- industry-based - the units of competency and the content for each one has been set by industry: qualifications will match industry need in order to make qualifications relevant and useful to both students and industry;
- flexible - allowing students, industry and training providers the highest level of flexibility in the selection of units for each qualification: stakeholders can individually determine on a case-by-case basis the actual mix of units that will combine to fulfil the packaging requirements for a qualification; and
- well-structured - there is a logical flow between qualifications: this facilitates advancement through qualifications, enables movement between streams and enables students to gain higher level managerial qualifications while still retaining a practical and operational focus.

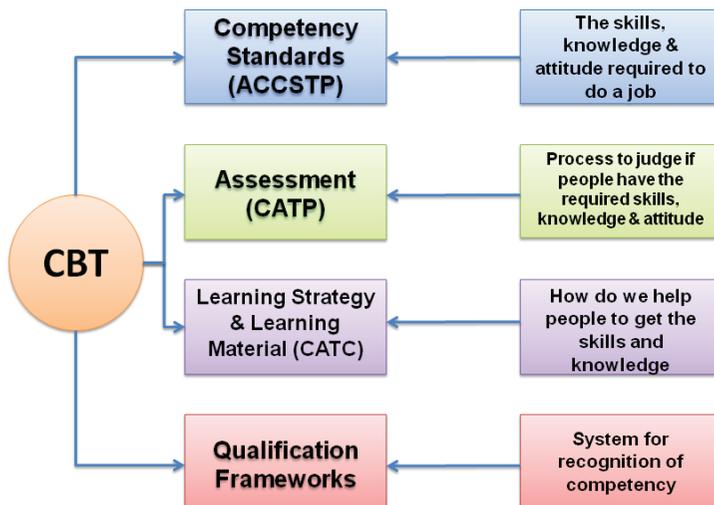


Figure 3-1: Components of Competence-based Training

### 3.4 Structure of CATC

The CATC consists of five (5) qualification levels across all six (6) labour divisions providing vocational streams within each labour division that reflect the stated needs of AMS and the needs of industry. In all cases Certificate II incorporates Certificate I on the advice of participating countries. Table 3-1 gives an overview of the level at which each of the five (5) qualifications in the Framework is set.

Table 3-1: Qualification and Description of the Competencies used at each Level

Framework Level	Level Indicator
<b>Level 5 - Advanced Diploma</b>	Sophisticated, broad and specialised competence with senior management skills
	Technical, creative, conceptual or managerial applications built around competencies of either a broad or specialised base and related to a broader organisational focus.
<b>Level 4 - Diploma</b>	Specialised competence with managerial skills
	Assumes a greater theoretical base and consists of specialised, technical or managerial competencies used to plan, carry out and evaluate work of self and/or team.
<b>Level 3 - Certificate IV</b>	Greater technical competence with supervisory skills
	More sophisticated technical applications involving competencies requiring increased theoretical knowledge, applied in a non-routine environment and which may involve team leadership and management and increased responsibility for outcomes.

<b>Level 2 - Certificate III</b>	Broad range of skills in more varied context and team leader responsibilities
Skilled operator who applies a broad range of competencies within a more varied work context, possibly providing technical advice and support to a team including having team leader responsibilities.	
<b>Level 1 - Certificate II</b>	Basic, routine skills in a defined context
A base operational qualification that encompasses a range of functions/activities requiring fundamental operational knowledge and limited practical skills in a defined context	

In summary, 52 qualifications across six (6) labour divisions were packaged for the CATC and the RQFSRS, see **Table 3-2** below:

*Table 3-2: The Breakdown of the 52 Qualifications across the Six (6) Labour Divisions*

Divisions	Cert. II	Cert. III	Cert. IV	Diploma	Advanced Diploma	Sub-total
Housekeeping	1	1	1	1	1	5
Front Office	1	1	1	1	1	5
Food Production	2	3	3	1	1	10
Food & Beverage	2	2	3	1	1	9
Travel Agencies	3	3	3	1	1	11
Tour Operation	2	3	4	2	1	12
<b>Total</b>						<b>52</b>

### 3.5 Career Progression

The CATC is based upon the vocational training model with the concept of ‘qualifications rather than courses’. No two hospitality/tourism properties are identical and no two hospitality/tourism properties have training (or any other) needs that are the same. Therefore, the CATC is designed for different working environments and based around unique qualifications for local needs rather than standard training courses.

#### 3.5.1 Flexibility and Choice

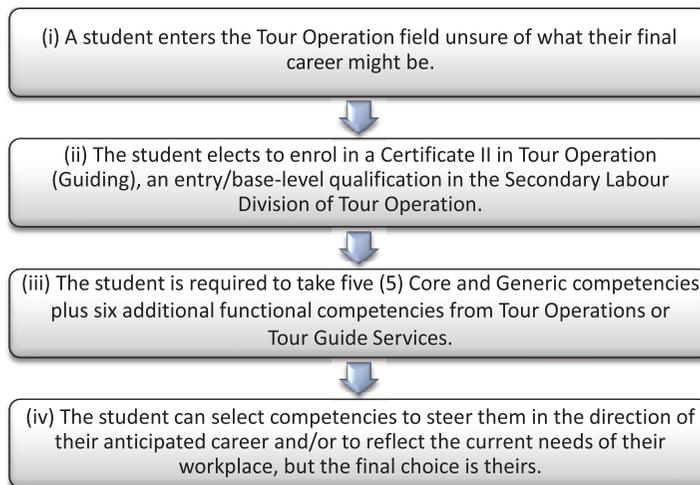
The Framework requires students to undertake industry-based core and generic units of competency but allows flexibility for the functional units that complete the requirements for each qualification. This will enable students to:

- select functional units to suit their workplace needs and/or personal career aspirations;
- pick an industry stream most relevant to employer needs which will deliver targeted training appropriate to workplace requirements;

- move easily between streams most relevant to their changing or emerging professional and workplace needs; and
- engage only in vocational training that is directly relevant to identified industry and personal imperatives.

### 3.5.2 Flexible Pathways

Participants can also enter - or leave - the qualification Framework at any level: there is no obligation to complete, for example, Certificate II before undertaking Certificate III or higher. For example:



*Figure 3-2: Progression possibilities*

### 3.5.3 Building on Existing Qualifications

Enrolling in a higher level qualification enables the student to use and build on the previous units they have studied. Their unit selection will again reflect the blend of functional competencies they wish to attain and as previous units count towards their new qualification additional units are included to add the new competencies demanded by industry. The extent to which the student varies the functional competency clusters from which they select will depend on their career goal and industry need. This can also work over lifetimes by enabling employees to take additional modules and thus to ‘grow’ into new jobs.

### 3.5.4 Practical and Progressive

This approach has produced qualifications that represent a blend of industry-identified competencies that enable practical workplace application as well as providing the basis for promotion and continued learning, and the ability for trainees to move between labour divisions as the need or opportunity arises.

## **3.6 Industry-Based Content and Units of Competency**

The qualifications listed in the proposed Framework are based on units of competency developed by industry making the training content relevant and responsive to industry need. As the qualifications rise through the levels (Certificate II to Advanced Diploma), so the choices of units of competency that exist within the packaging rules vary to respond to the changing workplace nature of the tasks that need to be completed.

### **3.6.1 A Blend of Competencies**

These changes to selection options reflect the required functional competencies identified by industry as being necessary for the various job titles that have been classified. Every qualification requires participants to undertake a blend of mandatory core and generic competencies as well as elective functional competencies.

Each of the qualifications has been designed holistically with a focus on essential core and generic units of competency together with the ability for trainees to select the most appropriate functional competencies to support their workplace needs or aspirations.

## **3.7 Life-long Learning**

The key to this capability lies in the freedom of people to choose units of competency from functional competency clusters that best suit their individual workplace and training needs, and yet still be credited with (some) previous units they have already studied. In this way, this framework actively supports the concept of life-long learning by encouraging further study through acknowledgment of workplace learning and recognition of past study.

### **3.7.1 Accumulation of Skills and Knowledge**

The underpinning intention of this approach is to provide a vocational education and training system that enables trainees to accumulate skills and knowledge as they move through the system and study to gain higher qualifications. This will facilitate movement between qualifications, streams and labour divisions for trainees thereby providing a system that meets and can respond quickly to changing employer demand and one that maximises trainee choice of units of competency, streams and labour divisions.

### **3.7.2 Robust Framework**

While providing freedom and flexibility the educational integrity and robustness of the framework is guaranteed by the need for trainees to complete the designated number of units at each qualification level before a complete certificate can be issued.

## **3.8 Portability of Qualifications**

The flexible structure of the CATC will enhance the portability of qualifications between industries and countries and the intended audit requirements that will be imposed on all training providers will assure provider integrity, reliability and commitment.

### **3.8.1 Recognition of Attainment**

It will be a requirement that any statement of attainment issued by any training provider must be recognised for the purposes of ‘prior standing’ by every other training provider within the system regardless of where that training provider is located and regardless of the perceived reputation of that organisation. This can be gained in the classroom (Recognition of Prior Learning - RPL) or in the workplace (Recognition of Current Competence - RCC).

### **3.8.2 Mobility of Career Pathways**

This means that trainees can readily move from (for example) Housekeeping to Front Office or Food and Beverage Services and can move readily from Tour Operations to Travel Agencies. The structure also enables trainees to move easily into supervisory or managerial qualifications, or retain an operational role within the industry while gaining additional skills.

## **3.9 Contextualisation**

It is recommended that each Member State adopts and agrees on a common, regional framework both in curriculum and qualifications as the first step before considering how to integrate the CATC with its existing vocational tourism training arrangements.

### **3.9.1 Customised by Member States**

The CATC can be tailored to suit the individual needs of different Member States through the way the curriculum is written and interpreted by those who use it. In practice, each country can use their own regulations, legislation, codes of practice, rules, etc., because of the way the curriculum is written. They can also make reference to their own authorities, bodies, agencies and organisations.

Providers within each Member State can also tailor units of competency to suit their specific industry, country or other needs and are free to add their own ‘extra content’ within any unit they deliver as well as to add extra non-accredited units they deem appropriate or necessary.

### **3.9.2 Local Additions and Amendments**

Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment

requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

### 3.9.3 Boundaries of Contextualisation

Any contextualisation of units of competency can be done but within the following boundaries so that providers may:

- add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes;
- make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability;
- add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use; and
- not remove or add to the number and content of elements and performance criteria.

### 3.9.4 Important Note

The key to contextualisation is that the rigour and structure of each unit remain, but that the content can be varied to suit the needs of the user, provided the four ‘rules’ (see above) are complied with.

## 3.10 Localised Units of Competence

ASEAN NTOs identified the need to include the two (2) additional units of competence from the Child Wise Tourism Program (<http://www.childwise.net>) into the curriculum and qualifications framework. These two (2) units of competence have been added to the CATC - one (1) unit at the Certificate entry level, ‘*Perform Child Protection Duties Relevant to the Tourism Industry*’ and the other unit at the Diploma level, ‘*Develop Protective Environments for Children in Tourism Destinations*’.

## 3.11 Challenges in Implementing CATC

### 3.11.1 Orientation and Training

There will be a need for orientation and training to fully understand how the qualifications are structured and implemented, especially for users unfamiliar with the CBT, the ACCSTP and the qualifications under the CATC. The AMS should consider how to promote, inform, and provide training and orientation on country-by-country basis but perhaps with common, shared resources.

### 3.11.2 Bridging Programs

Consideration of the development of ‘Bridging Programs’ to facilitate movement of students currently studying, or having recently completed, existing qualifications into

the revised framework. The bridging program will help to keep their qualifications current and up to date with industry needs.

#### **3.11.4 Credit Transfer Process**

The AMS should consider the development of a formal credit transfer process to enable those with existing qualifications to have these recognised for the purposes of gaining standing within the new system. The credit transfer will enable them to swift their qualification from vocational to formal education for those who have extensive industry experience with little formal education.

#### **3.11.5 Articulation Agreements**

Development of appropriate articulation pathways that students can take to move from Advanced Diploma into tertiary study and qualifications, along with agreements with providers of higher education.

#### **3.11.6 Quality Assurance**

The Regional Secretariat for the implementation of the ASEAN MRA-TP will play important roles as in ensuring the agreed minimum standards are attained through provisions of mechanism for trainers, assessors, training resources and facilities, training programs, assessment procedures, general levels of professionalism and other compliance requirements.

#### **References:**

- Technical Report on Final CATC and RQFSRS.

## 4. ASSESSMENT OF COMPETENCE

### Topics:

- 4.1 Introduction
- 4.2 Competency
- 4.3 Competency Based Assessment
- 4.4 The Process of Assessment
- 4.5 Recognition of Current Competency
- 4.6 Assessing Competence

### Key terms used in this Chapter:

- Recognition of Prior Learning (RPL)
- Skills Recognition Audit (SRA)
- Recognition of Current Competencies (RCC)
- Competency-Based Training (CBT) and Competency-Based Assessment (CBA)

### 4.1 Introduction

The CBT and the CBA focus on what a worker can do or is required to do at work. Competency refers to the ability to perform particular tasks and duties to the standard of performance expected in the workplace. The ASEAN has adopted the CBT/CBA training system to enable Member States to produce the type of worker that industry is looking for and this therefore increases trainees' chances of obtaining employment. The CBA involves collecting evidence and making a judgment of the extent to which a worker can perform his/her duties at the required competency standard.

### 4.2 Competency

Competency requires the application of specified knowledge, skills and attitudes relevant to effective participation, consistently over time and in the workplace environment. The essential skills and knowledge are either identified separately or combined.

- *Knowledge* identifies what a person needs to know to perform the work in an informed and effective manner.
- *Skills* describe the application of knowledge to situations where understanding is converted into a workplace outcome.
- *Attitude* describes the founding reasons behind the need for certain knowledge or why skills are performed in a specified manner.

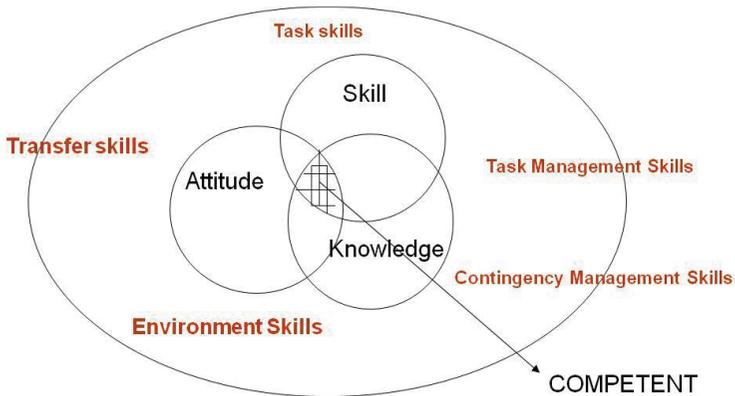


Figure 4-1: A Competent Worker

Competency covers all aspects of workplace performance and involves:

- performing individual tasks;
- managing a range of different tasks;
- responding to contingencies or breakdowns;
- dealing with the responsibilities of the workplace; and
- working with others.

#### 4.2.1 Unit of Competency

All qualifications or programs include a range of topics that focus on the ability of the trainee to perform a task or job in a specific work area and with particular responsibilities or job functions. For purposes of assessment, the ACCSTP uses the unit of competency that applies in the tourism workplace. Each unit of competency identifies a discrete workplace requirement and includes:

- knowledge and skills that underpin competency;
- language, literacy and numeracy; and
- occupational health and safety requirements.

Each unit of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Unit Code: _____	Unit Title: _____
Unit Descriptor: _____	
Element: _____	Performance Criteria: _____
Range of Variable: _____	
<b>Evidence Guide :</b> Underpinning Skills and Knowledge <ul style="list-style-type: none"> <li>•Context of Assessment</li> <li>•Critical Aspects of Assessment</li> <li>•Linkages to Other Units</li> </ul>	
Key Competency _____	

*Figure 4-2: Structure of a Unit of Competency*

#### 4.2.2 Element of Competency

An element of competency describes the essential outcomes within a unit of competency. The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

#### 4.2.3 Performance criteria

Performance criteria indicate the standard of performance that is required to demonstrate achievement within an element of competency. The standards reflect identified industry skill needs. Performance criteria will be made up of certain specified skills, knowledge and attitudes. **Figure 4-3** which compares competency standards with curriculum and shows the linkages between both methods of learning and assessment.

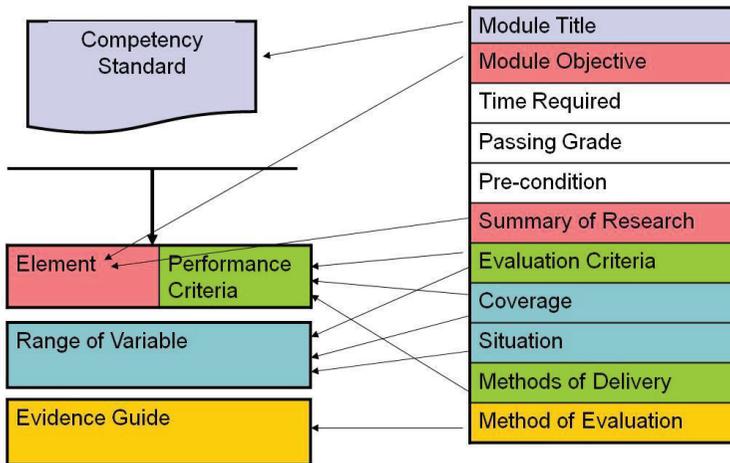


Figure 4-3: Competency Standards versus Curriculum

### 4.3 Competency Based Assessment

The CBA is the strategy of assessing the competency of a trainee or worker. Assessment utilises a range of assessment strategies to ensure that trainees are assessed in a manner that demonstrates validity, fairness, reliability, flexibility and fairness of assessment processes.

Assessment can be completed in a variety of ways:

- on-the-job - in the workplace;
- off-the-job - at an educational institution or dedicated training environment or certified assessment center; and
- as a combination of these two options.

No longer is it necessary for trainees to be absent from the workplace for long periods of time in order to obtain recognised and accredited qualifications.

#### 4.3.1 Principles of CBA

The CBA is aimed at compiling a list of evidence that shows that a person is competent in a particular unit of competency. Competencies are gained in many ways including:

- training and development programs;
- formal education;
- life experience;
- apprenticeships;
- on-the-job experience; and
- self-help programs.

In the CBA, assessors and participants work together, through the ‘collection of evidence’ in determining overall competence. This evidence can be collected using different formats, supported by different people in the workplace or in the training institution, and collected over a period of time.

The assessor, who is ideally someone with considerable experience in the area being assessed, reviews the evidence and verifies the person as being competent or not.

Once the assessment completed, the assessee is able to identify his/her qualification gap and it will help them to plan their career development and goal as well through the guidance provided from the assessment.

#### **4.3.2 Flexibility in Assessment**

The toolboxes developed for each ACCSTP Competence Unit are very comprehensive and provide trainers and assessors with a range of methods and tools to aid in the assessment process. For all assessments, suitable alternate assessment tools may be used, according to the requirements of the participant.

The assessment needs to be equitable for all participants, taking into account their cultural and linguistic needs. Competency must be proven regardless of:

- language;
- delivery method; and
- assessment method.

#### **4.3.3 Assessment Objectives**

The assessment tools used for the ACCSTP are designed to determine competency against the ‘elements of competency’ and their associated ‘performance criteria’. The assessment tools are used to identify sufficient:

- (a) knowledge, including underpinning knowledge;
- (b) skills; and
- (c) attitudes.

Assessment tools are activities that trainees are required to undertake to prove competency. All assessments must be completed satisfactorily for participants to obtain competence for the units submitted for assessment and it is possible that in some cases several assessment items may be combined and assessed together.

#### **4.3.4 Types of Assessment**

A number of assessment tools can be used to determine competency, and these are suggested in the ACCSTP Standards. Assessment methods can include: work projects, written questions, oral questions, third party reports, observation checklists and etc. Instructions on how assessors should conduct these assessment methods are explained in the Assessment Manuals and Toolkits.

### 4.3.5 Alternative Assessment Tools

The assessor can also use different assessment methods to measure the competency of a participant. Evidence is simply proof that the assessor gathers to show participants can actually do what they are required to do and whilst there is a distinct requirement for participants to demonstrate competency, there are many and diverse sources of evidence available to the assessor.

Ongoing performance at work, as verified by a supervisor or physical evidence, can count towards assessment. Additionally, the assessor can talk to customers or work colleagues to gather evidence about performance.

A range of assessment methods to assess competency include: practical demonstrations at work or in simulated work conditions, problem solving, portfolios of evidence, critical incident reports, journals, oral presentations, interviews, videos and visuals: slides, audio tapes, case studies, log books, projects, role plays, group projects, group discussions and examinations.

## 4.4 The Process of Assessment

Conducting assessments against the ACCSTP competency standards and the CATC qualifications involves collecting evidence through various assessment methods including observing work, interviewing, conducting oral and written tests and practical testing, and making a judgment that the person can perform work in accordance with the competency standard. The following process may be used in conducting competency based assessments.

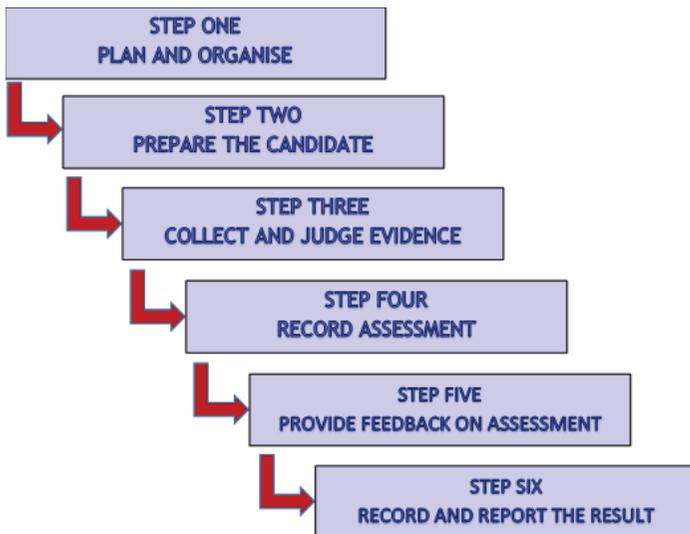


Figure 4-4: The Assessment Process

#### 4.4.1 Step 1 - Plan and Organise

The assessor:

- establishes the context and purpose of the assessment;
- identifies the competency standards, assessment guidelines and qualifications;
- identifies the toolkit that has been developed to facilitate the assessment process (if available); and
- interprets the competency standards and identifies the evidence requirements.

#### 4.4.2 Step 2 - Prepare the candidate

The assessor meets with the candidate to:

- explain the context and purpose of the assessment and the assessment process;
- explain the competency standards to be assessed and the evidence to be collected;
- outline the assessment procedure, the preparation which the candidate should undertake and answer any questions;
- assess the needs of the candidate and establish any allowable adjustments in the assessment procedure;
- seek feedback regarding the candidate's understanding of the competency standards, evidence requirements and assessment process;
- determine if the candidate is ready for assessment and decide on the time and place of the assessment; and
- develop an assessment plan.

#### 4.4.3 Step 3 - Collect and Judge Evidence

The assessor must:

- establish a plan for gathering sufficient and quality evidence about the candidate's performance in order to make the assessment decision;
- source or develop assessment materials to assist the evidence gathering process;
- organise equipment or resources required to support the evidence gathering process;
- coordinate and brief other personnel involved in the evidence gathering process;
- establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility;
- collect appropriate evidence and match compatibility to the elements, performance criteria, range of variables and evidence guide in the relevant units of competency; and
- incorporate specified allowable adjustments to the assessment procedure, where appropriate.

#### 4.4.4 Step 4 - Record Assessment

The assessor will:

- evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency;
- consult and work with other staffs, assessment panel members or technical experts involved in the assessment process;
- record details of evidence collected; and
- make a judgment about the candidate's competence based on the evidence and the relevant unit(s) of competency.

#### 4.4.5 Step 5 - Provide Feedback on the Assessment

The assessor must provide advice to the candidate about the outcomes of the assessment process. This includes providing the candidate with:

- clear and constructive feedback on the assessment decision;
- information on ways of overcoming any identified gaps in competency revealed by the assessment;
- the opportunity to discuss the assessment process and outcome; and
- information on reassessment and appeals processes.

#### 4.4.6 Step 6 - Record and Report the Result

The assessor must:

- record the assessment outcome according to the approved policies and procedures;
- maintain records of the assessment procedure, evidence collected and the outcome according to the approved policies and procedures;
- maintain the confidentiality of the assessment outcome; and
- organise the issuance of qualifications and/or Statements of Attainment according to the approved policies and procedures.

#### 4.4.7 Review the Assessment Process

Feedback on the assessment process will be helpful to the assessment centre, so a review the assessment process by the assessor is valuable. The assessor should be encouraged to report on the positive and negative features of the assessment to those responsible for the assessment procedures and make suggestions on improving the assessment procedures to appropriate personnel in the TPCB.

In addition, the assessor may be involved in providing feedback and counselling to the candidate, if required, regarding the assessment outcome or process and to provide the candidate with information on the reassessment and appeals process. The assessor should report any assessment decision that is disputed by the candidate to the appropriate personnel in the TPCB and participate in the reassessment or appeal according to the approved policies and procedures.

#### 4.4.8 Recognition of Current Competency

The RPL is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject. The RPL can also contribute to improve employability, mobility, lifelong learning, social inclusion and self-esteem for the industry professionals.

Also known as a Skills Recognition Audit (SRA), this process is a learning and assessment pathway which encompasses: the RCC Skills Auditing Gap Analysis and Training Credit Transfer. The RPL is a similar process to the RCC that recognises previous study or learning which can be mapped against competency standards.

The RPL Guidelines will be developed at the Regional Level together with the ATQEM in 2018 to serve as regional reference for the AMS to map the existing and available qualifications across the Member States. These Guidelines will provide a roadmap for the Member States to identify and fill the gaps of their qualification framework to be equivalent and recognized among the AMS.

#### 4.5 Assessing Competence

As mentioned earlier, assessment is the process of identifying a participant's current knowledge, skills and attitudes against all elements of competency within a unit of competency. Traditionally in education, grades or marks were given to participants, dependent on how many questions the participant successfully answered in an assessment tool.

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard. Therefore, when assessing competency, an assessor has two (2) possible results that can be awarded: Pass Competent (PC) or Not Yet Competent (NYC).

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as PC. The assessor will award a PC if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be NYC. This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards. The participant may be required to:

- (i) undertake further training or instruction; and
- (ii) undertake the assessment task again until they are deemed to be PC.

Table 4-1: Example of Unit of Competence and its Key Components

UNIT TITLE: CLEAN AND PREPARE ROOMS FOR IN-COMING GUESTS	NOMINAL HOURS: 30
UNIT NUMBER: DT.HHK.CL3.03	
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to clean and prepare rooms for in-coming guests by room attendants to deliver housekeeping services in an accommodation facility.	
ELEMENTS AND PERFORMANCE CRITERIA	
<p><b>Element 1: Identify the role of room attendants</b></p> <p>1.1 Describe the services delivered by a room attendant.</p> <p>1.2 Locate the position of room attendants within the enterprise.</p> <p>1.3 Identify the personal characteristics required of a room attendant.</p> <p>1.4 Describe grooming and personal presentation standards for a room attendant.</p> <p>1.5 Interpret enterprise policies and procedures for the provision of housekeeping services.</p> <p>1.6 Identify and explain the role of communication in the provision of housekeeping services.</p> <p><b>Element 2: Prepare for cleaning duties</b></p> <p>2.1 Replenish linen room supplies.</p> <p>2.2 Load housekeeping trolley with supplies for service.</p> <p>2.3 Check housekeeping trolley prior to use.</p> <p>2.4 Identify rooms to be cleaned for the shift.</p> <p>2.5 Access and enter guest room appropriately.</p> <p><b>Element 3: Make beds</b></p> <p>3.1 Strip and re-make bed with fresh bed linen.</p> <p>3.2 Re-make bed using existing bed linen.</p> <p><b>Element 4: Clean bathroom</b></p> <p>4.1 Clean bath and shower area.</p> <p>4.2 Clean toilets.</p> <p>4.3 Clean vanity area.</p> <p>4.4 Clean floors.</p>	<p><b>UNIT VARIABLE AND ASSESSMENT GUIDE</b></p> <p><b>Unit Variables</b></p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to the delivery of housekeeping services in an industry sector that provides accommodation facility to guests within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Housekeeping</p> <p>Services delivered by a room attendant may be related to:</p> <ul style="list-style-type: none"> <li>□ routine housekeeping and room servicing/cleaning duties;</li> <li>□ rotational cleaning duties;</li> <li>□ special area cleaning, such as sauna, steam room, nominated outside areas and nominated inside areas/rooms which may include private offices and public areas;</li> <li>□ turn down services; and</li> <li>□ co-operation with other staff and departments, as required.</li> </ul> <p>Personal characteristics may be related to:</p> <ul style="list-style-type: none"> <li>□ tact, diplomacy and discretion;</li> <li>□ etiquette and good manners;</li> <li>□ politeness and civility;</li> <li>□ honesty and dedication; and</li> <li>□ willingness to be of genuine service attention to detail.</li> </ul> <p>Other range statements covering elements also included (in <i>italics</i>)</p>

<p><b>Assessment Guide</b></p> <p>The following skills and knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none"> <li>the enterprise's policies and procedures in regard to delivery of housekeeping services;</li> <li>principles of cleaning and chemical use;</li> <li>principles of safe manual handling, including bending and lifting;</li> <li>ability to use a variety of cleaning items and techniques; and</li> <li>appropriate verbal and non-verbal communication interpersonal and guest contact skills.</li> </ul> <p>Linkages to other units:</p> <ul style="list-style-type: none"> <li>develop and update local knowledge;</li> <li>maintain hospitality industry knowledge;</li> <li>receive and resolve customer complaints;</li> <li>provide housekeeping services to guests; and</li> <li>implement occupational health and safety procedures.</li> </ul> <p>Critical aspects of assessment</p> <p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>demonstrated ability to ready housekeeping stores and trolleys for service;</li> <li>demonstrated ability to make a range of beds according to various house requirements;</li> <li>demonstrated ability to clean bathroom area including a nominated variety of bathroom fittings and facilities;</li> <li>demonstrated ability to service a nominated range of guest rooms featuring a variety of in-room facilities, fixtures and fittings;</li> <li>demonstrated ability to provide nominated additional housekeeping services; and</li> <li>demonstrated ability to clean housekeeping equipment and re-stock supplies.</li> </ul>	<p><b>Context of Assessment</b></p> <p>This unit may be assessed on or off the job</p> <ul style="list-style-type: none"> <li>assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of method to assess underpinning knowledge; and</li> <li>assessment must relate to the individual's work area or area of responsibility.</li> </ul> <p>Resource implications:</p> <ul style="list-style-type: none"> <li>training and assessment to include access to a real or simulated workplace; and</li> <li>access to workplace standards, procedures, policies, guidelines, tools and equipment.</li> </ul> <p>Assessment Methods:</p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> <li>observation of practical candidate performance;</li> <li>inspection of finished work;</li> <li>oral and written questions;</li> <li>third party reports completed by a supervisor; and</li> <li>project and assignment work.</li> </ul> <p><b>Key Competencies in this Unit</b></p> <p>Level 1 = competence to undertake tasks effectively</p> <p>Level 2 = competence to manage tasks</p> <p>Level 3 = competence to use concepts for evaluating</p>
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## 5. THE MECHANISMS SUPPORTING THE ASEAN MRA-TP

### Topics:

- 5.1 Introduction
- 5.2 The Key MRA Components
- 5.3 National Tourism Professional Board
- 5.4 Tourism Professional Certification Boards
- 5.5 ASEAN Tourism Professional Monitoring Committee
- 5.6 Regional Secretariat for the ASEAN MRA-TP
- 5.7 Monitoring and Reporting
- 5.8 Challenges to MRA Sustainability

### Key terms used in this Chapter:

- ASEAN Framework Agreement on Services (Article V)
- National Tourism Professional Board (NTPB)
- Tourism Professionals Certification Board (TPCB)
- ASEAN Tourism Professionals Registration System (ATPRS)
- Regional Secretariat for the ASEAN MRA-TP
- Governing Council
- ASEAN Task Force on Tourism Manpower Development (ATFTMD)
- Capacity-Building for an ASEAN MRA in Tourism (CBAMT)

### 5.1 Introduction

Since the signing of the ASEAN Framework Agreement on Services (Article V) on 15 December 1995 in Bangkok, Thailand; there has been steady progress towards realisation of a full MRA-TP by all Member States for implementation in 2015. The key statement confirms, “Each Member State may recognise the education or experience obtained, requirements met, or licenses or certifications granted in another Member State, for the purpose of licensing or certification of service suppliers. Such recognition may be based upon an agreement or arrangement with the Member States concerned or may be accorded autonomously.”

In order to function effectively, the MRA-TP will require an infrastructure operating at both the Regional and country levels. The ASEAN Framework Agreement on MRAs (1998) provides guidance for these mechanisms, recognising also the experience and expertise available through the development of other MRAs internationally.

To support the progress made on moving MRA-TP ahead, in November 2012, the ATM signed the MRA-TP. This is one of infrastructures needed to boost up the implementation of MRA-TP. The purpose of having MRA-TP signed is to keep the momentum and gain commitment from the AMS. The ultimate goal of the MRA-TP is

to create a flow of tourism professionals mobilise within the ASEAN Region to address the shortage and surplus of tourism professionals across the Member States and making ASEAN a quality tourism destination as aimed in the ASEAN's vision 2025.

This chapter of the Handbook will explain the key mechanisms and components required for effective implementation of the MRA-TP.

## 5.2 The Key MRA Components

The MRA-TP model consists of ten (10) mechanisms or components:

- (i) the National Tourism Professional Board (NTPB);
- (ii) the Tourism Professionals Certification Board (TPCB);
- (iii) the ASEAN Common Competency Standards for Tourism Professionals (ACCSTP);
- (iv) the Common ASEAN Tourism Curriculum (CATC);
- (v) the Regional Qualifications Framework and Skills Recognition System (RQFSRS);
- (vi) the ASEAN Tourism Professionals Registration System (ATPRS);
- (vii) the ASEAN Tourism Qualifications Equivalent Matrix (ATQEM);
- (viii) the Recognition of Prior Learning (RPL);
- (ix) the ASEAN Tourism Professional Monitoring Committee (ATPMC); and
- (x) the Regional Secretariat for the ASEAN MRA-TP.

Each component forms part of a connecting infrastructure in support of effective implementation of the MRA-TP system to become operational. Each part requires a development effort at either ASEAN (regional) level or Member States (national) level.

At national or Member States level, two (2) agencies are required - the NTPB and the TPCB. The NTPB has the function of quality control of the education and training system that delivers the qualifications utilised in the MRA. The TPCB will apply national competency standards and assess and certify tourism professionals and will also support the ATPRS.

## 5.3 National Tourism Professional Board

The NTPB refers to the Board for Tourism Professionals which shall be composed of representatives from the public and private sectors including the academia and other relevant tourism stakeholders, to be determined by the respective ASEAN NTOs. Each country is required to establish the NTPB as one important component to support and promote the ASEAN MRA-TP implementation.

### 5.3.1 Responsibilities of the NTPB

The NTPB of each ASEAN Member State shall have the following responsibilities:

- create awareness and disseminate information about the ASEAN MRA-TP;

- promote, update, maintain, and monitor the ACCSTP and the CATC;
- facilitate the exchange of information concerning assessment procedures, criteria, systems, manuals and publications relating to the ASEAN MRA-TP;
- report its work progress to the ASEAN NTOs including actions taken on cases referred to it by the TPCB and/or ATPMC;
- formulate and update necessary mechanisms to enable implementation of the ASEAN MRA-TP;
- facilitate the exchange of best practices and prevailing developments in tourism sector with the view to harmonising and updating regional and/or international tourism competencies and curricula; and
- such other functions and responsibilities that may be assigned to it by the ASEAN NTOs in the future.

## 5.4 Tourism Professional Certification Boards

Each Member State has established a TPCB. The TPCB would function to support the ATPRS by providing in-country qualification endorsements on existing professional qualifications by applying the template established by the RQFSRS. In some countries, a TPCB or equivalent already exists and this development presents a further indicator of the country's readiness to proceed. For example, the Government of Viet Nam with assistance from the EU established a working TPCB named the Vietnam Tourism Certification Board, which functions in support of the Viet Nam National Authority on Tourism.

### 5.4.1 Responsibilities of the TPCB

The TPCB of each ASEAN Member State shall have the following responsibilities:

- assess qualifications and/or competencies of tourism professionals as specified in the ACCSTP;
- issue certificates to tourism professionals whose qualifications and/or competencies have met the standards specified in the ACCSTP;
- develop, process and maintain a registry of certified tourism professionals and job opportunities on the ATPRS; and
- notify the NTPB promptly in the event that foreign Tourism Professionals are no longer qualified to provide a particular service or have violated technical, professional or ethical standards.

## 5.5 ASEAN Tourism Professional Monitoring Committee

The ATFTMD and the CBAMT agreed on a need for a monitoring body to be established to oversee the effective operation of the MRA-TP mechanism and to adjudicate on any operational disputes. Once the ATFTMD had been dissolved in 2010, the ATPMC was formally formed in June 2010 in Lombok, Indonesia.

### 5.5.1 ATPMC Responsibilities

The committee has the overall responsibility for the operation of the MRA, including monitoring of on-going performance of the mechanism. In practice, the committee would become a component part of the greater MRA mechanism. The ATPMC will review, adjudicate and resolve disputes, as well as monitor the operation of the TPCBs and the conformity equivalents being issued. When the Agreement on establishment of the Regional Secretariat for the implementation of ASEAN MRA-TP was signed in December 2015, the ATPMC has been appointed as the Governing Council to oversee and provide guidance to the Regional Secretariat. The ATPMC shall have the following responsibilities:

- create awareness and disseminate information about MRA-TP within ASEAN;
- promote, update, maintain and monitor the ACCSTP and the CACT;
- upon receipt of feedback from NTPBs, to notify promptly the concerned TPCB in case foreign tourism professionals are no longer recognized by the host country;
- facilitate the exchange of information concerning assessment procedures, criteria, systems, manuals and publications relating to ASEAN MRA-TP;
- report its progress of work to the ASEAN NTOs;
- formulate and update necessary mechanisms to enable the implementation of ASEAN MRA-TP; and
- such other functions and responsibilities that may be assigned to it by the ASEAN NTOs in the future.

### 5.6 Regional Secretariat for the ASEAN MRA-TP

Acknowledging the importance of tourism as an economic engine and a tool for development and change in the region, the ATM adopted the ATSP 2011-2015 on 17 January 2011 in Phnom Penh, Cambodia. Through the ATSP, the ATM agreed to study the development of the Regional Secretariat to implement the MRA-TP.

Based on the feasibility study for the establishment of the Regional Secretariat conducted in 2012, there was widespread AMS agreement that the tourism stakeholders would benefit from the Establishment of a Regional Secretariat for Tourism Professionals to assist with implementation of the MRA based on the agreed mechanism. In order to provide effective facilitation and monitoring support for the implementation of the MRA-TP, the 16<sup>th</sup> ATM, held on 20 January 2013 in Vientiane, Lao PDR, supported the recommendation to establish a Regional Secretariat for ASEAN Tourism Professionals, and agreed to select Indonesia as the Host Country of the Regional Secretariat for the ASEAN MRA-TP. The Agreement on the Establishment of the Regional Secretariat for the Implementation of the ASEAN MRA-TP was signed by ATM on 30 December 2015.

The Regional Secretariat will be led by an Executive Director appointed by the Governing Council and supported with four (4) identified divisions to function its operation.

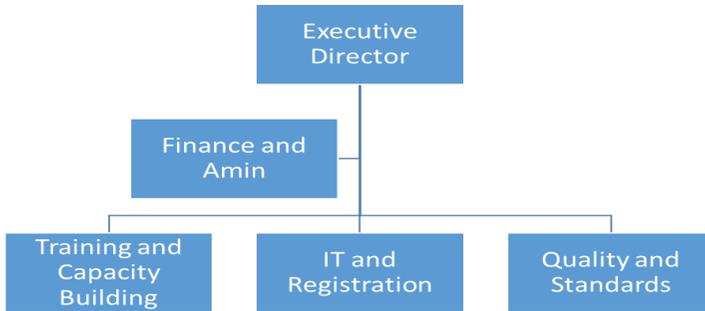


Figure 5-1: The Organisation Structure of the Regional Secretariat for the ASEAN MRA-TP

### 5.6.1 Responsibilities/functions of the Regional Secretariat

The Secretariat will promote the implementation of the MRA-TP by providing support for its operations and management as well as implementation of related projects and activities. The Secretariat shall have functions as followings:

- enhance awareness and provide capacity building on the implementation of the MRA-TP including marketing and promotion of the services offered by the Secretariat;
- develop, maintain and update the ATPRS including its database management and resources for implementation of the MRA;
- formulate, update and recommend the necessary mechanisms including certification and assessment to enable the smooth implementation of the MRA-TP;
- ensure effective and efficient use of human, financial and capital resources of the Secretariat; and
- perform such other functions and responsibilities that may be assigned to it by the Governing Council.

## 5.7 Monitoring and Reporting

The monitoring of the MRA will be through monthly reports from the ATPRS. The ATPRS database should facilitate generation of monthly reports automatically as required by the ATPMC as the Governing Council for the Regional Secretariat for the ASEAN MRA-TP. The data should support the evaluation of the MRA operation through the following reports:

- volume of registrations on the ATPRS;
- timings/seasonality of registrations on the ATPRS;
- types of qualifications registered on the ATPRS;
- the nationality, gender and other characteristics of registrations, and

- other variables as required by AMS and the ATPMC.

Through these reports, both the ATPMC and Member States (via the NTPBs) will be able to review the effectiveness of the MRA according to its established objective.

### 5.7.1 Reporting Responsibilities

The automatic monthly reporting procedures from the ATPRS will be agreed with variables determined in consultation with Member States and the ATPMC.

- (i) the ATPMC should monitor the reports on a six (6) monthly basis;
- (ii) the NTPB in each AMS should monitor the data for their own AMS on a quarterly basis and report concerns to the ATPMC; and
- (iii) the ATPMC should report on their monitoring findings annually to the NTOs.

Whilst the monitoring and evaluation of the MRA would initially be based on data drawn from the ATPRS, there will be other data available at both national and international levels that relates to the tourism labour market in ASEAN. This could be used to supplement material from the ATPRS and would also allow for the monitoring of movements into and out of the ASEAN region and provide a broader contextual setting for the ATPRS data.

## 5.8 Challenges to MRA Sustainability

The design of the MRA for Tourism Professionals is dependent upon three (3) entities that require the commitment of experienced personnel - the Regional Secretariat of for the ASEAN MRA-TP (a regional body) and the NTPB and the TPCB bodies (both national bodies).

The ASEAN MRA-TP Work Plan 2018-2022 to be developed in 2017 will provide roadmap for both at the Regional and National Level to address the issue of MRA-TP sustainability.

## 6. ASEAN TOURISM PROFESSIONAL REGISTRATION SYSTEM

### Topics:

- 6.1 Introduction
- 6.2 ATPRS Purpose
- 6.3 ATPRS Ethos
- 6.4 ATPRS Development and design
- 6.5 ATPRS Feature
- 6.6 Registration of Tourism Professionals onto ATPRS

### Key terms used in this Chapter:

- ASEAN Tourism Professional Registration System (ATPRS)
- ASEAN Tourism Professionals (ATPs)
- ASEAN Master Trainers/Assessors
- National Trainers/Assessors
- ASEAN Tourism Professional Monitoring Committee (ATPMC)
- Tourism Professional Certification Board (TPCB)
- National Tourism Professional Board (NTPB)
- Regional Secretariat for ASEAN MRA-TP

### 6.1 Introduction

The ATPRS was identified as needed to support implementation of the ASEAN MRA-TP at a national level in a way that ensures conformity with these three (3) standardised resources (ACCSTP, CATC, RQFSRS) whilst upholding the national laws and regulations of the AMSs to award working permits to ATPs. The application of competencies by tourism educational and training providers is voluntary and the system will be managed and maintained by the Regional Secretariat for the ASEAN MRA-TP under the supervision of ATPMC as its Governing Council. With the outset of the project, it was acknowledged that implementation of the MRA-TP at a national level needed to be supported by an ATPRS, enabling these standards to be recognised across borders while also applying national law and regulations of the AMSs to any award working permits for ATPs. The ATPRS is therefore a web-based facility to disseminate details regarding the list of ATPs who are duly certified in accordance with the NTPB and the TPCB.

As a key component of the MRA-TP, the ATPRS serves as a job-matching platform between the industry and ATPs, and as a portal that has the following functions, among others, to support full implementation of MRA-TP. The ATPRS is envisaged in future to generate revenue for the Regional Secretariat. More than 6,000 ATPs were expected to register in the first year when the MRA-TP is fully operationalised by the AMS, with numbers expected to increase in line with increased awareness of the ATPRS. The ATPRS has been officially launched on 9 August 2016 during the first International Conference of ASEAN MRA-TP held in Jakarta, Indonesia.

## 6.2 ATPRS Purpose

There are two (2) aims of the ATPRS:

- (i) compile the records of applicants (tourism professionals) in a format compliant with an agreed model and procedure. By this procedure, tourism professionals will be registered and thus formally identified for recognition by industry as a registered professional; and
- (ii) further to a satisfactory registration process, the ATPRS would provide a database system on which the data on applicants could be appraised by licensed employers or agencies. The process would indicate expressions of interest from registered professionals in seeking employment on an industry- approved contract in another AMS.

## 6.3 ATPRS Ethos

The ATPRS is established to provide affordable access, (equitable) to meet the needs of suitably qualified job-seekers irrespective of where they live in the ASEAN region. It is a well-defined reference mechanism, linked to the standards of the ACCSTP Framework. Most importantly, the ATPRS will be managed in an environment conducive to the MRA goals and in a competent manner that would engender confidence in its operation and potential outcomes.

## 6.4 ATPRS Development and Design

The MRA mechanism must be technologically current and sustainable, with a web-based registration system suitable to enable eligible applicants to lodge a formal expression of interest in seeking work in a relevant industry sector and in a foreign ASEAN member country. The ATPRS is designed with the following access:

- it allows for applications to be registered through multiple portals in each Member State and thus access would not be limited to only one (1) or two (2) locations in each country;
- the initiative of applying to become a registered job-seeker would not impose a heavy cost burden on those the system is most designed to serve and with a minimal capacity to pay;
- the basis of operation would remain “industry-driven”, (because employers would still be the ones responsible and authorised to initiate proceedings) but with a much clearer emphasis on the qualifications of the job-seeker it delivers a more equitable system;
- with appropriate accessibility, the ATPRS would have additional potential to assist qualified job-seekers in more rural areas to seek skilled employment in a safe local environment; and
- through wider accessibility, the ATPRS would have additional potential to assist qualified women to seek out appropriate skilled employment in a safe local environment.

In addition, the ATPRS allows various users to access the system with different capabilities. The users of the ATPRS could be the ATPs, employers of tourism industry, Master/National Trainers and Assessors, schools and other tourism vocational training centres, the TPCBs and the NTPB of the AMS, Regional Secretariat of the MRA-TP as well as public users. The following figure provides a brief access of different users of ATPRS:

	USER	CAPABILITIES
Key user groups: This group accesses the site and resources	ATPs	<ul style="list-style-type: none"> <li>• Register and sign-in</li> <li>• Create and update profile</li> <li>• Add certificates</li> <li>• Search and apply for jobs</li> <li>• Search (School/Assessor/Trainer/TPCB/NTPB)</li> </ul>
	Employers (industry)	<ul style="list-style-type: none"> <li>• Register and sign-in</li> <li>• Create and update profile</li> <li>• Post Job Advertisement</li> <li>• Search (Job/School/Assessor/Trainer/TPCB/NTPB)</li> </ul>
	Master/National Trainers	<ul style="list-style-type: none"> <li>• Register and sign-in</li> <li>• Create and update profile</li> <li>• Upload certificates (to train)</li> <li>• Search (ATPs/Job/Industry/School/Assessor/Trainer/TPCB/NTPB)</li> </ul>
	Master/National Assessors	<ul style="list-style-type: none"> <li>• Register and sign-in</li> <li>• Create and update profile</li> <li>• Upload certificates (to assess)</li> <li>• Search (ATPs/Job/School/Assessor/Trainer/TPCB/NTPB)</li> </ul>
	Schools (other training entities)	<ul style="list-style-type: none"> <li>• Register and sign-in</li> <li>• Create and update profile</li> <li>• Search (ATPs/Job/Industry/School/Assessor/Trainer/TPCB/NTPB)</li> </ul>
	All users (public)	<ul style="list-style-type: none"> <li>• Public users can access the MRA-TP portal page and resources, information about the MRA-TP, ASEAN, the Regional Secretariat, ATPRS, site information content and search for jobs</li> </ul>
Super user: this group has special privileges	Regional Secretariat NTPB/TPCB	<ul style="list-style-type: none"> <li>• Review, verify, approve, and remove users (TPCB/NTPB owns their country's users only Assessor, Trainer)</li> <li>• The Regional Secretariat can have access for above functions to Master Trainer and Master Assessor,</li> <li>• The Regional Secretariat can identify ATPs, Master Trainer and Master Assessor to industry or training entities,</li> <li>• Search and view all users and profiles</li> </ul>

## 6.5 ATPRS Features

The ATPRS comprises of the following features:

- a regional mechanism and a central feature of the MRA support system;
- a web-based database facility;
- a system that operates in real time;
- accessible to licensed users only. This would apply equally to inputs of data from qualified applicants as well as for access by job placement agencies, companies and industry employer organisations;
- equipped to maintain a profile of appropriate users, to be developed for licensing to protect the system from risks of malpractice in the early phase of operation; and
- owned by the Regional Secretariat for the ASEAN MRA-TP with the day-to-day management, maintenance and operation out-sourced to an appropriate IT services provider.

## 6.6 Registration of Tourism Professionals onto ATPRS

The ATPRS is a web-based facility designed to disseminate details about qualified tourist professionals in AMS. The TPCB or the NTPB depending on the regulation of the countries will be responsible for the verification of applicants onto the ATPRS.

The ATPs are allowed to register their profile on to the system; however, the Regional Secretariat will need to verify with the NTPB or the TBCB of the Member States of ATPs before confirm the registration of ATPs are approved.

### 6.6.1 Management of ATPRS

The Regional Secretariat will oversee the management of the ATPRS. There is an IT Division within the Regional Secretariat which will be establish to manage day to day operation of the ATPRS. In each AMS, the NTPB or the TPCB will have roles to verify the qualification of ATPs registering on the ATPRS to make their profile live on the system.

## 7. RECOGNITION OF TOURISM PROFESSIONAL QUALIFICATIONS

### Topics:

- 7.1 Introduction
- 7.2 Recognition of Tourism Professionals
- 7.3 Conformity Assessment
- 7.4 Rationale for the Approach
- 7.5 The ASEAN Tourism Qualifications Equivalence Matrix
- 7.6 Rationale for ATQEM
- 7.7 How ATQEM will Work
- 7.8 Key Features of the Online ATQEM
- 7.9 Importance of the ATQEM
- 7.10 Skills Passbook/Passport
- 7.11 Conclusion

### Key terms used in this Chapter:

- Conformity Assessment
- ASEAN Tourism Qualifications Equivalent Matrix (ATQEM)
- ASEAN Tourism Professionals Registration System (ATPRS)
- Skills Passbook/Passport

### 7.1 Introduction

For the MRA-TP to function effectively across AMS, there needs to be a system of recognition of tourism professional qualifications. Countries that import tourism labour must accept and comply with the regulatory requirements of the exporting country. Likewise, countries that export tourism labour must ensure they conform to the requirements of the importing country by validating the local tourism qualifications of the employees wishing to work in another ASEAN member country.

### 7.2 Recognition of Tourism Professionals

The ASEAN MRA states,

The qualification of a Foreign Tourism Professional may be recognised by other AMS<sub>7</sub> and if such qualification is recognised, he/she may eligible to work in a host country provided that he/she possesses a valid tourism competency certificate in a specific tourism job title as specified in the ACCSTP, issued by the TPCB in an AMS. The eligibility to work in a host country will be subjected to prevailing domestic laws and regulations of the host country.

## 7.3 Conformity Assessment

According to the ASEAN Framework Agreement on MRA:

‘Conformity Assessment means systematic examination to determine the extent to which a product, process or service fulfils specified requirements’. For international arrangements, cross-border conformance can occur in two (2) ways:

- (i) countries can accept the results of other country’s conformance assessment as the basis for their own conformity assessment decisions. This is useful as it does not need extensive promotional campaigns, but it does less to reduce redundancy in assessment; or
- (ii) they can promote the direct acceptance of the conformance assessment results of the other countries by customers in their own country. This needs considerable promotional activity, but eliminates most of the redundancy in the system. This is the most common arrangement and the one recommended for the ASEAN MRA in tourism.

Countries therefore; mutually accept each other’s conformity assessment in terms of tourism qualifications. This acceptance relates to the process of conformity assessment. It is important to note that this does not imply harmonisation where the exporting country checks the regulations of the importing country before export. The purpose of an ASEAN MRA-TP is therefore to ensure that all ten (10) ASEAN countries accept the conformity assessment relating to tourism competency qualifications produced in any single AMS.

## 7.4 Rationale for the Approach

In order to achieve conformity, each of the ten (10) ASEAN countries will need to have their tourism qualification system evaluated against the requirements established under the MRA-TP to demonstrate their competence to be part of the MRA. This arrangement will involve the comparison of tourism qualifications across the ten ASEAN countries.

### 7.4.1 Equivalence Assessment

Here, the key process is equivalence assessment - the process of judging the conformity assessment procedures and/or rules of another country to be equivalent to national conformity assessment procedures and/or rules. If the MRA-TP is to be a robust arrangement then this equivalence assessment needs to take place.

The reason that the equivalence assessment process is so pivotal to this MRA relates to the fact that tourism is comprised of non-regulated occupations:

- a regulated occupation is one that is controlled and governed by a professional organisation or regulatory body. The regulatory body governing the profession or trade has the authority to set entry requirements and

standards of practice, to assess applicants' qualifications and credentials, to certify, register, or license qualified applicants, and to discipline members of the profession/trade;

- requirements for entry, which may vary from one country to another, usually consist of such components as examinations, a specified period of supervised work experience, and language competency;
- however, there are agreed standards across the profession, which can be built into an MRA. Examples of sectors that comprise regulated occupations include medicine, engineering or law; and
- a non-regulated occupation is a profession or trade for which there is no legal requirement or restriction on practice with regard to licences, certificates, or registration. Tourism falls into this category and as a result, the design of an MRA for tourism professionals is more challenging.

#### 7.4.2 Equivalence Matrix of Tourism Qualifications

The MRA-TP is challenging because there are no agreed international tourism standards, which can act as a basis for conformity assessment for the MRA-TP. As a result, it is essential to construct an equivalence matrix of tourism qualifications for the AMS to be used as the basis for conformity assessment. This is an essential supporting mechanism for a robust, reliable and transparent MRA-TP. The ATQEM will be developed to address the mentioned issues and provide guidelines to AMS to identify the qualification gaps across the region. The guidelines will also help the AMS to plan better in tourism human resources development to response the ultimate objectives of the MRA-TP implementation.

#### 7.4.3 Additional considerations

Five (5) related areas of responsibility also require consideration:

- (i) Normally, the checking of the applicant's qualifications will be done automatically using the qualifications equivalence matrix.
- (ii) However, in the case of a dispute or a non-standard application, the NTPB will be responsible for making a decision as to an applicant's eligibility and it is normal to allow up to one month for a decision.
- (iii) A process for short-notice applications will need to be established, as otherwise; this can be an expensive and time-consuming procedure.
- (iv) Short-notice applications can normally be handled by making specific exemptions. For example, the short-notice need for a specialist chef to accompany a VIP on an overseas visit can be handled by exempting the chef from registration providing the chef only cooks for that person.
- (v) There will be a need to ensure that jurisdiction 'shopping and hopping' does not occur with applicants seeking countries with more lenient requirements. This can be achieved by the NTPBs sharing information and working cooperatively.

## 7.5 The ASEAN Tourism Qualifications Equivalent Matrix

In order to satisfy the ASEAN ‘Conformity Assessment’ requirements, an ATQEM will be developed using the CATC qualification framework. The following steps show the ATQEM process:

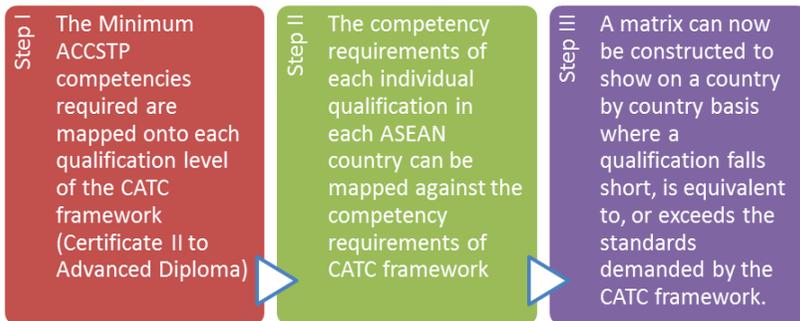


Figure 7-1: Mapping Qualifications to the ATQEM

The need to provide a reliable indication of conformity of regional qualifications lies at the heart of the question of validation of qualifications and the transferability of skills. If potential users cannot be assured of this basic tenet of Quality Assurance/Quality Control (QA/QC), the relevance and reliability of the ATPRS would diminish rapidly. Therefore the conformity check can be indexed against the CATC as the common regional standard.

From the introduction of MRA-TP in 2015, applicants will be required to exhibit their local qualifications weighted for conformity by the TPCB in their home country through the ATPRS. The pre-requisite for this is completion of the ATQEM.

## 7.6 Rationale for ATQEM

The concept of a qualification equivalents mechanism is centred on resolving the need for a device that can provide a comparative understanding of the scope, content and equivalent value (or status) of a tourism qualification awarded in any one of the AMS.

The need to consider the equivalent value of an award will arise each time a qualified tourism professional in an ASEAN country makes an application to become registered as a regional tourism professional.

## 7.7 How ATQEM will Work

The ATQEM is designed to provide an “at a glance” interpretation (weighting) of a registered applicant’s qualification in a relevant field of professional performance in tourism, but derived from another country’s system of accredited academic awards.

In technical terms, it should function as a fast and reliable electronic cross-referencing matrix whereby similar qualifications coming from somewhat similar award structures accredited in another ASEAN country can be appraised against established ASEAN award structures and given an equivalent weighting or value.

The ATQEM output assessment code places a value on the suitability of a qualification for a specific purpose in employment in circumstances where that applicant and qualification are derived from a foreign source and system.

The ATQEM device will function electronically to provide a licensed user with a comparative weighting expressed either as an indexed number (e.g., 7.8 on a 10-point scale) or as a band on a scale that informs the user of the quality of a particular applicant's qualification in simple terms. This could be described as 'a qualifications matching system' that provides a comparison with an accepted ASEAN benchmark based on the ACCSTP Framework and the CATC.

## 7.8 Key Features of the Online ATQEM

Although ATQEM is still under development, the planned essential features are as follows:

- records for AMSs can be built over time. Inputs or changes can only be made by licensed national TPCB bodies;
- a sub-database allocated to each Member State would provide a storage option. The TPCB is responsible to manage whatever award data is stored;
- an automated electronic function that will indicate the status of an award on the basis of CATC;
- scope of awards/qualifications listed will have to comply with ASEAN specifications (CATC);
- able to respond to simultaneous input and reading functions. Integrated with the ATPRS;
- ownership of the ATQEM will be tied to ownership and location of the ATPRS;
- available to licensed industry associations, and licensed employers or agencies
- for validity and reliability, the ATQEM system must operate in real time and be designed to run on a shared-cost basis associated with the function of the parent ATPRS mechanism;
- input data must be in English; and
- restricted access to licensed or approved users for security reasons.

## 7.9 Importance of the ATQEM

From 2018 tourism professionals from ten (10) different of ASEAN and highly variable academic systems and accreditation standards will be able to apply for tourism and hospitality jobs in other ASEAN countries through the MRA-TP.

The ATQEM will assist applicants and employers (end users) to interpret (electronically and automatically) the status of tourism qualifications. Employers need to be confident in their ability to ascertain the relevance of the candidate’s certificate or diploma, the accrediting authority and date, status and quality of a qualification for purposes of:

- (i) registration of an applicant; and
- (ii) appraisal by an employer or his/her appointed agency of the suitability of an applicant for a particular job vacancy.

Most AMS have a National Qualification Framework, which provides coherence for national qualifications. ASEAN is also exploring the possibility of a Regional Qualification Framework to aid in the harmonisation and recognition of national qualifications between Member States (see Figure 7-2).

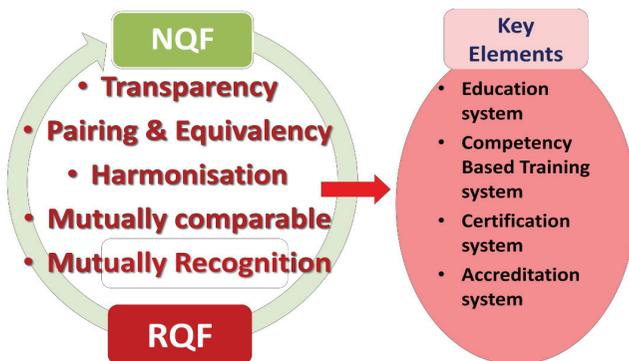


Figure 7-2: Harmonisation of National Qualifications Frameworks with Regional Qualification Frameworks

### 7.9.1 Features of the ATQEM

The development of the ATQEM is part of the ATPRS. The key features of the system are:

- the electronic database system - the ATPRS - to facilitate the registration of qualified tourism professionals through approved portals, including the national TCPB and approved industry associations in Member States;
- guidelines for the registration of tourism professionals in accordance with the regulations associated with the approved ASEAN MRA on tourism (2008); and
- an electronic mechanism, to be integrated with the ATPRS - the ATQEM - to facilitate automatic cross-referencing and matching of qualifications registered by applicants against accepted and existing ASEAN benchmarks, specifically the CATC.

## 7.10 Skills Passbook/Passport

In the hospitality and tourism industry, and specifically in the ASEAN region, it is common to find demand for labour outstripping the supply of well-qualified professionals to fill job vacancies. One particular challenge that employers face is how to reliably track the training and skills development undertaken by qualified job applicants. One solution, which has enjoyed widespread support in the United Kingdom, Canada and the European Union, is the concept of a Skills Passbook. One example of an ASEAN skills passport is the Skills Passbook developed by the EU for the Vietnam Tourism Certification Board.

A Skills Passbook may be designed as a typical bound booklet in which verified entries are made, or it may exist as a protected online portfolio. A Skills Passbook can provide individuals with a verified record of their skills, qualifications and achievements, hosted online.

A Skills Passbook can be issued by an employer, a training provider, a vocational college or another organisation registered for the purpose. This method has many benefits for the tourism professional, especially those seeking work overseas as it is suitability for record keeping and has some of the features of the planned ATPRS.

To make the Skills Passbook is more reliable and trustful for the industry or employer; the Skills Passbook should be verified by the NTPB or the TPCB according to the rules of different countries of ASEAN. All the qualifications should be recorded by the NTPB/TPCB.

Cambodia has initiated to use Tourism Kills Passport. The Ministry of Tourism of Cambodia has released a Prakas as Guidelines for Tourism Industry and relevant stakeholders to use the Tourism Skills Passport on 1 December 2014. The Tourism Skills Passport is being used as important reference/evident for Tourism Professional for assessment and employment purposes. All relevant qualifications, work experiences and key achievements obtained by the Tourism Professionals will be recorded and recognised by the NTPB of Cambodia.

## Vietnam Tourism Certification Board



### SKILLS PASSBOOK ENTRY LEVEL

#### INTRODUCTION TO YOUR SKILLS PASSBOOK

This is your Skills Passbook. Please keep it in a safe place and ask your trainer(s) to keep it up to date. It records your ability to do the job under normal working conditions. You will need to produce it as evidence before obtaining your final certificate. The Passbook is your property and you should take it with you if you transfer to another employer. It will provide your new employer with evidence of the skills you possess to date.

#### How to use your Skills Passbook

The purpose of the Skills Passbook is to record your progress as you develop competence when you are being trained by your employer. Each trainee/employee registered with VTCB will automatically receive his/her own Skills Passbook. You will normally be trained and coached at work (or at an institute) under the supervision of a qualified trainer.

On the following pages are your personal details together with the details of tasks for which you will receive training. Your trainer will agree the training program with you (based on the applicable VTOS standard) until workplace competence is achieved. When this occurs your trainer will 'sign you off'. If you are already competent because of your experience to date, you could be 'signed off' without further training. Training will normally take place at the workplace, however it may take place elsewhere, for example at a training institute.

*Figure 7-3: Extract from VTCB Skills Passbook*

## 7.11 Conclusion

The mutual recognition of tourism qualifications is at the heart of the MRA process. The key mechanisms to ensure this is managed efficiently and professionally are through the ATPRS and the ATQEM systems. The ATPMC will continue to support member NTOs by developing the various mechanisms, disseminating information and providing training and development opportunities.

#### References:

- Technical Report on Final Common ASEAN Tourism Curriculum and Regional Qualifications and Skills Recognitions Systems
- The ASEAN Framework Agreement on Mutual Recognition Arrangements

## 8. CONCLUSIONS

### Topics:

- 8.1 Introduction
- 8.2 Training and Assessment Toolboxes
- 8.3 Progress of Implementation of the ASEAN MRA Work Plan
- 8.4 Conclusions

### Key terms used in this Chapter:

- ASEAN Tourism Professional Monitoring Committee (ATPMC)
- Training and Assessment Toolboxes
- ASEAN Task Force on Tourism Manpower Development (ATFTMD)

## 8.1 Introduction

The MRA-TP has been a coordinated and managed process since 1999 when the ATFTMD was formed and has taken a logical approach to development. The 13<sup>th</sup> ASEAN Tourism Ministers' Meeting in January 2010 endorsed "MRA Follow-up Implementation Requirements" including capacity development for members of related organisations under the MRA at regional and national levels.

There are many efforts, which have been made at the regional and national level to develop identified necessary supporting infrastructure to implement the MRA-TP. The following figure demonstrates the process of the MRA-TP has been progressed.

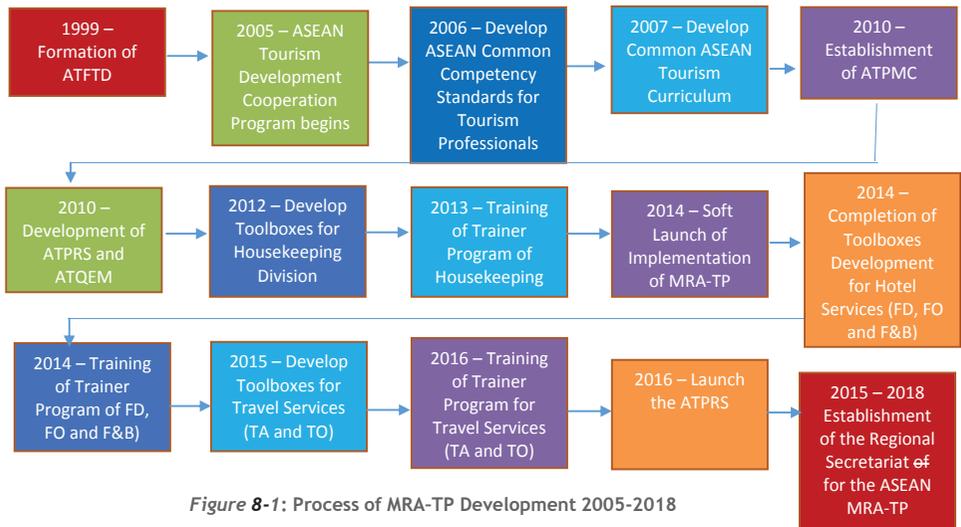


Figure 8-1: Process of MRA-TP Development 2005-2018

## 8.2 Training and Assessment Toolboxes

The training toolboxes for common competencies for the six (6) identified labour divisions (Housekeeping, Front Office, Food Production, Food and Beverages Services, Travel Agencies and Tour Operation) have been developed from 2012 and completed by 2016. Housekeeping division was identified as a priority to be developed first due to significant employment opportunities in the region.

### 8.2.1 Training of Master Trainers and Assessors

A pool of Master Trainers and Assessors had been trained accordingly once the toolboxes of each division had completed. The toolboxes are being used by tourism training and education institutions in ASEAN Countries (Certificate II to Advanced Diploma levels), as a reference to deliver a standardised CBT system for all the identified and agreed tourism labour divisions. The toolboxes can also be used to conduct professional certification programs as well.

### 8.2.2 Implementation of Toolboxes

The TPCB and the NTPB of respective AMS are involved in the development, implementation and updating of the toolboxes. The NTPB-is given the ownership of the developed toolboxes and entrusted with the responsibility to ensure systematic implementation of the toolboxes in their respective countries.

The overall project has contributed to efforts to strengthen the tourism sector, a priority integration sector within the AEC Blueprint, by supporting efforts to build the skills of workers in the tourism industry.

## 8.3 Progress of Implementation of the MRA Work Plan

No.	MRA Work Plan	Status	Targeted Date
1.	Establishment of ATPMC	Done	2010
2.	Development of Training Toolboxes for Housekeeping	Done	2011-2012
3.	Development of Gap Analysis on the implementation of the MRA-TP	Done	2012
4.	Feasibility Study for establishment the Regional Secretariat to implement the ASEAN MRA-TP	Done	2012
5.	Training Program for ASEAN Master Trainer and Assessor for Housekeeping Division	Done	2012-2013
6.	Development of Training Toolboxes for	Done	2013-2014

	Front Office, Food Production and Food and Beverage Services		
7.	Training Program of ASEAN Master Trainer and Assessor for FO, FP and F&B	Done	2014
8.	Assistance to least developed countries in implementing MRA-TP	Done	2015
9.	Agreement on the Establishment of the Regional Secretariat for the Implementation of the ASEAN MRA-TP	Done	2015
10.	Development of Training Toolboxes for Travel Agencies and Tour Operation	Done	2014-2016
11.	Development of ATPRS	Launched	2016
12.	Grand Launching of Implementation of the MRA-TP	Done	2016
13.	Establishment of Ad-Hoc Team to support the transition of the Regional Secretariat establishment	Done	2016
14.	Training Program of ASEAN Master Trainer and Assessor for Travel Agencies and Tour Operation	Done	2016
15.	Development of Guidelines for ASEAN Trainer and Assessor	Done Adopted by ASEAN NTOs in ATF 2018	2016-2018
16.	Establishment of the Regional Secretariat for the ASEAN MRA-TP	In progress	2015-2018
17.	Recruitment of Executive Director for the Regional Secretariat for the ASEAN MRA-TP	In progress	2017-2018
18.	Development of ASEAN MRA-TP Work Plan 2018-2022	In progress	2017-2018
19.	Implementation of CATC for six (6) Tourism Labour Divisions	On-going	Continuously
20.	Review of ACCSTP Framework and CATC	On-going	Continuously
21.	Development Guidelines of the ATQEM and RPL	Funding for this activity from AADCP II has been secured	2018

## 8.4 Conclusions

The MRA-TP is an important driver in raising standards of tourism and improving qualifications of the tourism workforce in the ASEAN region. It is important that the Member States need to review their MRA status, implementation plans and readiness continuously and keep the Regional Secretariat informed if any help could be provided and supported from the Regional Level to be sure that all the AMS are progressing well and staying on the same page.

It is hoped that this Handbook will contribute to understanding of MRA-TP and aid NTOs and others in planning and implementing the arrangement. The Handbook can be adapted by each AMS as required, and the soft copy downloaded from the ASEAN website. In addition, a MRA-TP Guidebook has been prepared specifically for tourism industry employers and tourism professionals. This is also available for download from the ASEAN website at <http://www.asean.org/resources>

The ATMPC and the Regional Secretariat are willing to support and advise on the process and help those NTOs with any challenges or needs. Regional and country workshops and seminars will continue to be held over the next period to inform, assist and train master assessors, trainers and other key staff involved in implementing the MRA-TP in order to keep the MRA-TP materials current and relevant for the AMS.

For further help and support please contact the Regional Secretariat.

### References

- ASEAN Tourism Marketing Strategy (ATMS) 2012-2015
- ASEAN Tourism Strategic Plan 2011 - 2015
- ASEAN Tourism Strategic Plan 2016 - 2025
- ASEAN - Australia Development Cooperation Program - Regional Partnerships Scheme. Capacity Building for an ASEAN MRA in Tourism - Revised Strategic Plan 2008

**ANNEX I: IMPORTANT ASEAN AGREEMENTS RELATED TO MRA**

**ASEAN Framework Agreement on Services (1995)**

(Article V: ASEAN Framework Agreement on Services, signed on 15 December 1995 in Bangkok, Thailand)

“Each Member State may recognise the education or experience obtained, requirements met, or licenses or certifications granted in another Member State, for the purpose of licensing or certification of service suppliers. Such recognition may be based upon an agreement or arrangement with the Member States concerned or may be accorded autonomously.”

**ASEAN Vision 2020 (1997)**

(The ASEAN Vision 2020 on Partnership in Dynamic Development, approved 14 June 1997)

“The ASEAN Vision 2020 which charted towards the year 2020 for the creation of a stable, prosperous and highly competitive ASEAN Economic Region which would result in:

- free flow of goods, services and investment;
- equitable economic development, and reduced poverty and socio-economic disparities; and
- enhanced political, economic and social stability.

**ASEAN Tourism Agreement (2002)**

8<sup>th</sup> ASEAN Summit (Article VIII of ASEAN Tourism Agreement, signed on 4 November 2002 in Phnom Penh, Kingdom of Cambodia)

“Member States shall cooperate in developing human resources in the tourism and travel industry by:

1. Formulating non-restrictive arrangements to enable ASEAN Member States to make use of professional tourism experts and skilled workers available within the region on the basis of bilateral arrangements.
2. Intensifying the sharing of resources and facilities for tourism education and training programs.
3. Upgrading tourism education curricula and skills and formulating competency standards and certification procedures, thus eventually leading to mutual recognition of skills and qualifications in the ASEAN region.
4. Strengthening public-private partnerships in human resource development
5. Cooperating with other countries, groups of countries and international institutions in developing human resources for tourism”.

#### **2004 ASEAN Sectorial Integration Protocol for Tourism (2004)**

Adopted by the Economic Ministers at the 10<sup>th</sup> ASEAN Summit in Vientiane, Laos on 29 November 2004.

#### **Mutual Recognition Arrangements for Qualifications (2003)**

9<sup>th</sup> ASEAN Summit and the 7<sup>th</sup> ASEAN + 3 Summit Bali, Indonesia, 7 October 2003

“Calling for completion of Mutual Recognition Arrangements for qualifications in major professional services by 2008”.

#### **Establishment of the ASEAN Community by 2015 (2007)**

Cebu Declaration on the Acceleration of the Establishment of an ASEAN Community by 2015 at 12<sup>th</sup> ASEAN Summit, 2007

“Agree to accelerate the establishment of an ASEAN Community by 2015 along the lines of ASEAN Vision 2020 and the Declaration of ASEAN Concord II in the three pillars of the ASEAN Security Community, ASEAN Economic Community and ASEAN Socio-Cultural Community”.

#### **Agreement on the Establishment of the Regional Secretariat for the Implementation of the ASEAN Mutual Recognition Arrangement on Tourism Professionals (2015)**

Adopted by the ASEAN Tourism Minister signed on 30 December 2015.

“The Secretariat shall promote implementation of the MRA on Tourism Professionals by providing support for its operations and management as well as implementation of related projects and activities”.

## ANNEX II: ASEAN Mutual Recognition Arrangement on Tourism Professionals

### PREAMBLE

The Governments of Brunei Darussalam, the Kingdom of Cambodia, the Republic of Indonesia, the Lao People’s Democratic Republic, Malaysia, the Union of Myanmar, the Republic of the Philippines, the Republic of Singapore, the Kingdom of Thailand, and the Socialist Republic of Viet Nam, Member States of the Association of South East Asian Nations (hereinafter collectively referred to as “ASEAN” or “ASEAN Member States” and singularly as “ASEAN Member State”);

**RECOGNISING** the objectives of the ASEAN Framework Agreement on Services (hereinafter referred to as “AFAS”), which are to enhance cooperation in services amongst ASEAN Member States in order to improve efficiency and competitiveness, diversify production capacity and supply and distribution of services of their services suppliers within and outside ASEAN; to eliminate substantially the restrictions to trade in services amongst ASEAN Member States; and to liberalise trade in services by expanding the depth and scope of liberalisation beyond those undertaken by ASEAN Member States under the General Agreement on Trade in Services (hereinafter referred to as “GATS”) with the aim to realising free trade in services;

**RECOGNISING** the ASEAN Vision 2020 on Partnership in Dynamic Development, approved on 14 June 1997, which charted towards the year 2020 for the creation of a stable, prosperous and highly competitive ASEAN Economic Region which would result in:

- free flow of goods, services and investment;
- equitable economic development, and reduced poverty and socio-economic disparities; and
- enhanced political, economic and social stability;

**RECOGNISING** the objectives of the ASEAN Tourism Agreement (hereinafter referred to as “ATA”), which are to cooperate in facilitating travel into and within ASEAN; to enhance cooperation in the tourism industry among ASEAN Member States in order to improve its efficiency and competitiveness; to substantially reduce restrictions to trade in tourism and travel services among ASEAN Member States; to enhance the development and promotion of ASEAN as a single tourism destination with world-class standards, facilities and attractions; to enhance mutual assistance in human resource development and strengthen cooperation to develop, upgrade and expand tourism and travel facilities and services in ASEAN and to create favourable conditions for the public and private sectors to engage more deeply in tourism development, intra-ASEAN travel and investment in tourism services and facilities;

**RECOGNISING** the Cebu Declaration on the Establishment of the ASEAN Community by 2015 adopted at the 12<sup>th</sup> ASEAN Summit that agreed to accelerate the establishment of an ASEAN Community by 2015 along the lines of ASEAN Vision 2020 and the Declaration of ASEAN Concord II in the three pillars of the ASEAN Security Community, ASEAN Economic Community and ASEAN Socio-Cultural Community;

**NOTING** the decision of the Bali Concord II adopted at the Ninth ASEAN Summit held in 2003 in Bali, Indonesia calling for completion of Mutual Recognition Arrangements for qualifications in major professional services by 2008; and

**NOTING** that the ASEAN Framework for the Integration of Priority Sectors (2004) recognizes the priority for the creation of a single economic area for ASEAN and the importance of close partnerships with the private sector,

**HAVE AGREED** on this ASEAN Mutual Recognition Arrangement on Tourism Professionals (hereinafter referred to as “this Arrangement”) as follows:

#### **ARTICLE I: OBJECTIVES**

The objectives of this Arrangement are:

- 1.1. To facilitate mobility of Tourism Professionals; and
- 1.2. To exchange information on best practices in competency-based education and training for Tourism Professionals and to provide opportunities for cooperation and capacity building across ASEAN Member States.

#### **ARTICLE II: DEFINITIONS AND SCOPE**

In this Arrangement, unless the context otherwise states,

- 2.1 **ASEAN Common Competency Standards for Tourism Professionals (ACCSTP)** refers to the minimum requirements of competency standards in hotel and travel services as listed in the APPENDIX which aim to upgrade tourism services and facilitate the development of this Arrangement between ASEAN Member States;
- 2.2 **ASEAN National Tourism Organisations (ASEAN NTOs)** refers to the government institutions in charge of the tourism sector of ASEAN Member States;
- 2.3 **ASEAN Tourism Professional Monitoring Committee (ATPMC)** consists of ASEAN NTOs and appointed representatives from the National Tourism Professional Boards (NTPBs);

- 2.4 **ASEAN Tourism Professional Registration System (ATPRS)** refers to a web-based facility to disseminate details regarding the list of Foreign Tourism Professionals duly certified in accordance with Articles 2.10 and 2.14;
- 2.5 **Assessment** refers to the process of appraising the qualification and/or competencies of Tourism Professionals;
- 2.6 **Certification** refers to the issuance of a certificate to Tourism Professional whose qualification and/or competencies have met the standards specified in ACCSTP;
- 2.7 **Common ASEAN Tourism Curriculum (CATC)** refers to the common curriculum for ASEAN Tourism Professionals as mutually agreed upon by the ASEAN Tourism Ministers upon recommendation by the ASEAN NTOs;
- 2.8 **Foreign Tourism Professionals** refer to Tourism Professionals who are nationals of any other ASEAN Member States who are certified in an ASEAN Member State;
- 2.9 **Host Country** refers to the ASEAN Member State where a Foreign Tourism Professional applies for recognition to work in accordance with ARTICLE III;
- 2.10 **National Tourism Professional Board (NTPB)** refers to the Board for Tourism Professionals which shall be composed of representatives from the public and private sectors including the academia and other relevant tourism stakeholders, to be determined by the respective ASEAN NTOs;
- 2.11 **Recognition** refers to acceptance by the TPCB of a demonstration of compliance with requirements set out in the ACCSTP;
- 2.12 **Tourism Job Title** refers to a specific job position in the tourism sector as specified in the ACCSTP;
- 2.13 **Tourism Professional** refers to a natural person who holds the nationality of an ASEAN Member State certified by the Tourism Professional Certification Board; and
- 2.14 **Tourism Professional Certification Board (TPCB)** refers to the government board and/or agency authorised by the government of each ASEAN Member State primarily responsible for the assessment and certification of Tourism Professionals.

### **ARTICLE III: RECOGNITION AND ELIGIBILITY OF FOREIGN TOURISM PROFESSIONALS**

The qualification of a Foreign Tourism Professional may be recognised by other ASEAN Member States, and if such qualification is recognised, he/she may be eligible to work in a host country provided that he/she possesses a valid tourism competency certificate in a specific tourism job title as specified in the ACCSTP, issued by the TPCB in an ASEAN Member State. The eligibility to work in a host country will be subjected to prevailing domestic laws and regulations of the host country.

### **ARTICLE IV: BASIS OF RECOGNITION AND QUALIFICATIONS**

- 4.1 The ASEAN Member States recognise that competencies based on qualification, education, training and/or experiences shall be the principal elements considered in granting mutual recognition of Foreign Tourism Professional; and
- 4.2 The ASEAN Member States are encouraged to apply the ACCSTP and CATC.

### **ARTICLE V: RESPONSIBILITIES**

#### **5.1 National Tourism Professional Board (NTPB)**

The NTPB of each ASEAN Member State shall have the following responsibilities:

- 5.1.1 Create awareness and disseminate information about this Arrangement;
- 5.1.2 Promote, update, maintain, and monitor the ACCSTP and the CATC;
- 5.1.3 Facilitate the exchange of information concerning assessment procedures, criteria, systems, manuals and publications relating to this Arrangement;
- 5.1.4 Report its work progress to the ASEAN NTOs, including actions taken on cases referred to it by the TPCB and/or ATPMC;
- 5.1.5 Formulate and update necessary mechanisms to enable implementation of this Arrangement;
- 5.1.6 Facilitate the exchange of best practices and prevailing developments in tourism sector with the view to harmonising and updating regional and/or international tourism competencies and curricula; and
- 5.1.7 Such other functions and responsibilities that may be assigned to it by the ASEAN NTOs in the future.

## **5.2 The Tourism Professional Certification Board (TPCB)**

The TPCB of each ASEAN Member State shall have the following responsibilities:

- 5.2.1 Assess qualifications and/or competencies of Tourism Professionals as specified in ACCSTP;
- 5.2.2 Issue certificates to Tourism Professionals whose qualifications and/or competencies have met the standards specified in ACCSTP;
- 5.2.3 Develop, process and maintain a registry of certified Tourism Professionals and job opportunities on the ATPRS; and
- 5.2.4 Notify the NTPB promptly in the event that Foreign Tourism Professionals are no longer qualified to provide a particular service or have violated technical, professional or ethical standards.

## **5.3 ASEAN Tourism Professional Monitoring Committee (ATPMC)**

The ATPMC shall have the following responsibilities:

- 5.3.1 Create awareness and disseminate information about this Arrangement on Tourism Professionals within ASEAN;
- 5.3.2 Promote, update, maintain and monitor the ACCSTP and the CATC;
- 5.3.3 Notify promptly the concerned TPCB upon receipt of feedback from NTPBs, in case a foreign Tourism Professional is no longer recognised by the host country;
- 5.3.4 Facilitate the exchange of information concerning assessment procedures, criteria, systems, manuals and publications relating to this Arrangement;
- 5.3.5 Report its work progress to the ASEAN NTOs;
- 5.3.6 Formulate and update necessary mechanisms to enable the implementation of this Arrangement; and
- 5.3.7 Such other functions and responsibilities that may be assigned to it by the ASEAN NTOs in the future.

## **ARTICLE VI: RIGHT TO REGULATE**

This Arrangement shall not reduce, eliminate or modify the rights, powers and authority of each ASEAN Member State. ASEAN Member States, however, shall undertake to exercise their regulatory powers responsibly and in good faith without creating any unnecessary barriers towards each other.

## **ARTICLE VII: DISPUTE SETTLEMENT**

- 7.1 ASEAN Member States shall at all times endeavour to agree on the interpretation and application of this Arrangement and shall make every attempt through communication, dialogue, consultation and cooperation to arrive at a mutually satisfactory resolution of any matter that might affect the implementation of this Arrangement.
- 7.2 The provision of the ASEAN Protocol on Enhanced Dispute Settlement Mechanism, done at Vientiane, Lao PDR on 29 November 2004, shall apply to disputes concerning the interpretation, implementation, and/or application of any of the provisions under this Arrangement.

## **ARTICLE VIII: AMENDMENT**

- 8.1 The provisions of this Arrangement may only be modified through amendments mutually agreed upon in writing by all ASEAN Member States.
- 8.2 Any revision, modification or amendments agreed to by the ASEAN Member States shall be reduced into writing and shall form part of this Arrangement.
- 8.3 Notwithstanding Article 8.1 above, the APPENDIX may be amended administratively by the ASEAN Secretary General upon notification by ATPMC.
- 8.4 Such revision, modification or amendment shall come into force on such date as may be determined by the ASEAN Member States.
- 8.5 Any revision, modification, or amendment shall not prejudice the rights and obligations arising from or based on this Arrangement prior or up to the date of such revision, modification, or amendment.

## **ARTICLE IX: FINAL PROVISIONS**

- 9.1 Subject to Article 9.2, this Arrangement shall enter into force after all ASEAN Member States have completed and established the TPCB and NTPB or their equivalent bodies and notified the Secretary-General of ASEAN within one hundred and eighty (180) days from the date of its signing.
- 9.2 In the event that any ASEAN Member State has not completed and established the TPCB and NTPB or their equivalent bodies within one hundred and eighty (180) days from the date of signing, this Arrangement shall enter into force for that ASEAN Member State upon the date of notification in writing to the Secretary General of ASEAN of the completion and establishment of the TPCB and NTPB or their equivalent bodies.

- 9.3 This Arrangement shall be deposited with the Secretary-General of ASEAN, who shall promptly furnish a certified copy thereof to each ASEAN Member State.
- 9.4 This Arrangement or any part thereof shall only be terminated upon mutual agreement of the ASEAN Tourism Ministers upon recommendation of the ASEAN NTOs.

**IN WITNESS WHEREOF**, the undersigned, being duly authorised by their respective governments, have signed the ASEAN Mutual Recognition Arrangement on Tourism Professionals.

**DONE** at, \_\_\_\_ this day of \_\_\_\_ in the Year Two Thousand and Nine, in a single copy in the English Language.

For Brunei Darussalam:

**PEHIN DATO YAHYA**  
Minister of Industry and Primary Resources

For the Kingdom of Cambodia:

**DR. THONG KHON**  
Minister of Tourism

For the Republic of Indonesia:

**JERO WACIK**  
Minister of Culture and Tourism

For Lao People's Democratic Republic:

**SOMPONG MONGKHONVILAY**  
Minister, Chairman of Lao National Tourism Administration

For Malaysia:

**DATO' SRI AZALINA DATO' OTHMAN SAID**  
Minister of Tourism

For Union of Myanmar:

**BRIG GENERAL AYE MYINT KYU**

Deputy Minister, Ministry of Hotels and Tourism

For the Republic of the Philippines:

**JOSEPH H. DURANO**

Secretary, Department of Tourism

For the Republic of Singapore:

**S. ISWARAN**

Senior Minister of State for Trade and Industry

For the Kingdom of Thailand:

**CHUMPOL SILAPA-ARCHA**

Deputy Prime Minister & Minister of Tourism and Sports

For the Socialist Republic of Viet Nam:

**HOANG TUAN ANH**

Minister of Culture, Sports and Tourism

## **ANNEX III: Agreement on the Establishment of the Regional Secretariat for the Implementation of the ASEAN Mutual Recognition Arrangement on Tourism Professionals**

### **PREAMBLE**

The Governments of the Association of Southeast Asian Nations ("ASEAN") Member States, namely, Brunei Darussalam, the Kingdom of Cambodia, the Republic of Indonesia, the Lao People's Democratic Republic, Malaysia, the Republic of the Union of Myanmar, the Republic of the Philippines, the Republic of Singapore, the Kingdom of Thailand, and the Socialist Republic of Viet Nam, hereinafter referred to individually as "ASEAN Member State" and collectively as "ASEAN Member States".

**REAFFIRMING** the commitments of the ASEAN Charter which entered into force on 15 December 2008 and the provisions of the Cha-am Hua Hin Declaration on the Roadmap for the ASEAN Community (2009-2015) to pursue the comprehensive integration of ASEAN towards the realisation of an open, dynamic and resilient ASEAN Community by 2015;

**MINDFUL** that ASEAN is committed to working towards the achievement of the goal of regional integration through the establishment of the ASEAN Economic Community (AEC) by 2015;

**REAFFIRMING** that the tourism industry is important for sustainable socio-economic growth of the ASEAN Member States. It is a human resource intensive industry that brings in investment and creates employment. The availability of skilled and trained labour is a crucial element in the success of any tourism industry's development. Consequently, the limited numbers of skilled tourism professionals in ASEAN has been an impediment to the development of tourism and the services industry in general;

**RECOGNISING** the objectives of the ASEAN Tourism Agreement (hereinafter referred to as "ATA"), which are to cooperate in facilitating travel into and within ASEAN; to enhance cooperation in the tourism industry among ASEAN Member States in order to improve efficiency and competitiveness; to substantially reduce restrictions on trade in tourism and travel services among ASEAN Member States; to enhance the development and promotion of ASEAN as a single tourism destination with world-class standards, facilities and attractions; to enhance mutual assistance in human resource development and strengthen cooperation to develop, upgrade and expand tourism and travel facilities and services in ASEAN; and to create favourable conditions for the public and private sectors to engage more deeply in tourism development, intra-ASEAN travel and investment in tourism services and facilities;

**RECOGNISING** that the ASEAN Tourism Ministers signed the Mutual recognition Arrangement ("MRA") on Tourism Professionals (TP) on 9 November 2012, which aims to facilitate the mobility of Tourism Professionals and the exchange of information on best practices in competency-based education and training for Tourism Professionals and to provide opportunities for cooperation and capacity building across ASEAN Member States;

**RECALLING** the decision of the 13<sup>th</sup> Meeting of ASEAN Tourism Ministers held on 24 January 2010 in Bandar Seri Begawan, Brunei Darussalam, that endorsed the MRA follow-up implementation requirements, including the capacity development for members of related organisations under the MRA at the regional and national level and the establishment of a Regional Secretariat for ASEAN Tourism Professionals to facilitate the implementation of the MRA on Tourism Professionals;

**RECALLING ALSO** the decision of the 16<sup>th</sup> Meeting of ASEAN Tourism Ministers held on 21 January 2013 in Vientiane, Lao PDR that supported the establishment of a Regional Secretariat for ASEAN Tourism Professionals, and agreed to select Indonesia as the host of the Secretariat; and

**ENCOURAGED** by the continuing high economic tourism growth generated by the tourism industry in the ASEAN Member States and the challenges that lie ahead in implementing the MRA-TP.

**DO HEREBY AGREE AS FOLLOWS:**

#### **Article 1 Establishment of the Secretariat**

1. There shall be established a Regional Secretariat for ASEAN Tourism Professionals (hereinafter referred to as the "Secretariat").
2. The Secretariat shall have "its seat in Jakarta, Indonesia (hereinafter referred to as the "Host Country").

#### **Article 2 Objective of the Secretariat**

The Secretariat shall promote implementation of the MRA on Tourism Professionals by providing support for its operations and management as well as implementation of related projects and activities.

#### **Article 3 Functions of the Secretariat**

The Secretariat shall:

1. enhance awareness and provide capacity building on the implementation of the MRA TP including marketing and promotion of the services offered by the Secretariat;
2. develop, maintain and update the ASEAN Tourism Professional Registration System ("ATPRS") including its database management and resources for implementation of the MRA;
3. formulate, update and recommend the necessary mechanisms including certification and assessment to enable the smooth implementation of the MRA TP;
4. ensure effective and efficient use of human, financial and capital resources of the Secretariat; and
5. perform such other functions and responsibilities that may be assigned to it by the Governing Council.

#### **Article 4 The Governing Council**

1. The ASEAN Tourism Professional Monitoring Committee ("ATPMC") shall be the Governing Council of the Secretariat.
2. The ATPMC shall consist of ASEAN National Tourism Organisations ("ASEAN NTOs") and appointed representatives from the National Tourism Professional Boards ("NTPB").
3. The roles of the Governing Council shall be as follows:
  - a. undertake the overall supervision of operations, provide policy guidance and give directions to the Secretariat;
  - b. approve the organisational structure and staff requirements of the Secretariat;
  - c. establish the terms and conditions for the position of the Executive Director, and staff members;
  - d. appoint and evaluate an Executive Director in accordance with the terms and conditions for such a position, as established;
  - e. approve the rules, procedures and regulations for the operations of the Secretariat including staff and financial rules and procedures;
  - f. recommend to the ASEAN NTOs the annual business plan, including the annual budget of the Secretariat and monitor its implementation;

- g. oversee the utilisation of revenue and approve the rules and procedures for the management of such revenue;
- h. approve the disposal of the property and assets of the Secretariat in case of dissolution of the Secretariat, and on any other matters concerned with the dissolution; and
- i. perform any other functions necessary to achieve the objective of the Secretariat.

## **Article 5** **Executive Director**

1. The Executive Director shall be appointed by the Governing Council in accordance with the terms and conditions established by it.
2. The Executive Director shall have a term of office of three (3) years, which may be extended based on the performance of the Executive Director and the decision of the Governing Council.
3. The Executive Director shall be a national of one of the ASEAN Member States and shall be responsible and accountable for the management of the Secretariat and all other functions as may be assigned by the Governing Council.
4. The Executive Director shall be selected and appointed based on qualifications and experience and suitability to operate and communicate with the Governing Council.
5. The Executive Director shall be supported by Heads of Divisions and staffs to carry out the assigned responsibilities and functions of the Secretariat effectively and efficiently.
6. The Executive Director shall designate one of the Heads of Divisions to serve as the Officer-in-Charge whenever the Executive Director is absent.
7. The Governing Council shall designate an officer to serve as the Acting Executive Director whenever the Executive Director is absent or unable to discharge his duties, or if the office of the Executive Director should become vacant. The Acting Executive Director shall have the capacity to exercise all the powers of the Executive Director pursuant to this Agreement. In the event of vacancy, the Acting Executive Director shall serve in that capacity until the assumption of office by an Executive Director appointed, as expeditiously as possible, in accordance with paragraph 8(d) of Article 5.
8. The role of the Executive Director shall be as follows:

- a. Administer the Secretariat and its programs with a view to ensuring that the Secretariat fulfils its purpose;
- b. Prepare annual business plans, budgets, financial statements or any other documents for the consideration of the Governing Council;
- c. report on the implementation of the activities of the Secretariat to the Governing Council;
- d. appoint, subject to the confirmation of the Governing Council, manage and supervise staff members of the Secretariat;
- e. appoint, subject to the confirmation of the Governing Council, manage and supervise consultants and experts whose role are to assist the Secretariat in the performance of its functions;
- f. develop and implement strategies to ensure appropriate funding for programs and institutional activities relevant to the purpose and function of the Secretariat; and
- g. perform such other duties as may be required by the Governing Council.

#### **Article 6 Staff Members**

1. The staff members shall perform such tasks in accordance with the terms and conditions of their appointments and any other tasks assigned by the Executive Director.
2. Each staff member shall have a contractual term of office of three (3) years, which may be extended based on the performance and/or the decision of the Executive Director.
3. Each staff member shall be a national of one of the ASEAN Member States.

#### **Article 7 Host Country Agreement**

1. The Regional Secretariat and the Government of the Host Country shall separately enter into a Host Country Agreement which shall specify the modalities and other necessary arrangements to support the establishment and operationalisation of the Secretariat in accordance with the prevailing laws and regulations of the Host Country. The Host Country Agreement shall not form part of this Agreement.

## Article 8 Financial Regulations

1. The ASEAN NTOs shall approve the budget of the Secretariat on an annual basis.
2. The ASEAN NTOs shall review and approve the proposed operating budget of the Secretariat through the Governing Council based on the calendar year.
3. The Annual Financial Statement will be audited by the Auditor appointed by the Governing Council.
4. Disbursement of the revenue shall be reported to and approved by the ASEAN NTOs as recommended by the Governing Council.
5. The Secretariat shall generate revenue and resources through contributions from ASEAN Member States and through the provision of related products and services to support implementation of the MRA-TP including as follow:
  - a. Budget contributions from each ASEAN Member State in the amount of USD20,000 for the year 2015 and USD20,000 for the year 2016;
  - b. Contributions from the Host Country in the amount of USD49,500 for the year 2015;
  - c. Online registration of Tourism Professionals;
  - d. Industry Services (membership/subscriptions);
  - e. Training and certification of Master Trainer;
  - f. Training and certification of Master Assessor;
  - g. Training related to MRA-TP implementation activities;
  - h. Consulting Services to Industry;
  - i. Consulting Services to Government;
  - j. Consulting Services to training providers;
  - k. MRA TP Commissions, Employment Placement or Administrative Fees;
  - l. Sponsorship;
  - m. Organising events;
  - n. Assessing and Certification of Master Trainers or Assessors; and
  - o. Other sources of revenue and resources as approved by the Governing Council.

**Article 9**  
**Legal Personality**

1. Subject to the approval of the Governing Council, the Secretariat shall have the legal capacity necessary to do the following:
  - a) conclude agreements with other countries, and local or international organisations;
  - b) enter into contracts;
  - c) acquire and dispose of movable and immovable properties; and
  - d) be a party to legal proceedings.
  
2. In the exercise of these capacities, the Secretariat shall be represented by the Executive Director who shall comply with the relevant financial rules and procedures approved by the Governing Council.

**Article 10**  
**Working Language**

The working language of the Secretariat shall be English.

**Article 11**  
**Termination**

1. This Agreement may be terminated by the ASEAN Member States by written consent. Termination shall take effect on such date as shall be agreed upon by the ASEAN Member States in writing. Termination of this Agreement shall not prejudice any interest, right or obligation of any ASEAN Member State. ASEAN Member States shall consult on how any outstanding matters should be dealt with before the Agreement is terminated.
  
2. Upon the dissolution of the Secretariat, any accumulated surplus less the costs attendant to the closure and/or any unpaid obligation of the Secretariat shall be deposited to the ASEAN NTOs Fund. In the event of deficit, unpaid financial obligations shall be covered by the ASEAN NTOs Fund.
  
3. The termination of this Agreement will not affect the implementation of on-going projects and/or programs or activities which have been agreed upon before the date of the termination of this Agreement.

**Article 12**  
**Revision, Modification and Amendment**

1. Revision, modification and Amendments to this Agreement, as proposed by any ASEAN Member State, shall be agreed upon by the ASEAN Member States by written consent.
2. Any revision, modification and amendment agreed to by the ASEAN Member States shall be reduced into writing and will form part of this Agreement.
3. Such revision, modification and amendments shall enter into force in accordance with Article 14 (Final Provision) of this Agreement.
4. Any revision, modification or amendment will not prejudice the rights and obligations arising from or based on this Agreement before or up to the date of such revision, modification or amendment.

**Article 13**  
**Settlement of Disputes**

Any dispute between ASEAN Member States concerning the interpretation or application of, or compliance with this Agreement shall be settled amicably by consultation or negotiation.

**Article 14**  
**Final Provisions**

1. Each ASEAN Member State shall notify the Secretary-General of ASEAN upon completion of its internal legal procedures for entry into force of this Agreement. This Agreement shall enter into force on the date of the deposit of the tenth instrument of notification of the fulfilment of such internal legal procedures with the Secretary-General of ASEAN.
2. This Agreement shall be deposited with the Secretary-General of ASEAN, who shall promptly furnish a certified copy thereof to each ASEAN Member State.

**IN WITNESS WHEREOF** the undersigned, being duly authorised by their respective Governments have signed this Agreement.

**DONE** in Jakarta, Indonesia, on the Thirtieth day of December in the Year Two Thousand and Fifteen in one original text, in English language.

For the Government of Brunei Darussalam:

**DA TO ALI APONG**  
Minister of Primary Resources and Tourism

For the Government of the kingdom of Cambodia:

**DR. THONG KHON**  
Minister of Tourism

For the Government of Republic of Indonesia:

**DR. ARIEF YAHYA**  
Minister of Tourism

For the Government of the Lao People's Democratic Republic:

**PROF. DR. BO ENGHAM VONGDARA**  
Minister of Information, Culture and Tourism

For the Government of Malaysia:

**DATO' SERI MOHAMAD NAZRI TAN SRI ABDUL AZIZ**  
Minister of Tourism and Culture

For the Government of the Republic of the Union of Myanmar:

**U HTAY AUNG**  
Union Minister of Hotels and Tourism

For the Government of the Republic of the Philippines:

**RAMON B JIMENEZ, JR.**  
Secretary, Department of Tourism

For the Government of the Republic of Singapore:

**S.ISWARAN**  
Second Minister for Trade and Industry

For the Government of the Kingdom of Thailand:

**KOBKARN WATTANAVRANGKUL**  
Minister of Tourism and Sports

For the Government of the Socialist Republic of Viet Nam

**HOANG TUAN ANH**  
Minister of Culture, Sports and Tourism

## ANNEX IV: The Tourism Professional - Qualifications, Levels, Focus & Job Titles

FUNCTIONAL COMPETENCIES - FOOD & BEVERAGE SERVICE QUALIFICATIONS		Job titles at this level may include but are not restricted to:
Qualification & Level	Focus of Qualification	
Certificate II in Food and Beverage Services (Waiting) - incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine guest service tasks in the Secondary Labour Division of Food and Beverage Services and work under direct supervision.	Busboy; Trainee Waiter; Trainee Server; Restaurant and Bar Service Agent.
Certificate II in Food and Beverage Services (Beverages) - incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine guest service tasks in the Secondary Labour Division of Food and Beverage Services and work under direct supervision.	Busboy; Trainee Waiter; Trainee Server; Restaurant and Bar Service Agent.
Certificate III in Food and Beverage Services (Waiting)	Designed to reflect the role of individuals who perform a range of skilled guest service tasks in the Secondary Labour Division of Food and Beverage Services using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Waiter; Server; Restaurant Steward; Wait Person; Restaurant and Bar Service Agent.
Certificate III in Food and Beverage Services (Beverages)	Designed to reflect the role of individuals who perform a range of skilled guest service tasks in the Secondary Labour Division of Food and Beverage Services using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Bar Tender; Bar Attendant; Bar Person; Restaurant and Bar Service Agent.
Certificate IV in Food and Beverage Services (Waiting)	Designed to reflect the role of individuals who perform a broad range of guest service tasks in the Secondary Labour Division of Food and Beverage Services including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Head Food Waiter; Assistant Restaurant Manager; Shift Leader; Team Leader; Restaurant and Bar Service Supervisor.
Certificate IV in Food and Beverage Services (Beverages)	Designed to reflect the role of individuals who perform a broad range of guest service tasks in the Secondary Labour Division of Food and Beverage Services including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Head Bar Attendant; Cellar Person; Cocktail Bar Attendant; Beverage Manager; Head Waiter; Assistant Restaurant Manager; Shift Leader; Team Leader; Restaurant and Bar Service Supervisor.
Certificate IV in Food and Beverage Services (Supervision)	Designed to reflect the role of individuals who perform a broad range of guest service tasks in the Secondary Labour Division of Food and Beverage Services including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Restaurant Supervisor; Food and Beverage Outlet Manager; Restaurant Manager; Outlet Manager; Assistant Manager; Restaurant and Bar Service Supervisor.

Diploma of Food And Beverage Services (Supervision and Administration)	Designed to reflect the role of a supervisor or assistant manager in the Secondary Labour Division of Food and Beverage Services.	Food and Beverage Manager; Assistant Food and Beverage Director; Assistant Outlet Manager.
Advanced Diploma of Food and Beverage Services (Management)	Designed to reflect the role of an owner-operator or manager in the Secondary Labour Division of Food and Beverage Services.	General Manager; Food and Beverage Director; Outlet Manager.

### FUNCTIONAL COMPETENCIES - FOOD PRODUCTION QUALIFICATIONS

Qualification & Level	Focus of Qualification	Job titles at this level may include but are not restricted to:
The Certificate II in Food Production (Cookery) - Incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine guest service tasks in the Secondary Labour Division of Food Production and work under direct supervision.	Kitchen Hand; Butcher; Baker.
The Certificate II in Food Production (Patisserie) - Incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine guest service tasks in the Secondary Labour Division of Food Production and work under direct supervision.	Kitchen Hand; Commis Pastry.
The Certificate III in Food Production (Cookery)	Designed to reflect the role of individuals who perform a range of skilled guest service tasks in the Secondary Labour Division of Food Production using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Commis Chef.
The Certificate III in Food Production (Operations)	Designed to reflect the role of individuals who perform a range of skilled guest service tasks in the Secondary Labour Division of Food Production using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Assistant Catering Manager.
The Certificate III in Food Production (Patisserie)	Designed to reflect the role of individuals who perform a range of skilled guest service tasks in the Secondary Labour Division of Food Production using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Assistant Pastry Chef.
The Certificate IV in Food Production (Cookery)	Designed to reflect the role of individuals who perform a broad range of guest service tasks in the Secondary Labour Division of Food Production including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Second Chef; Demi Chef; Assistant Head Chef.

The Certificate IV in Food Production (Operations)	Designed to reflect the role of individuals who perform a broad range of guest service tasks in the Secondary Labour Division of Food Production including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Catering Manager.
The Certificate IV in Food Production (Patisserie)	Designed to reflect the role of individuals who perform a broad range of guest service tasks in the Secondary Labour Division of Food Production including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Chef de Partie; Pastry Chef.
The Diploma of Food Production (Supervision and Administration)	Designed to reflect the role of a supervisor or assistant manager in the Secondary Labour Division of Food Production.	Head Chef; Assistant to the Executive Chef.
The Advanced Diploma of Food Production (Management)	Designed to reflect the role of an owner-operator or manager in the Secondary Labour Division of Food Production.	Executive Chef.

#### FUNCTIONAL COMPETENCIES - FRONT OFFICE

Qualification & Level	Focus of Qualification	Job titles at this level may include but are not restricted to:
The Certificate II in Front Office - Incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine guest service tasks in the Secondary Labour Division of Front Office and work under direct supervision.	Junior Bell Boy; Assistant Porter; Bell Boy; Porter; Bellhop.
The Certificate III in Front Office	Designed to reflect the role of individuals who perform a range of skilled guest service tasks in the Secondary Labour Division of Front Office using discretion and judgment and having the ability to select, adapt and transfer skills to different situations.	Front Office Attendant; Assistant Receptionist; Relief Receptionist; Telephone Operator; Switchboard Operator.
The Certificate IV in Front Office (Guest Services Supervision)	Designed to reflect the role of individuals who perform a broad range of guest service tasks in the Secondary Labour Division of Front Office including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Front Office Receptionist; Manager - Guest Relations; Concierge; Front Office Team leader; Night Auditor; Front Office Shift Captain.
The Diploma of Front Office (Supervision and Administration)	Designed to reflect the role of a supervisor or assistant manager in the Secondary Labour Division of Front Office.	Front Office Supervisor.
The Advanced Diploma of Front Office (Management)	Designed to reflect the role of an owner-operator or manager in the Secondary Labour Division of Front Office.	Front Office Manager.

### FUNCTIONAL COMPETENCIES FOR HOUSEKEEPING QUALIFICATIONS

Qualification & Level	Focus of Qualification	Job titles at this level may include but are not restricted to:
The Certificate II in Housekeeping - Incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine guest service tasks in the Secondary Labour Division of Housekeeping and work under direct supervision.	Junior Cleaner; Assistant Cleaner; Assistant Public Area Cleaner; Cleaner; Public Area Cleaner; Attendant; Room Maid; PA Attendant.
The Certificate III in Housekeeping	Designed to reflect the role of individuals who perform a range of skilled guest service tasks in the Secondary Labour Division of Housekeeping using discretion and judgment and having the ability to select, adapt and transfer skills to different situations.	Room Attendant; Housekeeping Attendant; Room Assistant; Laundry Attendant; Room Maid; Public Area Attendant; Linen Attendant; Florist Attendant; Gardener Attendant.
The Certificate IV in Housekeeping (Guest Services Supervision)	Designed to reflect the role of individuals who perform a broad range of guest service tasks in the Secondary Labour Division of Housekeeping including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Room Inspector; Shift Leader; Floor Supervisor; Housekeeping Supervisor; Senior staff; Florist Supervisor; Linen Supervisor; Public Area Supervisor; Floor Butler; Housekeeping Coordinator.
The Diploma of Housekeeping and Supervision (Administration)	Designed to reflect the role of a supervisor or assistant manager in the Secondary Labour Division of Housekeeping.	Laundry Manager; Head Housekeeper; Assistant Executive Housekeeper; Assistant; Assistant Housekeeper Administrator.
The Advanced Diploma of Housekeeping (Management)	Designed to reflect the role of an owner-operator or manager in the Secondary Labour Division of Housekeeping.	Executive Housekeeper; Housekeeping Manager; Manager - Rooms Division; Manager.

### FUNCTIONAL COMPETENCIES FOR TOUR OPERATIONS QUALIFICATIONS

Qualification & Level	Focus of Qualification	Job titles at this level may include but are not restricted to:
The Certificate II in Tour Operation (Reservations and Ticketing) - Incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine reservations and ticketing tasks in the Secondary Labour Division of Tour Operation and work under direct supervision.	Trainee Ticketing Officer; Trainee Reservations Clerk; Trainee Ticketing Clerk.

The Certificate II in Tour Operation (Guiding) - Incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine guiding tasks in the Secondary Labour Division of Tour Operation and work under direct supervision.	Camp Assistant; Assistant Camp Cook; Assistant Guide; Porter; Trainee Tour Guide; Trainee Tour Leader; Trainee Local Guide; Trainee Eco-Tour Guide; Trainee Driver Guide.
The Certificate III in Tour Operation (Reservations and Ticketing)	Designed to reflect the role of individuals who perform a range of skilled reservations and ticketing tasks in the Secondary Labour Division of Tour Operation using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Trainee Ticketing Officer; Trainee Reservations Clerk; Trainee Ticketing Clerk; Ticketing Officer; Reservations Clerk; Ticketing Clerk; Clerk.
The Certificate III in Tour Operation (Guiding)	Designed to reflect the role of individuals who perform a range of skilled guiding tasks in the Secondary Labour Division of Tour Operation using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Tour Guide; Tour Leader; Local Guide; Eco-Tour Guide; Driver Guide; Supervisor.
The Certificate III in Tour Operation (Sales and Finance)	Designed to reflect the role of individuals who perform a range of skilled sales and finance tasks in the Secondary Labour Division of Tour Operation using discretion and judgement and having the ability to select, adapt and transfer skills to different situations.	Assistant Reservations Manager; Assistant Sales Manager; Assistant Contracts Manager; Assistant Promotions Manager; Supervisor.
The Certificate IV in Tour Operation (Reservations and Ticketing)	Designed to reflect the role of individuals who perform a broad range of reservations and ticketing tasks in the Secondary Labour Division of Tour Operation including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Ticketing Supervisor; Reservations Manager; Manager.
The Certificate IV in Tour Operation (Guiding)	Designed to reflect the role of individuals who perform a broad range of guiding tasks in the Secondary Labour Division of Tour Operation including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Senior Tour Guide; Tour Leader; Resort Representatives; Guide Captain; Tour Manager; Manager.
The Certificate IV in Tour Operation (Sales and Finance)	Designed to reflect the role of individuals who perform a broad range of sales and finance tasks in the Secondary Labour Division of Tour Operation including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Sales Manager; Credit Controller; Marketing Manager; Sales Manager; Promotions Manager; Manager.
The Certificate IV in Tour Operation (Eco Tours)	Designed to reflect the role of individuals who perform a broad range of eco tour tasks in the Secondary Labour Division of Tour Operation including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.	Eco-Tour Driver; Senior Eco-Tour Guide.

The Diploma of Tour Operation (Supervision and Administration)	Designed to reflect the role of a supervisor or assistant manager in the Secondary Labour Division of Tour Operation.	Branch Manager; Agency Leader.
The Diploma of Tour Operation (Operations)	Designed to reflect the role of a supervisor or assistant manager in the Secondary Labour Division of Tour Operation.	Tour Manager; Tour Coordinator; Operations Manager.
The Advanced Diploma of Tour Operation (Management)	Designed to reflect the role of an owner-operator or manager in the Secondary Labour Division of Tour Operation.	Product Manager; Travel Planner; Product Designer; Tour Operator.

#### FUNCTIONAL COMPETENCIES FOR TRAVEL AGENCIES QUALIFICATIONS

Qualification & Level	Focus of Qualification	Job titles at this level may include but are not restricted to:
The Certificate II in Travel Agencies (Reservations and Ticketing) - Incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine reservations and ticketing tasks in the Secondary Labour Division of Travel Agencies and work under direct supervision.	Junior Office Assistant; Trainee Ticketing Officer; Trainee Reservations Clerk; Trainee Ticketing Clerk.
The Certificate II in Travel Agencies (Sales and Service) - Incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine sales and customer service tasks in the Secondary Labour Division of Travel Agencies and work under direct supervision.	Trainee Travel Advisor; Trainee Domestic Travel Consultant; Trainee Domestic International Consultant; Trainee Corporate Travel Consultant.
The Certificate II in Travel Agencies (Operations) - Incorporating Certificate I	Designed to reflect the role of individuals who perform mainly routine operational tasks in the Secondary Labour Division of Travel Agencies and work under direct supervision.	Trainee Travel Advisor; Trainee Domestic Travel Consultant; Trainee Domestic International Consultant; Trainee Corporate Travel Consultant; Trainee Ticketing Officer; Trainee Reservations Clerk; Trainee Ticketing Clerk.
The Certificate III in Travel Agencies (Reservations and Ticketing)	Designed to reflect the role of individuals who perform a range of skilled reservations and ticketing tasks in the Secondary Labour Division of Travel Agencies using discretion and judgment and having the ability to select, adapt and transfer skills to different situations.	Ticketing Officer; Reservations Clerk; Ticketing Clerk; Inbound Tour Reservations Clerk; Domestic Tour Reservations Clerk; Booking Agent.
The Certificate III in Travel Agencies (Sales and Service)	Designed to reflect the role of individuals who perform a range of skilled sales and customer service tasks in the Secondary Labour Division of Travel Agencies using discretion and judgment and having the ability to select, adapt and transfer skills to different situations.	Travel Advisor; Domestic Travel Consultant; Domestic International Consultant; Corporate Travel Consultant; Reservations Sales Agent; Travel Information Officer.

<p>The Certificate III in Travel Agencies (Operations)</p>	<p>Designed to reflect the role of individuals who perform a range of skilled operational tasks in the Secondary Labour Division of Travel Agencies using discretion and judgment and having the ability to select, adapt and transfer skills to different situations.</p>	<p>Ticketing Officer; Reservations Clerk; Ticketing Clerk; Inbound Tour Reservations Clerk; Domestic Tour Reservations Clerk. Booking Agent; Travel Advisor; Domestic Travel Consultant; Domestic International Reservations Sales Agent; Travel Information Officer.</p>
<p>The Certificate IV in Travel Agencies (Reservations and Ticketing)</p>	<p>Designed to reflect the role of individuals who perform a broad range of reservations and ticketing tasks in the Secondary Labour Division of Travel Agencies including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.</p>	<p>Senior Ticketing Officer; Senior Reservations Clerk; Senior Ticketing Clerk; Senior Inbound Tour Reservations Clerk; Senior Domestic Tour Reservations Clerk; Senior Booking Agent.</p>
<p>The Certificate IV in Travel Agencies (Sales and Service)</p>	<p>Designed to reflect the role of individuals who perform a broad range of sales and customer service tasks in the Secondary Labour Division of Travel Agencies including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.</p>	<p>Senior Travel Advisor; Senior Domestic Travel Consultant; Senior Domestic International Consultant; Senior Corporate Travel Consultant; Senior Reservations Sales Agent; Senior Travel Information Officer.</p>
<p>The Certificate IV in Travel Agencies (Operations)</p>	<p>Designed to reflect the role of individuals who perform a broad range of operational tasks in the Secondary Labour Division of Travel Agencies including evaluation and planning, and providing leadership and guidance to others with some responsibility for group outcomes.</p>	<p>Senior Ticketing Officer; Senior Reservations Clerk; Senior Ticketing Clerk; Senior Inbound Tour Reservations Clerk; Senior Domestic Tour Reservations Clerk; Senior Booking Agent; Senior Travel Advisor; Senior Domestic Travel Consultant; Senior Domestic International Consultant; Senior Corporate Travel Consultant; Senior Reservations Sales Agent; Senior Travel Information Officer.</p>
<p>The Diploma of Travel Agencies (Supervision and Administration)</p>	<p>Designed to reflect the role of a supervisor or assistant manager in the Secondary Labour Division of Travel Agencies.</p>	<p>Travel Supervisor; Assistant General Manager; Assistant Branch Manager.</p>
<p>The Advanced Diploma of Travel Agencies (Management)</p>	<p>Designed to reflect the role of an owner-operator or manager in the Secondary Labour Division of Travel Agencies.</p>	<p>General Manager; Branch Manager; Travel Manager.</p>

