TOURISM WORKFORCE DEVELOPMENT
A GUIDE TO ASSESSING AND DESIGNING PROGRAMS

Sustainable Tourism: International Cooperation for Development
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6

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A Step by Step Approach

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Achieving Sustainable and Competitive Results

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ST105. Sustainable Tourism Enterprise Development
A Business Planning Approach

ST106. Tourism Workforce Development
A Guide to Assessing and Designing Programs

ST107. Tourism and Conservation
Sustainable Models and Strategies

ST108. Scientific, Academic, Volunteer, and Educational Travel
Connecting Responsible Travelers with Sustainable Destinations

ST109. Powering Tourism
Electrification and Efficiency Options for Rural Tourism Facilities

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Table of Contents

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Preface

Despite the recent global economic downturn, the long-term outlook for tourism remains promising, with tourism arrivals expected to grow to 1.6 billion by 2020. In response to the global economic crisis, the World Tourism Organization has been pushing that tourism become a primary vehicle for job creation and economic regeneration as well as the transformation to a green economy "as a sector that can deliver on smart growth, intelligent infrastructure and clean energy jobs" (UNWTO, 2009).

Tourism is an important industry for developing countries. Emerging economies are forecast to be engines of growth, increasing both international and domestic travel. In addition, according to Biederman et al. (2008), revenues generated from tourism can offset declining revenues from other domestic sectors. For instance, in Belize, foreign exchange earnings generated by tourism cushioned dropping export prices of bananas and sugar cane in 2004 and a per capita GDP of the country was rated above average for the rest of Latin America (Biederman et al., 2008).

Without tourism in many countries, the innumerable suppliers of goods and services to the industry would not be able to sustain their businesses. Tourism is a labor-intensive industry supporting a wide variety of jobs in many different sectors. Baum and Szivas (2008) argue that this ability to create employment opportunities and hence contribute to the overall economic and social development of a nation is a key motive behind government support for tourism in any country, regardless of whether the country runs a fully diversified and developed economy or is a less developed country. Also, tourism can respond to vulnerable populations in developing countries. While the quality of some jobs may be questionable, tourism provides opportunities for youth, women, and less advantaged groups in society (Cooper & Hall, 2008). For such people, tourism is a fast entry vehicle into the workforce, both in urban and rural communities, directly, or through its strong multiplier effect on related services, manufacturing, or agriculture (UNWTO, 2009).

This manual consists of three major components:

1. Introduction to Tourism Workforce Development
2. Use of the "Guide to Assessing and Designing Tourism Workforce Development Programs" which emphasizes job and career opportunities for youth.
3. Case studies focused on implementing tourism-related workforce development programs:

    - IFC Tourism Training Network
    - Human Resource Development Plan for Tourism in Jordan
    - Reform of Jordan's Hospitality and Tourism Higher Education
    - Modernizing Jordan's VTC Hotel and Tourism Training Centers

The target audience for this manual includes professionals working on tourism-related projects

in developing countries, including staff from donor and government agencies, NGOs, businesses, consulting firms, universities, and related entities.

Most of this publication focuses on the "Guide to Assessing and Designing Tourism Workforce Development Programs" that resulted from a project supported by USAID's EQUIP3 and the Global Sustainable Tourism Alliance (GSTA). We benefitted greatly from the ongoing advice of Clare Ignatowski and Roberta Hilbruner, respectively of the two programs. The team of principal authors for the guide included Ron Israel and Alejandra Bonifaz of EDC, and me. Please refer to the acknowledgment section of the guide for further details on those who contributed to the development and testing of the guide.

I would like to express my deep appreciation and gratitude to a number of individuals who shared their knowledge and experience in the production of this publication, particularly Joseph Ruddy and Amin Arda of the USAID/Jordan Tourism Development Project.

We would like to express our deep appreciation and gratitude to a number of individuals who shared their knowledge and experience in the production of this publication, particularly to our editor, Jon Kohl, and to Annessa Kaufman and Kristin Lamoureux of The George Washington University.
We also express our appreciation to the World Tourism Organization and its Themis Foundation for permission to utilize information from their publications.

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Unit 1: Introduction to Tourism Workforce Development

At the end of this unit, participants will be able to:

1. Understand tourism workforce development as a holistic concept.
2. Become familiar with a 7 step framework methodology for workforce development
3. Identify the main elements of a workforce development system
4. Assess the gap between tourism industry training needs and current delivery by training institutions and providers

We have already described in this online toolkit and resource series ways in which governments can create a more sustainable and competitive tourism industry. Sometimes overlooked, one of government's most important tourism policy interventions relates to workforce development. Ultimately, the industry of any country rests on the capacity of its people to support it through knowledge and skills.

Workforce Development as a holistic concept (see Figure 1.1) includes:

- Coordination of public and private sector policies, plans and programs

- Human resource management

- Capacity building to align current & future needs with demands

- Organizational performance and accountability

Figure 1.1. Workforce Development as a Holistic Concept
Source:
http://www.apsc.gov.au/publications06/performance framework.gif

A workforce development system should provide the skills, knowledge and know-how required by personnel at all level to deliver quality service to domestic and international visitors.

Some key issues to address when designing a workforce development program follow:

- What is the strategic focus within which workforce programs will be implemented?
- What is the projected period of time over which a program is expected to demonstrate impact?
- How is the relationship being defined between workforce demand and supply?
- How is impact to be measured?
- What are the roles of the education and economic growth sectors, and how can they work together?

Seven steps to be undertaken in developing workforce development programs follow:
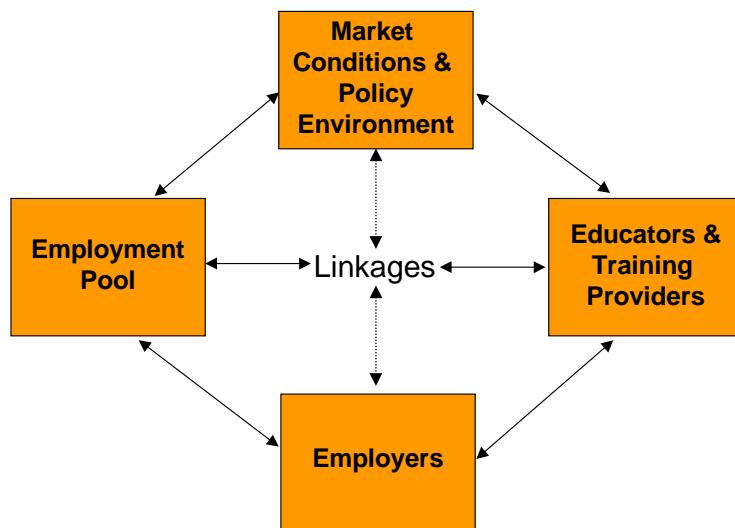
1. Determine Program Goals
2. Identify target workforce
3. Identify workforce education and training objectives
4. Construct linkages with the private sector
5. Design and implement relevant workforce education and training strategy
6. Strengthen workforce policy and organization environment
7. Conduct periodic program monitoring and evaluation activities

Increasing human resource capacity is essential for governments and other agencies to address. To do so, an effective workforce development system must be implemented. The key is to accurately assess the gap between training opportunities and industry needs. This assessment points to specific needs to be addressed in order to create a well trained workforce.

DEFINITION OF A WORKFORCE DEVELOPMENT SYSTEM

Workforce development leads to stronger economic growth, increased productivity, and expanded employment opportunities by preparing new entrants to the workforce, bringing new skills to the existing workforce, and supporting entrepreneurship.

Figure 1.3. Workforce System Stakeholders

Figure 2.1 depicts a workforce development system that consists of employers, policymakers, educators, and workers. Such a network can be conceived at the national, sectoral, or regional level. Ideally, these stakeholders should work as partners in competitive clusters to ensure that the necessary skills are developed to meet job requirements. It is the collaboration or communication linkages among stakeholders that determine the system's ability to respond to changes in the market environment**.**

This approach recognizes that an effective workforce development system is both an adaptive and a technical accomplishment. It is adaptive because system effectiveness depends on interrelationships among stakeholders and on quality information that passes among them. Its functioning is revealed in the connections among stakeholders, who operate with various time horizons, languages, and priorities, but who agree to cooperate to create competitive advantage for themselves. It is important to recognize that workforce development solutions cannot be "imported." Rather, local stakeholders have to build and maintain their own relationships.

This approach also reinforces Porter's definition of competitiveness as being determined by the productivity with which a nation, region, or cluster uses its human, capital, and natural resources (Porter, 2002). Firm strategy and rivalry, factor input conditions, related and supporting industries, and demand conditions are the four points of Porter's "competitiveness diamond." The diamond does not function without active coordination or communication among cluster actors of their needs.
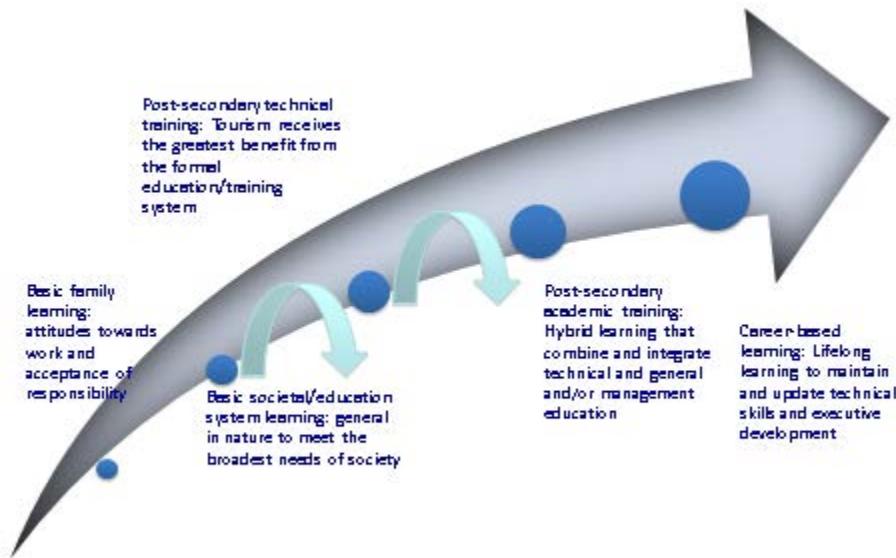
Experience in successful economies suggests that effective workforce development systems need to support economic growth and function in an adaptable manner. For example, EDC's previous study of 20 best practice cases of workforce development systems around the world (Aring & Corbitt, 1996) identified characteristics of any effective workforce development program or system: leadership and accountability, demand-driven design, open access, portable skills, continuous improvement, public-private partnerships, sustainable financing, and positive economic and social impact. These characteristics can be used to evaluate workforce development programs anywhere.

Workforce development should be considered as an investment, not simply as a cost. Effective investments include upgrading worker skills (applies to all workers, whether employed in formal enterprises, small businesses, or self-employed); supporting small enterprises in the informal sector; shifting investment from traditional vocational schools to market-oriented education and training models; establishing national training systems; developing national, industry-wide skill standards; making opportunities for lifelong learning; targeting education and training to special populations, e.g. youth, women, ex-combatants, ethnic minorities, and the disabled; and acknowledging the importance of technology and enterprise-based training.

IMPORTANCE OF TOURISM EDUCATION AND TRAINING

In today's highly competitive global marketplace, it is difficult for destinations to compete without a well trained workforce capable of delivering quality experience opportunities for visitors. High-level decision makers in local and national government must understand the value of quality service delivery in order for them to invest in training programs. Statistics that demonstrate current and potential economic impacts of tourism, along with current quality levels, promote the argument. Once policy makers agree that tourism should become a national development strategy, workforce development policies must follow. Capacity building is needed for all levels

and types of human resources for training and education relative to tourism needs, as described in Figure 1.2 which follows


Figure 1.2. Levels and Types of Human Resource Training and Education Related to Tourism
Source: Ritchie and Crouch (2005)

In particular, these include:

- Institutions to foster skills for tourism.
- Specialized tourism academies for practical skills in tourism and hospitality such as catering, working in hotels, customer relations, and guiding
- College or university courses in managing hotels, events and attractions, tourism policy and planning, and tourism marketing

- In countries where the tourism industry is young, it will almost certainly be necessary to import and adapt training courses from specialist institutions abroad. In addition, the government may create a core of local tourism expertise by giving scholarships to study tourism abroad. Courses must have sufficient international focus to be relevant. Although this kind of overseas experience is useful, it is also possible for foreign training institutions to design and deliver training off-campus, in other words to provide courses accredited by a foreign educational establishment. Eventually, enough knowledge should develop to design training programs in-country. These home-made courses can be tailored specifically to the country's tourism industry needs. Even when courses are imported, importers must first diagnose industry needs to ensure that these courses effectively address them. Finally, Occupational

standards should be established by experts in the field, validated by the industry and implemented by education and training providers certified by an accreditation body

Summary

- The competitiveness of the tourism industry of any country rests ultimately on the capacity of its people to support it through their skills and enterprise.
- Workforce development is a term that has been used to describe a whole range of activities, as well as policies and programs related to the work environment.
- Workforce development entails both profit and non-profit institutions to achieve a wide range of outcomes.
- Workforce development leads to stronger economic growth, increased productivity, and expanded employment opportunities by preparing new entrants to the workforce, bringing new skills to the existing workforce, and supporting entrepreneurship.
- Governments have recognized the need to develop the knowledge and human resources by establishing specialist training organizations for the development of the necessary professional and vocational skills in tourism.
- All economic sectors collaborate to define and integrate workforce development needs into operational plans

Unit 2: Assessing and Designing Tourism Workforce Development Programs

At the end of this unit, participants will be able to:

- Understand how to use tourism workforce development assessment and planning tools for employers, training providers and youth
- Plan and implement a tourism and youth workforce assessment
- Utilize three focus group protocols that examine current youth activities and the perceived barriers and opportunities to getting a job in tourism
- Analyze survey results using an integrated gap analysis process
- Translate assessment findings into new program design recommendations

This Tourism Workforce Development manual strengthens manager capacity (from government, NGOs, and the private sector) to assess, design, implement, and evaluate workforce development programs in the tourism sector. The Guide focuses especially on program development that provides employment to youth. The Guide is for use by countries seeking to build a sustainable tourism sector (i.e., a sector that provides jobs and economic growth while at the same time practices sustainable approaches to natural resource management).

The manual also is for countries with large youth populations where increasing employment for in-school and out-of-school youth is a national priority. In such countries, robust career pathways in tourism for youth should be part of the process of building sustainable tourism. Those taking this course should access the guide by going to the following link: www.gwu.edu/~iits/Sustainable_Tourism_Online_Learning/Hawkins/Tourism_Workforce_Development_Guide.pdf
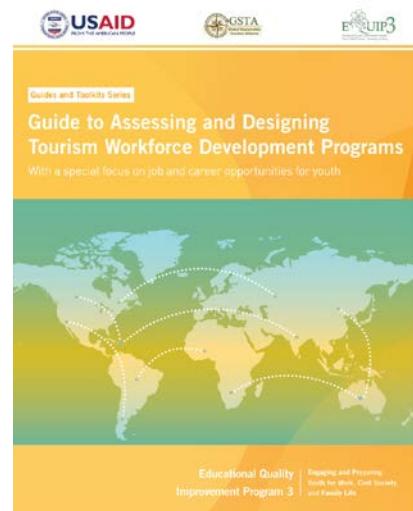
The manual starts with an overview on tourism workforce development and is then organized into four sections:

Section 1: Assessment directs how to plan and carry out a tourism and youth workforce assessment.

Section 2: Program Design guides show how to translate assessment findings into program design. It also includes an illustrative scope of work for a tourism workforce project.

Annex A: Project Examples describes two successful tourism workforce development projects, 1) Tourism Education and Workforce Development in the Dominican Republic: The Case of Puerto Plata and 2) The Jordan Tourism Development Project.

Annex B: Assessment Instruments provides three survey instruments to assess the needs for a tourism workforce project: youth survey, private sector survey, and education and training

provider survey. Section D also provides focus group protocols to assess youth's perceived barriers and opportunities to getting a job in tourism. Surveys are available in both English and Spanish for use in different parts of the world and can be downloaded in Microsoft *Word* at the following links:

Employers Surveys

www.gwu.edu/~iits/Sustainable_Tourism_Online_Learning/Hawkins/EMPLOYER_English.doc
www.gwu.edu/~iits/Sustainable_Tourism_Online_Learning/Hawkins/EMPLOYER_SPANISH.doc

Education and Training Provider Surveys

www.gwu.edu/~iits/Sustainable_Tourism_Online_Learning/Hawkins/ETP_English.doc
www.gwu.edu/~iits/Sustainable_Tourism_Online_Learning/Hawkins/ETP_SPANISH.doc

Youth Surveys

www.gwu.edu/~iits/Sustainable_Tourism_Online_Learning/Hawkins/YOUTH_English.doc
www.gwu.edu/~iits/Sustainable_Tourism_Online_Learning/Hawkins/YOUTH_SPANISH.doc

This manual was created as part of the USAID-funded EQUIP3 program and the Global Sustainable Tourism Alliance (GSTA) Program in collaboration with the local non-government organization, Instituto Dominicano de Desarrollo Integral (IDDI). EQUIP3 is a USAID-sponsored project administered by Education Development Center, Inc. (EDC) and designed to help countries around the world meet the needs and make better use of the resources of youth ages 12–24.

GSTA is a USAID-sponsored program administered by FHI360 to promote economic growth, poverty reduction, and natural resource stewardship through tourism.

Summary

- The tool kit manual directs how to plan and carry out a tourism and youth workforce assessment and provides tools in the Spanish and English language in Microsoft Word formats.

- The program design guides show how to translate assessment findings into program design. It also includes an illustrative scope of work for a tourism workforce project.

- Workforce assessment cases from the Dominican Republic and Jordan are provided as examples of good practice

Unit 3: Implementing Tourism Workforce Development: Selected Cases

At the end of this unit, participants will be able to:

- Understand the importance of tourism workforce development programs
- Review lessons learned, good practices, and innovative approaches from successful tourism workforce development cases

CASE EXAMPLES

To accurately analyze needs, all stakeholders must participate in order to understand current offerings and perspectives of vocational and management training institutions. It is also necessary to understand major industry needs and the degree to which industry members feel that these needs are being met by training institutions. Perspectives of government policy makers, donor agencies, and other relevant organs should also be studied.

The four cases provided in the annexes describe methodologies and implementation strategies that can be employed in developing workforce development programs:

Annex A. IFC Tourism Training Network
Annex B. Human Resource Development Plan for Tourism in Jordan
Annex C. Reforming Higher Education: Jordan Hospitality and Tourism Sector
Annex D. Modernizing Jordan's VTC Hotel and Tourism Training Centers

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      Network_17_Jul_07_Final.pdf. Last accessed on 7 September 2011.

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Glossary

Academic Institution: An organization registered and recognized as a legal entity, within its own jurisdiction, for the delivery of educational awards.

Accreditation: Certification of a program of study that the academic, vocational, and professional standards achieved through the program are appropriate for the level the accreditation awarded and that the program content and delivery meet the accrediting body's standards.

Educational Awards: Educational awards of recognized academic organizations and of awarding bodies.

EQF: The European Qualifications Framework acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning.

Event Education: Area of study characterized by a core of subjects focused on planned, temporary, short-term, unique activities designed to meet cultural, economic, social, political, leisure, life-cycle, marketing, or business needs. Events can range from small-scale family occasions such as weddings to mega-events such as the Olympics. The term "event" often referred to as the Meeting, Incentive, Conference, and Event (MICE) industry.

Standards: Body of managerial knowledge and skill that encompasses notions of competence, professionalism, and personal expertise within the hotel, tourism, and event industry.

Hospitality Education: Area of study characterized by a core of subjects which address the management of food, beverage and accommodation in a service context. The term "hospitality" is often referred to as "hotel and restaurant."

National Qualification Framework (NQF): Work-related, competence-based qualifications based on national occupational standards that can be used to guide the development of vocational, technical, and higher education programs of study and practical training.

Professional Review Panel (PRP): Panel of academic and industry specialists who will make the judgments and recommendations for the granting of accreditation status.

Programs of Study: Integrated or nested programs of study that while they may lead to different named awards or courses, share a significant content as to make a coherent program. These can also be referred to as schemes.

Quality Assurance: Criteria, policies, procedures, and actions necessary to ensure that quality is being maintained.

Self-Assessment Review: Set of procedures to determine and implement the organization's intention and actions in regard to the development and maintenance of the quality of higher education programs.

The Bologna Process: Process to create a European Higher Education Area in which students can choose from a wide and transparent range of high-quality courses. and benefits from smooth recognition procedures.

Tourism Education: A core of subjects focused on the management or operation of services related to the activities and behaviors arising from the movement of people away from their normal home environments for a variety of purposes. The study of tourism draws on a wide range of multidisciplinary and interdisciplinary theoretical frameworks regarding consumption, production, and management.

Workforce Development: Skills, knowledge, and behaviors needed by the workforce to deliver services both now and in the future and how these will be resourced. Learning and development opportunities are detailed in workforce development plans which meet identified needs for new or different skills, trainee opportunities, talent management schemes, professional development, and career pathways.

Annex A. IFC Tourism Training Network

The Global Business School Network's (GBSN) Tourism Training Network (TTN) project aims to Address the shortage of human capital and management capacity in the tourism industry by Strengthening African tourism management training. The TTN will build the capacity of local Training institutions and better align tourism training to the needs of the private sector. The goal of this project was to increase the capacity of training institutions to create sustainable quality tourism management programs that offer locally-relevant courses. The three objectives of this project are to:

1. Gain a greater understanding of current supply and demand of tourism training
2. Increase the quantity, relevance, and quality of tourism training in Africa
3. Increase the capacity of institutions to implement training

A market research study was undertaken to examine the supply and demand of the tourism training in nine African countries: Ghana, Kenya, Madagascar, Mozambique, Rwanda, Senegal, South Africa, Tanzania, and Zambia. The report contains the key findings of that study (Spenceley & Rozga, 2007)

The entire report can be accessed by going to:
http://www.gwu.edu/~iits/Sustainable_Tourism_Online_Learning/Hawkins/IFC_Tourism_Training_Network_17_Jul_07_Final.pdf

Appendix 1 contains all of the market research questionnaires used in the study (beginning on p. 171) for training institutions, businesses, and SMEs in the tourism industry.

Research was undertaken in the nine target countries using the following process:

Identify Stakeholders Working in Countries

These included those within

- Strategic institutions such as government ministries, tourism authorities, investment promotion agencies, tourism trade and industry associations, development agencies, non-governmental organizations, etc.
- Training institutions such as universities, business schools, technical colleges, hotel and hospitality schools, and vocational training institutions

- Large tourism enterprises with 101 or more employees
- Small and medium tourism enterprises with 100 or fewer employees

Where possible, meetings were scheduled by email prior to visiting countries and were confirmed on arrival. The majority of private sector contacts and interviews were arranged on arrival in the country.

Develop and Test Market Research Questionnaires

Separate questionnaires were developed for each type of tourism stakeholder listed above. They were pilot tested in Cape Town, South Africa with two universities, one large tourism enterprise, and one SME. The questionnaires were designed to establish the following:

Supply of tourism training courses, by asking strategic institutions, training institutions, and tourism businesses about

- General training supply and demand nationally
- Specific courses available
- Priority courses for development
- The level and type of courses
- Available teaching staff and resources
- The number of students
- Prior learning, residence of students, and what students did after courses
- Course fees, and how they were paid
- The process of integrating new modules into existing courses
- Short course and executive education delivery
- Gaps and priority course development

Demand for tourism modules, by asking stakeholders about

- Available courses and their adequacy
- Training needs
- Preferred training methods
- Willingness to pay for courses
- Constraints and problems with training

Revisions were made to survey tools to make them more reliable, valid, and simpler to implement. They were then translated into French and Portuguese.

Field Visits to Interview Stakeholders

Two- to five-day field visits in each of the nine countries served to meet and interview stakeholders. Due to time constraints, the majority of interviews took place in capital cities, but, where possible, stakeholders in more rural areas were also interviewed. In each country at least two large and three small tourism enterprises were interviewed.

Review of Literature and Websites

Reviews of documentation collected during field visits, institutional websites, and also stakeholder interviews were also used to establish the status of the tourism industry in each country as well as existing tourism training initiatives.

Annex B. Human Resource Development Plan for Tourism in Jordan

Dr. Joseph Ruddy of USAID Jordan Tourism Development Project gave permission to use the following information which was presented to the National Conference on Innovation and Reform of Tourism & Hospitality Education in Jordan, *28* February 2011, Amman, Jordan. It is based upon the draft Human Resources Development Plan for Tourism in Jordan 2011–2014.This material is supplemented with relevant human resource strategies cited in the Jordan National Tourism Strategy (NTS) 2011–2015, which was approved after the National Conference.

STATUS OF GLOBAL TOURISM

The year 2010 has seen drastic changes, one of which being the international tourism market. Due to the changing global economy, the influx of international tourism arrivals has changed. The financial crisis, rise in oil prices, massive exchange rate fluctuations and the Iceland volcanic ash crisis have taken a toll on both the tourism business and consumer behavior. According to the *World Tourism Barometer* published October 2010 by the UNWTO, international tourist arrivals (ITA) are projected worldwide to increase 5–6% for the year 2010. Growth of ITA returned at last after 14 months of negative results. ITAs worldwide between January and August 2010 are estimated at 642 million. ITAs are showing positive in all world regions, but the speed of recovery differs from one region to another. *The UNWTO Barometer* forecasts a growth in ITAs for year 2011 of 4%.

IMPORTANCE OF TOURISM FOR JORDAN'S ECONOMY

On a positive note, even though travel and tourism activity experienced a decline in 2009, it still employed over 235 million people across the world — generating 9.4% of global GDP although year 2010 proved "much better" than expected. As the *Barometer* describes for many parts of the world, the Middle East, along with Asia and the Pacific, reported positive results which led the recovery with positive growth in both. Jordan, according to the UNWTO, is a "haven in the troubled Levant in recent years and is a growing destination for Europeans for its cultural and historical attractions". However, the potential of Jordan as a tourism destination has yet to be realized, partly because the country has under promoted itself in comparison to other destinations. Nevertheless, there is a reason for optimism; to date, according to Ministry of Tourism and Antiquities (MoTA) statistics, visitors who remained at least one night for the first half of year 2010 (till June) amounted to approximately 2 million international arrivals, and when the approximately 1.6

Key Facts: January-June 2010	
International Arrivals	2 Million
Room Nights Generated	1.6 Million
Revenue from Tourism	JD 1.09 Billion
Percentage of GDP	14%

million domestic tourists are added, the total reaches 3.6 million arrivals. The total tourism revenue reached for the first half of year 2010 totaled JD 1.09 billion, contributing 14% to Jordan's Gross Domestic Product (GDP).While in 2009 the total ITAs were 2.9 million: 1.6 million of which were overnight visitors and 1.3 million were same-day visitors. The total tourism revenue for 2009 was JD 850.7 million representing 12.9% of Jordan's GDP. In addition, the industry is Jordan's largest employer, with 42,717 people in direct employment, 128,151 in indirect employment (2010). With rising competition from neighboring countries aiming to be an attractive tourism destination and uncertain economic prospects for 2010 and surrounding political conflict in the region, Jordan must promote itself as the rewarding destination it is by playing up its revered hospitality services and improving the tourist infrastructure as a whole; so it provides visitors value for money, builds a solid customer care and service, and contributes to the growing economy of Jordan and its image as a whole.

Demand for Human Resources

Classified hotels are the major growth area in the industry. New hotel openings will add approximately 16,500 rooms to the current stock by 2014, and the demand for human resources within the next five years is projected to grow by 25,420. Taking into consideration the modest staff-to-room ratio of 0.82 and factoring in the 20% attrition of those lost to the industry altogether, the number for an additional demand of people between now and 2014 is 9,840 people. Therefore the annual requirement in hotels will be 1,640 in operations and 820 in support functions, 2,460 in total. Between 2003 and 2009, employment in restaurants rose from 5,674 to 15,498, an increase of 173%. This growth will continue until 2014 with the expansion of the fast food sub-sector. Forecasts indicate a need for 9,340 people with about 46% in fast food outlets. This means 2,335 new jobs for the sector as a whole, 1,258 new people in restaurants and 1,077 in fast food each year.

In summary, when taking everything into consideration, by the year 2014, the following number of people will be needed:

Sector	By 2014	Annually
Accommodation	9,840	2,460
Restaurant	9,340	2,335
Tourism	6,240	1,560
TOTAL	**25,420**	**6,355**

SUPPLY OF HUMAN RESOURCES

The supply of a first-entry workforce can be derived from the following five sources:

Education: Eleven universities and 10 community colleges offer hotel and tourism programs. Growth is expected to increase by 70% over the next three years; however, efficiency can only be achieved through a higher quality of student learning.

Industry Training: There is no correlation between the recognition of the importance of training and education for the future of tourism, and the actual structured, systematic training available. Professionalism is undervalued and there is no budget for training; one reason is due to the belief that once training is given, staff leaves for better jobs.

Annual	Exec/Manager	Supervisor	Operative	Total
Combined	925	1,195	4,240	6,360
Adjusted	420	170	900	1,490
International	145	190	610	945
Adjusted	**360**	**835**	**2,730**	**3,925**

Vocational Training: The Vocational Training Corporation offers a certificate in hospitality skills which enables trainees to achieve basic competence in food production, service, and housekeeping. The program consists of 24 weeks in the center followed by 24 weeks training in the industry to then seek employment. The maximum combined output of the 11 centers is expected at 1,200 per year.

Continuing Professional Development: A structured program to continue development and encourage a culture of structured professionalism and ongoing learning is undervalued and hinders the quality and potential of the workforce.

International Labor: There are 7,992 non-Jordanians in the industry in 2010, a 19.2% change since 2009, and the number is increasing continually over the years. Tourism is, for the foreseeable future, going to be reliant on imported labor to fill the gap, yet they too are still in need of training and motivation like their national counterparts, including management of cultural diversity in relations.

SUPPLY AND DEMAND EQUATION

The following table displays the annual demand and supply in the tourism labor market and the gap needs to be closed.

Demand: The estimated annual demand for executives, managers, supervisors, senior and junior team members for each major sector is shown below:

Sector	Annual Total Demand by Level					
	Executive	Manager	Supervisor	Senior	Junior	Total
Hotel operation departments	80	165	330	410	655	1,640
Hotel support functions	40	130	240	230	180	820
Accommodation sector total	**120**	**295**	**570**	**640**	**835**	**2,460**
Restaurant subsector	65	125	250	440	378	1,258
Fast food subsector	55	110	215	375	322	1,077
Restaurant sector total	**120**	**235**	**465**	**815**	**700**	**2,335**
Tourism amenities	5	5	10	25	45	90
Tourism services	40	40	85	255	425	845
Tourism transport	25	25	50	145	240	485
Tourism administration	5	10	15	40	70	140
Tourism sector total	**75**	**80**	**160**	**465**	**780**	**1,560**

Total Annual Demand	**315**	**610**	**1,195**	**1,920**	**2,315**	**6,355**

When typical vacancy rates are factored in, the total annual demand for specific jobs can be estimated.

Gap between demand and supply: It is assumed that the university graduates will join the industry as management trainees or replace people who are to be promoted, the diploma holders will enter as supervisor trainees, and the VTC graduates will enter as junior operatives. The requirements for executives and managers will be combined, as will those for operatives. The adjusted annual shortfall between demand and supply will be 3,925.

Impact of the shortfall: Programs are needed to prepare 360 supervisors for management. This will add 360 vacancies to the shortfall of 835 supervisors. Consequently, there is a need to prepare almost 1,200 senior operatives to become supervisors. Again, they will have to be replaced and these vacancies added to the shortfall of 2,730+ operatives. In round figures, the shortfall is approximately 4,000 people every year until 2014.

PLAN FOR HUMAN RESOURCE IN TOURISM IN JORDAN 2011–2014

The delivery of world-class tourism services in Jordan is entirely reliant upon the people who work in tourism-related jobs. This Human Resources Development Plan 2011–2014 will therefore focus on people: how they are recruited, managed, trained, and the way they are supported with professional development. The plan will incorporate three integrated practices:

| Dimensions		Practices		Challenges
Demand for quality labor	➡	**Human resources planning**	⬅	**Promote** career opportunities and **recruit** the right people
Employing quality labor	➡	**Human resources management**	⬅	Install systems so that industry can **employ** and **motivate** them
Supply of quality labor	➡	**Human resources development**	⬅	Implement programs to **instruct**, **educate,** and make it likely that employers will be able to **retain** them

The tourism workforce in Jordan must competently and confidently deliver world-class service to both international travelers and domestic tourists. This will be achieved by paying attention to the seven core actions: promotion, recruitment, employment, motivation, instruction, education and training, and retention. Improving performance in these seven actions will enable the tourism industry to close the gap between the demand for quality labor and the supply that is available from traditional sources.

OBJECTIVES AND INITIATIVES

A plan is proposed to integrate the contributions of all sectors of hotels and tourism through partnerships, led and coordinated by an industry entity for human resources development. More than 40 individual initiatives have been identified, some of which are briefly described as follows:

Objectives	Initiatives
Promoting Industry	
Position the industry as an attractive career choice	• A tourism awareness campaign will help raise the profile of tourism as an employer • A program to help women return to work will be launched Best practice in HRM will be encouraged through employee charters
Recruitment	
Be transparent and consistent when selecting students for educational programs and new recruits for training in industry	• Following the tourism awareness campaign, there will be a media and marketing blitz focusing on employment under the slogan: "Tourism — Career of Choice" • The participation of special groups, such as females, the unemployed, and younger age groups will be stimulated through various school-to-career programs
Employment	
Implement human resources management practices that deal with people in employment and reward good performance	In support of the employee charters, employers will be encouraged to adopt a range of best-practice human resources management policies, promoted and coordinated to establish tourism as a preferred employer, known as performance through people.
Motivation	
Help staff to fulfill their needs in the workplace; to enjoy a sense of belonging, self-esteem, and respect; and to learn and develop	• A second dimension of considerate human resources management makes managers and supervisors aware that the responsibility for high performance HR practices lies with them, not just with the HR professionals. As the people closest to the staff, they have the best opportunity to influence employee motivation and retention.
Instruction and Training	

Deliver training for new and existing employees at appropriate times and places; ensure that they can do the job competently and confidently; link with the national qualifications; and provide professional and progressive career paths for key people.	• Industry will be assisted to introduce a systematic and structured approach to training known as "Training in Attitudes, Skills, and Knowledge" or TASK. • To deliver the TASK materials in a consistent manner, special workshops will qualify a number of certified departmental trainers. Another set of workshops will develop certified trainer instructors, while training managers will learn to handle the new programs in workshops for certified training managers. • Two programs prepare people for promotion, combining planned experience on the job with learning off the job, with two versions at each level; one for newcomers, and one for existing staff. They are the supervisory program and the management program as continuing professional development. It is intended that all of the interventions will be capable of being accredited and certified as part of a national qualifications framework.
Education	

Improve the standard, availability, and delivery of all education services at national, regional, and local levels; and encourage the design of integrated, flexible, and relevant programs that can form part of a national qualifications framework.	• A national curriculum will be developed by a tourism industry advisory body **of** representative educators and employers. The panel will work on a number of VTC certificates, six college diplomas, and three university degrees. The panel will make recommendations to help:
	
	  o Improve learning resources and physical facilities
	  o Update, upgrade, and "up skill" faculty and staff
	  o Improve participation and retention rates
	  o Reform industry-based professional experience
	  o Develop three levels of strategic alliances

Retention	
Cut pre-employment attrition of students and adopt positive HR management and HR development to improve staff retention.	• Higher retention rates will automatically follow if all the initiatives established under the Human Resources Development Plan 2011–2014 are implemented. To this end, support will be required for small and medium enterprises (SMEs).

There is urgent need for well-designed pre-promotion programs to deal with the impending shortfall. The hotel and tourism industry must find about 4,000 people amongst the unemployed and the school-leavers and develop them through a new structured and systematic training so

Supply & Demand	4-year Projection	Annual Projection	Details	
	25,420	**6,355**	**Sub Sector**	
			Hotels	2,460
			Restaurants	1,258

that they can develop skills and knowledge to perform their jobs competently.

			Fast food	1,077
Industry Demand			Tourism services	1,560
			Total	**6,355**
			Level	
			Executives	315
			Managers	610
			Supervisors	1,195
			Senior skilled	1,920
			Junior semi-skilled	2,315
			Total	**6,355**
Education Supply	**5,960**	**1,490**	University & college output	820
			VTC output	1,200
			Total graduates output	2,020
			Graduate attrition	530
			Total annual output	**1,490**
Shortfall in Labor Supply	**19,460**	**4,865**	Managers	505
			Supervisors	1,025
			Operatives	3,335
			Total Annual shortfall	**4,865**
Less Foreign Labor	**3,780**	**945**	Managers	145
			Supervisors	190
			Operatives	610
			Total Foreign Labor input	**945**
Total Labor Gap	**15,680**	**3,920**	**Annual Requirement**	

			from Industry-Based Training	

The Human Resources Development Plan 2011–2014 proposes to bridge the labor demand and supply gap by:

| Bridging the Labor Gap through Industry-Based Training				
Training Program (3 year)	780	195	Systematic Training and Education Program	Trainees recruited from High School 'Fundikia' program or direct from Tawjihi program
Training Program (1 year)	1,200	300	Hotel Operations Training Program	Trainees recruited from VTC programs
			Food & Beverage Program	100 trainees
			Front Office/Porter	100 trainees
			Housekeeping	100 trainees
Training Program (1 year)	800	200	Culinary specialization run through VTC or RACA	Trainees recruited from VTC or certificate programs
Train Trainer Programs	7,800	1,950	Certified Trainers	130 courses X 15 trainers =1,950 trainers
			Certified Trainer Instructors	130
			Certified Training Managers	10
Supervisor Program	2,440	610	Supervisory development courses	30 courses with approximately 20 participants (university or college courses)
Management Development	1,260	315	Supervisory development courses	30 courses with 20 participants (university or college courses)
Continuing Professional Development	1,400	350	Short courses	35 courses X 10 participants = 350 trained
Total Industry-Based Training	**15,680**	**3,920**	**Annual Requirement from Industry-Based Training**	
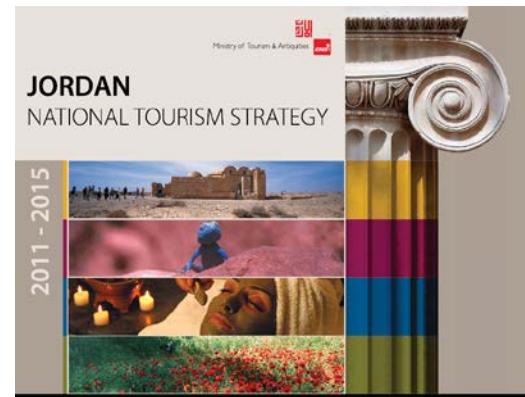
NATIONAL TOURISM STRATEGY (NTS) 2011–2015

Following the National Conference and spearheaded by the Ministry of Tourism & Antiquities, a team of more than 65 representatives of tourism investors, entrepreneurs, professionals, industry associations, and other governmental institutions developed the Jordan National Tourism Strategy (NTS) 2011–2015 with technical assistance and funding from USAID/Jordan Tourism Development Project.

The new strategy builds on the great success of the previous one (2005–2010) which exceeded its target of JD 1.7 billion, to reach over JD 2 billion by 2010. The new tourism strategy seeks to more than double this figure by 2015, exceeding JD 4 billion.

The development plan that this document discusses is based on an ideal suggesting that "quality service" can only be achieved through a skilled workforce. Labor market development was designated as one of four pillars of the NTS. Details related to Pillar 3 with specific targets are summarized in the following section. The NTS documents describe in detail how this pillar will be implemented. The complete NTS can be accessed by the link which follows:
www.gwu.edu/~iits/Sustainable_Tourism_Online_Learning/Hawkins/Jordan_National_Tourism_Strategy_2011_2015.pdf

The NTS (2011) provides the necessary direction for stakeholders in tourism by presenting a "clear path forward to underpin future growth. Its development and implementation will be guided by a vision and a mission that are adapted from those within the first NTS in order to focus attention on the need to further develop a distinctive, unique and competitive tourism industry."

The NTS retains the four-pillar framework which has proven so successful, although these pillars and the related strategic objectives have been slightly amended to ensure that the need for increased competitiveness is at the forefront of all activities. The range of measures identified under the four pillars, when implemented, will significantly contribute to both securing the achievements seen to date in Jordan's tourism sector and to raising the overall competitiveness of the industry to maintain growth and underpin long-term sustainability.

Pillar 1 Marketing & Promotion	Pillar 2 Product Development	Pillar 3 Labor Market Development	Pillar 4 Enabling Enviroment

By 2010 direct employment in tourism had increased by almost 85%. Other important achievements follow:

- The Jordan Applied University has developed a respected accredited university-level hospitality program with an adjoining vocational high school. In addition, there are a

number of other Jordanian higher education institutions that offer specialized tourism and hospitality programs with increasing enrollment.
- Female participation in the workforce has grown to 10%.
- Eleven upgraded vocational training centers were launched, offering international standard skills training for new entrants into the hotel and restaurant sectors.
- Over two million Jordanians were reached by awareness campaigns that sought to highlight the benefits of tourism to the economy.

In a labor-intensive industry such as tourism, the professionalism of its people is clearly vital and this value is essential to facilitating a unique Jordanian experience for its visitors. To address this essential value, targets have been set for 2011–2015

Pillar 3 Targets

- 25,000 additional direct jobs created in tourism over the period.
- increase female participation in the workforce by 15%.
- 5000 students trained at the 11 VTC centers
- Hospitality skills training provided for 40,000 employees

In terms of future directions, the following priority areas have been identified.

1. There is a general consensus that a national entity or body is urgently needed to update the National Tourism Manpower Strategy and coordinate all labor market and human resource activities in tourism. The NTS (2011) calls for the entity to

   "operate independently, with members drawn from industry, education, and government, with oversight from a board of directors. As a public-private partnership, the entity will be action-oriented and focus on delivering added value to the industry. The entity will offer a range of products and services in five dimensions:

   - Tourism awareness and promotion
   - Professional and management development
   - Training in industry
   - Research and planning
   - Human resource management actions"

2. The NTS emphasizes that the industry needs to be positioned as an attractive career and employment choice for young people and adults and increase the active participation of females to boost the tourism workforce. Tourism in Jordan operates in a tight labor market, where it competes with other industries for qualified workers. According to the NTS (2011), Jordan's

   "efforts are constrained by its poor image and a lack of understanding among Jordanians about the nature of jobs and careers in tourism. There is confusion about how certain cultural issues are handled in the industry, and what the expectations of employees are. Although much work has already been done in this area, these issues need to be continuously clarified to the general population, potential employees and their families. Family decision-makers need be targeted to improve the participation of youth and women. Creating greater awareness and positive attitudes will help improve the image of tourism, which will encourage Jordanians to take up jobs and careers in the sector and thus alleviate existing labor shortages."

3. The NTS (2011) calls for the development and execution of world-class tourism education services. It calls for educators and employers to "work together to ensure that the programs offered by secondary schools, vocational education, colleges and universities address today's needs and prepare students to meet the changes that will come tomorrow ." Specific measures to be undertaken follow:

- Improve intake in tourism education to make hotel and tourism programs more accessible, both financially and geographically
- Reform and upgrade the national secondary school vocational stream in tourism and hospitality, known as the Fundukia Program, in the 26 secondary schools
- Reform the national curriculum at university and college levels and introduce accreditation and internships for tourism university and college tracks
- Establish university and college strategic alliances through partnerships with industry, international institutions, and external accreditation bodies
- Upgrade faculty, staff, training facilities, and educational centers in order to (a) Increase the numbers and improve teaching skills of both full-time and part-time staff, (b) promote foreign language skills amongst staff and students and (co-create opportunities for teachers to gain industry experience)

4. Raise hospitality skills for employees in tourism at all levels especially management, including compliance with UNWTO Codes of Ethics.

ACRONYMS

ACOR — American Center for Oriental Research
ASEZA — Aqaba Special Economic Zone Authority
BDS — Business Development Services
BOD — Board of Directors
CBO — Community-based Organization
CoE — Centers of Excellence
DCA — Development Credit Authority
DoA — Department of Antiquities
GDA — Global Development Alliance
GOJ — Government of Jordan
JAU — Jordan Applied University
JHA — Jordan Hotel Association
JHTEC — Jordan Hospitality and Tourism Education Company
JITOA — Jordan Inbound Tour Operators Association
TVET — Technical Vocational Educational and Training
VTC — Vocational Training Corporation
MBR — Market-based Representatives
M&E — Monitoring and Evaluation
MICE — Meetings, Incentives, Conferences, and Exhibitions
MFI — Microfinance Institution
MOE — Ministry of Education
MoTA — Ministry of Tourism and Antiquities
MSME — Medium and Small Micro Enterprises
NGO — Non-governmental Organization
PNT — Petra National Trust

PSP — Private Sector Participation
RSCN — Royal Society for the Conservation of Nature
SAVE — Scientific, Academic, Volunteer, and Educational
SIU — Strategy Implementation Unit
SSC — Strategy Steering Committee
TA — Tourism Associations
TOT — Institutional of Trainers
TSA — Tourism Satellite Account
USAID — United States Agency for International Development

# Annex C. Reforming Higher Education: Jordan Hospitality and Tourism Sector

REFORMING HIGHER EDUCATION
JORDAN HOSPITALITY AND TOURISM SECTOR

This strategy was produced by the USAID/Jordan Tourism Development Project

TABLE OF CONTENTS

FOREWORD

Higher education has a responsibility to respond to the human resource needs of our rapidly expanding tourism sector which is a vital component of Jordan's economy. The need to educate managers and supervisory personnel is urgent and calls for immediate action by our higher education institutions.

Higher education needs to play a major role in generating a supply of well educated young people who aspire to join the industry and pursue meaningful career pathways. Educators and employers must work together to ensure that the programs offered by our colleges and universities are relevant to meet today's challenges and be prepared to address changes that will come tomorrow.

This report has been developed under the direction of the Tourism Industry & Academic Steering Group (TIASG) in collaboration with key industry, community college and university stakeholders and technical support and funding from USAID/Jordan Tourism Development Project. Key policies and strategic actions are now required by higher education authorities working together with government and industry to supply professional talent needed to establish and maintain Jordan's competitive position in the global tourism industry.

As we move forward in the reform process, we need to focus on the following actions:

• The Higher Education Accreditation Commission needs to revise the accreditation criteria and formally incorporate the criteria as quality assurance processes in specialized programs in tourism, hotel and culinary arts programs;

• New curricular areas need to be considered to meet Jordan's needs, for example, event management;

• Linkages between community colleges and universities for credit transfer need to be articulated and strengthened;

• Administrators and faculty need to be exposed to best practices and innovative approaches through professional development and capacity building initiatives.

A relevant, comprehensive technical and academic curriculum that is integrated with planned industry-based professional experience can generate employees with the right technical skills, business knowledge, service mentality and entrepreneurial approach. These are the qualities that the Jordanian workforce will need as it faces the challenges of meeting sophisticated and varied consumer expectations, rapidly developing technologies, and a climate of continual change.

H.E. Dr. Walid Maani
Minister of Higher Education
and Scientific Research
June 2010

PREFACE

This report is designed to be a component of the Jordan Human Resources Development Plan 2010 - 2014 and includes a critical review of higher education programs in Jordan, suggested guidelines, best practices and benchmarks designed to improve the competiveness of the tourism industry, as well as reform measures to be undertaken by higher education programs related to the proposed national qualifications framework and enhanced higher accreditation program.

While preparing this report, the authors undertook extensive secondary data search and interviews with key leaders from public and private sector higher education institutions, hotel and tourism companies, professional bodies and trade associations from Jordan, the Middle East and international organizations.

Documents consulted included:

• Manpower and Training Needs Analysis of Jordan Tourism Industry, National Report 2007, USAID/Jordan Tourism Development Project;

• Tourism in Jordan: National Tourism Public Awareness Strategy 2010 -2011, USAID JTDP 2009;

• UNWTO World Tourism Barometer, October 2009;

• World Economic Forum, Travel and Tourism Competitiveness Index, 2009.

This report includes international and regional best practices in terms of their relevancy and possible adaptation to Jordan. It is envisioned that this document would be reviewed and enhanced through a consultative process involving key leaders in Jordan's higher education community and the tourism sector.

ACRONYMS

APL	Assessment of Prior Learning
ASEZ and ASEZA	Aqaba Special Economic Zone (Authority)
EFQM	European Foundation for Quality Management
E-TVET	Employment, Technical & Vocational Education and Training
HEAC	Higher Education Accreditation Commission
JHA	Jordan Hotels Association
JITOA	Jordan Inbound Tour Operators Association
JRA	Jordan Restaurants Association
MoE	Ministry of Education
MoHE	Ministry of Higher Education & Scientific Research
MoL	Ministry of Labour
MoTA	Ministry of Tourism and Antiquities
TASK	Training in Attitudes, Skills and Knowledge (a system)
UNDP	United Nations for Developing Programs
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNWTO	United Nations World Tourism Organization
USAID	United States Agency for International Development
VTC	Vocational Training Corporation

Definition of Terms

Accreditation of a program of study
Certifies that the academic, vocational and professional standards achieved through the program are appropriate for the level the accreditation awarded and that the program content and delivery meet the accrediting body's standards.

Bologna Process
Aims to create a European Higher Education Region by 2010, in which students can choose from a wide and transparent range of high quality courses and benefit from smooth recognition procedures.

Event Management
Is characterized by a core of subjects focused on planned, temporary, short-term, unique activities designed to meet cultural, economic, social, political, leisure, life-cycle, marketing or business needs. Events can range from small-scale family occasions such as weddings to mega-events such as the Olympics. The term "event" refers to the Meeting, Incentive, Conference and Event (MICE) industry.

Hospitality Education
Is characterized by a core of subjects which address the management of food, beverage and/or accommodation. The term "hospitality" is often referred to as "hotel and restaurant".
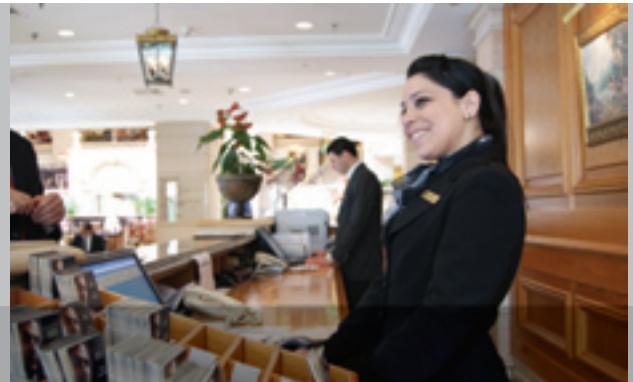
National Qualification Framework (NQF)
Are work-related, competence-based qualifications based on national occupational standards that can be used to guide the development of vocational, technical and higher education programs of study and practical training.

Tourism Education
Is characterized by a core of subjects focused on the management or operation of services related to the activities and behaviors arising from the movement of people away from their normal home environments for a variety of purposes. The study of tourism draws on a wide range of multidisciplinary and interdisciplinary theoretical frameworks regarding consumption, production and management.

EXECUTIVE SUMMARY

Faced with an impending escalation of hotel and tourism activity throughout Jordan, the call for action is urgent. Jordan may be able to learn from the experiences of other countries that have experienced sudden and sizeable growth, particularly those in other parts of the Middle East. Jordan's hotel and tourism industry will be challenged to meet the demand for qualified personnel. Higher education needs to play its part in generating a supply of well educated young people who genuinely want to join the industry and to pursue meaningful career pathways. Educators and employers must work together to ensure that the programs offered by the colleges and universities are relevant today but cognizant of the changes that will come tomorrow.

Research was conducted to assess the current situation in hospitality and tourism education programs and curriculum for each of the 11 value chain processes, as illustrated in the diagram below:

EXECUTIVE SUMMARY	INDUSTRY COMPETITIVENESS	HUMAN RESOURCES DEVELOPMENT PLAN

DEMAND
National Qualifications Framework
&
Occupational Standards

OUTPUT
Employment Profile & Industry Link

PROCESSES
Courses & Awards
Program Aims
Curriculum & Structure
Teaching & Learning
Assessment & Exams
Linkages & Progression
Funding & Resources
Facilities & Resources
Benchmarks & Innovation

INPUT
Student Profile

SUPPLY
Higher Education System
&
Higher Education
Acreditation Commission

There are currently 11 universities and 9 community colleges offering hospitality and tourism programs in Jordan. Four of the universities are public and seven are private. Student enrollments are listed in the following table:

Enrollments - University & Community College Programs 2009

Institutions	Hospitality	Tourism	H&T	Culinary Arts	Sustainable	Total
Universities						
Private	396	63	681			1140
Public	279	105	0		380	764
Sub total	675	168	681	0	380	1,904
Community Colleges						
Private	393	85	0	33		511
Public	116	102	0			218
Sub total	509	187	0	33	0	729
Total	1.184	355	681	33	380	2,633

Over the past 5 years, there has been a dramatic increase in enrollments in hospitality and tourism programs. All institutions envisage modest growth over the next three years. Growth predictions for the universities are 24%, whilst forecasts from the colleges are 10%. Overall, growth is expected to be about 20%. These projections will be difficult to achieve without improvements in marketing, course delivery, and international links.

Reform in higher education is urgently required

Reform is urgently required for curricula, faculty and staff development, student recruitment and placement, industry-based professional experiences and enhancement of strategic alliances. In order to systematically address this challenge, value chain element was analyzed to identify the current situation in order to determine actions needed to reform the system. A reform agenda was then formulated based upon recommendations from industry and higher education leaders as well as internationally accepted standards and best practice benchmarks.

This value chain analysis has confirmed anecdotally-based criticism that many higher education programs related to the hospitality and tourism sector have been unfocused and overly theoretical. Indeed, feedback from higher education and industry has revealed substantial gaps, including:

• Insufficient involvement by employers in the design and implementation of curricula and practical training;

• Higher education that is too theoretical with insufficient practical content;

• Inadequate opportunities for supervised internships through industry and higher education collaboration;

• Lack of basic knowledge, skills and attitudes needed by college and university students to cope with workplace demands, such as languages, technical competencies, customer service, grooming, team work, creativity, commitment and overall professionalism;

• Academic staff need to be better prepared;

• Unclear career paths and placement opportunities for community college and university graduates, particularly for women;

• Working conditions and salaries that are not competitive with other service industries leading to recruitment, placement and retention problems;

For these gaps to be bridged, industry must be willing to invest in the people who will be part of the new workforce. Since the new workforce will need a combination of education and experience, a partnership between the educators and employers must be the way forward. Finally, this value chain assessment indicates that higher education institutions need to conduct self assessment of their specialized programs in hospitality, tourism and related areas.

This is particularly urgent if the higher education system is to meet demand with locally supplied executives, managers and supervisors and to break the dependence on international sourced personnel. Findings indicate that the following strategies should be initiated to aggressively address the shortfalls in the supply of supervisory and management levels:

• University Consolidation - The number of four year awards offered by universities should be consolidated in order to offer only high quality programs that result in placements in managerial and supervisory roles. New curricular areas need to be considered to meet Jordan's needs in areas like destination management and event management;

• Community College Expansion - The number of students enrolled in diploma awards offered by community colleges needs to be substantially increased to meet the demand for supervisory and technically qualified graduates in the years ahead;

• Enhanced Articulation - Linkages between community colleges and universities for credit transfer need to be articulated and enhanced. Opportunities should be provided for industry employees to pass the Tawjihi requirements in order to gain entrance into higher education programs; linkages to higher education though the Vocational Training Corporation (VTC) program should be explored;

• Graduate Education - The need for highly qualified managers and competent instructors will also require higher education programs at the graduate level providing awards at the Masters and PhD levels;

• National Qualifications - Higher education curricula should be directly responsive to the proposed National Qualification Framework;

• National Accreditation - The accreditation of specialized programs by the HEAC has been revised to reflect the guidelines linked to the higher education value chain for the hospitality and tourism sector;

• International Accreditation - An external system of specialized accreditation should be considered to supplement the HEAC's quality assurance and licensing functions;

• Effective Coordination - Higher education reform will require effective coordination of government and industry as collaborating agents of change. International and national benchmarks for public-private sector partnerships should be considered.

A Partnership for Change

A partnership for change involving the Ministry of Higher Education and Scientific Research and the Higher Education Accreditation Commission under the leadership of the public-private sector; Tourism Industry & Academic Steering Group (TIASG), is needed to enhance the competitiveness of Jordan's vital tourism industry. Guidelines for each of the value chain elements are suggested to guide the reform process for higher education programs provided by universities and community colleges; several examples follow:

Strategies for Reform

The strategies for reform are summarized as follows:

• Periodic performance monitoring should track the progress of students toward meeting stated learning outcomes;

• Fifty percent of core subjects offered should be taught in the English language;

• Field based practical training should be a minimum of 12 credits and formal internship a minimum of 6 credits representing a total of 1200 hours of industry based practical training;

• Curriculum should enable students to understand and apply the concepts of problem solving in general and to industry-related issues;

• Mechanisms should be in place and regularly utilized for evaluating teaching effectiveness and academic advisement;

• The program should be described on a university or community college web site in order to present current and timely academic information in both Arabic and English, including course descriptions for each subject in the study plan;

• The program should have sufficient financial stability to enable it to achieve its educational objectives over a reasonable future period;

• University and community college departments should conduct periodic self assessments, not less than every five years;

• Employers should be engaged in designing and providing positive experiences for practical training, internships and work placements.

To assist the reform process, an extensive listing on best practices and benchmarks were identified and considered to have potential application to Jordan. Several examples are listed below:

• Accredited Prior Learning (APL) allowing students to receive academic credit for the learning gained through life experiences;

• Customized textbooks can be written to teacher specifications so they cover exactly what should be taught;

• Adapt the proposed National Qualifications Framework and incorporate occupational profile standards into program development and curriculum revisions;

• Partner with overseas institutions to expose faculty and students to new ideas and knowledge outside the confines of the national context.

A relevant, comprehensive technical and academic curriculum that is integrated with planned industry-based professional experience will generate employees with the right (a) technical skills, business knowledge, and service mentality; (b) communication and interpersonal skills; (c) positive attitudes; and (d) entrepreneurial spirit. These are the qualities that the workforce will need as it faces the challenges of increasing competition, sophisticated and varied consumer expectations, rapidly developing technology, and a climate of continual change.

CHALLENGES AND OPPORTUNITIES

The higher education reform strategy presented in this document is a direct response to Jordan's National Tourism Strategy (NTS) for the period 2011 -2015. The idea that consistent service quality can only be achieved through a skilled workforce was recognized when human resources were named as one of the four pillars of the NTS. Amongst the ambitious growth targets is the increase of direct employment in tourism from 27,800 in 2005 to 52,300 in 2014 representing the creation of approximately 25,000 jobs.

Education and training programs at all levels are needed to meet an estimated shortage of 5,000 people every year until 2014. The Human Resource Development Plan for 2009 to 2014 focuses on people: how they are recruited, how they are managed, how they are educated and trained, and how they are supported with professional development. The tourism workforce in Jordan must competently and confidently deliver world-class service to both international travelers and domestic tourists. Improving performance will be achieved by closing the gap between the demand for quality planning, resource management, and human resource development for the hotel and tourism industry.

MANDATE FOR HIGHER EDUCATION REFORM

Faced with an impending escalation of hotel and tourism activity throughout the country, the call for action is loud and urgent. Jordan may be able to learn from the experiences of other countries that have experienced sudden and sizeable growth, particularly those in Asia and other parts of the Middle East. As new hotel and tourism development projects open up one after another, one certainty will be that, unless the pool of quality labor is expanded dramatically, the market will experience widespread movement of staff together with a rapid escalation of salaries.

Jordan's hotel and tourism industry will be challenged to meet the demand for qualified personnel. The higher education sector needs to play its part in generating a supply of well educated young people who genuinely want to join the industry and to pursue meaningful career pathways. Educators and employers must work together to ensure that the programs offered by the colleges and universities are relevant today but cognizant of the changes that will come tomorrow. They must inspire commitment among students to start their careers as managers, supervisors, and staff in hotel, restaurant and travel operations.

REFORM AGENDA FOR HIGHER EDUCATION PROGRAMS IN HOSPITALITY AND TOURISM

Value Chain Assessment

Reform in higher education is urgently required for curricula, faculty and staff development, student recruitment and placement, industry-based professional experiences and enhancement of strategic alliances. Industry human resource professionals should work with the providers of higher education programs to ensure that the content of their programs matches the expected learning outcomes. A way to integrate these efforts is to use a value chain mapping approach, as described in Figure 1.1.

Figure 1.1: Higher Education Value Chain

EXECUTIVE SUMMARY

INDUSTRY COMPETITIVENESS

HUMAN RESOURCES DEVELOPMENT PLAN

DEMAND
National Qualifications Framework
&
Occupational Standards

OUTPUT
Employment Profile & Industry Link

PROCESSES
Courses & Awards
Program Aims
Curriculum & Structure
Teaching & Learning
Assessment & Exams
Linkages & Progression
Funding & Resources
Facilities & Resources
Benchmarks & Innovation

INPUT
Student Profile

SUPPLY
Higher Education System
&
Higher Education Acreditation Commission

Research was conducted to assess the current situation in hospitality and tourism education programs and curriculum for each of the 11 value chain processes. Questionnaires and checklists were administered to academic institution managers (deans, department heads, registrars and placement specialists), current students, graduates and industry human resource directors were conducted. The study population included 12 universities and 9 community colleges offering hospitality and tourism programs in Jordan.

1. Student Profile

Current Situation

Higher Education has developed along similar lines to international system. There are currently 12 universities and 9 community colleges offering hospitality and tourism programs in Jordan. Five of the universities are public and seven are private. Jordan Allied University (JAU) is the market benchmark leader for hotel programs at the diploma and four year degree levels. Total enrollments in hospitality and tourism programs are detailed in Table 1.1.:

Table 1.1: Enrollments - University & Community College Programs 2009

Institutions	Hospitality	Tourism	H&T	Culinary Arts	Sustainable Tourism	Total
Universities						
Private	396	63	681			1140
Public	279	105	0		380	764
Sub total	675	168	681	0	380	1,904
Community Colleges						
Private	393	85	0	33		511
Public	116	102	0			218
Sub total	509	187	0	33	0	729
Total	1,184	355	681	33	380	2,633

Level of Effort

When enrollment in hospitality and tourism programs is compared to total enrollments at these universities, the percentage represented by hospitality and tourism is rather low, ranging from less than 1% to 3.4%, with the exception of JAU which is 100%.

Marketing and Promotion

All universities use marketing processes to attract students to enroll in hospitality programs. Eight universities have marketing plans to promote all the programs, not specific to hospitality and tourism programs, using a variety of methods such as newspapers, websites, open days, recruitment days, school visits, and local and regional exhibitions.

Student Characteristics

Most students come from Jordan (82%), with 18% coming from the region or international. The ratio of female to male as reported by seven universities is 1:6. The age range is from 18 - 24 years. Student mainly access programs through high schools with 7% from colleges through bridging programs and a further 3% transferring from other university programs.

Entry and Induction

The acceptance high school grade in private universities is 55% and above. Public universities have an acceptance grade of 65% and above. All universities require an English language test and computer skills exam. Only one university conducts personal interview and aptitude test to assess student's readiness and capabilities towards the tourism industry and profession.

All universities and colleges offer foundation English language, and computer skills courses for beginners and those students who fail the entrance test. Only one university conducts formal induction process which includes:

student orientation to regulation and rules, behavior and internal map of college facilities. It also includes orientation to assessment guidelines, academic advice on courses, internship, orientation to facilities, industry and career profession.

Jordan Applied University (JAU) implements a regulation on dress code and appearance in classes in order to prepare students for a career, work environment and culture of the tourism industry. Also this university contracts with students to abide by a code of ethics, whereby each student agrees to values and essential principles needed to achieve excellence in a future career.

Student Counseling and Support

Counseling supports in all university programs are very weak. None provide additional learning support, or feedback from continuous assessment results. All universities consider teachers' office hours as the only procedure to provide academic advice.

Graduation Rates

Percentage of first entry students who complete and graduate as expected within 4 years in Hotel Management/ Hotel & Tourism program is 85% . Percentage of students graduating within the accepted time frame of their program is 90%.

Reform Agenda

Increased participation rates at this time will have little immediate impact in closing the 5,000 manpower gap that lies between the demand for employees and the supply that can be generated by the education sector. Even if enrollments in the academic year 2011 were to increase appreciably, it would be 2013 before greater numbers of diploma holders could be available and 2015 before a larger cohort of degree graduates could enter the job market. However, the demand for people will not stand still. There will always be growth; there will always be attrition; there will always be vacancies. It would, therefore, be prudent to put measures in place with the twin aims of attracting more people, and making hotel and tourism programs more accessible, from both a financial and a geographical perspective. The achievement of these two aims is predicated on the fulfillment of the following strategies:

Articulate progression and transfer arrangements:

Accurate and clearly stated information about admission, progression, retention, dismissal and graduation requirements should be available in written form. Transfer credit should be granted for courses taken at another institution only when the course work, and the level of the transfer applicant's achievements, permit the student to complete satisfactorily the remaining upper division professional course work.

Provide student counseling and support service:

Appropriate career guidance and counseling should be available to all students.

Conduct monitoring and periodic evaluation activities:

Periodic performance monitoring should track the progress of students toward meeting stated learning outcomes. Students should have reasonable involvement in the evaluation of the program's procedures and policies in the area of student services.

Modify community perceptions of hotel and tourism students:

Hotel and tourism graduates are fairly well regarded in the community but some perceptions are so deeply entrenched that improvements have been slow. Although attitudes are improving gradually, a public awareness campaign is needed to accelerate the pace.

Improve the gender imbalance by attracting more females:

Hotel and tourism programs attract more males than females (the average is 84% males in hotel courses and 70% in tourism). This may be a symptom of the demographic gender split but in the future, more attention must be given to modifying attitudes and attracting more females into hotel and tourism education. Internationally, the majority of university level students in the hospitality and tourism area are women.

Introduce creative financial structures to attract more students:

Almost all students in hotel and tourism programs are self-funded. Few receive grants from government or employers. Many have to work to fund their studies. In itself, this is a reality that parents and students understand, but any creative measures to reduce the cost of education would be welcomed. Scholarships, sponsorships, discount schemes, and 'needy student' funds would be particularly appreciated. Clearly, financial assistance will be needed if these programs are to appeal to the less affluent. Perhaps government grants and loans could be made available to improve participation rates, given the critical shortage of qualified staff.

Improve access to education for students living in all major regions:

Most programs are concentrated in Amman. While this may be justified in terms of population concentrations, there is concern that students from more remote parts of Jordan are having equal opportunity to study hotel and tourism. Access could be improved by providing subsidized transport and hostel accommodation, and by reviewing delivery methods and how classes are organized in the week. The plan of the University of Jordan to create a campus and a faculty in tourism and hospitality management in Aqaba is a major step in the right direction.

Initiate second chance programs or equivalency options for employees:

Consideration needs to be given to those who did not achieve the Tawjihi but possess equivalent work or life experience. It may also be advisable to develop a remedial program to achieve an equivalency for the Tawjihi so they can enter a diploma or BA program.

Introduce an Accredited Prior Learning (APL) equivalency program:

APL allows students to receive academic credit for the learning associated with life experiences. Such learning experiences may derive from work, military service, professional training, hobbies, recreational activities, and other meaningful activities. These learning experiences are evaluated for their equivalency to specific university courses, and/or ability to satisfy institutional and degree requirements. Students may submit a learning portfolio as evidence supporting their request for prior learning credit. A learning portfolio serves to identify and describe a student's prior learning experiences in light of the courses and other requirements associated with a degree. While developing a learning portfolio can be a rewarding process, it also represents a significant investment of time and resources. For students from international universities a matrix evaluation is established to relate the content and level of courses between the two institutions. The criteria are: accreditation, contact hours, text (and course materials), and faculty qualifications. Samples of student work and examinations are sought for purposes of comparison.

Standards for Evaluating Prior Learning: The Council for Adult and Experiential Learning (C.A.E.L.) has developed ten standards that govern the assessment of prior learning. These ten standards are divided into two categories: Academic and Administrative. The first five are Academic Standards relevant to the processes governing the assessment of prior learning. The second five are Administrative Standards that describe the administrative context within which the assessment and recognition of equivalent academic credit occur. http://www.cael.org/

2. Courses & Awards

Current Situation

All hospitality and tourism education and training programs are accredited by Higher Education Accreditation Commission (HEAC). Hospitality & tourism programs in private universities are located within a wide range of administration faculties or departments. Four programs were located within Business and Economics Colleges. Jordan Applied University is the only private autonomous institution offering hospitality programs. All institutions award Bachelor Degrees upon completion of total credit hours, in a period of 4 years and not exceeding 7 years, with GPA score not less than 60% including passing an internship program and attendance.

Hospitality and tourism diploma programs offered in community colleges do not represent more than 20% of total enrollments, except for JAU and RACA which are completely focused on hospitality and tourism programs. To graduate, diploma students attend for 2 years, complete a total of 72 credit hours, and must pass with a GPA range of 50% to 60%. Two community colleges (Aqaba University College and Ajloun University College) are public colleges; all others are privately owned colleges. All colleges are accredited by HEAC and Al Balqa Applied University.

Reform Agenda

Agree consistent awards for Bachelor Degree programs:
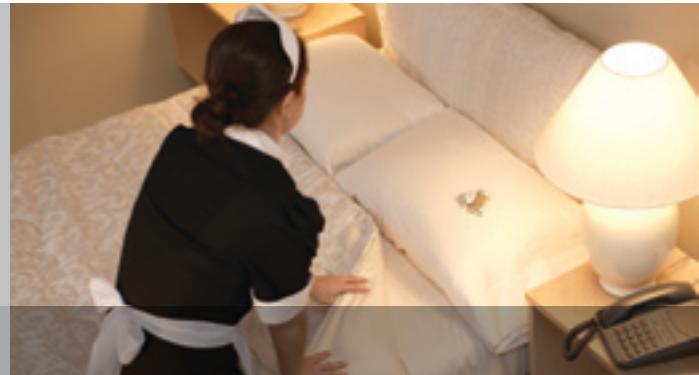
The study plan should be 132 credit hours as the minimum requirement to gain a Bachelors degree, distributed as follows in Table 2.1.:

Table 2.1: Recommended Credit Hour Requirements

University & college requirements	48	credit hours
Major requirements (core and support subjects)	60	credit hours
Elective subjects	6	credit hours
Practical Training & Internship	18	credit hours

The study plan should include the following knowledge and skills elements:

1. General education in the arts and sciences should be consistent with practices of the university in which the Department is located;

2. Major theory and practice core and support subjects leading to achievement of student learning outcomes should be consistent with the proposed National Qualifications Framework (NQF) (see Annex 1);

3. Business Administration and Technical subjects would represent 50% of the content;

4. Fifty percent of the major subjects should be taught in the English language;

5. Electives should be related to the student's career or scholarly interests;

6. Opportunities to participate in a period of industrial placement or work related learning which should enable students to gain structured and relevant hotel industry experience;

7. Field based practical training should be a minimum of 12 credit hours and formal internship a minimum of 6 credit hours.

Set consistent award for community College Diploma awards:
The study plan should include the following knowledge and skills areas:

1. General education in the arts and sciences should be consistent with practices of the college in which the Department is located;

2. Major theory and practice subjects leading to achievement of student learning outcomes should be consistent with the National Qualifications Framework (NQF) (see Annex 1);

3. Technical subjects should represent 50% of the content;

4. Fifty percent of the major subjects should be taught in the English language;

5. Employability related subjects should represent 50% of the content;

6. Electives should be related to the student's career or scholarly interests;

7. Opportunities to participate in a period of industrial placement or work related learning should allow students to gain structured and relevant hotel industry experience;

8. Field based practical training should be a minimum of 12 credit hours and formal internship a minimum of 6 credit hours.

Diploma programs should include a common set of applied business modules, supervisory skills, languages and communications, and relevant general subjects. A number of core professional specialization modules will differentiate individual programs. Initially, the portfolio of diploma programs could include operations in the following areas in Table 2.2:

Table 2.2: Portfolio of Possible Diploma Programs

Accommodation	Food & beverage service
Culinary arts	Inbound/outbound travel services
Meetings, incentives, conferences and events (MICE)	Entertainment

Degree Programs can include common applied business-management modules, languages and communications, certain general subjects, and a project. As with the diplomas, these components will integrate with a core of professional specializations to differentiate the programs that would initially include: hotel management, travel services management, event management, and destination management Although the degrees in Jordan are currently designated as Bachelor of Arts (BA), from the perspective of international recognition and progression for graduates, it may be preferable if the new programs were Bachelor of Science degrees (BSc) for free standing faculties or Business Administration for programs in business faculties (BAdm, BCom)

3. Program Aims & Objectives

Current Situation

Most of the universities and community colleges emphasize preparing and providing students with the required skills and competencies needed in the tourism industry. All universities and colleges complete a process of curriculum planning and development on average every 4 years. The process is implemented through the scientific and academic committee which reviews objectives and content. The committee members are faculty and head of departments. The committee proposes changes to Dean, for approval by Board of Deans. In most universities, curriculum planning and development occurs without industry involvement. Proposed changes would be mainly academic, with some feedback from students and reports from employers on internship assessment. Several deans and head of departments stated that it was difficult to introduce change in program objectives and content at the internal level of the university.

Most community colleges emphasized preparing and providing students with the required skills and competencies needed in the tourism industry. Representatives of a number of colleges stated that making improvements was difficult due to required processes and regulations by Al Balqa Applied University. Except for RACA and JAU, community colleges lack a strong partnership with the Industry.

RACA provides an example of well focused aims and objectives as follows:
- Provide the Industry with more than just culinary graduates;
- Provide future leaders, trendsetters and innovators;
- Ensure that graduates possess valuable transferable skills such as self discipline, respect, integrity, adaptability and motivation for lifelong learning and the spirit to achieve.

Reform Agenda

Stress the importance of the program's mission statement:

A mission statement for the program should be aligned with the missions of the university or college of the parent institution. The mission should be guided by principles of excellence, which are the hallmarks of all successful international education and training institutions, as described in Figure 3.1.

Formulate learning objectives and student learning outcomes: All programs at all levels should have learning objectives and student learning outcomes.

Figure 3.1: Principles of Excellence for Higher Education

Use the proposed National Qualifications Framework for curriculum development:

The ever-changing nature of the hotel and tourism landscape casts doubt upon the validity of building a curriculum based on intuition or generic knowledge culled from other disciplines. An educational provision that matches the needs of the industry is required. Unfortunately, some institutions only offer rigid and static programs that cling to the past. This has led to a proliferation of specialized courses, provided by a diversity of entities, operating at different academic levels, and addressing different niche areas of hotels and tourism. This causes confusion in people's minds, a dispersion of effort, and a fragmentation in the supply of labor. It is time to introduce a national standard: a curriculum created in partnership with industry that is based on the needs of employers in the hospitality and tourism sector. Please refer to Annex 1 for details on the proposed National Qualifications Framework which is a starting point for developing occupational standards and curriculum guidelines.

The VTC has already introduced a national curriculum for its Level 1 programs, and will doubtless take the same approach at Levels 2 and 3. It is, therefore, towards the diploma and four degree programs that we must turn our attention. While acknowledging the comments from industry about boosting the business-related content, it is important that the underlying approach should characterize the programs as 'hotel and tourism programs with a business-management flavor', rather than 'business-management programs with a hotel and tourism flavor'. The reason for this orientation is simple. Internationally, less than a third of hotel school graduates enter F&B or accommodation operations. Similarly, a relatively small number of tourism graduates start their careers in the inbound or outbound travel operations. In most cases, this is because their programs have failed to inspire them with sufficient confidence in their technical competence in operations. Ironically, it is in these departments where they are most needed, and where promotion, though slow at first, would lead them into general management in time. It would be important to examine how others have developed national qualifications linked to learning systems for possible application to Jordan.

Reform the HEAC accreditation system:

Overall, reform of the accreditation system for hospitality and tourism higher education in Jordan has been given priority. There is a need for changes in the quantitative based standards for colleges and universities offering two year diploma. Changes for the Higher Education Accreditation Commission (HEAC) standards have been recommended in order to: (a) provide more flexibility in using instructors who have not achieved a PhD but have equivalent qualifications through a combination of a post graduate degree, industry experience and teaching competency; (b) require foreign language facility by student, particularly in English; (c) specify the need for curricular offerings to be consistent with a national system of knowledge and skill qualifications; (d) call for active industry/higher education collaboration through practical training, internship and job placement programs, guest lectures, mentoring and advisory services; (e) encourage faculty development and improvement, and (f) mandate assessment of student learning outcomes.

The HEAC is encouraging higher education programs in hospitality and tourism management to pursue international accreditation through collaboration with recognized accreditation bodies. It is important to ensure that the national qualifications framework, the associated higher education programs, and quality assurance mechanisms are in line with the criteria of international accrediting bodies, which are summarized in Annex 2.

In addition, the HEAC intends to institute a new voluntary system using measures documented through self assessment, third party review and quality assurance standards for institutional accreditation. Please refer to Annex 3 for suggested guidelines for conducting a self assessment for specialized programs for accreditation and reaccreditation.

4. Curriculum & Course Structure

Current Situation

A summary of credit requirements for public and private universities are detailed in Table 4.1., including data on internship, English and computer ICT requirements.

4.1: University Hospitality & Tourism Credit Hour Requirements

University Programs									Internship	English & ICT
Private Universities	Total	University	College	Core	Theory	Practical	CH	Hours		
Total	792	156	129	507	585	207	60	4,000		103
Mean	132	26	21.5	84.5	97.5	34.5	10	667		17.2
Public Universities										
Total	527	108	87	332	426	101	30	2,000		85
Mean	131.75	27.0	21.8	83.0	106.5	25.3	7.5	500		21.3
Grand total	1,319	264.0	216.0	839.0	1,011.0	308.0	90.0	6,000		1,88.0
Mean	131.9	26.4	21.6	83.9	101.1	30.8	9.0	600		18.8

All community colleges provide programs with total credit hours of 72 as accredited by Al Balqa Applied University. College requirements are 12 credit hours. The average theory content in programs is 60% in total credit hours. The percentage of practical training ranges from 21% to 49% in total credit hours. Internship credit hours range from 3 to 9 credit hours. RACA & JAU require 1,200 hours for internship in their programs.

Community colleges offer three English language courses in a program, with one specialized in tourism. All other courses are taught in Arabic because the comprehensive exam is conducted in the Arabic language. Only RACA teaches all courses and has the comprehensive exam in the English language.

Reform Agenda

Employ sequential development and logical progression curricular approaches:

Curriculum should be designed to provide a sequential development and logical progression in coursework. The curriculum should provide students not only with a common body of knowledge in hospitality administration, but also with opportunities for students to receive a broad education and awareness of values, skills, and attitudes that will prepare them for imaginative and responsible citizenship roles in business and society.

Mix applied theory and applied experiences:

The curriculum should enable students to understand and apply the concepts of problem-solving in general and to industry-related issues. The curriculum should include an appropriate mix of theoretical and applied experiences for achieving the educational objectives. The curriculum should provide a balanced mix and flexibility in hospitality or tourism elective offerings.

Provide detailed and organized instructional subject outlines:

Subject-matter content, learning activities, and output evaluation should be consistent with program mission and objectives. For each course offered specifically by the degree program or under the prerogative of the program, there should be a detailed and organized instructional outline, course of study, syllabus, or teaching guide showing specific objectives, subject-matter, learning outcomes, and teaching method, and learning activities.

Respond to social, economic and technological developments:

The curriculum should provide clear evidence that the program encourages creative leadership in and response to social, economic and technological developments, and the application of evolving knowledge in the behavioral and quantitative sciences. Opportunities should be provided for advanced work in some of the subject-areas, consistent with the program's objectives and capabilities.

Develop organizational relationships:

If the program involves any relationship with organizations outside of the institution, such a relationship should include a written agreement defining the learning activity and responsibilities involved and assuring that the relationship is consistent with the mission and objectives of the program.

Promote foreign language facility:

The language highlighted is English, given the international nature of the tourism and hospitality industry. Students need far better standards of English to be able to cope in employment, while teachers need to improve their language ability so they can use it effectively in the classroom, thereby helping their students to improve. Assistance in improving the English language abilities of staff and students might be obtained through UK and American sources coordinated through their embassies.

Incentivize private universities and colleges:

The private institutions tend to concentrate on hotel management, for which most students seem to have a preference. This suggests that if the government wants to see more tourism management courses focused on travel and tourism services, event management and destination management on offer, it will have to provide incentives to the private universities to do so. Some colleges do offer tourism management, but it is noticeable that few institutions provide both hotel management and tourism management. This is surprising given the commonalities between these areas. On the other hand, offering joint programs for both tourism and hospitality management as one program should be discouraged. Although there are commonalities, the occupational needs of travel and tourism services are quite different from hotel and restaurant operations.

5. Teaching and Learning Approach

Current Situation
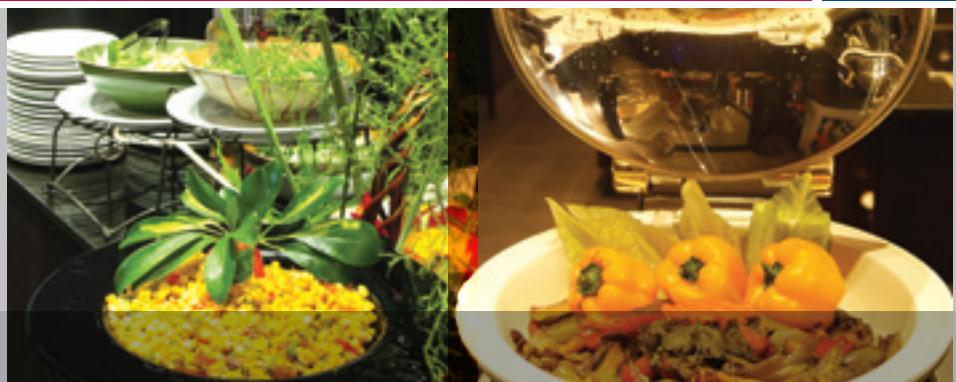
The proportion of staff with PhDs is understandably lower in community colleges than in the university sector. Average salaries are much higher in the universities than in the colleges. On that basis one might expect the universities to be able to attract a higher caliber staff. Most academic staff expresses satisfaction with their income. Whatever is hindering their development is not income, but rather a lack of support or a lack of awareness amongst colleagues, which may require development interventions.

Otherwise the situation is not too dissimilar between the two types of institutions, as described in Table 5.1.

Table 5.1 Faculty Qualifications--Hospitality & Tourism Programs

Institutions	Total	PhD	Masters	Degree	Certificate
Universities					
Full Time	83	48	26	4	5
Part Time	17	0	12	2	3
Community Colleges					
Full Time	52	4	25	15	8
Part Time	16	2	3	5	6
Total	152	52	63	21	16

Academic staff development is important because it will affect the ability of the institutions to respond to criticism of their past performance, and their ability to attract students in the future. Staff development initiatives undertaken in the past have been well received, and have led to improvements in the quality of education. Teachers cite a number of obstacles to staff development, including time, budgets, lack of awareness, and low institutional support.

University Faculty Profile:

The total number of full-time faculty members in 11 universities surveyed was 83 academics, holding the following qualifications:

• **PhD:** 48 staff: 27% specialized in hotel and tourism management, 20% are specialized in archeology, 18.7% specialized in tourism management, and 16% specialized in hotel management, 13% in sustainable tourism, 6% in business management and nutrition;

• **MSc.:** 26 staff: 60% in archaeology, 20% in hotel management, and 30% in marketing;

• **BSc:** 4 staff in languages and ICT.

• **Certificates:** 5 staff: technical trainers

All faculty members have on average three years teaching and learning experience, some exceed more than 15 years. Salary range for faculty members with PhD (1,000JD up to 2,000JD) usually employed in private institutions. Benefits are given as compensation for transportation or accommodation in far away universities. Salary range for faculty member with Masters Degree is 530JD-800JDs. Most universities do not provide staff development or professional training for their faculty.

College Faculty Profile:

The total number of full time faculty members in nine community colleges surveyed were 52, the qualification profile was as follows: PhD: 8% , Masters degree: 48%; Bachelor degree: 29%; and Certificate: 15%. Discipline profiles were as follows: 10% in hotel management, 11.5% in tourism management, 19% in tourism and archaeology, 6% in food processing and hygiene, 6% in culinary arts, and 47% in Islamic & Arabic culture and business management. Approximately 12% of total staff were part time faculty members.

Industry experience of full time and part time faculty members ranges up to 5 years in the industry except for the faculty members in RACA where the industry experience ranged up to 18 years. Faculty staff were paid monthly salaries ranging from 260JD- 600JD.

Student Satisfaction with Teaching and Learning:

A sample of 237 students (2nd, 3rd and 4th year) enrolled in hotel and tourism education programs evaluated teaching and learning measures for both theory subjects and practical training. For the theory subjects, over 70% rated the following ten measures as either very good or good: clear learning objectives, logic in presenting information, enthusiastic approach and listening to students, applying problem solving/case studies, allowing experiential learning in industry,encouraged student interaction, and participation, provided direct feedback, clarity of exam questions and relevance of exam questions to the course material.

However, the following five measures were rated as poor by 30% or more of the students:

• Using the Internet to teach concepts (44%);

• Use and quality of audio visual equipment (41%);

• Approach that encouraged creativity (37%);

• Attending to individual learning needs (36%);

• Approach that developed leadership (32%).

For the practical training in laboratories, over 70% rated the following ten measures as either very good or good: adequate preparation of training requirements, clear learning objectives, demonstrating skills, allowing application of skills, providing appropriate coaching, developing team work skills, development of leadership skills, providing direct feedback, clarity of exam questions and relevance of exam questions to the course material.

Two measures were rated as poor by 30% or more of the students: using the Internet to teach concepts (48%) and encouraged creative applications (34%).

Reform Agenda

Upgrade faculty qualifications:

The preparation and qualifications of all faculty and instructional staff should be suited to the field and level of their assignments. Those in conventional academic fields should hold advanced academic degrees or present evidence of scholarship or creative achievement appropriate to their positions; those in professional or technical fields have equally appropriate preparation and attainments.

Provide sufficient faculty and support staff:

The faculty should be numerically sufficient to achieve the objectives of the program and to perform the responsibilities assigned including: instruction, tutoring, academic planning, curricular development, and program direction. There should be an appropriate balance between full-time and part-time faculty/staff to enable the program's objectives to be realized. Part time faculty should not exceed 20% of full time faculty. Professional, clerical, and para-professional staff should be available and adequate to assist instructional faculty in materials preparation, supervision, tutoring, and other general tasks. Most program core requirements should be taught by full-time faculty.

Improve faculty conditions of service:

Conditions of service, including appointment, promotion, salary, and workload should be equitable and administered ethically.

Involve faculty in curriculum development and evaluation:

The faculty should be substantively involved in curricular development and evaluation and in the formulation of academic policies and practices. Mechanisms should be in place and regularly utilized for evaluating teaching effectiveness and academic advisement.

Expand opportunities for professional development:

There should be evidence that the professional development of the faculty/staff is encouraged, supported, and evaluated. Members of the faculty/staff should demonstrate continuous professional growth, productivity, and enhancement of experience in their areas of expertise.

Modify staff to student ratios:

The ratio of students to instructor should be 30:1 for regular theory/practice subjects; 25:1 for field-based practical training and internships, and 20:1 for lab work; the ratio of total student enrollments to full time instructor should be 30:1

Set maximum teaching loads:

Maximum load for teaching hours per week for full time faculty members should be as follows:

• PhD   12 hours

• Masters and Bachelors   15 hours

• Part time lecturers   6 hours maximum*

*Should have the permission from the university if employed as a full time lecturer

Encourage multi-skilling:

The demand for lower labor costs means that employers will expect their existing staff and new joiners to be multi-skilled and versatile. This is the only way service standards can be maintained despite lower staff-to-customer ratios. In the past, industry has complained about the lack of practical content in courses. In future, all hotel and tourism programs must generate staff with a better balance of practical skills and theoretical knowledge. Every program should incorporate skills in more than one narrow area.

Expand use of English language content:

Employers and tourists alike constantly complain that the standards of spoken English must radically improve. Formally, English should be used for student selection and taught in all stages of each program. Since the ability to communicate effectively in both spoken and written forms is one of the characteristics most sought by employers, a formal aim of every program should be to encourage confidence in interpersonal and communication skills.

Improve faculty teaching skills:

Universities and colleges must invest in improving pedagogic and teaching skills amongst both their full-time and part-time faculty as a matter of utmost importance. While some courses are provided by Al Balqa Applied University, there is a need to initiate more and better teacher training. Topics to be included are delivery approaches, lesson planning, and the use of audio-visual materials to support student learning. An important component of the hospitality and tourism teacher training initiative will be the creation of curriculum for a series of integrated and progressive programs at post-graduation certificate and post-graduation diploma level. These programs should be offered on both a full-time and a part-time (in-service) basis. In the future, it should be a compulsory requirement that all teachers acquire at least one of these qualifications within the first three years of their tenure as a teacher.

Increase faculty development budgets:

The average budget allocation in universities is 20%, whilst in colleges it is only 5%. Clearly, greater faculty development budgets are needed in colleges where there is more full-time and part-time staff in need of radical development.

Develop scholarships and visiting scholar opportunities:

There are scholarship or support programs available at US, UK and Asian universities for PhD studies. Also, there are post doctoral and visiting scholar opportunities for faculty. For example, George Washington University offers both scholarship and visiting scholar program for qualified applicants. To assist in this process, it is recommended that a compilation of these opportunities be listed on the USAID Jordan Tourism Development Project web site and disseminated to colleges and universities.

Promote collegial cooperation:

Many of the professional development initiatives that appear on the wish lists of faculty are already being offered by other institutions. Perhaps one way forward would be to have greater cooperation between institutions. Elsewhere in the world, this kind of cooperation would be the natural outcome of membership of a professional body. Another approach would be to encourage the formation of a Hotel and Tourism Educators Association to promote professionalism amongst teachers and trainers in Jordan.

Promote Collegial Cooperation

EuroCHRIE-The European Council on Hotel, Restaurant & Institutional Education is the official federation for Europe, the Mediterranean Basin and Africa of International CHRIE, the leading international organization that supports education and training for the world's largest industry. http://www.eurochrie.org/index.html

ISTTE-The International Society of Travel and Tourism Educators is an international organization of industry professionals in travel, tourism and related fields representing all levels of educational institutions, ranging from professional schools and high schools to four-year colleges and graduate-degree granting institutions. http://www.istte.org/

Upgrade the IT skills of education managers and teachers:

The first need is for general IT training for all staff. Second, certain teachers need exposure to industry-specific software such as Opera and Galileo. Third, all teachers should be able to upgrade their internet and research skills so they have the tools and techniques needed for the extraction of quality information. Fourth, familiarity with IT enhanced learning systems to support classroom teaching should be encouraged.

Create opportunities for teachers to gain industry experience:

Following international best practice, job specifications for teachers should require a minimum of three years of relevant professional experience as a precondition of employment, in addition to their academic qualifications. Professional experience should count equally with teaching experience when determining an individual's position on the salary scale or in meeting licensing requirements for Jordan's Higher Education Accreditation Commission (HEAC). While international teacher-exchange programs would be beneficial for existing staff, all efforts should be directed to giving faculty real exposure to industry as part of such exchanges. Existing staff could also be given short paid sabbaticals to enable them to update and upgrade their industrial insights with selected employers.

6. Facilities & Resources

Current Situation

Most of the universities have computer and library facilities along with a training restaurant, but less than half have internet access, language labs or tourism IT systems. Some colleges have front offices, computer labs, and training restaurants, but other facilities such as a language lab are less common. Other colleges have little to offer their students. Facilities such as a training restaurant and kitchen, or front office IT systems, are in the range of 60% and below. Many institutions do not have a proper library. Those that do mention that the number of tourism related books available are limited as well as outdated.

Reform Agenda

Improve department facilities and resources:

The institute department with responsibility for managing the program should have access to appropriate physical resources, such as classroom space, office space, facilities and equipment in order to satisfactorily meet the program's mission, objectives, and learning outcomes. The program should have a carefully constructed, functioning, and monitored plan for the continued maintenance, replacement, modernization, and support of laboratory equipment and related facilities.

State of the Art Multi Media Equipment:

Classroom multi-media teaching equipment and materials should be appropriate and adequate to meet the needs of both the faculty and the students.

Improved Library Access:

The library access system (including reference materials, texts, and on-line data bases) should reflect the current needs of both the students and faculty, including the following minimum requirements:

Textbooks and reference materials:

- Provide two copies of at least 10 different titles for each major subject for each subject in the study plan;
- Provide at least 100 advanced text books in the specialization;
- Should provide some books in foreign languages specially for the subjects taught in English;
- 20% of the total text books should be published in the last two years.

Periodicals and academic journals

Should provide electronic and hard copies of five periodicals and five referred academic journals for each specialized program at least for the last 5 years. The university should provide 50% of periodical and journals in hardcopies.

Lexicon, encyclopedia and other resources

Should provide adequate numbers of lexicon, encyclopedia and other resources for each specialization.

Expand resources to support teaching:

While many teachers are enthusiastic about their subject, they are hampered by the absence of quality teaching equipment and materials. Without the basic tools, it will be impossible to bring about the much-needed changes. Students must be exposed to up-to-date information. With a national qualifications focus on the diploma and degree programs, it might be possible to adapt existing materials from publishers.

Physical facilities are below par in many institutions. For example, some do not have language labs, internet access, or tourism-specific software (e.g. Opera and Galileo). This has obvious implications for the quality of the education being delivered to students. The capital budgets of the state-owned institutions must be increased to enable improvements to be made viable. The owners of private institutions should see these investments as worthwhile in the long-run as the improvements will attract more and better students to their courses.

7. Assessment & Exams

Current Situation

All universities offering hospitality and tourism programs have continuous assessment as an element of assessing a student's progression, in compliance with Higher Education regulations and Al Balqa Applied University guidelines. The total duration of each course is 16 weeks including exams. Details of assessment and grading criteria are as follows:

• 20% of total grade is allocated for the first exam, conducted 6 weeks from the course start date;

• 20% of total grade is allocated for the second exam, conducted 12 weeks from the course starting date;

• 10% of total grade is allocated for participation and assignments. The assignments given to students mostly are reports on field visits or specific new subjects and, some programs/courses require project reports for core courses using libraries and internet;

• Final exams are conducted at the end of each course, allocated 50% of total grade;

• All programs require a graduation research project course, 100% is the grade allocated for this course.

All courses use a range of multiple choices, true or false and essay questions. Al Zaytoonah University is the only university that introduced exams online to reduce subjectivity of assessment. Two universities use the ASU program for online grading of students' coursework and student progress. Communication between lecturer and students is online, and direct communication with head of department.

The main role of registrar is procedural, to prepare the schedule of exams and data entry of grades for each course exam, evaluate range of achievement assessment and report to head of department. All colleges offering hospitality and tourism programs have continuous assessments as an element of assessing a student's progression, in compliance with Al Balqa Applied University guidelines, outlined as follows:

• 20% of total grade is allocated for the first exam;

• 20% of total grade is allocated for the second exam;

• 10% of total grade is allocated for participation and assignments;

• Final exams are conducted at the end of each course and 50% is allocated to the total grade.

Reform Agenda

Evaluate all program components:

Mechanisms are deployed and regularly utilized for assessing the educational effectiveness of the program. Results of self-evaluation processes should be translated into programmatic change.

Develop tracking system for graduates:

Programs should have procedures for maintaining an ongoing record of attainment of its graduates and utilizes the information thus derived in its academic planning.

Conduct on-going planning activities with industry:

The program should have a process for on-going planning; obtaining significant input from industry representatives and using such information for program planning.

Use contemporary learning assessments:

Contemporary learning assessments are focusing on the achievement of learning outcomes which use a variety of measurement techniques. Reliance on just one measure, such as Jordan's use of a comprehensive exam at the conclusion of a program of studies, is not recommended. Learning assessments are increasingly being directed toward achieving competencies which are relevant to professional standards and occupational skills. In addition to comprehensive learning assessments during formal educational programs, assessments need to be focused as well on testing and observing performance in practical training, internships and eventually in the work place.

Link student performance outcomes to the National Qualifications Framework:

A National Qualifications Framework is being developed in Jordan for the tourism sector (refer to Annex 1 for details). Occupational standards describing the skills, knowledge and attitudes which are necessary for competent performance of hospitality and tourism professionals are being developed by USAID JTDP and can be used in the assessment process.

8. Linkages & Progression

Current Situation

Linkages with Industry:

Most universities have links with the industry in order to train students. Nine universities have links with hotels and travel agencies, airlines and tour operators. Few have links with restaurants or industrial food companies. These relations are not based on sustainable partnership agreements; the relationship is mainly for training students and internships. Four community colleges have linkages with the industry.

Linkages with Education:

Four universities have links with schools in terms of school visits for promoting programs. Most universities have no links or any kind of academic or technical cooperation with other local universities or colleges except through a bridging process. Three universities have or are in process of building cooperation agreements with international education institutions specialized in hospitality and tourism education and training. Three community colleges have potential cooperation agreement with educational institutes.

Linkages with Community:

Six universities organize outreach programs to connect students to community and build social responsibility. Three of these conducted wide range of activities to include environment, women, unemployment and its relation to tourism. Two universities conduct short courses to upgrade professional skills in tourism industry.

Progression and Return on Investment:

A sample of 128 diploma and university graduates from graduating year of 2007 were interviewed by telephone to assess progression in their profession in terms of job placement and salaries for the last 2 years. While 84% are currently employed, only 51% are employed in the tourism sector. Almost half of graduates entered the industry at a starting salary of less than JD150, 33% at JD200 and 20% at a salary above JD 250. Two thirds of the graduates reported that they are satisfied with their current job.

Reform Agenda

Develop strategic alliances:

Competition for students is intense between the twelve universities and the nine community colleges. Any initiatives that are undertaken in response to student feedback are likely to pay dividends in future. For example, institutions that forge relationships with international partners are likely to see increases in their student numbers. One of the benefits of developing strategic alliances with international partners is the opportunity to formally benchmark quality standards against international best practice. Alliances can take many forms. Some are useful for facilitating individual college management; others can support program development and accreditation.

Create partnerships with industry:

Educators and academics need to be responsive to the shifting requirements of industry. The patterns of change and development within the sector should be reviewed continuously and allowed to influence the programs and their content. Partnerships between industry and education can be forged through continuing professional development programs and internships. By inviting enlightened industry professionals onto advisory boards, provide guest lectures and to serve as student and faculty mentors, the institutions acquire invaluable resources. Dialogue should be a continuous two-way process.

To this end, liaison officers should be appointed by the institutions to work closely with representatives of industry at all levels, to establish opportunities for cooperation, interaction and mutual assistance, and to stimulate inputs into each other's operations. Such partnerships are crucial for keeping programs up to date and in line with industry practice, and for keeping industry aware of current educational thinking. An added benefit will be an increase in the uptake of formal education programs by industry. Also, higher education institutions can offer certification programs in collaboration with industry associations or private companies; including a list of international certification programs.

Develop partnerships with overseas institutions:

The effective implementation of international partnerships will expose teachers and students to new ideas and knowledge outside the confines of the national context, particularly if staff or student exchanges are involved. They are also valuable as selling points when promoting programs. Some institutions refer to an 'exclusive link with an overseas institution' as one of the reasons why students should choose their institute, so maintaining these links can be important. Partnerships with international institutions must be carefully negotiated and documented to ensure that there is an adequate transfer of technology, networks, and information. After all, the main purpose of forging partnerships with overseas colleges and universities is to raise and maintain the standards of educational provision.

Formulate articulation agreements:

Jordan needs to create a formal articulation system for transfer of credits between Jordanian universities and for transitions from 2 year diploma to 4 year programs using national qualification and curriculum review processes, also to achieve advance standing with foreign universities. For best practice, Jordan should consider linking to the Bologna Process in Europe which is designed to create articulation between programs in the European community, and they have also extended cooperation to Middle Eastern countries. The Bologna Process aims to create a European Higher Education Area by 2010, in which students can choose from a wide and transparent range of high quality courses and benefit from smooth recognition procedures. The Bologna Declaration of June 1999 has put in motion a series of reforms needed to make European Higher Education more compatible and comparable, more competitive and more attractive for Europeans and for students and scholars from other continents. Reform was needed then and reform is still needed today if Europe is to match the performance of the best performing systems in the world, notably the United States and Asia. http://ec.europa.eu/education/higher-education/doc1290_en.htm

Franchise national and international degrees to selected colleges:

While it is generally the case that universities should focus on graduate and postgraduate work, it is not always appropriate for colleges to be restricted to diplomas and certificates. It might therefore be appropriate to allow certain colleges to offer top-up degrees to their own diplomats and others, as has been done by the Jordan Applied University. The colleges involved would have to undergo a strict institutional review. The degree programs themselves would be licensed from existing universities in Jordan or overseas, who would monitor quality standards. Such arrangements would also have to meet the requirements of Jordanian educational law and the dictates of MoHE and the HEAC.

9. Funding Options

Current Situation

All public universities are funded by government and most hospitality and tourism programs receive other resources of income from local, public, private and international organizations. Tuition fees range from JD15/credit hour to JD35/credit hour, plus a registration fees of JD100. Tuition fees in all private universities are the main income source. Tuition fees range from JD40/credit hour, up to JD80/credit hour, plus registration fees range from JD150 to JD250.

Tuition fees in all private colleges are the main income source for the H&T programs. The range of tuition fees for the H&T programs is from 15JD per credit hour- 30JD per credit hour, plus registration fees 50JD-100JD.

Reform Agenda

Mobilize resources sufficient to support educational objectives:

Programs should have sufficient financial stability to enable it to achieve its educational objectives over a reasonable future period.

Solicit financial support from government:

The majority of the education providers are private, for-profit institutions. While the profit motive should ensure that they compete for students and strive for maximum efficiencies, one might ask if the full range of facilities that should be available to students is actually being made available. It would certainly level the playing field if government were to offer support and subventions to deserving institutions, possibly through a competitive grant or loan scheme.

10. Benchmarks & Innovation

Current Situation

None of the 12 universities implement benchmarking for excellence performance in hospitality and tourism. Half of the universities are now in the process of developing a quality assurance system as it became a requirement by HEAC. Most of hospitality and tourism programs have introduced new technologies in teaching and learning. Specific examples of innovative practices are as follows:

• Aqaba and Al- Ahliyyah Universities developed networks to exchange experiences with industry through smart lab communications;

• Al-Zaytooneh and Philadelphia Universities are implementing on-line assessment;

• Al-Hashimieh University has introduced e-learning system in teaching and learning;

• Al-Zaytooneh, Hashemite and Philadelphia Universities have developed a placement program.

Reform Agenda

Measures need to be undertaken improve the quality of higher education at the institutional and specialized program level such as those which follow:

Initiate a self study program:

University and community college departments should conduct periodic self assessments, no less than every five years using the guidelines listed in Annex 3. The self study should be prepared by the department head and faculty in the year preceding the application for reaccreditation. Rather than measure each institution or its programs against some predetermined set of absolute guidelines, the main focus of this process should be on self-reflection, quality assurance and program improvement.

UNDP Higher Education Project Involvement: UNDP is presently the only international organization actively engaged in quality assurance activities at the Arab regional level. To date, it has reviewed a total of 73 programs. It is recommended that they be contacted to determine if tourism & hospitality programs for review under their project given the importance of the tourism sector to this region. http:// www.undp-equaip.org/

Conduct peer reviews:

A panel of assessors should be convened by the HEAC in consultation with the department head to conduct a peer review of the program(s). This panel is drawn from tourism, hospitality and education experts relevant to the programs at the institution being accredited or reaccredited. They are asked to review the self study presented by the institution about its programs.

Conduct institutional quality assurance reviews:

Universities and colleges that subscribe to the national qualifications framework could be assisted to seek institutional recognition under the EFQM Excellence Award (Education Stream) which is open to all high performance organizations, and operates to recognize excellence and provide feedback.

Engage the King Abdullah II Center for Excellence:

The (KACE) is the national reference for quality and excellence among public, private, business associations, educational service providers and non-governmental institutions. The role of the King Abdullah II Centre for Excellence is to promote continuing excellence in the aforementioned sectors for the purpose of increasing Jordan's international competitiveness to help secure a sustainable, prosperous future for Jordan. It is important to encourage hospitality and tourism higher education programs to become more engaged in excellence activities and to apply for awards sponsored by KACE.

Jordan should aspire to developing center of excellence for hospitality and tourism education. The following Table 10.1 provides the key elements that need to be achieved to be considered "world class".

10.1: Best Practice Elements Leading to World-Class Status

Quality of Faculty	Research Output	International Focus	Student Body	Access to Resources
Highly qualified, experienced and talented faculty	Reputation for cutting-edge, industry focused research	Positive international reputation and linkages	Culturally diverse and talented students	Best in class physical resources & defined funding models

Leveraging Partnerships	Education Model	Integration of Technology	Management Competence	Excellence Culture
Structured and measurable relationships with key stakeholders and partners	Varied education streams contributing to a vibrant learning environment	Consistent and widespread use of technology to enhance teaching & learning	Effective Institutional governance and sound management	Evident commitment to excellence & innovation at all levels

11. Employment Profile & Industry Link

Current Situation

Structured internships with industry:

Professional experience and placement is clearly an element in almost all programs. Feedback suggests that an 8 - 12 week placement does not give sufficient time for students to reinforce the attitudes, skills, and knowledge they will need for full-time employment.

All university hospitality and tourism programs arrange for internships in the industry. A number of universities provide trainees with a skills passport card and good preparation to work environment in the industry. The majority of universities send students to get trained in the industry according to vacancies in departments which require only general skills and tasks. Most of students are trained in one or two departments.

Requirement for internships:

In most universities, it is require to complete 90 credits, while some universities require 70 credits. Most universities arrange follow up visits and assessment by supervisors from faculty member and a supervisor from industry. Four universities require assessment report cards and verbal interview with the student.

Student assessment of internship skills:

A sample of 173 hospitality and tourism students were asked to rate skills gained though their industry internship. Close to one third of the students disagreed that their internship program in the industry covered core skills needed in job market follows:

• Managerial skills (financial, marketing, purchasing) 39%;

• Employability (attendance, punctuality, teamwork) 33%;

• Technical skills in kitchen 35%;

• Technical skills in housekeeping 34%;

• Creativity, innovation, initiative 32%;

• Technical skills in restaurant 31%;

• Technology skills (ICT) 31%;

• Life skills (grooming, career planning, self esteem) 31%;

• Customer service skills (courteous and friendly conduct) 31%;

• Technical skills in front office 30%.

The students were asked whether their institution provided them with the learning support services that enhance their employability. Over 60% disagreed that their institution provided the following:

• Skills passport card 74%;

• Internship follow up 73%;

• Industry links 70%;

• Career guidance 60%.

Overall, students expressed strong levels of dissatisfaction with the following: (a) overall quality of the internship experience, (b) relevancy of programs offered by their institutions to skills needed in the job market and (c) support services to prepare them for employability. They also considered most aspects of learning related to their internship experience as challenging.

HR managers assessment of internships & collaborative activities:

Twelve industry human resource managers were mainly in agreement that their internship program provided core skills for trainees. The following skills provided are listed in rank order with percentage of agreement:

1. Employability (attendance, punctuality, teamwork, time management) 92%;

2. Communications skills (speaking, writing, listening) 92%;

3. Technical skills in kitchen 92%;

4. Technical skills in restaurant 92%;

5. Technical skills in housekeeping 92%;

6. Technology (ICT) 92%;

7. Life skills (grooming, career planning, self esteem) 92%;

8. Customer service skills (courteous and friendly conduct) 83%;

9. Problem solving 83%;

10. Managerial skills (financial, marketing, purchasing) 75%;

11. Creativity, innovation, initiative 75%;

12. Technical skills in front office 75%.

Human resource managers were asked to indicate their company's interest in collaborative activities with education and training providers. Strong interest was expressed in the following types of collaboration:

• Organize student and faculty exchange 92%;

• Create opportunities for faculty professional development 92%;

• Develop cooperative in-service training programs 92%;

• Participate in capacity building (curriculum development, assessment, resources sharing) 92%;

• Use uniform national qualification framework linked to the programs 92%;

• Establish quality assurance system 75%;

• Provide students with internships or practical work experience 83%;

• Invite graduates to apply for job vacancies 75%;

• Cooperate in research and development and best practices initiatives 75%.

Student/HR Manager comparison of training aspects:

Both students and human resource managers were asked to evaluate specific aspects of training. Over two thirds of the students and human resource managers considered the following aspects as challenging or most challenging. Students noted that the following aspects as more challenging than what human resource managers perceived, listed as follows: compensation, transportation, accommodation, technology, and specialized skills. Interestingly, human resource managers noted more challenges with customer skills than did the students.

Reform Agenda

Engage employers in designing practical training:

Employers should be engaged in designing and providing positive experiences for practical training, internships and work placements. Active collaboration and two way communications and feedback systems should be established between educators and employers in order to improve the integration of what is learned in the classroom and what is practiced in industry.

Provide students with an appreciation of the world of work:

Soon after they have enrolled in a program, students need an appreciation of the world of work. After structured preparatory inputs in the core professional modules on campus, all programs throughout the education system must incorporate planned professional experience in industry. Students at all levels need to experience work in uniformed positions in the operations. Employers should appoint a qualified mentor to provide sufficient induction and training to quickly make the student feel competent and confident on the job.

Like many other professions, working in hotels and tourism carries its own unique characteristics. People tend to arrive and depart, eat, drink, sleep, and engage in tourism activities at particular times of the day. People have to be there to satisfy their needs, so shifts and unsociable hours are the norm. As part of the recruitment process, these characteristics must be explained honestly and openly to applicants so that those who accept the offer of a program will be joining with their eyes open.

Prepare students for practical internships:

Research shows that many students are put off working in the operations after graduation because they have had negative experiences during their professional experience placements, but it seems that a positive internship experience can strengthen a student's motivation towards a career that starts in the operations. Steps must be taken to ensure that the placement is not just a device to 'get rid of the students for a few weeks', but a genuine method of integrating classroom theory with practical applications in industry. The institutions should carefully select and brief potential employers to confirm the learning outcomes, and monitor the student's experience during and after the placement. The responsibility for finding a placement for every student rests with the institution, and not with the students. The following recommendations may help to improve industry based internship and work experience programs:

1. Standardized approach:

Throughout the education sector, internships should be standardized at 16 weeks; or about one semester. One 16-week placement would be the norm for all 2-year diplomas. On four-year programs, one to two compulsory internships and perhaps one more optional internship could be incorporated, particularly if the summer periods are used more effectively. Instead of rotating through many sections, the program will be limited to 8 weeks in two related departments. In hotels, this would mean kitchen with restaurant; or front office with housekeeping. For those who are clear about their vocational choice, it would be possible to accommodate a request for the full 16 weeks in one department, such as the kitchen. In any case, all students will be given a day to observe the activities of each of the other departments during the orientation program.

2. Linking internships to post-program employment:

It should come as no surprise that some students have negative feelings towards the industry. Research shows that a lot of them form poor perceptions of the fate that awaits them during their professional experience placement. They see young people a few years their senior who seem to be working long and hard, without recognition and with little reward. Are these perceptions valid? There is no doubt that as an industry, there seems to be reluctance to link position with achievement, so promotion seems slow and unsure. The notion that students must work their way up via long periods of low-level work neither harnesses their know-how and enthusiasm, nor gives them a broad skills base. This leads first to frustration and then to attrition. Having formed such poor impressions during their internships, it is unsurprising to find that internationally, only a quarter of graduates find employment as a result of an internship. This might indicate that employers are not exploiting their investment in the placement programs, thereby cashing in on a large hidden training subsidy. Under the reforms outlined above, students would be attached to two departments for 8 weeks each; long enough to be regarded as productive members of the team. At the end of 16 weeks human resource will have received ten assessment grades for each trainee that measure their Attitudes, Skills, and Knowledge in two of the departments.

This level of attention will have been appreciated by every intern. On returning to the campus, the student will be more likely to make a positive report to faculty and fellow students. This, in turn, is likely to stimulate more applications for internships and generate a larger selection from which to choose.

Provide follow-up services:

The majority of colleges and universities could not provide information on their graduate follow-up mechanisms, or the percentage of graduates in relevant employment. This suggests that their contacts with industry and alumni are both minimal. Useful opportunities to incorporate the views of graduates into the design and delivery of programs are being missed. It is recommended that all colleges and universities appoint an alumni officer from within the faculty, who should be charged with developing follow-up and feedback mechanisms.

PARTNERS FOR CHANGE

A Partnership for Change involving the Ministry of Higher Education and Scientific Research and the Higher Education Accreditation Commission under the leadership of the public-private sector Tourism Industry & Academic Steering Group (TIASG) was established to enhance the competitiveness of Jordan's vital tourism industry. The partnerships and involvement are outlined as follows:

Tourism Industry & Academic Steering Group (TIASG)
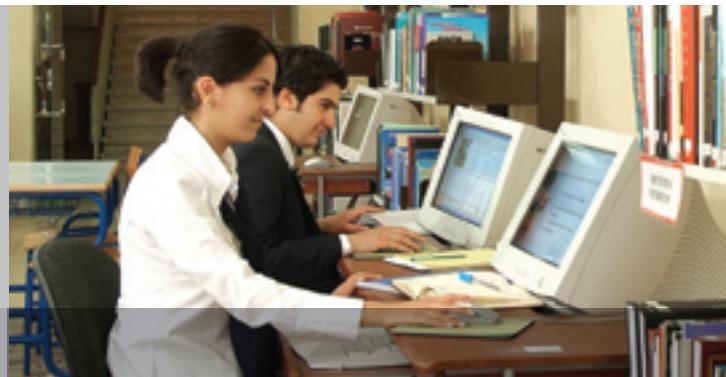
TIASG is chaired by the Minister of Higher Education and Scientific Research with membership drawn from Higher Education Accreditation Commission, Ministry of Tourism & Antiquities, Al Balqa University, Jordan Hotel Association, Jordan Restaurant Association, Jordan Hotel Investors and USAID Jordan Tourism Development Project. Specific functions of the Tourism Industry Academic Steering Group include:

1. Agree and implement a set of measures to evaluate the progress and impact of the reform plan and agenda;

2. Formulate a new approach to the accreditation of tourism and hospitality programs in community colleges and higher education institutions;

3. Demonstrate support for the program from key stakeholders, especially industry employers;

4. Agree the scale of financial, physical and human resources to be allocated to support the agreed actions and initiatives;

5. Assist in obtaining commitments for the development and review of quality assurance and improvement policies in relation to certificate, diploma undergraduate programs within each participating academic institution;

6. Establish, as required, expert review sub-groups to assist with the analysis and implementation of key aspects of the report and its recommendations;

7. Finalize and endorse a communications and e-business strategy for the launch and dissemination of the new approach to the education and accreditation of programs in hospitality and tourism at certificate, diploma and foundation degree levels;

8. Recommend to the Higher Education Accreditation Council the basis for approval of new programs structure and content and additional amendments to existing coursework programs on the basis of the: identified profile of the institution, and the quality of academic outcomes as expressed through the review study and report.

Ministry of Higher Education & Scientific Research

Specific functions of MoHE include:

1. Motivate both educational planners and providers to develop international links with reputable institutions through incentives and outreach services to facilitate transfer of credit, prior learning assessments for advance standing or course equivalency, advanced education scholarships at the doctoral or post doctoral levels and similar developmental programs;

2. Encourage institutions to develop active links with industry through:
   - Establishing work experience placements and internships;
   - Involving industry professionals as part time lecturers and to serve on diploma and degree program advisory boards;
   - Utilizing industry professionals as external examiners, and mentors for student placements/internships and for accreditation self study and formal review processes;
   - Providing industry supervisory and management training opportunities for higher education faculty to help update professional competencies and to better understand the human resource needs of industry.

3. Build capacity for hotel and tourism educators and focus efforts on teacher training initiatives including offering faculty development training through workshops and distance learning;

4. Encourage Centers of Excellence at each level (two year diploma, four year degree and post graduate) to act as a best practice examples for other institutions and to stimulate competition between education providers at the country and regional level with other Arab Institutions of Higher Education, with a request for assistance from the UNDP Higher Education Project;

5. In association with the Ministry of Education, embed employability skills in the secondary schools tourism curriculum and establish field trips and other measures to encourage students to consider careers in the tourism and hospitality field;

6. Provide technical assistance to provide core materials and links which would enhance the quality of tourism and hospitality content on education provider web sites, including determining the feasibility of establishing as companion web site on career opportunities for internships, jobs, scholarships, overseas education/work placement, and related content;

7. Initiate dialogue amongst the institutions and industry about (a) what constitutes the body of knowledge, competencies and code of ethics for tourism and hospitality professions to support later stages of curriculum reform and (b) ways and means in which continuing professional education and certification programs can be offered to upgrade the knowledge and skills of supervisors and managers;

8. Produce and disseminate an annual report on higher education in the hospitality and tourism sector in Jordan, stating accomplishments during the past year, challenges addressed and priority concerns, and plans for future action.

Higher Education Accreditation Commission

The Higher Education Accreditation Commission (HEAC) is playing a crucial role in the development of education frameworks for tourism and hospitality programs. The following key actions are underway or need to be considered in consultation with the TIASG:

1. Encourage colleges and universities to incorporate systematic mission driven quality assurance programs in the accreditation process, including self assessment processes including needs analysis, curriculum relevancy to market needs, staff and faculty development, assessment of student learning outcomes, and continuous performance evaluation and improvement; this could include a workshop and distance learning program to improve the administration of hospitality and tourism diploma and degree programs;

2. Recommend hospitality and tourism educators and industry leaders to serve on external review panels, including participation in workshops planned for reviewers in 2009;

3. Disseminate reformed standards for diploma and degree programs to higher institutions offering hospitality and tourism programs for review and feedback concerning their application to current needs and suggestions for additional changes which may be needed;

4. Conduct workshops in collaboration with the TIASG to review the analyses and recommendations contained in this report, "Reforming Higher Education for Jordan's Hospitality and Tourism Sector" to review and revise to serve as a "white paper" to guide the reform process over the period 2011 -2013;

5. Liaison with the TIASG to form a Curriculum Reform Panel composed of academics, educators, trainers, representatives of industry, and HR specialists to design an integrated and progressive structure of formal programs as an essential component of the national qualifications framework, including formalized articulation arrangements for credit transfer between diploma and degree programs;

6. Initiate the first stage of reform by establishing working groups under a Curriculum Reform Panel to design a flexible national curriculum for the programs designated as part of the national qualifications framework, including adaptation of international best practices;

7. Establish a working group to devise mechanisms that will assure the quality of the teaching learning assessment process under the accreditation process at the national level, including (a) minimizing the bureaucratic demands on educational institutions, (b) guidelines to ameliorate the entire student experience, recruitment, program of studies, internships and practical training and industry placement and (c) recognize innovative programs through mechanisms such as the King Abdullah Center for Excellence;

8. Convene a working group to develop guidelines to meet and exceed the minimum standards set by the HEAC for learning facilities, equipment, internet linkages, library resources and student amenities;

9. Encourage institutional commitments to pursue internationally recognized specialized accreditation including mentoring assistance.

CONCLUSION

As stated in the value chain map, the purpose of these reform measures should be to increase the competitiveness of Jordan's tourism industry.

Demand: the estimated annual demand for executives, managers, supervisors, senior and junior team members for each major sector is shown Table 12.1.:

12.1 Annual Demand for by Level for the Hospitality and Tourism Sector

Sector	Annual Total Demand by Level					
	Executive	Manager	Supervisor	Senior	Junior	Total
Hotel operation departments	80	165	330	410	655	1,640
Hotel support functions	40	130	240	230	180	820
Accommodation sector total	120	295	570	640	835	2,460
Restaurant subsector	65	125	250	440	378	1,258
Fast food subsector	55	110	215	375	322	1,077
Restaurant sector total	120	235	465	815	700	2,335
Tourism amenities	5	5	10	25	45	90
Tourism services	40	40	85	255	425	845
Tourism transport	25	25	50	145	240	485
Tourism administration	5	10	15	40	70	140
Tourism sector total	75	80	160	465	780	1,560
Total Annual Demand	315	610	1,195	1,920	2,315	6,355

The obvious sources of meeting demand for managers will be the universities and the community colleges for supervisors. Universities and colleges are expecting to increase their intake of students, and a projection of 20% was advanced. Since degree courses are 4 years in length, this means that if larger numbers are enrolled in 2009, they will not be ready for the labor market until late 2012.

All over the world, hospitality and tourism programs are popular with students, but paradoxically the numbers that actually join the industry on graduation are disappointing.

It would be prudent to factor total graduate output to allow for pre-employment attrition. Pre-employment attrition can be particularly high amongst females. Parental influence, marriage, and cultural traditions all take their toll. The estimated attrition factor for universities and community colleges in Jordan is estimated at 30% compared with 25% elsewhere. The graduate output potential, factored for pre-employment attrition in rounded figures, is outlined in Table 12.2.:

Table **12.2** Potential Annual Supply from Education Institutions

Institution	University	College
Graduates	600	220
Attrition	180	50
Adjusted output	420	170

To simplify the demand and supply equation, we will assume that the university graduates will join the industry as management trainees or replace people who are internally promoted as managers or executives and those community college diploma holders will enter as supervisor trainees or replace people who are promoted internally. These combined requirements can then be compared with the adjusted output from the educational institutions, outlined in Table 12.3.:

Table **12.3:** Demand less Adjusted Output from Higher Education

Annual targets	Execs/mgrs	Supervisors
Combined demand	925	1,195
Adjusted output	420	170
Initial shortfall	505	1,025

Since the Government permits 5% of hotel staff and 35% of restaurant staff to be non-Jordanians, we can deduct an allowance for international Labour thus shown in Table 21.4.:

Table **21.4:** Shortfall of Higher Education Output less International Labor Supply

Annual targets	Execs/mgrs	Supervisors
Combined demand	505	1,025
Adjusted output	45	190
Initial shortfall	360	835

This value chain analysis has confirmed anecdotally based criticism that many higher education programs related to the hospitality and tourism sector have been unfocused and overly theoretical. Indeed, surveys and feedback from higher education and industry have revealed substantial gaps, including:

• Lack of relationships and insufficient involvement by employers in the design and implementation of curricula and practical training;

• Higher education that is too theoretical with insufficient practical content;

• Inadequate opportunities for supervised practical training and internships through cooperative industry/ higher education collaboration;

• Lack of basic knowledge, skills and attitudes needed by college and university of students to cope with workplace demands—language facility, technical competencies, customer service, grooming, respect, team work, creativity, commitment and overall professionalism;

• Academic staff need to be better prepared;

• Unclear career paths and placement opportunities for graduates, particularly for women;

• Working conditions and salaries that are not competitive with other service industries leading to recruitment, placement and retention problems.

Higher education providers need to more effectively communicate with the qualifications of their students to potential employer. The quality of the higher education provision must first be assured by employers and educators working in partnership. Close, practical cooperation must replace the rather ineffectual and nominal liaisons that occur in some quarters. Existing programs have not been entirely successful in meeting their goals. What is needed is a shift in emphasis; a new approach.

Three forces are at play:

There are three forces at play; growth in global tourism, developments in technology, and higher expectations from increasingly sophisticated consumers. These forces are driving the demand for a workforce that not only has the traditional hospitality skills, but also strong business acumen and an ability to adapt to ever-changing circumstances. They must be imbued with a commitment to 'giving service', an orientation that needs attention in Jordan. The best way to create people with this profile is through a process of professional and personal development that integrates the classroom with the workplace.

To paraphrase, Jordan must devise an approach to hospitality and tourism education that is best for Jordan. It will obviously draw on 'best practice' globally, but adapt these practices for local circumstances. Throughout this report, guidelines and best practices are identified as a starting point for such adaptations by local higher education, government and industry stakeholders.

For this to happen, industry must be willing to invest in the people who will be part of the new workforce. Since the new workforce will need a combination of education and experience, a partnership between the educators and employers must be the way forward.

Finally, this value chain assessment indicates that higher education institutions need to conduct self assessment of their specialized programs in hospitality, tourism and related areas. A draft self assessment set of guidelines are provided for review in Annex 3. Our preliminary conclusion indicates the following strategies should be initiated:
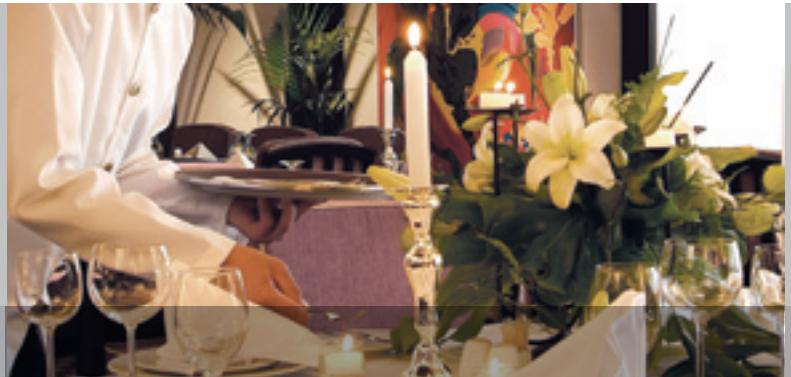
1. University Consolidation. The number of four year awards offered by universities should be consolidated in order to offer only high quality programs that result in placements in managerial and supervisory roles. New curricular areas need to be considered to meet Jordan's needs in areas like destination management and event management;

2. Community College Expansion. The number of students enrolled in diploma awards offered by community colleges needs to be substantially increased to meet the demand for supervisory and technically qualified graduates in the years ahead;

3. Enhanced Articulation. Linkages between community colleges and universities for credit transfer need to be articulated and enhanced. Opportunities should e provided for industry employees to pass the Tawjihi requirements in order to gain entrance into higher education programs; linkages to higher education though the Ministry of Labour's VTC program should be explored;

4. Graduate Education. The need for highly qualified managers and competent instructors will also require higher education programs at the graduate level providing awards at the Masters and PhD levels;

5. National Qualifications. The higher education curricula should be directly responsive to the Proposed National Qualification Framework and Occupational Standards;

6. National Accreditation. The accreditation of specialized programs by the HEAC should be revised to reflect the guidelines linked to the higher education value chain for the hospitality and tourism sector;

7. International Accreditation. An external system of specialized accreditation should be considered to supplement the HEAC's oversight and licensing functions. The possibility of developing a regional center for specialized accreditation with THE-ICE should be explored;

8. Effective Coordination. Higher education reform will require effective coordination of government and industry as collaborating agents of change. International and national benchmarks for public-private sector partnerships should be considered.

A relevant, comprehensive technical and academic curriculum that is integrated with planned industry-based professional experience will generate employees with the right technical skills, business knowledge, and service mentality; with communication and interpersonal skills; with the right attitudes; and with an entrepreneurial approach. These are the qualities that the workforce will need as it faces the challenges of increasing competition, sophisticated and varied consumer expectations, rapidly developing technology, and a climate of continual change.

NEXT STEPS

The following steps need to be taken to progress the reform process:

1. Prepare action plan for higher education reforms and incorporate changes in the Human Resources Plan;

2. Conduct a workshop focused on this report in order to (a) sharpen the focus on critical challenges facing higher education in the current situation, (b) identify additional guidelines, benchmarks, etc to guide the reform process, (c) recommend changes in the HEAC accreditation process, and (d) come to an agreement on a self assessment process;

3. Develop and validate the self assessment process;

4. Develop and validate recommended changes in the accreditation system;

5. Create stronger linkages between the NQF and the accreditation process.

ANNEX 1.

PROPOSED NATIONAL QUALIFICATION FRAMEWORK (NQF)

	Draft National Qualifications Framework for Jordan Broad Descriptors of the Learning Outcomes			
Levels	**Knowledge**	**Skills**	**Competence**	**Typical Qualifications**
	Described as theoretical and/ or factual	**Described as cognitive (use of logical, intuitive and creative thinking), and practical (involving manual dexterity and the use of methods, materials, tools and instruments)**	**Described in terms of responsibility and autonomy**	
1	Has introductory knowledge, and is basic in reference and in comprehension.	Demonstrates limited range of basic practical skills, including the use of relevant tools under clear instruction. Able to learn in a well structured and supervised environment;	Acts in a limited range of predictable and structured contexts. Acts in a narrow range of roles under instruction. Demonstrates some awareness of independent role for self knowledge.	Entry/Basic Equates NQF L1
2	Has general Knowledge of specific field of work or study. Has general awareness of the scope of field of work or study. Demonstrate basic understanding of field of work or study. Knows some issues related to specific field of work or study (environmental, economic, socio cultural). Knows how to link knowledge with some elements of activity.	Demonstrates basic required skills to perform given tasks. Performs a sequence of routine tasks given clear directions. Responds to specific instructions given by supervisor and shows some ability to evaluate self performance accordingly. Capacity to comprehend working standards and operating procedures. Has a good understanding of code of Ethics and acquisition of social skills. Uses specific tools to perform tasks and utilizes available resources optimally. Takes some initiative for self learning. Knows how to communicate.	Working under supervision, ability to implement structure, rules, regulation and work in different environment.	Applied Vocational & lower secondary Equates NQF L2
3	Has acquired specific facts, principles and processes, and knows how to apply gained knowledge in specific field of work or study. Knows a range of issues related to specific field of work or study (environmental, economic, socio-cultural).	Has the cognitive skills needed to apply operating methods and procedures. Has acquired a range of skills needed to select and apply methods and tools that are appropriate to resolving set problems. Has the skills needed to coordinate his \ her own activity in a group situation. Ability to produce brief reports on completed activities. Learn to take responsibility for own learning with a managed environment and the ability to solve common problems.	Organizes own work on the basis of specific assignments and adaptation to external factors. Self assessment of responsibilities and the level of quality of completed works. Assume full responsibility for consistency of self understanding and behavior.	Upper secondary/ General & Vocational Equates NQF L3

Draft National Qualifications Framework for Jordan Broad Descriptors of the Learning Outcomes				
Levels	Knowledge	Skills	Competence	Typical Qualifications
4	Has acquired some in depth knowledge in specific areas. Knows how to apply theoretical and practical knowledge in a specific field of work or study. Knows a broad range and some specific issues on a specific field of work or study (environmental, economic, socio-cultural).	Technical and practical skills needed. Awareness of systematic problem handling that may arise in the Industry. Basic capabilities to supervise and evaluate team members. To identify training and educational needs for self. Capability to communicate and supervise. Ability to work in a team. Capability to solve problems. Identify training needs. Demonstrate initiative.	Work with limited autonomy. Supervise work of others and responsibility to evaluate and recommend improvements of work activities. Ability of reporting to higher levels.	Intermediate University Certificate Equates NQF L4 and L5
5	Has acquired specialized, in depth knowledge in field of study or work. Has a broad range of in depth knowledge associated with the field of work or study. Demonstrates knowledge of critical thinking.	Capabilities to form and manage a team and evaluate team members. Advanced technical skills to be able to use theoretical and practical problem solving methods. To be able to clearly communicate and give feedback using proper communication channels. Demonstrate high level of communication abilities. Demonstrate qualifications in understanding and implementing of theory concepts and methods pertaining to fields of learning.	Ability to implement policies and procedures. Ability to evaluate productivity results. Develop appropriate responses to unpredictable circumstances. Review and develop others performance. Capable of handling efficiently departmental interrelationships. Ability of carrying out researches pertaining to the profession.	University degree/ equivalent professional qualification Equates NQF L6
6	Highly specialized knowledge in a variety of areas. Detailed knowledge of critical and original thinking in order to implement new methods/ solutions/ insights.	Ability to forecast, predict and analyze problems in work or study and exercise good judgment. Ability to manage several groups using advanced skills and tools. Ability to identify educational and training needs. Develop skillful people based on responsibilities and duties. Constructively commenting and critiquing. Ability to communicate with high level executives. Ability to identify future needs and self evaluation. Ability to reviewing financial results.	Ability to make policy. Ability to produce and implement, short, medium and long time strategies and ability to solve complex operational problems as a manager. Capable of decision making and accountability for all related decision making. Ability of carrying out researches pertaining to the profession.	Masters' degree/ equivalent professional qualification Equates NQF L7
7	Deep and advance theoretical knowledge across a field/ discipline. Highly advanced research methodology across a range of disciplines.	Demonstrates highly specialized skills and techniques. Innovation and advanced thinking skills. High level strategic planning and implementation skills. Redefining and assessing existing knowledge and theory.	Identifies, defines, operationalize plans, leads and assesses strategies specific to a field or activity. Create innovative solutions that meet unpredictable risks and problems. Takes leading responsibilities in one or more teams. Communicates across one or several expert areas and engages in critical dialogue to question the status quo.	Doctorate degree/ equivalent professional qualification Equates NQF L8

ANNEX 2.

INTERNATIONAL ACCREDITATION PROGRAMS FOR TOURISM, HOSPITALITY AND EVENT EDUCATION

Program	Description
Accreditation Commission for Programs in Hospitality Administration (ACPHA)	Recommended by International CHRIE, ACPHA is now an independent commission for voluntary accreditation of hospitality programs at the two and four year level. The standards are expressed qualitatively, applicable to a diversity of programs, and consider educational outcomes (outputs) as well as resources and processes (inputs). The standards cover the following areas: Mission and Objectives; Evaluation and Planning; Administration and Governance; Curriculum; Faculty/Instructional Staff; Student Services and Activities and Resources. The accreditation process requires three major efforts—a programmatic self-analysis, an evaluation by professional colleagues, and a review and decision by the Commission. http://www.acpha-cahm.org
Institute of Hospitality (Formerly HCIMA)	Institute of Hospitality Accreditation confers on an organization the international recognition of a quality standard in respect of programs that are relevant to the needs of the hospitality, leisure and tourism industries and which meet accepted Institute of Hospitality benchmark standards. The accreditation of programs helps to promote internationally recognized quality standards, assist in the mobility of Labour and facilitates global recruitment. The Institute of Hospitality Accreditation logo demonstrates that the accredited program meet recognized levels and standards of professional, knowledge, skills and understanding. http://www.instituteofhospitality.org
TedQual Themis Foundation & UNWTO	TedQual is a "seal of quality" for tourism education and training institutions. The edQual certification is obtained through voluntary submission of tourism programs from universities, business schools, training centers, and research institutions with permanent tourism programs. Once the pre-application has been submitted, institutions are then subject to an external audit system. The results of the audit are submitted to the TedQual committee for certification. The committee provides each applicant with a report and successful institutions will earn the TedQual certification. http://ih3-lextrend.c.mad.interhost.com/omt/english/tedqual.php & http://www.dantei.org/resources/TedQual_Processes.pdf
American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC)	Accreditation by ACFEFAC assures that a program is meeting at least a minimum of standards and competencies set for faculty, curriculum and student services. Accreditation is offered to secondary schools and post secondary diploma and degree programs. Accreditation benefits according to ACFEFAC creates public trust by ensuring established standards, accountability and credibility, high level of professionalism, up-to-date and current practices and use as a marketing tool for recruiting students. http://www.acfchefs.org/
NRPA Council on Accreditation (COA)	The COA approves academic programs in colleges and universities that prepare new professionals to enter the broad field of recreation, park resources, and leisure services. COA Accreditation is a status granted to an academic program that meets or exceeds stated criteria of educational quality. Accreditation of professional preparation curricula is conferred by non-governmental bodies, which are often closely associated with professional associations in the field—in this case, the National Recreation and Park Association (NRPA). http://www.nrpa.org/content/default.aspx?documentId=1037
Aviation Accreditation Board International (AABI)	AABI offers new outcomes-based criteria for accreditation covering policies, procedures and academic standards for evaluating baccalaureate and associate aviation programs for review towards accreditation. http://www.aabi.aero/
American Association of Colleges & Schools of Business (AACSB) International	AACSB International accreditation assures quality and promotes excellence and continuous improvement in undergraduate and graduate education for business administration and accounting. Any appropriately authorized collegiate institution offering degrees in business administration and accounting may volunteer for AACSB accreditation review. http://www. aacsb.edu/accreditation/standards.asp
Tourism Hospitality education International Center of Excellence (THE-ICE)	THE-ICE has adopted a two-stage accreditation process: Stage 1. Pre-Accreditation Assessment pro-forma application, which is aligned to their internationally validated 14 categories of Standards of Excellence. Stage 2. Accreditation Assessment which includes: self review, peer review, site visit by an assessment panel, formal evaluation, benchmarking and monitoring. http://www.the-ice.org/index.php?option=com_pages&Itemid=23 Note: See table below for THE-ICE's review of selected accreditation schemes.

ANNEX 3.

Recommended Specialized Program Self Assessment

The Specialized Program Self Assessment is intended to give University and Community College departments an opportunity to conduct a critical evaluation of their current and proposed hospitality and tourism related programs in order to: (a) identify specific strengths and areas for improvement, and (b) engage in strategic planning during the process of applying for accreditation or reaccreditation to the Higher Education Accreditation Commission (HEAC). These Guidelines have been developed in order to establish a consistent framework for providing necessary information and for presenting specific goals and objectives, actions to be taken to achieve those goals, a time frame for implementing the actions, and measures of their effectiveness. The process by which departments conduct their self-assessment is left largely to the discretion of the Department head or dean and the program faculty. However, in preparing the self assessment report, programs should follow the following guidelines.

Mission Statement

Provide the department program's mission statement for all department specialized programs in hospitality, tourism or event management. Also, provide a statement of the program contributions to the mission of the college and university of which it is a part.

Review, Analysis, and Assessment of Program Activities

A. List all programs offered by the department

B. Curriculum development and refinement

- List courses added in the last 5 years;
- List courses deleted in the last 5 years.

C. Identify program goals in terms of learning outcomes:

Program goals consist of the qualities, skills, abilities, and knowledge one expects a graduate of a particular program to gain. Program goals also provide a framework for the identification of learning outcomes.

D. Evaluate all degree program(s):

Individual courses and curricula should be developed within the context of the program's goals and reflect a coherent plan of study. All courses should have clearly articulated learning goals specific to the course, and student outcomes in relation to the goals should be assessed. Include a summary of course evaluation data for the past two years. Also include data on student satisfaction, perceived learning outcomes, and plans after graduation.

Consider:

- What do you expect graduates of your program to know when they complete their program?
- What do you expect graduates of your program to be able to do?
- What skills does industry require of new hires from this program?

• How do you determine whether students are achieving program and course goals?

• What evaluation tools or approaches does the program have in place, and what information do they provide regarding how well students are achieving program and course goals?

• What additional information or evidence is needed to understand how well students are achieving program and course goals?

E. Examine the teaching and learning process:

Quality teaching is at the heart of any strong program. Indicate what actions are being taken to evaluate and improve teacher performance.

F. Analyze program strengths and areas for improvement:

Program reviews are most effective when the information collected and analyzed is put to use to improve teaching effectiveness and learning outcomes. Departments should use the data to identify areas of strengths and weaknesses and to develop strategies to improve their programs.

Consider:

• What does the assessment information tell you about how well your program is meeting its goals?

• How does this evidence challenge the assumptions made about what the department is doing and its effect on stakeholders?

• How will you use the evidence collected to improve the program?

Scholarly and Creative Productivity

A. Organization of scholarly and creative activities: Describe the organization of the department's scholarly and creative activities.

Consider:

• Are faculty aware of and incorporating recent research on how students learn, and on how to teach for conceptual understanding, long-term retention, and the ability to use knowledge in a different context? Do faculty members in the program utilize a variety of teaching techniques? Are the instructional technologies used effective? How is feedback provided to students?

• Are there research collaborations between faculty in the department and within the institution? Are there affiliations with research centers and institutes within or outside the institution? How effective is the department in promoting scholarly or creative activity.

B. Publications and creative works:

List separately for each faculty member the referred publications, books published, and other important publications or creative works for the past five years. Up-to-date curriculum vitae of full-time and part time faculty should be provided.

C. Requests for external funding:

For all requests for external funding submitted during the past three years, provide the project title, the name(s) of the full-time faculty involved, the agency to whom the request was submitted, and the amount requested.

D. External funding awarded:

For all external funds awarded during the past three years, provide the project title, the name(s) of the full-time faculty involved, the funding source, and the amount awarded.

E. Professional activities:

Provide a summary of the professional activities (e.g.: editorships, offices in professional organizations) of the full-time faculty during the past three years.

F. University/Department service:

Provide a summary of service to the university, college and department by full-time faculty during the past three years.

Enrollment and Placement

Provide the requested information for each of the past two years, including for each department program award:

• Number of applications received;

• Number of applicants admitted;

• Number of admitted applicants who actually enroll;

• Number of current majors;

• Enrollments in all courses offered by the department by term;

• Number of awards conferred.

A. Enrollment trends:

Describe any increases or decreases that are apparent in the enrollment figures. Identify current retention rate. How can the retention rate of enrolled students be improved? Discuss factors that may account for variations in the enrollments.

B. Placement of graduates:

Detail the types and levels of positions obtained by graduates of the program. What efforts are being made to involve graduates-e.g. alumni organizations?

Personnel

A. Full-time faculty:

List all full-time faculty by rank, including those on contract.

B. Changes in the faculty:

Note all changes (e.g., departures, replacements, additions) in the faculty in the past 2 years. How have these changes affected the department's programs?

C. Teaching:

For each full-time faculty member, list the courses taught and enrollments for the past 2 years. Provide course evaluation data.

D. Part-time faculty:

To what extent are part-time faculty relied on to teach courses? For each part-time faculty member, list the courses taught and enrollments for the past 2 years. Provide course evaluation data.

E. Staff support:

Provide the number and levels of lab supervisors, clerical and support staff assigned to the program.

Facilities and Resources

A. Space:

Assess your facilities in relation to your programmatic goals. Describe the space assigned to the program; include the room numbers of offices and to whom they are assigned, the types (e.g., Laboratories, seminar rooms, studios) and room numbers of dedicated instructional spaces, and any other spaces of which the program has exclusive use. If some of the spaces used are provided by other organizations, describe agreements or MOUs governing their use for departmental programs.

B. Computer, instructional, and research technology resources:

Describe any computer, instructional and research technology resources of which the program has use other than faculty computers.

C. Equipment:

Describe specialized equipment maintained by the program for instructional or research purposes.

D. Software:

List software available to the department to support teaching and research. List software needs.

E. Library:

List library resources (book, reference materials, periodicals, journals, etc.) available to the department to support teaching and research. List library needs.

Strategic Plan & Financial Sustainability

This section consists of the program's plans for developing its strengths, meeting challenges and opportunities, and addressing the areas identified for improvement. It should include a prioritized list of the areas to be addressed. For each of these areas, the following should be stated:

1. Specific goals and objectives;

2. Actions to be taken in order to achieve the stated goals;

3. A schedule for implementation of the actions;

4. Measures of effectiveness for each of the actions;

5. Estimated income from all sources (tuition, scholarships, government support, private sector);

6. Estimated fixed and variable expenses;

7. Estimated net income or loss;

8. Options for addressing net income losses if applicable (e.g. additional investment, increased tuition, other measures).

Annex D. Modernizing Jordan's VTC Hotel and Tourism Training Centers

MODERNIZING THE VOCATIONAL TRAINING CORPORATION HOTEL AND TOURISM TRAINING CENTERS

CASE STUDY FROM JORDAN

In partnership with:

Ministry of Labour   **VTC**   **Ministry of Tourism & Antiquities**

TABLE OF CONTENTS

Page

LIST OF ACRONYMS

ACOR	American Center for Oriental Research
ASEZA	Aqaba Special Economic Zone Authority
BDS	Business Development Services
BOD	Board of Directors
CBO	Community Based Organization
CoE	Centers of Excellence
DCA	Development Credit Authority
DoA	Department of Antiquities
GDA	Global Development Alliance
GOJ	Government of Jordan
JAU	Jordan Applied University
JHA	Jordan Hotel Association
JHTEC	Jordan Hospitality and Tourism Education Company
JITOA	Jordan Inbound Tour Operators Association
TVET	Technical Vocational Educational and Training
VTC	Vocational Training Corporation
MBR	Market Based Representatives
M&E	Monitoring and Evaluation
MICE	Meetings, incentives, conferences and exhibitions
MFI	Microfinance Institution
MOE	Ministry of Education
MoTA	Ministry of Tourism and Antiquities
MSME	Medium and Small Micro Enterprises
NGO	Non-Governmental Organization
PNT	Petra National Trust
PSP	Private Sector Participation
RSCN	Royal Society for the Conservation of Nature
SAVE	Scientific, academic, volunteer and educational
SIU	Strategy Implementation Unit
SSC	Strategy Steering Committee
TA	Tourism Associations
TOT	Institutional of Trainers
TSA	Tourism Satellite Account
USAID	United States Agency for International Development

Executive Summary

The Vocational Training Corporation (VTC) was established in 1976 as a semi-autonomous organization under the management of the Minister of Labour. The main roles of VTC are to provide vocational training opportunities for the technical workforce of Jordan through upgrading professional skills in a workplace and providing vocational training through apprenticeship schemes, training programs and intensive short course training.

The main objective of modernizing the Vocational Training Corporation Centers is to have trainees trained to reach an appropriate level of competence in order to apply specific knowledge and skills in tourism disciplines such as food and beverage service, food production, housekeeping and associated hospitality and communication skills for the tourism sector in Jordan.

Vocational training, to be effective, should serve as a bridge between employer needs and those of work seekers and this can only be achieved through effective partnerships between the VTC and industry stakeholders. It is through this partnership approach that vocational training can add real value to development efforts within the tourism industry. The delivery of hotel and tourism training has a number of unique features and the training environment for hotel and tourism programs must attempt to match as closely as possible the 'real work environment' that students will face when entering the industry. This can only be achieved through this partnership approach.

Consequently, USAID/Jordan Tourism Development Project worked on developing a partnership between the Ministry of Labor and VTC to create a public-private structure to develop the GoJ-owned VTC Centers. A comprehensive assessment of all Hotel and Tourism VTC Centers was conducted to assess their capital, operation, human, and academic needs.

A strategic plan was prepared for the VTC Hotel & Tourism Unit as well as its 15 centers spread throughout Jordan. Research undertaken as part of the development of this strategic plan has indicated that there is a distinct lack of partnership between the key stakeholders in terms of how vocational training for the industry is planned, managed and delivered. As a consequence, vocational training in tourism in Jordan is not currently producing the quantity or quality of outputs to meet the needs of a growing industry.

In order to move forward in a structured manner, it was proposed to develop a 'Model Center' at Madaba, which would enable the specific measures in relation to the VTCs to be fully implemented into one center. This approach led to the development of a center of excellence for vocational training in hotel and tourism, which served as a template for replication in an additional three centers: Aqaba, Petra and Al Salt Centers and then in all centers.

Needs for development of human resources for the tourism industry

A Manpower Training and Educational Survey of Jordan Tourism Industry, was commissioned and published. This report provided valuable planning data on the levels of manpower training and educational across all sectors of the tourism industry in Jordan.

It was recommended in the manpower training needs that in order to further strengthen the human resource base, standards of performance and professionalism of Jordanian tourism a manpower strategy should be put in place which, supports the development of professional career paths for key occupations in the tourism sectors and provides clear, flexible and relevant courses and programs leading to national qualifications which hold international recognition for excellence.

One of the major recommendations was also to develop a training strategy by categories of job, to include delivery of training; national accreditation and national specifications for training courses for trainers; draft specifications and terms of reference for train-the-trainers program and refresher courses for hospitality teaching staff in education and training institutions. There was a strongly held view in the education needs that teachers lack practical experience working within the industry. Many of the respondents emphasized the need for teachers to gain more experience within the tourism industry. This might be facilitated by the use of lecturer-exchange programs with international institutes and colleges.

Additionally, respondents were interested to strengthen their curricula and expose their students to modern subject content and approaches. Many teachers were using outdated textbooks and journals. Of those textbooks that are available, many are not available in Arabic and when translated, they are often inadequate. There was a need to examine existing curricula in light of international best practice in the area and recommend initiatives to strengthening current approaches.

Institutional assessment of VTC Corporation, Unit and Centers

Institutional assessment of the VTC included three elements: VTC Corporation, VTC Unit and VTC Training Centers for Hotel and Tourism.

Assessment of the Vocational Training Corporation and Unit - The assessment of the VTC was made following direct consultations with representatives of the organization and through discussions with center directors and industry stakeholders. Although contacts with senior management within the VTC were limited, the meetings that did take place provided an insight into the challenges faced by the organization. Further understanding of the key issues facing the VTC was gathered from discussions with a wide range of stakeholders. Examination of the VTC portrays an organization that was challenged to respond to the rapidly changing needs of the hotel & tourism industry. Whilst there seemed to be a genuine motivation among VTC personnel to improve the quality of outputs from the Centers, the pace of change must be enhanced and the levels of bureaucracy within the organization reduced.

The difficulties faced by the VTC were grouped into a number of areas: Status of hotel & tourism training within the VTC, strategic direction, organization structure & human resources and resource allocation & Budgeting. In summary, the VTC needed to provide cohesion and direction in managing vocational training for hotel and tourism. The 'top down' management approach described by most Center Directors was hindering development. There was a need for structures which facilitate greater autonomy and accountability. There was also evidence of a fragmented approach to program development, and custom designed programs developed for particular clients. There was a need to examine the nature, structure, content and length of all programs offered at the Centers.

Assessment of the Vocational Training Centers – Hotel and Tourism - In general, the results of the diagnostic assessment of the centers indicated that there was much work to be done to enhance the quality of hotel & tourism training in the Centers. Site visits were made to eleven Centers and the corresponding assessments have highlighted the following challenges facing the Centers; Center Management, Quality of Training & Learning Outcomes and Resource Management. The diagnostic assessment of the VTC and the Centers has highlighted that whilst there have been improvements made in recent years; there is much work still to be done. To address the problems identified, a full review of how hotel & tourism training was managed and delivered both within the VTC and at the level of the Centers was required. All aspects of vocational training need to be examined in this review, from curricula development right down to the nature of the tools and resources available as teaching aids.

A comprehensive strategy must be developed with appropriate resources and management structures put in place to facilitate implementation of this strategy and the creation of a model center which addresses all the current issues identified in this assessment should, form part of any new strategy. This model can then be used to develop a Center Operations Manual, which will provide guidance for the management of all Centers and provide a template for consistency of application.

The development of model centers of excellence at Madaba, Abu Nussair and Aqaba had been agreed as part of the drive to enhance the quality of the training offered within the vocational training centers. The objective was to launch the first model center at Madaba in September 2006, which would enable the concept to be implemented and fine tuned. Following this, the remaining two centers would be developed and ultimately all vocational training centers would be aligned to this model.

To facilitate this model center approach a number of key activities were to be completed. First, a broad framework for the development of the model centers has to be defined, which reflects international best practice and the specific needs of hotel & tourism training in a vocational context in Jordan. Second, it is necessary to benchmark the current performance of the three designated centers against this best practice framework to determine the existing gaps that must be bridged. This report describes the outcomes of both activities.

In developing the model centers, it was important that the key areas to be addressed are defined and specific criteria established to guide future efforts. These criteria must encompass all activities that comprise the management and operation of a center of excellence and should reflect international best practice, from both educational and commercial perspectives. The research undertaken has indicated that a model center of excellence should be developed with seven core elements in mind, which included: (1) leadership and direction, (2) organization and communication, (3) planning and control, (4) facilities management, (5) program design and delivery, (6) program quality and assessment and (7) student recruitment and support.

These seven core elements will be used to guide the development and management of the model centers. Within each element are a range of performance criteria that must be achieved, if the center was to operate to a high standard that meets international best practice norms.

It should be noted that, broadly, elements 1-4 relate to how the center was managed and operated, whilst elements 5-7 focus on the educational remit. The goal of the model center approach was to bring a commercial mindset to the management of the centers, so that the centers operate to a standard that reflects the industry they serve, whilst at the same time protecting the educational goals and objectives of vocational training. Having established the model center framework, it was then essential to examine the current performance of the designated centers, with a view to identifying the priority issues to be addressed.

This institutional assessment focused on benchmarking the centers against the criteria within elements 1-4 and a summary of the findings are presented below:

- Capability of instructors was poor and quality of training delivery would be questionable;
- Center management did speak about the range of planning and control measures they implement, but clear outcomes were not seen;
- Center management was poor, reactive and lacking in leadership;
- Clear evidence that planning and control are structured;
- Culture of continuous improvement not evident at the center;
- Facilities were of poor quality; standard of hygiene, maintenance and professionalism were poor.
- Little evidence of effective planning, management and control;

3

- Organization structure and internal decision making processes need strengthening, if center was to become model of excellence;
- Quality of instructors was poor, with low motivation levels;
- Significant concerns exist as to how program outcomes are assessed;
- Standard of hygiene, maintenance and overall professionalism was very good.
- Student numbers are low and center team showed no sense of urgency in addressing the problems.

The institutional assessment report provided two important outcomes that assisted in the development of the model centers. First, it has defined the framework for the model center and the best practice criteria that must be achieved. Second, it had identified he current performance gaps in the three centers, when benchmarked against the model center criteria.

Given that Madaba was chosen the first center to be developed and time was of great importance, work was already underway across a number of elements to move the process forward. A sample of the activities being implemented at present, include:

- A development plan was being prepared, which will serve as an operations manual;
- Industry Steering Committee has been established and terms of reference defined;
- Program development Working Group was in place and terms of reference defined;
- Instructors training plan developed and currently being implemented.

Senior Industry Partnership Leading the Development of VTC

The establishment of an **Industry Steering Committee - Human Resource Development in Tourism** was initiated at a meeting of senior industry managers drawn to review the Development of Vocational Corporation (VTC) Training Centers in Hotel and Tourism on the 8th May 2006 in Amman. At the meeting it was proposed and unanimously agreed that those present would agreed to be members of an industry steering committee to initially guide the development of the VTC Training Centers in Hotel and Tourism.

The Industry Steering Committee will facilitate senior tourism industry representatives to provide leadership and direction for human resource development. It will also provide a forum for a meaningful and effective partnership with the hotel, restaurant & tourism sectors. This is essential to ensure that outcomes from the initiative make a tangible contribution to the future development of the industry.

It is expected that participants on the **Industry Steering Committee - Human Resource Development in Tourism** will bring the following qualities to the role:

- An in-depth understanding of the role and unique characteristics of human resource development, training and education in hotel & tourism;

- Awareness and broad understanding of the key elements of the strategic plans and developments in HRD;

- A commitment to support the efforts of the Vocational Training Corporation and other education and training institutions in seeking to improve the quality of vocational training in hotel & tourism;

- Authority to make decisions on behalf of their organization regarding commitments to support the initiative.

4

The **Industry Steering Committee - Human Resource Development in Tourism** has been established to create a framework for the development of a viable strategic partnership between the tourism industry (hotel & restaurant sectors) and the appropriate public and private institutions (Vocational Training Corporation). Advisory in nature, the committee will support the development of a world class approach to human resource development for the tourism industry and will help ensure the continued alignment of institution activities with industry needs.

Partnerships for the development of the VTC

In July 2006, HE Minister of Labour and HE Minister of Tourism and Antiquities, the VTC Director General, and the USAID (Siyaha) Chief of Party signed an MOU in collaboration with

senior industry partners from the hotel and tourism sector to improve and develop a stronger workforce for the upcoming years by supporting the VTC in various training programs, expert advice and guest speakers, supporting training materials and resources, etc.

The establishment of an Industry Steering Committee - Human Resource Development in Tourism was initiated at a meeting of senior industry managers in May 2006 in Amman. The Industry Steering Committee was facilitating senior tourism industry representatives to provide leadership and direction for human resource development. It will also provide a forum for a meaningful and effective partnership with the hotel, restaurant & tourism sectors.

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- Awareness and understanding of the key elements of the strategic plans and developments in HRD;
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Strategic and operational directions and recommendations for implementation

The importance of human resource development in tourism has been well established and vocational training represents an important component in the overall context of enhancing the skills & knowledge of tourism employees. This Section provides details on a number of issues which will impact on the formulation of a cohesive strategy for the Vocational Training Corporation – Hotel & Tourism Unit and the Vocational Training Centers. First, it explores some

general characteristics of vocational training, and more pertinently, the unique features of training in the tourism field. Once this has been achieved, a review of the findings of the diagnostic assessment of the VTC - Hotel & Tourism Unit and the Centers was provided.

To serve as a benchmark against which the development of any new strategy must be aligned, an examination of some best practices in vocational training for hotel & tourism are also outlined. Finally, the Section creates a bridge between the current position and best practice expectations, by defining the strategic goals for the VTC Hotel & Tourism Unit.

Technical Vocational Educational and Training (TVET) funds assured

The Memorandum of Understanding signed between the Vocational Training Corporation (VTC) represented by H.E. Eng. Khalil Kurdi, Director General of VTC and the Technical Vocational Educational and Training Fund represented by Mr. Saed Bakri Director General of TVET Fund was entered into August 31, 2006. That MOU was signed for the purpose of rehabilitation of the Vocational Training Corporation, Hotel and Tourism Centers, development of the theoretical and practical training program, designing and implementing of the suitable training program in coordination with the Ministry of Tourism and Antiquities, Ministry of Labour, Vocational Training Corporation, Jordan Tourism Development Project (Siyaha) and other industry partners from Hotel and Tourism sector.

The agreement was approved for funding the rehabilitation of the Hotel and Tourism at the Madaba VTC Center according to the international standards to become as a model center and the training project in the tourism sector – Madaba Centers, as this two project are considered a part of the entire project for the rehabilitation of the Vocational Training Centers – Tourism sector in corporation with the private sector. This project was aiming to train around 4,920 trainees during the coming 5 years, with a project budget of JD3 million. In that agreement, TVET fund will be funding all training requirements, trainers' wages, trainees' fees, capital and operational costs, and the development of training programs.

Model Center implementation and pre opening action plans

The Model Center implementation plan and pre-opening plan for Madaba VTC Center, - provided feedback on the assessment of progress made in July 2006 against the model center implementation plan, prepared in May 2006. The plan focused upon identifying the construction work required to transform each center into a model of excellence, and the work priorities at the centers to meet the launch date deadline of early September 2006. The plan also specified the support materials for the opening of the centers including an equipment list and a summary action checklist which summarizes all the measures necessary to develop a model center. This checklist was also be used for guiding the opening of future centers.

Program curriculum and occupational profile

The program curriculum design was based on a comprehensive research and study of occupational profiles and skills standards. These occupational profiles formed the structure and content of the program curriculum. The first program designed was the Certificate in Hospitality Skills - Level 1 as accredited and awarded by the VTC. The aims of the program were to have the trainees trained to reach an appropriate level of competence in order to apply specified knowledge and skills in food production, food and beverage service, housekeeping and associated hospitality and communication skills for the Jordan tourism sector. Within this aim, the purpose of the program included:

1. Development of basic cookery, food and beverage service and housekeeping skills
2. Establishment of a base of skills and attitudes, for further professional career development;
3. Preparation of trainees for all dimensions of working life in kitchens; restaurant and housekeeping;
4. Development of an awareness of present and potential job requirements in the industry.

The duration of the program is 48 weeks. The program can be adapted to meet the needs of full time or part time training. The program consists of two component blocks: 24 weeks in VTC Center and 24 weeks of practical training in industry.

48 weeks					
Weeks	1 wk	21 Weeks	1 wk	1 wk	24 wks

Hours	30 hours	630 hours	30 hours	30 hours	960 hours

Subject Syllabus	Induction English Language – basic level (30 hours)	Food Production (210 hours) Food & Beverage Service (105 hours) Hospitality & Communications (105 hours) Housekeeping (105 hours) Hospitality & Communications (English Language) (105 hours)	Examinations	Preparation for Industry Training (including field trips and industry speakers)	**Practical Training in Industry**

The module syllabus is presented separately and on completion of four modules the trainee shall be eligible for the award of the VTC Certificate. The program learning and teaching content is allocated as follows:

Subject	Hours
Food Production	210
Food and Beverage Service	105
Housekeeping	105
Hospitality and Communication	105
Hospitality and Communication (English Language)	105
Subtotal	**630**
Induction course & Basic Language Course	30
Examinations and Practical Tests	30
Preparation for Industry Training	30
Total Learning Hours at VTC Center	**720**
Practical Training Hours (24 weeks x 40 hours/week)	960
Total Learning Hours for Program	**1,680**

Practical Internship Training in Industry

Trainees are required to undertake a minimum period of 24 weeks' practical training in industry as part of the program. Trainees follow an agreed induction and training program while in industry and are monitored by a VTC Training Advisers. Supervisors in industry were asked to complete a report in conjunction with a VTC Training Adviser.

Assessment Structure

Successful completion of the program will be based on successful completion of the following three assessment components:

Assessment Component	Details
Continuous Assessment	Assessments will be based on key tasks linked to each stage of the syllabus and on the stated aims and objectives of the module
Written Assessment	The written examination in the form of multiple choices will be based on material from the syllabus in approximately the percentages shown.
Practical Test	The practical test will be based on trained skills and the practical test will be supervised by industry moderator

General assessment guidelines and student academic regulations: The general assessment guidelines and students academic regulation aimed to develop a program and general assessment regulations handbook for administration of programs and prepare continuous assessment, practical assessment and exam preparation guidelines for instructors in the VTC Centers specific to hotel and tourism training disciplines. The handbook contained important information for trainees of the – Hospitality and Tourism Centers. It provided also details of the context and operation of the VTC regulations which affect academic quality and student behaviour. The regulations outlined some of the center's requirements of students.
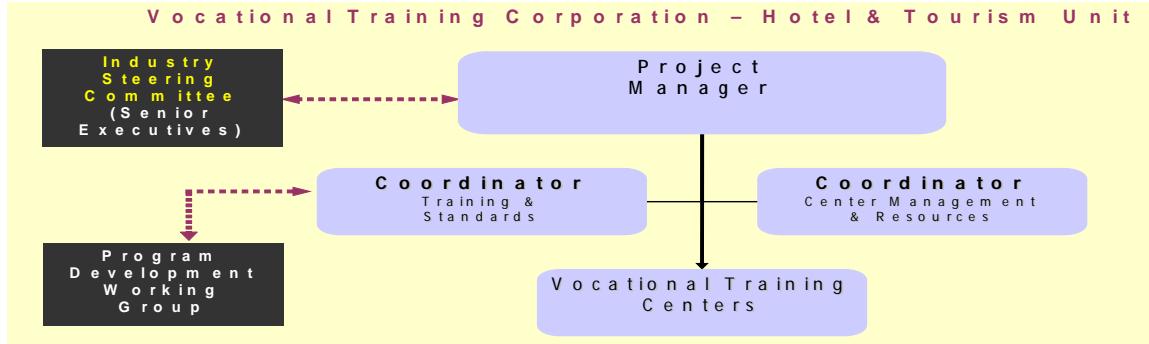
Teaching and training approach and methodology

The close connection between the different elements of the program demands that an integrated approach be adopted in the implementation of the syllabus modules. This will require teachers to integrate subject matter from a range of syllabus sections; co-operate closely with other teachers implementing the program course and complement the industry work experience.

Establishment of the VTC Project Management Unit

The strategic plan developed for the VTC – Hotel & Tourism Unit and the VTC's has proposed the development of model centers of excellence at Madaba, Abu Nussair and Aqaba. An important feature in making these centers a reality was the creation of a project management structure, which provides for the efficient and effective management of the range of activities necessary to develop the centers. The agreed structure is depicted below:
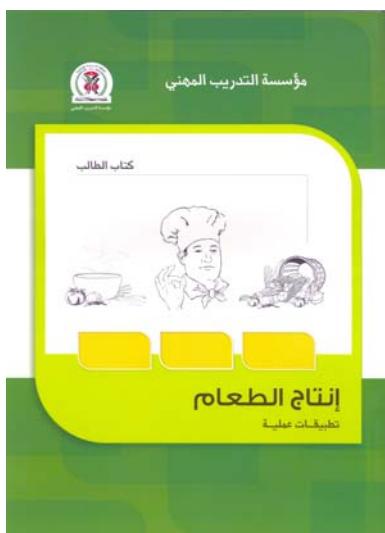
This structure offers a clear mechanism for managing the development of the model centers. Broadly the individual roles can be defined as follows:

- Project Manager – To oversee the management of all aspects of the development of the model centers and to participate on the Senior Industry Steering Committee;
- Coordinator, Training & Standards – To assume responsibility for all matters directly relating to training and standards in the centers, such as program design & delivery, Instructor competence and hygiene and safety;
- Coordinator, Center Management & Resources – To assume responsibility for all matters relating to how the centers are managed and resourced, including improving management effectiveness, developing a revised budgeting process for hotel & tourism training and facilities management within the centers. They should liaise directly with the center directors.

Establishment of Partnership for Practical Training in Industry (PPT) Committee

In September 2006, Siyaha convened a Partnership for Practical Training in Industry (PPT) Committee to coordinate the design and implementation of practical training internship in industry for students of VTC programs. Siyaha prepared two SOW's for consultants to prepare a practical training internship guidelines workbook for students and an operation manual for industry, and for the development of assessment and exams guidelines for the VTC centers.

Student text books, teacher resource manual and standard production recipes

The Student text books and Teachers Resource Manual have been developed with the financial assistance of the USAID/Jordan Development Program (Siyaha) and in partnership with the Vocational Training Corporation (VTC), Ministry of Labour and Ministry of Tourism and Antiquities. The curriculum development includes the development, designing and printing of four students text books in Food and Beverage Services, Food Production, Housekeeping and Hospitality Skills, and in order to build the capacity of the teachers and trainers at the VTC training centers, USAID/ Siyaha has developed a training resource manual for whom are involved in the teaching of the above mentioned text books. In order to deliver a successful and fine Student Text Books and Teacher Resource Manual, USAID/ Jordan Tourism Development Project sought the cooperation and assistance from the Project Development

Working Group which included around 30 representative from the Vocational Training Corporation, industry senior managers and educators whom are technical expertise in hotel and restaurant operations, and to get their valuable feedback in the researching, preparation and verifying the content of the various units in the Student text books and Teacher resource manual.

In addition to that we seek the assistance and approval of VTC – Hotel and Tourism Unit in verifying the context, grammar, punctuation and technical content of these books in the translation from English to Arabic. In addition to the student text book and teacher resource manual, USAID Siyaha developed the Vocational Training Corporation (VTC) with standard production recipes which included recipes for appetizers, salads, soups, pasta, stock, sauces, meat, poultry, fish, vegetable and desert.

Student recruitment program and VTC open houses

As a process of student recruitment program Vocational Training corporation hotel and tourism project management unit have been conducted visits to Mosque, met with local community leaders and introduced the VTC Hotel tourism program to them and gave them a comprehensive picture of the training in the VTC Center and about the practical training at the industry. During the visits, the project management unit provided people with promotion leaflets describing the procedures of the program, how to apply and invit

e them to the open house days. The open house days were part of the VTC marketing campaign to raise the awareness about careers in tourism and hospitality sector, and also served to recruit high school students to join the new VTC Hospitality Program. The open house days were held at the hospitality and tourism Vocational Centers (VTC) and in which it enabled prospective students and their parents to visit the VTC centers and find out about the hospitality and tourism program and speak to teachers, current students and industry

representatives whom were at hand to distribute materials about their facilities and answer questions from students and their parents about working in the hospitality sector.

A strong start - intake of 600 trainees in 1st year of program

Launch of Mababa VTC Center: In January 2007, Her Majesty Queen Rania Al-Abdullah inaugurated the Center for Hotel and Tourism Training at the Madaba Vocational Training Corporation (VTC). The launch of the model center was in coordination with the Ministry of Labor and the Vocational Training Corporation.

The event was attended by government officials, and others, who toured the facility and were briefed on the project.

Launch of Aqaba VTC Center: The Center for Hotel and Tourism Training at the Aqaba Vocational Training Corporation (VTC) center was launched in July 2007 following an extensive revamp and upgrade of the facility. This initiative was led by the Vocational Training Corporation, Ministry of Labour and the U.S. Agency for International Development's (USAID) in partnership with the Ministry of Tourism and Antiquities and Aqaba Special Economic Zone Authority (ASEZA). The launch event was attended by His Excellency Mr. Basem Al Salem, Minister of Labour, along with the Chief Commissioner of ASEZA, Director General of VTC and other dignitaries, in addition to wide representation from hotels, restaurants and tourism companies.

Restaurant training program signing ceremony

In May 2007, HE Minister of Labor and HE Minister of Tourism and Antiquities, the VTC Director General, and the USAID (Siyaha) Chief of Party signed an MOU in collaboration with Jordan Restaurant Association for the purpose of the development of the Vocational Training Corporation (VTC) – Hotel & Tourism Centers and for improving the standards of training and education of student/trainees for the tourism industry in Jordan.

Positive feedback from trainees - hospitality training gets an upgrade

Khamis has a passion for cooking, and thanks to an overhaul of tourism vocational training centers in Jordan, he has been able to pursue a career in hospitality and gain valuable experience in a 5* hotel.

Last year the Madaba Vocational Training Center (VTC) underwent a major overhaul of its organizational structure, training curriculum and facilities. The revamp came as part of a USAID/Siyaha initiative to upgrade the Vocational Training Corporation – Hotel & Tourism Unit and the Vocational Training Centers (VTCs) in Jordan in order to address the pressing need for skilled labor in the local tourism sector. The Madaba VTC was selected to be a model center in this upgrade process, whereby the new learning model was first implemented and developed in Madaba, and then adopted by other VTC centers nationwide.

Mr. Khamis Abu Judeh, a student from Madaba, is part of the first batch of students to take up studies at the revamped center and talks about his training with gusto. Having finished Tawjihi (the local high school degree) with a focus on hotel studies, Khamis wanted to continue his studies in that field. Although his parents, who saw a good future with hotel training, encouraged his choice, finances were stretched so Khamis had to take care of his education on his own.

When the nearby Madaba center opened it, it was ideal for Khamis as not only could he continue his training, but he could also get paid for it, as the new program developed by USAID/Siyaha paid an allowance of JD50 to trainees each month. The upgrade also entailed reducing the length of the program from two years to six months at the center, plus a further six months working in the industry. Khamis was impressed with the new course, saying, "Everything is available here, good facilities, books and equipment. I even regret doing Tawjihi; I wish I had come here earlier!"

He is now nearing the end of his six-month training period, which he is doing at a 5* hotel in Amman. Stepping out of the kitchen of the hotel restaurant where he is working, wearing a slightly lopsided white chef's hat, Khamis is exactly where he wants to be. "I've always wanted to get into this field. I love cooking and want to become a chef," he says. "Now I have been given the chance to do that."

Female Students at Vocational Training Centers came top at the International Hospitality Forum Competitions

Amman, November 2007

Supported by the USAID/Jordan Tourism Development Project (Siyaha), four Tourism and Hospitality Unit Vocational Training Centers (VTC) from around Jordan took part in the 7th International Hospitality Forum (IHF), which was held at Amman Exhibitions Park from 30 October to 1 November.

The participation of the VTC highlighted the quality of hospitality training available through its Tourism and Hospitality Unit centers, which total 11 centers across the country. The centers that participated were the Madaba, Salt, Petra and Aqaba centers.

Seven students from the Madaba VTC competed in an exciting bed-making competition that had skill, speed and accuracy at the core of the judging criteria. These students had fully completed the year-long Certificate in Hospitality Skills program, which was upgraded by USAID/Siyaha and developed to include six months of industry training. Suzan Masandeh came first, followed by Khamees Abu Joudeh and by Iyad al Atrash in third place. Jury member Mr. Eyad Hamdan, Executive HR Manager at Le Royal hotel, was impressed with the students' skills. "They did very well compare to professional competitors. Some participants who have 10 years' experience get confused and nervous at these competitions. But these students are calm and collected. Quality is more important than speed; speed comes with experience," he said.

At the same time, twelve VTC students from the centers in Salt, Petra and Aqaba took part in a salad making competition at IHF. Provided with the ingredients and tools needed for preparing a Greek salad, three teams of four students each, competed to produce the best salad, which was evaluated by IHF international jury members. The evaluation criteria were based on taste, technique, presentation and other important factors. Muna Al Nasrat from Petra clinched the top prize, followed by Mohammad Al Smeirat of Salt and by Arige Abu Aisheh of Aqaba.

'The new curriculum for Hospitality Skills Level 1 now offered to over 600 students by the VTC has proven that young Jordanians can adapt to new professions such as tourism very quickly," said Dr. Joseph Ruddy, Component Leader, USAID/Siyaha. He added, "I felt so proud to see these young ladies and gentlemen displaying their skills and competency by competing at an international competition. This event is a wonderful motivation for young people and these VTC students who will soon become the industry professionals of tomorrow are already talking about improving their skills in service in preparation for the next competition."

"It was wonderful to see eight female students from VTC centers in Salt, Madaba, Petra and Aqaba take part in IHF's activities and even more so to see that the top winners in the bed-making and salad-making categories were young women," said Samar Shawareb, Managing Director of Events UnLimited the co-organizers of IHF. "I hope that this will encourage more female students to join VTC centers and other educational institutions offering hospitality and tourism education as job opportunities in this industry are widely available", added Shawareb.

The VTC Tourism and Hospitality centers were revamped last year, with support from USAID/Siyaha, in order to enhance the quality of hospitality education available in Jordan.

A new hospitality skills program was introduced, with six months of theoretical training at the centers followed by six months of practical training in industry.

The VTC participated at IHF 2007 to demonstrate to the hospitality industry the quality of education available at the VTC centers and the skill level of students and teachers. Also, the VTC considers it vital to be part of this important industry event to attract potential students and enable existing ones to gain a better understanding of the industry, as well as discovering the options that are open to them.

USAID/Siyaha is supporting the VTC to gain greater exposure to the tourism sector and solidify its role as a reliable source of qualified labor for the hospitality industry. "USAID/Siyaha is acting as a catalyst to strengthen the availability of human resources within the tourism sector in order to support meeting the goals of the National Tourism Strategy by 2010," said Mr. Eric Johnson, USAID - Private Enterprise Officer. The International Hospitality Forum (IHF) is Jordan's premier event for the hospitality and foodservice sector.

The 3-day event featured a wide selection of products & services for the hospitality and foodservice sector, in addition to, various industry competitions including culinary art competitions, table settings, bed-making and others. IHF 2007 was organized by Events UnLimited and Hospitality Services**.**

Vocational training center for hospitality and tourism in Marka is transformed into a state-of-the-art facility

Amman February, 2008

Marka – The Center for Hotel and Tourism Training at the Marka Vocational Training Corporation (VTC) center was launched today following an extensive revamp and upgrade of the facility. This initiative was led by the Vocational Training Corporation, Ministry of Labour and the U.S. Agency for International Development's (USAID) in partnership with the Ministry of Tourism and Antiquities The launch event was attended by His Excellency Mr. Farouk Haddidi, Secretary General of Ministry of Tourism and Antiquities, along with the Director General of VTC, Mr. Jay Knott, USAID Mission Director in Jordan and other dignitaries, in addition to representatives from hotels, restaurants and tourism companies

The Marka center is the fifth of the VTC's 11 centers around the country to undergo a revamp of its facilities, following centers in Madaba, Salt, Wadi Musa and Aqaba. Funding for the upgrade of the Market center came from the Ministry of Labour's Technical Vocational and Education Training (TVET) fund.

The center now has two modern training kitchens, a brand new training restaurant and a hotel replica training bedroom, where students will learn the practical side of housekeeping. As with all the other upgraded centers, the virtual bedroom facility is modeled on 5* hotel standards, giving students the closest possible experience to actually working in a hotel. The Marka center now has the capacity to train 60 students at once and can take in two shifts each day, so that it accommodates for a total of 120 students during the course of each program.

The center has also been fitted out with full audio-visual supports, a library with comprehensive computer facilities and internet access for students to study and learn. In addition, there is a small student leisure facility and cafeteria, and separate male and female cloakrooms with modern changing facilities. The fund provided for uniforms for students as well.

Currently there are 110 students studying for the Hospitality Skills Level 1 program, which is accredited by the VTC. The 48-week program was introduced last year to the Madaba model VTC center, and this is the first intake of students for the new program at the Marka center. At present there are around 600 in total students on the program studying at the revamped centers.

According to His Excellency Mr. Farouk Haddidi Secretary General of Ministry of Tourism and Antiquities, Jordan's hotel and tourism sector is rapidly expanding with a projected 11,000 hotel rooms coming on stream in this decade and the VTC Hotel and Training Centers will play a critical role in bridging the labor gap of almost 25,000 new employees. He said, "Marka VTC will be one of the main providers of skilled professionals for positions in kitchens, restaurants and accommodation services." He also added, "The hotel and restaurant industry partnership with the VTC training centers is ensuring that training of all students is meeting the demanding needs of tourism businesses. We look forward to launching a new VTC Center Adoption Scheme where major hotel and restaurant companies will adopt and patron a center."

His Excellency Mr. Farouk Haddidi Secretary General of Ministry of Tourism and Antiquities thanked also in his speech the students for choosing this kind of program, and at the same time thanked the Vocational Training Corporation, Technical Vocational Education Training Fund and USAID/Jordan Tourism Development Project for their support to such a pioneer project in Jordan.

USAID Mission Director Mr. Jay Knott said: Jordan's hotel and tourism sector is rapidly expanding and centers like the Marka Vocational Training Center will be the main providers of skilled professionals for this sector. The renovation of the centers and upgrading of the curriculum would not have been possible without our strong partnership between the public and private sectors. Our efforts will have an impact on improving the lives of thousands of families as the graduates of these centers gain the skills needed to find employment in the tourism sector.

H.E. Mr. Khalil Kurdi, Director General of the Vocational Training Center said in his speech that the opening of the Marka Vocational Training Center comes to serve the community of this area and create job opportunities for the young generation after being qualified to work in the hospitality and tourism sector, according to the latest standards.

According to Mrs. Susanne Grigoleit, Advisor to the Minister of Labour, The Jordanian labour force is characterized by a young age structure due to high population growth. Each year the Labour market needs to absorb 50,000 new people, which represents a major challenge. The hotel and tourism sector has been identified as a fast growing industry. A number of large scale projects are under development, leading to future expansions of the accommodation sector and the related infrastructure

An estimate number of 10,000 rooms are confirmed to open during the next four years, as well as countless number of restaurants. This leads to a demand of approximate 25.000 skilled laborers for the hospitality industry from today until 2011.

The USAID/Jordan Tourism Development Project provided technical support, teacher training and Training of Trainers (TOT), quality assurance systems to ensure high standards, and an upgraded curriculum along with student and teacher textbooks, which were designed and printed by the USAID tourism project earlier this year for use in all tourism and hospitality VTC centers.

Wider Industry Support for Vocational Training in Jordan

Madaba Vocational Training Center for Hotel and Tourism – Irish Library

Madaba January, 2008

Last month a new, state-of-the-art, hospitality-specialized library was officially opened at the Madaba Vocational Training Corporation (VTC) center for tourism and hospitality training. The library was funded by Ireland Aid and was opened by H.E. Mr. Gerard Corr, Ambassador of Ireland and H.E. Mr. Ramsey Khoury, Honorary Consul of Ireland. The Minister of Labour also attended the event.

The Government of Ireland financed the library through an In-Country Micro Projects Scheme grant in the amount of US$25,000. The donation came in support of continued efforts to upgrade the VTC Hotel and Tourism Centers, which is being led by the Ministry of Labour with support from the USAID/Jordan Tourism Development Project.

The bilingual library is equipped with over 200 references and textbooks covering an impressive range of specialized topics, from hotel management to cake decorating, and introducing students to cuisines from all around the world. The books were selected for the library by experts in the field.

The facility, which can accommodate up to 30 students at any one time, is also decked out with modern desks, shelves and chairs, as well as computers and internet services. Students also have access to valuable online databases and resources.

The Madaba VTC center library is the first in a series of libraries that aim to provide students of tourism and hospitality in Jordan with access to a wealth of quality information on specialized topics. Two other centers, in Aqaba and Salt, are soon to be equipped with similar libraries.

World renowned Swiss culinary arts institute supports the development of tourism industry trainers and instructors

Amman February, 2008

In support of the development of training in Jordan's hotel and tourism sector, Nestle Pro Gastronomia Switzerland, an internationally reputed culinary arts institute, conducted a three-day workshop on food and beverage management. The workshop is the second in a series of three being conducted in Jordan over a six-month period as a result of an invitation from the Ministry of Labour to the Nestle institute. The event was supported by the USAID/Jordan Tourism Development Project and organized and coordinated by the Ministry of Labour and took place at the Madaba VTC Hotel and Tourism Training Center.

The workshop served to enhance the skills and knowledge of instructors and students in the area of food and beverage management with the aim of effectively raising the standard of training in this area. It was presented by Professor Dr. O. Sykora, Program Director at Nestlé Foundation – Pro Gastronomia, who has extensive international experience in hospitality management. The Nestlé Foundation – Pro Gastronomia, which is based in Vevey, Switzerland, is a world renowned Swiss-based Institution for development of Culinary Arts and Gastronomy.

The three-day intensive training program was attended by over 35 executive chefs, specialist chefs, restaurant owners, restaurant managers, restaurant service staff and VTC supervisors and instructors. Nestle provided a range of teaching materials and text books for the workshop. Several topics were covered during the workshop. These were: menu planning, purchasing for quality food production, designing standardized menus, kitchen and restaurant organization, storage and refrigeration controls, best practices in safety and hygiene, food and beverage merchandizing, nutrition in the menu, evolution of culinary art, and changing habits and future needs.

"Seminars conducted by Dr. Sykora are an added value to the development of hospitality training; they assure continuity of professional training development. All participants regarded the information provided and the active discussions that took place during the workshop beneficial and stimulating," said Ms. Susan Grigoleit, Advisor to the Ministry of Labour. She added, "The Ministry of Labour hopes to encourage major gastronomic organizations to follow the example of Nestle Pro Gastronomia to support the development of a fast growing industry that provides many job opportunities to young Jordanians."

According to Dr. Joseph Ruddy from the USAID/Jordan Tourism Development Project, Nestle's Pro Gastronomia program is an important element in ensuring that Jordan's tourism industry stays competitive in providing exciting and innovative gastronomic experiences for tourists.

"New ideas in food and beverage operation are now as much in demand as professionalism, experience, training and last but not least a willingness to be innovative in using local high quality Jordanian food and beverage products," said Dr. Ruddy. He added, "With today's demanding tourists, hoteliers and restaurateurs must not only offer a high quality menu, and perfectly balanced dietary dishes; they must also offer exciting 'food for thought'."

Hotel and Tourism Training Center Adoption and Mentoring Agreement

The Ministry of Labour, the Vocational Training Corporation (VTC) in partnership with USAID/Jordan Tourism Development Project developed a partnership between the Ministry of Labour and VTC to create a public-private structure to develop the VTC Hotel and Tourism Training Centers. This resulted in the development of model training centers at Madaba, Aqaba and Salt. This approach leads to the development of centers of excellence for vocational training in hotel and tourism, which served as a template for replication in all centers nation wide.

Presently, Vocational Training Corporation (VTC) manages 11 centers which specialize in hotel and tourism training. These centers are located nationwide, in Madaba, Salt, Aqaba, Karak, Ajloun, Jerrash, Petra, Ein Al Basha, Abu Nussair, Sahab, and the Training and Testing Institution at Markah.

In July 2006 a Memorandum of Understanding was signed between Ministry of Labour, Ministry of Tourism and Antiquities, Vocational Training Corporation and the USAID/ Jordan Tourism Development Project and Senior Industry Partners from the hotel and tourism sector to improve and development of the Vocational Training Corporation Hotel and Tourism Centers (VTC). This partnership agreement to adopt a center is an extension of the MoU signed in July 2006 with the objective of consolidating a public-private partnership to support the development of the Hotel and Tourism Training Centers, detailed as follows:

AGREEMENT OBLIGATIONS

Ministry of Labour (MoL)/ Vocational Training Corporation Centers (VTC):

The Ministry of Labour through the Vocational Training Corporation's Hotel and Tourism Training Centers will:

1) Commit to managing the Vocational Training Corporation Hotel and Tourism Centers and facility by providing the building facilities, equipment, furniture, utilities and the maintenance of centers;

2) Commit to the provision of funding for maintenance and refurbishment of the center, and procurement of capital equipments required for training purposes;

3) Commit to the provision of skilled and professional instructors, Center supervisors and administration support;

4) Permit the Industry Partner open access to the designated Hotel and Tourism Training Center for the purpose of fulfilling the agreed tasks and activities;

5) Commit to inviting the Industry Partner to all Center planning meetings and communicating the proceedings of all such planning meetings;

6) Permit the industry partner to market, publicize and promote their partnership with the VTC and Training Center.

Industry Partners (Hotel, Restaurant and Tourism Companies):

Industry partners will:

7) Assign a company representative to act as a Center Coordinator to support all adoption and mentoring activities for the designated Center;

8) Assign a team of staff representatives of the company, including a Human Resource representative to participate in the open house days at the beginning of each semester of the Hospitality Skills – Level 1 Program;

- Commit a member of the Human Resource/Training Department to participate in student selection interviews;

- Commit to providing guest lecturers and speakers during the induction week of each semester and conducting sessions on related hospitality and tourism topics;

- Commit to facilitating awareness field trips for students and/or their parents;

- Commit to providing teaching and training materials, books, magazines and other materials for the Center libraries;

- Commit to marketing, publicizing and promoting the partnership with the VTC and Training Center.

- Conduct monthly (or as required) inspections visits to ensure the quality of training at the Hotel and Tourism Training Center, and report on the quality standards;

- Participate in practical and theoretical assessments conducted for students at the end of the first six month training at the VTC Center;

- Organize, facilitate and supervise the Practical Training Internship for VTC trainees attending the Certificate in Hospitality Skills – Level 1 Program, to ensure the students reach higher level of competences in food production, food and beverage services, housekeeping and associated communication skills;

- Provide study, training and mentoring support and advice for VTC students;

- Commit to inviting or involving other partner companies (hotels, restaurants or tourism companies) to participate in the above tasks according to a planned schedule.

DURATION OF AGREEMENT

The partnership agreement period will be for two years from the date of signature and may be renewed with mutual acceptance of both parties.

SIGNATURES TO AGREEMENT

1. Industry Partner;
2. Ministry of Labour;
3. Vocational Training Corporation;
4. VTC Center Director.