



Swiss Agency for Development and Cooperation SDC



SKILLS FOR TOURISM PROJECT • LAO/029



A Guide to Education Enterprise Engagement for Tourism and Hospitality TVET Providers in Lao PDR

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The Skills for Tourism Project (LAO/029) supports greater public-private sector collaboration by enhancing engagement between public TVET and skills development providers and the tourism and hospitality private sector at local levels. As part of this, case studies of good practices in Education Enterprise Engagement along with implementation guidelines have been developed to facilitate the development and improvement of partnerships with the private sector.

The project promotes sustainable and inclusive growth of the tourism and hospitality sector in Lao PDR, thereby contributing to poverty reduction. By supporting vocational education and skills development, it helps to bridge the gap between the large number of job-seekers in Lao PDR, particularly those from disadvantaged backgrounds, and the employment potential of the tourism and hospitality sector.

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INTRODUCTION

The vocational education and training of young people for careers in the tourism and hospitality industry is best achieved through partnerships between TVET schools/colleges and local employers. Without the contribution of both, the process by which young people prepare for entry into the workplace is less than optimal.

The most common example of these partnerships is internships – the Good Practice Guide to Internships, which was also produced by the Skills for Tourism Project, provides much more information on this. This guide focuses on promoting other forms of ‘Education-Enterprise Engagement’ (EEE) which highlight how the TVET schools/colleges and the tourism and hospitality private sector can work together to improve the quality and labour market relevance of the schools/colleges’ courses and students’ learning experiences.

These partnerships can take many forms and vary according to the location, size and diversity of the local tourism and hospitality industry, and the size, capacity and needs of the TVET school/college. The overall aim of a partnership should be to improve graduates’ job prospects by ensuring that young people are being equipped with the relevant skillset needed by local employers, and preparing the students for the world of work.

The EEE partnerships profiled in this guide are varied and designed to provide a range of examples of how such engagement takes place in Lao PDR, both in tourism and hospitality and other industry sectors. These case studies aim to be a source of inspiration to TVET schools/colleges and local businesses to develop and improve their own partnerships.

These examples include:

- Including industry representatives on TVET school or departmental Advisory Boards.
- Working with industry representatives to improve the labour market orientation of the curriculum and training material.
- Supporting the advanced vocational training and upskilling of teachers.
- Sponsoring technical facilities and equipment of a school/college.
- Engaging industry representatives as guest speakers.
- Hosting skills competitions with training and judging provided by the private sector.
- Study tours and site visits for improving the understanding of how the tourism and hospitality industry works.
- Hosting Job Fairs to maximise opportunities for graduates to secure employment.

While not all of the ideas will work in every situation, many of these case studies are simple, practical examples of partnerships that can be developed and should be used as inspiration and a starting point for discussions. As you develop your own partnerships, it is important to be aware that for any EEE partnership to be successful, it should be based on a win-win-win ideal, whereby benefits are enjoyed by the students, the TVET school/college and the local business partner(s).



Why Develop Partnerships?

Students, industry employers and schools/colleges can benefit from well-planned and structured partnerships. If the goal is to equip students with the skills, knowledge and attitude that the industry is needing, having enterprises participate in the vocational education training process is vital. Partnerships, as highlighted in the accompanying case studies, have multiple benefits for the schools/colleges, local businesses and most importantly, the students.

Local businesses often have resources (both human and physical) that can complement those available within the school/college. For instance, local businesses may have specialised equipment (laundry or kitchen equipment for example) that can be used to train students (or teachers) on, particularly during quiet periods of the year to improve the labour-market relevance of the training. Alternatively, businesses may have specialised knowledge that can be used to build upon the knowledge provided by teachers. For example, business managers can share insights into what it is like to work in the industry and what they look for in new hires when recruiting.



EDUCATION ENTERPRISE ENGAGEMENT PROCESS

“Understanding your needs will help determine the type of partnership you seek”

The development of EEE partnerships is not a one-off event but an on-going process which needs to be planned and managed.



Phase 1: Establishing Partnerships

Determining TVET School/College Needs

EEE partnerships should be built around specific needs with clear objectives. Identifying those needs is the first step to take. For a TVET school/college they may include supplementing teaching expertise with the latest industry practices, gaining access to specialised equipment and facilities, upgrading teacher’s practical skills or potentially generating revenue from providing industry training. The needs of private sector businesses are often driven by their search for better trained graduates, but may also include a desire to support local education through a Corporate Social Responsibility policy, goodwill to the local community or a need to upskill their existing staff. It is often best to start off with more simple initiatives and build on these as the relationships and trust develop over time.

Research and Identify Potential Industry Partners

The tourism and hospitality industry in Lao PDR is diverse. It includes businesses of different sizes, focus and management; ranging from small, family-owned operations to hotels and travel businesses that are part of international chains.

Establishing partnerships with local tourism and hospitality businesses will involve relationship building – with existing connections, but also by reaching out to a range of new businesses who could potentially help meet the needs identified. This requires the TVET school/college to proactively reach out to businesses. Some suggestions on how to do this include:

- Working through local organisation such as the Provincial Hotel and Restaurant Association, the Department of Informational Cultural and Tourism or the Provincial Chamber of Commerce.
- Perusing online websites such as www.tripadvisor.com, www.agoda.com, www.booking.com, etc. Customer reviews will help highlight particular strengths or weaknesses of each business.
- Asking students and colleagues if they have any connections with tourism and hospitality businesses in the local area.
- Being a tourist for the day – what do tourists do in your local area? Where do they go? Where do they eat/sleep/play?



Initiate Conversations and Start Relationship Building

There are many ways to go about this next step, from sending introductory emails and making phone calls to visiting the businesses in person. The best approach will depend upon your situation and personal preferences, but a combination of all three tends to work well. Once connections have been made, and interest established, hosting an Open-House Event is a popular and effective way of introducing the school, students and teachers to multiple private sector businesses at the same time. More information on hosting this type of event, along with relevant templates are included in the Good Practice Guide to Internships.

Formalise Partnerships with Industry Partners

The objective of any partnership should be clearly defined and understood by all parties from the outset. While cooperation between TVET schools/colleges and industry partners can be informal, they are often most effective when built upon a formal agreement which clearly outlines the objectives and roles of each partner. The most common form of this is through the signing of a Memorandum of Understanding (MoU) – a template can be found the in the Good Practice Guide for Internships.





Phase 2: Implementing Partnerships

Identify Specific Activities to Achieve Your Objectives

Once the broad outlines of a partnership have been set, focus needs to switch to the implementation of specific activities to address the needs previously identified. The Case Studies section in this guide provides a series of inspirational activities as well as suggestions on how to emulate and implement them.

EEE CASE STUDIES

- Case study 1 | The Power of Industry Networking
- Case study 2 | Annual Meeting with Industry Partners
- Case study 3 | Study Tours and Site Visits
- Case study 4 | Guest Speaker Programme
- Case study 5 | Skills Competitions
- Case study 6 | Training Industry Professionals on College Modules
- Case study 7 | Training Industry Trainers
- Case study 8 | Industry Teacher Training
- Case study 9 | Teacher Development Through Internships
- Case study 10 | Delivering Private Sector Training
- Case study 11 | Private Sector Supplying Training Equipment to TVET Schools/Colleges
- Case study 12 | Joint Industry Advisory Committees
- Case study 13 | Private Sector Provides Training Facilities to TVET Schools/Colleges
- Case study 14 | Job Fairs
- Case Study 15 | Student Work Experience



Phase 3: Evaluating Partnerships

As with any partnership, it is important to regularly review and evaluate what works well and what could be improved – potential areas for improvement could, for instance, be related to communication, the planning or implementation of activities, setting realistic expectations or goals based on experiences to-date and sharing lessons learned.

For key strategic partners, one-on-one meetings may be the most appropriate method for conducting such an evaluation. In this case, it is important that each partner is well prepared for the meeting with a(n) agenda/set of discussion points agreed on in advance.

In many cases it may be more practical to hold a collective review session with a group of industry partners at one time – this may typically take place at the end of an academic year or during the preparatory phase of the upcoming year/semester. Such a meeting presents an opportunity to determine whether the desired outcomes and goals were achieved, to share individual perspectives/experiences and to identify issues/challenges/successes from which other can learn. See Case Study 2 for more information on such an activity.

Phase 4: Maintaining/Enhancing Partnerships

It takes a lot of hard work and commitment to establish, implement and evaluate the partnerships through Phases 1-3. It is important that these partnerships are maintained, nurtured and, where possible, enhanced over time to maximise the returns of the time invested to date (see Case Study 1 for inspiration).

Many of the motley partnerships set out in the case study section below were not developed quickly or all at once, but over a period of years as relationships were developed, initial challenges overcome, trust nurtured and initial objectives achieved and expanded upon.

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Case Study 1: The Power of Industry Networking

Organisation: Lanith Luang Prabang Training Centre, Luang Prabang

SUMMARY OF THE PARTNERSHIP

The Lanith Luang Prabang Training Centre has been very committed to involving the private sector in their C1 programme delivery in F&B Services, Food Production and Housekeeping over the last three years.

Through consistent dedicated efforts in networking, identifying suitable partners and building these relationships, in 2019 the school was able to include the following activities in their courses:

- Industry guest speakers talking to the students.
- Site visits to industry venues.
- Students gaining relevant work experience and in-house training with industry partners.
- Using private sector facilities to train students in different environments.
- Hosting industry events, showcasing the training facility and their students' skills.
- Co-teaching specific skills with industry experts.
- Hosting job fairs.

To date, all 213 graduates from these programmes have secured employment within the tourism and hospitality sector following the training.

OPERATIONAL DETAILS

The Lanith Luang Prabang Training Centre has been collaborating with the private sector ever since they started delivering the C1 programmes in 2017. During that year, they hosted their first open house event for the private sector, which included a tour of the school's facilities, an introduction to the C1

KEY MESSAGES

This good practice highlights what can be built over time with consistent engagement with the private sector, mutual respect and working towards identifying win-win solutions that increase the labour-market orientation of the courses.

RESOURCE REQUIREMENTS

Building long-lasting relationships with the private sector requires dedication, time commitment, and willingness to listen and to adapt to their needs. Companies are often willing to help, share and support if they can see the impact of their contributions over time, leading to higher quality graduates ready to join the workforce. Relationship building requires time and responsiveness, not necessarily a large financial commitment.

programmes and a demonstration of the students' skillsets. Prior to the students' graduation, the centre invited the private sector to join a job fair, which allowed them to interview and hire promising students.

In 2018, they continued to work with members of the private sector and build on the activities they started in the previous year. The Centre expanded their outreach to more industry members and introduced additional activities, including:

- A Guest Speaker programme, which consisted of inviting Human Resource managers, General Managers and successful alumni working in Tourism and Hospitality businesses to discuss careers in the sector.
- Hosting the monthly General Manager Meeting for which the school provided the venue as well as food and beverage services further illustrating their students' skills.
- Working with private sector associations (Luang Prabang Chamber of Commerce and Luang Prabang Hotel and Restaurant Association) to reach out to more businesses.

In 2019, they continued previous activities, while also introducing:

- Co-teaching with professionals from the private sector as part of specific technical skill modules (e.g. housekeeping, cooking).
- Occasional and remunerated service/work for students for special events (e.g. catering, wait-staff) hosted by tourism and hospitality businesses (see case study 15).
- Having the private sector provide their facilities for practical training sessions (see case study 13).

BENEFITS

As demonstrated by the Lanith Luang Prabang Training Centre, a strong focus on networking and relationship building has laid the groundwork for implementing a significant number of activities during relatively short three-month courses. Local businesses are more likely to volunteer their time and facilities to improve the quality of the training when they are part of an ongoing relationship, rather than just following ad-hoc or isolated requests.

COULD YOU DO SOMETHING SIMILAR?

The case study demonstrates what can be achieved over time (two-three years) with consistent effort and relationship building. It shows how by starting small and continually enhancing relationships and areas of cooperation, a school can secure significant contributions from the private sector throughout different stages of course delivery.

CHALLENGES

Potential challenges include:

- Securing buy-in and continued engagement from School staff to engage with the private sector.
- Limited number of businesses to work with for schools located in provinces with little tourism development.
- Allocating sufficient time for teachers to visit and engage with the businesses.
- Requires commitment from the private sector to engage in activities and make key staff available.

Case Study 2: Annual Meeting with Industry Partners

Organisation: Dongkhamxang Agriculture Technical College, Vientiane

SUMMARY OF THE PARTNERSHIP

The Dongkhamxang Agricultural College host an annual meeting to which they invite local businesses. Items that are being discussed during these meetings usually include:

- Field trips/site visits;
- Curriculum review;
- Guest speaker planning;
- Internship reviews and planning for the upcoming year with regards to internships.

OPERATIONAL DETAILS

The meeting is convened at least once a year through invitation by the Dongkhamxang Agricultural Technical College. Invitations are sent to all their existing private and public sector partners as well as to any new businesses that have recently been set up in the region. The meeting is hosted by the College.

The agenda is both backward and forward looking. The purpose is to review the past period (six months or a year) in terms of the organisation and support for internships, field visits by the College to industry partners and the participation of private sector professionals in supporting teaching at the College. Furthermore, the current curriculum is reviewed against the latest industry needs and practices to identify areas that require change or updating. Sub-groups are formed where necessary to focus on specialist areas, involving teachers and contributors from the private sector. Finally, in conjunction with internship reviews and planning, a programme of visits from and to the College are scheduled for the next year.

KEY MESSAGES

Regular and direct communication with the private sector is invaluable when trying to develop and/or maintain relationships to increase private sector participation in TVET. A regular (once or twice a year) meeting offers a chance to share good practices as well as challenges, reflect on past experiences and plan for the current/upcoming academic year.

RESOURCE REQUIREMENTS

While a significant amount of time is needed to organise, host and follow up on this type of event, it will not take a large amount of financial resources to host.

Depending upon the programme, additional resources may be required for refreshments, materials, demonstration events or similar.

For those colleges situated away from the main tourism business areas, a shuttle bus could be provided to make it easier for private sector partners to attend.

BENEFITS

This practice presents an effective way for schools and businesses to harmonise their plans for the upcoming year and for the private sector to become actively involved in schools' educational programming. Schools may also seize the opportunity to pre-arrange internship placements as well as site visits with various businesses to build new relationships and strengthen existing ones. Students will be able to get the most from their studies through a regularly improved curriculum and well-managed exposure to local tourism and hospitality employers.

COULD YOU DO SOMETHING SIMILAR?

This is a model that can be replicated by most TVET colleges/schools. It is based on the principle that the best partnerships between TVET schools and the tourism and hospitality industry are created through close communication on a regular basis.

This model is different from establishing a formal Advisory Committee (see Case Study 12) in as much as it is more of a working meeting during which the main focus will be on internships and making them work effectively, but also on exploring other partnership aspects of the relationship.

One approach is to organise this meeting with the support of the provincial Hotel and Restaurant Association or Department of Information, Culture and Tourism, using their network of tourism and hospitality businesses to attract existing and new potential partners. A model agenda for such a meeting could look as follows:

- Welcoming notes and introductions;
- A tour of the school's tourism and hospitality facilities;
- Updates on recent developments – curriculum changes, internship arrangements and numbers, special events, etc.;
- Industry feedback on internships and other forms of cooperation;
- Planning for future collaboration – internships, guest speakers, local events, etc.;
- Employment opportunities for upcoming graduates;
- Any other business.

CHALLENGES

Potential challenges include:

- Sufficient time needs to be allocated to think of and agree on the goals the school and the private sector want to achieve through the meeting.
- The logistics involved with organising and hosting the meeting will also require careful preparation.
- Maintaining communication with participants following the meeting needs to be a priority to ensure every stakeholder thoroughly benefits from this practice.

Case Study 3: Study Tours and Site Visits

Organisation: Xieng Khouang IVET School, Xieng Khouang

SUMMARY OF THE PARTNERSHIP

IVET Xieng Khouang organises regular field trips to industry partners in the areas of agriculture and auto-mechanics during which students are hosted by industry professionals to learn more about day-to-day operations and technology.

OPERATIONAL DETAILS

The IVET school arranges those visits at least once per academic year in a way that is carefully linked to the students' curriculum and the stage of their learning. Xieng Khouang IVET School is supported by industry partners to conduct those study tours.

Visit outcomes and experiences are reviewed back in the classroom. The School plans to extend the field visit model to other courses, including those related to tourism and hospitality.

BENEFITS

The benefits of such study tours range from raising awareness and familiarity for students with the private sector in anticipation of potential internships and employment to demonstrating to them how classroom theory is applied in the real world. While industry staff can showcase their skills and knowledge as trainers for the day, the students get to experience and access equipment and technology they might not have encountered in the classroom before.

KEY MESSAGES

A site visit to tourism and hospitality businesses can provide inspiration, new skills and experiences to students and teachers alike. Some students may not have stayed in a hotel or ordered food in a restaurant before. To understand tourism and hospitality and the realities of working in it, you have to experience it firsthand!

RESOURCE REQUIREMENTS

Resources required will depend primarily upon how close the school/college is to tourism centres. Transport, and potentially overnight stays, may be required if there is minimal tourism infrastructure nearby. Hotels and restaurants are often open to hosting students for a few hours and showing them how their businesses work without charging anything.

COULD YOU DO SOMETHING SIMILAR?

This case study illustrates that students can benefit from visiting a range of business environments in order to see what they have learned in the classroom put into practice. Ideally, schools will arrange more than one site visit, but what is most important is for them to plan such tours to complement and enhance classroom teaching. They should be linked to the curriculum and planned over the full academic year at various stages of the students' learning. With many businesses being happy to welcome student visits, schools could, if financially feasible, consider organising trips to cities that usually attract the majority of tourists.

CHALLENGES

Potential challenges include:

- The main challenge lies in the distance between the school and the business to be visited. If the business is not in close proximity to the school, transport will need to be arranged.
- If the region has very few tourism and hospitality related businesses, the school might have to consider a trip to the next major tourism hub, which would incur higher expenses.

Case Study 4: Guest Speaker Programme

Organisation: Lao National Institute of Tourism and Hospitality (LANITH), Vientiane and Industry Partners

SUMMARY OF THE PARTNERSHIP

LANITH invites guest speakers from hotels, restaurants and travel agencies to visit the Institute and deliver specialist talks to students undertaking their Tourism and Hospitality Diploma programmes.

OPERATIONAL DETAILS

Every subject within the LANITH curriculum requires that at least one guest speaker per semester is invited to deliver specialist talks to the students. Examples include:

- Food and Beverage Services teachers inviting baristas and bartenders from well-known Vientiane bars and cafes to share their practical knowledge and experiences;
- Travel and Tourism Operations teachers inviting travel agents to educate the students on how to sell and create tour packages.

Before the semester starts, teachers at LANITH meet up to discuss which guest speakers they would like to invite for their respective subjects. They draft a list of guest speakers/private businesses they would like to reach out to, which is then presented to the School's management team. Once the list has been approved, the teachers proceed with contacting the private sector directly.

KEY MESSAGES

This is a great example of a simple, low-cost activity that can be replicated with multiple local businesses, or multiple different departments within the same business.

Businesses are often happy to share their knowledge and experiences with students and this can be a small step towards developing stronger connections with key industry players in a school's vicinity.

RESOURCE REQUIREMENTS

Minimum resources are required beyond the identification of suitable hotel staff to deliver the guest lectures. Businesses will often make their staff available free of charge, although assistance with travel costs may be required and as well as overnight accommodation if they need to be travelling a significant distance.

If the guest speaker is teaching a practical class, specific equipment or ingredients may have to be purchased and organised beforehand.

BENEFITS

Benefits are manifold with this sort of activity, as it exposes students and teachers alike to private sector professionals and their industry skills, while also complementing core teaching with relevant, up-to-date insights from a local employer. The practice is easily replicable and adaptable to a variety of taught subjects, comes with little to no costs and can be one of the first stepping stones for schools to build relationships with the private sector.

COULD YOU DO SOMETHING SIMILAR?

This model can easily be copied in regions with a decent abundance of medium-sized businesses. If businesses of sufficient size, or with sufficiently experienced staff are not locally available, larger businesses from nearby provinces may still be open to the idea.

It is indispensable for TVET schools to actively reach out and promote the benefits of such a partnership to local businesses by highlighting how industry professionals can play an important role as part of the students' learning experience.

This could be expanded beyond core practical skills to the teaching of crucial soft skills to secure future employment. Guest lecturers from recruitment agencies could provide insights into CV writing or searching and applying for jobs in the tourism and hospitality sector. Industry guest speakers could complement these lectures on soft skills by talking about career options, what a job in the sector is really like, what they look for in applicants when recruiting, etc.

Ideally, a guest speaking programme should be planned for the year ahead and designed to ensure topics covered are paired with the students' progression through the curriculum.

CHALLENGES

Potential challenges include:

- It is the school's responsibility to define which subjects could benefit from industry insights and which businesses should be contacted.
- Schools also need to carefully evaluate in which areas actual local experience is available to ideally complement subject teaching.

Case Study 5: Skills Competitions

Organisation: Various TVET Schools, Lao PDR

SUMMARY OF THE PARTNERSHIP

TVET schools invite private sector professionals to help provide practical training for students in particular topics that can be enriched through their industry knowledge. Subsequently, the schools organise student skills competitions in the areas in which they were trained.

OPERATIONAL DETAILS

Teachers identified potential partners that have proven expertise in the course topic that needs to be covered. Industry professionals, along with the teachers, then co-teach students for 3–4 hours or half a day in areas such as:

- Baking: The TVET schools in Khammouane and Savannakhet invited local pastry chefs to demonstrate the process of baking cake to students. During the training, they introduced students to the required ingredients, how to control the temperature in the oven and how to coat the cake with frosting.
- Preparing famous Lao dishes: Pakpasak Technical College invited a Lao chef from a famous restaurant in Vientiane to train students on how to cook famous Lao dishes, which included amongst others the duck salad and the fish salad. The chef also introduced students to the usage of organic products when preparing these foods.

After students had been trained, the teachers hosted skills competitions for them to illustrate what they had retained. Their outputs were then judged by the industry professionals who delivered the training.

KEY MESSAGES

This practice is a great example of innovative ways in which industry professionals can contribute to student learning and can be readily adapted to suit local conditions and opportunities. Businesses are often happy to share their knowledge and demonstrate practical skills and this can be a fun way to begin engaging with key industry players.

RESOURCE REQUIREMENTS

This practice requires the allocation of experts from the private sector to train students and judge the competition, while funds may also be needed for ingredients, equipment and facilities for example. The school needs to find time within the schedule for both training and implementing the competition.

BENEFITS

As has been shown in the above example, such activities support schools in raising their students' skill levels through practical insights and training from industry professionals to complement existing training programmes. Students will also learn to aspire to higher service standards via the competitions judged by the private sector professionals.

COULD YOU DO SOMETHING SIMILAR?

All TVET schools can create events like this, whether based on cookery or other skills areas and invite industry partners and their key staff as trainers and judges.

Holding regular class competitions among students on skills they are currently learning can be done throughout the academic year. On each occasion different industry representatives can be invited to teach students practical skills and host an ensuing skills competition.

Such events can be on the agenda of wider discussions between TVET schools and their local partner hotels and restaurants. TVET schools should actively promote events like this as part of MoUs and other links to the industry.

This competition format could also be expanded to other T/H courses such as;

- Creating tour packages: This training could be done together with a tour manager, and could result in a small competition between students drafting the most attractive product.
- Making a bed: This could be co-taught with a hotel housekeeper and could also lead to students competing on making the best bed.

CHALLENGES

Potential challenges include:

- Schools will need to reflect on the potential learning opportunities their locality has to offer and then engage with potential industry professionals to start collaborating.
- The activity requires commitment from the private sector to engage in activities and make key staff available.
- Good coordination between schools and the private sector in order to ensure a well-organised training and competition is also essential.

Case Study 6: Training Industry Professionals on College Modules

Organisation: Lao-German Technical College, Vientiane

SUMMARY OF THE PARTNERSHIP

The Lao German Technical College offers industry training for professionals in the area of automotive and agro-machinery heavy equipment. This model also has potential in tourism and hospitality training with the introduction of the new ASEAN Common Competency Standards for Tourism Professionals (ACCSTP) which are now available at the TVET schools.

OPERATIONAL DETAILS

Industry partners can send their staff to TVET schools to partake in specialist modules. The College makes places available within existing student classes for up to eight external staff at any one time. Participation is non-credit bearing and no fees are charged to partners with whom Lao-German Technical College has an MoU.

BENEFITS

While such a practice can cement a TVET school's reputation as a reliable training provider in specific sectors as well as further strengthen their relationships with the private sector, it's the latter which probably benefits the most from such an initiative. Business employees can gain access to specialist modules which businesses cannot offer to their employees themselves within the normal company training schedule, and, on top of that, the training will come at zero costs.

KEY MESSAGES

There are a wide variety of ways in which partnerships between schools/colleges and the private sector can take shape. This is a no-cost activity for the school which offers significant value to the private sector partner, and has the potential to eventually become a revenue-generating activity, if there is sufficient demand, and the training is of appropriate quality.

RESOURCE REQUIREMENTS

This approach will require considerable planning, if established partnerships are not already in place. However, if class sizes permit, there is very little additional cost to having industry representatives join certain classes. Additional resources would be required if these classes were offered in the evening or over the weekend, for example.

COULD YOU DO SOMETHING SIMILAR?

This model hinges upon the school's communication with industry partners to identify suitable modules. Identifying the industry's interests or needs may be done through an Industry Advisory Committee or the local hotel/restaurant association.

Such a practice is especially relevant following the introduction of the ACCSTPs and the associated teacher training. The modular structure of the Common Competency Standards theoretically allows schools to offer a wide variety of self-contained training programmes suitable to industry professionals in both practical and soft skill areas.

It may also be possible to teach these classes exclusively to the private sector as evening or weekend units, for which the private sector could be asked to pay a training fee.

The key steps required are:

- Identifying modules taught by the school and which would be of value to industry partners;
- Identifying suitable industry candidates who might benefit from attending such modules and assessing what prior learning/ qualifications they possess;
- Agreeing on practical arrangements – number of participants that can be accommodated, adaptations to the timetable that can be made for industry students, fees (if any), assessment of outcomes, certification, and possibilities for progression to further modules;
- Reaching out and promoting these learning opportunities.

CHALLENGES

Potential challenges include:

- While schools need to make sure that private sector partners are aware of the educational opportunities on offer, the onus is on the businesses to identify suitable staff to participate in the modules.
- Schools also have to elaborate a plan on how they are going to integrate credit-earning and non-credit earning students in their classes.

Case Study 7: Training Industry Trainers

Organisation: Lao National Institute of Tourism and Hospitality (LANITH), Vientiane, and the Lao Hotel and Restaurant Association

SUMMARY OF THE PARTNERSHIP

LANITH offers a “Train the Trainer” programme as part of their Pheun Than Heng A Sip (PTHAS) industry training programme.

OPERATIONAL DETAILS

In partnership with the Lao Hotel and Restaurant Association and their members, local industry professionals who excel in their field are identified and offered the opportunity to undergo training at LANITH to become PTHAS Trainers in subjects such as Front Office, Housekeeping and F&B Services.

Upon completion of the training, and with the support of their employers, the Lao Hotel and Restaurant Association are working with these accredited trainers to provide 2-day training courses on their specialty subjects to employees from interested businesses in Vientiane Capital.

For their staff to be able to partake in the training, the tourism and hospitality businesses pay course fees which cover the costs for the trainers and the training materials. Businesses often offer their own facilities as a training venue for no or low fees.

KEY MESSAGES

While businesses may have staff with the relevant practical skills to be trainers, they often lack the necessary pedagogical skillset such as classroom management, communication skills and teaching techniques, which are instrumental to good quality instruction. Training these employees on how to be trainers and informing them on the latest training resources available is a valuable service to the private sector as a whole, which schools can offer.

RESOURCE REQUIREMENTS

As has been indicated in previous case studies, the main investment is one of time, and dedicating it to building relationships with the private sector in order to understand training needs and the best ways to respond to these.

The private sector will need to be willing to pay a training fee, which they should regard as an investment in the capacity of their staff. That fee should cover the teacher’s wage, equipment costs, facilities etc.

BENEFITS

While the school will be able to enhance its reputation and credibility within the sector by training industry experts on the ins and outs of teaching, it's the industry as a whole which particularly benefits from experts who can effectively transfer their knowledge to their peers. The school can also use the opportunity to continue expanding its relationships with the private sector, which in turn will be beneficial for the students as it will become easier for them to find good quality internships which can be supervised by pedagogically trained tourism and hospitality specialists.

COULD YOU DO SOMETHING SIMILAR?

With appropriate support, this type of approach can be replicated by Provincial Associations and TVET schools/colleges more widely.

Upskilling industry supervisors is an important endeavour and one which can really help improve the quality of internships, the school's professional ties to the industry, and businesses' knowledge management. TVET schools/colleges often have the capacity to organise such "train the trainers" sessions, and can offer this service locally on a regular basis.

CHALLENGES

Potential challenges include:

- The value of such a training might not be immediately obvious to the private sector, which means that schools will have to agree on a clear selling strategy.
- The development of the training programme will be under the responsibility of the school, which will require time and dedication from teachers and management.

Case Study 8: Industry Teacher Training

Organisation: Crowne Plaza Hotel and Pakpasak Technical College, Vientiane

SUMMARY OF THE PARTNERSHIP

Crowne Plaza Hotel organised a 'Train the Teacher' programme for teachers from Pakpasak Technical College across three main subject areas: Food and Beverage Services, Food Production and Front Office Operations.

OPERATIONAL DETAILS

The 'Train the Teacher' programme – a three-week programme was offered to interested teachers from Pakpasak Technical College during their school summer break. The teachers attended the programme as trainees and worked closely with professionals of each department, thus updating their knowledge on the latest industry practices.

The training schedule was planned well in advance in conjunction with Pakpasak management and structured in a way to maximise the training's impact potential on the teachers.

BENEFITS

The teachers' exposure to the latest industry practices will not only further enrich their practical knowledge but will also enhance their teaching skills in their key subject areas. Consequently, students will indirectly also reap benefits through such an activity. At the same time teachers can use the training experience to build relationships with the private which can prove to be beneficial to implement other school activities in the future.

KEY MESSAGES

This is a good example of how the private sector can become involved in upgrading teacher skills, and thus contributing towards improving the quality of TVET education. Exposure to practical on-the-job training is invaluable to build the capacity of teachers and students alike.

RESOURCE REQUIREMENTS

This approach requires the allocation and availability of private sector professionals who can assume the role of trainers for the duration of the programme, along with needed hotel facilities and equipment. Possible travel, per diem and accommodation costs may be incurred by the school, if businesses are not within commuting distance for the teachers.

COULD YOU DO SOMETHING SIMILAR?

This case study represents the opposite version of Case Study 7 above. In this example, the training, based on current industry methods and content, is provided by the hotel for TVET teachers and gives teachers insights into the latest training methods in a hotel context. This invaluable learning opportunity for teachers also helps to build or further cement relationships between the hotel and the school. There may be opportunities to look for businesses outside of the local province – especially for schools that are located in more remote areas - to provide such a training, either in major tourism centres or possibly abroad.

As with other cases, this example should be seen in the wider context of engaging with the private sector, school relationship building, and looking to find mutually advantageous ways to work together.

CHALLENGES

Potential challenges include:

- The schools need to make their teachers aware of the benefits such a training entails and needs to actively encourage them to enhance their skills and knowledge base.
- Local businesses need to provide sufficient staff to ensure smooth training implementation.
- Both schools and private sector partners have to reflect on the best time period for such a training, as the summer break also coincides with the low season, for instance.

Case Study 9: Teacher Development Through Internships

Organisation: Various TVET Schools, Lao PDR

SUMMARY OF THE PARTNERSHIP

The MoES' TVET department created the "Hotel Internship Programme" for TVET teacher in Tourism and Hospitality. The programme provides opportunities to Tourism and Hospitality teachers to update their knowledge and acquire "industry current skills" at the Crowne Plaza Hotel in Vientiane.

OPERATIONAL DETAILS

For three months, Tourism and Hospitality teachers would undertake internships in the area of housekeeping or food production. Crowne Plaza Hotel interviewed the teachers just as they would any new staff. Once the teachers were 'hired', they were guided through staff orientation and allocated to the department which was most relevant to the subjects they taught. This ensured that the skills the teachers acquired could be optimally used when they returned to their school. The hotel provided one meal a day as well as work insurance for the teachers.

KEY MESSAGES

All professionals, regardless of their industry, need to continually update their skills and knowledge through regular training and exposure to the latest tools and techniques of their trade. This is no different for tourism and hospitality teachers, and some of the larger hotels, both in-country and the wider region, offer a great opportunity to achieve this continuous learning.

RESOURCE REQUIREMENTS

This type of activity may incur substantial financial costs depending upon the location of the training, and the in-kind support offered by the private sector. If the place of internship is outside of the immediate locality, teachers may require accommodation, transport and per diems to participate.

The private sector will need to dedicate time of their staff, suitable facilities and equipment for the training to take place.

BENEFITS

Apart from the evident benefits of this activity such as enhancing teachers' skills in key subject areas by learning about current industry practices, other benefits include improved working relationships with teachers and industry professionals. For instance, these relationships can translate into skills competitions for students or other activities described above and below. After the internship, the teachers will also be able to better mentor their students by providing them with insights into the realities of working in the sector as well as the latest practices.

COULD YOU DO SOMETHING SIMILAR?

This is a good example of teacher development through industry exposure and experience. Schools can identify areas in which local expertise is particularly strong and teachers can benefit by allocating time to learning from and within the industry.

While similar programmes have been undertaken for tourism and hospitality teachers in Lao PDR, this sort of learning requires regular updating / refreshing. There is also value in giving teachers experience in very different hotels and locations.

Achieving teacher development through collaborations with the private sector is not only limited to the implementation of such internships, but can also be done through shorter programmes: For instance, teachers could be working in local hotels or restaurants for only one or two weeks outside of teaching hours to upgrade/learn new skills.

CHALLENGES

Potential challenges include:

- Organisational hurdle: Identifying relevant and interested enterprises and matching them with motivated teachers.
- Willingness of teachers to free up personal time for the pursuit of an internship.

Case Study 10: Delivering Private Sector Training

Organisation: Xieng Khouang IVET School, Xieng Khouang

SUMMARY OF THE PARTNERSHIP

In partnership with the Department of Information, Cultural and Tourism (DICT) of Xieng Khouang and a group of local hotels, Xieng Khouang IVET School conducted a one-week training programme for hotel staff in Lao cookery and food and beverage services.

OPERATIONAL DETAILS

To start with, the partners identified the training needs through meetings between the School, private sector and DICT. The School then designed a suitable training programme, which was delivered using the school facilities. A nominal fee was charged to the private sector to cover direct costs (materials, ingredients, lunches, etc.).

BENEFITS

This case study provides instructive insights into the potential of creating partnerships between TVET schools and the private sector. New relationships with the private sector can be forged, existing ones strengthened and the school's reputation as a reliable training institution cemented. The feedback from the private sector on the training programme will enrich the content the school will offer to its students.

Businesses will increasingly realise the expertise these institutions have on offer, and will not only keep them in mind to upskill their staff, but also to recruit their graduates.

KEY MESSAGES

This model offers a revenue-generating opportunity designed to meet local needs. It demonstrates the value to industry of utilising school expertise and facilities for upskilling their staff, and reinforces the need for direct and regular communication with the private sector.

In many locations, there are very limited opportunities for businesses to use external training providers, and this may present a revenue-generating opportunity for schools.

RESOURCE REQUIREMENTS

A key requirement for a TVET School to undertake such an activity, is the schools' investment in developing relationships with the private sector. Only through close contact with the business sector are schools able to understand the industry's training needs and convince the private sector to invest in them to upskill their staff. Costs associated with training delivery (facilities, ingredients, teacher time, etc.) can be recouped by charging a fee for the training.

COULD YOU DO SOMETHING SIMILAR?

The starting point for this type of arrangement is to identify training needs of the private sector. These needs can be identified by local businesses or suggested by teachers based on their skillset. Local industry associations may be able to provide an oversight of common training needs.

TVET schools can actively promote their capacity and capability to deliver training for hotels and restaurants and identify the particular areas where they can help to meet industry needs.

CHALLENGES

Potential challenges include:

- Schools, in conjunction with the private sector, need to be in agreement that they have to strive together for a constant improvement of the sector's standards.
- Through that shared agreement, partnerships need to be actively sought, established and maintained.
- Availability of staff in the private sector to be upskilled.
- Availability of suitable teachers to provide upskilling training.
- Having/designing suitable programmes relevant for people already working in the sector..

Case Study 11: Private Sector Supplying Training Equipment to TVET Schools

Organisation: Kubota Lao and the Lao-German Technical College, Vientiane

SUMMARY OF THE PARTNERSHIP

In 2013, Kubota Lao provided the Lao-German Technical College with a selection of small machinery and heavy equipment they use in their daily operations. The equipment is maintained and checked every three months by a technical expert from Kubota.

OPERATIONAL DETAILS

The equipment is used by the Lao-German Technical College to train students in current technology and its maintenance.

The school has the biggest training premises for Kubota equipment in Lao PDR, so the company uses the facilities on a regular basis to train its own staff, with trainers from Kubota Thailand. Teachers from the Lao-German Technical College are also included in these training events to ensure they are up-to-date on the latest skills and technology from Kubota.

BENEFITS

The benefits of such an activity are multifaceted, ranging from allowing schools to offer up-to-date educational content to their students to establishing a closer collaboration with a major Lao employer. On top of that, the teachers are given the opportunity to regularly partake in training events offered by Kubota to its Lao staff, which ensures that the teachers' knowledge base and skillset are constantly being refreshed and expanded. This practice also provides Kubota with access to a large and dedicated training space as well as graduates trained in the use of their machinery. Donating equipment to a vocational school can also be utilised by companies to boost their image.

KEY MESSAGES

Usually, the private sector has access to the latest technology and equipment. Even older equipment that is no longer being used by businesses but still functional may be a valuable addition to TVET schools/colleges' training resources.

RESOURCE REQUIREMENTS

For the TVET school/college, the key element to pave the way to such a collaboration lies in proactiveness and the willingness to foster positive relationships with the private sector. Ensuring they know that such an activity is a possibility is essential. Transport of equipment from the business to the school will also need to be organised.

Sponsorship of facilities/publicity may be something the school/college can offer in return for donated equipment.

COULD YOU DO SOMETHING SIMILAR?

While it may be challenging to convince tourism and hospitality industry partners to donate new equipment, TVET schools can indicate that they will welcome donations of equipment or software that is no longer used in hotels/restaurants. Such donations can then be linked to training for teachers and students on how to use the equipment, either in the TVET school or onsite within the business.

The challenge in tourism and hospitality is that there is no single dominant employer, which means that schools need to find a way to engage more than just one hotel/ restaurant. Some schools do this by breaking up the range of equipment and facilities that companies can support – kitchen, front office etc.

Schools should also think of building partnerships beyond the hotels and restaurants they currently work with. Building a relationship with equipment suppliers, catering supply companies who work with hotels and restaurants or technology companies that supply hotel systems, can be of real value to both. Schools may also benefit from attending demonstrations of new equipment.

CHALLENGES

Potential challenges include:

- The school and the cooperating private sector partner have to agree on a maintenance schedule to keep the provided equipment functional and up-to-date.
- Time needs to be allocated to make sure teachers can be trained by the industry partner on how to use the new equipment to guarantee safe and correct handling during class.
- Private sector businesses might be reluctant to put the latest machinery and tools at the disposal of the school.

Case Study 12: Joint Industry Advisory Committee

Organisation: Lao National Institute of Tourism and Hospitality (LANITH), Vientiane

SUMMARY OF THE PARTNERSHIP

LANITH has established a Joint Industry Advisory Committee which is comprised of 15 representatives from hotels, restaurants and travel businesses.

OPERATIONAL DETAILS

The LANITH Joint Industry Advisory Committee meets twice a year to discuss the following areas:

- Review and advise on proposed curriculum changes;
- Review and advise on student assessments;
- Review and advise on internship programmes for students;
- Weigh in on local industry developments and assess what these may mean for training programmes;
- Advise on building closer relationships between the school and industry.

The committee also established specific support groups for the following activities:

- Marketing
- External relations
- Curriculum review and development
- Internship review and planning

KEY MESSAGES

The value of an Advisory Committee is dependent upon the school's openness to listen to advice and guidance from industry partners, and to act on this advice if possible. It offers a high-level dialogue platform from which strategic partnerships may be further advanced.

RESOURCE REQUIREMENTS

Resources required are largely confined to the administration and time commitment required from the various participants. In addition, there may be costs associated for participants to travel to the venue, and for the provision of materials/drinks during the meeting.

BENEFITS

The establishment of such a committee gives the private sector the ability to shape the school's development and contribute to improving the curriculum and teaching by ensuring that courses are up-to-date and industry-validated. In turn, this also means that the employers have direct access to well-trained graduates which can more easily take up positions in their businesses. Furthermore, having such a committee gives schools direct access to a high-level network of industry practitioners which can be further utilised to implement some of the activities already described in this manual.

COULD YOU DO SOMETHING SIMILAR?

This is certainly a model that can be adopted by other TVET schools, as it requires no significant budget or teacher time investment. The Industry Advisory Committee is different from more informal liaison meetings that can take place between a TVET school and its industry partners. The Industry Advisory Committee should be established formally and include agreed a Memorandum of Understanding (MoU).

Members, appointed for a specific period of two years, for instance, can include:

- TVET School Director (Chair);
- TVET Head of Tourism and Hospitality;
- Representative of the Provincial Department of Tourism;
- Representative of the Provincial Department of Education;
- Representative of the Provincial Hotel/ Tourism/ Restaurant Association;
- Representatives of two local hotels;
- Representatives of two local restaurants;
- Representatives of two local tourism attractions;
- Representatives of two local travel agents/ tour operators;
- Two additional teacher representatives (including internship co-ordinator).

CHALLENGES

Potential challenges include:

- The school has to be committed to the concept, take into account the feedback received by the Committee, and act on it to the best of its abilities.
- Regular participation of the same participants needs to be ensured.
- The private sector needs to be persuaded of the usefulness of such an initiative.

Case Study 13: Private Sector Provides Training Facilities to TVET College

Organisation: Lanith Luang Prabang Training Center and Luang Prabang View Hotel

SUMMARY OF THE PARTNERSHIP

Luang Prabang View is a four stars hotel in Luang Prabang which provided five bedrooms per day to Lanith Luang Prabang Training Center to use as a practical training facility for students studying for a C1 Certificate in Housekeeping.

OPERATIONAL DETAILS

While the model bedrooms at the Lanith Luang Prabang Training Centre are ideal for training housekeepers to work in small boutique hotels and guesthouses, they are not ideal for training housekeepers to work in luxury hotels. With a need for housekeepers used to working in more luxurious facilities and spare rooms available during low season, the Luang Prabang View Hotel offered to provide five bedrooms for a two-week period so that students could undertake practical training that would broaden their skillset and maximise their employment opportunities after graduation. The hotel also provided key staff to assist the teachers in training students to their own hotel standards, including specifics on:

- How to make a bed;
- Amenities in luxury hotel rooms;
- Minibar;
- How to clean a bathroom;
- The detergents the hotel uses for cleaning.

KEY MESSAGES

This practice is another great example of ingenious ways in which industry partners can contribute to students' learning experiences. There is always a possibility for businesses to share their facilities and their staff's expertise for student training, especially during low season. Building partnerships with the private sector is fundamental to the development of such activities.

RESOURCE REQUIREMENTS

This practice requires significant commitment from the private sector, as they need to allocate key staff to join the training and put parts of their facilities at the disposal of the school. Teachers also need to dedicate time to coordinate with the private sector so that the students can gain as much as possible from the experience and align it with their learning objectives. Moreover, possible transportation costs for students may be incurred if the industry partner is located far from the school.

BENEFITS

As shown by the Lanith Luang Prabang Training Center, it is beneficial for schools to adopt a proactive approach when trying to establish partnerships with the private sector. Such an approach can be rewarded with opportunities for students to gain valuable practical experience by learning within a real-world setting from industry professionals. The school can thus boast students which are equipped with up-to-date industry skills, and which are more likely to smoothly transition into the labour market upon their graduation. Businesses benefit from such an arrangement as they become actively involved in the training of potential future employees.

COULD YOU DO SOMETHING SIMILAR?

This is a good example of an active partnership between a TVET school and a tourism and hospitality business. The starting point of such a collaboration would be identifying course needs and topics which could be enriched through real world learning, and consequently selecting potential local businesses based on their facilities, product and service quality. It should be noted that such partnerships are not limited to housekeeping and could be expanded into other disciplines like bar services, kitchen operations or front desk services). Teachers need to reflect in advance about the possibilities the sector has to offer and how synergies between the classroom and training in real-world facilities could be accomplished.

CHALLENGES

Potential challenges include:

- Schools need to actively seek out partnerships with the private sector and not shy away from making themselves more visible to the businesses.
- Availability of suitable hotels in the vicinity of the school.
- Availability of hotel rooms or other facilities required for practical training.
- Availability of key staff at the hotel to co-train with the teacher.
- Transportation arrangements for students to travel from the school to the hotel.

Case Study 14: Job Fairs

Organisation: School of Tourism and Hospitality, Pakpasak Technical College

SUMMARY OF THE PARTNERSHIP

In February 2020, Pakpasak Technical College hosted a small job fair for the 85 graduates completing their C1 programmes in Lao Cookery, Food and Beverage Services, Housekeeping Services and Kitchen Operations to help them find employment within the sector.

The Job Fair was well attended by private sector businesses, which listened to an opening introduction from the College Director and a presentation of the various courses by the teachers. They then took a tour of the school and witnessed practical skills demonstrations by the students. Then, following a coffee break prepared and served by the students, the employers had plenty of time to conduct individual interviews with the graduates.

OPERATIONAL DETAILS

Shortly before the C1 programme students completed their courses, the job fair was organised by the school in collaboration with private sector partners in Vientiane Capital. The teachers had to ensure that the businesses attending the job fair had suitable vacancies for their C1 graduates. The main job fair components consisted of the following:

- An introduction to the various C1 certificate courses and subjects taught by the teachers.
- A school facility tour of each school department, including Tourism and Hospitality, led by the teachers.

KEY MESSAGES

The job fair is an excellent tool to connect students with the private sector. It provides an opportunity for students to demonstrate their skills to potential employers and learn more about the industry directly. It also provides an opportunity for the private sector to learn more about the schools' Tourism and Hospitality programmes and students, and to promote their businesses (thus showing the students the employment possibilities the sector has to offer). Ultimately, the job fair is one of the most effective ways to lead to graduate employment.

RESOURCE REQUIREMENTS

This highly beneficial practice requires careful planning and preparation by the school's management and teachers as well as engagement and participation by the private sector. Teachers should prepare the students for the job fair by training them for the job interviews and providing coaching where needed beforehand. A budget is required to cover the costs for ingredients needed for the skills demonstrations, signage, invitations, etc.

- As the tour reached the Tourism and Hospitality department students from each course (housekeeping services, food production, and food and beverage services) showed off the skills they acquired:
 - Housekeeping students demonstrated how to professionally clean and make-up a hotel room.
 - Food and Beverage students mixed and served welcome drinks, whilst also demonstrating how to set up a table.
 - Food Production students showed off their coffee-making skills and prepared break snacks.
- Interviews between the private sector and graduates during which the students had the opportunity to meet and exchange with industry professionals. Each interview would take approximately five minutes. However, if more time was needed, the teachers arranged separate meetings after the event with the students. In preparation for these interviews, the teachers conducted a vacancy survey with the private sector to match each student with a business, depending on the business' vacancies.
- Before the event, the businesses were asked to prepare job application forms and short introductions of their businesses.

BENEFITS

Organising and hosting a job fair provides numerous benefits to the students, the businesses and also to the School. While students can seize the opportunity to exchange with employers and potentially find a job, business owners and/or Human Resources managers get to choose from a pool of qualified applicants to fill their vacancies for zero cost. The School itself will become more visible in the labour market, can establish itself as an institution which trains well-qualified graduates and will be able to foster better relationships with the private sector, thus improving the job prospects of their graduates.

COULD YOU DO SOMETHING SIMILAR?

This case study represents a good practice for collaboration between schools and the private sector. With adequate planning and preparation, all schools can organise similar job fairs. However, the schools must be proactive and reach out to local businesses. The school should pay close attention to preparing the students for the day they meet and interview with the private sector. The size of the event should be proportional to the number of graduating students.

CHALLENGES

Potential challenges include:

- Organising the event is time consuming as a significant amount of planning and preparation is required.
- Students require coaching in order to be prepared for interviews with the private sector.
- The school needs to prioritise and actively engage the private sector in order to ensure sufficient attendance by businesses.
- Limited number of businesses to engage with for schools located in remote provinces.
- Requires commitment from the private sector to attend the job fair and make key staff available.

Case Study 15: Student Work Experience

Organisation: Lanith Luang Prabang Training Center, Luang Prabang

SUMMARY OF THE PARTNERSHIP

In 2017, Lanith Luang Prabang started to deliver C1 courses in Tourism and Hospitality. One of the most defining characteristics of these courses is their practical-oriented approach. Correspondingly, one of the training centre's standout activities has been to connect students to on-the-job experiences by having them provide occasional service work for businesses within the frame of special events (e.g. catering, wait-staff). Not only did the students gain real work experience through these arrangements, but they were also remunerated.

OPERATIONAL DETAILS

This activity started to take shape when business owners and managers noticed the students' service skills at the restaurant of the Lanith Luang Prabang training centre. They reached out to the school asking whether the school would be able to provide them with part-time staff in case special events required them to temporarily increase their workforce. Subsequently, an arrangement was found whereby:

- The private sector could reach out to the School's teachers to inform them of upcoming events for which they needed additional staff.
- The teachers would then convey the details to the students such as: the location, duration, date, tasks and responsibilities, wages and number of students required.
- Based on these details, interested students could then confirm their willingness to provide their services.

KEY MESSAGES

This good practice serves as a prime example of the private sector becoming positively involved in the student learning experience. Apart from the obligatory internship, these work opportunities allow students to gain valuable insights into their future potential workplace. This is also great opportunity for them to demonstrate their skillset, which could lead to employment upon their graduation.

RESOURCE REQUIREMENTS

This good practice requires awareness by the private sector of the students' capacities, sufficient time to select suitable and willing students, and for teachers to ensure students will be working in a safe environment and fairly compensated for their time. Any costs involved should be borne by the company.

- Meanwhile, the teachers would ensure that each student would get the chance to gather practical experience by applying a rotational system to help them avoid having always the same students partaking in these events.
- The teachers would also be present during the event to supervise the students and intervene, should any issues arise.

BENEFITS

The benefits of such an activity are multi-faceted given that there are several beneficiaries: the students, the school and the host business. Students garner important real work experience by collaborating with industry professionals, and they get to showcase their skills to an employer who might decide to hire them in the future. They are also paid for their services, which provides them with a sense of fulfilment and a source of funds.

The School will be able to build or cement their reputation as an institution providing skilled workers for the industry, and the businesses can ensure that their events will not be threatened by a shortage of skilled employees.

COULD YOU DO SOMETHING SIMILAR?

This model practice can be replicated by most TVET colleges. One key enabling factor to keep in mind is to make the students and their skillsets visible to the private sector. If the private sector is not made aware of the availability of skilled labour, then it's unlikely they will find out on their own. Raising that awareness can be done by inviting the private sector to join school events such as an open house, or skill competitions and informing them that the students can help out during events.

You would also need to allocate sufficient time to the teachers to:

- maintain the relationships with the private sector;
- communicate the private sector's needs to the students;
- sort out the inherent logistics of such an activity: student travel arrangements (including obtaining the necessary permissions for students to leave the dormitories), and student supervision at the event;
- handle any issues that might arise during the event.

It is important to remember though that this should be a voluntary opportunity for students, for which they should be reimbursed by the business for their time. The school should ensure that any work placement encouraged by the School is undertaken under safe conditions and students are in no way exploited.

CHALLENGES

Potential challenges include:

- Logistics: The activity might become difficult to implement, if the event is outside of town or far from the school, given that a great deal of prior coordination will be necessary and that transport costs would need to be covered.
- Teachers might have to ask for permission from the school to let students staying in the dormitories work outside the school if it is an evening event.



Pandan tea (cold)

Lipton tea

Iced tea with lime

Mint, Lemongrass, ginger tea

Lemongrass, ginger, pandan

Lime juice

Lime soda with mint, honey

Coke, Sprite, Soda water

Beer Lao small/large

Tiger head water

Fruit Shake, F

Rosella soda

Butterfly pea

Fresh c





Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Swiss Agency for Development
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