Hospitality Kampuchea (HoKa) HANDBOOK

Version 1.0
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MIGIP
Mekong Inclusive Growth
& Innovation Programme

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Abbreviation and Acronyms

ACCSTP	ASEAN Common Competency Standards for Tourism Professionals
AQF	ASEAN Qualifications Framework
ATM	ASEAN Tourism Ministers
ATP	ASEAN Tourism Professionals
CATC	Common ASEAN Tourism Curriculum
CQF	Cambodian Qualifications Framework
ETNA	Electronic (online) Training Needs Analysis
HIT	High Impact Training
HoKa	Hospitality Kampuchea
MIGIP	Mekong Inclusive Growth and Innovation Programmes
MRA	Mutual Recognition Agreement
MSME	Micro, Small and Medium Enterprises
NCTP	National Committee for Tourism Professionals
PPT	PowerPoint
ROSEA	Region of South East Asia
SC	Swisscontact
SC-KHM	Swisscontact Cambodia
TNA	Training Needs Analysis
ToR	Terms of Reference
ToT	Training of Trainers
TVET	Technical and Vocational Education and Training

Introduction

Swisscontact – the Swiss Foundation for Technical Cooperation – is an independent, non-profit foundation based in Zürich, founded in 1959 by leading figures from the Swiss private sector and Swiss universities. It is exclusively involved in international development, active in more than 38 countries with 120 programmes with more than 1,000 staff members. At the heart of all Swisscontact's work stand the private sector and its crucial role for achieving more inclusive economic growth. Swisscontact approaches this through 8 working areas: Initial Vocational Education and Training, Labour Market Insertion, Upskilling and Reskilling, Sustainable Agriculture, Trade, Green Cities, Tourism and Entrepreneurial Ecosystem. Swisscontact has maintained a presence throughout South-East Asia for more than 30 years.

Swisscontact has been operating in Cambodia since 2013, establishing its office in the country in April 2016. In Cambodia, Swisscontact operates in two working areas – enterprise promotion and skills development – always acting through private sector development. Building on the wider organisation's regional and global experience, Swisscontact strives to support local areas of focus, including agricultural innovation, tourism, impact investment, and renewable energy.

About HoKa (Hospitality Kampuchea)

Hospitality Kampuchea (HoKa) is a training programme aimed at supporting skills development in developing or emerging tourism destinations in Cambodia. HoKa was designed and implemented by the Mekong Inclusive Growth and Innovation Programme (MIGIP) during 2018-2020 as an "initial phase", partly funded by the Laguna Foundation and the Swiss Agency for Development and Cooperation (SDC). HoKa was built on the training materials and the practices applied in the Skills Development Program Phase 1, which is a mandated project from the Swiss Agency for Development and Cooperation (SDC) and implemented by Swisscontact

The HoKa programme initiated and implemented a dual-approach in-house training for various hospitality occupations within targeted destinations.   The long-term objective is to implement HoKa training in other destinations in Cambodia and make it a cornerstone of work-based vocational training in the hospitality industry.

HoKa includes two key elements that are built into its development and delivery:

HoKa Foundations

The Process

'*How it is delivered*' **which is a dual Approach to Training**

The Content

Alignment to the ASEAN Common Competency Standards for Tourism Professionals (ACCSTP)

HoKa was developed to support hospitality skills development in tourism, specifically:

- Improve **service quality of MSME** in tourism destinations
- Upskilling for **existing low-skill workers**
- Build training capacity for **local and industry professionals**

Of the total 620 000 direct jobs in Tourism in Cambodia, only 30% have qualifications. HoKa is a programme aimed at the un-certified workforce in hospitality. It enables them to gain the first rung of the qualifications ladder on the ASEAN Qualification Framework (AQF), from which they have the potential to climb to higher qualifications.

Since 2020, HoKa has been taken up by the Ministry of Tourism and the Skills Development Programme (SDP) of Swisscontact to expand into more provinces.

Dual-Approach In-house Training (DAIT) Model

The Dual-Approach for in-house training is based on the principle of combining on and off job training. The off-job training is the theoretical or 'best practice' training element, and the on-job component is where the learners apply what they have learned during the off-job component.

The various actors in the model include[1] :

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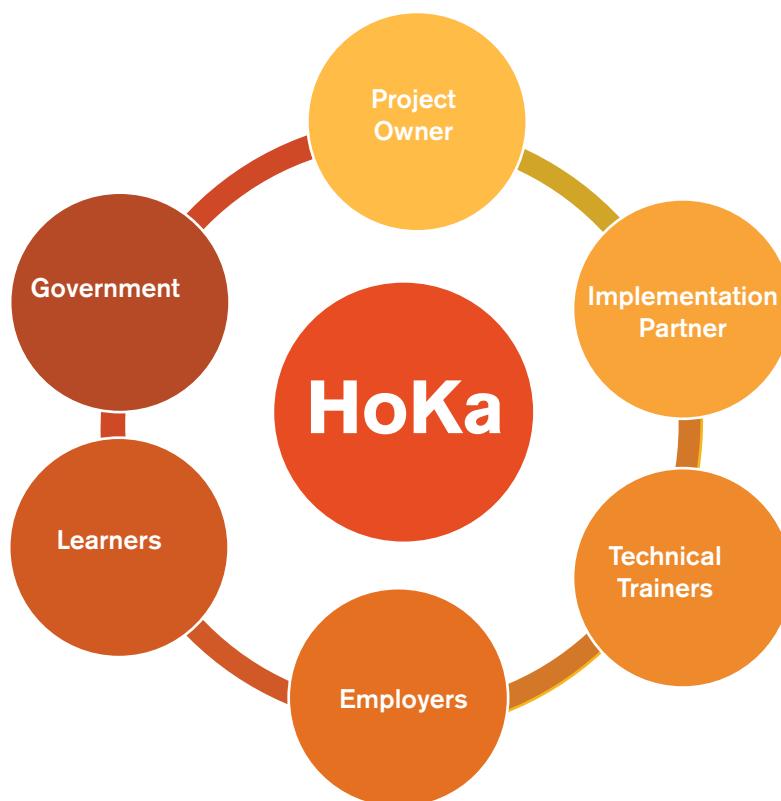
1. *As of writing this Handbook, the Ministry of Tourism has formed a HoKa Steering Committee, under the SDP project, and will be taking over the tasks of HoKa. In this case the project owner is the Government, which is the ultimate aspiration for development agencies, i.e., the relevant Government institution to take up the initiative and integrate in the national system. The handbook is written from the experiences of MIGIP.*

- **Project owner:** this is a project or organization (such as Swisscontact) that has the capacity and often funding to implement a HoKa training programme. The Project owner has a number of responsibilities including liaising with national government, getting approval of revised curricula for certification purposes; coordinates the other actors as needed; registers learners, contract with technical trainers, liaise with local officials of government if needed, and either facilitates or provides certificates or qualifications at the end of the training programme.

- **Implementation Partner:** this organisation which the project owner partner with for joint implementation of the HoKa training "on the ground". The partner mobilises employers and learners to participate in the training; arrange logistics for training sessions for Training of Trainers and for Training of Learners, coordinate with administration and other activities as negotiated and agreed with the project owner. Technical trainers may or may not be employed by the implementation partner, depending on the type of partner contracted.

- **Technical Trainers:** present the off-job training component and deliver training on a fixed programme and schedule. Technical trainers may also monitor the learners in the workplace to ensure that they are able to complete the work-based tasks and progress through the workbook.

- **The Employer/supervisor** employs or supervises the learner and permits them to attend the off-job training component. The employer/supervisor also allows them to practice certain skills or complete specific tasks or activities in the workplace.

- **The Learner:** this is the person who participates in the training model. Learners are current employees in the hospitality industry and participate in the programme in order to learn their craft and to gain a recognized qualification. The learner attends formal tuition on a regular basis, off the job, then works through a structured set of activities in the workplace, overseen by a supervisor, and monitored by a representative of the training provider.

- **Government:** national government through the Ministry of Tourism and its sub-directorates such as National Committee for Tourism Professionals (NCTP) and Training Department, as well as Provincial Departments of Tourism will be key allies and partners in the process of implementing HoKa training.

The *Model* itself consists of 12 modules of training delivered in a combination of off-job training at a venue arranged or provided by a training provider, followed by on-job training in the workplace. It may be delivered in various configurations depending on what works best for the employers in the destination.

This model may be reconfigured according to local needs e.g., reducing the duration by increasing the number of off-job days and shortening the time in between modules. The supporting curriculum, programme and training materials list the exact themes and topics to be covered in each week. The programme starts with basic or general workplace skills, then progresses to the technical skills needed for the occupation. The basic or general skills include topics like personal hygiene and professional presentation, health and safety, teamwork, service excellence and workplace communication including complaint handling.

Various options of delivering the 12 modules are possible such as:
- Half day of off-job training over a period of 12 week: 1 module per week
- 1 full day of off-job training over a period of 6 weeks: 2 modules per week
- 2 full days of off-job training over a period of 3 weeks: 4 modules per week
- 6 full days of training in one block: 12 modules back-to-back.

Week 1		Week 2		Week 3		Week 4		Week 5		Week 6	
5 days in work-place	1 day at trainer	5 days in work-place	1 day at trainer	5 days in work-place	1 day at trainer	5 days in work-place	1 day at trainer	5 days in work-place	1 day at trainer	5 days in work-place	1 day at trainer

An additional week is added on at the end for conducting the Skills tests.

Example: Six-week Model:
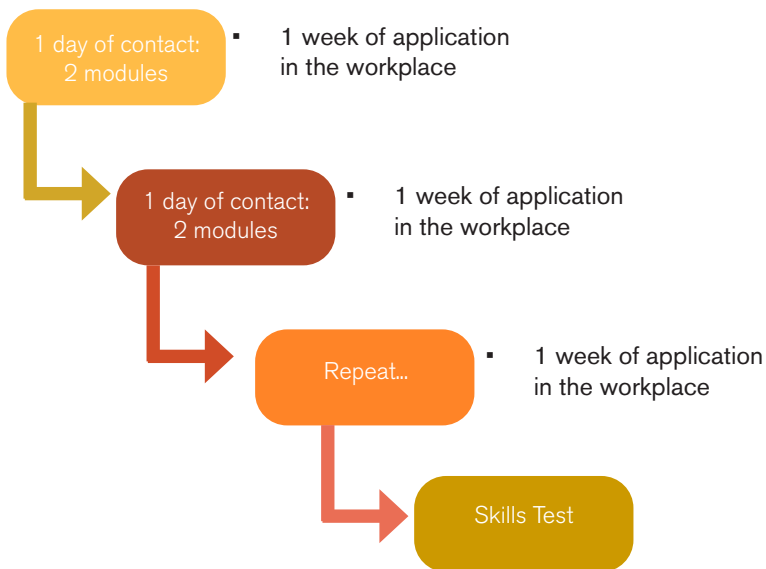
However, an additional day is needed for opening and closing procedures of the training.

An example of a schedule would look like this:

Day	Morning	Afternoon
1	Opening procedures: welcome, orientation, address by NCTP, course overview and content, motivation for learners	Module 1
2	Module 2	Module 3
3	Module 4	Module 5
4	Module 6	Module 7
5	Module 8	Module 8
6	Module 10	Module 9
7	Module 12	Preparation and practice for Skills Test

ASEAN context

The HoKa training materials are aligned to the ASEAN Common Competency Standards for Tourism Professionals (ACCSTP). A Mutual Recognition Agreement (MRA) between the ten ASEAN countries allows for the recognition of qualifications between these countries, provided that training, assessment and certification is based on the agreed common standards for the region. Each of the ASEAN countries has a body that is authorised to manage the implementation of the ACCSTP within its country and to issue certificates to candidates who have been successfully assessed against the standards.

In Cambodia, this authority is the National Committee for Tourism Professionals (NCTP). All ACCSTP-aligned training must be authorised, endorsed and quality assured by NCTP. The HoKa training materials were developed in full consultation with NCTP, and certificates are subsequently issued by NCTP. If in future (and within other projects or destinations) the HoKa materials are adapted based on the results of Training Needs Analysis, NCTP must always be notified of changes, and projects need to ensure that they meet NCTP requirements in order to qualify for certificates for HoKa graduates.

HoKa materials are aligned to the ASEAN ACCSTP Level 1 qualifications for Receptionists, Room Attendants and Waiters / Bar staff.

Purpose of the manual

This HoKa Guideline Manual aims to provide step-by-step instruction on how to implement HoKa training programmes in Cambodia. The Handbook helps ensure quality and consistency for HoKa implementation. It is a key reference document for any programme, project or organisation wishing to implement HoKa training.

The target audiences of this manual are organisations, Provincial Tourism Departments, projects, training providers, NGOs, groups, associations, or other interested parties or organisations.

It is essential that the Project Owner and Implementing Partner have a clear understanding of the processes and procedures for effective implementation of the programme.

The content of the HoKa Guideline

This manual breaks the HoKa training product into stages with step-by-step guidelines and supporting tools for every stage. Tips and lessons learned from the HoKa experience have been provided to enhance effectiveness of similar projects in the future. '

The stages include the following:

Stage 1: Securing an implementation partner

Guideline 1: Selection of Implementation Partner

Guideline 2: Partnership Agreement

Stage 2: Training Needs Analysis

Guideline 3: Develop ETNA

Guideline 4: Contact ETNA

Stage 3: Securing an implementation partner

Guideline 5: Contract Master Trainer/Consultant

Guideline 6: Adapt Training Model and Curriculum

Guideline 7: Adapt Training Package

Guideline 8: Material Design and Storage

Stage 4: Training of Trainers (ToT)

Guideline 9: Recruit Industry Trainer

Guideline 10: ToT Preparation

Guideline 11: Deliver ToT

Guideline 12: Trainer Assessment and Certificate

Stage 5: Promotion and Enrollment

Guideline 13: Promotion and Enrolment of Learners

Guideline 14: HoKa Launch

Stage 6.1: Deliver Training to Learners

Guideline 15: Contract Industry Trainers

Guideline 16: Owner/Manager

Guideline 17: Prepare Training Sessions

Guideline 18: Deliver Training Sessions

Stage 6.2: Deliver Training (in-company)

Guideline 19: In-company Training Process and Materials

Guideline 20: Deliver and Monitor In-Company training

Stage 7: Assessment and Certification

Guideline 21: Assessment Guideline

Guideline 22: Prepare for Skills Test

Guideline 23: Conduct Skills Test

Guideline 24: Process and Distributef Certificates

Acknowledgement

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STAGE **1**

SECURING AN IMPLEMENTATION PARTNER

A partnership with a suitable implementation partner provides the project owner with ground support for a range of activities. While working with the implementation partner, the project owner is also able to develop its capacity to be able to 'own', manager and implement HoKa training into the future, thus securing sustainability of the programme in the target destination.

The implementation partner plays a crucial role on the ground and provides various support services and activities to the project. Careful selection and contracting with suitable implementation partners will significantly enhance the sustainability of the HoKa programme in the destination. The implementation partner may require initial capacity development and support to develop the capability for the role that they play in the HoKa programme implementation.

G 01   **Selection of Implementation Partner**

Purpose

The purpose of this guideline is to identify a suitable and committed implementation partner (or partners) that has interest to provide HoKa type of training in an identified destination such as a province or city or town. Ideally the implementation partner should have ownership of the programme or will take ownership eventually and continue to offer it in the future. This ensures that the programme is sustainable and HoKa training will continue to be provided by the partner when donor funding ends.

The Steps

No.	Methodological Step	Purpose	Output
1	**Draw up list of criteria for a suitable project partner**	Assists to identify and select the most appropriate partner	Specification for project partner
2	**Identify potential partners based on the specification/ list of criteria**	Find partners most suited to project sustainability	List of potential partners
3	**Meet with potential partners**	Establish willingness and commitment of potential partners. Understand their training capacity and overall roles in the hospitality industry/system	Shortlist of potential partners
4	**Select most appropriate partner/s**	Use criteria and experience of meetings to select most suitable and committed partner	Partner name/s
5	**Identify any capacity gaps that need to be addressed**	Capacity, facilities,	Set of interventions that may be needed

In many cases, there may only be one suitable option for an implementation partner in a certain destination, or there may be an existing agreement or relationship (e.g. with a provincial government department) that identifies the partner. In such cases, only steps three and five will be relevant.

Guidance on the Steps

1. Draw up list of criteria for a suitable project partner

A list of criteria will help to create an immediate filter of potential candidates for the role of Implementation Partner. Various criteria could be included, based on a number of factors for example, the geographical influence of the partner (where they are located and how far they can travel if required to). For example, a cluster of provinces may have only one Implementation Partner if there is a strong one that is centrally located and has the capacity to work in all the provinces. An alternate would be to have an Implementation Partner in each province if there are suitable organisations that meet the requirements.

Include criteria such as: location (geographic), experience with similar projects, track record, administrative ability, technical expertise, training capability, facilities and venues that may be required, reputation, industry relationship etc.

Some criteria may be more important than others, and a scoring system may be drawn up to give a weighting to each criterion. Potential partners may be scored against each criteria, and the overall score will create a shortlist of possibilities.

2. Identify potential partners based on the specification/list of criteria

Different types of organisations may be suitable implementation partners. In some cases, there may only be one option for a partner, for example the Provincial Department of Tourism (PDoT). However, there could be International Non-Governmental Organisations (INGO), local Non-Governmental Organisations (NGO), projects, training providers operating locally that could also fill this role. Options, with pros and cons, include:

Type of Possible Partner	Advanatges	Disadvantages
Local/ Procincial Governement Tourism Department	• Have legal authority for the industry. • Have the mandate to promote and develop tourism in the destination • Will have an interest in sustainability of the programme	• May require capacity building • May lack resources
INGO	• Often have experience of project implementation • May be well resourced • May have experienced local staff	• May lack of local network and working experiences in the target provinces
Local NGO	• May have experienced local staff	• May have experienced local staff
Government Training Provider e.g. TVET College	• May have experienced local staff	• May have experienced local staff
Private Sector Training Provider	• Have an economic interest in HoKa sustainability • In the business of training and development – therefore has some experience • Opportunity to build excellence at local training delivery level	• May require capacity building • May lack resources • Have an economic interest in the programme, not a moral interest • Staff turnover create a risk of losing capacity that has been trained/developed

Compare each to the criteria list developed and score each according to the criteria. If needed, conduct due diligence by reference checking, talking to previous partners, fact-checking claims on their marketing materials or website.

3. Meet with potential partners

Exploratory meetings should be held with any potential partners to explain the project and discuss their interest in participating it. The project owner should have some information, maybe a short presentation or brochure to give to the prospective partner. The role, responsibilities and contribution of the implementation partner needs to be very clearly explained so that they have full information on which to base a decision to participate or not.

This meeting also gives an opportunity for the partner to present their experience and expertise, and also for both parties to identify if there are any capacity gaps that may need to be filled if the organisation was to become a project partner.

4. Meet with potential partners

Once the project owner team has met with as many suitable partners as possible, there should be some sort of evaluation of the findings of the exploratory meetings, and a ranking of the most suitable partners.

At this point a decision can be made for the most suitable partner based on criteria, due diligence, and their level of interest in becoming a partner.

5. Identify any capacity gaps that need to be addressed

It will be unlikely to find 'the perfect partner'. Most potential partners will need some level of support to carry out their responsibilities. Based on the interview and scoring sheets, identify what these are for the identified prospective partner, and develop a plan on how these gaps could be filled. These may be discussed with and written into the Implementation Partnership Agreement or Service Level Agreement so that they are a formalised element of the partnership.

T*i*ps

i Build on existing relationships if you have trustworthy partners from previous projects.

i Working with government ensures official support of the programme but may require capacity building of the PDoT staff to manage such as programme as it may not be part of their existing skill set.

i Write a short presentation or information sheet to give to potential partners. Where possible, present stories of HoKa successes in other destinations: use real people, use anecdotes or quotations from participants, and present relevant data if there is any e.g. increased guest satisfaction levels, increased turnover from participating businesses, etc.

Tool

Intervention Plan Template: partner selection section, an internal planning document based on the Inclusive System Development (ISD) Approach of Swisscontact.

Partnership Agreement

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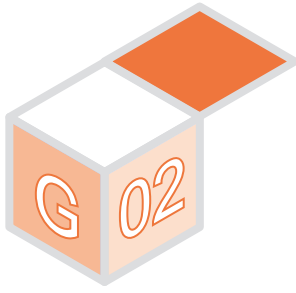
Purpose

The partnership is cemented by a formalised agreement whereby both parties – the project initiating organization and the implementation partner – commit their responsibilities to writing.

The agreement establishes roles, responsibilities, targets, how many courses or programmes, how many learners, and other relevant information.

The Steps

No.	Methodological Step	Purpose	Output
1	**Discuss HoKa implementation activities with prospective partner**	Decide which and how many HoKa trainings in a year including TOT and occupations	Presentation
2	**Negotiate the roles and responsibilities in implementation**	Clearly defines 'who does what' and "who pays what"	Work Plan for implementation
3	**Draft the agreement**	Clearly defines the roles, responsibilities and contribution of the partner/s and the lead organisation	Draft partnership agreement
4	**Finalise agreement: determine which changes are acceptable; respond to partner**	Allows for several versions of the agreement until all issues are agreed	Final agreement
5	**Sign the agreement**	Legal and celebratory	Signed agreement

Guidance on the Steps

1. Discuss HoKa implementation activities with prospective Partner

During this step, the HoKa process is presented to the partner so they understand the objective of HoKa and alignment to ASEAN, collaboration model and full process, and existing occupations.

Then, to determine how many ToT and training batch in the destination, the discussion will be based on financial resources available from the project side, partner's expertise and resources, and the demand of industry (based on the results of guideline Training Needs Analysis; Guideline 3). Hence this is an iterative process.

Finally, the implementation activities may include capacity development support the partner needs from project team. The capacity gaps identified in Guideline 1 could be drawn here.

2. Identify potential partners based on the specification/list of criteria

During this step, the roles and responsibilities of the project organisation and the project partner are discussed and negotiated. Decisions are made on who does what and who pays what. What is important here is to seek financial contribution of the partner (important indicator of their ownership).

According to the inclusive system development approach of Swisscontact, the project team adopts a facilitator role to support the partner to implement the HoKa training as part of their mandate/ core work. The project should not become another training provider in the system. Hence the project should primarily conduct and pay for capacity development of the partner (training provider) and partially conduct and pay for the training, while the partner delivers the majority of training implementation and partially pays the cost.

Use the Intervention Plan Template to work on a primary "deal" with the partners on who does and who pays (see Tools 1, 2 and 3).

The Work Plan (Tool 3) provides a simple summary table of the different activities of the project, and the responsibility each partner has in each of the activities. This is negotiated in this step, and effectively serves as a Terms of Reference for the parties of the agreement and helps them to have a clear understanding of what their responsibilities, roles and contributions to the various project activities are. A short example is presented below, with a more comprehensive example in Tool 3.

#	Activity	Advanatges	Disadvantages
	Identify potential local industry trainers	**Role**: Support function **Responsibilities:** 1. Initial meeting with Implementation Partner to explain the Industry Trainer ToR. 2. Join the meeting with potential trainers if possible. 3. Provide Information Pack to Implementation Partner and potential trainers prior to ToT	**Role**: Support function **Responsibilities:** 1. Initial meeting with HoKa team to put together a list of potential local industry trainers. 2. Implementation Partner share ToR with potential industry trainers. 3. Meet with potential trainers to explain roles and responsibilities and collect profile info.

3. Draft the Agreement

The 'Partnership Agreement' specifies the legal relationship and terms and conditions of the partnership between the Project Owner and the Implementation Partner. It also reflects the overall commitment to cooperate and collaborate on the implementation of the HoKa programme.

The Partnership Agreement is accompanied by the Work Plan, which is an operational commitment between the Implementation Partner and the project owner.

4. Finalise Agreement

This step may require several exchanges of the draft agreement as both parties make changes and approve each other's changes, based on internal discussions. It is an important step as it ensures buy-in from the implementation partner and provides opportunity for inclusion of any issues they require.

People with the relevant legal responsibility (for both parties) must check the content of the agreement, whereas technical or operation team members or managers must check the Work Plan to ensure that it is practical and achievable given their resources and capacities.

As this may take several rounds of to-and-fro until it is finalised, it is important to provide enough time for this in the project plan.

5. Finalise Agreement

Signing the agreement is a simple task but it is also an opportunity to make a public announcement or declaration of the project and the project partners. A signing ceremony or event may be planned for this. The project could also be launched at such a signing event. Relevant stakeholders and potential participants such as business owners, training providers and government officials would potentially be invited to attend.

There should be signed copies of the agreement for both the project owner and the implementation party.

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TIps

i Build on existing relationships if you have trustworthy partners from previous projects.

i Working with government ensures official support of the programme but may require capacity building of the PDoT staff to manage such as programme as it may not be part of their existing skill set.

Tool

Tool 2: Partnership Agreement

Tool 3: Annex 1: Sample Work Schedule

Tool 4: Annex 2: Sample Budget

Tool 5: Annex 3: HoKa Partner Responsibilities

STAGE 2

TRAINING NEEDS ANALYSIS

A Training Needs Analysis (TNA) is the first stage of the process of developing any training programme. The results of the TNA inform the content of the training, as well as the model, target beneficiaries, training methods and more. Conducting the TNA using an online tool results in quick and easy data capture and analysis.

The traditional process of a TNA is time consuming; data reliability is often of concern, and there are frequently questions on usefulness or results. Due to the constraints of a traditional approach, the original HoKa project team developed an online or electronic TNA called ETNA.

The TNA for HoKa is an online, web-based system that can be aligned to any ASEAN competence standards, and is aligned to the Ministry of Tourism's Certification requirement. It consists of two stages or elements:

Online Survey
- Questionnaire based on competency/ qualification
- Workshop held in each target area
- Businesses/ tourism professionals attend and they use their mobile phones to fill in survey

Results Dashboard
- At the end of each workshop survey results are shown immediately
- Results from all provinces are combined to be available for HoKa team and officials

Two specific software applications are used in the ETNA process:

KoBo Toolbox	Power BI
Development of the online survey, and the system on which the online survey is completed by all respondents.	System that presents the results of the KoBo-gathered data. It enables HoKa teams to immediately see the ETNA results

The benefits of conducting an ETNA include:

- Demand-led training adapted to local needs
- Fast- uses less time to complete the survey
- Flexible- it could be used anywhere and anytime by saving the completed questionnaire
- Credible/Transparent – stakeholders appreciate the immediate results.
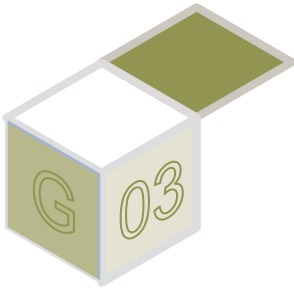
Develop ETNA

Purpose

The purpose of this guideline is to provide advice on how to develop the HoKa ETNA application for identifying training needs in an identified area or destination.

The Steps

No.	Methodological Step	Purpose	Output
1	**Identify the relevant ASEAN Qualification and Competency Standards**	This identify the list of skills to be assessed in the ETNA	List of competencies or skills
2	**Develop survey questionnaires based on the selected Competency Standards**	List the skills in Excel as input to building the survey on KoBo	Questionnaires in excel
3	**Build online surveys in KoBo**	Transform/upload excel to online survey	Online surveys
4	**Link to PowerBI and build results visualization (first with demo, then with real data)**	Structure to analyse and visualise the survey results data	Results dashboard linked with online survey

Guidance on the Steps

1. Identify relevant ASEAN Qualification and UoCs

Engage with the local industry employers in the target destination to identify the key occupations where they have challenges in sourcing skilled workers. This can be done through individual meetings, small group meetings, workshops, or working through hospitality associations. This engagement will identify what occupations to focus the HoKa training on. The three prioritised occupations of low skilled workers in HoKa are Food & Beverage servers, Front Office attendant, and Housekeeping attendant.

Once the occupations are identified, the project team then consult Ministry of Tourism/ government training authority on the qualifications that match the occupations identified by the local industry. In ASEAN, Cambodia, each qualification lists the Units of Competence (UoCs) that make up the qualification.

This then feeds into a process to collect and analyse the data as discussed in Steps 1 – 3 below:

Excel → **KoBo** → **Power BI**

Excel	KoBo	Power BI
Sets up the content of the questionnaire	Present the content in an online survey tool	Present the results in a dashboard for easy analysis
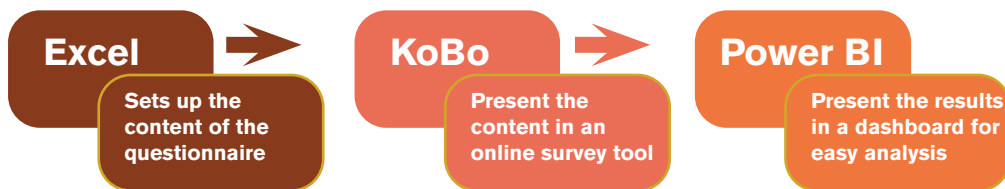
2. Develop survey questionnaires based on the selected competency standards

Once the Competency Standards are identified, the Elements and Performance Criteria in the standards are listed in an Excel spreadsheet which serves as an input to building the KoBo survey. Some Performance Criteria need to be explained or rewritten in plain language that business owners/managers will understand.

Once this is done, the contents of the survey questionnaire must be translated to Khmer.

Example: Housekeeping

Competence standard	Code	Element	PC N0	Performance criteria	Important for your business? 1-5	Current Skill Level of your stuff? 1-5					
Clean and prepare rooms for incoming guests	D1.HHK. CL3.03	1. Identify the role of room attendants	1.1	Describe the services delivered by a room attendant	D1.HHK. CL3.03						
			1.2	Locate the position of room attendants within the enterprise							
			1.3	Identify the personal characteristics required of a room attendant							
			1.4	Describe grooming and personal presentation standards for a room attendant							
			1.5	Interpret enterprise policies and procedures for the provision of housekeeping services							
			1.6	Identify and explain the role of communication in the provision of housekeeping services							

Four surveys were developed in Excel:

- Enterprise survey and core competencies:

  » **Enterprise survey**: this survey collected basic data on the enterprise such as including enterprise name, type of enterprise e.g. hotel, restaurant, province, contact person, district, commune; number of hotel rooms, number of restaurant seats; number of staff. The survey also assesses preferred training day and time. Finally, human resources plan including number of staffs to be hired and for which position.

  » **Core Competencies**: these are competencies that are common to all occupations such as 'work effectively with others', 'workplace health and safety', 'industry knowledge', and so on.

- **Food & Beverage Server/Waiter:** technical skills for waiters such as 'provide food and beverage services', and 'develop and maintain food& beverage product knowledge'

- **Rooms Attendant:** technical skills for Room Attendants/Housekeepers such as 'Clean and prepare rooms for incoming guests', and 'Provide Housekeeping services to guests'

- **Receptionist:** technical skills for Receptionists such as telephone skills, promoting hospitality products and services, receive and process reservations, process payments, provide accommodation reception services

3. Build online surveys in KoBo

The Excel questionnaires get uploaded and converted to an online survey tool called KoBo Toolbox. The transformation/upload of the questionnaires from Excel to Kobo is quite technical.

A specialist technical consultant is usually hired to conduct this activity.

A simple explanation of the process is as follows:
- Questionnaire content in Excel transformed and uploaded into KoBo
- Online and offline survey on phones/tablet options were created
- Weblinks to the survey are generated
- Survey data once collected can be stored in its server and database
- Check the data in the database – clean and validate that e.g. there are no duplicated responses
- Use PowerBI dashboard to present results.

Example of online survey: Housekeeping

HoKa eTNA - 2B - Room Attendant (អ្នកថែទាំតាមបន្ទប់)

▼ SECTION: CONTACT DETAILS

1.1 eTNA survey date	*
yyyy-mm-dd	↻
This field is required	

1.2 eTNA survey location: which province?	*
none selected	▼
This field is required	

| 1.3 Please enter the eTNA survey code provided by instructors | * |
| **This field is required** | |

| 1.4 Enterprise name | * |
| **This field is required** | |

→ Next

4. Link to PowerBI and build demo results visualisation

The data that is collected in the KoBo survey tool needs to be presented in a way that it can be understood and analysed. This is done by linking the KoBo survey results (the data from the survey) into a visual dashboard that is generated by another application called PowerBI.

- **PowerBI connects directly to Kobo** using the account information and brings in the data.

- **Data transformations within PowerBI by 'Power Query'.** This process transforms the survey responses into different tables.

- **Build measure and visuals on PowerBI:** once the queries are loaded into PowerBI, the data is not changed any more. We mostly use calculations ("measures") to define how to aggregate the data, but actually any data can be viewed in the tables. Data can be shown or hidden by using filters.

Example of PowerBI Dashboard of Results: Enterprise Survey

T*i*ps
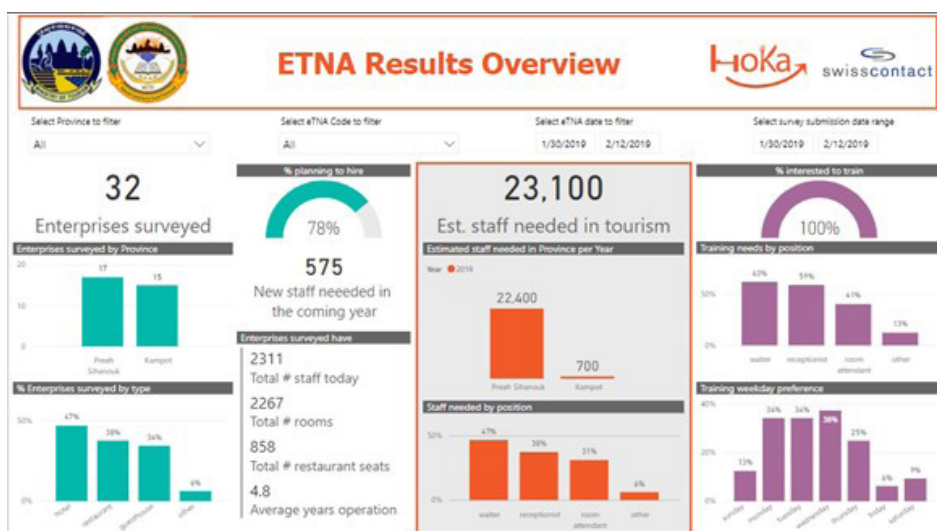
i Hire IT consultant who has expertise in KoBo Toolbox and Microsoft PowerBI

i The questionnaires content should be easy to understand by the industry (who will take the survey, not skills expert)

Tool

Tool 6: Excel template

KOBO toolbox website https://www.kobotoolbox.org/

PowerBI website https://powerbi.microsoft.com/en-us/

Example of online survey – Receptionist

G 04

Conduct ETNA

swisscontact
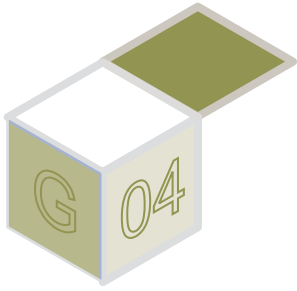
Purpose

This guideline will assist project teams to conduct an ETNA process for a targeted destination/location.

The Steps

No.	Methodological Step	Purpose	Output
1	**Decide on ETNA process option**	Determine most efficient way to gather the ETNA data given local context.	Decision
2	**Conduct the ETNA**	Gather the TNA data	Data collected
3	**Share results on PBI dashboard with ETNA participants**	Show results immediately to stakeholders using the PowerBI dashboard	Populated PowerBI dashboard
4	**Analyse skill gaps to develop/adapt curriculum**	Identification of key skills gaps that need to be filled	List of skills gaps that form the basis of a curriculum

Guidance on the Steps

1. ### Decide on ETNA Process Option

   There are two main options for conducting ETNA, depending on the situation in the destination: either individually online, or individually within a facilitated workshop setting.

   - **Individual online:** option to use if it is difficult or not safe (e.g. for physical distancing reasons) to hold a facilitated workshop. Prospective respondents are sent a link via email and requested to complete the survey in their own time and place. Follow up calls are necessary to ensure a good response rate.

   - **Facilitated workshop:** bring together industry members, explain the process, provide the link and they all complete the survey on their personal mobile devices. Results are instantly processed and can be presented to them directly after they have uploaded their responses.

2. ### Conduct the ETNA

   - **Individual online:**
     - » Distribute an email with the link to the survey with deadline date (Tool 7: sample email)
     - » Follow up with phone call
     - » Monitor number of responses
     - » Follow up with further phone calls from people who have not responded
   - **Fasciliated workshop:**
     - » Arrange workshop logistics: date, time, venue, Wi-Fi connectivity
     - » Send out invitations and instructions
     - » Present workshop (Tool 8: ETNA Workshop Programme)

3. ### Share results on PBI dashboard with ETNA participants

   In a workshop context, after the survey is filled by the ETNA participants, the results will show directly on the Dashboard that was already built. The HoKa team will refresh the dashboard in PowerBI, and the result data will be updated immediately. Then the HoKa team will walk the participants through the collective ETNA results, so everyone sees and agrees on the modality and skills that will be included in HoKa training.

   Example of Power BI Dashboard of results: Enterprise Survey
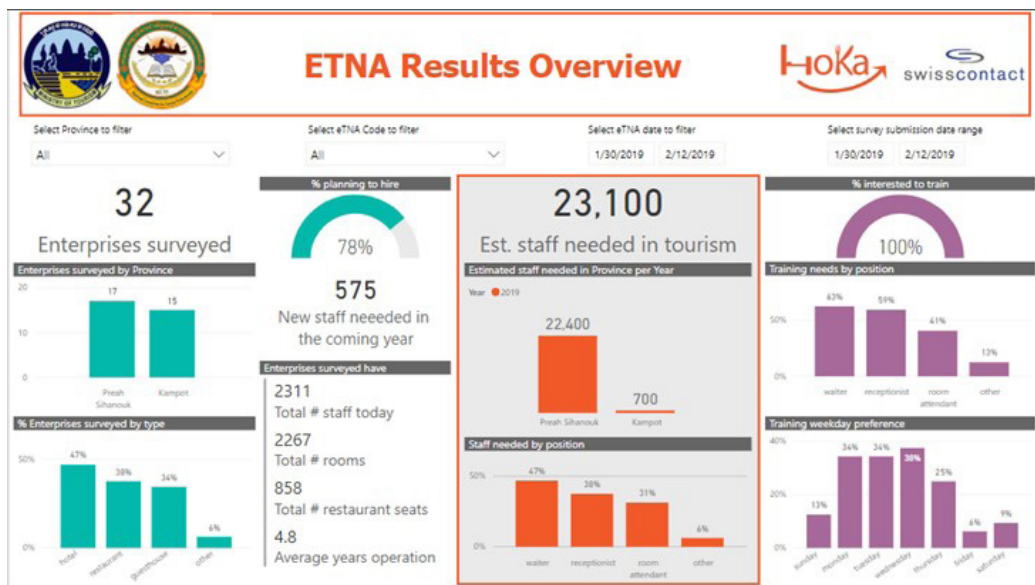
Example of Power BI Dashboard of results: Wait Staff

4. Analyse skill gaps to develop/adapt curriculum

- **Data cleaning in KoBo Toolbox:** the first data check and cleaning/clearing is by logging into the Kobo account, going into each of the four surveys and going to the Data table. Any data that facilitators may have entered during the workshop to demonstrate the process needs to be deleted so that is it not presented as part of the results.

- **Identify skills gaps:** in the ETNA dashboard, the HoKa team identify larger skills gap which should be prioritized in the training. *Skills gap = skills is important for the business (score 1-5) – current level of the staff (score 1-5).* The bigger the number is, the larger the gap is. The HoKa team determines a cut-off point (for example: 1.2) after reviewing the average and number of skills the modules can cover. All results falling above the cut-off point should be identified as skills gap that needs to be covered by the revised HoKa training package.

- **Export data to Excel:** the screened data (based on cut-off point) is exported back to an Excel spreadsheet which is sent to the Master Trainer to analyse and adapt the curriculum. Once exported back to Excel, the data looks like this example:

Tips

i   Make sure that the respondents bring their computer or phone with enough battery

i   Use a QR code for the web-link

i   Ensure that the facilitator is technically sound (understand the occupation very well) to ensure the businesses understand the questions

i   Similar to traditional training needs assessment, it needs the correct skill set to analyse and interpret data.

Tool

Tool 7: Sample email for individual completion of survey

Tool 8: ETNA Workshop Programme
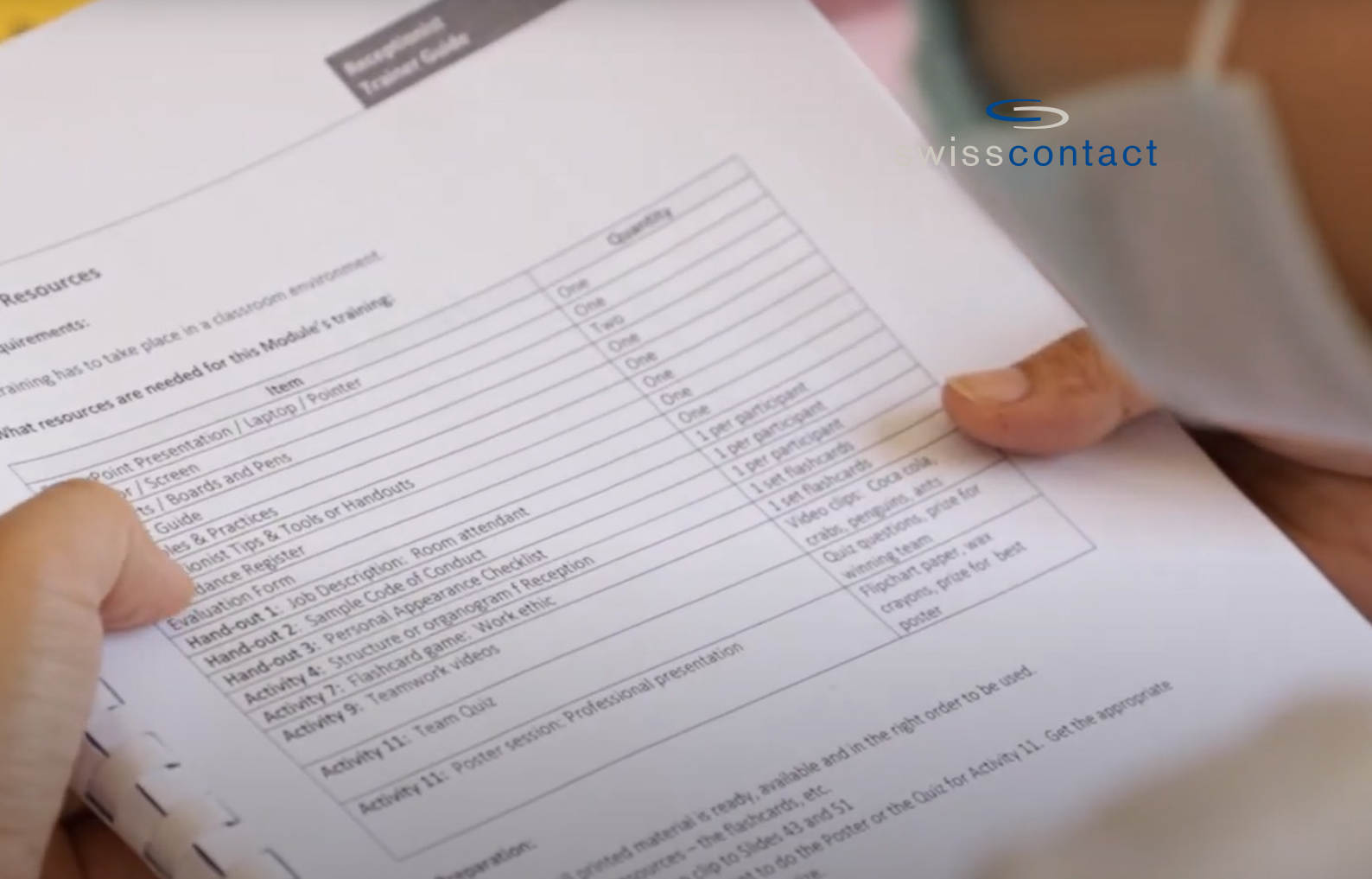
STAGE 3

CURRICULUM AND TRAINING PACKAGE ADAPTATION

The HoKa project developed training materials for Housekeepers/Room Attendants, Waiters/Bar staff and Receptionists. All of these are available for use (on request to Swisscontact Cambodia) and adaptation for future HoKa training in identified destinations/locations.
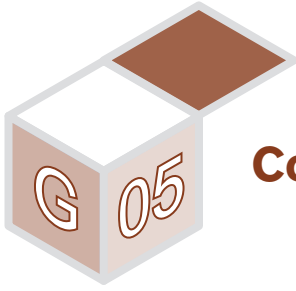
Contract Master Trainer / Consultant

Purpose

The purpose of this guideline is to locate and contract with suitable master trainer/s or consultants who can provide the services of curriculum adaptation and materials revision, as well as training of trainers. The Master Trainer may also be required to play a role in planning or quality assuring assessment processes. Different Master Trainers are usually needed for different occupations as they need to be technical experts in their fields.

The Steps

	Methodological Step	Purpose	Output
1	Develop criteria for Master Trainer/Consultant	List the critical skills and experience required of master trainers	Job specification
2	Develop and circulate ToR to suitable parties	Have a clear scope of work and discuss with potential people	ToR for Master Trainer
3	Review applications	Interview (optional) Informal	Shortlisted incumbents
4	Select and contract Master Trainer	Formalise the relationship with the master trainers	Signed contract

Guidance on the Steps

1. Develop Criteria for Master Trainer/Consultant

The Master Trainer will be responsible for making any revisions to existing HoKa materials or may have to develop new materials if new skills gaps are identified that are not covered by existing HoKa materials. Other responsibilities may include the Training of Trainers, monitoring, evaluating and coaching technical trainers developing and setting up assessment processes, and providing quality assurance for assessments. The Master Trainer position may be a role that is filled by staff of the partner Training Provider or may be an individually contracted expert.

The combination of skills or criteria for a Master Trainer include:

- Technical knowledge of the occupation e.g. Housekeeping, Cookery, etc. This may be expressed as years of industry experience, or as industry qualifications.
- Stated experience of training e.g. 5 years of experience in training
- Stated qualifications or recognised certification e.g. Hospitality Qualifications, or ASEAN Master Trainer/Trainer/Assessor training and certification.
- Excellent MS Word Skills for revising existing materials as may be in MS Word and MS PowerPoint.
- Language proficiency: Khmer and/or English

2. Develop and circulate ToR to suitable parties

The Terms of Reference (ToR) specifies the criteria of the Master Trainer, the deliverables required of the assignment, the timeframes and other relevant information, and invites suitable qualified parties to apply for the position.

The ToR should include:

1. Brief project background and context
2. The role of the Master Trainer
3. Deliverables of the Master Trainer, e.g.:
   - Revise curriculum based on ETNA results
   - Adapt Training Package based on curriculum
   - Train Trainers (deliver ToT)
   - Monitor, Evaluate and Coach trainers
   - Moderate Assessments
4. Timeline
5. Place of work, especially if travel is required
6. Reporting relationships
7. Specifications / requirements for the position
8. Application details: date, address, contact details.

The ToR may be distributed in different ways for example by advertising on websites and job listing, or by distributing within an existing network of contacts and possible master trainers.

Project or organisational procurement protocols must be followed.

3. Review Applications

The various criteria should have a value of weighting attached to them, and these should be drawn up into some form of rubric or score sheet to enable the project team to easily rate each applicant. A simple format such as the following could be developed and used:

Name	Technical Experience /10	Training Experience /10	Computer Skill /10	Technical Experience /10	Qualification Level /10	Language /10	Total /50

Candidates can be scored and ranged according to this tool. Either the person with the highest score is selected for the assignment, or interviews can be conducted with a shortlist of possible candidates.

Optional Interview of Potential Master Trainers

This step is optional if there are several applicants, especially if they are unknown to the project team. Often there is only a small pool of suitably qualified people available, and the project team will have had dealings with them and know them by reputation, so it is not always necessary to conduct personal interviews.

If however, the applicants are unknown, or the project procurement process requires it, then interviews must be conducted.

At least two project members e.g. project leader, project coordinator and/or human resources staffer should conduct the interview. Score sheets similar to the initial screening of applicants can be used. The interviewers may also decide on a set of questions in advance to test specific knowledge, experience or skills of the applicants.

4. Select and Contract Master Trainer

The applicant with the best overall score will be selected as Master Trainer and contracted according to contractual processes in the organisation.

T*i*ps

It is useful to have more than one Master Trainer in case of any situation where the Master Trainer becomes unavailable or has to withdraw from the assignment.

A team of Master Trainers may be appointed for different occupations e.g. Housekeeping and Cookery are very different and require very different technical knowledge.

If there is a team, there may be a Lead Master Trainer who is the most experienced and leads the other Master Trainers in various activities.

Tool

Tool 9: Terms of Reference for Master Trainers

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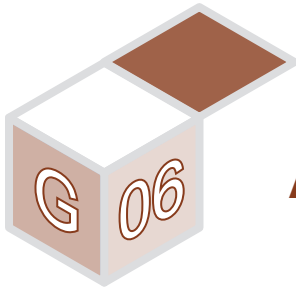
Adapt Training Model and Curriculum

Purpose

The purpose of this guideline is to provide suggestions as to how to adapt an existing curriculum or training model based on local conditions and/or the results of the ETNA process or any other inputs such as stakeholder engagement, or current events that may have an impact on the curriculum e.g. COVID-19. It also covers other factors to be considered such as endorsement or recognition by national authorities such as the National Committee for Tourism Professionals (NCTP) in Cambodia.

The Steps

	Methodological Step	Purpose	Output
1	Review Training Model against ETNA results	Identify if the model suits the local conditions	Suitable model
2	Master Trainer review and revision of existing curriculum	Identify differences and gaps and make changes to the curriculum accordingly	Revised curriculum
3	Submit to national authority/ NCTP for approval	NCTP approval of curriculum for certification.	

Guidance on the Steps

1. Review Training Model against ETNA results

Stakeholder and industry engagement during the ETNA process may reveal that the HoKa model would not be ideally suited to local conditions. Various options of delivering the 12 modules are possible such as:

- Half day of off-job training over a period of 12 week: 1 module per week
- 1 full day of off-job training over a period of 6 weeks: 2 modules per week
- 2 full days of off-job training over a period of 3 weeks: 4 modules per week
- 6 full days of training in one block: 12 modules back-to-back

2. Master Trainer review and revision of existing curriculum

The Master Trainer will be tasked to review and revise the existing curriculum, from the results of the ETNA, and submit it to the project owner/implementation partner for verification against the ETNA results.

The project manager should conduct random checks on the most significant skills gaps from the PowerBI results, and check that these are included in the curriculum. Discuss any concerns or omissions with the Master Trainer and request revisions until it accurately reflects the ETNA results and meets the skills gaps in the destination.

The process that the Master Trainers should follow looks like this:

1. Take the HoKa ETNA result and review again the existing curriculum.
2. Identify PC/skills need to be added to or taken out from the curriculum in each module.
3. Add training content for the PC/skills in the appropriate modules.
4. Remove content that is not identified as a skills gap.
5. Check that the sequence of the content flows logically.

3. Submit to national authority/ NCTP for approval

Submit the draft revised curriculum to the NCTP for them to agree on certification against the qualification that the HoKa programme is based on. They may require revision – e.g. expansion of content or the assessment plan to ensure that they are satisfied that the candidates are competent in the full occupation.

Tips

i The HoKa 12-module sequence has been developed with clear learning principles in mind. Keep them in the order in which they have been developed.

i The curriculum must make sense and be logical in terms of the development of competence (skills, knowledge, attitudes); it must not be fragmented. This is why the technical knowledge of the Master Trainer is very important.

The results of the ENTA will highlight the specific training needs in the destination. The results will reflect:
- What they DO know and that does not have to be in the curriculum
- What they DON'T know and what does have to be in the curriculum

However, a cohesive curriculum does not consist of a collection of unrelated or un-sequenced topics or skills. The Master Trainer must carefully review the results and ensure that during the curriculum revisions, key content is not lost. The training materials must ensure that core concepts are truly in place before additional concepts are trained. For example:
- **Cookery:** making sauces is not possible without knowledge of types of stock
- **Bartending:** making cocktails must be built on the knowledge of cocktail equipment
- **Complaint handling** must be offered in the context of Service Excellence as it is a key element of Service

A skill set may consist of A + B + C. However, if the ETNA results only identify B as a skills gap, it would be difficult to offer that in isolation of A and C. The whole skills set may have to be included in order to provide complete competence to the learners.

Tool

Tool 10: Example of curriculum submitted to NCTP: Food & Beverage Services
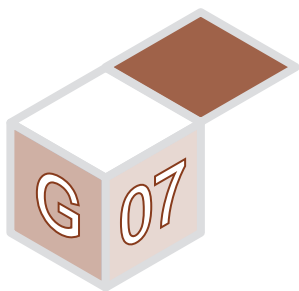
Adapt Training Package

Purpose

The purpose of this guideline is to provide advice on how to adapt an existing training package based the revised training model and curriculum.

The Steps

	Methodological Step	Purpose	Output
1	**Compare revised curriculum to existing HoKa materials**	Identify the extent of work that needs to be done and what additional content needs to be researched and added.	List of changes needed
2	**Revise existing materials**	Change the training materials according to the local skills training needs.	Revised materials
3	**Revise assessment package**	Update skills test to reflect the skills in the revised programme	New skills tests
4	**Submit training package to national authority/ NCTP**	Formality to ensure that they have an updated version	

Guidance on the Steps

1. **Compare revised curriculum to existing HoKa materials**

   This is one of the deliverables for the Master Trainer. From this comparison, the Master Trainer can draw up a list of the revisions that need to be made. This will give an idea of how extensive the revisions will be. This can be discussed with the project team to ensure that they are informed and know how long the revisions may take.

2. **Revise Existing Materials**

   It is strongly recommended to run a workshop with the Master Trainers to train them on how to work with the training materials. The HoKa materials, particularly the PowerPoint presentation have been professionally designed, with specific fonts, colours and layouts. These must be understood, respected and used if any changes or additions are made to the HoKa visual materials. Someone who understands this aspect of design should run a workshop to train the Master Trainers on the design elements and run practice sessions so that they can understand how to apply the design elements. This is important to maintain the HoKa brand and professional image of the materials. Use of the Style Guide is critical.

   The workshop should also cover the different text document such as the Trainer Guide and how it works, resources, and the Learner Workbook as all of these will need to be edited.

   Project management must check that all components are accurately revised by the Master Trainers. There are different components to the training materials. Changes to the content will affect them all. For example, if there are any additions or deletions to the content, this will have to be done across all the following elements of the training package:

Materials	Introduction	Adaptation
PowerPoint Slides (PPT)	The PowerPoint slides form the foundation of the training as they present the content of the learning in a simple, visual form. Provision is made for slides that present content, and for slides that present the activities that the learners will participate in.	Slides may be added or removed. If slides are added, the must be in the same design, font, colour and style as the original HoKa materials to keep them looking professional and in keeping with the HoKa training product. Slide numbers must be checked.
Trainer Guide	The trainer guide provides the instruction to the trainer on how to present the training. It presents the training programme, lists the activities, facilities and resources needed for the delivery of the training. It gives guidelines on timing of training delivery and is linked to the PPT using the slide numbers as reference.	Activities may be added or removed; the programme and timing may be adjusted as well as the numbering of all the activities; resources may be added or removed. Slide numbers must be changed if any changes (additions, deletions) are made to the PPT.
Trainer Manual	The trainer manual contains the body of knowledge (textbook) that ensures that all trainers have the same level of understanding of the content. The manual also contains international best practice (knowledge and skills) to ensure that the standard of training is consistent across different trainers.	Update or revise any content based on changes to the curriculum. Delete content that may no longer be applicable.

Resources	These are supplementary aids to the training and may include flashcards, case studies, equipment, tools and other items as specified in the Trainer Guide.	These may be added, removed or renumbered e.g. case studies may be renamed or renumbered. Case studies may be updated or revised to match the location of the HoKa training delivery.
Learner workbook	The workbook presents a series of activities or tasks that the learner must do weekly while back in the workplace. The tasks for each week are linked to what they have learned during the theory lesson for the week/module.	If content is added or removed in the body of the training material, the work-book must be checked to ensure that activities are either removed or added to reflect the deletions or additions to the materials
Assess-ment guide	This provides guidance on how to conduct skills test for after the train-ing. The guide includes assessment tools such as interview questionnaires and demonstration tasks for each of the three occupations	(see guidance to Step 3 below)B

3. Revise Assessment package

The assessment tools (questionnaires and tasks) in the assessment guides will also need to be adapted based on the new competency standard (performance criteria) included in the training. This is to ensure that the skills test can assess if the learners are competent in the skills now included in the training, and test results can be submitted for certification.

4. Submit training package to national authority/ NCTP

The project team then submit the adapted training package to national authority / NCTP. The full training package includes PowerPoint slide, trainer guide, learner workbook, and assessment guide.

T*i*ps

i Keep in mind that any changes will have a knock-on effect. For example, removing a topic and its related activities will change the numbering of the following activities. These will have to be changed in the Trainer Guide, the PPT and any supporting resources.

G 08
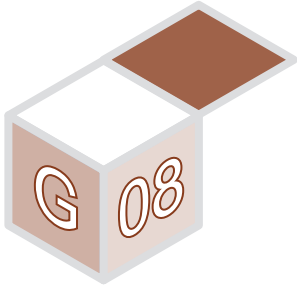
Material Design and Storage

Purpose

This guideline will assist with the design and storage of training materials in print-ready digital form. From there, the materials can be distributed or printed as required by the training needs.

The Steps

	Methodological Step	Purpose	Output
1	**Cover adaptation: logos**	Provides for the addition of important logos on HoKa materials	Cover pages
2	**Develop a Style Guide for HoKa materials**	QA to ensure that brand standards are maintained during any adaptations	HoKa Style Guide
3	**Finalise materials and save in a print-ready format**	Ready for use and share	Training package ready for print

1. Cover Adaptation: logos

The different elements of the HoKa training package have covers that have been designed to match the HoKa brand. These are available in editable form for projects to print and attach to the training materials.

Space has been provided on these covers for the insertion of logos of the project owner, implementation partner and other relevant parties such as donors.

The basic design with the HoKa logo should be left unaltered.

2. Develop a Style Guide for HoKa materials

Most companies and organisations have a Style Guide which governs the look and feel of any of its publications or visual products including social media platforms. Any style guide covers the 'rules' of the design and typesetting of such materials. HoKa, as a branded product, is no exception. The HoKa Style Guide includes rules on the following:

- **Rules** for the use of the logo
- **Colours:** RGB colours used for each of the occupations, especially for the PowerPoint visual materials
- **Type:** the type and size of the font to be used in different ways e.g. headings, general text, slides, etc.
- **Bullets** and numbering styles

3. Finalise materials and save in a print-ready format

The final designed version of material in both English and Khmer (local language) should be saved in print-ready format for the project team to print for the training. It should also be securely stored internally (i.e. SharePoint project site) and externally if any (i.e. e-platform) for accessing and sharing purposes.

T*i*ps

i Work with the communications team (if any in the country office) on the finalization of cover and style. This will improve the quality and consistency of the documents.

i Provide the Style Guide to the Master Trainers and run a workshop with them on the design elements, especially the PowerPoint slides so that the HoKa brand standard is maintained when the Master Trainers revise material. If this is not done, the material will eventually deteriorate in its visual effect and professionalism which will reflect badly on the HoKa brand.

Tool

Tool 11: HoKa Style Guide

STAGE 4

TRAINING OF TRAINERS (ToT)
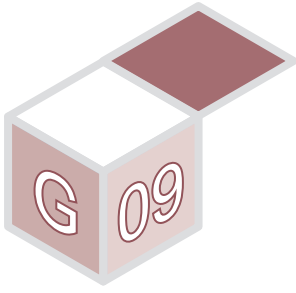
Recruit Industry Trainers

Purpose

The purpose of this guideline is to recruit, select and appoint industry trainers with the appropriate technical skills to deliver training to learners within their occupation, using the HoKa programme and materials.

It may be the responsibility of the Partner organisation to do this, depending on what was agreed in the Partnership Agreement and Work Plan.

The Steps

	Methodology	Purpose	Outputs
1	**Develop criteria for trainers for different occupations**	Suitably qualified trainers are recruited	Criteria list
2	**Develop and circulate ToR to suitable parties**	Specifies criteria, deliverables and expectations of industry trainers	ToR
3	**Review applications**	Interview (optional) Informal	Shortlisted incumbents
4	**Select and appoint / contract**	Formalise the relationship with the industry trainers	Signed contract
5	**Develop information pack for Industry Trainers**	Provides clear information on their responsibilities	Industry Trainer Information Pack

Guidance on the Steps

1. Develop/Confirm Criteria for Industry Trainers

The trainers who will deliver the HoKa training to learners in a destination will be sourced locally and will usually be experienced operators from the local industry. A set of criteria will assist to find the right profile of person to be trained as a local industry trainer by the Master Trainer/s. The project owner and implementation partner should agree on these together.

Suggested criteria for local Industry Trainers:

- At least 5 years practical work experience in hospitality industry
- Currently working as hotel/restaurant supervisor or full trainer at Hospitality School
- Experiences as trainer or workshop facilitator
- High motivation and willingness to support and contribute to the development of the hospitality skill in the province
- Fluent in Khmer and English
- Basic computer skills (MS Word, Excel, PowerPoint, and Outlook)
- ONLY Candidates from Preah Sihanouk province will be selected

2. Develop ToR for Industry Trainers

Develop a Terms of Reference to outline the requirements for industry trainers and to use as a tool in recruiting and contracting local technical trainers. The ToR should cover the following content:

- Overview of the assignment: project, reporting relationship, duration, location
- Information on the project partners: brief description
- Background of the project: brief explanation
- Assignment and objectives: description of the trainers being sought
- Scope of work: a description of the work that the trainer will have to do
- Deliverables: the deliverables that the trainer is responsible for
- Duration and timing of the assignment: how long and when the trainer will be deployed
- Application: how to apply for the assignment

The ToR may be distributed in different ways for example by advertising on websites and job listing, or by distributing within an existing network of contacts and possible master trainers. Project or organisational procurement protocols must be followed.

In addition, a leaflet advertising the position and requesting applicants may be designed and distributed. The content would cover the benefits of becoming an industry trainer, the content of the ToT, criteria for HoKa Industry Trainers (for each occupation), ToT dates, ToT location, contact details of the recruiter.

3. Develop ToR for Industry Trainers

When reviewing applications, the criteria developed in Step 1 will be used to evaluate the applications. Various criteria should have a value of weighting attached to them, and these should be drawn up into some form of rubric or score sheet to enable the project team to easily rate each applicant. A simple format such as the following could be developed and used:

Name	Technical Experience /10	Training Experience /10	Computer Skill /10	Technical Experience /10	Qualification Level /10	Language /10	Total /50

Candidates can be scored and ranged according to this tool. Either the person with the highest score is selected for the assignment, or interviews can be conducted with a shortlist of possible candidates.

Optional Interview of Industry Trainers

This step is optional if there are several applicants, especially if they are unknown to the project team. Often there is only a small pool of suitably qualified people available, and the project team will have had dealings with them and know them by reputation, so it is not always necessary to conduct personal interviews.

If however, the applicants are unknown, or the project procurement process requires it, then interviews must be conducted.

At least two project members e.g. project leader, project coordinator and/or human resources staffer should conduct the interview. Score sheets similar to the initial screening of applicants can be used. The interviewers may also decide on a set of questions in advance to test specific knowledge, experience or skills of the applicants

4. Select and Contract Industry Trainers

The applicants with the best overall score will be selected as Industry Trainers and contracted according to contractual processes in the organisation.

5. Develop information pack for Industry Trainers

A simple information pack can be developed to give to the trainers once they are recruited. This provides them with information about the following:

1. Introduction – purpose and who are the potential industry trainers
2. Process – how to become a certified trainer
3. Benefits for industry local trainers
4. Tentative plan of F&B service training
5. Annexes: the Terms of Reference and List of potential industry trainers can be added as annexes.

T*i*ps

This may be subcontracted or delegated to the Training Partner to do, within the scope of the partner agreement. However, the project should work with the partner to establish criteria for suitably qualified or experienced technical trainers.

Tool

Tool 12: Industry Trainer Profile

Tool 13: Terms of Reference for Industry Trainers

Tool 14: ToT Leaflet for F&B Trainer

Tool 15: Information Pack for Industry Trainers

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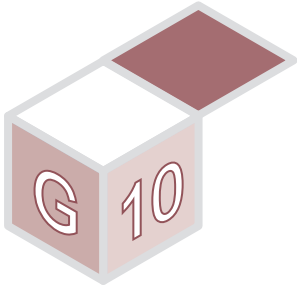
ToT Preparation

Purpose

The purpose of this guideline is to provide advice on the preparation for training of industry trainers. The HoKa Training of Trainers (ToT) package should be used for this intervention as it is specifically developed to provide training on both High Impact Training (HIT) methods, as well as how to use the suite of HoKa training materials.

This guideline also provides insights on the types of support that can be extended to new, inexperienced trainers when they first start training.

The Steps

	Methodology	Purpose	Outputs
1	**Training of Master Trainers (MToT)**	Ensures the master trainers are fully conversant with HIT methods and HoKa materials.	Competent Master Trainers
2	**Develop model of training and support for industry trainers**	To ensure inexperienced trainers have support from experienced trainers while they are delivering initial training.	Training model and support programme for industry trainers

Guidance on the Steps

1. Training of Master Trainers

It cannot be assumed that the Master Trainers who will conduct the ToT for the industry trainers are knowledgeable and competent in HIT methods – which is the foundational methodology of the HoKa training programmes. In addition, it also cannot be assumed that they are familiar with the structure and content of the HoKa materials. If their background does not cover former HIT and HoKa ToT, then they will be required to participate in some intensive briefing and practicing of HIT methods.

They will also have to be given the HoKa ToT package and taken through that in detail to prepare them to deliver it. This can be done by one of the existing HIT master trainers in Cambodia, or by a member of the project team who has such experience.

If the Master Trainer is already HIT experienced (highly recommended) then they will be provided with all the elements of the HoKa ToT package.

2. Develop model of training and support for industry trainers

Most industry trainers will never have delivered formal training before. They will thus require some support in the classroom when they first start to deliver training. There are different ways to do this such as:

- Master Trainer attends and supports them on a co-training basis; the Master Trainer is there to jump in and assist if the industry trainer flounders, or they can divide topics between them and each deliver sections. The Master Trainer is thus present and able to observe and later give feedback and coaching to the trainer.

- Two industry trainers 'team teach' – each taking sections of the training to deliver while also supporting and contributing while their partner is delivering training

- Project team supports the trainers with resources, equipment and being present in the training venue to help with logistics, equipment etc. during the training.

- Review and coaching sessions after they have delivered training sessions. This should ideally be conducted by the Master Trainer.

A combination of the suggested approaches may be used to support the new trainers until they have reached competence level.

T*i*ps

i It is very important to note that the Master Trainers must themselves be versed or trained in the High Impact Training methods deployed in the HoKa training materials in order to deliver the ToT and teach these methods to the technical trainers. The package cannot simply be taken and delivered without this foundational understanding.

i It is best to recruit a Master Trainer who has already been trained and has delivered HIT and HoKa ToT before so that Step 1 is not so intensive.

Tool

Tool 16:   Sample invitation to NCTP to attend HoKa ToT

G 11
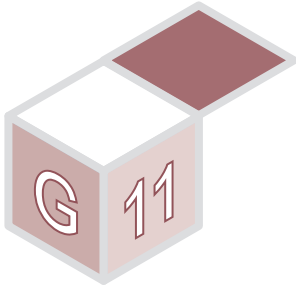
Deliver ToT

Purpose

The purpose of this guideline is to provide recommendations on the delivery of training to local industry trainers who will deliver the off-job training to the HoKa learners using the suite of HoKa training materials.

The Steps

	Methodology	Purpose	Outputs
1	**Prepare for ToT Delivery**	Ensures that all materials are reviewed in advance and resources collected and prepared.	Master Trainer is fully prepared with relevant resources
2	**Arrange logistics**	Organise venue, dates, trainers, programme, printing, resources, invitations for ToT.	Venue brief and programme
3	**Deliver ToT**	Master Trainer trains industry trainers on both technical skills (HoKa materials) and training skills (HoKa HIT ToT package)	Attendance registers

Guidance on the Steps

1. Prepare for ToT Delivery

The Master Trainer will have to go through the HoKa ToT material in detail to prepare for the ToT delivery and will also have to develop a training kit to use in the training. This kit will include various elements such as flashcards, sample of resources such as menus and operational documents, tools and equipment that will be used in the ToT. The project team may assist, but this is the responsibility of the Master Trainer as she or he will know what is needed and will ensure that they have the right resources on hand for use in the training.

2. Arrange Logistics

The project team (project partner) will plan logistics for the ToT including venue, date, time, and other requirements.

The Master Trainer and the project team must liaise with each other about any technical equipment that will be needed, especially for when teaching the HIT methods. These will require operational tools and equipment from F&B, housekeeping, etc.

Logistics includes the printing of the trainer files with hard copies of the entire suite of materials for each trainer.

3. Deliver ToT

The ToT is delivered in two parts:

- **Technical skills and knowledge**: the industry trainers are presented with the training materials that they will ultimately be delivering. This puts them in the role of the learner so that they experience the entire training programme as a participant. This also ensures that any skill or knowledge gaps are filled, that the trainers all have the same minimum level of technical knowledge and will all teach best practice as HoKa intends. This section addresses the content of the training – the 'what' of the training.

- **Training skills**: this section presents all the skills needed for the delivery of training including orientation to Active Learning, HIT methods, training kits and resources, presentation skills, projector and PowerPoint skills, preparation and delivery of training and so on. This section addresses the process of the training – the 'how' of the training.

Training of Industry trainers

T*i*ps

i Venue tip: present the ToT in a hotel or restaurant meeting room so that technical resources for the ToT can be borrowed from the venue. This will help during the teaching and practice of training methods such as demonstrations (e.g. carrying trays, changing ashtrays), identification tests, tastings, and so on.

Tool

Tool 17: Sample ToT Programme for F&B Server

Tool 18: ToT Evaluation Form

G 12
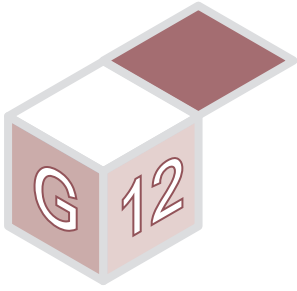
Trainer Assessment and Certificate

Purpose

The purpose of this guideline is to propose and discuss options for the assessment and certification of trainers who participate in the HoKa ToT programme. The objective of HoKa is to qualify learners with an ASEAN recognised qualification, therefore NCTP procedures need to be followed for training delivery by certified trainers in order for the successful candidates to obtain an ASEAN recognised certificate from NCTP.

The Steps

	Methodology	Purpose	Outputs
1	**Evaluate trainers**	Determine if the local trainers who attended the ToT have the skills, knowledge and confidence to deliver HoKa training	List of suitable local technical trainers
2	**Certificate of trainers**	Provide recognition to the trainers	Certified trainers

Guidance on the Steps

1. Assess/evaluate ToT participants

The ToT programme provides for each industry trainer to have a chance to practice delivering a section of the HoKa technical materials. This gives them the opportunity to engage with the HoKa materials and prepare for delivery using the Trainer Guide, the PPT, resources and other logistics.

The Master Trainer must allocate a topic or section of a few slides with a HIT activity to each trainer.

They must deliver their allocated topic to the rest of the class. They were required to follow the training materials, deliver the content accurately and use appropriate resources correctly. Everybody can provide feedback to provide the opportunity for the other industry trainers to also pay attention to presentation skills, which adds to their learning.

Trainers may be divided into pairs for these practice sessions in order to save time and for them to support and learn from each other.

The Master Trainer observes, coaches and provides feedback, completes an evaluation form on each trainer and allocates a score for each. Not all the candidates will be suitable industry trainers, and the Master Trainer should indicate which industry trainers have the potential, which do not, and what support any individuals may need to become strong industry trainers.

After the delivery of the training practice, the Master trainer would conduct a short oral test and give feedback on their performance, with coaching if needed.

An NCTP observer was invited to observe the delivery of the practice sessions as a quality assurance mechanism.

The Master Trainer is required to submit a report on the ToT delivery with notes and recommendations on the trainers.

The assessment of the trainers was conducted in the days immediately after the ToT (back-to-back).

2. Develop model of training and support for industry trainers

Each trainer was scored by the Master Trainers who provided results to the trainers on the final day of the ToT. These results were verified by the NCTP observer in attendance.

At the request of the PDOT, the HoKa team (or partner if so agreed in the partnership agreement) submitted an applications for National Trainer Certificate and Skills Passport for the trainers to the NCTP.

All trainers who attended the ToT received an attendance certificate. Performance levels (Outstanding, Competent and Attended) were reflected on their individual certificates. Certificates were awarded by NCTP.

Tips

i Trainers were divided into pairs for the evaluation to save time and to support each other.

i Pairs were selected to have a stronger and a weaker prospective trainer- in this way, the stronger one could coach the weaker one and thereby enhance the performance of both.

i The Master Trainer should closely observe the participants from the beginning of the training – noting their engagement and interaction in the training. This will enable an effective allocation of pairs and topics to the different trainers.

i Support from the project team is important to ensure that the trainers have all the materials and resources available for their testing sessions.

i Master trainers should be available for advising and coaching on the delivery of the training.

Tool

Tool 19: Allocation of Topics for Trainer Evaluation

Tool 20: Trainer Evaluation Sheet

Tool 21: Trainer Certificate

STAGE 5

PROMOTION AND ENROLMENT

G 13
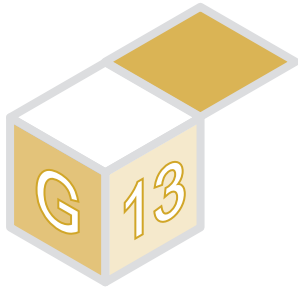
Promotion and Enrolment of Learners

Purpose

The purpose of this guideline is to assist HoKa projects to mobilise employers and their employees (learners) to participate in the HoKa training.   It provides a range of potential strategies to engage with employers and employees.

The Steps

	Methodology	Purpose	Output
1	**Schedule a Meeting**	Agree on strategies and who does what	HoKa promotion plan
2	**Set the training schedule**	Fix training dates	Number of batches and training dates in each batch
3	**Design HoKa promotional materials**	Tool to distribute to potential participants	Printed flyers in Khmer
4	**Announcement of training**	Distribution of HoKa information to target employers and employees	Registrations
5	**Enrolment of learners**	Review applicants and accept or reject them for the training	List of registered learners

Guidance on the Steps

1. Develop Training Promotion Plan

Between Project Owner and Project Implementation Partner: discuss and agree who does what and draw up a clear plan of responsibilities, aligned to the overall responsibilities in the signed Work Plan attached to the Partnership Agreement. Partner does the actual mobilisation; design of materials is Project Support provided by Project Owner.

2. Establish the training schedule

The project owner and implementation partner must agree on the training dates before the flyer is printed as the dates will be announced on the flyer

HoKa programmes for different occupation should be run after each other – not simultaneously as the Implementation Partner needs to manage and monitor each; so it is better to have them back-to-back, not side-by-side. Schedule different HoKa programmes for different occupations with a gap in between them of one week for admin processes to wind up, and for organising the next programme.

3. Design HoKa Promotional Materials

The project owner is responsible for the development and design of the HoKa promotional materials. The most simple and effective is a small flyer that can be printed and distributed in hard copy and can also be sent digitally to recipients via email or messaging applications.

The information on the flyer includes the occupation name, the benefits of joining the training, a short list of the training modules, the schedule of dates and contact details for further information. Note that there is space for the Project Owner and Implementation Partner logos at the bottom of the leaflet. The flyer can include more than one occupation by printing the different occupations back-to-back on the sheet.

A copy of the basic text is supplied in Tool 23.

4. Announcement of Training

The implanting partner should lead this activity as this is one of their key responsibilities in delivering training in the province/target area. They will develop a list of potential participants to whom the HoKa training can be promoted. The list of invitees to the ETNA workshop is the starting point. If there are other hospitality business databases available from the local authorities or hospitality associations, these are also a good idea to use for distribution of the HoKa information.

There are different strategies for promoting the HoKa training with the intention of mobilising learners. These are:

Direct mailing:

- **Text messages:** sending messages via instant messaging platforms is a good way of getting information to many recipients quickly and efficiently. Applications to use include WhatsApp, Facebook Messenger and Telegram.
- Information can also be sent out via **email** directly to hotel owners and managers. A covering mail should be written with a digital copy of the flyer attached.
- **Target**: both employers (manager/owners), employees
- **Direct mailing** is the first step in the promotion and mobilisation process as there is not likely to be much of a response. This could be considered just the 'tilling of the ground', and further work is needed to actually get learners to apply for the training. This is done in the next step of door-to-door promotion.

Door-to-door promotion: visiting the establishments

Once a direct mail has been sent out to the contact list, the Implementation Partner is responsible to follow up with personal visits to hospitality employers who are likely to participate and send their staff for training. These meetings are to inform the employers about the training and invite them to participate.

This is a very effective and responsive strategy to achieve the numbers needed for enrolment, but it is time consuming.

Social media announcements

Information about the HoKa training can be posted on any social media platforms either created by the project, or from the partner organisation social media platforms. These platforms include Facebook, Twitter and Instagram.

Requesting partners such as Hospitality Associations to post the information on their social media pages promotes the training even further.

5. Enrolment of Learners

During the HoKa programme promotion, application forms are distributed to potential learners/ employers. These application forms must be competed and returned to the Implementation partner by a specific closing date.

It is recommended to select applicants from a range of different types of businesses such as hotels, guesthouses, restaurants, bars and resorts.

» **Reviewing applications:**
  ▪ The project team will go through the application forms in which the applicants will respond to number of motivation questions.
  ▪ If necessary, a team member may meet some of applicants at the enterprise if any elements need to be clarified.
  ▪ If there is time and capacity, applicants may be interviewed for a position on the HoKa programme.

» **Filling the course numbers:**
  ▪ If there are too many registrations than places, then the joint team must review applicants and select some (one or two) from as many businesses as possible; large businesses may have a few more participants if space allows.
  ▪ If a course is not full, the team can go back to employers who were keen to send more staff and invite them to send additional members to fill the course.

» **Confirmation of registration:**
  ▪ The Implementation Partner sends registration confirmation letters to employers with the names of the successful applicants, as well as a confirmation of the training logistical info such as dates, times, venue..
  ▪ Also send registration confirmation direct to the learner with the same training logistical information.

Once the registration is completed, the Implementation Partner completes the Learner Profile form for recording, certification and for Monitoring and Evaluation purposes. This information can also be used for tracer studies in the future.

TIps

This is a critical step because if there are no participants, the training will not be a success! The materials must be developed in such a style and design to appeal to the target audience. You may need two different sets: one to appeal to business owners/managers, and one to appeal to young learners. Keep it fresh, exciting and emphasise the benefits.

Word-of-mouth promotion is useful – ask people to share and talk to peers or other businesses; provide extra leaflets and registration forms during door-to-door meetings so they can share with others.

This activity is a responsibility of the Implementation Partner. It is very valuable to have an Implementation Partner that is a government department. They have a lot of credibility and authority when doing face-to-face meetings and as a result many businesses will feel encouraged to participate in support of improving destination standards.

Setting the schedule: important as it affect the availability of the learners. Need to understand business needs – e.g. on quiet days like Tuesday – Wednesday is better than busy weekends. Seasonality is also to be considered – HoKa training is generally conducted in low season from July to October.

Tool

Tool 22: HoKa Promotion Plan

Tool 23: Promotion Brochure text

Tool 24: Contact List for HoKa Promotion: example

Tool 25: Application Form Learners (English and Khmer)

Tool 26: Interview sheet (English and Khmer)

Tool 27: Learner Profile Form

HoKa Launch

Purpose

The purpose of this guideline is to provide suggestions for how to launch the HoKa Training in the targeted destination.

The Steps

	Methodology	Purpose	Output
1	**Identify most appropriate type of launch event**	Plan an event that best suits the target audience.	Selection of most suitable type of event
2	**Formalities/dignitaries/ officials**	Determine and secure the availability of key guests such as the VIP and keynote speakers	Confirmation of VIP guests and speakers
3	**Plan the launch event**	Identify suitable date, time, venue, invitees, invitations, programme	Invitations, event plan
4	**Host the launch event**	To inform and notify all relevant stakeholders and future participants about the project and the benefits of participating.	Industry and community awareness of the HoKa project

Guidance on the Steps

1. **Identify most appropriate type of launch event**

   It is important to plan an event that takes into consideration the availability of the audience members. For example, the hospitality is most busy in the mornings (breakfast) and late afternoons / evenings. An event that is planned from mid-morning to lunch time (including or excluding lunch) is, for example, a sensible option.

   Whether refreshments and / or a meal are included in the launch event will depend on the project budget.

   Some considerations when identify the type of event:

   - Keep it short – businesspeople are busy
   - Can be done as part of the promotional plan – have leaflets and reg forms at the event.
   - Distribute the certificates for the trainers from ToT
   - Ensure you can book the right type of venue e.g. meeting room or hall

2. **Invite and confirm Dignitaries and Officials**

   It adds to the credibility of the project if the event is launched by as high a ranking official as possible. These people are often quite busy, and therefore have to be contacted and booked well in advance to ensure that they are available. Ministry of Tourism Secretary of State is an excellent choice if he is available and willing.

   The Project Owner or Partner (depending on which organisations they are) will be responsible for securing the dignitaries, especially if there is already some form of recognition agreement between the project and the relevant Ministry or Department.

   Appropriate representative should be invited to bring awareness of the Human Resources Development in Tourism and to introduce the accreditation and national qualification framework HoKa training is connected to.

3. **Plan the Launch Event**

   The Partner is usually responsible for planning and organising the launch event, with support from the Project Owner as needed. Collaboration between the two is therefore essential. The planning includes issues and elements such as: the programme, refreshments, invitations, managing RSVPs, engaging with the venue on seating and other arrangements, banners, registration desk, printing of leaflets and so on.

   The event provides the opportunity to certificate the industry trainers who have attended and successfully completed the ToT. These trainers must be invited, and the certificates must be printed and signed.

4. **Host the Launch Event**

   The launch event is hosted jointly by the Project Owner and the Implementation Partner, with endorsement from key stakeholder (organisations) such as the Ministry of Tourism, the Provincial department of Tourism, and industry associations. to whom the HoKa training can be promoted. The list of invitees to the ETNA workshop is the starting point. If there are other hospitality business databases available from the local authorities or hospitality associations, these are also a good idea to use for distribution of the HoKa information.

   The launch event with include welcome, introductory (keynote) speech by the Dignitary, presentation of the project by the project team, and the presentation of certificates to graduating industry trainers.

T**i**ps

Invitation of the Official/VIP should be closely coordinated to confirm availability – try and confirm this. The whole event revolves around the availability of the VIP to launch the programme.

Programming: keep it short as possible, with no break: Rather have a tea/refreshments at the end as many business people do not return after the break. It is important for them to see the full HoKa presentation which includes the information on how to participate in it.

PPT needs to be short and to the point – highlight the benefits and simple process and key message and Call to Action.

Include and invite as many SMEs owner/manager as possible, as well as the staff who will join the training as a means of developing excitement, commitment, and motivation for the training.

Tool

Tool 28: HoKa Launch Event Programme

STAGE 6.1

DELIVER HOKA TRAINING TO LEARNERS
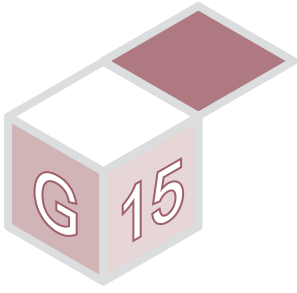
Contract Industry Trainers

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G 15

Purpose

The purpose of this guideline is to provide advice on how to contract available trainers to deliver the HoKa training for different occupations in the target destination.

The Steps

	Methodology	Purpose	Output
1	**Identify outstanding trainers (from ToT) and check their willingness and availability**	Ensure good trainers are available to deliver the training	List of available trainers
2	**Terms of Reference for Industry Trainers**	Sets out the deliverables of the trainer	Terms of Reference
3	**Contracting with Industry Trainers**	Legal obligations of both parties are confirmed: the services and payments	Signed contracts
4	**Briefing session with trainers**	Orientates the trainers to training logistic, admin requirements, billing procedures	Trainers understand the processes they must follow

Guidance on the Steps

1. Identify outstanding trainers (from ToT) and check their willingness and availability

The training schedule is established before the HoKa launch and mobilisation of the learners as the dates are published/ announced during these activities. Industry trainers need to be contracted to deliver the training on these dates.

The project team will select the best trainers from the groups that was trained and will contact them to determine if they are available to deliver the training as per the published schedule.

In some cases, trainers may be contracted to deliver different sections (modules of the work) depending on their specialised knowledge, or trainers may work in pairs or teams to gain experience and co-train while they are gaining experience in the first few courses.

2. Terms of Reference for Industry Trainers

The Terms of Reference (ToR) clearly lays out the requirements for the training. This document gives the trainers a very clear understanding of what is required of them and what their responsibilities and deliverables are. A sample of the ToR for industry trainers is provided in Tool 13.

3. Contracting with Industry Trainers

Depending on how the partnership agreement is established, either the Project Owner or the Implementation Partner could be the party that contracts with the industry trainers. In some cases, if the Implementation Partner is a training provider, then contracting with the trainers may not be necessary as the IP will employ the trainers.

The contract is a legal document that specifies the terms and conditions of the relationship, refers to the ToRs as the deliverables of the trainer, and specifies the fees and payment procedures for the trainers.

4. Briefing session with trainers

A briefing session should be held with the trainers at least a week before the training starts. The project team will cover the following during the briefing session:

- Preparation requirements e.g. what materials and equipment will be provided, what the trainers needs to prepare in advance, etc.
- Administration such as attendance keeping / attendance registers
- Provide all final training materials to allow them to prepare
- Tell them about the support system that will be in the training – master trainer availability, project support to provide consumable resources and technical equipment
- Payment procedures: documents to be submitted: invoice, timesheets, report

T*i*ps

Newly trained trainers need to practice and become experienced; they therefore need a lot of support from the project for the first courses they run. There are different ways of doing this including:

- Master trainer attends and co-trains with the industry trainers for the first few modules, providing coaching and feedback as well a real time 'jumping in and helping' if the trainer needs it.

- Teams or pairs of industry trainers co-train with each other to support each other, gain experience and learn from each other.

Tool

Tool 13: Sample Trainer Terms of Reference

Owner/Manager Orientation

G 16
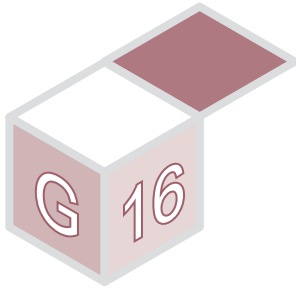
Purpose

The purpose of this guideline is to provide ideas on how to orientate the participating business owners and managers to their role in the HoKa training.

The Steps

	Methodology	Purpose	Output
1	**Identify how to orientate the owners/managers**	Establish the best option to orientate the owners/ managers of participating businesses	Orientation method identified
2	**Prepare materials and programme for orientation session**	Determine the content to orient so O/M understand enough to support their staffs	Programme and presentation
3	**Plan logistics (venue etc) include printing**		
4	**Deliver the orientation session**		

Guidance on the Steps

1. **Identify how to orientate the owners/managers**

   This step identifies the best way to orientate the owners or managers of the participating businesses to their role and contribution to the learning of their HoKa participating staff members.

   There are different options to do this, that the project team must decide with is the most effective in terms of efficacy, time, and cost. Options include a workshop, individual meetings, small groups, gathering the group for 2-3 hours at not-busy time at one of the participating restaurant.

   Invite the owners/managers by the most suitable method such as email of text messages.

2. **Prepare materials and programme for orientation session**

   The HoKa materials package includes materials that are aimed at the employers of the HoKa learners. The programme of the orientation is to take them through these documents and explain how to use them.

   Other issues such as the timing, general support, allowing time off work to attend the off-job training days, and other issues will be covered in the orientation presentation.

   Allow for a question-and-answer session at the end.

3. **Plan and Prepare Logistics**

   The Implementation Partner will plan and prepare the logistics for the meeting. It can be quite small as there may only be 10 – 12 participating businesses. It is not a particularly formal event and can take the form of a workshop or meeting held in a meeting room at any venue, including the offices of the project partners if they have such a facility.

   The partner plans for these and invites the employers to attend. The partner will also arrange for any refreshments, printing, and other elements such as projector that are needed for the orientation session.

   HoKa Industry Orientation Session

4. **Briefing session with trainers**

   Deliver the orientation session by following the programme and handing out any of the documents that the employers will use to support their learners.

Tips

i Schedule at a time that is convenient to the owners/managers.

i Keep it short and clear

Tool

Tool 29: Sample Orientation Workshop Invitation
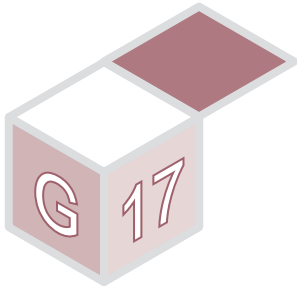
G 17

Prepare Training Sessions

Purpose

The purpose of this guideline is to ensure that HoKa off-job training sessions are organised at a consistent standard using a process that ensures that all logistical arrangements are made

The Steps

	Methodology	Purpose	Output
1	**Make logistical arrangements for HoKa training**	Venue briefing, programme timing, access to facilities e.g. guest room for demos, resources, etc	Venue and facilities are organised Training dates / schedule
2	**Print all training materials**	Materials are available for the training	Learner materials, training resources ready for training
3	**Reminders to learners**	Ensure learners know when to attend training	Learners attend training
4	**Trainer Preparation**	Ensure trainer knows dates, times, venue, resources, materials, content.	Trainer are fully prepared

Who does this depends on the partnership agreement, but PO will always provide initial support to build capacity and experience.

Guidance on the Steps

1. Make Logistical Arrangements for HoKa Training

Basics of logistical arrangements include venue, time, date, venue layout and so on. This information is contained in a Venue Brief which can be sent to the training venue so that they know exactly what is needed for the training.

In addition, HoKa training is usually very practical and requires a range of consumable and non-consumable resources. The project team needs to arrange these in advance of the training so that everything is ready and available as needed. Items include:

- Consumable resources: items of food and drink (e.g. for cocktail making), cleaning agents (e.g. for housekeeping demonstrations and practice)
- Non-consumable resources: equipment and materials: restaurant equipment such as trays, napkins, serviceware; housekeeping equipment such as housekeeping trolley, cleaning equipment, linen; reception equipment such as stationery, pens, calculators, guest registrations cards, etc.

2. Print all training materials

A number of documents need to be printed for the training. These include all materials for the learners, as well as items such as attendance registers, handouts and worksheets, flashcards, and evaluation forms. Having these printed well in advance reduces any last minute stress for the project team and the trainer.

Having a Print Specification sheet is a useful tool to list all the items that need to be printed, along with each variable such as colour, hole punching, single sided, etc. Only the quantities need to change as needed. This is a useful tool to give to printing companies to get quotations for printing, and to ensure that they print everything correctly. An example is in Tool 31.

Once the printing is received, it must be checked and then filed into the necessary containers (e.g. box files), plastic sleeves, envelopes or folders until they are needed.

HoKa Learners with their printed manuals

3. Reminders to Learners

The Implementation Partner need to communicate with the enrolled learners to confirm the training with them. This should be done about three days before the training by telephone or text messages on Messenger, WhatsApp or Telegram

Ensure the communiqué reminds them of the dates, time, venue of the training.

4. Confirmation with trainer

The Implementation Partner should also double check with the trainer that they are fully aware of the dates, time, venue and any resources that they are responsible for to deliver the training. This should be done four to five days before the training by telephone, then confirmed in writing via email or text message.

In addition, a very important exercise is to sit together with the trainers (both lead and support) for half a day before the training day, to go through all the training slides, activities, and checklist of the resources needed. This is particularly helpful for new trainers, and critical to ensure the quality of training.

Tips

Having a Print Specification sheet is a useful tool to list all the items that need to be printed, along with each variable such as colour, hole punching, single sided, etc. Only the quantities need to change as needed. This is a useful tool to give to printing companies to get quotations for printing, and to ensure that they print everything correctly.

Tool

Tool 30: Venue Brief

Tool 31: Print specification sheet

Tool 32: Checklist of Training Venue and Supporting Resources
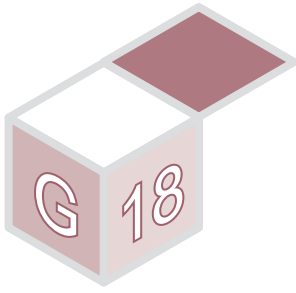
G 18

Deliver Training Sessions

Purpose

The purpose of this guideline is to ensure that HoKa off-job training sessions are offered at a consistent standard irrespective of who delivers the training, or where it is delivered.

The Steps

	Methodology	Purpose	Output
1	**Venue check**	Ensure all resources are available including suitable venue location for practical training sessions	Venue and resources are all ready as needed for the HoKa Training
2	**Admin and opening procedures**	Ensure all formalities and admin procedures are followed	Attendance recording
3	**Training Delivery**	Deliver occupational training to HoKa learners	HoKa training is delivered !
4	**Monitoring and Quality Assurance of Training**	Checking to ensure HoKa materials are followed using correct methodology	HoKa training quality is consistent

swisscontact

Guidance on the Steps

1. Venue Check

The trainer, the implementation partner, along with support from the project, must arrive at the venue early (or the day before) to check room layout, seating, equipment (e.g. projector, PA system, media pointer); facilities and equipment such as flipchart, and so on are ready and set up for training delivery. Doing this the day before the training saves time on the day of training, and also provides for identifying and correcting any problems that may be noticed.

2. Administration and opening procedures

- **Introduction/opening on first day of training**: the training is kicked off with some formalities and administrative procedures, including completing the attendance register, making any announcements, setting ground rules, motivation to the learners by explaining the overall benefits of HoKa for them.

  The learners must be oriented to the fact that the HoKa training is a 'bridge' for them if they want to progress in their career paths in ASEAN. The objective of the opening and orientation session is to inspire their commitment and to motivate their participation in HIT activities.

- **Every normal day of training**: general admin procedures such as attendance registers, announcements and other learner related communication is done before the training begins.

3. Training Delivery

The lead and support trainer/s, with support from the project team and/or Master Trainer, deliver the training. Due to the practical nature of the training, and the High Impact approach to engaging activities, many resources are used during the training. The support from the project team in the training delivery takes the form of arranging and having resources ready, handing out or collecting resources used in activities, providing support for activities, etc. The support team may also help with technical issues with PowerPoint of the electrical equipment, and with timekeeping.

It is highly recommended that the master trainer, or an experienced trainer co-trains or supports a new or inexperienced trainer for the first time or few times that they deliver training. Having someone there to step in if needed, or provide support and assistance improves their self-confidence, and in turn improves the quality of the training.

4. Monitoring and Quality Assurance of ing

Some form of quality monitoring and feedback of the training deliver to keep the quality of training consistently hi Master Trainer or a mem project team / imple partner can fill this role an this function.

A 'Trainer Evaluation F useful tool to use to ob report on the trainers' pe An example is provided in

HoKa Food and Beverage Occupation training

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Tool 21.

T*i*ps

i   A key tip related to learners benefitting from the training – the trainer or the project team should check in with the learners to see if they are coping or understanding the materials.   Check that they are keeping up with the training and are understanding it. The trainer needs to be tuned in to this to ensure learners are not lost along the way.

Tool

Tool 20: Trainer Evaluation Sheet

Tool 33: Training Report

STAGE 6.2

DELIVER TRAINING (IN-COMPANY TRAINING)

This is a training model where in-house trainers deliver HoKa materials and training to their own staff. It is most applicable for medium-large businesses where it is difficult for all staff to attend the HoKa off-job training. This model allows for them to be trained within the business without having to go and attend training externally. It extends the reach and capacity of the HoKa programme. However, to be effective, it needs to be monitored and quality assured to make sure that the standards and quality of HoKa training are maintained.
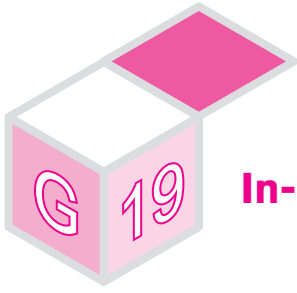
G 19 In-company Training Process & Materials

Purpose

The purpose of this guidelines is to provide support to hotels or restaurants who wish to deliver their own in-house training programme based on the HoKa model and materials.

The Steps

	Methodology	Purpose	Output
1	**Identify/confirm trainers who want to deliver in-company training**	Obtain commitment of trainers	Agreement
2	**In-company trainer develops and submits training plan**	Presents model of training, dates, times, venues, resources, number of participants	Training plan
3	**Provide digital training package to in-company trainers**	Training materials and list of resources available for in-company trainers to prepare	Digital training package

Guidance on the Steps

1. Identify/confirm trainers who want to deliver in-company training

A very simple way to do this is to on the last day of ToT, to ask the trainers to raise their hand if they were committed to deliver in-company training to their staff. Take a photo as evidence and then follow up with them after the ToT.

Discuss with them the responsibilities they would have to commit to as in-house trainers and conclude an agreement with them that they will deliver training and report trainees within the HoKa project.

2. In-company trainer develops and submits training plan

The project partner worked more closely with the businesses; the partner selected the modules or occupational training courses most relevant to the needs of the company and trained a limited number of staff on each.

Companies plan in advance which modules to delivery when, which is submitted to the PDOT/ partner. This also makes provision for reporting on the training delivered.

3. Provide digital training package to in-company trainers

The in-company trainers will need the full package of materials digitally as they will be delivering this without the support of the HoKa team. This should be provided to them by the project partner (PDOT) in whatever way is most practical e.g. via Telegram messaging app.

Tips

i No tips

Tool

Tool 34: In-company Training Plan and Report

Tool 20: Trainer Evaluation Sheet
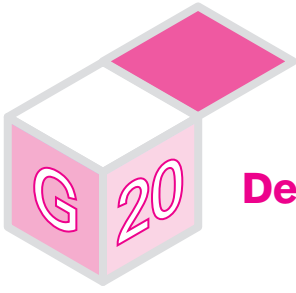
Deliver and Monitor In-company Training

Purpose

The purpose of this guideline is to provide support to hospitality enterprises who deliver the dual training on an in-company basis. This guideline will assist with monitoring and quality assuring training delivery to ensure consistent quality between trainers and also in different locations or properties in the group or hotel.

The Steps

	Methodology	Purpose	Output
1	**Trainers deliver in-company training**	Train own staff on and off the job	Attendance registers
2	**Monitor in-company training implementation**	Ensure that training delivered outside of the project team span of control meets HoKa standards	Trainer evaluations

Guidance on the Steps

1. Trainers deliver in-company training

In-company trainers will train their own staff following their Training Plan and using the HoKa training material. They print the slides for the staff that participated in the training. They must take registers of training attendance to provide evidence that the training is being delivered. Companies also take photos of the training in progress and submit to the PDOT (via Telegram) as evidence of the training delivery..

Discuss with them the responsibilities they would have to commit to as in-house trainers and conclude an agreement with them that they will deliver training and report trainees within the HoKa project.

2. Monitor in-company training implementation

In-company training is conducted outside of the direct control of the HoKa project. It is therefore important to set up a monitoring or quality assurance system to ensure that the quality is maintained, that materials and methods are being followed, and that the training is therefore of good quality.

Regular monitoring visits (based on the training plan submitted by the company) can be conducted by the Master Trainer or the project team/Implementation Partner to observe training that is being delivered. Implementing partners (PDOT) check-in and visits the businesses to see the training, collect information on the progress, and if any challenges are encountered either deal with them directly or refer them to the Hoka team.

The PDOT recorded the list of participant names as provided by the hospitality company.

T*i*ps

i The PDOT should provide lots of support to the companies to deliver this in-company training. This is in the form of responding to changes in the content to reflect company needs and procedures and to fit their context.

Tool

Tool 20: Trainer Evaluation Sheet

Tool 33: Training Report Example

STAGE 7

ASSESSMENT AND CERTIFICATION

G 21

Assessment Guideline

Purpose

The purpose of this guideline is to develop all the instructions, processes and instruments to test the competence and gain certification from training authority for the HoKa learners.

The Steps

	Methodology	Purpose	Output
1	**Develop Assessment Guide**	Train own staff on and off the job	Draft Assessment Guide
2	**Reviewed and endorsed by NCTP/ training authority**	Ensure that training delivered outside of the project team span of control meets HoKa standards	Feedback
3	**Revisions from NCTP/ training authority's feedback**	If necessary	Revised Assessment Guide
4	**Finalise and print**	Assessment Guide is provided to trainers and assessors	Printed assessment package

Guidance on the Steps

1. Develop Assessment Package

The assessment package is developed by an ASEAN Master Assessor so that it complies with ASEAN requirements as well as the country's requirements.

A comprehensive Assessment Guide (which is too large to include as an annexure to this manual) covers a range of assessment issues such as:

- The assessment approach
- Formative assessment tools e.g. ID test, flashcards, quizzes, demonstrations, with recording sheets
- Summative assessment:
  » Requirement for venue, facilities, equipment, consumables
  » Time allowance
  » Scoring
  » Assessment team structure, roles and responsibilities
  » Rules and requirements for candidates
  » Oral questions and skills test, with score sheets.

2. Submit Assessment package to NCTP/training authority for review

The Assessment Guide for the initial HoKa Skills Tests was approved by the NCTP so as a methodology with its various tools, it has generally been accepted by the Authority.

However, if the HoKa content changes significantly due to the ETNA results, then the content of the skills test may also change significantly. The assessment tools (questionnaires) need to be revised to reflect the updated version of the HoKa package, and it must be reviewed and approved by NCTP as the certification authority.

3. Revisions from NCTP/training authority feedback

Once submitted, the NCTP will review the assessment Guide to ensure that it provides enough rigour to determine competence in the occupation, and that they are confident to award the certificate. If there are any concerns, they will return their review with a request for revisions. However, if the author of the Assessment Guide has followed the construct of the original package, there should be few, if any, revisions.

4. Finalise and print Assessment Guide

The Guide may require some finalisation based on the NCTP feedback and may have to be resubmitted. Once NCTP endorse with the Assessment Guide, the Implementation Partner can arrange printing of the various elements as required. For example, the learners must each get a copy of their Skills Test instructions. The industry trainers and assessors must get copies of the assessment instruction they have to follow and the scoring and recording sheets they have to complete.

T*i*ps

Even though the assessment guide is developed at this stage, the type of certification and assessment requirements should be discussed and determined at the beginning of the programme with the training / certification authority.

The assessment guide does not need to be occupation specific, only the assessment tools (questionnaires & demo test) are developed as per occupation. Hence in the end the assessment guide will include all the assessment tools of the occupations trained in HoKa.

Tool

Tool 35: Sample Assessment tools for F&B server

G 22
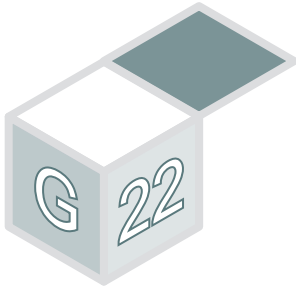
Prepare for Skills Test

Purpose

The purpose of this guideline is to provide advice for testing the assessment system and methods to ensure that it is a fair instrument to use to assess the learners. Different aspects can be tested including logistics, resources, time allowances, assessment instruments and other relevant issues. An important element of this step is to run a practice or mock skills test with the learners so that they are well prepared and know what to expect of the actual Skills Test.

The Steps

	Methodology	Purpose	Output
1	**Train/brief trainers and assessors on assessment process**	Assessors understand the tasks, processes, instruments and recording for the Skills Test	Confident assessors who can conduct the test appropriately
2	**Prepare resources and logistics for mock skills tests**	Trainer to do with Implementing Partner's support	Mock Skills Test is prepared
3	**Brief and instruct learners**	Learners know what to expect in the Skills Test	Learners are prepared
4	**Conduct a practice Skills Test**	Learners experience a Skills Test	
5	**Debriefing the Learners**	Identify any issues or concerns learners may have	
6	**Support learners before Skills Test**	Provide support to learners in the days leading up to their Skills Tests	Confident learners

Guidance on the Steps

1. Brief trainers on the Skills Test

The industry trainers play a role in preparing the learners for the Skills Test, especially by running the practice/mock Skills Test with the learners. They need to fully understand the skills tasks, process, instruments, scoring system, recording, and reporting structures. The project owner along with the Master Trainer, with support from the Implementation Partner if necessary, will brief the industry trainers on all these elements, as well as their role in supporting the Master Trainer. Often the industry trainers will conduct the oral test, while the Master Trainer conducts the observation of the Skills Test itself.

2. Prepare resources and logistics for practice tests

The Implementation Partner usually prepares the resources and logistics for the practice Skills Test, with additional support from the trainer/s and Project Owner if needed. This includes a suitable venue, equipment, consumable materials, printing, and so on.

3. Brief and instruct learners

The trainer will brief and instruct the learners on the process, requirements and what to anticipate in the Skills Test. This will be done in the last week of the training, probably on Day 7. The learners need to understand that the practice Skills Test provides a practice opportunity for them to gain confidence in what to expect in the real test, and to address fears and concerns.

4. Conduct Practice Skills Test

The process is the same of real skills test. Start with oral test then practical skills task demonstration. Break down the process and allocate different tasks of the skills test to different learners to give each an opportunity to participate as there will not be enough time for each learner to do the full task of the skills test. They will observe their peers doing other tasks so will be able to see how the whole process works.

Give feedback on performance as one would give from a real Skills Test.

5. Debriefing learners on practice Skills Test

After the practice Skills Test is complete, gather the learners for a debriefing to check their understanding of the process and to address any questions or concerns they may have.

During the feedback, and based on the observations and possible weak areas displayed in the test, the trainers must emphasise where learners need to do additional practice before the final test.

Ideally would be good to give them the assessment schedule and time slots now. However, often the schedule is sent to them (e.g. via group chat on Telegram) between the end of the course and the skills tests. One could also call them directly.

6. Support learners before Skills Test

Learners may request additional support between the practice and the real skills test such as another opportunity to practice. The trainers should be available to them for any questions or fears they must have and must encourage learners to practice at their workplace before the skills test.

It is a good idea for the trainers to set up a group chat system on Telegram or WhatsApp so that they can deal with questions or clarifications/explanations to the benefit of the whole group.

Tips

i   Select a range of learners of high skill and lower skill for the practice skills test to identify where learners may need extra support and coaching before the skills test.

i   The practice skills test can be quite time consuming, so trainers must be well prepared and keep time tight.

i   Break the skills test task into components and allocate different components to different learners so that while they each have an opportunity to participate, the process does not take too much time as there is only one afternoon allocated for the practice session.

Tool

Tool 36: Invitation to NCTP to attend Skills Test

Conduct Skills Test

Purpose

The purpose of this guideline is to provide instruction for conducting skills tests for learners who have attended the dual training programme and wish to be assessed and qualified.

The Steps

	Methodology	Purpose	Output
1	**Secure assessors**	Ensure an assessor is available at the time needed	Contracted master or industry assessors
2	**Set and communicate Skills Test schedule**	Learners all know the time slots in which they will be tested	Skills Test schedule
3	**Invite NCTP for QA of Skills Test**	If needed in the context of country.Skills Test	Invitation to NCTP
4	**Arrange Skills Test logistics**	Venue, resources, materials, and consumables are all arranged for the Skills Test	Logistics for Skills Test in place
5	**Conduct Skills Tests**	Learners' competence is tested	Skills Tests conducted on learners
6	**Debriefing on Skills Test process**	Review and revise the assessment process and package with input from learners, NCTP, assessors and project partners.	Revised assessment tools and/or process

Guidance on the Steps

1. Secure Assessors

- Ideally the Skills Tests should be conducted one week after the end of training so that learners don't forget and also so that they are still available for the test.

- A master or industry assessor should be contracted to conduct the assessments. They will need a ToR and contract for this as they will be paid to conduct the assessments. However, they cannot do it alone as there are too many learners. The industry trainers will therefore assist with the Skills Test, often by conducting the oral tests.

- Local industry trainers therefore support the assessors. This helps to develop the local trainers in assessment skills e.g. in Kampot now, with NCTP approval, the local trainers can do assessments. This could compromise the quality but is more cost effective and practical in terms of availability – with NCTP QA on site, it should be a 'safety net' as well as 'visitor/observer' e.g. MoT or PDoT or industry people.

2. Set and Communicate Skills Test Schedule

Approximately 20 learners need to be tested within a short time of two to three days. This means that there needs to be a tight schedule, and each learner must know when it is their turn.

It is best to set up the schedule in the final week of training and share this with the learners so they know exactly when they are scheduled.

The tests are conducted over two to three days; it can be planned to run simultaneous assessments with different learners e.g. room attending in different rooms but learners must be separated so they do not see each other.

Schedule:

- One learner does orals while the other does the demo, then they swop

- One assessor can do the 'theory' test before, and the other assessor observes the skills test/competency

- Can present option of written test or oral test… whichever one the learners are more confident or comfortable with. Written tests are more time efficient, while orals assist learners to give more complete answers of their understanding of the subject material. If the learner cannot answer easily, the assessor can ask the same question in a different way to probe for knowledge and understanding as many learners will be nervous and may not understand initial questions.

3. Invite NCTP for QA of Skills Test

In order to issue a certificate, the NCTP has to conduct Quality Assurance of the Skills Test. The project team would invite them in good time before the test or coordinate the schedule of the skills test together. An official invitation letter should be sent to NCTP with schedule attached. NCTP will assign staff to conduct QA at the skills test.

4. Arrange Skills Test logistics

- The Implementation Partner usually prepares the resources and logistics for the Skills Test, with additional support from the assessors/trainers and project team if needed. This includes a suitable venue, equipment, consumable materials, printing, and so on.

- The Implementation Partner must also distribute the testing schedule to learners and confirm with them they each individually know when their time slot is.

5. Conducting the Skills Tests

The Skills Test process is as follows:

- Requirement for venue, facilities, equipment, consumables
- Time allowance
- Scoring
- Assessment team structure, roles and responsibilities
- Rules and requirements for candidates
- Oral questions and skills test, with score sheets.

6. Debriefing on Skills Test process:

- Learners evaluate the assessment process by giving some verbal feedback in a post-assessment debriefing with the project team. It is best if the assessor is not present in case there are any issues or concerns that the learners would not voice if the assessor were present.
- After the Skills Test, a Debriefing Meeting is convened with all the involved parties.
  - The key aim of the debriefing meeting it to review the process, the instruments, the preparedness of the learners, what went well and what needs to be improved.
  - The NCTP debriefs the assessor and gives feedback on the process
  - Assessors review the process from their point of view and experience
  - The Project team and Implementation Partner have inputs and engage with the others to revise the assessment process, if necessary, based on experience and suggestions.

Conducting Oral Test

T*i*ps

A skills test is an integration of a number of competencies that have been acquired over the course of the HoKa training programme. It should not test individual skills, but should test typical work sequences such as:

- **Housekeeping**: preparing for trolley/caddy, clean guest room and bathroom, store cleaning equipment; demonstrate safety and security, personal hygiene at the same time.

- **Waiters**: prepare the dining area for service (set tables), demonstrate the full service procedure

Tool

Tool 35: Assessment Tools sample F&B Server

Tool 37: Quality Assurance for HoKa Assessment

G 24
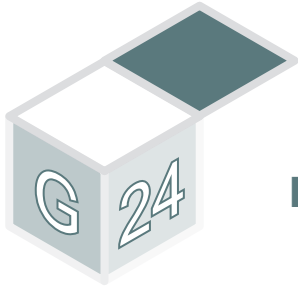
Process and Distribute Certificates

Purpose

The purpose of this guideline is to provide advice on the administration related to processing the results of the skills tests and organising and awarding certificates to successful learners. This includes guidelines on the processes for application of certificates from NCTP.

The Steps

	Methodology	Purpose	Output
1	**Submit results to NCTP for certification**	Requesting certificates for competent learners	Submission of skills test results
2	**Receive certificates and Skills Passport**	Receive and check certificates from NCTP	Learner Certificates
3	**Graduation**	Ceremony or event to celebrate and award certificates to competent learners	Certificates awarded
4	**HoKa Reflection Workshop**	Quality assurance and continuous improvement process for HoKa	Updated, revised HoKa process

Guidance on the Steps

1. Submit Results to NCTP for certification

   A package is submitted to the NCTP consisting of the following:

   - Results and request letter to NCTP for certificates and Skills Passports to be issued
   - Attendance lists
   - Report: one page summary of the training duration, participants, pass rate.
   - Support docs for the results – e.g. Assessment pack
   - **Results** to submit:
     - Formative: the results from ongoing small assessments in class
     - Summative: results from the skills test
     - Workbook: work-based activities and learning (based on completion of weekly activities)

2. Receive Certificates and Skills Passport

   Once the Certificates are received from the NCTP, they must be checked to make sure that they are correct: names, etc.

   Skills Passport: provides space for any cumulative training, qualifications and experience.
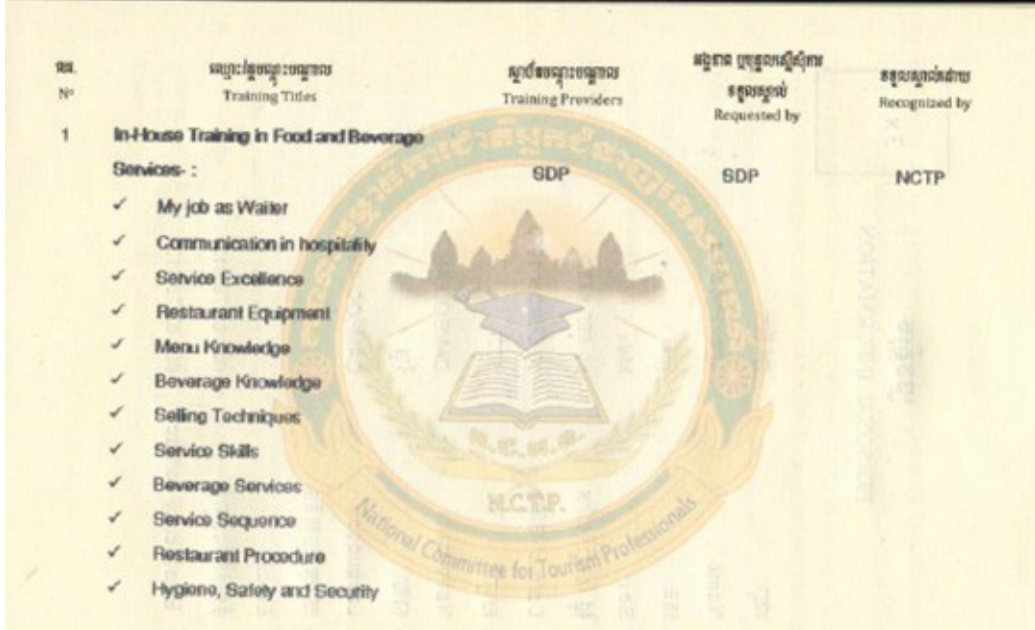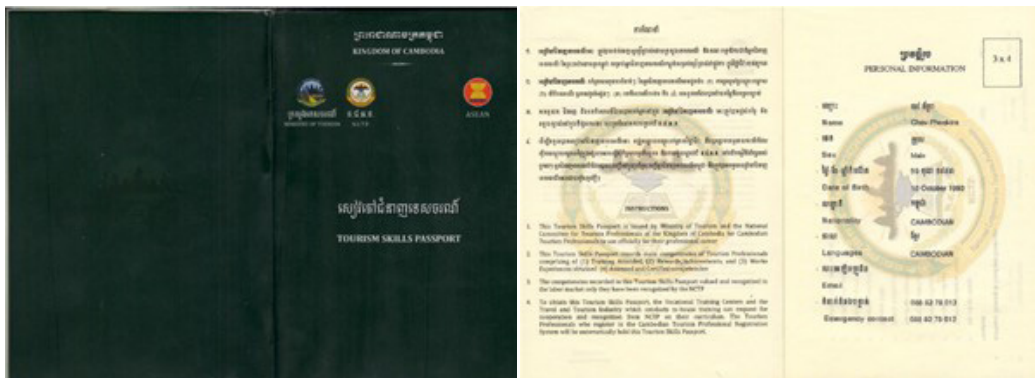
3. Graduation event

The Project Team and Implementation Partner will arrange a graduation event for successful learners. This could take any form that is practical and affordable to the project. Invitation should be extended to MoT, NCTP, local government e.g. PDoT, industry associations, employers and of course the learners and their families.

The implementation partner will arrange logistics: venue, date, time, programme, refreshments, RSPVs, etc.

4. HoKa Reflection Workshop

Conduct a workshop or reflection meeting with business owners/managers, trainers and implementation partners to reflect on the overall process of the HoKa training programme from start to end.

Based on the findings or suggestions emanating from the reflection workshop, the Project Team and/or the Implementation Partner can review and revise processes in order to improve, streamline, address inefficiencies or concerns/problems.

The results from the reflection workshop can also be used to conduct a comparison between industry feedback and the original ETNA results: can identify what the next training needs to address; what needs to be emphasised or more focused on.

Tips

i   Trainers should be present at the industry review sessions so that they can hear what the industry has to say.

Tool

Tool 38:   Request letter to NCTP for Certificates

Tool 39:   Training report as required by NCTP

TOOLS:
SUPPORTING DOCUMENTS

Inclusive Markets

Intervention Plan (redacted)

[insert title of
intervention]
[date]
[present by]

swisscontact

Inclusive Markets

Chapter 3:
Business Model & Partner Arrangement

**The contents of Chapter 3 can be retrieved from ICN

swisscontact

Inclusive Markets

Business model including innovation & additionally (future)

- New roles of the market actors compared to the
  current situation
- The constraints it addresses
- The flow of goods, services, incentives
- The additionally this intervention offers (change in the
  market system)

Partner selection

In this slide please describe in bullet points and explain:

- *The name of the suggested intervention partners (see BM)*
- *The process followed of identifying the partners, mention other possible partners*
- *The justification for the selection of the most preferred partner*
- *The incentives of the partner/s and ISP*

The deal with the partner(s)

- *The basic roles & responsibilities at the beginning and later*

- *If need, think about Who does? Who pays? (this is not sub-contracting – rather facilitating B2B relationships*
  - *The agreements on the budget/cost-sharing (if applicable) (remember the full budget will be provided in 5.2)*

Implementation plan

In this slide please insert the implementation plan overview table:
- *Provide the main activities in the first 12 months of intervention*
- *Show a rough sequence, timeline and some key milestones*
- *Make sure it follows also the activities in the Results Chain.*
- *Include when you will measure impact and conduct any baselines.*

- *During presentation explain the anticipated activities based on the formal or informal agreement with the partners:*
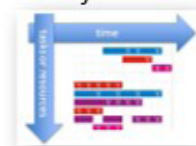
KINGDOM OF CAMBODIA
NATION RELIGION KING
****

Partnership Agreement
Between
<insert project owner>
Represented by: <insert name and designation>
and
<insert implementing partner name>
Represented by: <insert name and designation>
on
Technical Support to implement HoKa training for <insert province name> province
The contract takes effect on date: <insert commencement date>

I. Introduction

This Partnership Agreement is in relation to the implementation of the HoKa (Hospitality Kampuchea) training programme in the <insert province name> province.

<insert project information/introduction of the project>

This Partnership Agreement is the basis of cooperation between <Insert project owner> and <Insert implementing partner> with the following objectives:

- Implement HoKa training in the hospitality industry in the interests of improving skills and service levels in the destination.
- Develop training capacity in the destination by training local technical trainers and assessors.

Both <Insert project owner> and <Insert implementing partner> have agreed to:

- Work together to promote HoKa in the <province name> for the period of <insert dates>
- Collaborate to support and coordinate HoKa training in <insert province name>.
- Implement the activities as agreed in the work plan/Service Level Agreement attached to this document (Annex 1).

II. Responsibilities undertaken by <implementing partner name> :

- Assign <two> officials to coordinate the training with <insert project owner>, private sector, and other stakeholders.
- Mobilise budget for contribution to implement activities detailed in Annex 1:   Service Level Agreement
- Conduct ETNA survey or workshop with industry to assess needs and customise training.
- Lead the promotion and enrolment of Training of Trainers (ToT) & Training of Assessors (ToA) to industry.
- Organise Training of Trainer (ToT) on <insert occupations> for the local industry trainers.
- Lead the promotion and enrolment to enterprises of in-house training.
- Organise in-house training session on <insert occupations> for the learners.
- Monitor in-company training delivery sessions conducted by industry trainers.
- Organise skills test for in-house and/or in-company training.

III. Tasks undertaken by <Insert project owner>

- Provide financial support to mobilize the industry and promote hospitality training as per budget outline, Annex 2.
- Provide marketing materials for the mobilisation of participants (employers and learners)
- Provide technical support to conduct ETNA survey and to get training curriculum and training materials adapted and endorsed.
- Provide support to the Training of Trainers (ToT) for local industry trainers.
- Provide support to in-house training for learners and/or monitor in-company training delivery sessions.
- Provide technical support to conduct skill test.

IV. Spending procedure

- <Insert project owner> is responsible for the expenses as stated in the budget plan in Annex 2. <Insert project owner> will pay the costs directly to the suppliers.
- <implementing partner name> is responsible for a contribution of <%> to project expenses as stated in the budget plan in Annex 2

IV. Spending procedure

- This contract is valid from the date of commencement <insert> until date or termination <insert date>

VI. General conditions

- <Implementing partner name> and <Insert project owner> in Cambodia have agreed to this collaboration which will come into force upon the date of signature/commencement.
- This Partnership Agreement has been written in two languages, Khmer and English with four copies and with the same value, one copy is kept by <Insert project owner> and three copies are kept by <Implementing partner name>
- In case of conflict, both parties will try to seek a mutual solution based on discussion.

Thus signed at <insert place> on <insert date>

Signature <insert name and designation>   **Signature** <insert name and designation>
<insert Project Owner>   <insert Implementation partner>

ANNEXURES TO THE AGREEMENT:
ANNEXURE 1: WORK SCHEDULE
ANNEXURE 2: BUDGET
ANNEXURE 3: PARTY RESPONSIBILITIES

Tool 3: Annexure 1: HoKa Work Schedule

ឧបសម្ព័ន្ធ០១: ផែនការបណ្ដុះបណ្ដាលគម្រោងHoKa នៅខេត្តព្រះសីហនុសម្រាប់ឆ្នាំ២០២០

Annex 01: Work Plan of HoKa training for Preah Sihanouk 2020

No. លេខ	Description	Lead	Support	មិថុនា June	កក្កដា July	សីហា Aug	កញ្ញា Sep	តុលា Oct	វិច្ឆិកា Nov	ធ្នូ Dec
1	ការសិក្សាវាយតម្លៃពីគម្រោង Inception analysis									
1.1	ធ្វើវាយតម្លៃពីតម្រូវការការបណ្ដុះបណ្ដាល ETNA online survey	PDoT	SC	X						
2	រៀបចំកម្មវិធី និងសម្ភារៈសម្រាប់បណ្ដុះបណ្ដាល Curriculum Adaptation									
2.1	រៀបចំកម្មវិធី និងសម្ភារៈសម្រាប់បណ្ដុះបណ្ដាល Adapt curriculum and training materials. Endorsement from NCTP (FO&HK in Preah Sihanouk)	SC	PDoT	X						
3	បណ្ដុះបណ្ដាលគ្រូបង្គោល Training of Trainers									
3.1	ជ្រើសរើសគ្រូបង្គោលដែលធ្វើការជាមួយឧស្សាហកម្មទេសចរណ៍ Inception analysis	Jointly	Jointly	X						
3.2	បណ្ដុះបណ្ដាលគ្រូបង្គោល Train the trainers	SC	PDoT							
3.3	ផ្ដល់វិញ្ញាបនបត្រដល់គ្រូបង្គោលដែលបានបណ្ដុះបណ្ដាល Certification for trainers	SC with NCPT	PDoT							X
4	ការបណ្ដុះបណ្ដាលអ្នកវាយតម្លៃ Training of Assessors									
4.1	ធ្វើបច្ចុប្បន្នភាពសៀវភៅណែនាំអំពីការវាយតម្លៃ Update existing Assessment Guideline	Jointly	Jointly			X				
4.2	ជ្រើសរើសអ្នកវាយតម្លៃដែលធ្វើការជាមួយឧស្សាហកម្មទេសចរណ៍ Industry assessors from existing trainers pool	Jointly	Jointly			X				
4.3	បណ្ដុះបណ្ដាលអ្នកវាយតម្លៃ Train the assessors	SC	PDoT				X			
4.4	ផ្ដល់វិញ្ញាបនបត្រដល់អ្នកវាយតម្លៃដែលបានបណ្ដុះបណ្ដាល Certification for assessors	SC with NCPT	PDoT							X
5	ធ្វើការបណ្ដុះបណ្ដាល Training delivery									
5.1	ត្រួតពិនិត្យការបណ្ដុះបណ្ដាលរបស់គ្រូបង្គោលសម្រាប់ក៏របណ្ដុះបណ្ដាលខាងក្នុងមូលដ្ឋានអាជីវកម្ម Monitor trainers conduct in-company trainings.	SC	PDoT		X	X	X	X		
5.2	ប្រឡងវាយតម្លៃសាកល្បងសមត្ថភាពសិក្ខាកាមវគ្គ១ Skill test assessment for In-company training	PDoT	SC					X		
5.3	ប្រឡងវាយតម្លៃសមត្ថភាពសិក្ខាកាមវគ្គ Skill test assessment for In-company training	PDoT	SC					X		
6	ពិធីបិទវគ្គនិងចែកវិញ្ញាបនបត្រ Closing ceremony									
6.1	ប្រគល់វិញ្ញាបនបត្រ Closing ceremony and distribute certificates and skill passports	PDoT	SC							X

Tool 4: Annexure 2: Budget template

ឧបសម្ព័ន្ធ០១៖ ផែនការថវិការប្រចាំឆ្នាំ២០២០/ Annex 02: Budget Plan 2020

No. លេខ	Description	Unit Type ប្រភេទឯកតា	# Unit # ឯកតា	ចំនួនដង June	តម្លៃ ក្នុង១ ឯកតា	តម្លៃ សរុប Aug	អ្នកទទួលខុសត្រូវ Covered by	
							ស្វីសខន់ ថាក់ Swiss-contact	មន្ទីរ ទេសចរណ៍ Depart-ment of Tourism
2	រៀបចំកម្មវិធី និងសម្ភារៈសម្រាប់បណ្ដុះបណ្ដាល Curriculum Adaptation							
2.1	រៀបចំកម្មវិធីនិងសម្ភារៈសម្រាប់បណ្ដុះបណ្ដាល Adapt curriculum and training materials. Endorsement from NCTP (FO &HK in Preah Sihanouk)							$-
	កែសម្រួល និងបោះពុម្ពឯកសារ Adapt and print training materials on FO	Package	1	$-				$-
	កែសម្រួល និងបោះពុងឯកសារ Adapt and print training materials on HK	Package	1	$-				
	សរុបរងទី២ Sub Total 2					$-	$-	$-
3	បណ្ដុះបណ្ដាលគ្រូបង្គោលនិងអ្នកវាយតម្លៃ Training of Trainer and Assessors							
3.1	បណ្ដុះបណ្ដាលគ្រូបង្គោល Train the trainers					$-	$-	$-
	Train the trainer FO SHV (including assessment) x 15 trainers					$-	$-	$-
	Master trainer	day	1	6		$-	$-	$-
	Venue and snacks	day	1	6		$-	$-	$-
	Materials and equipment	set	15	1		$-	$-	$-
	Quality Assurance from NCTP/MOT	day	1	3		$-	$-	$-
	Train the trainer HK SHV (including assessment) x 15 trainers					$-	$-	$-
	Master trainer	day	1	6		$-	$-	$-
	Venue and snacks	day	1	6		$-	$-	$-
	Materials and equipment	set	15	1		$-	$-	$-
	Quality Assurance from NCTP/MOT	day	1	3		$-	$-	$-
3.2	បណ្ដុះបណ្ដាលអ្នកវាយតម្លៃ Train the assessors					$-	$-	$-
	Train the assessors (including assessment) x 10 assessors	day				$-	$-	$-
	Master assessor	day	1	3		$-	$-	$-
	Venue and snacks	day	1	3		$-	$-	$-
	Materials and equipment	set	10	1		$-	$-	$-
	Quality Assurance from NCTP/MOT	day	1	3		$-	$-	$-
3.3	ផ្ដល់វិញ្ញាបនបត្រដល់គ្រូបង្គោលនិងអ្នកវាយតម្លៃដែលបានបណ្ដុះបណ្ដាល Certification for trainers and assessors					$-	$-	$-
	Certificate & skills passport for Trainer	set	40	1		$-	$-	$-
	សរុបរងទី៣ Sub Total 3					$-	$-	$-
4	ធ្វើការផ្សព្វផ្សាយអំពីវគ្គបណ្ដុះបណ្ដាល និងចុះឈ្មោះសិក្ខាកាមចូលរៀន Promotion and Enrolment							
4.1	ផលិតសម្ភារៈសម្រាប់ផ្សព្វផ្សាយ Develop promotional materials					$-	$-	$-
	Produce promotion brochures (designed by SC)	Package	1	$-		$-	$-	$-
	សរុបរងទី៤ Sub Total 4					$-	$-	$-

5	ធ្វើការបណ្ណះបណ្ណាល និងវាយតម្លៃសមត្ថភាព Training Delivery and assessment						
5.1	Monitoring in-house training in SHV		40	1	$-	$-	$-
	Develop promotional materials	set	1	2	$-	$-	$-
5.2	Mock assessment (with local trainer) SHV				$-	$-	$-
	Fee for local trainer	day	10	2	$-	$-	$-
	Materials for mock assessment	set	1	1	$-	$-	$-
5.3	Skills test (with master assessor) SHV Fee for master assessor				$-	$-	$-
	Materials for skill test	day	20	1	$-	$-	$-
	QA by NCTP/MOT	set	1	3	$-	$-	$-
5.4	Skills test (with local trainer) SHV				$-	$-	$-
	Fee for local trainer	day	2	1	$-	$-	$-
	Materials for skill test	set	20	1	$-	$-	$-
5.5	One technical official from PDOTs				$-	$-	$-
	Overtime allowance & transport	hour	8	56	$-	$-	$-
សរុបរងទី៥ Sub Total 5					$-	$-	$-
6	ធ្វើវិញ្ញាបនបត្រនិងសៀវភៅផ្ទាញទេសចរណ៍ produce certificates and skill passports						
6.1	*Certificate&skills passport for leaners*				$-	$-	$-
	Certificate & skills passport	set	1	$-	$-	$-	$-
សរុបរងទី៦ Sub Total 6					$-	$-	$-
7	កម្មវិធីចែងវិញ្ញាបនបត្រ Certificate ceremony						
7.1	*Certificate ceremony in Preasihanouk*				$-	$-	$-
	Certificate ceremony in Preasihanouk	Event	1	1	$-	$-	$-
សរុបរងទី៧ Sub Total 7					$-	$-	$-
សរុបរួម Grant Total					$-	$-	$-

Tool 5: Annexure 3: HoKa Partner Responsibilities

Service Level Agreement

#	Activity	Purpose	Project Responsibility	Partner Responsibility
	Identify potential local industry trainers	For Implementation Partner and HoKa team to find local hospitality professionals working in hotel/restaurant that are interested in becoming a trainer to join ToT	Role: Support function Responsibilities: 1. Initial meeting with Implementation Partner to explain the Industry Trainer ToR. 2. Join the meeting with potential trainers if possible. 3. Provide Information Pack to Implementation Partner and potential trainers prior to ToT	Role: Process Leader Responsibilities: 1. Initial meeting with HoKa team to put together a list of potential local industry trainers. 2. Implementation Partner share ToR with potential industry trainers. 3. Meet with potential trainers to explain roles and responsibilities and collect profile info.
X	Deliver ToT	For hospitality professionals who are interested in becoming a trainer, to learn Competency-Based Training, deliver training using HoKa training materials, and enhance technical knowledge and skills	Role: Process Leader Responsibilities: 1. Finalize TOT Programme with NCTP and provide to Implementation Partner 2. Coordinate with master trainers 3. Prepare ToT training package& logistics 4. Submit application for National Trainer Certificate and Skills Passport to NCTP	Role: Process Leader Responsibilities: 1. Organize venue and confirm participants 2. Invite NCTP to conduct QA and assessment
X	Contract industry trainers to deliver training	To hire qualified and suitable trainers formally to deliver HoKa training	Role: Process Leader Responsibilities: 1. Review ToT assessment results, discuss with HoKa team and Master Trainer, to identify the trainers to deliver training	Role: Support function Responsibilities: 1. Based on the decision with Implementation Partner and Master Trainer, inform and confirm availability and schedule with trainers 2. Prepare and sign contract with the trainers
	Develop Training Promotion Plan	For Implementation Partner and HoKa to develop strategy and plan activities to promote training in the province	Role: Support function Responsibilities: 1. Support Implementation Partner to develop and finalize the training promotion plan	Role: Process leader Responsibilities: 1. Discuss with HoKa team to plan how to promote the training on various channels. This includes identifying the promotional materials needed, communication channels such as partner website, Facebook, telegram, etc.
	Develop and produce promotion brochure	For Implementation Partner to announce training and distribute when promoting training to the industry	Role: Process Leader Responsibilities: 1. Provide designed brochure for Implementation Partner feedback, revise, and finalize 2. Print and provide brochures to Implementation Partner for promotion	Role: Support function Responsibilities: 1. Provide inputs into the design of promotion brochure 2. Confirm contact person to be added to the brochure
	Announce training through varies channels	For Implementation Partner to share training information with target audiences and tourism network	Role: Support function Responsibilities: 1. Share through Swisscontact's hospitality networks 2. Provide key messages to Implementation Partner and other support as required	Role: Process Leader Responsibilities: 1. Announce via email to hotels/restaurants, hospitality association, and related networks 2. Post on Implementation Partner website and social medial channels (Facebook, Telegram) 3. Distribute brochures in town and to business locations
	Conduct door to door promotion	For Implementation Partner to introduce HoKa training in details with targeted enterprises owner/ manager and staffs	Role: Support function Responsibilities: 1. As needed on request from implementation partner	Role: Process Leader Responsibilities: 1. Meet with enterprises owners/managers to provide details of HoKa training programme, benefit, and conditions to participate in the programme 2. Use the template - list of hotels and restaurants access to promotion to record information collected through the meeting
	Enrol learners and set up leaner database	For Implementation Partner to enrol the right learners and collect their basic information which is important throughout the training and certification.	Role: Support function Responsibilities: 1. Support the registration of the first few learners 2. Follow up and provide support as required	Role: Process Leader Responsibilities: 1. Prepare and make sure that Registration Form is ready for learners 2. Register learners. Arrange meeting with the candidate to assess if he/she have the right expectation, understanding, and commitment to the training programme 3. Collect, review and shortlist candidates registered. 4. Confirm with official enrolled learners 5. Create profiles of learners using learner profile template

	HoKa Launch and trainer certificate distribution	For Ministry of Tourism and Implementation Partner to launch of HoKa training officially in Preah Sihanouk Province	Role: Support function Responsibilities: 1. Support the preparation of programme and invitation 2. Deal with procurement and payment with supplier	Role: Process Leader Responsibilities: 1. Finalize launch programme and invitation letter 2. Invite Ministry of Tourism, trainers, businesses, and learners 3. Arrange Implementation Partner venue and logistics (Projector, MC, translation, sign-in attendants)
	Owner and manager orientation workshop	For enterprise owner/ manager who send staffs to HoKa training to familiarise with the programme and their responsibilities to support the staff in completing the practice at workplace	Role: Process Leader Responsibilities: 1. Finalize invitation letter with Implementation Partner 2. Work with trainer to plan and prepare the 2-hour orientation 3. Prepare training materials for the owner/manager (Presentation& Workbook in English and Khmer)	Role: Support function Responsibilities: 1. Invite owners/managers of hotels/ restaurants whose staff will participant in the training 2. Arrange Implementation Partner venue and logistics (projector, attendant register)
	Deliver training sessions and practice at workplace	For Implementation Partner, HoKa, and trainers to prepare and conduct two batches of F&B training, 7 weeks each (1 day/ week at venue + 4 days/week practice at workplace)	Role: Support function Responsibilities: 1. Prepare Training Kit for learners 2. Support trainers to prepare for the training sessions 3. Observe the training and provide feedbacks and support as needed 4. Check if the trainers following/ implementing HoKa	Role: Process Leader Responsibilities: 1. Identify suitable training venue for each week according to the **venue requirement** 2. Follow the **checklist**, make sure that training venue and supporting materials properly set up and available for training day 3. Check a**ttendant register** of learners to ensure all learners register their attendance. 4. Distribute Training Kit to learner (week by week) 5. Communicate with HoKa team for any action or solutions if there is problem.
	Conduct Mock Assessment (x2) and Skills Test (x2)	For NCTP to issue certificate to learners who are competent from the Skills Test. Mock assessment is for learners to practice and prepare the formal Skills Test	Role: Process Leader Responsibilities: 1. Arrange Mock Assessment supporting materials, together with trainers 2. Obtain Skills Test schedule and from ASEAN Assessor 3. Inform and remind learners about the Skills Test schedule and location 4. Invite NCTP to QA Skills Test. 5. Arrange Skills Test venue and supporting materials, together with the assessor and trainer 6. Compile and maintain results and documents from the Skills Tests 7. Ask learners to sign attendant list	Role: Support function Responsibilities: 1. Support trainer to prepare and conduct Mock Assessment on the last session of Week 7 training, following the Mock Assessment Guide 2. Contract ASEAN Assessors to conduct Skills Tests 3. Coordinate with Assessor for preparation of Skills Tests 4. Deal with procurement and payment to suppliers 5. Observe and provide feedbacks and support as
	Issue and present certificate to learners	For Implementation Partner to request NCTP to issue certificate for learners and organize graduation ceremony.	Role: Support function Responsibilities: 1. Support Implementation Partner to check and verify all relevant documents before submitting to NCTP for certificates 2. Provide support and follow-up on certificate arrangement for learners. 3. Support the organization of graduate ceremony	Role: Process Leader Responsibilities: 1. Prepare and submit request letter and result recording sheet of learners and relevant supporting documents to NCTP to issue certificates 2. Organize graduate ceremony to present the certificates to learners
	Reflection meeting with trainer and owner/ manager	For HoKa and Implementation Partner to collect feedback from enterprises, learners, and trainer, to improve training programme for the next year	Role: Process Leader Responsibilities: 1. Draft and finalize agenda with Implementation Partner 2. Prepare and lead the discussion 3. Compile feedback and challenges of training discussed, and share with the stakeholders	Role: Support function Responsibilities: 1. Invite participants 2. Arrange venue in Implementation Partner and logistics 3. Provide feedback to the training programme and facilitate the discussion

Tool 6: Example: Excel Questionnaire: Housekeeping

Competence standard	Code	Ele-ment #	Element	PC#	Performance Criteria	Need-ed Y/N?	Current level of skill for each PC on scale of 1 - 5				
							1	2	3	4	5
Clean and prepare rooms for incoming guests		1	Identify the role of room attendants	1.1	Describe the services delivered by a room attendant						
				1.2	Locate the position of room attendants within the enterprise						
				1.3	Identify the personal characteristics required of a room attendant						
				1.4	Describe grooming and personal presentation standards for a room attendant						
				1.5	Interpret enterprise policies and procedures for the provision of housekeeping services						
				1.6	Identify and explain the role of communication in the provision of housekeeping services						
		2	Prepare for cleaning duties	2.1	Replenish linen room supplies						
				2.2	Load housekeeping trolley with supplies for service						
				2.3	Check housekeeping trolley prior to use						
				2.4	Identify rooms to be cleaned for the shift						
				2.5	Access and enter guest room appropriately						
		3	Make beds	3.1	Strip and re-make bed with fresh bed linen						
				3.2	Re-make bed using existing bed linen						
		4	Clean bathroom	4.1	Clean bath and shower area						
				4.2	Clean toilets						
				4.3	Clean vanity area						
				4.4	Clean floors						
				4.5	Replenish guest supplies						
		5	Clean room	5.1	Replenish guest supplies						
				5.2	Clean fixtures and fittings						
				5.3	Vacuum floors and other areas						
				5.4	Clean kitchenette area, where applicable						
				5.5	Replenish guest supplies						
				5.6	Check operational readiness of all items and equipment						
				5.7	Report and remedy room defects and damaged items						
				5.8	Report suspicious items or situations						
				5.9	Handle guest property left in room from which guest departed						

		6	Provide additional housekee-ping service	6.1	Provide turn-down service						
				6.2	Carry out rotational cleaning duties						
				6.3	Lend equipment to guests, as requested in accordance with house policies						
		7	Prepare for next shift	7.1	Complete required records and notifications						
				7.2	Dispose of rubbish						
				7.3	Clean and store trolleys						
				7.4	Replenish stock items as necessary						
				7.5	Clean housekeeping equipment prior to storage						
Provide housekeeping services to guests	D1. HH K.C L3.0 1	1	Receive Housekee-ping requests	1.1	Accept housekeeping requests from guests						
				1.2	Accept housekeeping requests from staff						
				1.3	Record housekeeping requests according to enterprise requirements						
				1.4	Advise on time for provision/delivery of identified service or items to guest room						
		2	Service Housekee-ping request	2.1	Liaise with other staff to obtain and/or deliver identified service or items						
				2.2	Locate and deliver required items to guest room						
				2.3	Set up equipment in guest rooms						
				2.4	Remove items from guests as requested						
		3	Provide advice to guests	3.1	Advise guests on services and items available through the housekeeping department						
				3.2	Advise guests on the use of items delivered to guest room, if required						
				3.3	Demonstrate the use of items delivered to guest room, if required						
				3.4	Liaise with other staff and departments to provide supplementary advice where appropriate						
		4	Liaise with other departms	4.1	Report malfunctions as required						
				4.2	Advise management of dangerous or suspicious circumstances						
				4.3	Participate in planning to enhance service delivery standards and equipment purchase						

Tool 7: Sample Email for survey completion

Dear (Name)

Greeting from Provincial Department of Tourism and HoKa team.

We understand many businesses in Preah Sihanouk and everywhere are having a difficult time affected by Covid-19. We also believe that once the situation returns to normal, and when closer to the high season, tourists will come back again.

The Provincial Department of Tourism has been collaborating with HoKa (hospitality training programme of Swisscontact) which has successfully delivered training for F&B servers last year. We are here to help business prepare for the coming season by providing training for two new occupations (Housekeeping and Front Office) tentatively in August/September 2020.

We need to conduct a training needs assessment, and hence we would like to request your availability to take part in a short survey to identify skills and knowledge that your staff should learn to enhance their capacity for better performance at workplaces.

This survey will take approximately 60 minutes by using **smart phone or laptop** through the link with instruction as provided. It is divided into two parts:

- ▪ http://bit.ly/tnareception for Front Office
- ▪ http://bit.ly/tnaroom for Room Attendant
     ETNA survey code is 342

Note: when you submit, please wait a moment until it shows …Successfully Submitted.

Your response will be **confidential and will only be used to design** a hospitality training programme that will respond to industry needs and align to the national qualification framework. It is important that this survey be filled by a manager or supervisor who is knowledgeable about your business in order to have the most accurate survey results.

Your cooperation is highly appreciated, and we are glade if you could complete this by <date>.

Yours sincerely,
PDoT & HoKa team

Tool 8: ETNA Workshop Programme

AGENDA

Training Need Assessment Workshop
Date: <insert>
Venue: <insert>

07:30:   Arrival and registrations

08:00:   Introduction of the project and TNA by <insert Project Owner name>

08:10:   Speech from Mr. Say Sinol, Director of Kampot, Department of Tourism

08:20:   Presentation of Tourism HRD by H.E. Try Chhiv, Director of International
Cooperation and ASEAN, Director of NCTP Secretariat

08:40:   Opening remark by H.E. Pak Sokhom, Secretary of State, Ministry of Tourism

09:00:   Introduction e-TNA Survey, <insert presenter from Project Owner>

- Participant link to online survey
- Demo of the survey

09:10:   Demographic and core competencies survey

09:40:   Tea break & move to breakout sessions

09:50:   Technical survey (lead by facilitator):

- Group 1: F&B service (Waiting staff)
- Group 2: Front Office (Receptionist)

11:45:   Show key results on Power BI

12:00:   Closing with group photos

Tool 9: Example: Terms of Reference for Master Trainers

TERMS OF REFERENCE

ASEAN Master Trainer to support HoKa Food and Beverage Service Training in Preah Sihanouk.

1. Overview of the Assignment

Project: <insert project name>)	
About: F&B Waiter training curriculum and materials, and training of trainers, and assessment in Preah Sihanouk Province	
Duration: From <insert start and end dates>	
Reporting to: <insert name and designation>	
Location(s): <insert>	

2. Organisation Background

<insert paragraph about the organisation that is running the project>.

3. Background

<insert paragraph about the organisation that is running the project>.

<Organisation name> will implement Hospitality Training for Kampuchea (HoKa) to support tourism skills development in <insert destination>. The training will be provided to existing low-skilled workers of hotels and restaurants who can apply newly acquired technical skills in their workplace (in-service training). The duration of the training is <insert dates>. The training is aligned to the National Qualification Framework (NQF) of Cambodia as well as the ASEAN Qualification Reference Framework (AQRF) under ASEAN Mutual Recognition Arrangement on Tourism Professionals (MRA-TP).

4. Assignment and Objectives

4.1 The assignment
<Project owner> seeking for an ASEAN Master Trainer to support development and delivery of HoKa Training in Preah Sihanouk Province. The consultant is expected to understand, and work based on current HoKa training process and materials, with inputs from NCTP and <project owner>.

4.2 Objectives
1. Adapt F&B Waiter training curriculum and materials for Preah Sihanouk Province
2. Prepare and deliver TOT to local trainers
3. Conduct Skills Tests for learners

5. Scope of Work

Objective 1: Adapt F&B Waiter curriculum and materials for Preah Sihanouk Province
- ASEAN MRA-TP competency standard adapting to HoKa Training curriculum base on Element and PC resulted of ETNA
  - o First analysis of PCs resulted from ETNA. This include identify PCs that's already in the current curriculum, PCs should be added, and PCs should be excluded (i.e. too high level for waiter). The analysis is required to be attached with the curriculum submitted to NCTP for endorsement.

- Existing HoKa curriculum (modules) can be rearranged/modified/remanded based on professional judgement and discussion with HoKa team
- Adapt training materials in both languages (English and Khmer) according to the endorsed curriculum
  - Training materials including PPT and Trainer Guide
  - Contents added and/or adapted will be based on ASEAN MRA-TP Toolbox while follow the format of current materials of HoKa (Annex 1)

Objective 2: Prepare and deliver TOT to local trainers

HoKa currently has a 6-day TOT programme (including assessment) approved by NCTP. The programme includes MRA-TP, CBT, High Impact Training methods, and technical modules.

As High Impact Training methods are applied intensely in HoKa and has proven effective, Master Trainers must understand those methods very well in order to train local trainers in TOT. Hence, HoKa also developed a ToT Package for Master Trainers which covers High Impact Training methods and how to use the package of training materials. Specific tasks including:

- Attend Facilitation Workshop for HoKa Master Trainers led by Swisscontact international advisor focusing on High Impact Training Methods. Participants of the workshop will be Master Trainers of HoKa in Kampot and of the Skills Development Programme (SDP).
- Finalise ToT package for Preah Sihanouk by updating MRA-TP, CBT, and trainer assessment content
- Deliver TOT to local trainers (including assessment) in Preah Sihanouk. QA will be conducted by NCTP

Objective 3: Conduct Skills Test for learners

- Adapt assessment tools (questionnaires) in the assessment guide if needed
- Conduct Skills Tests at the end of each batch of F&B Waiter training in Preah Sihanouk

6.   Deliverables

1. Package of Competency Based Hospitality Training Programme curricula and training materials
2. Complete 2-day Facilitation Workshop for Master Trainers
3. Deliver training of trainers (ToT) in Preah Sihanouk Province
4. Conduct Skills Test for trainees

7.   Timeline of assignment

The full assignment will be approximately 34 days starting from May 2019 and will be completed by November 2019. *Estimated days includes travel time when required.

No	Milestones / Deliverables	Days*	Dates	Notes
1	Adapt curriculum and training material for F&B Waiter	18 days		
2	Attend "Facilitation Workshop for HoKa Master Trainers" in PP	2 days		• Deliver by International advisor
3	Deliver TOT to local trainers in SHV	10 days		• HoKa manage logistics • Total 10 days allocated for lead and support trainer
4	Conduct two Skills Tests at the end of training	4 days		• HoKa manage logistics • NCTP QA • Dates TBD
	Total 34 days			

8.   Requirements

- Adapt training materials in both languages (English and Khmer) according to the endorsed curriculum
- A university degree in Hospitality, Tourism or relevant fields
- In-depth experience in Hospitality and Tourism Industry
- At least 15 years of expertise in skills development in the tourism sector
- Proven experience as a master trainer in the Hospitality sector
- Proven ability to train trainers from different backgrounds and in different settings
- Experience in designing and implementing training Food and Beverage Service
- Strong facilitation and negotiation skills
- Open to new method of teaching and self-improvement
- Proficiency in English and local language

Annex 1: Existing HoKa materials

1	Package of Competency Based Hospitality Training Programme curriculum and training materials - PPT - Trainer Guide - Trainee's Workbook - Principle & Practice book - Assessment Guide
2	Train the Trainer package: - Presentations cover High Impact Training, and how to use the package of training materials (listed above) - Master Trainer Guide

Annex 2: TOT Programme

Dual-Approach In-House Training Model and Curriculum Preah Sihanouk Ville, Kompongsom Province	
Course Name	Food and Beverage Service
Province/ region	Sihanouk Ville Province
Objectives	By the end of the learning programme, the learner will be able to: ▪ work effectively with colleagues and customers ▪ develop and maintain food and beverage service knowledge ▪ provide food and beverage service ▪ prepare and serve non-alcoholic beverage ▪ provide a link between kitchen and service area ▪ prepare and serve cocktails ▪ converse in English at a basic operational level
Training model	▪ 7 weeks' duration in total, excluding skills test (assessment) ▪ 7 full time days of contact: 1 day a week during the weekday ▪ Participants in current employment attend theory classes for one day a week, ▪ Participants are assessed by independent assessors in order to be certificated and get credits on their Skills Passport as endorsed by the Ministry of Tourism, NCTP
Target audience	Current employees of hospitality establishments
Traning method	Trainer-led classroom sessions where theory and practical aspects of the subject are taught, followed by demonstrations and practice sessions in real industry workplaces.
Course content	The course content is adapted based on ETNA Results in Sihanouk Ville Province, based on existing HoKa curriculum. The course has 12 modules as follows: Module 1: My role as a waiter/waitress (F&B Server) Module 2: Communication in hospitality Module 3: Service excellence Module 4: Restaurant equipment Module 5: Menu knowledge Module 6: Beverage knowledge Module 7: Beverage service Module 8: Service skill Module 9: Selling skills Module 10: Restaurant service sequence Module 11: Restaurant procedure Module 12: Hygiene, security and safety in the restaurant
Trainers	Local restaurateurs' trainers are trained in a ToT to deliver the course content and activities.
Group size	<20 participants per course
Venue Brief	**Theory**: seating facility with desks for the number of participants. **Practical** training: access to practical training facilities suitable to the skills practiced on the day. This could take place in an industry venue such as a restaurant that is quiet in the afternoons. This venue should be a good quality venue that is well equipped with food service equipment for use in the training. The venue could be hired by HoKa, or sponsored by an industry owner, depending on availability and HoKa relationships with local hospitality businesses.

Package of training materials	- PowerPoint presentations for each week - Trainer guide - Learner workbook - Assessment Guide
General Teaching Resources	**Theory sessions**: - Trainer guide - Learner workbook - Assessment Guide **Practical sessions**: - Venue and equipment as specified in detail in the weekly session of the Trainer Guide
Assessment	Summative assessment in the form of a Skills Test after the conclusion of the training programme. Assessment to be conducted by ASEAN trained assessors with QA by NCTP
Certification	Leaners will be recognised completion of Performance Criteria (PC) covered in the following Unit of Competencies of ASEAN Competency Standards, by the Ministry of Tourism. **Core and Generic Competencies**: 1. Work effectively with colleagues and customers (D1.HOT.CL1.01) Functional Competencies: 1. Develop and maintain food and beverage knowledge (D1.HBS.CL5.02) 2. Provide food and beverage services (D1.HBS.CL5.12) 3. Prepare serve non-alcoholic beverages (D1.HBS.CL5.07) 4. Provide a link between kitchen and service area (D1.HBS.CL5.09) 5. Prepare and serve cocktails (D1.HBS.CL5.06)

Curriculum Standard for Sihanouk Ville Province

Overview of the training schedule

Week	1	2	3	4	5	6	7
Morning	*Program and certificate orientation*	**M2:** Communication in hospitality	**M2:** Restaurant Equipment's	**M6:** Beverage Knowledge	**M8:** Service skill	**M10:** Restaurant Service Sequence	**M12:** Hygiene, security and safety in the restaurant
Afternoon	**M1:** My job as a waiter	**M3:** Service excellence	**M2:** Menu knowledge	**M7:** Beverage Service	**M9:** Selling skills	**M11:** Restaurant procedure	*Preparation for assessment*

Module 1: My job as a Waiter

Topic 1: My job as a waiter	Competence Standard Reference
• Department structure, organogram • Job description • Characteristics of my profession • Quality of a good waiter • Code of conduct	» UC01E03PC02: Provide support to colleagues to ensure achievement of team goals » UC01E03PC05: Identify, prioritise, and complete individual tasks within designated timelines » UC01E03PC06: Acknowledge and respond to feedback and information from other team members » UC15E01PC04: Process incoming reservations to the establishment » UC19E02PC03: Respond courteously and authoritatively to customer questions in relation to menus and drink lists » UC05E04PC02: Describe exceptions to routine procedures
Topic 2: Professional Presentation	
• Professionalism • Posture • Personal hygiene • Grooming (professional apperance)	*(HoKa addition)* *UC: Take food orders and provide table service (D1.HBS.CL5.16)* *Element 5: Store and handle foods safely* *PC01: Comply with personal hygiene standards*
Topic 3: Work Ethic	
• Work ethic, Working standards, rules for professional behaviour • Business ethic and honesty • Consequence of acting unethically	**Work effectively with colleagues and customers (D1.HOT.CL1.01)** **Element 3**: work in a team Work ethic has no direct CS reference, but is embedded in the Competence Standards in the form of 'Honesty, accuracy and professional ethics', especially when providing guest information, billing, etc.
Topic 4: Teamwork in the restaurant	
• Important of teamwork • Element of teamwork • Good team member • Leading a team	**UC: Work effectively with colleagues and customers** **Element 2: Establish and maintain effective relationships with colleagues and customers** **PC05**: Maintain a positive and co-operative manner **Element 3**: Work in a team **PC01**: Request or provide assistance so that work activities can be completed **PC05**: Identify, prioritise, and complete individual tasks within designated timelines **PC06**: Acknowledge and respond to feedback and information from other team members
Topic 5: Update Food &Beverage Knowledge	
• The basic in responding to a question • Why do we need product knowledge? • Develop product knowledge • Internal venue product knowledge • **Responding to the guest question when you have no answer**	

Module 2: Communication in Hospitality

Topic 1: Process of Communication	Competence Standard Reference
• Who do you communicate with? • Why do you communicate? • Process of communication • Unsuccessful communication • Barrier to communication • Type of communication (verbal, face to face communication tips, non-verbal, body language communication)	» UC01E01PC01: Relay information in a clear and concise manner using appropriate communication techniques » UC01E01PC02: Use language and tone appropriate to a particular audience, purpose and situation, taking into account the relevant factors involved » UC01E01PC03: Use active listening and questioning to facilitate effective two-way communication with others
Topic 2: Communicating with colleagues	» UC01E01PC04: Identify potential and existing conflicts and seek solutions in conjunction with all involved parties » UC01E01PC05: Complete routine workplace documentation accurately in a timely manner » UC01E02PC02: Assist to resolve workplace conflict and manage difficulties to achieve positive outcomes » UC01E02PC03: Use formal feedback and informal feedback to identify and implement improvements to products, services, processes or outcomes for both internal customers and external customers » UC01E02PC05: Maintain a positive and co-operative manner » UC01E02PC06: Non-discriminatory attitudes and language are used when interacting with customers, staff and management consistently » UC01E03PC01: Request or provide assistance so that work activities can be completed » UC14E01PC02: Monitor and attend kitchen service points to ensure a prompt pick up of food » UC14E03PC02: Assist to resolve workplace conflict and manage difficulties to achieve positive outcomes » UC14E03PC05: Use non-discriminatory attitudes and language consistently when interacting with staff and management
• Communication with colleagues in your department • How and Why to communicate	**UC: Work effectively with colleagues and customers (D1.HRS.CL1.18 D1.HOT.CL1.01 D2.TCC.CL1.01)** **Element 1: Communicate effectively** **Element 2: Establish and maintain effective relationships with colleagues and customers** **PC01**: Meet both internal customers' and external customers' needs and expectations in accordance with organisation standards, policies and procedures and within acceptable time frames
Topic 3: Communicating with guests	**UC: Provide A Link Between Kitchen and Service Area** **Element 3: Maintain effective relationships with colleagues** **PC01:** Meet needs and expectations of colleagues in accordance with organisation standards, policies and procedures and within acceptable time frames

• When to communicate with guests • Common communication methods with guests • Overcome barriers to communication with guests	**UC: Work effectively with colleagues and customers (D1.HRS.CL1.18 D1.HOT.CL1.01 D2.TCC.CL1.01)** **Element 1: Communicate effectively** **Element 2: Establish and maintain effective relationships with colleagues and customers**
Topic 4: Communicating with diversity	**PC01:** Meet both internal customers' and external customers' needs and expectations in accordance with organisation standards, policies and procedures and within acceptable time frames
• Define what is diversity • Element of diversity • Discrimination • Diverse gender • Diverse religious • Special need • Disability	**Element 2: Establish and maintain effective relationships with colleagues and customers** **PC06:** Non-discriminatory attitudes and language are used when interacting with customers, staff and management consistently
Topic 5: Key factor for communication in the hospitality	**UC: Provide A Link Between Kitchen and Service Area** **Element 3: Maintain effective relationships with colleagues**
• "When" to communicate effectively and maintain good relation • Relay information • Use the language properly • Active listening and speaking • Seek solution • Complete daily routine job	PC05: Use non-discriminatory attitudes and language consistently when interacting with staff and management

Module 3: Service Excellence

Topic 1: Understanding Service	**Competence Standard Reference**
• Why offer good service • Why the business lost the customer	» UC01E03PC03: Discuss and resolve problems through agreed and/or accepted processes
Topic 2: How to deliver service excellence	» UC14E03PC04: Handle complaints positively, sensitively, and politely in consultation with the person/s making the complaint
• What is a great service? • Doing the right things • Showing the right attitude • Knowing what our guest wants • Different people different expectation • Why we need great service • Good service and bad service • Positive service attitude • Excellent customer service	**UC: Work effectively with colleagues and customers (D1.HRS.CL1.18 D1.HOT.CL1.01 D2.TCC.CL1.01)** **Element 2: Establish and maintain effective relationships with colleagues and customers** **PC04**: Handle complaints positively, sensitively, and politely in consultation with the person/s making the complaint
Topic 3: Handle Complaints	**UC: Provide a link between kitchen and service area:** **Element 3: Maintain effective relationships with colleagues**
• What is a great service? • Doing the right things • Showing the right attitude • Knowing what our guest wants • Different people different expectation • Why we need great service • Good service and bad service • Positive service attitude • Excellent customer service	**PC04**: Handle complaints positively, sensitively and politely in consultation with the person/s making the complaint

Module 4: Restaurant Equipment

Topic 1: Table item	Competence Standard Reference
• What equipment's for a waiter should bring along with? • Restaurant equipment • Cutlery and eating utensils • Good and bad service ware • Crockery • Waiter lines • Glassware	
Topic 2: Table setting	» UC15E01PC03: Set up dining area for trading session » UC15E02PC01: Match table setting to menu for the session » UC15E02PC02: Set tables and dress where appropriate
• Type service style and set up • Define a cover • Set up table – ways to present the table • Table numbering, set up the concept for breakfast, lunch, and diner • Demonstrate and practice on the table setting up with different concepts	

Module 5: Menu Knowledge

Topic 1: Malts and Spirits: knowledge and service	Competence Standard Reference
• Type of menu – menu classification • The Western menu • The Asian menu • Menu add on item & price • Menu knowledge - what should know about the menu • Menu information • Vegetarianism • Allergens • Develop menu knowledge	» UC14E03PC03: Seek informal feedback to identify and implement improvements to products, services, processes or outcomes for colleagues
Topic 2: Taking orders	
• How to take order • Important information on captain order	**UC: Provide food and beverage services (D1. HBS.CL5.12)** **Element 6: Serve Drinks** **PC02:** Serve wines to table
Topic 3: Matching service ware to menu item ordered	
• Western style table setting • Asian style table setting • Tableware to consider – breakfast, lunch and dinner	
Topic 4: Seek formal feedback for upgrade F&B knowledge	
• Importance of feedback – 360 feedback • Way to seek and obtain feedback • Positive impact of Feedback in the restaurant	

Module 6: Beverage knowledge

Topic 1: 1: Non-alcoholic beverage	Competence Standard Reference
• Non-alcoholic beverage • Tea – background information of tea • Coffee – background information of coffee • Soft beverage and mixers • Bottle of water • Milkshake • Mocktail	» UC17E01PC01: Ensure service equipment is clean, operational and ready for use » UC17E01PC04: Offer customers recommendations or information about the range and style of cocktails available in a courteous fashion » UC17E02PC01: Select and use cocktail glassware and equipment in accordance with enterprise and industry standards » UC17E02PC02: Make cocktails correctly and efficiently in accordance with recipes » UC17E02PC03: Consider and evaluate new cocktail recipes and develop in accordance with enterprise policy » UC17E03PC01: Present cocktails attractively in a manner and timeframe that optimises cocktail appearance, temperature and service quality » UC18E01PC01: Select ingredients, tea/coffee making equipment and crockery/glassware to prepare tea/coffee
Topic 2: Alcoholic beverage	
	» UC18E01PC03: Evaluate drink before presenting to the customer » UC18E02PC01: Select ingredients, equipment and glassware » UC18E02PC02: Prepare drink in accordance with standard recipes or to customer requests » UC18E02PC03: Serve garnishes and accompaniments with drinks » UC18E03PC01: Use machinery and equipment safely in accordance with manufacturer's specifications and hygiene/safety requirements » UC18E03PC02: Clean and maintain machinery and equipment regularly in accordance with manufacturer's specifications and enterprise cleaning and maintenance schedules
• Alcoholic beverage classification • Wine Knowledge - Service • Beer Knowledge - Service • Spirits Knowledge - Service • Vodka Knowledge - Service • Whisky Knowledge - Service • Gin Knowledge - Service • Rum Knowledge - Service • Brandy Knowledge - Service • Tequila Knowledge - Service • Spirit mixers Knowledge - Service • Serving mix beverages Knowledge • Liqueurs Knowledge - Service • Cocktails Knowledge - Service • Prepare and serve cocktails based on Promote, Prepare and Present • Heavy equipment in bar • Beverage garnishing • Utensil for use when making a cocktail • Cocktail methods • Demonstrate making a cocktail	Prepare and serve Cocktails Element 2: Prepare Cocktails PC01: Select and use cocktail glassware and equipment in accordance with enterprise and industry standards PC02: Make cocktails correctly and efficiently in accordance with recipes PC03: Consider and evaluate new cocktail recipes and develop in accordance with enterprise policy

Module 7: Beverage Service

Topic 1: Serving non-alcoholic beverages	Competence Standard Reference
• Non-alcoholic beverage to serve • Serving teas • Serving Coffee • Serving Milkshakes • Mock tail service	» UC15E06PC02: Serve wines to the table » UC17E01PC01: Ensure service equipment is clean, operational and ready for use » UC17E01PC04: Offer customers recommendations or information about the range and style of cocktails available in a courteous fashion
Topic 2: Serving the alcoholic beverage	» UC17E02PC01: Select and use cocktail glassware and equipment in accordance with enterprise and industry standards » UC17E02PC02: Make cocktails correctly and efficiently in accordance with recipes » UC17E02PC03: Consider and evaluate new cocktail recipes and develop in accordance with enterprise policy » UC17E03PC01: Present cocktails attractively in a manner and timeframe that optimises cocktail appearance, temperature and service quality » UC18E01PC01: Select ingredients, tea/coffee making equipment and crockery/glassware to prepare tea/coffee » UC18E01PC03: Evaluate drink before presenting to the customer » UC18E02PC01: Select ingredients, equipment and glassware » UC18E02PC02: Prepare drink in accordance with standard recipes or to customer requests » UC18E02PC03: Serve garnishes and accompaniments with drinks » UC18E03PC01: Use machinery and equipment safely in accordance with manufacturer's specifications and hygiene/safety requirements » UC18E03PC02: Clean and maintain machinery and equipment regularly in accordance with manufacturer's specifications and enterprise cleaning and maintenance schedules
• Alcoholic beverage to serve • Serving the procedure - serving and taking beverage orders • Beer service • Draft beer and service • Wine storage • Wine service • Serving spirits • Serving mixed beverages • Serving whisky and brandy	*(HoKa addition). No direct reference*

Module 8: Service Skills

Topic 1: Remove used item from service area to stewarding area	Competence Standard Reference
• Define of 'Clearing" • Important items to be cleared – used items • Important item need to clear – adjust items	» UC14E02PC01: Remove used items from service areas and safely transferred to the appropriate location for cleaning
Topic 2: Safety handling technique for waiter/waitress in the restaurant	
• Using tray tips • Technique to carrying tray • Technique how to hold plate • How to clear plate • Changing ashtray technique • Technique to handling serving service spoon and fork • Technique to carrying the glass	**UC: Provide Food and Beverage Service (D1. HBS.CL5.12)** **Element 1: Prepare food and beverage environment for service** **PC0**2: Check cleanliness of the facility and conduct spot and makeup cleaning as required **PC03**: Set up dining area for trading session

Module 9: Selling Skills

Topic 1: Increasing sales	Competence Standard Reference
• Role as sales agents • What must guests know about menu? • What is a brand? • What brand do we sell in restaurant? • Our business image and brand • Promotional signs • Special promotion	» UC15E04PC03: Recommend wines and drinks to accompany selected foods » UC15E04PC04: Respond to guest queries regarding menu items and drink choices » UC05E04PC03: Make suggestions on how to improve routine procedures
Topic 2: Type of Selling Skills	
• Selling skills • Making add-on sale • Food pairing with wine • Up-selling technique • Tips to sell items • Common guest inquiries – question on foods and drinks	**UC: Provide Food and Beverage Services** **Element 4: take food and beverage orders** **PC02:** Sell menu items and drinks proactively

Module 10: Restaurant Service Sequences

Topic 1: Guest cycle and service sequences	Competence Standard Reference
• Guest cycle • Greet guests and hand out the menu • Take drink orders • Serve drinks order • Take food orders • Serve food order • Clear the table • Offer and serve desserts, coffee or tea • Billing procedure • Guest billing • Method of payment • Reset tables	» UC15E03PC01: Welcome guests on arrival » UC15E03PC05: Provide service advice and information to guests » UC15E04PC05: Transfer orders to service and preparation points » UC15E05PC02: Serve dishes as ordered by guests » UC15E08PC01: Assist guest in leaving table » UC15E08PC02: Provide end-of-service assistance, as required » UC15E08PC03: Farewell guests » UC15E09PC04: Dispose of waste » UC15E09PC05: Clear and clean service area and service items » UC05E01PC01: Use and respond appropriately to opening comments » UC05E01PC03: Talk about a past event » UC05E03PC01: Use polite forms to make simple requests » UC05E03PC02: Thank the person responding to your request » UC05E03PC03: Acknowledge the person who cannot respond to your request » UC05E04PC01: Explain a sequence of events in carrying out a routine job » UC05E06PC01: Construct a formal sentence
Topic 2: Prepare and pack take away food and drinks	
• Take away containers – packaging • Hygiene principles • Take away orders	**UC: Provide Food and Beverage Service (D1. HBS.CL5.12)** **Element 4: Take Food and Beverage Orders** **PC01**: Take beverage orders and food orders **PC02**: Sell menu items and drinks proactively **PC04**: Respond to guest queries regarding menu items and drink choices **PC05**: Transfer orders to service and preparation points
Topic 3: Dispose of waste	
• Waste disposal • Daily responsibility of waste disposal – leftovers – disposable items – Recycle items – Cleaning chemicals	**PC06**: Adjust settings/covers to reflect menu items selected **PC07**: Liaise with other staff regarding intended service delivery **UC: Develop and Maintain Food and Beverage knowledge (D1.HBS.CL5.02)** **Element 2: Provide Customers with relevant Food and Beverage Knowledge** **PC01**: Offer advice on suitable combinations of foods and beverages where appropriate **PC03**: Respond courteously and authoritatively to customer questions in relation to menus and drink lists

Module 11: Restaurant Procedure

Topic 1: Cleaning technique for guest re-stroom	Competence Standard Reference
• Different colour of different purpose – cleaning materials • Cleaning restroom • Check restroom • Restroom checklist	» UC15E09PC06: Conduct session de-briefing » UC15E09PC07: Conduct handover to incoming shift, where appropriate
Topic 2: Opening procedure	
• Opening procedure • Cleaning accessories • Cleaning restaurant • Condiment – type of condiment and its controlling point • Set up table – empty table, using placemat, using tablecloth • Table numbering - assign table for numbering • Restaurant set up 11 step to ensure a smooth operation	**UC: Provide Food & Beverage Service (D1. HBS.CL5.12)** **Element 5: Serve Food** **PC05**: Clear table at appropriate times throughout meal and on completion of meal **UC: Provide a link between kitchen and service area** **Element 2: Clean and clear food service areas** **PC01**: Remove used items from service areas and safely transferred to the appropriate location for cleaning **PC02**: Handle food scraps in accordance with hygiene regulations and enterprise procedures
Topic 3: Closing procedure	**PC03**: Clean and store equipment in accordance with hygiene regulations and enterprise procedures
• Closing shift procedure • Cleaning • Stock and ordering • Check and Close operation	**UC: Provide Food & Beverage Service (D1. HBS.CL5.12)** **Element 7: present account to guests** **PC01**: Compile guest account ready for presentation

Module 12: Hygiene, Security and Safety in the restaurant

Topic 1: Restaurant hygiene	Competence Standard Reference
• Good work habits • Good personal hygiene • Restaurant hygiene tips	» UC14E02PC03: Clean and store equipment in accordance with hygiene regulations and enterprise procedures » UC18E03PC03: Identify problems promptly and report to the appropriate person » UC18E03PC01: Use machinery and equipment safely in accordance with manufacturer's specifications and hygiene/safety requirements
Topic 2: Restaurant safety	
• Safety procedure – electrical equipment • Check and close • Safe and secure with keys • Safe and secure with cash	**Element 1: Liaise between kitchen and service areas** **PC04**: Transfer food to the appropriate service points in accordance with enterprise procedure
Topic 3: First aids in the restaurant	**PC05**: Advise appropriate colleagues on readiness of items for service
• First aids items • Emergency procedure	**PC06**: Identify additional items required from the kitchen by monitoring services areas and consulting with other service colleagues **PC07**: Make requests to kitchen staff based on identified needs

Tool 11: HoKa Style Guide

This Style Guide is intended to guide users on maintaining the brand standard of HoKa training materials. Any person who reviews, revised or edits any elements of the HoKa materials must follow these guidelines.

Logo: The HoKa Logo should be used with white backgrounds

Typeface:

1.   MS Word communications: Trainer Guide and Principles & Practices

General text: Calibri 11

General text

- Bullets as follows
   - o   Bullets level 2
      - Bullet level 3

Spacing: single line spacing

Heading: as formatted in the Styles menu

Full justification: text to be square on the left and the right
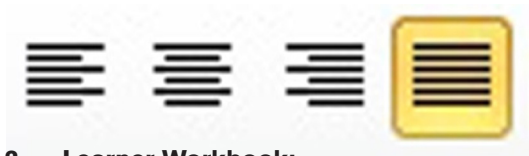
2.   Learner Workbook:

General text: Comic Sans in the standard sizes used throughout the Workbook in the different sections.

PowerPoint Presentations for Occupational Training

Headings: **Calibri 28 bold** in the colour specified for each occupation:

Colours per occupation: RGB Codes for HoKa Training Material

Occupation	Colour	Red	Green	Blue
Front Office/Reception	Red	192	80	77
Housekeeping/Room Attendant	Blue	58	100	142
Food & Beverage	Bright green	112	191	65
Food Production	Oliver green	119	147	60

General text: Calibri – size depends on the use of the text

Instructions for activities: Comic Sans – size depends on the quantity of text

Slide layout:

There are different slide layouts in the training presentations. Each type of slide is used for a different purpose. Instructions for types of slides/slide layouts and how to revise them:

- Module cover slide: this slide does not need to be edited unless to add a logo to the left of the HoKa logo

- Acknowledgements: add logos of project owner to the right of the Swisscontact logo. This slide design is characterised by a slide border that matches the colour of the occupational materials e.g. the example below is

- Course Map: this does not need to be amended unless modules have been added or removed from the HoKa occupational programme

- Modules content: this does not need to be amended unless topics have been added or removed from the HoKa occupational module

- Topic heading slide: this slide type separates different topics. They do not have to be edited. If topics are added to or removed from the module, the topic heading slides must be removed or added and updated with the new topic number and name. Copy and paste from one of the original topic header slides to create a new one.

- Content slide: this presents teachable content. A content slide is identified by the small box to the left of the heading. Any content slides that are added into the presentation must be in this format, with headings in the same position with the same font type, size and colour.

- Activity slide: this slide template presents an activity. It is identified by having an activity icon and no box to the left of the heading. The "Activity #" is in bold in the colour of the occupation in Calibri 28, and the name of the activity is below that in black, in Calibri 22.

Module cover

Acknowledgements

Course Map

Module Content

Topic heading

Content

Activity
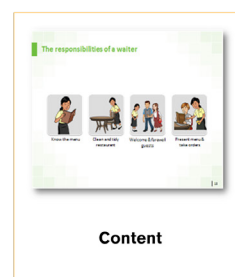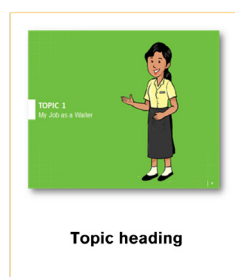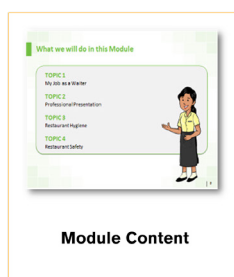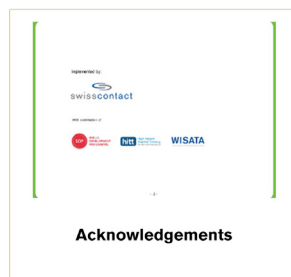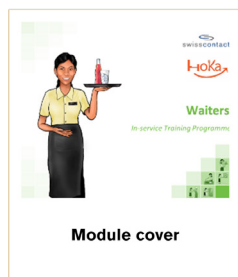
Slide layouts can be changed using the layout function in the Home tab menu. To change a slide layout do the following:

1. Have the slide open in full view, or click on it in slide sorter view
2. Click on 'layout' from the main home menu toolbar
3. Select the correct slide layout from the dropdown box

Tool 12: Profile for Industry Local Trainer

No.	Name	Contact	Description
1	Name: Sex: DoB:	Tel: Email:	Current employment: Work experience: Education & Training completion: Availability: Area to be improved: Concerns:
2	Name: Sex: DoB:	Tel: Email:	Current employment: Work experience: Education & Training completion: Availability: Area to be improved: Concerns:
3			
4			

Tool 13: Terms of Reference for Industry Trainers

TERMS OF REFERENCE

Food and Beverage Service Industry Local Trainers

1. Overview of the Assignment

Project: <insert project name>)	
About: Deliver Hospitality Training on Food & Beverage Service to waiting staffs in Preah Sihanouk	
Duration: From <insert start and end dates>	
Location(s): <insert>	

2. Organisation Background

<insert paragraph about the organisation that is running the project>.

3. Background

<insert paragraph about the organisation that is running the project>.

<Organisation name> will implement Hospitality Training for Kampuchea (HoKa) to support tourism skills development in <insert destination>. The training will be provided to existing low-skilled workers of hotels and restaurants who can apply newly acquired technical skills in their workplace (in-service training). The duration of the training is <insert dates>. The training is aligned to the National Qualification Framework (NQF) of Cambodia as well as the ASEAN Qualification Reference Framework (AQRF) under ASEAN Mutual Recognition Arrangement on Tourism Professionals (MRA-TP).

4. Assignment and Objectives

<Organisation> is looking for four skilled and ambitious professional to fill the roles of <Food and Beverage Service> Industry Trainers to provide the training to the existing low skill hospitality workers in Preah Sihanouk.

5. Scope of Work

Training low skilled in-service workers offer you the opportunity to utilise your knowledge and experience. Enjoy the satisfaction of giving students the skills they need to succeed at work and for promoting their career growth. You can expect your role to be challenging, but also rewarding. As an industry trainer, you will be able to advance training skills, receive fee and allowance, and have opportunity to continue delivery in the region in the future.

- Attend 6 days Training of Trainers (ToT) that will be held in <insert date> by experienced and qualified ASEAN master trainers (certificate will be provided upon completion)

- Prepare and deliver off-the-job trainings one day a week in <insert place/location> for total <6-8 weeks between <July and November 2021>, and some facilitation of workplace learning. Dates will be discussed with each trainer based on availability

- Assess learners' competencies during and upon completion of the training

- Attend meeting/discussion and perform training related administrative tasks as requested by Swisscontact

6.   Deliverables

1. Training of hospitality low skilled workers delivered
2. Assessment of HoKa learners

7.   Duration and timing of assignment

The full assignment will be approximately 16 days starting from <June 2021> and will be completed by <November 2021>.

8.   Requirements

The requested skills set of the consultant is provided below:

- At least 2 years practical work experience in hospitality industry; experience working in Food and Beverage Department is strongly preferred
- Experiences as trainer or workshop facilitator or event organizer is an advantage
- Completion of HoKa Training of Trainers (ToT) course with certificate
- High motivation and willingness to support and contribute to the development of the hospitality skill in <destination>
- Fluent in Khmer and English
- Confidence in using MS PowerPoint
- Basic computer skills (MS Word, PowerPoint, and Outlook)

    NOTE: These positions are open for candidates from <insert> province only (if relevant).

Tool 14: Leaflet for ToT F&B Trainer

Preah Sihanouk province

Hospitality Training for Trainers (ToT) Programme

For Industry Trainers on Food & Beverage Service

What are the benefits?
- Improve your teaching and technical knowledge and skills
- National Trainer Certification (completion of ToT and assessment)
- Allowance for training delivery
- Future income source for continue deliver training in the region supported by HoKa or other institutes/organisations

Content of ToT training
- Introduction about ASEAN and National Tourism Professional Framework and Qualification (Competency-Based Training & Competency-Based Assessment)
- Training methodologies and tools
- Orientation on training materials and content with 12 modules

Criteria for HoKa Industry Trainers
- At least 5 years practical work experience in hospitality industry
- Currently working as hotel/restaurant supervisor or trainer at Hospitality School
- Experience as trainer or workshop facilitator
- High motivation and willingness to support and contribute to the development of the hospitality skill in the province
- Fluent in Khmer and English
- Basic computer skills (MS Word, Excel, PowerPoint, and Outlook)
- ONLY Candidates from SHV province will be selected

Date for ToT training
- A 6-day training in the last week of June

Place for ToT training
- Preah Sihanouk province

For more information or registration, please contact:
Ms. Huorn Chakriya
Tel: +855 16961218
Email: ayaya8099@gmail.com

* Schedule might be changed due to circumstances

Tool 15: Information Pack for Industry Trainers

INTRODUCTION – purpose and who are the potential trainers?

Thank you for your interest and application to become the industry local trainer for Preah Sihanouk. This Information Pack will provide you the detailed process and information to onboarding with the training programme. We look forward to hearing your inputs/comments, and working with you to enhance the hospitality sector in Preah Sihanouk!

Purpose - HoKa Hospitality Training for Preah Sihanouk programme is designed not only to benefit individual training participants but also build local capacity and train local trainers in Preah Sihanouk. The certified industry local trainers will have increased business opportunities to continue deliver trainings in the region in the long run.

Who – Preah Sihanouk based professionals who have practical working experience in the hospitality sector; particularly in food & beverage service. High motivation and willingness to support and contribute to the development of the hospitality skill in Preah Sihanouk. (See Annex 1: ToR for industry local trainer)

Timeline

May 2019	Announcement and applications
May 20-30, 2019	Initial meeting and build trainer profiles
June 10-15, 2019	Attend ToT training course organised by project
June 20-30, 2019	Sign contract and confirm training schedule
July 11, 2019	Training launch event
July 12, 2019	Orientation for owners/managers
July - Nov 2019	Deliver training to low-skilled staffs 1 day per week for 7 weeks. 40 learners will be divided into two batches
November 2019	Feedback workshop

1
- **Application**
- **Build trainer profile**

2
- **Register and attend TOT**
- **Assessed to be competent trainer**

3
- **Contract**
- **Confirm delivery schedule**
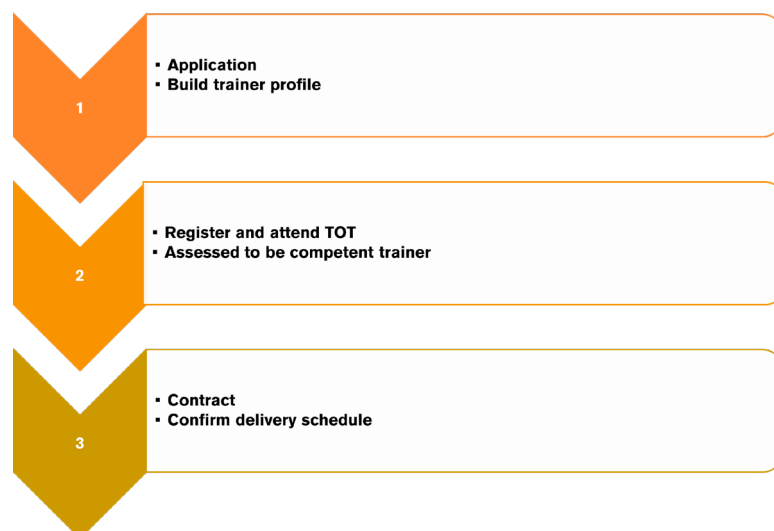
1. Application and profiling

You have completed this stage. There was a total of 9 applications received. HoKa coordinator conducted initial meetings with each potential trainer to understand your professional experience, interest and availability, and established your trainer profiles. See Annex 2: list of potential industry local trainers.

2. Training of Trainer (ToT)

Selected potential trainers are required to join the Training of Trainer (ToT) program. After the TOT, the assessment will be conducted with trainer for certification purpose. The TOT will be provided by qualified ASEAN Master Trainers from the hospitality industry. Here is the programme:

ToT Program in F&B Server Occupation

10-15 June, 2019, Location TBD

Objectives

- *Understand competency-based training*
- *Learn practical teaching methodologies*
- *Improve/refresh technical knowledge and skills to be delivered to the low-skilled staffs*

Programme

	10 June	11 June	12 June	13 June	14 June	15 June
0900-1200	Project introduction Planning for training delivery Presentation skills	Training methods	Technical modules with training methodology Module 3 Module 4	Technical modules with training methodology Module 7 Module 8	Technical modules with training methodology Module 11 Module 12	Trainer assessment
1400-1700	HoKa training materials	Technical modules with training methodology Module 1 Module 2	Technical modules with training methodology Module 5 Module 6	Technical modules with training methodology Module 9 Module 10	Prepare trainers for assessment	Trainer assessment

- **Trainers will be provided with a completed training curriculum and materials:**
  - o Trainer Guide
  - o Principles and Practices
  - o Hard copy of PPTs
  - o Participant workbook
- **Trainers will be provided with a completed training curriculum and materials:**

3. Contract and confirm training delivery schedule

The competent trainers will be contracted by project to deliver training on Food & Beverage service to low-skilled staff who enrol with the training course. Trainers who can deliver a full batch (1 day/week, 7 weeks) are preferred but not required. However, to ensure the quality of training, a trainer should commit to at least 4 days (can be in different weeks). The project will coordinate with you through this process.

Benefits for trainers

National Trainer certification (completion of ToT and assessment)
Allowance for training delivery
- *Per-diem ($64/day)*
- *Transportation will be provided based on actual expense.*
- *Lunch for the training day will be covered*

Future income source for continue deliver training in the region supported by HoKa or other institute/organization

Tentative Plan for HoKa In-Service Training

In-Service Training Model

- 7 full time days of contact: 1 day a week during the weekday
- 1 week between contact sessions for application of learning in the workplace
- Each class will have two local industry trainers
- Two batches, 20 learners per batch

1 day of class
- 4 days of application in the workplace

1 day of class
- 4 days of application in the workplace

Repeat...
- Repeat for 7 weeks
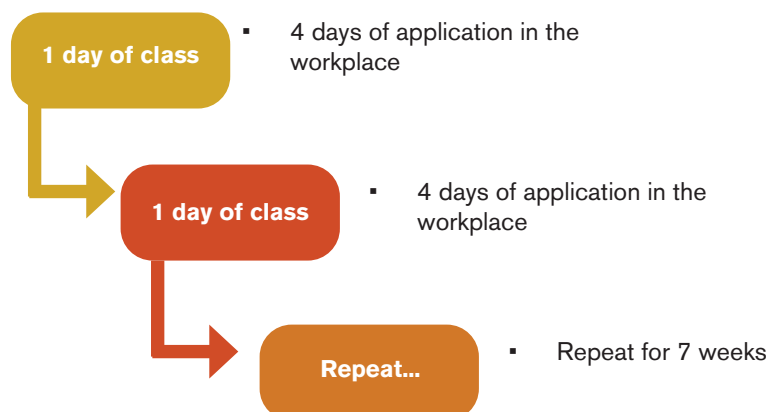
Course content

Module 1: My Role as a Waiter
Module 2: Communication in Hospitality
Module 3: Service Excellence
Module 4: Restaurant Equipment
Module 5: Menu Knowledge
Module 6: Beverage Knowledge
Module 7: Selling Skills
Module 8: Service Skills
Module 9: Drinks Service
Module 10: Service Procedures
Module 11: Restaurant Procedures
Module 12: Hygiene, Safety and Security

Training Schedule

Training Schedule for Batch 1

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Date	Thu, 18 July	Thu, 25 July	Thu, 01 Aug	Thu, 08 Aug	Thu, 15 Aug	Thu, 22 Aug	Thu, 29 Aug

Training Schedule for Batch 2

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Date	Thu, 12 Sep	Thu, 19 Sep	Thu, 26 Sep	Thu, 03 Oct	Thu, 10 Oct	Thu, 17 Oct	Thu, 24 Oct

Annexes:

Annexes 1: ToR for F&B service industry local trainer

Annexes 2: ToR for F&B service industry local trainer

Tool 16: Example: Invitation to NCTP for ToT

<date>

Invitation

National Committee for Tourism Professionals, Ministry of Tourism

Objective: To invite one representative from NCTP to attend the "Training of Trainers in F&B server occupation including assessment" and issue "National Trainer Certificate" to successful candidates.

Reference: Project agreement between The Ministry of Tourism of the Kingdom of Cambodia and Swisscontact - Swiss Foundation for Technical Cooperation, dated on February 28, 2017

Dear Mr./Ms.,

It is my great honour to inform you that Swisscontact Cambodia through the Mekong Inclusive Growth and Innovation Programme (MIGIP) is organising a Training of Trainer in F&B server occupation to train local hospitality professionals in Kampot to deliver industry- and competency-based hospitality training in Kampot. In collaboration with NCTP, participants who pass the assessment at the end of training will be recognised with a Certificate of National Trainer by the Ministry of Tourism.

We hereby invite you to attend this event held on 2 – 7 July 2018 from 08:30 to 17:00 at Kampot Diamond Hotel which is located at Kampongbay Village, Kampongbay Commune, Kampot City, Kampot Province.

Your DSA, accommodation, and travel cost will be covered by Swisscontact based on the rate of the Government of the Kingdom of Cambodia.

Please Mr. Director kindly accept my respectfulness accordingly.

Rajiv Pradhan,   Attachment

Country Director Swisscontact   - ToT Programme

Tool 17: Sample ToT Programme for F&B Server Occupation

Day	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
AM	**Project introduction** • HoKa • NCTP and ATP • MRA-TP knowledge (ACCSTP, CATC) • Competence Based Training **Planning for training delivery:** • Logistics • Materials and equipment • Venue • Admin **Presentation skills:** • Voice • Position, posture	**Training methods: How to deliver:** 1. Demonstration 2. Discussion 3. Brainstorm 4. Role play 5. Case study 6. Videos 7. Flashcards 8. ID test 9. Tasting 10. Poster session 11. Quiz	Technical modules with training methodologies Module 3 Module 4	Technical modules with training methodologies Module 7 Module 8	Technical modules with training methodologies Module 11 Module 12	Trainer assessment
PM	**HoKa training Materials** • Trainer Guide • PPT (use of projector, hyperlinking, etc) • Resources • P&P book • Student workbook • Trainer kits and resources	Technical modules with training methodologies Module 1 Module 2 (1 activity from each module)	Technical modules with training methodologies Module 5 Module 6	Technical modules with training methodologies Module 9 Module 10	Use extra time as needed; Prepare trainers for assessment.	Trainer assessment

Tool 18: ToT Evaluation Form

Train the Trainer Course: Training Evaluation Form

Name:_____

Thank you for participating in the Train the Trainer Course. Kindly fill in this short evaluation form.

Please tick the box that reflects your experience of the training course.

Element	🙁	😐	🙂
Trainers' subject knowledge			
Training delivery: pace, interest, volume of content			
Level and language of training material content			
Quality of presentation (PowerPoint slides)			
Quality of teaching resources (flashcards, case studies, etc.)			
Organisation and planning for ToT: resources and preparation			

How much did you learn on each topic?

Content of Training	Little	Medium	Lots
High Impact Training			
Presentation skills			
Training Resources and trainer's kit			
Training methods:			
▪ Brainstorm			
▪ Flashcard			
▪ Video			
▪ Demonstration			
▪ Role play			
▪ Group discussion			
▪ ID tests			
▪ Tasting			
▪ Games			
▪ Poster			
▪ Team Quiz			
PowerPoint skills			
Preparation for training (4-step process)			
HoKa Technical training materials (GK, FO, HK, FBS, FP)			

What did you like most about this training?

_____
_____
_____

What would you think we could do better?

_____
_____
_____

Tool 19: Allocation of Topics for Trainer Evaluation in ToT

Trainer	Module	Topic	Slides	Activity
1	Module 7: Selling skills	Topic 2: Type of selling	34 - 44	Activity 10 Activity 11 Activity 12 Activity 13 Activity 14
2	Module 10: Restaurant service sequence	Topic 1: Guest cycle and service step	6 - 9	Activity 1 Activity 2
3	Module 3: Service	Topic 3: Handle Complaints	26 - 43	Activity 5 Activity 6
4	Module 2: Communication	Topic 1: Process of communication	6 - 24	Activity 1 Activity 2 Activity 3 Activity 4 Activity 5
5	Module 4: Restaurant equipment	Topic 2: Table setting	19 - 28	Activity 9 Activity 10 Activity 11 Activity 12
6	Module 9: Drink service	Topic 2: Alcoholic drinks service	38 – 44 47 – 49	Activity 9 Activity 10 Activity 12
7	Module 5: Menu knowledge	Topic 1: Menu knowledge Topic 2: Taking guest order	20 - 31	Activity 4 Activity 5
8	Mod 8: Service skills	Topic 2: Carrying plates	12 - 15	Activity 2

Tool 20: Trainer Evaluation Sheet

Trainer Name	
Topic Conducted	
Date	
Venue	
Evaluator Name	

Rate the trainer on the following criteria, using the following rating scale:

1: poor; 2: average; 3: good; 4: excellent.

The trainer quality points	1	2	3	4
Step 1: Preparation:				
Arrives early and sets up for training				
Is well prepared and has all training resources ready to use				
Is familiar with the content of the topic				
Step 2: Delivery of training				
Follows the Trainer Guide and instructions (including timing)				
Explains the content of the material correctly to participants				
Correctly uses training methods: e.g. demonstration, flashcards etc.				
Has own resources that are appropriate to the topic (magic box)				
Clear instructions are giving to the learners during the activities				
Uses good presentation skills: voice, eye contact, positioning				
Uses energy and personality to keep energy and interest up in the training session.				
The trainer motivates the learners and encourages them to contribute to the training				
Use of PowerPoint and projector				
Step 3: Practice sessions (if relevant)				
Observes learners carefully				
Provides coaching and opportunity to practice and repeat skills				
Provides constructive feedback (Feedback burger principles)				

Notes:

Tool 21: Trainer Certificate

Tool 22: Template: HoKa Training Promotion Plan

Timeline	Promotion activity	Target audience	Channel
	Announcement of training via networks	Tourism stakeholders	Circulate in network via Email, Facebook, flyer/posters to place in
	Door to door promotion Registration start (admin process, forms, selection criteria?)	Target SMEs	Flyer + one example of the registration form
	Registration close (at least 2 weeks before training start)		
	Prepare with final number of registration (meet with the learners, kick-off event….)		
	Launch event - training start		

Tool 23: Sample HoKa Training Promotion Brochure

English Text

Do you want to improve your service & income?

Hospitality Training

1st Industry-led Training for Food & Beverage Service

Experienced & certified National Trainers from the hospitality industry

• My Role as a Waiter	• Selling Skills
• Communication in Hospitality	• Service Skills
• Service Excellence	• Drink Service
• Restaurant Equipment	• Service Procedures
• Menu Knowledge	• Restaurant Procedures
• Beverage Knowledge	• Hygiene, Safety and Security

What are the benefits?

More income

Improve your business

Knowledge sharing in your business

Get useful tools and tips for business

What are the benefits?

- Trainer-led workshop in venue teach and demonstration (1 day/ week)

- Step 2: Practice application of learning at own workplace (during the week before the next class)

- Repeats 6 weeks

- Step 3: Assessment to certify skills learned (after completing 6-week training)

ONLY 1 day/week

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 16
Batch 1	8 August	15 August	22 August	29 August	5 September	12 September

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 16
Batch 1	19 September	15 September	3 October	17 October	24 October	31 October

No training fee required

For more information or registration, please contact:

Mee Moeurk

mee.moeurk@swisscontact.org

(+855) 12 318 445

The training is brought to you by: With support from:

Examples

Tool 24: Contact List for HoKa Promotion: example

#	Name of business	Type of Business	Contact person	Position	Phone numbers	Email address	Note & date of contact	Estimated # of participants
1	Bandini Guesthouse	Guesthouse	Bean Acuna	Owner	087 923 623	contact@bandiniskampot.com	phone call, door-to-door	
2	Fish Island Bungalow	Bungalow	Heng Leng	Owner	098 499 166	fishislandbungalow@gmail.com	phone call, door-to-door	
3	BARACA Guesthouse	Guesthouse	Flo hiesje	Owner	011 290 434	info@baraca.org	Email	
4	Kampongbay Makeng I,II	Guesthouse	Nin Sarana	O/M	015 252 191		Phnoe Call & door-to-door	
5	Hotel Old Cinema	Hotel	Pauline Petit	Owner	095 814 621	paulinepetit1987@gmail.com	phone call, door-to-door	
6	Epic Arts Café	Restaurant	Sokny Onn	Director	012 910 307	sokny@epicarts.org.uk	phone call, door-to-door	
7	Good Morning Kampot	Guesthouse			015 859 898		door-to-door	
8	The Magic Sponge		William	Owner	017 946 428	bookings@magicspongekampot.com	Email, phone call	
9	Monkey Republic Kampot				012 848 390	monkeyrepublickkampot@gmail.com	Email, phone call	
10	Paris Guesthouse I,II	Guesthouse			089 47 6645		phone call, door-to-door	
11	Ny Ny Hotel		Sok Thavy	Manager	097 3815 894	nynyhotel@yahoo.com	phone call, door-to-door	
12	Khemra Guesthouse	Guesthouse			077 789 736	reservation.khemra@gmail.com	phone call, door-to-door	

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Tool 25: Learner Registration Forms

Registration form English

Course: Food & Beverage Service

Batch ID: _____

Course Start date: _____

1	**Family Name (Khmer)**		**Name (Khmer)**	
2	**Family Name (English)**		**Name English)**	
3	**Date of Birth**	**(dd/mm/yy)**		
4	**Sex**	**Male** ☐	**Female** ☐	
5	**Home Location**	House #.................... Village .... Commune.................. District #.................... Province..................		
6	**Phone number(s)**			
7	**Please give at least 2 contacts (family/friends) in case we cannot contact you**			
	Names		**Phone numbers**	
8	**Martial status**	**Single** ☐	**Married** ☐ **Seperated or widoweded** ☐	
9	**Do you have childrens ?**	**Yes** ☐	**No** ☐	
	If yes, how many children age between 0 -10 years? _____			
10	**Do you have an ID poor card?**	**ID poor 1** ☐	**ID poor 2** ☐ **Poor without ID** ☐	
11	Circle the last year of schooling you passed			
	No schooling/1/2 /3/4/5/6/7/8/9/10/11/12/12+			
12	**Have you completed any training courses?**			
	What type of job and position?	**Where?**	**Where?**	
13	**Work experience?**			
	What type of job and position?	**Where?**	**Where?**	
14	**How much did you earn last month through working? (riels)**			
	>200,000 Riel ($50 USD)	☐		
	204,000 – 280,000 Riel ($51 - $70 USD)	☐		
	284,000 – 400,000 Riel ($71- $100 USD)	☐		
	401,000 – 480,000 Riel ($101 - $120 USD)	☐		

Supervisor Signature	Candidate's Signature
Name: ………………………….. Date: …………………………..	Name: …………………… Date: ………………………

Attachments: ☐ A copy of family book; ☐ Birth certificate or ID card; ☐ a copy of relevant certificates

Tool 26: Interview Sheet

Interview Sheet: English

Interviewer(s):   Date:

Interviewer(s):   Sex: Date:

Time: 15 minutes

1. How long have you been working with this establishment? (10 Marks)

....
....

2. What is your role and responsibilities? (10 Marks)

....
....

3. Have you received any trainings before (in-house or provided outside)? If yes, what trainings did you join? (10 Marks)

....
....
....
....

4. This training will be conducted 1 day (Wednesday) per week for six weeks in Kampot town. What challenges do you think will face? How would you overcome those challenges? (10 Marks)

....
....
....

5. Why do you want to participate in this training? (10 Marks)

....
....
....

Last question could be: Do you understand well the training dates and time? And are you able to commit to the full period of training (verify the batch)?

Comments: _____

_____

_____

Question 1 10 marks	Question 2 10 marks	Question 3 10 marks	Question 4 10 marks	Question 5 10 marks	Total Score /50

Tool 27: Template: Profile of HoKa Learner

No.	Name	Contact	Description
1	Name: Sex: DoB:	Tel: Email: Reference: Name: Relationship: Tel:	Current employment: Average income (per month): Work experience: Education level: Training completion: Interest & Availability: Concerns:
2	Name: Sex: DoB:	Tel: Email: Reference: Name: Relationship: Tel:	Current employment: Average income (per month): Work experience: Education level: Training completion: Interest & Availability: Concerns:
3			

Tool 28: HoKa Launch Event Programme

<u>Programme</u>

Launch of Hospitality Training for Kampot (HoKa)

Date: *August 09th 2018*

Venue: Regional Polytechnic Institute Techo Sen Kampot

08:30:   Arrival and registrations

09:00:   Introduction and welcome by Mr. Rajiv Pradhan, Country Director Swisscontact

09:15:   Speech from Mr. Say Sinol, Director of Kampot, Department of Tourism

09:30:   Presentation of Strategic Plan for Tourism Human Resource Development 2017-2025
         by Mr. Try Chhiv, Director of the National Committee for Tourism Professionals
         Secretariat, Ministry of Tourism of Cambodia

10:00:   Experiences of HoKa training of trainer (ToT) by certified and selected HoKa trainers

10:30:   Inaugural speech by H.E. Pak Sokhom, Secretary of State, Ministry of Tourism

11:00:   Certificate presentations to the national trainers

11:15:   Photo session

11:30:   End of programme

About HoKa

Swisscontact through the Mekong Inclusive Growth and Innovation Programme (MIGIP) is implementing HoKa to support tourism skills development in Kampot province. The HoKA training product has been designed in collaboration with the National Committee for Tourism Professional, Ministry of Tourism.

HoKa is an In-House training program targeted at the existing low-skilled workers of hotels and restaurants who can apply the technical skills in their workplace. HoKa consists of 12 modules and is geared towards the food and beverage servers in Kampot. The training topics under Hoka include, 1) my role as a waiter; 2) communication in hospitality; 3) service excellence; 4) Restaurant equipment; 5) menu knowledge; 6) beverage knowledge; 7) selling skills; 8) service skills; 9) drinks services; 10) service procedures; 11) restaurant procedures; and, 12) hygiene, safety and security. 40 food and beverage servers from 20 SMEs are expected to be trained under Hoka in 2018. The HoKa is aligned with the National Qualification Framework of Cambodia as well as the ASEAN Qualification Reference Framework (AQRF) under ASEAN Mutual Recognition Arrangement on Tourism Professionals (MRA-TP).

At the end of the 12 modules training, certificates of competency will be provided by the National Committee for Tourism Professionals to those learners who qualify the assessment.

Tool 29: Owner/Manager Orientation Workshop Invitation

Orientation for Owner/Manager, HoKa Training

Dear owner/manager,

You are invited to the Orientation for Owners/Managers who enrolled staff to the HoKa training. During the 6-week training, your staff will be asked to complete assignments at the workplace during the week. As a supervisor, you are responsible to support your staff to complete these short assignments. This will allow them to apply their learning on the job and improve service quality of your businesses.

The orientation will focus on:
- Debrief in detail the workplace practice component and process in HoKa training, and
- Introduce Student Workbook and how owners/managers can support staff in completing the tasks

The session will be provided by a Master Trainer in both English and Khmer languages.

Date and location:
- **Date:**   August 16th (Thursday)
- **Time:**   10:00 – 11:00
- **Location:**   Chey Mean Leap Villa

For more information and confirmation, please feel free to contact me via:
Mobile: 012 318 445/ 096 357 5849; or
email: mee.moeurk@swisscontact.org

Respectfully Yours,

Mee Moeurk

Skills Development Coordinator

Swisscontact Cambodia

Tool 30: Venue Brief

Background
HoKa requires venues for the general and technical training for hospitality skills. We have three kinds of training:

1. General skills – needing a meeting room or classroom style venue
2. Food and Beverage skills – needing access to restaurant and bar facilities and equipment
3. Housekeeping skills – needing access to a guest room and housekeeping equipment
4. Reception skills – needing access to a front desk of a hotel
5. The purpose of this brief is to inform potential venues of our requirements. The following are required for the venues:

The purpose of this brief is to inform potential venues of our requirements. The following are required for the venues:

Time Allocation
The total training time per day is 7 hours.

Timing: Morning session: 08h30 – 12h30 and Afternoon session: 13h30-16h30

Starting time/First session	08h30 – 10h00	90 minutes, incl registration for day 1.
Tea break	10h00 – 10h15	15 minutes
Second session	10h15 -12h30	2 hour 15 minutes
Lunch break	12h30 -13h30	1 hour
Third session	13h30 – 15h00	90 minutes
Tea break	15h00 – 15h15	15 minutes
Fourth session	15h15 – 16h30	1 hour 15 minutes

General Training   **All Modules:**

- Meeting room that can comfortably accommodate 20 people is required, using separate tables for groups of 4 – 6 participants.
- LCD projector
- The delegates need to be seated at a table so that they can write. This can be around a table, or the tables can be arranged school room style.
- Access to different areas needs to be considered carefully, as this needs to be achieved without inconveniencing guests.
- Good communication with the facilitator of the course will be necessary in this instance.

Food & Beverage Skills
A general meeting room the same as for General Training for the theoretical aspects of the training.

Restaurant facilities with temporary use of menus; examples of service ware, glassware and other such requirements that the trainer will request on arrival. Access to bar areas to demonstrate bar procedures and bar stock items.

Housekeeping Skills	A general meeting room the same as for General Training for the theoretical aspects of the training. The participants will need access to an un-serviced check-out room during the day, as well as a housekeeping trolley and housekeeping supplies.
Reception Skills	A general meeting room the same as for General Training for the theoretical aspects of the training. The participants will need access to a fully equipped front desk/hotel reception for demonstration purposes.
Catering requirements	The venue will be required to provide tea breaks and lunch. The type of catering required will be:

        Tea Breaks: Tea / coffee and biscuits/ muffin/fruits

        Lunch Break: Standard meal: soup, salad, rice, vegetables and two meat dishes

Equipment and tools	The local facilitator in cooperation with venue is hereby requested to provide the following equipment for the modules as specified: <to be inserted for the occupation or module>

Tool 31: Print Specification Sheet

Example of Print Requirements for training materials

Material	Size	Orientation	Colour	Punch?	Bound	Notes and comments
Trainer Guides	A4	Portrait	No	Yes	No	Into file, with plastic dividers
Trainer File cover	To fit ring file + spine	Portrait	Yes	No	No	Into clear pockets on front and spine of files
Trainer Manual (ToT)	A4	Portrait	No	Yes	No	Into file, with plastic dividers
ToT cover	To fit ring file + spine	Portrait	Yes	No	No	Into clear pockets on front and spine of files
Learner Workbook	A4	Portrait	No	Yes	Yes	Wrapped in colour cover; inside content Black and white
Learner Workbook cover	To fit ring file + spine	Portrait	Yes	No	Yes	Cut to fit the wrapping of the bound learner manual

Tool 32: Checklist for Training Venue and Supporting Materials

	Training Venue & Equipment			
No	**Name of items**	**Quantity**	**Cost**	**Notes**
	Venue and setting up (style)			
	Light and sound system			
	LCD projector and Screen			
	Table & Chair			
	White board			
	Flipchart			
	Marker & Ink (Red, black, blue)			
	Making tape			
	Paper colour			
	Eraser			
	Waste bin			
	Master Trainer Kits			
No	**Name of items**	**Quantity**	**Cost**	**Notes**
12	Trainer Guide			
13	Slide Power Point			
14	Trainer Manual			
15	Trainer Assessment			
	Learner Kits			
No	**Name of items**	**Quantity**	**Cost**	**Notes**
16	Hand out			
1	Notebook			
2	Pen (red &blue)			
3	Pencil			
4	Ruler			
9	Highlighter			
10	Folder			
	Technical Equipment for Food and Beverage			
No	**Name of items**	**Quantity**	**Cost**	**Notes**
Activity				
Activity				

Tool 33: Training Report example

HoKa Training Report

Trainer:	Date of Training:
Location:	Venue:
Module:	# of learners:

General Comments and Feedback:

Problems or Issues:

Suggestions for Improvement:

Other Notes or Observations:

Singature   Date

Tool 34: In-Company Training Plan and Report

Training Course:	E.g Housekeeping	# of Partici-pants	Started: Completed:
Hotel:		Trainer:	
Start date:		End date:	

Module	1	2	3	4	5	6	7	8	9	10	11	12
Date												

Training report:

1.	What worked well?

2.	Issues and challenges

3.	Support received from the partner organisation

4.	Support received from the hotel

5.	Feedback on HoKa methods and materials

6.	Other Comments

Tool 35: Invitation to NCTP to Attend Skills Test

October 5th, 2020

H.E TRY Chhiv
Director, National Committee for Tourism Professionals
Director, Department of International Cooperation and ASEAN (DICA)

Re: Humble request to send one representative from NCTP to participate as Quality Assurance in Skill
test assessment of low skilled workers trained by HoKa in Kampot province.

Reference: Project agreement between The Ministry of Tourism of the Kingdom of Cambodia and
Swisscontact - Swiss Foundation for Technical Cooperation, dated on February 28, 2017.

Dear **H.E TRY Chhiv**,

It is my great honour to inform you that Swisscontact Cambodia through the Mekong Inclusive Growth
and Innovation Programme (MIGIP) is organizing a Skill Test Assessment of 17 F&B low skilled workers
who have completed F&B Training organised by the HoKa training programme.

The DSA, accommodation, and travel cost of the representatives will be covered by Swisscontact based
on agreement that NTCP has with Swisscontact.

The Assessment will be held on **13 October 2020 from 8:00 AM to 5:00 PM at meeting hall in
Khmera Guesthouse, Kampot Province**.

Respectfully yours,

_____

Rajiv Pradhan
Country Director
Swisscontact Cambodia

Attachment: Programme of Skill Test Assessment

Tool 36: Sample Assessment for F&B Server

Food & Beverage Service Mock Assessment Tool

Part 1- Oral Test (Interview Question)

Candidate Name:		Date:	Venue:
Time allowed:	Time used:	Score:	**/75**

Score Sheet:

Did the candidate perform the job task competently?	Yes	NYC
General questions		
Module 1: My job as a waiter		
Element 1: My role as a waiter **Oral Question #1**: What is the job as a waiter/waitress? Please explain. ▪ Deliver excellent service to guests in the restaurant ▪ Clean and prepare the restaurant for mealtimes as well as during and after service ▪ Greet guests upon arrival and departure ▪ Escort guests to their tables ▪ Present the menu ▪ Take food and drink orders ▪ Serve food and drinks ▪ Check that guests are satisfied with their meals ▪ Clear service ware from tables once the guests have finished eating ▪ Deal with bills and payments ▪ Help with checking, ordering, receiving, unloading and storing restaurant supplies ▪ Communicate with other staff members about changes in menus, food allergies, and special needs of guests	5 ☐ 4 ☐ 3 ☐	2 ☐ 1 ☐ 0 ☐
Element 2: Professional presentation **Oral Question #2: How is the professional presentation of a waiter?** ▪ Good communication skills: ability to relate well to guests and employees ▪ Guest-service oriented ▪ Professional attitude and presentation ▪ Good knowledge of food and beverages ▪ Excellent service skills and attitude ▪ Friendly and helpful ▪ Able to handle the stress of busy service periods ▪ Ability to learn quickly. ▪ Understand and carry out instructions. ▪ Must be able to work shifts - days, evenings, weekends and holidays ▪ Attention to detail	5 ☐ 4 ☐ 3 ☐	2 ☐ 1 ☐ 0 ☐
Element 3: Teamwork **Oral Question #3: Why do you need work as a team?** ▪ Make job easier ▪ Maximise strengths ▪ Make work fun ▪ Improve work relationship ▪ Learn and exchange ideas	5 ☐ 4 ☐ 3 ☐	2 ☐ 1 ☐ 0 ☐
Module 2: Communication in Hospitality		
Element 1: Process of communication **Oral Question #4:** What is communication process? ▪ Communication is the process of exchanging or transferring the thought, information and feeling from one person to another person in order to understand completely.	5 ☐ 4 ☐ 3 ☐	2 ☐ 1 ☐ 0 ☐

Module 3: Service Excellence		
Element 1: Important of services **Oral Question #5**: How you deliver service excellence? ▪ "Service" means the things we do for our guests. It also means how we do them. We need to do the right things, with the right attitude to be able to deliver good service. ▪ Doing the right thing + Showing right attitude + Know what guest want	5☐ 4☐ 3☐	2☐ 1☐ 0☐
Element 2: Excellence guest service **Oral Question #6**: How do you deliver service excellence to guest? ▪ Ask your guests: "How can I help?" ▪ Smile and be warm and sincere ▪ Introduce yourself ▪ Use guest names if you know them ▪ Be well groomed ▪ Use polite language ▪ Listen carefully ▪ Make good eye contact ▪ Speak slowly and clearly ▪ Know the products you sell ▪ Provide right information ▪ Do your job quickly and efficiently ▪ Listen to your guests' concerns	5☐ 4☐ 3☐	2☐ 1☐ 0☐
Element 3: Order pad/captain order **Oral Question #17**: what information you need to fill in captain order? ▪ Table number ▪ Time ▪ Waiter name ▪ Seat number ▪ Dishes and drinks ▪ Special requests?	5☐ 4☐ 3☐	2☐ 1☐ 0☐
Module 4: Non-Alcoholic Beverage Knowledge and Service		
Element 1 & 2: Non-alcoholic drinks **Oral Question #18**: What are the varieties of non-alcoholic drink? ▪ Coffee: » Type of coffee bean? 1) Robusta, 2) Arabica » Type of special coffee: Cappuccino, Latte, Americano, Espresso, Macchiato, ▪ Tea: » Type of tea? 1) herbal tea, 2) white tea, 3) Oolong tea, 4) Black tea » How to serve English tea? Black tea, fresh milk, sugar, and cookies	5☐ 4☐ 3☐	2☐ 1☐ 0☐
Module 5: Alcoholic Beverage Knowledge and Service		
Element 1 & 2: Alcoholic drinks **Oral Question #19**: Name a variety of alcoholic drink (at least 5) ▪ Coffee: ▪ Wine ▪ Beer ▪ Liqueurs ▪ Spirits ▪ Cocktails	5☐ 4☐ 3☐	2☐ 1☐ 0☐
Module 6: Prepare and serve cocktail		
Element 2: Prepare cocktail **Oral Question #20**: How to prepare B53? ▪ Kahlua (15ml) ▪ Baileys (15ml) ▪ Vodka (15ml)	5☐ 4☐ 3☐	2☐ 1☐ 0☐

Module 7: Menu Knowledge and Selling Skills		
Element 1: The menu **Oral Question #21:** Please explain the differentiation of menu structure between Asian menu and western menu? Western menu - **Starters:** small dish eaten before the main course: e.g. salad, soup, fish or other small dish - **Salads and light meals**: for people who don't want large meal e.g. hamburgers or salads - **Main courses**: main part of the meal, often has a meat or fish and vegetables and starch like rice, potatoes or pasta - **Dessert**: sweet items to finish the meal: e.g. baked items, ice cream, chocolate-based items - **Drinks**: hot drinks like tea or coffee, cold drinks: juice, water, sodas, alcoholic drinks: beer, wine and spirits	5☐ 4☐ 3☐	2☐ 1☐ 0☐
Element 2: Selling skills **Oral Question #22:** Please describe and give example of the selling skills you learned - Suggestive skills - Add-on sale/ cross sale - Up selling	5☐ 4☐ 3☐	2☐ 1☐ 0☐
Module 8: Table Setting and Opening Procedure		
Element 1: Opening procedure **Oral Question #23:** How do you conduct opening procedure? - Lights Table decorations - Pictures Music - Floors Walls - Furniture Doors and doorways	5☐ 4☐ 3☐	2☐ 1☐ 0☐
Module 9: Closing Procedure and Restaurant Safety		
Element 1: Conduct shut down service **Oral Question #24:** How do you conduct opening procedure? - Turn off electrical equipment - Remove linen - Empty bins - Store, stock, replace for next shift - Clear and clean service area - Conduct session debriefing	5☐ 4☐ 3☐	2☐ 1☐ 0☐
Module 12: Link Kitchen and Service Area		
Element 1: Relay order to kitchen **Oral Question #25:** How do you conduct opening procedure? - Timing of dishes - Special request – health, dietary, religious - Personal preference - Additional side orders e.g. egg, rice, salad, sauces	5☐ 4☐ 3☐	2☐ 1☐ 0☐
Is the trainee competent?	**Yes**	**NYC**
Total Score:	......	......

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Food & Beverage Service Assessment Tool

Part 2- Skill Demonstration (Observation Check List):

Candidate Name:		Date:	Venue:
Time allowed:	Time used:	Score:	**/75**

Tick "Yes" for competent, "No" for not yet competent

Did the candidate perform the job task competently?	Yes	NYC
Module 10: Meet Guests and Take Orders		
Topic 2: Take food and drinks orders **Demonstration: Take an order by using captain order**	5 ☐ 4 ☐ 3 ☐	2 ☐ 1 ☐ 0 ☐
Module 7: Menu Knowledge and Selling Skills		
Topic 2: Selling skills **Demonstration: Take an order and try to apply selling techniques**	5 ☐ 4 ☐ 3 ☐	2 ☐ 1 ☐ 0 ☐
Module 10: Meet Guest and Take Orders **Module 11: Serve, Clear and Present Bills** **Demonstration the elements below:**		
Topic 1: Meet and greet guest	5 ☐ 4 ☐ 3 ☐	2 ☐ 1 ☐ 0 ☐
Topic 2: Seating guest and present the menu	5 ☐ 4 ☐ 3 ☐	2 ☐ 1 ☐ 0 ☐
Topic 3: Take drink order and serve drinks	5 ☐ 4 ☐ 3 ☐	2 ☐ 1 ☐ 0 ☐
Topic 4: Take food order and serve food order	5 ☐ 4 ☐ 3 ☐	2 ☐ 1 ☐ 0 ☐
Topic 5: Clear table and offer additional order	5 ☐ 4 ☐ 3 ☐	2 ☐ 1 ☐ 0 ☐

Topic 6: Billing procedure	5 ☐ 4 ☐ 3 ☐	2 ☐ 1 ☐ 0 ☐
Module 11: Serve, Clear and Present Bills		
Topic 1: Carrying tray **Demonstration:** carrying tray correctly	5 ☐ 4 ☐ 3 ☐	2 ☐ 1 ☐ 0 ☐
Topic 2: Handling plate **Demonstration:** carry 3 plates by hand	5 ☐ 4 ☐ 3 ☐	2 ☐ 1 ☐ 0 ☐
Topic 3: Changing ashtray **Demonstration:** Changing ashtray correctly	5 ☐ 4 ☐ 3 ☐	2 ☐ 1 ☐ 0 ☐
Topic 4: Holding service cutlery **Demonstration:** hand and hold the cutleries (knife, fork, spoon)	5 ☐ 4 ☐ 3 ☐	2 ☐ 1 ☐ 0 ☐
Topic 5: Carrying Glass **Demonstration:** Carrying glass by hand correctly (handle by stem and base, not touching rims, handle so they will not chip or crack)	5 ☐ 4 ☐ 3 ☐	2 ☐ 1 ☐ 0 ☐

Is the trainee competent ?	Yes	No
Total Score:	.....	.....

Result: …………. /65 Score
Comment:

Assessor Singature	
Teainee Singature	

Tool 37: Quality Assurance of Assessment

**Qaulity Assurance
For Hoka Assessment
<Date and Venue>**

Objectives: Quality Assurance person undertake responsibilities to check the quality of the assessment process if the assessors apply appropriate assessment techniques to gather quality evidence, and applicants able to provide enough evidences to proof their competent, and logistic arrangement for the whole process.

N	DESCRIPTION	CHECK
ASSESSORS		
1	**Fairness** • Must be equitable to all groups of learners • Procedure and criteria must be made clear to all learners before • Must be mutually developed • Must be able to be challenged	☐
2	**Reasonable Adjustment** • Measures or actions taken to provide a student with a disability the same educational opportunities as everyone else. • Reasonable adjustments must be appropriate for the person and must not create undue hardship.	☐
3	**Reliability** • Must be consistent • Techniques must be consistent in the results they give • Must be regularly reviewed to ensure all assessors are making decisions in a consistent manner.	☐
4	**Flexibility** • Must provide for the recognition of knowledge and skills regardless of how they have been acquired • Must be made accessible to learners through a variety of delivery modes	☐
5	**Validity** • Must assess the range of skills and knowledge needed to demonstrate competency • Be based on evidence drawn from a number of occasions	☐
6	**Appropriate Assessment Methods and Tools**	☐
7	**Logical Process/Procedure**	☐
CANDIDATES		
1	Well Informed	☐
2	Well prepared	☐
3	Cooperate with Assessors	☐

		EVIDENCE GATHERED	
1		**Valid** ▪ Assess only the Elements and Performance Criteria of the competency ▪ Reflect only the skills knowledge and context of the competency ▪ Reflect demonstration and application of the standard ▪ Reflect the Qualification level being assessed	☐
2		**Sufficient** ▪ Be enough to enable the Pass Competent "/" Not Yet Competent " decision to be made ▪ Be demonstrated over a period of time ▪ Cover all aspects of the competency.	☐
3		**Authentic** ▪ Be the trainee's own work ▪ Be able to be verified as genuine.	
4		**Current** ▪ Reflect candidate ability at this point in time ▪ Demonstrate current skills and knowledge used in the workplace ▪ Reflect skills and knowledge, which comply with current standards.	☐

		ASSESSMENT VENUE AND EQUIPMENT	
1		Comfortable	☐
2		Enough Equipment and Materials	☐
3		Safety and Security	☐

COMMENTS FROM QA TEAM

Strengths:

Improvement:

QA Name:	**Date:**
Singature:	

Tool 38: Request for Certificates: To NCTP

MIGIP
Mekong Inclusive Growth
& Innovation Programme

swiss**contact**

No: ……………/2020   Date:

H.E Dr. THONG KHON

Minister of Tourism

Chairman of National Committee of Tourism Professionals

Re: Humble request for your recognition on Certificates for 59 trainers and trainees who successfully
completed Hospitality training that organised by HoKa of Swisscontact under collaboration with
department of tourism in Kampot and Preah Sihanouk provinces.

Reference: Project agreement between The Ministry of Tourism of the Kingdom of Cambodia and
Swisscontact - Swiss Foundation for Technical Cooperation, dated on February 28, 2017.

Dear **H.E Dr. Thong Khoh**

It is my great honour to inform you that Swisscontact Cambodia, with strong support, guidance, and
collaboration from the National Committee of Tourism Professionals (NCTP) of Ministry of Tourism,
provincial department of tourism, and private sector in Kampot and Preah Sihanouk provinces, arranged
hospitality training on Food & Beverage Service, Front Office, and Housekeeping totalling three trainings
for 59 participants in 2020.

Each training was assessed by qualified ASEAN and National master assessors based on elements and
criteria to be taught to participants in training curriculum and with quality assurance (QA) by representa-
tives of NCTP.

As mentioned above, I would kindly request H.E for your recognition on the certificates for all 59 compe-
tent participants as mentioned in their name list and results as attached.

Respectfully yours,

_____

Rajiv Pradhan   **Attachments**

Country Director   1. Results of Skills assessment

Swisscontact Cambodia   2. Brief report of trainings

3. Namelist of participants

Tool 38: Request for Certificates: To NCTP

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Report On Hospitality Training Programme (HoKa)

Swisscontact with strong support, guidance and collaboration with National Committee of Tourism Professionals (NCTP) of Ministry of Tourism, provincial department of tourism, private sectors in Kampot and Preah Sihanouk arranged training of trainers and training for staffs on Food & Beverage, Front Office, and Housekeeping. In total, three trainings were conducted for 59 participants in 2020.

→ Training #01: conducted a six-day training of trainers on Front Office from 24th to 29 August 2020 at Department of Tourism office in Preah Sihanouk for 20 participants (6 female). All 20 participants were recognised as competent.

→ Training #02: conducted a six-day training of trainers on Housekeeping from 7th to 12th September 2021 at Kampot Diamond Hotel in Kampot for 24 participants (7 female). All 24 participants were recognised as competent.

→ Training #03: conducted a seven-day training (2 day/week) for operational staff on Food and Beverage Service from 1st to 29th September 2020 at Kampot Diamond Hotel in Kampot with 15 participants (7 female). All 15 participants were recognised as competent.