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МЕЖДУНАРОДНО ВИСШЕ БИЗНЕС УЧИЛИЩЕ, БОТЕВГРАД

**ОБООБЩЕНИ СРАВНИТЕЛНО ИЗСЛЕДВАНЕ И АНАЛИЗ НА КРИТИЧНИТЕ
ФАКТОРИ ЗА УСПЕХ С ОГЛЕД СЪОТВЕТСТВИЕТО МЕЖДУ
КВАЛИФИКАЦИОННИТЕ ИЗИСКВАНИЯ И ПРЕДОСТАВЯНЕТО НА ОБУЧЕНИЕ В
СЕКТОРА НА ТУРИЗМА**

**SUMMARIZED COMPARATIVE STUDY & ANALYSIS ON THE SUCCESS FACTORS
FOR MATCHING BETWEEN QUALIFICATION DEMANDS AND TRAINING
PROVISION IN THE SECTOR OF TOURISM**

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Abstract: The article takes into consideration the key essence of the process of matching qualification demands and training provision in the field of the tourism sector so that the adaptability to the labour market requirements is ensured. Providing information about educational opportunities and job market prospects supports reducing the mismatch between demand and supply, which itself accounts for the coexistence of high unemployment and a high level of unfilled vacancies. Incentives to complete education are important as well as ensuring that benefit claims by early school leavers are conditional to being in school or at work. However, once initial education is completed, policies should focus on the integration of young people into the labour market. For all age groups, individualised help is crucial to a preventative policy, including a comprehensive anti-discrimination policy. Specific attention is given to training of older workers, in order to strengthen their employability.

Key words: Success factors; Employability; System level; Qualification provision; Matching processes; Collaboration; Institutional partnership; Change trends in the tourism sector; Impact level; Policy Recommendations, etc.

**1. National Surveys – outcomes
and comparative analysis**

Within the Framework of Phase 2 “National surveys: overview of the mechanisms existing in the partnering countries to enable the matching between qualification demands and training provision (MBQDTP) in the sector of tourism” under the QTEL.NET Project there were collected good practices for successfully implemented mechanisms for MBQDTP in tourism on the three analysed levels of interaction: system, demand and provision in the partnership consortium countries namely – Bulgaria, Greece, Italy, Scotland. There has been elaborated a methodology for obtaining systemized and comparable results, which can lead to the formation of

the success factors for MBQDTP at the abovementioned three levels for interaction

The outcomes out of the selection of good practices can be summarized in the first grid of the present paper.

**1.1. Recommendations to be taken
into consideration on system level:**

Providing information about educational opportunities and job market prospects supports reducing the mismatch between demand and supply, which itself accounts for the coexistence of high unemployment and a high level of unfilled vacancies. Incentives to complete education are important as well as ensuring that benefit claims by early school leavers are conditional to being in school or at work. However, once initial education is completed, policies should focus on the integration of young people into the labour

market. For all age groups, individualised help is crucial to a preventative policy, including a comprehensive anti-discrimination policy. Specific attention should be given to training of older workers, in order to strengthen their employability.

1.2. Recommendations to be taken into consideration on demand level:

Involve all relevant actors by developing better cooperation and coordination between education, training and labour market institutions, encouraging social partners to take responsibility and to develop frameworks and implementing lifelong learning activities, and providing incentives to municipalities to offer activation measures at local level.

Partnership is key for more and better investment in human capital. Social partners should explicitly include training in their collective agreements, through which they set up and implement lifelong learning activities.

1.3. Recommendations to be taken into consideration on provision level:

Presence of a Quality management system with standards for interaction among the three sides: employer, trainee, training providers

To establish Centres of Education of Adults as a new institutional frame in the sector of education of adults and of life learning.

2. Context impact levels on matching the supply and demand of qualifications in the tourism sector

Tourism is one of the most important growth sectors in the European economy, with 7 million jobs in the core industry and 20 million jobs in the related economy. Until 2000 annual growth of employment in tourism was 3 %. It is estimated that there is a potential for up to three million additional jobs. Europe remains a primary destination. At the same time, tourism has one of the highest labour mobility rates across Europe, allowing consideration of the European nature of the sector, at least in this respect. Thus, the discussion about new occupations and future skill needs for

the sector in Europe has particular significance.

New offers and services are emerging in tourism which need adequately qualified staff. It is estimated that within next 20 years the population above the age of 65 will increase by 17 millions. This trend has a direct impact on the number and skills of the staff needed. Research results from isw, for instance, showed new fields of activity such as travel guides for people with restricted mobility.

The table 2 presents the change trends in the tourism sector, regarding the potential matching process necessary to take place in order to achieve sustainable balance between training provision in the field and demand requirements for the future working force in the sector:

System Recommendations	Level	Policy
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In order to take advantage of the full potential of business participation in school-to-work transition efforts, it is important to devise an incentives program built on mutual partnership and existing possibilities. A comprehensive incentives package should be designed by taking into account the following dimensions:

1. Type of workplace: a useful classification of the types of impact workplaces may have in the community: (1) high skill, high wage; (2) community building; and (3) capacity building. While the definition of high skill, high wage occupation has proven elusive, it has been operationalized as any job that pays at least double the minimum wage. A community building workplace is described as one in which schools become an economic engine for local communities. It is based on supporting the process of community building and meeting local needs for job skills. The capacity building workplace can be viewed as a workplace that helps improve the quality of the existing workforce in the process of participation in the school-to-work transition programs.

2. Policy level: This dimension addresses the issue of who should be the

primary initiator of the incentive system: national, state, or local entities. It seems apparent that in some cases two or more levels of coordination will be needed.

3. Government versus non-government: Government involvement may not always be necessary: incentives originating from non-governmental institutions and organizations may also prove to be effective.

Demand	Level	Policy
Recommendations		

1. Size of business participants: It is often important to differentiate between the needs of small businesses and larger corporations as well as to distinguish among their capacities to engage in effective partnerships. Incentives need to be designed in such a way as to address these differences.

2. Motivation of business participants. Employers can have widely varying reasons for their interest in school-to-work transition programs. Some may have existing or projected near-term labor shortages in certain skill areas which may inspire interest in intensive work-based learning programs. An organization interested in improved community relations may wish, at least initially, to participate in programs able to involve large numbers of students, such as career fairs or job shadowing. If interested in social service or social change, a program involving disadvantaged students might be most appealing. If a desire to participate in education reform is the driver, a company may be drawn to working on curriculum development or legislative advocacy.

Rewarding existing programs versus building paths to partnerships: Some of the incentives that are recommended above address the need to reward the businesses that are already involved in youth apprenticeship and other school-to-work transition programs, but incentives are also needed to encourage employers to learn from their past or current experiences working with youth, and to support gradual involvement in the process, not necessarily

in programs as intensive as youth apprenticeship

3. Tax Credits – Tax credits should be made available in the form of vouchers that the employer will receive for participation in a training process update or direct impact on improvement procedures process. The vouchers will be used toward education and training of existing employees (i.e. other than the students or apprentices) in public post-secondary institutions. In this way, some of the problems that have so far limited the success of tax credits, such as perceived discrimination against existing workers, should be diminished. Also, this incentive represents an immediate benefit, visible to all members of the business organization. It can encompass small businesses and corporations alike. It is important that the paperwork be user-friendly and that the procedure be uniform for all included programs. These kinds of statewide efforts have the potential to be models for national government-supported incentives. Education vouchers can be used for capacity building of the participating workplaces as well as contributing to workforce development. Improved skills, higher wages, and enhanced job security ought to follow. To implement a tax credit education voucher system, government entities would need to define eligible programs and participants, determine the basis for credit (such as hours of employment or wages paid to students), and develop a formula for determining the tax credit. Some private post-secondary institutions may be willing to honor the vouchers on a credit- for-credit basis; this should be considered where economically viable in order to broaden the educational opportunities available to voucher users. At the same time, employers would need to develop a means of distributing voucher benefits to interested employees.

4. Labor Market Projections – The governments to be very active in informing all business communities and schools about current labor market trends and projections. These should be continually updated and in

sufficient detail to be of practical use. Non-governmental forecasting agencies can also be of help. This initiative should prevent schools and businesses from training students in skills which are soon to be obsolete. With the substantive information about future demands, businesses should target jobs with labor shortages for youth apprenticeship, for mutual benefit. This strategy may lead to high-skill high-wage jobs for young people as they find interest in and opportunity for further development.

5. Involvement of National Business Organizations – heavily involved in encouraging small business participation in building local coalitions. These organizations could contribute by publishing handbooks in which work-based learning and various forms of employment and training are described in detail. Rewards or certifications may be put in place and awarded to those employers of youth who, by some set of standards, are acting as responsible employers committed to teaching transferable skills to the those they employ. These initiatives will contribute not only to community building, but also to the long-term development of the workforce (i.e. capacity building).

Provision	Level	Policy
recommendations:		

<p>1. General Student Assessment – It is important to reinforce the use of existing assessment tools such as student report cards. Employers can reinforce schools' emphasis on academic achievement by asking to see grades, test scores, or portfolios of young job applicants. Also important for the long term success of these programs is to set clear skill standards that young people need to meet before they are accepted for participation in formal work-based learning programs. If businesses are included in devising standards for student assessment, they will feel less reluctant to employ young people. Such assessment should be particularly helpful for high-skill high-wage workplaces. Also, assessment should help to increase the capacity of the workforce in the long run by promoting</p>

higher levels of skill and knowledge development.

2. School and Small Business Coalitions – Individual schools and school districts can encourage business involvement by establishing closer ties with local small businesses through organizations such as the Rotary Club or Chamber of Commerce. Schools should consider organizing seminars for small business mentors, or even owners, where they will address management issues specific to youth (who they are, what they like, cultural and communication issues, etc.). Schools should also investigate where their students are currently working, and then target those employers for mentor training. In these partnerships, businesses should also count on being able to contact the school to get help for a student in an area of deficiency. A national membership organization with local affiliates could be instituted to create a vehicle, through which employers of youth can express their commitment to helping students learn transferable work skills and to provide employment under conditions which are likely to enhance rather than detract from the student's overall education. This organization would provide information and support for employers, and would help members gain positive publicity in return for their participation. These and similar coalitions would help by building on existing potentials, rather than abruptly involving employers in what has often been described as a perilous journey. It is more realistic to expect that committed partnerships will emerge from these well-founded relationships. Such strategies will help in workforce development as well as in establishing a missing link between schools and small businesses in the process of community building.

3. Curriculum Design – Finally, existing efforts in joint curriculum design between schools and employers should be reinforced. This will require schools to welcome employer input to a degree that has not been common in the past. Educators and employers may be surprised

at the degree to which they agree on curriculum priorities. Open communication between educators and employers is the only way to substantially ensure that real work-based learning will take place. Working together on curriculum design can be expected to build important bridges on the path to long-term partnerships.

Benefits to Employers – how to directly guarantee impact on the demand side?

How do employers benefit from participating with schools in providing work-based learning opportunities?

- Obtain an expanded pool of qualified applicants
- Gain a direct chance to recruit and screen potential employees
- Evaluate potential employees in work settings prior to hiring
- Develop a quick, reliable source of skilled labor
- Meet contractual and legal obligations for affirmative action and equal employment
- Improve the quality of life and skills in the community
- Reduce turnover of entry-level employees
- Influence curriculum development to meet industry requirements

Why is There a Lack of Employer Involvement?

- ***Many Employers Who are Hiring Can Get Well-Qualified Adults***
- ***Training cannot provide them the High-Skill High-Wage Economy that's Been Promised***

Many economists, politicians, and others envision a high-skill, high-wage economy. The key, we are told, is training. But not everyone agrees that this is a realistic picture. Above all, the pro-training camp hugely overstates the ability of training to curb long-term unemployment. For a growing number of people, particularly in the United States, the real problem is not a lack of job-specific skills but a surplus of social pathologies--too many people with too little self-discipline, self-respect, and basic education to fit easily into any workplace.

• *Employers are Asked to Foot the Bill and Guarantee Jobs*

Employers who provide in-house training programs for employees know that these services are expensive. Many feel unable to provide sufficient training for current employees, much less teenagers from the neighborhood high school. But when they read about youth apprenticeship programs, they are likely to notice who is paying most of the bill in these programs.

• *Employers See That Their Motives are not Trusted*

A few parents expressed concern about the motivations of employers who were interested in participating in a youth apprenticeship. Some parents believed that employers would use the apprentice training positions to access "cheap, minimum-wage high school students" to displace adult workers.

- ***No Payback on Their Investment***

Questions / Partnership consortium countries	Bulgaria System level (NAVET)	Bulgaria Demand level (BTC)	Bulgaria Supply level (Znanie VTC)	Greece Supply level (KEK)	Greece – System level (O.T.E.K.)	Greece Demand level (EOMMEX)	Italy Demand level (COFIMP)	Scotland System level (SQA)
1. Regular monitoring of the change of the training demands, depending on <ul style="list-style-type: none"> new technologies in the sector new job profiles in the sector new services in the sector need of updated qualifications of the employed 	1. Presence of legislative basis for amendments to be adequately made in the content of the State Educational Requirements (SER) for the different qualifications. 2. The existence of an established procedure for introduction of new vocations as well as amendments to already existing ones in the List of vocations for vocational education and training.	1. Decentralization of the studies made among employers on regional and local level for requirements to be covered.	1. Presence of a Quality management system with standards for interaction among the three sides: employer, trainee, training provider.	1. Centres of Education of Adults as a new institutional frame in the sector of education of adults and of life learning.	1. State institution, a legal entity of Public Law, under the supervision of the Ministry of Tourism providing education and training for professions in the field of Tourism. It supplies the tourism market with professionals, including the former Schools of Tourism Professions and the Schools for Tour Guides. Now it signals its role in the reorganization and modernization of tourism education and training and in the creation of a modern system for the accreditation of the professional qualifications in the tourism sector.		1. National, regional, local Employment pacts among the local authorities, the demand side in the region (business), the supply side of the region (VET providers).	1. External and internal training as a combined toolkit for effectiveness and efficacy in the further job provision.
2. Presence of	1. Time gap in the approval	1. On-the-job practice	1. Continuous forecasts (short-			1. Creation and growth of	1. Existing data base of	1. Provision of training that

<p>conditions for flexibility and regular updating of: lists of professions for training and qualification stages (reflecting the new job profiles?)</p> <p>national qualification standards and/or learning outputs (reflecting the new job demand s?)</p> <p>national curricula (where</p>	<p>process of the SER by the Minister of Education and Science, which leads to incapability of the VET providers to have amendments legally included in their training programmes.</p> <p>2. Time gap in the approval by the Minister of Education and Science.</p> <p>3. Flexible mechanisms for updating the curricula and training programmes of the CVT to reflect specific requirements of the employers, entrusted in the licensing procedures.</p>	<p>provided for students in their last years of studies in order to shorten the induction period.</p>	<p>, mid- and long-term) on sector development, changes in job profiles requirements, necessities of amendments to be made.</p> <p>2. Existing mechanisms of updating the State Educations Requirements for the Vocations and Qualifications.</p>		<p>networks that connect informal investors and small medium-sized enterprises, in order to increase the effectiveness of informal sector of enterprising capital.</p> <p>2. Specialisation of educational programs in affinity with the needs of training of new program's businessmen. (The mechanism here will substantially assist the methodology in order to transform the enterprise's needs in educational objectives).</p> <p>3. Analysis and forecast of sizes of job market at the duration and afterwards the</p>	<p>people trained, competences mastered.</p> <p>2. Regional disproportion of training and flexibility of trained personnel – mechanisms to be introduced.</p> <p>3. Data bases managed by regional Labour Offices for the demand in the field of tourism.</p> <p>4. Direct studies of the necessities of the demand side by regularly organized visits, defining the requirements stated.</p>	<p>builds on the degree qualifications already achieved.</p>
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applicability) <ul style="list-style-type: none"> Validation: how do we validate that the changes in the learning outputs correspond to the real needs of the employees? 						application of program (unemployment, employment, sector-based, professional and educational structure of employment) in thematic objects of program.		
3. Training infrastructure in conformity with the changed demand: <ul style="list-style-type: none"> Teachers' flexibility Infrastructure rate of development 		1. Categorization system as a methodological guide for achieving by the companies of a certain quality of the personnel's professional and language qualification.	1. Matching the training provided with the trainees' experience, needs, expectations, continuous level of satisfaction.	1. Constant regional, national, international surveys, studies, R&D developments on expected changes in the employers' necessities and level of preparedness of the people on the labour market.		1. Forecast of professional specialties where are requiring in the new enterprises.		
4. Effectiveness of the Social Dialogue: <ul style="list-style-type: none"> Where does it happen? 	1. NAVET as a tripartite institution, where all trade unions, employer associations	1. Collaboration with Vocational schools in the examination procedures – Employers as	1. Continuous cooperation with the employer in the process of curricula and training programme	1. Information on database matching employers' needs with current job offers.		1. Diagnosis of job market's needs in the sectors which are the same as thematic		

<p>o Who feels more involved – the demand side or the provision side?</p> <p>o Are the recommendations from the social dialogue taken into account? At what level? With what delay?</p>	<p>and vocational training providers are presented.</p> <p>2. The existence of an established procedure for introduction of new vocations as well as amendments to already existing ones in the List of vocations for vocational education and training on a tripartite basis.</p>	<p>part of the Examination Commissions.</p> <p>2. Active cooperation between the NGOs in the tourism sector and vocational schools in the field of tourism</p> <ul style="list-style-type: none"> – joint activities – "open door days", "teacher training, school infrastructure development according to the innovations in the field of tourism. 	<p>elaboration; training provision; working place standards development.</p>	<p>2. National, regional, local events on a tripartite basis for active discussions and feedback on expected changes in the employers' necessities and level of preparedness of the people on the labour market.</p>					
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Table 2:

Change factor		Impact on the demand	Impact on business	Impact on workers	New competences
Environment and Tourism	- Ecological self-consciousness	- Increase of the sustainable demand	- Adopted ecological standards within the hospitality industry by the Ministry of environment and waters - use of environment friendly technologies	- efficiency of the energy consumption sources	-Environment management -waste management -ecological tourism management
	-Demand variability oriented towards the diversity of the unique national and local characteristics one might like to explore	-alternative demand	-establishment of new forms of tourism supply through infrastructure and superstructure	-boom of the demand of people with alternative tourism competencies	-new key competencies of social abilities, personal business skills, communication awareness, difference adoption awareness
Tourism, spa and wellness	- Necessity of a lifestyle against stress and unbalanced dynamics	-increase in the demand for balneological tourism, wellness, fitness	-new spa centres and modernization of the old ones	-operation of new equipment and facilities	-wellness training requirements -new vocational qualification -- state educational requirements alternations
Tourism and marginalized groups	- Diversification as an approach towards the marginalized groups	-increased demand of the necessity of tourism of the marginalized and disabled groups	-new infrastructure concepts	-newly qualified personnel for the marginalized groups	-communication, social and management skills of dealing with the marginalized groups
	-New forms of communication and of handling the needs of the demand of the marginalized ones				
Technological and R&D development	- New ICT technologies and spread of new distribution channels	-data base and hotel management upgrading	-introduction of data base archive systems, dealing with profound statistics and analysis of the personal tourist dossiers	-training for utilization of new technologies and especially ICT (front office and accounting)	-usage and practical implementation of the new tourism technologies

3. Success Factors Chart

4.

Level of Interaction	Success factors	CQAF			
		Planning	Implementation	Evaluation and Assessment	Review
System level	1. <u>Set of tools for flexibility according to the demand necessities</u> – State Educational Requirements, List of vocations for vocational education and training	1. Clear functioning and measurable tools. 2. Clear goals and objectives of the institutions represented in the tripartite bodies. 3. Regular Action planning on the sector's change trend commands. 4. Consultative methodologies envisaged. 5. Public-private partnerships mechanism legally and practically set.	1. Legislative and policies made active for the achievement of the set in the planning phase objectives. 2. Full responsibility entrusting. 3. Unified specific quality approach to be followed.	1. Evaluation/Assessment through • Control systems • Inspectorates • Public access to the Web • Benchmarking (with other providers) • By national standards on input, processes and output. • By assessing coherence between results and policy priorities.	<ul style="list-style-type: none"> • By the transparency of the process. • By inspectors. • By sanctions and rewards/funding.
	2. <u>Tripartite form of partnerships in the decision making processes</u>				
	3. <u>Access to technological and infrastructural know-how and innovations transfer through legislation</u>				
	4. <u>Trustworthy forecasting methodologies for measuring the demand and the supply side according to a consultative set of criteria, approved by all levels of interaction.</u>				
	5. <u>National, regional and local standardization of the public-private partnership in the field of matching supply and demand in education and training – provision of regulations for its monitoring and effectiveness.</u>				
Demand side level (business,	1. <u>Access to decision making processes on system and provision level.</u>	1. Clear functioning and qualitative	1. Following the procedures and policies to	1. Evaluation/Assessment through a. GDP growth	<ul style="list-style-type: none"> • By the transparency

social partners)	<p>2. <u>Set of procedures for participation in the training provision process – elaboration of training curricula and programmes, teacher training, practical on-the-job training/apprenticeships, examination procedures, preliminary turn in the scope of competences need according to sectoral trend changes.</u></p> <p>3. <u>Investment in Information databases on matching employers' needs with current job offers.</u></p> <p>4. <u>National, regional, local events on a tripartite basis for active discussions and feedback on expected changes in the employers' necessities and level of preparedness of the people on the labour market.</u></p> <p>5. <u>Continuous surveys on the existing working force qualifications, their correspondence to the required ones and the necessity of their further development and potential opening of new working places as a regard of it.</u></p>	<p>measurable tools for active participation in both the development and implementation processes.</p> <p>2. Clear goals and objectives for preliminary investments with a long-term impact of assurance,</p> <p>3. Regular Action planning on the sector's change trend commands.</p> <p>4. Consultative functions in all bodies, engaged in the training process, to be envisaged.</p> <p>5. Fostering Public-private partnerships mechanisms.</p>	<p>maintain activeness in the achievement of the set in the planning phase objectives.</p> <p>2. Full responsibility entrusting.</p> <p>3. Unified specific quality approach to be followed.</p>	<p>b. Unemployment rate</p> <p>c. Benchmarking (with other sectors)</p> <ul style="list-style-type: none"> By business standards on input, processes and output. By assessing coherence between results and business priorities. 	<p>of the process.</p> <ul style="list-style-type: none"> By feedback. By sanctions and rewards/ funding.
Supply side	1. <u>Flexibility in provision of</u>	1. Clear goal	1. Finance and	1. Triilateral approach:	1. Continuous

level (VET providers)	<u>training programmes, which achieve the balance between effectiveness and equality in rights</u>	definition with European, national, regional and local touch.	resources assured through Partnership, Leadership, Process management, Training of trainers, Didactical material	<ul style="list-style-type: none"> • Self-evaluation • External inspection • Internal quality control <p>2. Users' impact methodology.</p>	<p>feedback and procedures for change as an integral part of the provider's own learning organisation.</p> <p>2. Accessible information</p> <p>3. At meetings at departmental and institution levels as a systematic part of the decision-making structure.</p>
	<u>2. Presence of a Quality management system with standards for interaction among the three sides: employer, trainee, training provider.</u>	2. Self-evaluation process development;	2. Demanding transparency and coherence with goals.		
	<u>3. Partnership consortia formations between training providers and working places suppliers.</u>	3. Regular reporting, delivered according to preliminary criteria.	3. Involving different stakeholders in the work.		
	<u>4. Matching the training provided with the trainees' experience, needs, expectations, continuous level of satisfaction.</u>		4. Ensuring good working conditions and facilities throughout the organisation.		
	<u>5. Constant regional, national, international surveys, studies, R&D developments on expected changes in the employers' necessities and level of preparedness of the people on the labour market.</u>				