Implementation of the Common ASEAN Tourism Curriculum (CATC) and its Effects on Cambodian Hospitality Training Programmes

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Abstract

The Common ASEAN Tourism Curriculum (CATC) was developed as an essential mechanism to facilitate the inter-governmental tourism collaboration amongst ASEAN members. In Cambodia, the implementation of CATC has been promoted as one of the key priorities in tourism human resource development. So far, two non-governmental hospitality schools have fully adopted CATC into their curricula. However, the implementation of this curriculum within existing training programmes is considered as curriculum change which requires an in-depth understanding of the phenomenon. Therefore, this research explores the implementation of CATC and its effects on Cambodia's hospitality training, focusing on food and beverage service training.

Qualitative research methodology was employed in this study by using a case study method. Six in-depth interviews, observation and documentary analysis were used to collect primary data. To analyse the collected data, thematic analysis was used to categorise data into emergent themes and draw relationships among them.

The study found that CATC implementation was a top-down approach in which globalisation, political and economic factors were the driving forces. The Ministry of Tourism (MoT) acted as a change agent which introduced a new curriculum to hospitality training schools. The MoT also adopted a coordination and facilitation role by providing political and technical assistance in the implementation processes. At national level, CATC was localised in response to tourism development policy, industry demands and the well-being of local people. At school and classroom level, the curriculum was enacted to align with organisational contextual factors, including financial resource, staff and students.

Overall, CATC implementation has contributed to the tourism human resource development effort in Cambodia. At macro level, it has an ability to enhance and standardise tourism and hospitality training systems. At the individual level, CATC implementation has encouraged lifelong learning, improved learning quality, and promoted career and educational advancement of hospitality workers.

However, barriers and negative consequences have also occurred in the implementation process. At both levels, internal and external barriers contributed to implementation difficulties in attaining its goal. Negative consequences from this implementation found that change in curriculum at school and classroom level also brought a major alteration in organisational structure, operational costs, staff beliefs and responsibility, and students' learning outcomes. Solutions strategies have been used by those who implement CATC to address specific implementation challenges and consequences.

Not only does the study add to what is known in relation to the role of government in tourism human resource development and the benefits of new curriculum implementation, but it also provides vigorous evidence for government and practitioners to understand challenges and negative consequences from the implementation of a multi-national tourism curriculum in the Cambodia's vocational training programmes.

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List of Abbreviations

AADCP : ASEAN – Australia Development Cooperation Programme

AEC   : ASEAN Economic Community

AFTA   : ASEAN Free Trade Area

ASEAN : Association of Southeast Asia Nation

ATA   : ASEAN Tourism Agreement

ATPRS : The ASEAN Tourism Professionals Registration System

ATQEM : The ASEAN Tourism Qualifications Equivalency Matrix

ATPMC : The ASEAN Tourism Professionals Monitoring Committee

CATC   : The Common ASEAN Tourism Curriculum

CBT   : Competency-based training

F&B   : Food and Beverage

MRA-TP : Mutual Recognition Arrangement - Tourism Professionals

MoT   : Ministry of Tourism

MoEYS : Ministry of Education, Youth and Sport

MoLVT : Ministry of Labour and Vocational Training

NCTP   : National Committee for Tourism Professionals

RITS   : Roadmap for Integration of Tourism Sector

TPCB   : Tourism Professionals Certification Board

UNDP   : United Nation Development Programme

UNESCO : United Nation for Education, Science and Culture Organisation

VET   : Vocational Education and Training

WTTC   : World Travel and Tourism Council

WTO   : World Tourism Organisation

Appendices

Attestation of Authorship

"I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor materials which to a substantial extent have been submitted for the award of any other degree or diploma of a university or other institution of higher learning".

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Chapter 1: Introduction

1.1. Background and context of the study

The interconnection of politics and economy between countries in Southeast Asia has transformed the region into one of the world fastest growing economic nations. The Association of Southeast Asia Nations (ASEAN) was formed in 1967 between Indonesia, Malaysia, the Philippines, Singapore and Thailand in order to maintain peace and stability in the Southeast Asia region (ASEAN, 2013). In April 1999, Cambodia joined the association as the 10th member state. Following this, the ASEAN Economic Community (AEC) was established in 2015 to promote a free flow of goods, services and investment between ASEAN states (ASEAN, 2012a, 2013).

Source: Worldatlas (n.d)

Tourism was chosen to be one of the specific area of cooperation within the ASEAN general economic cooperation framework because it is a common activity across ASEAN countries (Chheang, 2013; Wong, Mistilis, & Dwyer, 2009). Moreover,

central to the AEC vision, the mobility of tourism professionals across the region is considered essential. However, differences in tourism vocational education and training standards and discrepancies in the tourism labour market are the main obstacles to the free flow of skilled labour (ASEAN-Australia Development Cooperation Programme [AADCP], 2012). To tackle this, a regional tourism human resource development framework known as Mutual Recognition Arrangement on Tourism Professionals (MRA-TP) was developed (AADCP, 2012; ASEAN, 2013). In compliance with AEC policy, this framework aims to provide opportunities for cooperation and capacity-building for tourism professionals to assist their career mobility (ASEAN, 2013).

The Common ASEAN Tourism Curriculum (CATC), one of the key elements of this framework, was designed to provide a practical model for the delivery of vocational training covering 32 skills across six occupational areas in the hotel and travel sectors. The six occupational areas comprise front office, housekeeping, food and beverage service (F&B), food production, travel agency, and tour operation (ASEAN, 2013) (Refer Table 1). The CATC outlines the competency standard for qualifications which promotes uniformity and consistency of tourism and hospitality training programmes for all ASEAN member states. The CATC incorporates a vocational training model with qualifications covering five certificate levels ranging from Certificate II to Advanced Diploma (ASEAN, 2013).

Table 1: Occupational division in CATC

Hotel				Travel	
Front Office	**House-keeping**	**Food & Beverage**	**Food production**	**Travel agency**	**Tour operation**
Front officer manager	Executive housekeeper	F&B Director	Executive chef	General manager	Product manager
Front officer supervisor	Laundry manager	F&B outlet manager	Demi chef	Assistant to GM	Sale & marketing manager
Receptionist	Floor supervisor	Head waiter	Commis chef	Senior travel consultant	Credit manager
Telephone operator	Laundry attendant	Bartender	Chef de parties	Travel consultant	Ticketing manager
Bell boy	Room attendant	Waiter	Commis Pastry		Tour manager
	Public area cleaner		Baker		Sale consultant
			Butcher		

Sources: ASEAN, 2013; Ministry of Tourism (MoT), 2014a, 2014b

1.2. Problem Statement

Together with the construction, garment and agriculture industries, tourism is one of the largest contributors to Cambodia's economy (World-Bank, 2017). The World Travel and Tourism Council (WTTC) reported that the direct contribution of tourism to the country's GDP in 2014 was 13.5 percent and it directly supported 985,500 jobs (WTTC, 2015). Tourism has been regarded as a 'green gold' sector because of its ability to contribute to poverty alleviation, job creation and social-economic development for the country (MoT, 2012, 2014a). Moreover, it assists the enhancement of living standards, helps to minimise rural-urban migration, links poor communities to the market, and enhances community infrastructure (MoT, 2012).

Therefore, tourism human resource development is an important strategic goal for the tourism sector in Cambodia (MoT, 2012, 2014a). However, the variations in tourism and hospitality training and qualifications were the main challenges identified for this

development (MoT, 2014a). These training and qualification challenges have constrained efforts in developing and placing an additional 500,000 tourism professionals required to meet the market demand in 2020 (MoT, 2014a).

The implementation of the regional tourism human resource development framework has been adopted as a key priority for national tourism development. The emphasis of this implementation is the integration of CATC into existing tourism and hospitality training programmes. So far, two major hospitality schools managed by non-governmental organisations (NGOs), one located in Phnom Penh and the other in Siem Reap province, have fully adopted CATC into their training curricula.

As new knowledge, skills and training delivery are being introduced to local hospitality training schools, the implementation of CATC is considered as a curriculum change. According to Duke (2004), Fullan (2007), Print (1998), Smith and Lovat (2003), curriculum change occurs at both content and process levels. Change in content means change in knowledge, skills, concept and understanding, while change in process refers to new means by which teachers are introduced to content and how they are persuaded to adopt and implement it (Print, 1998; Smith & Lovat, 2003).

Most studies of curriculum change focus on compulsory education (e.g. Altinyelken, 2010; Bantwini, 2010; Fullan, 2006, 207; Zimmerman, 2006). However, this study emphasises curriculum change in a vocational training programme. Moreover, the study of hospitality curriculum implementation often focuses on higher levels of education (e.g. Cecil & Krohn, 2012; Crawford, 2013; Dhiman, 2012; Gursoy & Swanger, 2005; Millar, Mao & Moreo, 2010). Moreover, despite the importance of tourism to Cambodia, few studies have investigated the implementation of CATC within the context of vocational hospitality education and training.

The topic was chosen because it connects me with my past and prospective profession. I have worked for a local tourism and hospitality training school for three years. At the time I was working, the Common ASEAN Tourism Curriculum (CATC) had not been integrated into Cambodian hospitality vocational training programme. The introduction and implementation of the new curriculum drew my attention to explore what is happening in the hospitality vocational sector in my home country. From my experience I learn that hospitality vocational training is one of the effective means in bridging young vulnerable Cambodians with employment opportunities. Therefore, being able to understand the current development in Cambodian hospitality and tourism vocational training will prepare me to become one of the resource persons in the field and it helps me to continue my mission to help young Cambodians with employment opportunities in the hospitality and tourism industry.

1.3. Aim of the research

The aim of this research is to explore the implementation of the Common ASEAN Tourism Curriculum (CATC) in Cambodia. It also examines the effects of this implementation on Cambodia's hospitality training within food and beverage service programmes. Therefore, this study seeks to understand how CATC has been implemented in Cambodia. To achieve the aim of the study the following research questions were developed:

1- What is the key rationale for CATC implementation?

2- What approaches are being used to implement CATC?

3- What are the effects of the CATC implementation on participating schools?

4- What strategies are being used to address barriers in CATC implementation?

1.4. The research setting

This section presents the context in which the research is undertaken. It starts with the overview of Cambodia and followed by background of the two selected schools that represent the implementation of CATC at school and classroom level.

Cambodian Context

The Kingdom of Cambodia is located in the southwest of the Indochinese peninsular in the Southeast Asia region. The kingdom has a land area of 181,035 square kilometers and a population of 15.6 million in 2015 (United Nations Development Programme [UNDP], 2017). Khmer people make up of 90 percent of the population and Khmer is the national language (UNDP, 2017). Gross domestic product per capita has grown to $1,215 US in 2016 compared to approximately $200 US in 1992. The strong economic growth has resulted in Cambodia's economy being upgraded to a low-middle income country (UNDP, 2017). The achievement in economic development has contributed significantly to the reduction of poverty from 50 percent in 1992 to 13.5 percent in 2014 (UNDP, 2017).

School X

School X is a non-profit organisation and one of the schools in the vocational education and training (VET) programme. The primary objective of the school is to educate underprivileged children in Cambodia. The school was set up in 1995 to provide support including education, food and shelter to children who worked at a dumpsite in Phnom Penh city. The mission of the organisation is to help children escape from destitution and lead them to skilled jobs. The organisation believes that through VET programmes young underprivileged Cambodians are integrated back

into the society with dignity because they have learned skills necessary for employment.

School X provides six related hospitality and tourism training courses including cuisine and pastry, table service, reception desk, room service, hairdressing, make-up and spa service, and tourist guides. Every year school X trains approximately 400 students within its two-year vocational training programme. A large proportion of the courses provide practical experience and internships, so that students are work-ready at the end of their programme. In this context, the school provides 50 percent of training, both theoretical and practical, within the school itself and another 50 percent of the training is carried out as internships or practicums with partner hotels and restaurants. Prior to the CATC implementation, the training programmes of school X were developed with the assistance of a hotel school in Switzerland.

School Y

School Y is a non-profit organisation which was established by a co-founder of Accor Hotels Group in 2002. The aim of the school is to help young Cambodians to acquire the knowledge and experience that will ensure them a future career in the hospitality industry. The mission of school Y is to provide young Cambodians with the training and qualifications necessary to contribute towards sustainable tourism in the country. Five main training programmes offered by school Y include restaurant service, cooking, pastry and bakery, hospitality and tourism. Each training programme comprises of almost 50 percent internship with partnered hospitality industry including hotels, restaurants and travel agents. The programme's pedagogical methods are continually updated to meet the evolving demands of Cambodia's hospitality industry, and thus the school has worked to get the ASEAN certificate for its programme since 2015.

1.5. Thesis structure

Following this introduction chapter, the thesis is structured into five more chapters.

Chapter 2, Literature Review, provides a discussion of the relevant literature that grounds this study. It begins with the concept of curriculum, including curriculum definition, forms, and curriculum development and implementation. Following this, a critical review is presented on curriculum change from an educational perspective. Elements discussed include sources, process, actors and effects of curriculum change. Furthermore, as this study is situated in hospitality vocational training at the national and school level, this chapter also discusses knowledge relevant to vocational education and training, hospitality curriculum, and the government's role in tourism human resource development. Finally, the chapter provides a discussion of current studies related to the ASEAN tourism development framework. Research journals from a wide range of fields including general education, tourism and hospitality education, vocational education and training, linguistics, organisational change, and globalisation were reviewed to inform this discussion.

Chapter 3, Methodology, describes the way in which the research was conducted including data collection, analysis, and interpretation procedures. A qualitative research methodology was used, situated under an interpretivism paradigm. An exploratory case study was employed in order to understand the experiences, perceptions and beliefs of participants involved in CATC implementation. The study applies a multiple embedded case study design for which three organisations representing national and school level were chosen. Data collected from semi-structured interviews, field notes, observation and documents are analysed using thematic analysis methods. Additionally, this chapter also explains challenges encountered while conducting the research.

Chapter 4, Findings, presents the results of the study with regard to the study's aim and research questions. The findings are presented in a case-by-case format demonstrating themes developed from data coding. The main findings of the study include the rationale for implementation, approach to implementation, implementation benefits, challenges, and negative consequences. Finally, the strategies used to overcome implementation challenges are presented.

Chapter 5 provides a discussion and synthesises of the study results in relation to previous literature. It begins with the discussion of the findings of CATC implementation at national level. This is followed by a discussion of implementation across school and classroom levels. In this stage, cross-case analysis was also carried out to find similarities and differences in the implementation approaches and their effects. The results of the discussion indicate internal and external influences that affected CATC implementation, some important factors in effective implementation, and the complexity of implementation.

Chapter 6, Conclusion, summarises the outcomes of the study. It also draws five significant implications from the study. These include: 1) organisational readiness for change may influence the time required for implementation; 2) CATC implementation has the potential for both positive and negative organisational effects; 3) English as the medium of instruction in hospitality training has both positive and negative effects; 4) resistance to change can be both a challenge to implementation and an implementation consequence; 5) organisational competence, commitment and collaborative culture are vital for the implementation of curriculum change. Finally, this chapter outlines limitations of the study and makes suggestions for further research.

Chapter 2: Literature Review

This chapter reviews previous literature which is relevant to the topic of the study. The aim of the study is to explore the implementation of the common ASEAN tourism curriculum (CATC) and its effects on Cambodia's hospitality training programmes. Because this study emphasises the implementation of a new hospitality and tourism training curriculum at both national and school levels, a number of dimensions of literature need to be discussed.

2.1. The Curriculum

This section provides a synopsis of the concept of curriculum, including curriculum definition, curriculum form, and curriculum development and implementation. The study of curriculum has become a distinctive field of study in education since the 1960s and 1970s (Hewitt, 2006). Hewitt (2006) notes that curriculum is central to schooling because it outlines what is being taught (Hewitt, 2006). Similarly, Glatthorn, Boschee, and Whitehead (2006) point out that curriculum as a field of study is concerned with making decisions about what is the most worthwhile knowledge for students to learn, and why and how they should learn it. However, Glatthorn et al. (2006) and Ewing (2013) argue that the study of curriculum is complicated because the concept has been interpreted differently at various points across history, education levels and social systems. The term 'curriculum' means a range of different things to different people, and as a consequence, it is a subject of debate, argument and political debate (Glatthorn et al., 2006).

Curriculum Definition

To date there has been little agreement on what curriculum comprises. Perceived differently, some suggest curriculum to be a list of subjects to be studied, some see it

as an entire course of content, while others perceive it to be a set of planned learning experiences provided by teachers (Print, 1998). However, there is agreement that the term 'curriculum' is rooted in the Latin word 'currere' which means the course of the race (Brady & Kennedy, 2014), the running of the race (Print, 1998), or the running of the course (Hewitt, 2006). As a term, 'curriculum' is sometimes used interchangeably with 'syllabus' (Print, 1998). Nonetheless, according to Print (1998) syllabus is the subsection of the curriculum which consists of content areas that are to be assessed.

Brubaker (2004) points out that the most common meaning of curriculum refers to the printed courses of study that depict the knowledge and skills learners are expected to acquire. McGee (1997) and Print (1998) define curriculum as all planned learning activities or educational opportunities offered to learners by schools or educational institutions and experiences that learners acquire when the curriculum is implemented. Additionally, Sorenson, Goldsmith, Méndez, and Maxwell (2011, p. 156) define curriculum as "An educational process by which the function of schooling is set in motion, according to local standards as well as state and national principles, dictates, and or mandates". Similar to this, Tribe (2005) defines curriculum as a whole programme of educational experience that is packaged as a degree programme. Additionally, Smeed (2010, p.5) defines curriculum as a "prescribed set of learning" and this prescription is varied across societies, settings and systems. Table 2 below summarises curriculum definitions from various authors.

Table 2: Curriculum definitions

Author(s)	Definition
Brubaker (2004)	Printed courses of study that depict the knowledge and skills learners are expected to acquire.
McGee (1997) and Print (1998)	Planned learning activities or educational opportunities offered to learners by schools or educational institutions and experiences that learners acquire when the curriculum is implemented.
Sorenson et al. (2011, p. 156)	"An educational process by which the function of schooling is set in motion, according to local standards as well as state and national principles, dictates, and or mandates."
Smeed (2010, p. 5)	"Prescribed set of learning."
Tribe (2005)	A whole programme of educational experience that is packaged as a degree programme.

Although curriculum writers have defined the term differently, their definitions contain common attributes including planned learning experience, offered within an educational institution or programme, represented as a document, and experiences resulting from implementing that document. Therefore, for the purpose of this study, curriculum is defined as a planned vocational education and training document which outlines to teachers and learners the employability skills in the tourism and hospitality sector.

Forms of Curriculum

The existing literature suggests that the nature of curriculum comes with many forms and characteristics (Print, 1998) and it is found in various settings (Hewitt, 2006). What has been studied extensively are the forms of curriculum that portray its distinctive characteristics, of which five characteristics have been discussed widely. These include written, hidden, taught, learned, and 'null' curriculum.

Written or 'intended' curriculum refers to what is specified in documents as intended to teach students (Brubaker, 2004; Glatthorn et al., 2006 & Hewitt, 2006). The written curriculum seems intended to ensure that the educational goals of the system are being accomplished; it is, therefore, a curriculum of control (Glatthorn et al., 2006).

Typically, the written curriculum is much more specific and comprehensive, which indicates the rationale that supports the curriculum, the general goals to be accomplished, the specific objectives to be mastered, the sequence in which those objectives should be studied, and the learning activities that should be used (Glatthorn et al., 2006).

The hidden curriculum refers to what is not intended or written in the documents but is unintentionally taught by teachers and learned by students (Glatthorn et al., 2006; Hewitt, 2006; Kelly, 2009). On the other hand, the taught curriculum refers to what teachers actually teach in the classroom (Brubaker, 2004; Glatthorn et al., 2006; Hewitt, 2006; Kelly, 2009; Print, 1998). Brubaker (2004) explains that the concept of the taught curriculum derives from the fact that individual teachers can control what is being taught. They can skip topics or emphasise some particular topics more than others and add their own interpretation.

The term learned curriculum, also known as experienced curriculum, is what learners actually learn or experience (Brubaker, 2004; Hewitt, 2006; Kelly, 2009). Glatthorn et al. (2006) further emphasise that learned curriculum is used to denote all changes in values, perceptions and behaviour that occur as a result of school experiences that students understand, learn and retain from both the written curriculum and the hidden curriculum.

The null curriculum, on the other hand, refers to what is not being taught. Because classrooms are diversified in nature, and every student has a different ability, background knowledge and interests, teachers can skip or emphasise some topics of study in the classroom (Brubaker, 2004; Hewitt, 2006; Kelly, 2009).

Curriculum development and implementation

The development and implementation of curricula are affected by both internal and external factors. The internal factors include organizational goals, core values, physical, financial and human resources, while external influences include political, technological, economic and industrial factors (Hewitt, 2006; Kelly, 2009). In addition to this, Ewing (2013) adds that different ideologies or beliefs affect the understanding of knowledge and how learning happens. As a result, these lead to different approaches in developing and implementing curricula.

Hewitt (2006) proposes that curriculum development is a process of creating and constructing curriculum by involving various stakeholders and resources. According to Print (1998) curriculum planning and design are the fundamental elements in the curriculum development process. Curriculum planning refers to the process of conceptualizing and organizing the features of desired curriculum, while curriculum design is the arrangement of curriculum elements into a coherent pattern (Print, 1998).

Curriculum implementation refers the translation of curriculum in the classroom that creates teaching and learning experience (Brady & Kennedy, 2014; Ewing, 2013). Brady and Kennedy (2014) assert that teaching, learning and assessment are the crucial elements in the implementation of curriculum. Additionally, Ewing (2013) suggests that the way in which the individual teacher conceptualises curriculum will influence the way they implement curriculum and structure the learning experience. Ewing (2013) also states that how an intended curriculum is interpreted, implemented and operationalised relies upon the quality of the educators' teaching, learning and assessment practices.

2.2. Curriculum Change

Various authors have agreed that curriculum change is a subset of educational change or reform. Print (1998) and Smith and Lovat (2003) assert that factors that affect change in both curriculum and education in general are the same. Fullan (2007), a well-known scholar in the field of educational change, states that:

> One person claims that schools are being bombarded by changes; another observes that there is nothing new under the sun. A policymaker charges that teachers are resistance to change; a teacher complains that administrators introduce change for their own self-aggrandisement and that they neither know what is needed nor understand the classroom. […] Some argue that restructuring school is the only answer, while others decry that this too is just a pipe dream diverting our attention from the core curriculum changes that are desperately needed (p. 6).

Fullan's (2007) snapshot on educational or curriculum change suggests that curriculum change is a complex process with multifaceted dimensions including policymakers, school structure and resources, teaching personnel, classroom environment, and individual learners. While the purpose of curriculum change is for the improvement of schools, learners or the education system as a whole, there are also inevitable conflicts and uncertainty. Therefore, in the following section six main themes are discussed: curriculum change and sources of change; strategies to implement curriculum change; processes of curriculum change; actors in curriculum change implementation; Kurt Lewin's model of change; and effects of curriculum change.

Curriculum change and sources of change

Curriculum change has been a topic of debate since the 1980s (Whitaker, 1998). Print (1998) explains that curriculum change occurs in both content and process. Change in content means change in knowledge, skills, concepts and understanding, whereas

change in process refers to new means by which teachers are introduced to that content and how they will be persuaded to adopt and implement it (Print, 1998). Moreover, Smith and Lovat (2003) denote that change concerns the process in which phenomena, including people, objects, institutions and places, are transformed and their characteristics altered.

When change becomes a topic of study, the focus is on speed and rate of change, scale or size of change, impact of change, degree of change and direction of change (Duke, 2004; Print, 1998; Smith & Lovat, 2003). In addition to this, Macdonald (2003) indicates that the foundation of curriculum change is a competition over what is selected, by which processes, by whom and with what outcomes.

Duke (2004) notes that, frequently, sources outside the school create the impetus for curriculum change. Similarly, McGee (1997) suggests that most of the time change does not occur internally, but rather that outside experts develop and shape the changes and then try to persuade or force teachers to practice those changes. Additionally, Smeed (2010) notes that because changes happen in society over time, "pressure to change is brought to bear on the school curriculum" (p. 6). She found that change in school curriculum originated from accountability pressures from the government.

Print (1998) additionally claims that curriculum change reflects change in society at large and education in general. Likewise, Glatthorn et al. (2006) suggest that curriculum, whether it is hidden or apparent, seems to be changing over time to meet today's needs and realities. In the same way, Sivan (2014) agrees that change in a school's curriculum and practice reflects societal change to meet the future development of individuals and society. She adds that reform or change in curriculum is the result of globalization, technological advancement and international

competition (Sivan, 2014). In the same way, Galea et al. (2015) claim that curriculum change is vital for making educational and training programmes vibrant and relevant to current and future needs.

Strategies to curriculum change

McGee (1997), Print (1998) and Smith and Lovat (2003) introduce three strategies that bring about curriculum change - the power coercive, empirical rational, and normative-re-educative strategies. The power coercive strategy is a form of curriculum change that is proposed or introduced by force or official policy from those with power (for example the government). Evidence suggests that power strategies result in change happening very quickly (Print, 1998; Smith & Lovat, 2003) and are low-cost strategies (Print, 1998). However, the disadvantages are problems associated with resistance to change and a lack of commitment by teachers (Print, 1998).

The empirical rational strategy is based upon the way in which teachers are persuaded to adopt or take the change by using reasons to indicate that a change is for better and it will lead to improvement (McGee, 1997). This strategy can build commitment among teachers to implement change. Nevertheless, it is time consuming and a high-cost strategy (Print, 1998; Smith & Lovat, 2003). Additionally, Smith and Lovat (2003) note that this strategy fails to recognise that people have different forms of logic and these rely on individuals' perceptions and interests.

The normative-re-educative strategy emphasises a need for curriculum developers to understand the way teachers respond in schools when change is introduced. The basis of this strategy is to manipulate teacher attitudes and values to produce change by using persuasive communication (Print, 1998). The focus is on norms relating to attitudes, values and beliefs that are a school's culture. Group work techniques such

as group decision-making, workshops and training are used as means to re-educating people to see things differently and accept change in their practice (Print, 1998).

In addition to this, Macdonald (2003) discusses three major approaches of curriculum change - top-down, bottom-up, and partnership. The top-down approach in curriculum change is the creation of a tight relationship amongst educational objectives, curriculum content and assessment instruments which are packaged as a set of curriculum materials by specialised curriculum writers (Macdonald, 2003). In contrast, the bottom-up approach is to locate the school and teachers at the centre of curriculum reform. By comparison, the partnership approach, a new model of curriculum reform, occurs through collaborative relationships among curriculum developers, teachers and students (Macdonald, 2003).

Processes of curriculum change

Duke (2004) explains that the process by which the individual or group attempts to achieve change is called change process. The process of curriculum change involves several phases or steps (Fullan, 2007; Print, 1998; Smith & Lovat, 2003). According to Fullan (2007) and Smith and Lovat (2003), this process is divided into three major phases: initiation, implementation and institutionalisation. However, Print (1998) believes that curriculum change involves four sequential phases - need, adoption, implementation, and institutionalisation. The discussion in this section also integrates Kurt Lewin's model of organisational change (Burnes, 2004) in order to produce a theoretical framework that informs the whole research project. This model is widely adopted and used in organisational change and development (Burnes, 2004; Gallos, 2006).

Phase 1: Initiation

The initiation, which is considered to be the first phase, is dealing with getting started (Smith & Lovat, 2003) or a process that leads up to adopting or proceeding with change (Fullan, 2007). It begins from either internal or external influences (Fullan, 2007; Print, 1998; Smith & Lovat, 2003). Print (1998) explains that in this phase, need for change is identified, that is, whether or not the curriculum change will bring benefits to schools and especially to learners. Adoption refers to the deliberate acceptance of change in order to resolve the need (Print, 1998). In addition to this, Duke (2004) explains that in this stage consideration of time and cost is essential:

> When implement change, there is a need for new resources or reallocation of existing resources. Some designers call for additional personnel, extended school day and school year and technology. Time is needed for teachers to meet together in teams and departments and conduct collaborative planning, curriculum development and trouble shooting (p.134).

Phase 2: Implementation

Implementation of curriculum change is defined as "the actual use of an innovation or what an innovation consists of in practice" (Fullan & Pomfret, 1977, p. 336). Similarly, Print (1998) and Smith and Lovat (2003) propose that implementation refers to activities to integrate the new curriculum into existing practice, that the proposed change is being implemented. Implementation, to some extent, is considered as a continuum, stretching from the adoption phase until its complete acceptance (Print, 1998).

Fullan and Pomfret (1977) suggest a few reasons why studying the implementation of curriculum change is essential. First, studying implementation allows us to know what has changed. The second reason is to understand why some change projects fail while others succeed. The last reason is that examining implementation helps to

interpret students' learning outcomes and the determinant factors (Fullan & Pomfret, 1977).

Fullan (2006, 2007), Print (1998) and Smith and Lovat (2003) concur that change happens through curriculum materials, instruction and learning practice, and beliefs about curriculum. It is critical that implementation of curriculum change accomplish the desired objectives. However, implementation is variable, as it depends on the degree and quality of change in actual practice. As Fullan (2007, p. 84) notes "educational change is technically simply but socially complex". Fullan (2007) introduces four major factors that affect change implementation - need, clarity, complexity quality, and practicality.

Referring to needs, Fullan (2007) sees change as a question of importance dependent on a particular need, for example, schools faced with different improvement agendas. Moreover, Print (1998) points out that the main purpose of curriculum change is for the improvement of students' learning. Furthermore, Duke (2004) and Fullan (2006) also claim that the need for curriculum change is to improve some parts of the school system such as the development of staff and students' capability.

The issue with clarity is associated with teachers' perception, where Fullan (2007) found that the need for and process of change is not always clear in actual practice (Fullan, 2007). Similarly, Handal and Herrington's (2003) empirical study revealed that teachers' beliefs about teaching and learning are essential in determining the pace of curriculum change. Handal and Herrington (2003) assert that many teachers enact the curriculum in the classroom based more on their own beliefs than any current trends in pedagogy. Moreover, Bantwini (2010) believes that the perception of teachers toward curriculum change plays a significant role in the curriculum implementation process. He found that teachers may have negative perceptions

toward curriculum change because of a lack of understanding of curriculum change, lack of classroom support, or insufficient professional development for teachers (Bantwini, 2010).

Complexity, on the other hand, refers to difficulties that create problems for implementation. Complexity is associated with the skill required, belief alteration, teaching strategies and the use of material (Fullan, 2007). Bantwini (2010) found that, in South Africa, implementing curriculum change produced a heavy workload for teachers because they were required to adopt new ways in the teaching and learning process. In addition to this, Le Fevre (2014) points out that change is a complex process that takes place in individuals, organizations and whole systems. Moreover, a major barrier to curriculum change is perception of risk and the reluctance of educators to take risks (Le Fevre, 2014).

Furthermore, the adoption of foreign language for teaching-learning practice is also regarded as a complexity in the implementation of curriculum change. English use as the medium of instruction in a non-English speaking classroom has become a subject of debate in Cambodia and Southeast Asia (Crocco & Bunwirat, 2014; Keuk & Tith, 2013; Kirkpatrick, 2011, 2012; Prachanant, 2012). Crocco and Bunwirat (2014) point out that after English was adopted as a common language for communication, or the lingua franca for ASEAN, it has become increasingly used in teaching and learning practice. Similarly, Kirkpatrick (2011) also concludes that English is used as the medium of instruction because of its role as the lingua franca in the internationalisation effort.

In a specific industry like the tourism sector, using English is considered as a crucial competency required by employers (Hsu, 2014), as it is used as a communication means to negotiate and make a transaction with tourists (Prachanant, 2012). However,

Kirkpatrick (2012) argues that the use of English as the medium of instruction has replaced the importance of the mother tongue in the classroom and has led to a disruption of personal and cognitive development.

Quality and practicality are the last factors that have an influence on the implementation of change (Fullan, 2007). The quality and practicality of change can be affected by unavailability of materials or other resources. For example, when the adoption of change is more important than implementation, or the adoption is made on the basis of political necessity without having time to prepare or develop adequate materials or resources for the implementation, quality can be compromised (Fullan, 2007). Altinyelken (2010) found that a lack of learning-teaching material made the implementation of new curriculum challenging. Similarly, Gruba, Moffat, Sondergaard, and Zobel (2004) note that financial pressures and shortage of staff are two critical issues in implementing curriculum change.

On the other hand, the literature discusses many factors that contribute to the success of curriculum change implementation. For example Duke (2004) points out that both commitment and competence are important elements in implementing change. These two factors constitute the readiness for change which means that individuals are able and willing to implement change. To implement change, individuals are required to experience change themselves, including acquiring new skills, knowledge and beliefs. Likewise, Fullan (2006) emphasises "if teachers are going to help students to develop the skills and competencies of knowledge-creation, teachers need experience themselves in building professional knowledge" (p. 4). Additionally, Duke (2004) explains that for successful implementation, continuing staff development, talent diversity, collaborative culture, flexibility and stability are important.

In addition to this, Print (1998) focuses on contextual factors that determine the success of curriculum change. He explains that, in the short term, curriculum implementation will face some difficulties that need some evaluation, revision and modification to meet the needs of curriculum clients (Print, 1998). Print (1998) also suggests that the implementation of new curriculum designed external to the school requires some modifications to fit with contextual factors such as the varying nature of students, teachers and school resources. Because those contextual factors are varied, the modification of curriculum needs to be taken into account in order to effectively implement it in a specific context (Print, 1998).

To implement change, an implementation strategy is needed (Duke, 2004). Duke (2004) defines implementation strategy as an overall approach taken in order to achieve success in a particular setting at a particular time. Examples of implementation strategies provided by Duke (2004) include:

- Sequence or gradual implementation: the use of new innovation in segments rather than everything at once.

- Piloting: the implementation of complete design but on a trial basis.

- Voluntary participation: initially use of innovation with individuals or organisations that volunteer to participate.

- Scale up: start implementing new design with carefully selected organisations and then use those organisations as models to guide further implementation work.

Phase 3: Institutionalisation

The last phase of curriculum change is institutionalisation which means the complete acceptance of change (Print, 1993) where the change becomes an accepted practice for schools (Smith and Lovat, 2003). Nevertheless, it has also been argued that the

division of curriculum change into phases is a technical and reductionist way of viewing it (Smith & Lovat, 2003). In practice it may not be possible to distinguish each phase of change from others as there might be overlapping phases, for example adoption and implementation (Print, 1993). Similarly, Smith and Lovat (2003) point out that when change starts and is controlled by teachers, students and parents in a school, it is impossible to recognise distinctive phases of change.

Actors in curriculum change implementation

The review of previous literature found that the implementation of curriculum change invole a number of stakeholers including government, industry and schools (Duke, 2004; Glatthorn et al., 2008; Fullan, 2006, 2007; Print, 1998; Smith & Lovat, 2003).In this study, three actors - teachers, principals and government - are identified as crucial elements in implementing curriculum change because the study seeks to understand the implementation of the new curriculum at classroom, school and national levels.

When qualified teachers are employed and empowered to make the teaching and learning practice effective, Fullan (2007) emphasises that what teachers do and think is critical to curriculum change In addition to this, Glatthorn et al. (2005) suggest that, in the implementation stage, continuing staff development programmes for teachers and solving problems are crucial. Moreover, Altinyelken (2010) and Batwini (2010) concur that teachers' perceptions and beliefs about curriculum change are critical elements in determining the success of curriculum change implementation.

The school principal is considered an initiator or facilitator of continuous improvement in the school (Fullan, 2007). He or she is placed in the position of a human triangle, dealing with teachers, external ideas, students and parents. Thus, they often encounter conflict and dilemmas (Fullan, 2007). Glatthorn et al. (2005) and Print (1998) concur that the school principal is regarded as a change agent at the time

of curriculum change. They are involved in a number of responsibilities to facilitate change to ensure that the change in curriculum meets the greater degree of students' needs (Glatthorn et al., 2005; Print, 1998). In addition to this, Geduld and Sathorar (2016) concur that to bring success to curriculum change, school principals must facilitate the shared ownership of the change process by bringing together individuals with shared goals.

The other actor in curriculum change is government or a government agency. According to Fullan (2007) the roles of government in educational or curriculum change are to push accountability, apply pressure, provide support, and foster capacity-building for the school principal and teachers. In the same vein, Smeed (2010) found that pressure from government can lead school principals to adopt curriculum change.

Lewin's model of change

According to Duke (2004), the implementation of curriculum change may result in the change of organisational structure and role of employees. Thus, in this study Kurt Lewin's model of change is adopted to explain the organisational development or change at school and classroom level.

Kurt Lewin (1880 - 1947) was a German-American psychologist. He is known as a pioneer in the field of social, organisational and applied psychology in the United States (Burnes, 2004; Gallos, 2006). Burnes (2004) notes that Lewin was also a humanitarian who believed that the fundamental solution to social conflict was to both facilitate individual learning and to enable people to understand and restructure their perceptions of the surrounding world. The prominent work of Lewin includes the development of field theory, group dynamics, action research, and the three-step model of implementing change (Burnes, 2004; Gallos, 2006). These four inter-related

elements create a planned change which is widely used in the organisation development (Burnes & Cooke, 2012).

The Lewin's three-step model is frequently mentioned as a critical contribution to organisational change (Burnes & Cooke, 2012; Burnes, 2004; Gallos, 2006). Lewin argues that a successful change project involves three steps - unfreezing, moving, and refreezing (Burnes, 2004; Burnes & Cooke, 2012; Levasseur, 2001; Medley & Akan, 2008).

Taking from Lewin's original work, Burnes (2004) and Gallos (2006) explain that unfreezing involves the destabilisation (unfreezing) of human quasi-stationary equilibrium supported by restraining forces. The discarding of existing mind-sets helps prepare for change (Carter, 2008) and needs to be done before a new behaviour can be adopted. The unfreezing process is seen to help minimise barriers and resistance to change by staff members, thus it creates motivation to learn (Levasseur, 2001).

The moving step involves a learning approach that enables individuals or groups to move from a less desirable to a more desirable set of behaviours (Burnes, 2004; Gallos, 2006). In this stage, reinforcement is viewed as essential to maintain change (Burnes, 2004).

Refreezing, the final step, seeks to stabilise a newly adopted behaviour and protect it from regression (Burnes, 2004; Gallos, 2006). Burnes (2004) asserts that the focus of refreezing is that the new behaviour be congruent with learners' behaviour, personality and environment. In organisational terms, refreezing requires changes to organisational culture, norms and practices (Burnes, 2004).

However, this change model is criticised for its simplicity and mechanistic approach, rather than organisational change that can be seen as a continuous and opened-ended process (Burnes, 2004; Gallos, 2006). Additionally, Wojciechowski, Pearsall, Murphy and French (2016) note that refreezing suggests non-continuous change process after the intended change has been achieved. Another critique is that this model of change involves a top-down or management-driven approach and therefore disregards bottom-up change (Burnes, 2004; Gallos, 2006). Levasseur (2001) suggests that using only the top down communication is not sufficient to achieve success change in the organisation. It is important to involve people in change initiation because they support what they help to create (Levasseur, 2001).

Table 3 summarises the curriculum change process in comparison with Kurt Lewin's model of change.

Table 3: Implementation of curriculum change and Kurt Lewin's model of change

Print (1998)	Fullan (2007)	Smith and Lovat (2003)	Kurt Lewin's model of change (Burnes, 2004)
Needs and adoption	Initiation, mobilisation or adoption	Initiation	Unfreezing
Implementation	Implementation or initial use	Implementation	Changing
Institutionalisation	Continuation, routinisation or institutionalisation	Institutionalisation	Refreeze

Effects of curriculum change

Duke (2004) defines the effects of change as the consequences or impacts of achieved change. The initiation of educational or curriculum change has the potential to create both intended and unintended effects. He notes that implementation of curriculum change may result in accomplishment, or in disappointment, uncertainty, conflict

and/or surprise (Duke, 2004). A range of problems associated with curriculum and education change have been discussed widely amongst scholars.

For example, resistance to change is regarded as one of the major problems associated with curriculum change. Some perceive resistance to change as a barrier to curriculum change (Glatthorn et al., 2006; Fullan, 2007; McGee, 1997), while others see it as a consequence (Altinyelken, 2010; Bantwini, 2010). Resistance to change from staff members is one of the most difficult challenges for school managers or educational leaders to manage (Glatthorn et al., 2006; McGee, 1997; Ozdemir, Karakose, Uygun, & Yirci, 2016). It is essential that the school principal as a curriculum leader understands why teachers and faculty members resist change in order to effectively implement the curriculum change and sustain the organisation's survival (Ozdemir et al., 2016; Sorenson et al., 2011).

Individuals resist change for a range of reasons, including fear of losing what is comfortable, loss of one's job or role security, not being included in the decision-making process, or perceiving that change will not lead to improvement (McGee, 1997; Ozdemir et al., 2016). Similarly, Sorenson et al. (2011) proposes four reasons that cause resistance to change - being used to old habits, a fear of the unknown, the need for security, and a threat to expertise.

Furthermore, using mental models to explain why teachers resist change in their schools, Zimmerman (2006) found that failure to recognize the need for change, failure of the previous change experience, and perceived threats to their expertise and ability to implement change successfully are among some of the major barriers for curriculum and pedagogical change. In addition to this, Bolman and Deal (2006) assert that from the perspective of human resource, people have good reasons to resist change. When asking them to do something they do not understand or do not believe

in, people can feel insecure, puzzled and anxious. They conclude that without training or support, people become a strong anchor making the change process almost impossible to progress (Bolman & Deal, 2006).

On the other hand, resistance to change is not always negative. McGee (1997) argues that through debate and discussion, proposed changes can be discussed and tested. In this sense, change is made when it is needed and not just for its own sake. As a result, resistance can indicate a need for measured and reflective appraisal or a proposal of proposed changes.

Duke (2004) explained that curriculum change can alter the organisational structure and transform the relationships among employees. Recent empirical studies on curriculum change found that it has sometimes brought greater workload and responsibilities for teachers (Altinyelken, 2010; Bantwini, 2010; Crujeiras & Jiménez-Aleixandre, 2013). This impact is attributed to the requirement for new teaching methods and insufficient training materials. For example, Altinyelken (2010) found that the implementation of the new thematic curriculum in Uganda cost teachers time and energy in developing training materials required by the new curriculum.

As curriculum change has considerable effect on organisations (Duke,2004; Burnes, 2004), it is also important to discuss the effect of change on staff turnover. According to Davidson and Wang (2011) staff resignation can both negatively and positively affect the performance of individuals and the organisation. Staff turnover increases the financial expense of recruiting, training and retaining new employees (Dipietro & Condly, 2008; Davidson & Wang, 201), while also negatively affecting the productivity and service quality of the organisation (AlBattat & Som, 2013; Dipietro & Condly, 2008). On the other hand, Davidson and Wang (2011) suggests that staff

turn-over can also push the organisation to perform better because it removes underperforming employees from the organisational structure.

2.3. Vocational Education and Training (VET)

This section discusses the role of the vocational education and training (VET) in economic development, VET training models and the relationship between VET, globalisation and labour mobility.

Roles of VET in economy: individual and national's economy

Several studies have documented that vocational education and training (VET) has its historical and ideological roots in the west. There has been discussion on the importance and issues of VET in relation to the development of individuals, economy and society. VET has been negatively perceived as a second class programme compared to higher education (Cheng, 2010; UNESCO, 2016). However, UNESCO (2016) notes that through VET's power and potential, many peoples' lives have been enhanced.

At an individual level, the aim of VET is to provide education and skill training to promote people's employability and increase their income (McGrath, 2012; UNESCO, 2016). Additionally, VET encourages lifelong learning and provides a vehicle for active citizenship and social inclusion (Cameron & O'Hanlon-Rose, 2011). Cameron and O'Hanlon-Rose (2011) conclude that VET has an essential role in matching the skills wanted by employers with the skills of workers.

At a macro level, VET enables the attainment of skills that promote a country's economic growth and contribute to poverty reduction, thus helping the social and economic inclusion of marginalized communities (Cameron & O'Hanlon-Rose, 2011; McGrath, 2012; Minghat & Yasin, 2010; UNESCO, 2016). Likewise, Cheng (2010)

also notes that VET has been used for developmental education in response to unemployment, demographic growth and urbanisation that have emerged rapidly. Moreover, McGrath (2007) and Minghat and Yasin (2010) note that economic development is one of the primary goals of government in involving VET.

VET training model: Competency based training

Previous studies have shown that a competency-based training model (CBT) has been adopted widely in vocational education and training programmes (Chappell, 2003; Langenbach, 1993; Tran & Nyland, 2013). A study conducted by Tran and Nyland (2013) in Australia indicated that all VET training qualifications must be on the basis of competency-based training and training packages. The design of VET qualifications is to provide learners with competencies needed for workplaces and should consist of competencies that specify workplace tasks and roles (Tran & Nyland, 2013).

According to Langenbach (1993) the competency-based model is a straightforward, rational approach to curriculum development. In this sense, curriculum is considered as a tool to achieve pre-specified training goals that can be effectively attained when the curriculum is operated in a highly controlled learning environment (Langenbach, 1993). VET training packages refers to the prescription of competencies or the skills, knowledge and attributes that are required for effective performance in the workplace and thus involves a competency-based qualification framework and assessment guidelines (McGrath, 2007; Tran & Nyland, 2013)

Van Der Wagen (2006) explains that every training package contains units of competency, and sometimes refers to competency standards. Each unit of competency contains elements of competency that are the basic building blocks of a

unit of competency. Competencies describe, in outcomes terms, the functions a person is able to perform in a particular area of work (Van Der Wagen, 2006).

Put in specific context, the Common ASEAN Tourism Curriculum (CATC) is based upon a vocational training model with qualifications covering five certificate levels from level 1, certificate II to Advanced Diploma (ASEAN, 2013). Within each division of occupation and job title, the training package covers three main competency standards - core competency, generic competency, and functional competency (ASEAN, 2013).

Core competencies are developed to provide students with competencies that an industry has agreed are essential if a person is to be accepted as competent in a particular primary division of labour. They are directly linked to key occupational tasks and include units such as working effectively with colleagues and customers and implementing occupational health and safety procedures (ASEAN, 2013).

Moreover, generic competencies are competencies that an industry has agreed are essential to be achieved if a person is to be accepted as competent for work in general. The name life skill is sometimes used to describe these competencies and they include units such as using common business tools and technologies, and managing and resolving conflict situations (ASEAN, 2013).

Finally, functional competencies are specific to roles or jobs within an organisation and include the specific skills and knowledge (know-how) to perform effectively, for example, in relation to tourism, receiving and processing reservations, providing housekeeping services to guests, or operating a bar facility (ASEAN, 2013).

However, Chappell et al. (2000) argue that the concept of competence is a major subject of debate in adult education. The CBT model is based upon the concept of

developing people's technical competence and takes on a 'curriculum as technology' approach to learning. This curriculum development process takes on the instructional systems model of curriculum development and has been extensively used in vocational education settings (Chappell et al., 2000). However, the narrowness of this approach has been criticised by Chappell et al. (2000) and Tran and Nyland (2013). First, the content of CBT is limited by its narrow definition. CBT overemphasis on technical task skills can limit the development of general social, intellectual and emotional abilities such as communication, teamwork, leadership and decision-making (Chappell et al., 2000). Second, CBT insists that there are single acceptable outcomes and a single path to acceptable outcomes. However, in most work places there are various pathways to reaching a number of accepted outcomes.

Because of limitations within the CBT model, McGrath (2007) suggests a 'holistic approach' in vocational education and training which is not only skill-focused but localised to embed other necessary life skills beyond employment purposes.

The curriculum development and training approach as suggested by McGrath (2007) is community-based where knowledge of content of curriculum is embedded in the needs and culture of local communities. McGrath (2007) emphasises that in the holistic approach, local language use should be reinforced in cultural learning tasks. She also suggests that vocational programmes should be customised and contextualised to meet the needs of the learners (McGrath, 2007).

Customisation refers to the process where a programme is tailored to meet the particular needs of learners by integrating competency standards taken from two or more different endorsed training packages to establish a new qualification outcome. In tailoring a programme, clustering of related subjects, mapping the links between units and presenting them in a matrix provides a big picture overview. Relevant units

of competencies can be grouped together in order to reduce the repetition in training and assessment (McGrath, 2007). Contextualisation, on the other hand, is an activity undertaken by a teacher in order to make units of competency meaningful to learners. This allows for the individualisation and localisation of training materials, which enables learners to see the programmes relevance.

VET, globalisation and labour mobility

There have been a number of studies conducted on the relationship between VET, globalisation and labour mobility. Chappell (2003), Darwin (2014) and Mouzakitis (2010) explain that VET and globalisation constitute a two-way relationship. The change in world economics, technology, demography and business operations has a strong influence on VET policy and practices (Chappell, 2003; Mouzakitis, 2010). Additionally, Darwin (2014) notes that with the rapid change in the nature of vocational work, vocational institutions and teachers are facing challenges in developing learning that is relevant and sustainable.

Moreover, VET is one of the most effective instruments to meet the demands of globalisation (Chappell, 2003; Mouzakitis, 2010; Paryono, 2011). However, McKay (2004) argues that the efficiency of VET may appear in the short term, but will stagnate in a longer term because of its lack of diversity and ability to change.

McKay (2004), Park (2009), Paryono (2011) and Tran and Nyland (2013) emphasise the relationship between VET and labour mobility. According to Tran and Nyland (2013), due to the need for skills mobility, the internationalisation of the VET curriculum is beneficial for the whole population. Students of new millennia are global citizens who see their future opportunities beyond the boundaries of their nation and their professional prospects outside locally defined parameters. Therefore,

an international flavour is needed within their studies in order for them to work across national borders (Tran & Nyland, 2013).

Paryono (2011) notes that the implementation of the ASEAN Free Trade Area (AFTA) will open more doors for labour mobility across the region. In response to this phenomenon, a number of initiatives have been established at regional, national and school levels. Initiatives responding to labour mobility at regional levels include mutual skill recognition, regional qualification frameworks and regional skills standards. On the other hand, national-level initiatives include strengthening tripartite co-operation, national qualification frameworks, skill standards, assessment and recognition, and national skills standards and quality assurance. Moreover, school-level initiatives include updating TVET programmes and improving curriculum content and job market information (Paryono, 2011).

However, McKay (2004) and Park (2009) point out some issues with regard to VET and labour mobilisation. Park (2009) argues that unaccredited VET institutions, different qualification systems among VET organisations and the non-uniformity of accreditation and certification are the main challenges for work force mobilization across borders. Furthermore, McKay (2004) argues that the competency-based training model in VET programmes and internationalisation are forced to operate in the opposite direction.

The tension between VET programmes and internationalisation is evident in the narrow prescription of VET curricula shaped by training packages that focus on the particular form of work but lack of general principles that can relate to learners beyond skill specification (Tran & Nyland, 2013). In contrast, internationalisation defines education in a much wider scope (McKay, 2004). Education should foster

global understanding and develop skills and attitudes for effective living and working in the diverse world of work (McKay, 2004).

Moreover, within competency-based training, competencies are defined as knowledge and skills required by industry. What has been done in the recent past denotes the process for making this determination for industry. This past then develops the curriculum blueprint for at least five years into the future (life of a curriculum). Therefore, the emphasis of the industry is on immediate needs that are often not synonymous with the long-term needs of the individual worker or of an industry (McKay, 2004; Tran & Nyland, 2013). By contrast, internationalisation focuses on the future in which contextualised learning in a dynamic context of change has been developed (McKay, 2004; Tran & Nyland, 2013).

Additionally, the basis of competency-based training is standardisation of outcomes, which brings rigidity in curriculum, pedagogy and assessment. Internationalisation, on the other hand, introduces notions of diversity, difference and change. It recognises the social and cultural nature of competence, which has tended to treat skill formation and competence as value-free concepts (McKay, 2004).

2.4. Hospitality VET

With regard to curriculum development and implementation in the area of tourism and hospitality, the emphasis in the literature has been on higher education (for example, Crawford, 2013; Cecil & Krohn, 2012; Dhima, 2012; Gursoy & Swanger, 2005 and Millar, Mao & Moreo, 2010), while little attention has been given to vocational education and training programmes (refer for example, Lo, 2006; Weiremair & Bieger, 2006).

Gross and Manoharan (2016) explain that both educational and vocational hospitality programmes are offered to meet the various occupational needs of the hospitality

industry. Vocationally oriented hospitality training programmes are designed to provide students with basic knowledge and specific practical skills (Lo, 2006; Weiremair & Bieger, 2006; Cooper, Shepherd & Westland, 1996). Often, the training approach in hospitality and other service industry programmes is competency-based training (CBT) which aims to meet the current demands of the industry (Wagen, 2006; Weiremair & Bieger, 2006). The primary aim of hospitality vocational training is to provide trained students with occupations at the operational level (Lo, 2006; Cecil & Krohn 2012; Wagen, 2006; Weiremair & Bieger, 2006). The length of hospitality vocational training can range from six months to two years depending on levels of certification (Cooper et al., 1996; Lo, 2006).

There is debate and disagreement toward hospitality curriculum development and implementation. Although the principle of curriculum design in hospitality programmes is to embed skills required by the industry, the worldwide growth of hospitality programmes has caused a great variation in programme structure, programmes offered and course content (Hsiou-Hsiang, 2015; Lee, 2013, Zagonari, 2009). Two main issues affecting hospitality curriculum are the nature of the industry on the one hand, and the individual and organizational factors of the hospitality programmes on the other (Edwards, Miller & Priestley, 2009; Lee, 2013). First, the hospitality industry is fragmented, ranging from small family businesses to large corporate companies, which makes it difficult for hospitality training and education providers to meet various industry needs (Dhima, 2012; Millar, Mao & Moreo, 2010; Ruetzler, Baker, Reynolds, Taylor & Allen, 2014).

Secondly, according to Edwards et al. (2009) and Lee (2013), the variation in curriculum implementation within hospitality programmes is caused by both individual and organizational factors. Edwards et al. (2009) found different

instruction approaches in hospitality programmes by comparing two instructors with different work experience and the composition of students in the classrooms. The instructor's teaching style and work experience, and the student's prior knowledge and background are organizational and individual factors contributing to the variation in the implementation of hospitality curriculum.

Three main approaches to delivering a hospitality curriculum pointed out by Robinson, Kralj, Brenner and Lee (2014) are in-house operation, outsourcing and in-house classrooms. The in-house operation approach is a traditional way of hospitality training in which a school or faculty provides industry facilities in order to build operational and practical experience for students. Outsourcing is considered a cost-effective strategy in which students are sent to work in a real business settings through internship or practicums. These two approaches, involved with experiential learning, enable students to understand specific tasks and functions performed in the industry (Green & Sammons, 2014; Lee & Dickson, 2010). The in-house classroom incorporates theoretical and operational components by allowing students to reflect on the learned theories within their industry's experience (Robinson, et al. 2014).

In addition to these approaches, Rodriguez (2015) explains the sequence approach in hospitality teaching by incorporating the constructivist theory of learning model. The learning domains in a hospitality context are psychomotor, cognitive and affective (Rodriguez, 2015).Rodriguez argues that, first, hospitality students should be introduced with operational skills learning which takes place in the psychomotor domain: aptitudes, physical skills and ability, how to do. Next, theories should be imposed to stimulate learning in the cognitive domain. Finally, learning should take place in the affective domain where students learn how to include behaviour, attitude and professional presentation (Rodriguez, 2015).

2.5. Government Role in Human Resource Development in Tourism and Hospitality Sector

Various literatures have emphasised the significant role of tourism and hospitality in both developed and developing nations. Tourism and hospitality are used as a tool to promote economic and social development through job creation, investments, income generation infrastructure development, poverty alleviation, and international relations (Baum & Szivas, 2008; Mayaka & Akama, 2007; Liu & Wall, 2006). Baum and Szivas (2008) conclude that the ability of tourism and hospitality to contribute to the overall economic and social development for a nation is a key motivation for governmental support and involvement. The roles of government in tourism and hospitality development come in many forms, such as policy formulation, strategic planning, law enforcement and human resource development (Baum & Szivas, 2008; Liu & Wall, 2006; Mayaka & Akama, 2007).

A number of studies have explored the roles of governments in human resource development in the tourism and hospitality industry. Mayaka and Akama (2007) explain that the role of government in developing human resources is crucial to achieve competitive advantage in a highly competitive global tourism industry.. Baum and Szivas (2008) point out that the roles of government in the human resource domain are diverse and range from policy direction to coordination and, facilitation to implementation.

However, governments face many challenges initiating and coordinating tourism and hospitality training and the acquisition of vocational skills. Three major issues raised by Mayaka and Akama (2007) are those associated with the nature of the tourism and hospitality industry, the overall education and training policy framework, and the cooperation platform between the educators and the industry. First, tourism and

hospitality is a highly fragmented and multi-faceted industry (Mayaka and Akama, 2007). Previous studies indicate that tourism and hospitality originate from family, small and medium businesses to large scale, multinational and cooperate businesses (Dhima, 2012; Millar, Mao & Moreo, 2010; Ruetzler, et al., 2014).

Secondly, in most countries and institutions, there is a lack of general agreement as to where the study of tourism and education belongs within the overall education policy framework (Mayaka & Akama, 2007). Studies on tourism and hospitality education and training explain that tourism and hospitality programmes are placed under different schools or faculties of education and training organisations (Mayaka & Akama, 2007; Zagorani, 2009). In some institutions, the tourism and hospitality programme is found under the Faculty of Business, while it is placed under the Faculty or School of Social Science, or Geography or Environment, in other education and training organisations (Mayaka & Akama, 2007; Zagorani, 2009).

The last challenge pointed out by Mayaka and Akama (2007) is that a forum that encourages academic and practical-based debate and discussion among educators and other interested parties regarding the development of subjects is not well established. It is, therefore, essential to recognise the diversity of stakeholders and the complexity of the issues involved in the design, development and implementation of tourism and hospitality training programmes and curricula (Mayaka & Akama, 2007).

2.6. Current studies relevant to ASEAN tourism and CATC implementation

A review of the literature related to Association of South East Asian Nation (ASEAN) and tourism reveals that the majority of studies were conducted in relation to the ASEAN tourism economic community, labour mobility and ASEAN Economic Community, or the implementation of the Mutual Recognition Arrangement on

Tourism Professionals (MRA-TP) and human resource development in the hotel industry. In addition to this, these studies were carried out in the context of ASEAN at a regional level, and within specific countries such as Indonesia and Thailand.

For example, Cheang (2013) and Henderson (2017) focus their studies on the ASEAN inter-governmental alliance and tourism. Cheang (2013) provides a review of the discrepancies in each nation's economic power, ASEAN tourism and its economic significance, and ASEAN tourism policy. Paryono's (2011) study aims at addressing the TVET initiatives of each ASEAN member in order to cope with increasing labour mobility in the region when AEC came into being. Data were collected from each country to analyse three levels of initiative: regional, national and school. He found that (1) mutual skills recognition, (2) regional qualification frameworks and (3) regional skills standards were the regional response to labour mobility. Whereas, at a national level, initiatives that were developed include tri-party co-operation, national qualification framework, and the national skills standards and quality assurance (Paryono, 2011). On the other hand, school-level initiatives included (1) the updating of TEVT programmes, (2) improving of curriculum content, (3) skill assessment, and (4) recognition of job market information (Paryono, 2011).

Other studies have focused more specifically on the implementation of ASEAN MRA-TP and labour mobility in Thailand. Nicholls' (2014) study addresses the effects of MRA-TP implementation on tourism labour mobility in Thailand. By using inward and outward migration data and the Hofstede cultural dimension model, he concludes that when MRA-TP comes into play, inward migration into Thailand will exceed outward migration. The expected increased inward migration is attributed to a high employment level in tourism, the embedded cultural traits of Thai people, and the low level of English proficiency (Nicholls, 2014).

A meta-analysis study conducted by Gunawan (2015) discusses the effects of the ASEAN MRAs on Thailand medical tourism. Gunawan (2015) concludes that MRAs have two effects on Thai medical tourism. While they can attract medical personnel from other countries to fill the shortage in the medical workforce in Thailand, they can also lure medical personnel to seek better working conditions and wages in other countries (Gunawan, 2015).

Other studies were conducted in the context of Indonesia. For instance, in response to the ASEAN Economic Community, Krisnawati, Tobing and Sjarief (2017) explored the competitiveness development of tourism human resources in the hotel industry. The study found that on-going professional development or training and career development programmes in the industry play a crucial role in developing competitiveness of human resources in the Indonesia hotel industry (Krisnawati et al., 2017). Moreover, Krisnawati et al., (2017) found that collaboration between the hotel industry, tourism higher education and vocational education training institutions is essential to redesign educational and training programmes that respond to regional integration.

Another relevant study carried out by Nurdin and Kartika (2015) examined the efforts of the government agencies in improving tourism professionals prior to regional economic integration. They found that government agencies have provided a number of programmes such as certification, training and supervision. Such programmes are essential in promoting the capability of tourism workers to meet the needs of tourism regional integration.

Two pieces of research that are very similar to the study proposed here are the study of Hidayat (2011) and Lagarense (2013). Emphasising the relationship between MRA-TP and human resource development in the hotel industry Hidayat (2011)

found that 5-star hotels in Jakarta resisted the implementation of MRA-TP. Hidayat (2011) concluded that resistance could be attributed to a lack of public knowledge of MRA, limited assessor resources, lack of awareness raising, and financial issues.

Lagarense (2013) also focused on challenges with the implementation of MRA in tourism higher education institutions. Lagarense (2013) found that challenges included limited qualified assessors and trainers, lack of funding support, language proficiency constraints, and time constraints to fit MRA into the national curriculum. As a result Lagarense (2013) recommended strategies for MRA implementation which included multi-stakeholder involvement, attention to qualified assessors and trainers, and sufficient funding. Table 4 summarises recent studies relevant to the topic including topics, research focus and results.

Table 4: Current relevant studies

Author	Research focus	Results
Gunawan (2015)	Medical tourism, AEC, Labour mobility	Negative consequences will outweigh the benefits of labour mobility
Henderson (2017)	ASEAN tourism integration/cooperation	Discrepancy in economy power, different political affiliation and weakness of tourism governance amongst members are challenges for tourism economic integration.
Hidayat (2011)	MRA-TP implementation, Hotel industry	Barriers to implementation included lack of public knowledge of MRA, poor media optimisation, limited resources and financial issues.
Krisnawati, Tobing and Sjarief (2017)	Hotel human resource, ASEAN Economic Community	On-going professional development or training and career development programmes play a crucial role in developing competitiveness of human resource in the hotel industry.
Lagarense (2013)	MRA implementation, Tourism higher education	*Challenges:* Limited qualified assessors and trainers, lack of funding support, language proficiency constraints, and time constraints to fit MRA with the national curriculum. *Recommended strategies:* Multi-stakeholder involvement, attention on qualified assessors/trainers and sufficient funding.
Nicholls (2014)	MRA-TP implementation, Labour mobility	The inward of tourism labour force into Thailand will be bigger than the outward career mobility of Thai people. This is because of the high level of employment in Thailand, the cultural traits embedded, and the low English proficiency of Thais.
Nurdin and Kartika (2015)	Roles of government in tourism human resource	Government agencies play important roles in developing tourism human resources for the AEC. Those roles are: certification, training and supervision.
Paryono (2011)	TVET initiative, the ASEAN Economic Community	Three levels of TVET initiatives: (1) Regional: mutual skills recognition, regional qualification framework, regional skills standards (2) National: tri-parties, national qualification and national skill standards (3) School: updating curriculum and training programmes

2.7. Summary

Overall, the review of literature on curriculum, curriculum change, hospitality vocational education and training, and the government role tourism human resource development, provides a clear framework for the study.

The review of the literature reveals that there are internal and exteral forces that drive a school to implement a new curriculum. The common factors are the governmental influence and the need for school improvement. The implementation of curriculum change involves three major stages included adoption, implementation and institutionalization. Fullan (2007) indicates that implementation is the most important stage in curriculum change because it reflects whether or not the desired objectives for change are accomplished. Four major factors that effect the change implementation are needs, clarity, complexity quality, and practicality (Fullan, 2007). Besides the expected positive outcomes from curriculum change implementation, there are also negative consequences that can alter organizational structure, cost and individual perception and responsibility.

The implementation of CATC has occured within the hospitality vocational education and training sector in response to a review on hospitality vocational education and training (VET), regional economic integration, globalisation, the role of government in tourism human resource development and ASEAN integration. The literature suggests that as a result of globalisation, VET is important for individuals and society. However, it is argued that the VET model does not align with globalisation goal. This is because the training package in VET model used skills required in the recent past which contradict to globalisation goal that looking forward for skills required in the future. Furthuremore, the literature reveals the important role of government in the tourism sector particularly within the domain of human resource development.

Moreover, the main motivations for government involvement are economic and political reasons. The literature related to ASEAN tourism integration and CATC implementation within ASEAN countries to date provides a contexts for this study. Therefore, in response to this discussion, this research aims to explore the implementation of the Common ASEAN Tourism Curriculum (CATC) and its effects on Cambodian hospitality vocational training programmes.

Chapter 3: Methodology

This chapter discusses the methodology and method by which data collection and analyses were conducted. The research aims to explore the implementation of the Common ASEAN Tourism Curriculum (CATC) and its effects on Cambodian hospitality vocational training programmes. This chapter is structured in seven sections:

- Theoretical perspectives and research methodology
- Research method and design
- Data collection techniques
- Data analysis techniques
- Research validity and reliability
- Ethical considerations
- Summary of the chapter.

3.1. Theoretical perspectives and research methodology

Research theoretical perspectives

Understanding various theoretical perspectives provides some guidance to selecting the one most appropriate for the research being studied (Gray, 2014). Creswell (2009) claims that a particular theoretical perspective directs researchers to emphasise a particular way of finding and resolving a problem that is different from other theoretical perspectives. Crotty (1998, p. 3) defines a theoretical perspective as "the philosophical stance informing the methodology and thus providing a context for the process and grounding its logic and criteria". Three main theoretical perspectives commonly discussed in the research literature include positivism, interpretivism and critical inquiry (Bryman, 2001; Crotty, 1998; Gray, 2014).

Positivism holds that natural and human sciences share common logical and methodological principles that require scientific observation (Gray, 2014). Crotty (1998) asserts that the positivist approach uses methods of natural science, for example testing hypotheses in order to examine common features of being human, society and history that provide explanations and thus control and predictability. However, this theoretical perspective does not align with the present study, which aims to explore the implementation of the Common ASEAN Tourism Curriculum in context of Cambodia hospitality vocational training programmes. The participants' experience of the implementation is not yet known and thus there is no hypothesis developed to be tested.

According to Creswell (2009), critical inquiry requires an action agenda for reform that may change the lives of participants, the organisations where individuals work or live, as well as the researcher's life. Additionally, Gray (2014, p.27) describes critical inquiry as being " [not] content to interpret the world but also seek[ing] to change it". Therefore, critical inquiry is not aligned with the purpose of this research because the major goal of this study is to explore what has happened in the implementation of CATC rather than to change or reform the approach taken.

Interpretivism, on the other hand, as noted by Gray (2014) takes an anti-positivist stance. It is concerned with looking for "culturally derived and historically situated interpretations of the social life-world" (Crotty, 1998, p. 67). Neuman (2006) adds that the primary purpose of conducting research under interpretivist social science is to understand phenomena in a natural setting where meaning is constructed by people. Therefore, interpretivism is consistent with aim of this study as it explores the implementation of Common ASEAN Tourism Curriculum within the context of Cambodia hospitality vocational training programme and seeks to understand the

experience provided by each research participant. In this regard, the meaning of the experience will be interpreted as already constructed by participants.

Research methodology

According to Bryman (2001), qualitative research methodology lies under the intepretivist paradigm and focuses on understanding the social world through the examination of how people interpret their life experience.

3.2. Research method and design

Research method

According to Crotty (1998), research methods refer to techniques that are used to gather and analyse data in relation to research questions or hypothesis. Creswell (2009) outlines five different traditions of qualitative inquiry or methods - ethnography, grounded theory, case studies, phenomenology, and narrative research. Among these five traditions, the case study method was chosen to conduct this research. Case study is defined by Yin (1994, p. 3) as "an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident." Gray (2014) and Yin (1994) asserts that a case study is suitable when the research questions 'how' or 'why' are used to explore a set of phenomena. Additionally, Yin (2012) points out that to understand the case or cases being studied, examination of the context and other complex conditions related to the case or cases is essential.

Like other types of research methods, the case study has its own strengths and weaknesses. The strengths of the case study listed by Sarantakos (2012) include the ability for the in-depth study, the ability to produce first-hand information, and the employment of a variety of interrelated methods and sources. However, the

weaknesses of this method are that the results of the study cannot necessarily be generalized and findings entail personal interpretation (Sarantakos, 2012).

Research Design

Prominent work on case studies has been done by Yin (1993, 1994, 2012). In his work, Yin (1993) suggests three forms of case studies - descriptive, exploratory and explanatory. The descriptive case study aims to present a complete description of a phenomenon within its context, whereas the exploratory case study aims at defining the questions and hypotheses of a subsequence study (Yin, 1993) or at presenting what is not known (Coe, Waring, Hedges, & Arthur, 2012). On the other hand, an explanatory case study is used when the investigator aims at attributing causal relationships rather than just exploring or describing a situation (Yin, 1993). Yin (2012) proposed two major steps in designing a case study. First, the case or cases need to be defined. In this sense, a case is a bounded entity that can be a person, an organisation, an event, or another social phenomenon. In the case study, the case or cases serve as the main unit of analysis (Yin, 2012). Creswell (2009) suggests that a case study explores a bounded system or a case (or multiple cases) over time through detailed in-depth data collecting involving multiple sources of information rich in context. The bounded system is determined by time and place, and is a case, or multiple cases, being studied (Creswell, 2009).

In this study, the bounded system or case selected for the research was determined by two factors: the type of occupational training programme, and the level of implementation. In this context, only food and beverage service training programmes and training schools that fully adopt the CATC within Cambodia were chosen as cases for this study. However, in order to understand the phenomenon holistically, the implementation of CATC at the national level was also selected as a case. Table

5 presents cases selected for the purpose of the study. As not much is known about the implementation of CATC and its effects, an exploratory case study method was adopted for this study.

Table 5: Cases selected for the purpose of the study

Pseudonym	Description	Location
NCTP	The Secretariat National Committee for Tourism Professionals (NCTP).	Phnom Penh
School X	A hospitality and tourism school under the umbrella of a non-governmental organisation.	Phnom Penh
School Y	Hospitality and tourism school founded by one of the Accor Hotel Group co-founders.	Siem Reap

The second step is to choose one of the four types of case study design, which comprise the single holistic case study, single embedded case study, multiple holistic case study, and multiple embedded case study (Yin, 2012). The term holistic refers to the single unit of analysis within the case or cases, whereas the term embedded indicates multiple units of analysis within a case or cases (Yin, 2012). The multiple case design is generally more difficult than the single case design but the gathered data can provide greater confidence in the findings. The selection of multiple cases to explore should be on the basis of the coheresiveness of the main research question to be explored (Yin, 2012).

In summary, for the present study, multiple embedded case study design was adopted in which the case being studied was Cambodia's hospitality vocational training programme. The National Committee for Tourism Professionals (NCTP) and two other hospitality training providers were choses as embedded cases. The units of analysis were participants from each organization.

3.3. Approach to data collection

Sampling technique and sample size

In this study, a non-probability sampling technique was applied to select research participants. According to Bryman (2008), Creswell (2009) and Sarantakos (2012), non-probability sampling is suitable in qualitative research. Purposive and snowball sampling techniques were employed simultaneously. Purposive sampling refers to the way in which the researchers purposefully choose subjects who they consider relevant to the research topic (Babbie, 2008; Creswell, 2011; Sarantakos, 2012). Snowball sampling is a technique in which a researcher approaches further participants through existing participants' recommendations (Babbie, 2013; Noy, 2008; Sarantakos, 2012).

Using the purposive sampling approach, criteria to recruit research participants were developed in order to gain data that responded to the purpose of the present study. In this sense, people who were directly involved in the implementation of this curriculum from national to school and classroom levels were identified by their role and experience. Those people included officers of NTCP, and senior staff and food and beverage service teachers from each hospitality training school who had acquired at least one year of experience in the implementation of CATC. The criteria presented in Figure 2 were applied when recruiting potential research participants.

Figure 2: Criteria for recruiting research participants

- Officers of the Secretariat for National Committee for Tourism Professionals (NCTP) who were directly involved in the implementation of CATC. These people must have experience with this implementation for a minimum of one year. They are able to provide an overview of the implementation of the CATC in Cambodia including its structure and purposes and how it is enacted from the original document to support overall tourism and hospitality development policy in Cambodia.
- Senior staff from hospitality vocational training schools, for example: school principal, school dean, or head of department, who have experience in MRA-TP and CATC implementation for at least one year.
- Food and beverage service teachers from each hospitality school who have experience in implementing CATC for at least one year.
- Senior staff and teachers from each hospitality training school can provide explanation of reasons for adopting and implementing the CATC in their training programme, how it is enacted to align with organisational culture and resources, challenges in implementing the CATC, and the school strategies being used to maximise the benefits from the use of the CATC.

The contacts detail for NCTP's officers were obtained from its website. An email was sent to NCTP's director asking him and one of his officers to participate in the study. Because he had a busy schedule, he was not able to participate in the study. However, he had recommended one of his officers for interview. He also indicated that the officer would be able to provide sufficient information with regard to the implementation of CATC in Cambodia.

To approach potential participants from each school, an email was sent to school X's dean and school Y's principal asking permission and inviting them to participate in the study. Both schools provided permission to conduct the research study. The dean of school X was able to participate in the research study, while the principal of school Y was not able to do so since she had a busy schedule. However, being recently

appointed as the school principal, she was very new to the CATC implementation process. Instead she recommended the head of the school's education department to participate in this research study.

To approach food and beverage teachers at each school, a list of participants who attended CATC training and workshops was obtained from the NCTP's website. Contacts's details were obtained for three teachers, two from school X and the other from school Y. An email was sent inviting them to participate in the research study. All of the contacted teachers agreed to participate; however they were not able to recommend any other teachers since some of their peers had recently resigned and other teachers were very new to CATC implementation.

Together, there were six male participants available to participate in the research study (refer Table 6). This differed from the initial research plan which aimed to recruit from eight to 10 participants. This difference in number was attributed to the busy schedules of two potential participants and the recent resignation of food and beverage teachers from each school. Nonetheless, the six interviews were conducted in an in-depth manner which provided comprehensive data rich in context and meaning.

Table 6. Research participants' profile

Pseudonym	Function	Organisation
Prathna	Senior staff	NCTP/MoT
Songva	Senior staff	School X
Manith	Lead food and beverage teacher	School X
Sovanntha	Food and beverage teacher	School X
Baromey	Senior staff	School Y
Dyna	Senior food and beverage teacher	School Y

Data collection tool

As suggested by Creswell (1998) and Yin (1994, 2012), the case study method relies extensively on multiple data sources; thus, in this study data were collected by using in-depth interviews, observation and document analysis.

In-depth interviews

Interviewing in social science research is a sophisticated process in which the researcher has to construct a rigorous method in order for them to obtain quality data for interpretation (Arthur et al., 2012; Bryman, 2008; Crano & Brewer, 2002). Crano and Brewer (2002) indicate that interviewing is a data collection method where the respondent describes their thoughts, behaviour and feelings in response to questions posed by an interviewer. Similarly, Krathwohl, (2009) suggests that in-depth interviews are advantageous for exploring, probing and searching for what is important about a person and a phenomenon, addressing how individuals perceive their situation and identifying causal relationships. Moreover, Arthur et al. (2012) points out that the in-depth interview is the purposeful interaction where the researcher aims to learn what another person knows about the topic, to uncover and record what that person experiences and the significance and meaning that a person might have in a social phenomenon.

In an in-depth interview, a more open format is used rather than the scripted question (Arthur et al., 2012). It contains a number of open-ended questions in which order and wording can be changed at will (Babbie, 2013; Sarantakos, 2012). Furthermore, the effective in-depth interview depends on a well planned interview guide (Arthur et al., 2012), first formulating questions and then employing neutral probing (Sarantakos, 2012), attentive listening and recording (Bryman, 2008; Crano & Brewer; 2002).

In this study, the in-depth interview data collection method was employed with all research participants. The interviews were conducted in Khmer (Cambodian language) because all of the participants are Cambodian. Guided questions were used (see Appendix 1) to understand the perception and experience of CATC implementation for each participant. A note book and an electronic recorder were used to record the conversation. Four of the interviews lasted between 60 and 80 minutes, while the other two were between 40 and 60 minutes.

Non-participant Observation

Marshall and Rossman (2011) claim that the richness of data from the field will not be effectively achieved unless complementary observation is used. Krathwohl (2009) explains that observation is like a flashlight as it reveals only where it is directed. Additionally, Sarantakos (2012) indicates that observation depends on the degree of the observer's participation in the field and the extent to which it is structured and standardized. In this study, non-participant observation was employed through participating in the two-day technical meeting on Recognition of Prior Learning (RPL) for food and beverage (F&B) and front office job division held in Siem Reap province by NCTP. Non-participation observation is a data collection tool where the investigator studies their subjects from outside and their

position is clearly determined and different from that of the subjects (Sarantakos, 2012). As pointed out by Krathwohl (2009), non-participation observation offers the researcher freedom to focus entirely on the observation and on the significance of what is happening.

In order to participate in this meeting, an email was sent to ask permission from the head of assessment division of NCTP, indicating the purpose of the research and the role of the researcher as an observer. Consent was also asked from every participant at the venue by indicating the purpose of this participation and the research aim. Notes were taken to record the content and meaning of the discussion and presentation for the purpose of analysis. This meeting gave the researcher an understanding of how CATC was being implemented at a national level.

Document Analysis

According to Bryman (2001), Grey (2014) and Marshall and Rossman (2011), document analysis involves secondary data collection. Researchers review and analyse existing documents to find voice and meaning around the topic of the study (Bryman, 2001; Marshall & Rossman, 2011). Arthur et al. (2012) add that document analysis is done on the basis of the existing documents previously produced by others rather than in the process of the research or by the researchers. According to Arthur et al., (2012) documents take many different forms and are produced by either an individual or group to record an event or a process. Diaries, letters and autobiographies are considered as personal documents, while public records and archival documents are group documents (Arthur et al., 2012; Sarantakos, 2012).

The actual analysis of documents varies depending primarily on the nature of the documents and the purpose of the study. Sarantokos (2012) provides four types of document analysis: descriptive, categorical, exploratory, and comparative.

Descriptive analysis identifies main trends and presents description, while categorical analysis is more systematic and searches for categories constructed prior to commencing the analysis (Sarantokos, 2012). Exploratory analysis searches individualities, characteristic attributes and trends in the texts. It involves identifying data, comparing them, weighing their relevant and significance, and recording them systematically (Sarantokos, 2012). Finally, comparative analysis emerges from reading the documents. Its purpose is to compare social issues across times, countries and cultures. It involves presenting results separately for each point of comparison (Sarantokos, 2012).

In the present study, documents that were used for the analysis purpose included:

- Association of Soth-eastAsian Nation Mutual Regnition Arrangment on – Tourism Professional Handbook (77 pages)

- Mutual Regcognition Arrangement on Tourism Professional (MRA-TP) Implementation Report (15 pages)

- Agreement on MRA-TP (14 pages)

- Cambodian Competency Standards for Tourism Professionals for Hotel and Travel Service (40 pages)

- Tourism Development Strategic Plan 2012 – 2020 (53 pages)

- Strategic Plan for Hospitality Skill Training 2015 – 2020 (36 pages)

- NCTP's news and school's archives (from each organisation's website).

A descriptive analysis approach was used in order to extract data that could be used to intertwine with data from the interviews to provide in-depth explanation of the overall findings.

3.4. Data Analysis Method

It is agreed that qualitative data analysis is less technical, less prescribed and less linear than analysing of quantitative data, but it requires more time and effort (Bryman, 2011; Marshall & Rossman, 2011; Suter, 2011). The data analysis in qualitative research involves pattern-seeking and the extraction of meaning from the rich, complex sources of linguistic or visual data (Bryman, 2001; Suter, 2011). Suter (2011) explains that data collected from qualitative research methodology often produces a large number of textual documents, which requires critical examination, careful interpretation and challenging synthesis. A good qualitative data analysis process discovers patterns, coherent themes, meaningful categories and new ideas, and in general uncovers an in-depth understanding of a phenomenon or process (Creswell, 1998; Marshall & Rossman, 2011; Sarantokos, 2012; Suter, 2011).

For case study data analysis, there are two types of case analysis, depending on the number of cases chosen for the study (Creswell, 1998; Sarantokos, 2012). If the study emphasises a single case, data analysis can be a holistic analysis of the case or embedded analysis of a special aspect of the case (Creswell, 1998). However, when the study involves multiple cases, within-case analysis and cross-case analysis are undertaken (Creswell, 1998). Within-case analysis, as suggested by Creswell (1998), refers to the provision of a detailed description and theme of each case, while cross-case analysis involves using thematic analysis across cases.

In the present study, embedded case and cross-case analysis were employed. In order to do this athematic analysis approach was applied. Matthews and Ross (2010, p. 373) define thematic analysis as "a process of working with raw data to identify and interpret key ideas or themes." Similarly, Neuman (2006), and Marshall and

Rossman (2011) explain that it is an analysis method located in the qualitative research methodology in which researchers categorize data into different themes and draw relationships among them. Sarantokos (2012) indicates that thematic analysis is extensively used to identify a set of themes that reflect the essence of the textual data, and to uncover recurrent patterns.

Central to thematic analysis are the concepts of theme and coding (Neuman, 2006; Sarantokos, 2012). A theme captures something important about the data in relation to the research question (Matthews & Ross, 2010). Theme is defined by Sarantokos (2012) and Neuman (2006) as a set of categories that share the same or similar meanings. During the process of analysis, themes are invented, formed and re-formed before they are fully constructed.

Coding, on the other hand, is a technique used to reveal themes. The beginning stage is called open coding (Neuman, 2006) or initial coding (Matthews & Ross, 2010) and followed by a later step that aims to relate categories together. This procedure goes on until the merging code stage (Braun & Clarke, 2006). The purpose of this procedure is to construct themes and to see whether and how they relate to each other through the data. Coding is an iterative procedure that changes with time as new information is produced, leading the analysis to new directions in the light of new discoveries, ideas and experiences ((Braun & Clarke, 2006; Neuman, 2006; Sarantokos, 2012).

In this study, four steps adapted from Creswell (2009), Braun and Clarke (2006) and Matthews and Ross (2010) have been used in order to analyse collected data. This is presented in Figure 3 below:

Figure 3: Step for data analysis
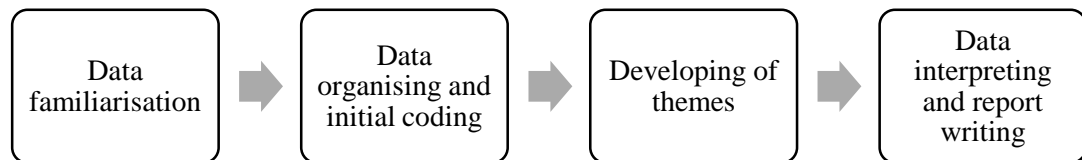
Sources: Creswell (2009), Braun and Clarke (2006) and Matthews and Ross (2010)

Step 1: Data familiarisation

All interview records were fully transcribed in Khmer to capture context and meaning. After completing all transcriptions, each file was carefully read and relevant data translated into English. Context and idioms were carefully translated to capture the full meaning of what was said. The data obtained from field notes were labelled, categorised and triangulated with the transcribed data. Data obtained from observation and existing documents was also carefully read and selected for the purpose of analysis.

Step 2: Data organising and initial coding

The English transcriptions were imported into Nvivo 11 qualitative data analysis software and organised based on the various cases. The initial coding was guided by the research aim and questions (Matthews & Ross, 2010).

Step 3: Developing of themes: organising and global theme

After initial coding of each case, codes were read again and again to identify patterns, and codes with similar patterns and characteristics were merged together under an organising theme (Braun and Clarke, 2006; Creswell, 2009). Themes with

similar characteristics were again merged together to identify global themes (Braun & Clarke, 2006).

Step 4: Data interpreting and report writing

In the last step of thematic analysis data within the themes was used to provide meaning from the findings (Creswell, 2009). This enabled data originating from interviews, field notes, observation and document analysis to be intertwined to present overall findings relevant to the research aim and questions.

3.5. Research validity and reliability

Research Validity

Validity refers to the extent to which a researcher is observing, or measuring what they claim they are Grey (2013). Two types of validity identified by Grey (2013) are external validity and internal validity. External validity is the degree to which findings can be generalised to other settings. Internal validity refers to whether there is compelling evidence the researcher has achieved a strong link between their evidence and the theoretical ideas they develop from it (Grey, 2013). According to Guest, MacQueen and Namey (2012) validity can be enhanced within the entire research process. A common approach in enhancing validity is the triangulation of research methods and data sources (Guest, MacQueen & Namey, 2012).

In this study, validity was enhanced through the selection of participants, interviewing, recording and transcribing of data. To ensure relevant data were collected, purposive sampling was used to recruit potential participants who had experience in the implementation of CATC. Consideration was also given to people who were working at different levels of implementation - national, school and classroom - to understand the perceptions and experiences of each group. All participants were introduced with the topic and purpose of the study in order for them

to place the study in their context and provide relevant data. Interviews were recorded and fully transcribed in Khmer, participants' native language, in order to maintain context and generate thick descriptive data (Geertz, 1973).

Research reliability

External reliability is the extent to which the findings of a study can be replicated, which is frequently a challenge in qualitative research as it often deals with unique social settings or cases. Internal reliability is improved by the use of more than one data collection method in the field (Gray, 2013).

In this study, internal reliability was improved through the use of different data sources and data collecting methods. Data collected primarily from participants were triangulated with data collected from observation and document analysis. This technique helped to gain data coherence.

3.6. Ethical considerations

In every research study, ethical consideration is an essential element throughout the research process (Maykut & Morehouse, 1994; Newsome, 2016; Neuman, 2006). Hammersley and Trainou (2012) and Newsome (2016) point out that research ethics are the consideration of what is appropriate and what is inappropriate when conducting research.

Prior to field data collection, ethics approval was granted by Auckland University of Technology Ethics Committee (AUTEC) (Appendix 4). Three main principles have been taken into consideration when interviewing participants.

Voluntary participation and informed consent

Permission was gained from each school director prior to the interviews to use their school as a case in the study. The selection of potential participants was on a voluntary basis. Electronic copy of the consent form and information sheet about the research project was attached with the initial email seeking voluntary participation from each of them (Appendix 2). The purpose of the research and its benefits were again discussed with each participant prior to the interview and their consent was obtained.

Respect for rights of privacy and confidentiality

Data collected from participants were used for the purpose of this research only. Only the researcher and his two supervisors had access to the collected data. Participants are not identifiable in the research report because alphabetical pseudonyms were used to describe each participant and organisation.

Conflict of interest

There was no conflict of interest involved in this study as the researcher was not influenced by nor had any influence on the organisations involved with this study.

3.7. Summary of the chapter

This study adopted a case study method involving a multiple embedded case study design to collect data. Three units of analysis were selected, which represented the implementation of CATC at two levels of structures - national, and school. The three cases involved with this study consisted of the Secretariat of National Committee for Tourism Professionals and two hospitality training schools. Permission to collect data was obtained from each organisation's director and principals and all participants were enthusiastic to participate in the study. The

triangulation of data sources and use of multiple data collection tools provided data

that were rich in context and meaning for the purpose of analysis.

Chapter 4: Findings

In this chapter, results from interviews, observation, field notes and document analysis are presented. The purpose of the study is to explore the implementation of the Common ASEAN Tourism Curriculum (CATC) at a national, school and classroom level. This study also seeks to understand how this implementation has an effect on the Cambodian Food and Beverage (F&B) hospitality training programme. This chapter is structured into three major sections. The first section describes findings of the implementation of CATC at national level. The second section demonstrates the implementation of CATC at school and classroom level by using school X and Y as cases.

The study aims to address the following questions:

1- What is the key rationale for CATC implementation?

2- What approaches are being used to implement CATC?

3- What are the effects of the CATC implementation on participating schools?

4- What strategies are being used to overcome barriers in the CATC implementation?

4.1. The Implementation of the Common ASEAN Tourism Curriculum at National Level

This section reports on the implementation of the Common ASEAN Tourism Curriculum (CATC) at a national level. Findings from an interview with the Head of Standard and Assessment Division, Prathna, are used with data originating from field notes, observations and document analysis. This section is organised into the following five sections:

- Rationale for CATC Implementation

- Approaches to CATC Implementation

- CATC Implementation Benefits

- CATC Implementation Barriers

- Strategies used to overcome implementation barriers.

4.1.1. Rationale for CATC Implementation

From the data analysis, two key organising themes were identified as the rationale for CATC implementation at a national level. These were ASEAN tourism economic cooperation and the need for standardisation of tourism training systems in Cambodia (refer Table 7).

Table 7: Rationale for CATC implementation at national level

Example of narrative	Organising theme	Global theme
CATC was developed in response to the economic cooperation framework in tourism sector. Prathna	ASEAN tourism Economic cooperation	Rationale for CATC implementation
Standardisation of tourism training is essential for tourism human resource development in Cambodia (MoT, 2012).	The need for the standardisation of tourism training	

The study found that tourism has been chosen as one of the specific areas of cooperation within the ASEAN economic cooperation framework because it is a common trade activity across all state members (AADCP, 2012; ASEAN, 2013). A key purpose of this cooperation is to promote ASEAN as a single tourism destination in which tourism professionals engage with career mobility across the region (ASEAN, 2013).

However, the difference in tourism training across countries is a major challenge. As Prathna remarked, "each country uses different tourism training standards which makes the career mobility of tourism professionals difficult". Responding to these

challenges, CATC was designed to establish a regional standard for tourism training. For example, the ASEAN Tourism Agreement (ASEAN, 2012b) aims to upgrade:

> tourism education curricula and skills and formulat[e] competency standards and certification procedures, thus eventually leading to mutual recognition of skills and qualifications in the ASEAN region (p.5).

It was apparent that challenges in tourism economic cooperation were addressed and as a result a regional framework was developed to unify tourism training accross ASEAN countries.

The need for standardisation of tourism training systems was also a key reason for implementing CATC. The variation of tourism training standards and toolboxes was one of the challenges in tourism human development in Cambodia (MoT, 2012). This was also acknowledge by Prathna who noted "each hospitality training school used their own training standards". Therefore, in order to standardise tourism training in Cambodia, there has been coordination from the government in integrating CATC amongst tourism and hospitality training providers. As Prathna remarked:

> After applying CATC, every tourism training school will use the same training standards. It will harmonise tourism training curricula and produce similar productivity of graduates.

It was apparent that the implementation of CATC will contribute to the objective of tourism human resource development and the standardisation of training across hospitality schools (MoT, 2012)

4.1.2. Approaches to CATC Implementation

The data suggested three approaches that have been taken to implement CATC at a national level. These included a multi-stakeholder work platform, localisation of the curriculum, and provision of supporting mechanisms (refer Table 8).

Table 8: CATC implementation approaches at national level

Example of narrative	Organising theme	Global theme
Members of the committee are from relevant ministries, hospitality associations, and hospitality training providers. Prathna	Multi-stakeholder work platform	
Cambodia has localised CATC to fit with its context and requirements. Prathna	Localisation of curriculum	CATC implementation approaches
Promoting quality and quantity of tourism trainers is very important (MoT, 2012). To develop and provide national tourism qualifications that align with ASEAN standards. Prathna	Development of supporting mechanisms	

Multi-stakeholder work platform

A multi-stakeholder work platform was used for CATC implementation at national level. Prathna indicated "to implement this framework, the National Committee for Tourism Professionals (NCTP) was established". This committee was made up of the public sector, hospitality industry associations, and the tourism and hospitality VET schools.

According to the NCTP bylaw, the roles and duties of this committee include raising awareness of CATC implementation, setting up and strengthening necessary mechanisms to facilitate the effectiveness of the implementation, and overseeing tourism VET schools and trainers. For example, the consultation workshops were led by NCTP to develop competency standards for tourism training. Prathana commented:

> To develop the Cambodia Competency Standards for Tourism Professionals (CCSTP), surveys were conducted with both tourism VET institutes and the

industry. […] We have discussed with relevant stakeholders 6 or 7 times through consultation workshops before the book was officially issued.

It was apparent that the implementation of CATC has brought together political collaboration and technical inputs from public, private and tourism VET sectors under the coordination of the government and government agency.

Localisation of curriculum

Localisation of curriculum refers to the way in which the curriculum is contextualised to fit with the specific context of each country. The ASEAN MRA – TP Handbook (ASEAN, 2013) indicates that:

> CATC can be tailored to suit the individual needs of different member states through the way the curriculum is written and interpreted by those who use it. Providers within each member state can also tailor units of competency to suit their specific industry, country or other needs and are free to add their own extra content within any unit they deliver as well as to add extra non-accredited units they deem appropriate or necessary (p.25).

As a result an additional 10 hotel and eight travel service competency standards were developed (MoT, 2014a, 2014b).

The study found that some additional competency standards were derived from national tourism development policy. When asking why only some specific elements from policy were integrated into Cambodia's CATC, Prathna responded that "[we] derived some tourism policies into training elements that can directly link to occupation in hotel industry for example green hotel policy. By doing this, we expect that students and graduates will have a role in making [our] tourism policies attainable".

Another example is the 'perform child protection duties relevant to tourism industry' standard (MoT, 2014a). As Prathna explained, this element was derived from "the

safety of children policy in tourism sector" which aims to combat sexual exploitation and trafficking of children in the tourism sector. This suggests that the localisation of CATC was made on the basis of the tourism development policy, the needs of the industry and to protect social well-being.

Provision of supporting mechanism

The study reveals that the government has provided a supporting mechanism to facilitate the implementation of CATC. Two elements in this mechanism are:

- CATC practitioners capability-building
- Certification mechanism.

MoT (2014a) states that the success of tourism human resource development relies upon the capability of the national tourism officers and tourism training schools, including trainers and students. According to Prathna, one of the responsibilities undertaken by NCTP was "to build capability of technical officers and hospitality trainers through both national and regional training programmes". Prathna also explained that the training focused on the use of CATC materials, instruction methods and assessment techniques.

As indicated, certification of training schools was another supporting mechanism that facilitated CATC implementation. Prathna noted that "we have Prakas [Minister Proclamation] to certify tourism schools, training programmes and assessment centres". In this regard, to adopt CACT, each tourism training school has to be certified by the NCTP. This process involved the evaluation of school resources, including the training programmes, trainers and training facilities.

Furthermore, the certification mechanism also provided recognised qualifications for CATC graduates. Prathna pointed out that "We provide two ways of certification to

CATC students. These are level-based certification and unit-based certification".

This mechanism will help students to obtain a training qualification which is recognised nationally and regionally.

4.1.3. CATC Implementation Benefits

The study found that the enhancement of tourism vocational education and training (VET) system, educational and career advancement, and the improvement of the tourism sector, were seen to be the key benefits from the CATC implementation at the national level (refer Table 9).

Table 9: CATC implementation benefits at national level

Example of narrative	Organising theme	Global theme
The implementation of CATC has contributed to the enhancement of tourism VET system in the country. Prathna	Enhancement of tourism VET system	Implementation benefits
Hospitality employees will obtain a certain certification which promotes career progression and lifelong learning. Prathna	Educational and career advancement	
It provides advantage for national tourism sector as a whole. Prathna	Tourism sector improvement	

Tourism VET system enhancement

The study found that one of the benefits from CATC implementation was the enhancement of the Cambodian tourism VET system. Evidence of this advantage included:

- Development of the training management mechanism

- Standardisation of the training curriculum and qualifications

- Human resource development in tourism VET.

The ability to develop the training management mechanism is one of the advantages gained from the implementation of the CATC. As Prathna remarked "CATC provides the common national tourism training standards which enable Cambodia to develop the training management mechanism". Within this mechanism, NCTP is able to certify tourism schools, training programmes and assessment centres to provide quality assurance for students and teachers.

The MoT (2012) emphasises that the use of different standards and qualifications in Cambodia's tourism training system is one of the major challenges for tourism human resource development. To address this, the implementation of CATC was used as a key priority strategy. Prathna explained "through the implementation of CATC, we hope Cambodia is able to harmonise its tourism training into a single standard and we also [expect] to produce graduates with similar quality of skills and competence". He continued that there were 10 more tourism VET schools across the country (mostly in Phnom Penh and Siem Reap) that began implementing CATC in their vocational programmes because they believed that the CATC offered them regionally recognised training standards and qualifications.

According to MoT (2014a) one of the challenges in tourism and hospitality skill training is the limitation of human resource in tourism VET. Results from interview found that the implementation of CATC has provided opportunities for Cambodia to promote both the capacity and capability of its tourism training practitioners through regional and national training programmes. As Prathna emphasised :

> Since 2012, within the regional framework there have been 24 ASEAN Master Trainers/Assessors of which 20 are in hotel service. […] within the national MRA-TP framework, we have provided further training to another 463 master trainers/assessors.

He further explained that the regional training was undertaken by the ASEAN secretariat in one of the ASEAN member states. People who completed this training may become ASEAN master trainers or assessors, and they in turn expected to provide training to other tourism VET teachers in each country through national training courses.

Career and educational advancement for employees and students

The implementation of the CATC helps to promote career and educational pathways for hospitality workers and students through two major initiatives. These include the recognition of prior learning (RPL) and the integration of the tourism training and formal education system.

- *Recognition of prior learning*

According to ASEAN (2013) recognition of prior learning (RPL) is defined as:

> The process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency (p.16).

The MoT reported that only 13 to 20 percent of the 630,000 hospitality employees in Cambodia are working with formal certifications (MoT, 2012). Therefore, RPL was used as a key mechanism to provide formal certification for hospitality workers. As explained by Prathna:

> The Ministry of Tourism has developed Recognition of Prior Learning mechanism to assess capability of hospitality employees who work without any formal certification. [...] through this mechanism, they can be certified by either National or ASEAN Reference Qualification Framework.

As discussed in section 3.3 of the methodology chapter, observation formed an integral part of the data collection. Figure 4 below, presents a summary of the

observation notes of how the RPL pilot project was undertaken in the Food and Beverage (F&B) job division.

Figure 4: RPL pilot project for food and beverage service division

On November 21st 2016, the Secretariat of the National Committee for Tourism Professionals held a technical meeting on the recognition of prior learning pilot project for the food and beverage service division. The main purposes of this meeting were to establish RPL Project Committee and to review candidates' applications. Fifteen participants from the hotel industry, tourism VET schools and NCTP's officers attended this meeting. The committee structure comprised the head of committee, project coordinator, quality assurance, logistics, assessor team leader and assessors.

A total of 14 candidates had applied for this RPL assessment with the evidence of their competencies including CVs, job descriptions and other relevant certificates. The committee members worked together to review and evaluate each candidate's competencies based on the evidence supplied. As a result, all candidates were required to take a further test in order for them to obtain a formal certificate of level 2 under the ASEAN Qualification Framework. However, the number of tests varied across them based on the evidence of their competencies relevant to the F&B division. In order to carry out the assessment work, three assessment methods were adopted including a written exam, oral test and demonstration test. At the end of the meeting, the assessment committee agreed on the assessment venue and facilities to be held and supported by a hospitality school in Siem Reap.

In this context, RPL seems to help place more tourism employees with formal certifications into the industry. Prathna indicated that RPL was important for hospitality employees because "it [helps to] promote career and educational advancement". It was expected that through RPL and formal certification they obtained, hospitality workers have the opportunity to further their education in the hospitality field, make career progression and mobilise within the ASEAN region for employment.

- *Integration of tourism VET into formal education*

The study found that through CATC implementation, tourism training was planned for integration into the formal education system. Prathna expressed his belief that it will help students to develop their educational and career paths in the hospitality field. As he explained:

> After three years of vocational training, students will obtain a qualification which equals the high school associate degree. With this qualification, students can either start a job within the tourism industry or continue their higher education within tourism and hospitality-related fields.

The integration of tourism VET into formal education has the potential to provide more accessibility for people to pursue their education and career in hospitality-related fields. This aligns with the objectives of tourism and hospitality skills development in the national tourism policy framework which states that improving accessibility and training infraustructure is important to produce more tourism human resource (MoT, 2014a).

Improvement of the tourism sector

Findings showed that CATC implementation indirectly contributed to the improvement of the hospitality sector. The MoT (2012, 2014a) states that a sufficient number of qualified hospitality employees is the key to an effective and sustainable tourism and hospitality industry. Prathna felt that through CATC implementation, more qualified hospitality employees would be placed in the industry. He remarked that:

> More qualified hospitality employees will be able to deliver services and products with quality because they are properly trained […] it will attract more tourists and this will help to sustain the sector.

From the government perspective, it is expected that CATC help to strengthen the tourism VET system and will produce more qualified hospitality employees for the industry. In turn, those people are anticipated to become the core of the industry's success.

4.1.4. CATC Implementation Barriers

The data analysis revealed internal and external barriers in implementing CATC at national level (refer Table 10). For the purpose of this study, a barrier refers to unfavourable conditions that can slow down a process of achieving something. The study found that internal barriers were associated with budget constraints, limited staff capability and the lack of a national tourism training school. External barriers included partial CATC implementation by tourism schools and a lack of industry cooperation.

Table 10: Barriers in CATC implementation at national level

Example of narrative	Organising theme	Global theme
The main challenge is we don't have enough budget. Prathna	Budget constraints	Internal barriers
The limited capability of technical officers is another challenge. Prathna	Limited officers' capability	
We [the Ministry of Tourism] do not have our own tourism and hospitality school. Prathna	Lack of a national hospitality school	
Some schools incorporate only a few number of training units in their programme.– Prathna	Partly CATC implementation	External barriers
Most of family-size businesses perceive training is not important. – Prathna	Lack of industry cooperation	

Internal Barriers

- *Budget constraints*

Budget constraints were a barrier in CATC implementation at the national level. Prathna explained that "every year we received a budget from the ministry but this is not sufficient to run our activities". The findings also suggested that implementation of CATC was costly because it required multifaceted tasks involving various stakeholders. However, because of the limited financial resource, the number of tasks taken on have been reduced.

- *Limited staff capability*

Limited staff capability was another reported barrier in implementing CATC at the national level. As Prathna remarked:

> As we are a newly established government agency, we recruited new staff in. Most of them are young university graduates who have little technical capability to implement this framework.

Implementation of CATC has become challenging because it was a new assignment for the Ministry of Tourism while some of the technical officers have little experience and expertise in implementing a regional tourism cooperation framework.

- *Lack of a national tourism and hospitality school*

The findings also suggest that the lack of a national tourism and hospitality school was another key internal barrier. Prathna raised his concern that:

> The accessibility to tourism training using of CATC or ASEAN standards is limited. This is because CATC implementation is undertaken by non-government organisational schools who mostly recruited people from disadvantaged backgrounds. Moreover, together they can accommodate only few hundred students per year.

However, Prathna expressed his belief that "if the Ministry of Tourism has its own hospitality school, more students will be trained under the CATC implementation framework". It was apparent that the lack of national training facilities made a CATC training programme inaccessible to the wider population.

External barriers

- *Partial implementation from tourism training schools*

Partial CATC implementation by the tourism training schools may be an external barrier. Prathna noted that there were only two tourism schools that were able to fully undertake level 1 and level 2 certificate training within the five certificate levels. The rest of the training providers integrate only some of the unit competencies into their programmes. As explained explicitly by Prathna, the main challenges for those hospitality schools to fully implement CATC were "cost and time requirements". Most of the tourism training schools were non-governmental organisations that rely on external funding. Prathna emphasised this issue:

> The operational cost for tourism VET programme is expensive because it requires training facilities, resources and materials that are aligned with the industry operation […] to complete certificate level 1, it requires 23 units of competencies. And if they want to upgrade to another level, they need to provide an additional 7 or 8 units. Thus, it takes them about 3 to 4 years to complete level 5.

From what was reported, it seems that the scale and scope of CATC implementation remain small because it was highly reliant on not-for-profit tourism VET schools that have limited funds, resources, and training timeframes.

- *Lack of industry cooperation*

A lack of industry cooperation was another implementation barrier faced at the national level. The regulatory status of CATC implementation and owner

commitment seemed to contribute to this challenge. As explained by Prathna "because CATC has not put in a compulsory status, not many hospital businesses are willing to use the curriculum as a part of their on-the-job training programme". He further explained that, because the hospitality industry in Cambodia was dominated by small and family-sized businesses, "they perceive that staff training is not important for them".

Having understood those of internal and external barriers in CATC implementation, the next section will describe strategies that were used to tackle those challenges.

4.1.5.   Strategies used to overcome implementation barriers

The findings suggested the following three strategies are being employed to overcome the implementation barriers: staff professional development, cooperation and partnership, and law enforcement (refer Table 11).

Table 11: Overcome strategies

Organising theme		Examples of Narrative
Barriers	*Strategy*	
Limited staff capability	Staff professional development	Enhance our officers' capacity on the management mechanism. Prathna
Budget constraint	Cooperation and partnership	We seek cooperation from the development agencies. Prathna
Lack of industry cooperation	Cooperation and partnership	We promote in-house training where the hospitality businesses can use the curriculum to train their staff. Prathna
	Law Enforcement	We have to make law enforcement. Prathna

Staff professional development

Staff professional development was used to address the limited capability of officers. Prathna explained that, to enhance staff capability, "NCTP hired external experts to provide them training with technical assignments such as training and assessment management mechanism". He also indicated that sending staff members to attend

regional and national training on the implementation of CATC was another strategy to improve NCTP's staff capability.

Cooperation and partnership

Cooperation and partnership were used as a strategy to address both internal and external challenges. For example, Prathna pointed out that "NCTP has worked with development agencies on some relevant action plans" as a strategy to tackle budget constraints. In this regard, he explained that NCTP used the national tourism development policy to seek cooperation from development agencies. As Prathna noted:

> We try to cooperate with development agencies. […] we presented them what we have been doing and there are some common components that we can work on together.

By doing this, NCTP does not depend solely on the national budget from the ministry. Moreover, NCTP has been working actively to seek support from development agencies and other partners (AADCP, 2012). As a result, the implementation of CATC was integrated into their development agendas. For instance, the Intentional Labour Organisation (ILO) has assisted in the implementation of the ASEAN competency standards. The Asian Development Bank (ADB), moreover, supported tourism training as one of the four priorities for Cambodia's economic integration, and a French Development Agency funded MoT's national tourism school (AADCP, 2012).

The NCTP's website reported that it has collaborated with the Swisscontact organisation on the Skill Development Programme in tourism and hospitality training. Within this project, and in compliance with the CATC framework, NCTP

and Swisscontact work together to promote skills development of potential and existing hospitality employees in the north-eastern parts of the country.

The study also found that cooperation and partnerships were used with the hospitality industry to extend the size and scope of CATC implementation. In this context, CATC was promoted as a form of in-house or on-the-job training with hospitality businesses. As Prathna explained:

> For example, the front office managers or assistants to front office managers are potential trainers. We invited them to participate in our national training courses so that they can use those standards to provide further training for their staff.

Prathna mentioned that one of the five-star hotels in Phnom Penh has incorporated training units from CATC into their industrial training programmes. By doing this, not only are there current tourism trainees in the VET schools, but existing hospitality workers are learning skills from the CATC.

Law enforcement

The interview indicated that law enforcement was planned to address the lack of industry cooperation. In this sense, MoT is preparing to introduce restrictions on tourism and hospitality business licencing. Prathna noted that "if businesses want to have their license continued, they must have a certain number [30%] of staff trained on a yearly basis". It was apparent that staff training would be made compulsory to strengthen the implementation of CATC and to improve overall hospitality service delivery.

4.2. Implementation of the Common ASEAN Tourism Curriculum at school and classroom level

This section presents the findings of CATC implementation and its effect in the cases of school X and school Y. In school X, three interviews were undertaken, with a school dean (Songva), a senior Food and Beverage (F&B) teacher (Manith), and another F&B teacher (Sovantha). In school Y, two interviews were undertaken, with the Head of the Education Department (Baromey) and a senior F&B teacher (Dyna). Results from the data analysis are presented in a case-by-case format under the following six section headings:

- Rationale for CATC Implementation
- Approaches to CATC Implementation
- CATC implementation Benefits
- Barriers to CATC Implementation
- Negative consequences of CATC Implementation
- Strategies Used to Overcome Implementation Barriers.

4.2.1. Rationale for CATC Implementation

School X

The study found that school X had implemented the CATC since 2013. Themes emerging from the data analysis suggested that student career mobility, regional standard curriculum, school recognition and teacher skill development were the factors that motivated school X to adopt and implement the CATC (refer Table 12).

Table 12: Rationale for CATC implementation: School X

Example of narrative	Organising theme	Global theme
We wanted to have our students mobilised for a hospitality career in the ASEAN region. Songva	Student career mobility	
It was a very good opportunity that the school obtained the curriculum and training resources of an ASEAN standard. Songva	Regional standard curriculum	CATC implementation rationales
We wanted to show [the public] that we were capable of implementing this curriculum. Songva	School Recognition	
It was an opportunity for the school to develop skills for teachers. Songva	Teacher skill development	

Student career mobility

The opportunity for students to mobilise for a career in the hospitality industry was a major reason for adopting and implementing the CATC in the school. This was explained by Songva as follows:

> We were aware that by using CATC, our students will be registered in the ASEAN Tourism Professional Registration System. […] Through this registration system, our students are eligible to mobilise for a hospitality career across ASEAN state members.

It was apparent that, by adopting this curriculum, graduates with CATC certification would be registered in a regional registration system which will promote their career mobility across Southeast Asia. As a result school X expected that their graduates would not only be recognised by local employers but also by regional employers across the region.

Regional standard curriculum

When asking about the reason why CATC was adopted, Songva commented, "Standards! CATC is a curriculum of ASEAN standards and it is professional". He

explained that the previously used curriculum was designed within the school with assistance from a hotel school in Switzerland. However, the CATC was developed as a minimum tourism training standard specifically for ASEAN state members preparing for the ASEAN economic cooperation. He remarked that using CATC has brought regional training standards and resources into the school system.

School recognition

Findings from the interviews also suggested that gaining school recognition was another reason for CATC implementation. Songva remarked that:

> Because we are a charity organisation working with poor students whose education is limited, many thought that it was impossible to use this curriculum with students with poor English. However, we want to show that we are capable of implementing this curriculum. Our ambition is to produce competent students who can find jobs after graduation.

Presenting the school's capability in implementing a multi-national tourism curriculum for disadvantaged students has helped the school to be widely recognised. As a non-profit organisation, school X uses funds from charity courses to run its activities. Therefore, it was apparent that gaining recognition and trust from the public, partners and donors helped the school to raise funds for organisational survival.

Teacher skill development

Teacher skill development was another motivator for school X adopting and implementing the CATC. The school dean was aware that, through adopting and implementing CATC, teachers would have opportunities to develop their skills. The interviews indicated that teachers at school X were selected to attend regional and national training courses. Those courses provided them with new training delivery knowledge and skills.

School Y

There were three major reasons why school Y adopted and implemented the CATC. These included school recognition, a regional standard curriculum, and wider career opportunities for students (Table 13).

Table 13: Rationale for CATC implementation: School Y

Example of narrative	Organising theme	Global theme
The reason why our school has to be the first to implement the CATC is that we are the leading hospitality school in Cambodia. Baromey	School recognition	
We do not hesitate to take the opportunity to implement the CATC - it is a regionally recognised training curriculum. Baromey	Regional standard curriculum	CATC implementation rationales
With the training programme using the CATC, it is more accessible for graduates to work in any other ASEAN member state. Dyna	Student career opportunities	

School recognition

School recognition was one of the reasons that lead school Y to adopt and implement the CATC. As Baromey explained:

> Because we are a well-recognised hospitality school, the ministry assigned us to be a member of the National Committee for Tourism Professionals. Being a member, we must cooperate with the ministry to take a lead in implementing the CATC.

To promote the implementation of the CATC in Cambodian tourism and hospitality training providers, school Y was selected to be one of the NCTP members because of its outstanding performance.

Regional standard curriculum

Obtaining a regional standard curriculum was another reason school Y adopted the CATC. Baromey explained that, before the implementation of the CATC, there was no standardisation across the training curricula:

> When we started this school, we did not have a clear curriculum. Most trainers were well-known professionals from the Accor Hotels Group who came to provide training from their own industry experience. They also assisted in developing curricula for the school.

However, when the MoT introduced the CATC to tourism and hospitality schools, school Y was aware that the CATC was a regional standard of tourism curriculum that could benefit the school system. It is indicated by Baromey:

> CATC is a regionally recognised training curriculum […] It benefits both teachers and students in terms of capability building and career opportunities.

Wider student career opportunities

Wider career opportunities for its graduates was another reason for school Y to adopt and implement the CATC. Participants remarked that:

> We use the CATC because it will provide our students [with] the opportunity for career mobility within ASEAN states. Baromey

> With the training programme using the CATC, it will be more accessible for graduates to work in other ASEAN member states. Dyna

It appears that by the using CATC for its training programmes, school Y can fulfil its mission to get young Cambodians professional skills training and employment.

4.2.2. Approaches to CATC implementation

School X

The study found that rationale strategy, staff capability building and curriculum enactment were the three key approaches used by school X for the CATC implementation (refer Table 14).

Table 14: Approaches to CATC implementation: School X

Example of narrative	Organising theme	Global theme
We explained the reasons and benefits of CATC implementation to our staff members. Songva	Rationale Strategy	
In cooperation with the ministry, I have organised and provided training for trainers in the school. Songva	Staff capability building	CATC implementation approaches
A training programme using CATC must match with three elements: the ASEAN packaging rule, Cambodia Qualification Framework and Cambodia VET qualification. Songva	Curriculum enactment	
In some cases, I have to summarise and simplify lessons for students. Manith		

Rational Strategy

Results of the study revealed that school X has applied a rationale strategy in order to implement CATC. ASEAN (2013) states that the application and implementation of the CATC by each educational and training provider in each country is voluntary. This is confirmed by a participant that stated:

> The implementation is voluntary. The Ministry of Tourism motivated us to take the curriculum to implement. They held dissemination and training workshops on how to implement this curriculum. Songva

Moreover, it was also found that the implementation from school level to classroom level followed an empirical rational approach in which the reasons why the new

curriculum should be implemented were explained to staff members. Sognva explained that:

> We explained reasons and benefits of the CATC implementation to our staff members. We also explained to them the reasons why they should participate in the ASEAN training courses provided by the Ministry of Tourism.

This approach was considered informative by staff, as Sovatha noted, "[…] the informed meeting about the CATC implementation in the school was good".

Staff capability-building

School X developed staff capabilities through regional, national and school level training. Remarking on the regional level of training Songva stated that "through ministry coordination, some senior staff of the school were selected to attend CATC training in other ASEAN member states". Songva explained that people who attended the regional level training were then required to share what they had learnt by providing training at national training programmes and in their schools.

Training at a national level was organised and provided by MoT for hospitality teachers. The focus of this training was on the use of CATC contents and the use of tools, including training methods and assessment procedures. For example:

> Before we applied the curriculum in our school, the Ministry of Tourism provided master trainers/assessor training courses to our teachers in the areas of food production, food & beverage, front office, housekeeping etc. Songva

> I have participated in master trainer/assessor training courses provided by the Ministry of Tourism. Sovantha

At school level, formal and informal training was also provided to staff members. For example, discussing formal training Sogva stated, *"in cooperation with the Ministry, I have organised and provided the training for trainers in the school"*.

On the other hand Manith said that he had not attended formal training courses provided by MoT or school because he started his job after CATC was adopted. However, he had received informal training from his supervisor, as he commented:

> I did not attend the training, but when I started working here my supervisor guided me how to use the training materials. Manith

It was apparent that MoT has provided both technical and political support for school X to adopt CATC into the school system. Through coordination from the MoT, senior staff at the school were able to build their capability on CACT implementation. This also helped the school to use the skills and knowledge of those people to further build capability in other staff members through formal and informal training.

Curriculum Enactment

To implement CATC, school X has adapted the curriculum to fit with its context, especially the nature of students and school resources. The MRA-TP handbook (ASEAN, 2013) states:

> Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained (p. 25).

The findings suggest that there are three ways in which CATC was enacted in school X, including course matrix, course design, and modification and simplification.

- *Course matrix*

Course matrix was an approach used by school X to implement CATC. Course matrix was developed to provide recognised regional and national qualification for students after completing their training. As Songva explained:

> Course matrix involves in developing the training programme that meets the qualification requirement from the ASEAN packaging rule, the Cambodia National Qualification Framework (CQF) and the Cambodia VET qualification.

On the basis of the ASEAN packaging rule, emphasis is put on the number of training modules to be trained. Songva explained that within the two-year training programme, the school can complete training level 2, certificate III, for which a total of 35 modules from CATC were needed.

Regarding the Cambodian national qualification framework and VET qualification, the emphasis was put on training methods and training hours or credits. Songva indicated that, referenced to the Cambodia national qualification framework, the training for this certificate level requires students to perform practical skills training and attend the class lecture for a minimum of one year or equivalent. This was intended to provide reference points for quality assurance in technical and vocational training.

- *Course design*

Course design was another approach taken in curriculum enactment. This process involved the design of the training course by developing small sessions that were supported by a number of training methodologies. Songva explained:

> We have adapted the curriculum by developing it in to small sessions bases on element and system criteria. We designed the theoretical and practical sessions

to ensure that after completing the course students are competent. We also use extra visual aid and other activities in teaching our students.

For school X, hospitality training programmes, including food and beverage programmes, took two years to complete (refer Table 15). During the first year, the training was carried out in rotation between theoretical and practical sessions. Students had to attend classroom activities for the theoretical lessons and take part in a demonstration lab such as a restaurant, kitchen or hotel rooms for their practical and operational classes. In the second year, students needed to attend course work for six months, and a further six months are dedicated to industry internship as a form of practical training.

Table 15: Summarises the hospitality course design by incorporating CATC

Training year	Week 1	Week 2	Week 3	Week 4
Year 1	Lecture	Lab/Demo	Lecture	Lab/Demo
Year 2	**Training Course**			
3 months	School Course work (Lec/Demo)			
3 months	Industry Internship			
3 months	School Course work (Lec/Demo)			
3 months	Industry Internship			
	Graduation with CATC level 2, certificate 3			

- *Modification and simplification*

The findings suggest that, to put the CATC into practice, the content and meaning of curriculum material have been modified and simplified to fit with students' language capability. Songva explained:

> For example, we have difficulties with the criteria of assessment. Some words used are sophisticated English. Thus, we had modified those words to ensure that students understand the questions being assessed.

The study also found that the repetitive elements in the curriculum caused difficulty in training and that teachers have had to simplify the training contents. For example, Manith noted:

> I learnt that some training elements in the curriculum are repetitive. This makes the explantion to students difficult. Often, I have to summarise and simplify those elements.

It appears that content and words used in the training material were sophisticated, therefore they need to be simplified and/or modified for the purpose of teaching and learning.

School Y

Three key implementation approaches used by school Y including the gradual approach, staff capability-building, and curriculum enactment (refer Table 16).

Table 16: Approaches to CATC implementation: School Y

Example of narrative	Organising theme	Global theme
During the first three years, we started doing it step by step. Baromey	Gradual approach	CATC implementation approaches
We built up staff capability through formal and informal training. Baromey	Staff capability building	
Teachers must align their teaching to fit with the classroom context. Baromey	Curriculum enactment	
In the selection of lessons, consideration has been put on the importance and sequence of knowledge that students need to learn. Dyna		

Gradual Approach

School Y took a gradual approach to implementing the CATC. For example, Baromey explained that:

During the first stage of implementation, it was a difficult task. Therefore, I selected some core competencies that were similar to some elements in the previous programme. By doing this, teachers were getting used to the new training materials.

A gradual approach to implementation was adopted, as qualified trainers in Siem Reap town were unavailable. As Baromey explained:

When we recruited new trainers for the implementation of CATC, candidates were reluctant to accept the job because they found the training materials [CATC] were difficult. They decided to go back to work in hotels as they want to stay in their comfort zone.

After initially having been partly implemented over the last two years (since 2015), school Y has moved to fully implement the CATC. However, it was apparent that implementing CATC was a time-consuming and challenging process that need to be implemented gradually before it was fully adopted. The change in curriculum required teachers to become familiar with new training materials and training delivery methods while at the same time the school was not able to recruit qualified trainers to implement the new curriculum.

Developing staff capability

Both formal and informal training was carried out by school Y to develop staff capability. Formal training was provided by the ASEAN Secretariat and MoT. As Baromey remarked:

Some staff memebers were selected to attend training courses provided by both the the ASEAN Secretariat and the Ministry of Tourism.

As Dyna stated "I attended the training provided by MoT on CATC implementation as it was important to build skills to be able to use the CATC".

Informal training was provided by the school to staff members who had not attended formal training. As Baromey explained:

For some teachers who did not attend the training provided by the ministry, I provided them with training within the school so that they could understand the ASEAN context and rational for CATC implementation.

Curriculum enactment

The enactment of the curriculum was another implementation approach adopted by school Y. This approach involved contextualising the curriculum to fit within the school context and student needs. The findings suggest that the CATC enactment within school Y was made on the basis of:

- ASEAN packaging rule

- Sequence and importance of knowledge

- Student capability

- The need for extra training.

The selection of modules was based on the ASEAN packaging rule to enable students to attain a regional standard of qualification. Baromey explained that to achieve level certificate, 123 CATCs or modules were selected from core, generic and functional competencies.

At classroom level, the enactment of the curriculum was made on the basis of the sequence and the importance of knowledge. It was evident that teachers were responsible for the selection of study units and then developing them into a training sequence. As Dyna commented, "amongst all modules, I have to decide which unit I need to teach first, or which one students need to learn first." However, there were also modules that teachers decided not to teach in the classroom as they were considered not really necessary or they could be taught in other way. As Dyna remarked:

I did not integrate the Banquet & Catering unit into my trainning session because I can do it another way around. I just send them to work twice [with industry] events so that students can learn from the real settings.

Because students were selected from different educational and social backgrounds, teachers need to align their teaching to fit with the varying capability of students. For example:

The school takes 100 percent of CATC to implement, but what is enacted in classrooms depends on the individual teacher to ensure that students understand the lessons being provided. Baromey

School Y also provided extra training courses that they thought were necessary. According to ASEAN (2013), each vocational training school that uses the curriculum can add extra competencies that are considered important for the skills development of their students. As Baromey remarked:

We understand that CATC is a minimum training standard, so you know we cannot reduce any training elements. But we can provide additional elements that are important.

In this context, the identified skills thought necessary by the school included computer literacy, language, inter-personal skills, grooming, first aid and sexual health to be provided to its students. Technical training was also provided for students in specific training programmes. For example, a coffee-making course was provided for students in the F&B programme because some of them will need this skill for a future career in the food and beverage area. As a result, a recent post from the school's official facebook page reported that 47 students were trained as a barista. Of the 47 students, seven obtained a job immediately with Starbucks. It was apparent that the school had identified necessary skills and knowledge for its students rather than solely depending on CATC.

4.2.3. CATC Implementation Benefits

This section describes the experienced and perceived benefits from the adoption and implementation of the CATC. The findings suggested that the benefits experienced were those advantages that the school has acquired for itself, staff members and students. in contrast, perceived benefits were those factors associated with the expected positive outcomes from the CATC implementation for its graduates.

School X

In the case of school X, the benefits of CATC implementation included standardisation of the curriculum, staff development, enhancement of student learning, and career mobility for students (refer Table 17).

Table 17: CATC implementation benefits: School X

Example of narrative	Organising them	Global theme
CATC provided regional standard of training resources. Manith, Sovantha, Sogva	Standardisation of curriculum	
By using CATC, teachers have opportunities for self-development. Songva, Manith	Staff development	
It provides detail of knowledge and skills for students. Sovantha, Songva	Student learning enhancement	CATC implementation benefits
We see and understand the upcoming opportunities that our students will be able to mobilise for employment. Songva	Career mobility	

Standardisation of curriculum

Prior to implementing CATC, the curriculum for school X had been developed by the school itself in response to local demands. Moreover, the training style and content varied depending on the preference of individual teachers. However, the study found implementing CATC helped standardise training programmes.

We received training resources of ASEAN standards to run the training programme. Manith

With CATC, we can standardise our training programmes. Songva

The good thing about CATC is that it is a regional standard curriculum. Sovantha

Staff development

As the following participants expressed, staff development was another reported benefit from CATC implementation:

In each training element, CATC provides a clear job title and each job title is supported by a clear performance criteria. Through these, I've learned a new way of training. Sovantha

The curriculum has brought new technical knowledge and skills for both trainers and students. Songva

One advantage of the CATC is that it helps teachers to make a self-development. […] From CATC materials I have learned how to develop lessons. Manith

It was apparent that the change in curriculum also added new content of knowledge and changed the way in which the training was delivered. This helped teachers to learn new knowledge and skills. Additionally, the new curriculum taught teachers new pedagogical skills including developing lesson plans, and new instruction and assessment methods.

Student learning enhancement

When asking about the benefits of CATC implementation, all participants expressed positive views that the curriculum helped to build student competence through new knowledge and technical skills in food and beverage service.

In our previous training programme there were only three methods to make cocktails. However, the new curriculum brings us additional cocktail methods that are of regional standards. Songva

It provides detail of knowledge and skills for student learning. Sovantha

Using CATC, students are competent and capable to work in the industry. Manith

Career mobility

Career mobility was a perceived benefit from CATC implementation, as all participants expected that that graduates who hold ASEAN certified certifications will be able to work within one of the ASEAN host countries.

School Y

In the case of school Y, the study identified five major benefits from the implementation of CATC, including standardisation of the training programme, school image enhancement and added value, teacher skill development, student learning improvement, and wider student career opportunities (refer Table 18).

Table 18: CATC implementation benefits: School Y

Example of narrative	Organising theme	Global theme
Using of CATC has standardised our training programmes. Dyna	Standardisation of training programme	
I also do a feasibility study on a project to implement an advance hospitality training under the ASEAN framework. Baromey	School image enhancement and added value	
Some of them have now become Master Trainers and Master Assessors within national CATC framework. Baromey	Teacher skill development	CATC implementation benefits
We do not teach them the same way we used to do but rather allowing them to think outside the box. Baromey	Learning quality improvement	
Our students are recognised by regional qualification; thus, they can mobilise to work in other ASEAN countries. Baromey	Wider career opportunities	

Standardisation of training programme

The implementation of the CATC has standardised the training programmes of the school. Before the use of the CATC, the school used its own developed curriculum based on the personal experience of trainers who were employees of Accor Hotels Group. The school kept recruiting hospitality employees to provide training when the school grew bigger. However, these hospitality employees applied their personal experience when training, resulting in variation in the training programmes. On the other hand, the results of the study indicated that the CATC has helped the school to develop a clear training structure that complies with regional training standards. For example, Baromey explained:

> By using CATC, we have now developed a clear training structure for our school. In each training course, there are specific guidelines and procedures that teachers have to follow. Baromey

Enhancement of school image and value added

The implementation of the CATC also enhanced the school Y's image. As Baromey remarked:

> At least 10 countries within the ASEAN community recognise our training programmes. This helps us to earn trust from students, parents and our partner NGOs.

It was apparent that gaining reputation and earning trust from the public created more employment opportunities for its graduates as well as increasing political, technical and financial support for the schools from government, donors and industry. As Baromey emphasised:

> By using CATC, Accor Hotels Group provided more opportunities for our graduates to take internships with their hotels outside Cambodia. They also support all related expenses for those interns.

In addition to this, another benefit of implementing the CATC was the value it added to the school. By implementing this curriculum, school Y is able to upgrade their training programme. The previous training programme of the school could provide a qualification to level I, certificate II. A recent report (refer, Figure 5) from the Ministry of Tourism and the school showed that the school has launched the first diploma in hospitality management training programme in the ASEAN region.

Figure 5: Press release: The first school to launch ASEAN Diploma of Hospitality Management

The First Hospitality School to Implement ASEAN Diploma of Hospitality Management under MRA-TP Framework

On April 4th 2017, the school officially launched the 'ASEAN Diploma of Hospitality Management' as the first diploma level training course within ASEAN region under the Mutual Recognition Arrangement on Tourism Professional (MRA-TP) framework. This one-year training programme complies with the Cambodian Competency Standards for Tourism Professionals. This programme aims at providing advanced hospitality skill training to former students and hospitality employees. After completing the training, students will obtain a certificate certified by ASEAN and Accor Hotels Group. This training programme will contribute to the skill developments of hospitality workers in order for them to seek job advancement opportunities locally and regionally.

It was apparent that the implementation of the CATC has enhanced the image of the school and assisted them to develop and deliver a higher level of hospitality training programme.

Teacher skill development

Teacher skill development was another reported benefit from CATC implementation in school Y. For example Dyna stated:

> I also learned from CATC. It is also a knowledge. I have learned what is recognised regionally and globally.

In addition, the CATC training courses that teachers had attended also contributed to their skills development. This skills development helped teachers to enhance their professional profile, as Baromey indicated:

> They develop a good career profile when using the curriculum of ASEAN standards. Teachers from our schools have a lot of job markets.

Learning quality improvement

As a result of CATC implementation, including changes to the learning context, teaching methods and knowledge requirements, the quality of student learning was enhanced. For example:

> […] after implementing CATC I found a lot of differences in student learning quality because we have changed the way we used to teach them. It improves their understanding and makes them become independent learners. Baromey

> In terms of student learning, I found differences after CATC was 100 percent implemented. Students have learnt a lot more general knowledge and skills. […] It is better than our previous training programme. Dyna

Wider career opportunities for students

School Y believed that CATC would not only help students to seek employment in the country but also expected that students would be able to mobilise for career opportunities within ASEAN state members. As Baromey explained:

> Because our students have been trained through the use of CATC, they are widely recognised by local and international hospitality businesses. Obviously, some of our graduates have opportunities to take internship with Accor Hotels Group outside Cambodia. Other students take internships with or get employed by other local well-known hotels.

This view was also supported by Dyna. As he remarked:

> With the training programme using CATC, it provides more accessibility for graduates to work in other ASEAN member states.

Employment in the hospitality industry at the end of the training programme was the common goal of students and the school. The implementation of CATC, therefore, makes the goal of both parties attainable. It was expected that students who hold CATC certificates would have more employment opportunities in the industry than those who carry non-CATC certificates.

4.2.4. CATC Implementation Barriers

This section presents barriers or challenges that the two schools have faced in CATC implementation.

School X

School X has faced both internal and external barriers. Internal barriers were problems associated with school financial resources, human resource and the nature of students. On the other hand, external barriers were issues related to course matrix and curriculum materials (refer Table 19).

Table 19: Implementation barriers: School X

Example of narrative	Organising theme	Global theme
We cannot afford to buy some expensive facilities to run the training. Manith	Affordability	Internal barriers
Not everyone [teachers] can provide the training bases on the CATC standards even though they have been trained. Songva	Limited staff capability	
The limited knowledge and understanding about tourism industry is also challenging. Songva	Limited student capability	
Another challenge is the development of a training programme to comply with the Cambodia Qualification Framework. Songva	Course matrix	External barriers
We cannot take elements from MRA (CATC) straight to teach students because they do not link to one another. Sovantha	Lack of coherence	
The information is repeated in two different performance criteria. Manith	Repetition	
Too much information in the slide presentation. Sovatha	Overload of information	
The scope of lessons in core and generic competencies is very broad. Manith	Lack of clarity	

Internal barriers

Internal barriers that school X faced when putting CATC into practice included affordability, limited teacher capability and limited student capability.

- *Affordability*

As training facilities required updating to run the training programme, the cost of implementing CATC was one of the challenges for school X. Although the school owns a 13-room hotel, a welcome centre and a restaurant that provide practical training for its students, there were some other training infrastructure and facilities needed to comply with the use of the CATC. Because school X depends on external funding sources, the budget was tight and the school found it difficult to allocate funds for the required facilities.

- *Limited staff capability*

Limited staff capability was also one of the challenges for school X to implement the new curriculum. The findings suggested that about half of the trainers were not capable to use the CATC up to the standards. As Songva remarked "Amongst 10 people, only about half of them are capable to do the CATC training delivery." Because most teachers of school X had only operational experience in the hospitality industry before assuming their teaching jobs they had limited pedagogical skills.

- *Limited student capability*

The limited capability of students was another reported barrier in implementing CATC. English language competency and tourism knowledge were the two aspects of these challenges. As almost all students from school X were people with little education background, their English language competency was a challenge in an English instructed classroom. As emphasised by all participants:

When we first applied the curriculum, a lot of questions have put on the English capability of our students because we recruited them from disadvantaged backgrounds that have limited access to education." Songva.

[…] but our student's language capability is limited and you know they do not understand the lesson being taught. Manith

English language proficiency of students is limited. Sovantha

Additionally the limited general knowledge of the students challenged the implementation of CATC at classroom level. As remarked by a participant:

The most challenging task is to teach them core and generic competencies. […] Elements such as occupational health and safety in hospitality, and child safe tourism are broad. And you know our students have limited knowledge about that. Manith

External barriers

External challenges or barriers were those factors that exist outside the school but have an influence on the implementation of the curriculum. The participants revealed that external barriers for CATC implementation included problems associated with the national qualification framework and training materials that the school has adopted. Additionally, it was evident that adopting and implementing CATC to fit with Cambodia Qualification Framework was a challenging process. As Songva pointed out, it took time and effort to implement a multi-national tourism curriculum that complies with both regional and national qualification requirements.

For the purpose of this study, a lack of coherence, lack of clarity, and repetition and overload of information are themed together under the heading, complexity of curriculum material.

- *Complexity of curriculum material*

Although CATC training materials have now become part of the school system, they were developed externally. As such, the CATC training resources are considered an external factor. Issues related to training materials included a lack of coherence and clarity, repetition and overload of information, and inflexibility within the curriculum.

The lack of coherence made the training ineffective. For example, Manith raised concerns that both students and teachers find it difficult to understand *"because the contents of the student book and teacher book are different"*. Moreover, repetitive information caused teachers to work repeatedly on the same content. For example Manith complained, "about two or three lessons use the same information and I have to repeat the same things again and again". Similarly, two F&B teachers claimed that some CATC materials comprise an overload of information. This made teaching and learning boring, as Manith explained "When I use the slide power point that contains too many words, it just like I read a book for my students. It is boring for them".

The inflexibility of the curriculum was reported to be another challenge with the implementation of CATC. As Sovantha remarked *"[…]* I don't like the fact that when using the CATC, I cannot integrate my professional experience in the classroom because the structure of the content was tightly developed". Another reported problem was the lack of clarity in the training materials.

> In the liquor lesson, only names are mentioned. The origin or ingredient of each alcohol drink are not found and these are very important for students. Manith

> There are many competencies and this causes difficulty in training and learning. […] It is good to know many things but knowing without specification is not good. Sovantha

The use of CATC provides a more global, more detailed and divers range of knowledge but it is not so specific. Sovantha

It was apparent that the above issues caused difficulty for both teachers and students in the teaching and learning process.

School Y

School Y also faced internal and external barriers in implementing CATC. Internal barriers included problems associated with the capability of staff and students while external barriers related to the unavailability of qualified trainers and a lack of teacher training programmes (refer Table 20).

Table 20: Implementation barriers: School Y

Example of narrative	Organising theme	Global theme
The most challenging issue is with the capability of teachers.Baromey	Limited Staff Capability	Internal barriers
One of the difficulties in implementing CATC is the English language capability of students. Dyna	Limited student capability	
The big challenge for the school is to recruit new teachers who are capable to use the curriculum. Baromey	Unavailability of qualified trainers	External barriers
The school could not find any proper 'train the trainers' training programmes that address specifically on the technical and vocational training. Baromey	Lack of supported training programme	

Internal barriers

- *Limited staff capability*

The limited pedagogical skill and language proficiency of staff members were challenges for the CATC implementation. As Baromey stated:

> I can say most of the trainers do not have pedagogy qualifications as some of them did not finish high school. […] When they took CATC to implement, they needed time to learn. They are able to handle practical training sessions but they are faced with difficulties with theoretical training sessions using core and generic competencies.

Baromey further explained that those teachers built their profession through years of experience in the industry and were recruited to be teachers at the school before the implementation of CATC. However, the implementation of the CATC required teachers to have both a pedagogical qualification and professional experience in the field they are teaching. In addition to this, the limited English language proficiency of teachers and the need to deliver the CATC materials in English provided a challenge. As Boramey remarked "they also face difficulties when using English to provide instruction". It was apparent that the implementation of the CATC has changed the way in which the training was delivered in school Y and this required another type of professionalism amongst teachers.

- *Limited student capability*

The variation in English language comprehension and limited tourism knowledge amongst students also made CATC implementation in school Y challenging. As pointed out by Baromey, the "CATC is instructed in English and there are lot of technical words. The challenge is we have mix group of students who have different level of English language capability". Dyna also stated "even students know general English, but when it comes to professional skills, they have difficulty with technical words."

Moreover, the limitation of tourism knowledge also made CATC implementation challenging. Baromey explained "some students were not aware what tourism or what food and beverage is ... and it takes a lot of time to develop this knowledge".

External barriers

- *Unavailability of qualified teachers*

A lack of qualified teachers was one of the external barriers. For example, while *"there were many applicants applying for the job, […] they were not qualified for CATC programmes"* (Baromey). Additionally, Dyna also raised the same issue "our challenge this year is to recruit teachers for the restaurant [F&B] training programme". A requirement for CATC training is that teachers must be able to provide training by using core, generic and functional competency modules. However, Baromey pointed out that most applicants were qualified only for technical training that use functional competency modules. Dyna suggested that this was because applicants were hospitality employees who had only technical skills and industry experience but lacked pedagogical qualifications and experience.

The unavailability of qualified teachers for the CATC training programme was attributed to the lack of national training facilities to develop skills for this occupation. As Baromey indicated:

> Because our government does not own any tourism school, we lack qualified trainers in the tourism and hospitality field.

It was apparent that to implement CATC, teachers must have both the technical and pedagogical skills. Even though the school was prepared to recruit new teachers for CATC training programme, the unavailability of qualified teachers makes the implementation of CATC challenging.

- *Unavailability of supported training programmes*

To develop the capability of its teachers so that they were able to use CATC, school Y recognised the need for teacher training. However, Baromey found that after "searching for training programmes that we could build capability of our teachers

[he] found none that specifically related to CATC implementation". Therefore, a lack of out-sourced training programmes to develop pedagogical skills of teachers had challenged CATC implementation in school Y.

4.2.5. Negative consequences of CATC implementation

This section describes the negative impacts of CATC implementation on schools X and Y.

School X

Themes developed from the data analysis indicated that several negative consequences had resulted from CATC implementation. These included high operational cost, time consuming, workload and work pressure, resistance to change and the replacement of important training elements (refer Table 21).

Table 21: Negative consequences from CAT implementation: School X

Example of narrative	Organising theme	Global theme
The cost is high. We invested in training facilities and some other resources for practical learning of students. Songva	High operational cost	
A teacher needs to spend a large amount of time on training materials in order for them to be able to teach students. Manith, Sovantha	Time consuming	
[…] but the real problem that teachers face is the overload of work. Sovantha CATC puts pressure for teachers. Sovantha	Workload and work pressure	Negative consequences
Some teachers had resigned because of the over workload. Sovantha	Resistance to change	
Some elements that I used to study in the previous training programme were not found. Manith	Replacement of important elements	

High operational cost

The implementation of the CATC resulted in the operational cost of the school becoming more expensive. When asking about negative consequences, Songva commented that it involved "a lot of investment" and that "the school spent a lot of money on teaching facilities and resources". It was apparent that the training content and methodology of the CATC required school X to invest in new training facilities and resources to comply with the ASEAN standards. This problem resulted in pressure on the operational costs of the school.

Time-consuming effort, workload, work pressure and resistance to change

Negative consequences relating from the implementation of CATC included the significant amount of time required for successful implementation, the increased workload and work pressure, and a resistance to change. These consequences were attributed to the complexity of the CATC training material, including the lack of coherence, insufficient training resources, lack of clarity, repetition and over load of information. These issues required teachers to work long hours developing training materials that were applicable in their classrooms. Both of the Food & Beverage (F&B) teachers in school X agreed that using CATC has required them to do a lot of preparation for each training session. Insufficient training resources and the repetition of information were the causes of time-consuming effort with extra workload. Manith commented as follows:

> Another issue is that the training resources are not sufficient. I need to download images and other visual aids by using YouTube or google to assist my student learning. It is a time-consuming process in developing those session plans.

Using CATC consumes a lot of time as the same lessons or elements are repeated three or four times.

The lack of coherence in the training materials was reported as the cause of workload increase and time cost. As Sovantha stated:

Teachers must revise slides by using books and a training manual and this is not an easy task. It takes time and effort in preparing the training materials. So it makes a lot of difficulties for teachers.

[…] to implement the curriculum it needs extra preparation because some elements do not link to one another.

The findings also revealed that some teachers were working under pressure and consequently some of them had resigned from the job. As Sovantha mentioned "I cannot use the [CATC] materials to teach students straightaway. I need to spend a lot of time to read them, to understand and to modify them in order to be able to teach students. As indicated by Sovantha, because of these challenges, some staff members had resigned from the school.

Together these results provide evidence that there was a relationship between the complex curriculum contents and increased workload, between work pressure and staff resignations. The major factor that caused an extra workload for trainers was the complexity of the curriculum. Consequently, teachers had to spend a large amount of time to develop training materials in response to the needs of their students. As a result, they encountered work pressures which lead to resistance to change and resignation.

Replacement of important training element

The implementation of CATC has replaced some important training elements of the previous training programme. Discussing his experience as a student and as a teacher in school X Manith explained:

> Some of the management related topics that I had learnt with the school before were not found in the current [CATC] training programme because it focuses more on level qualification and job title.

Manith also explained that because the school provided a two-year training programme, the training can only cover level I and II in the ASEAN standards. These two levels of qualification did not contain any management-related courses. As Manith stated:

> When we were not able to provide a management-related course to students, I think it can hinder students' potential. This is because some of them are dynamic and they are able to perform work greater than their responsibilities in the job title set by ASEAN.

> Drawing from his own experience, Manith further explained:

> From my experience as a student here, I learned some management related courses such as marketing, human resource and food cost. With this knowledge plus with the dynamic manner of students, I believe they have potential to develop themselves at the workplace. Just like me, when I first graduated, I held a position as a captain for three months then I was promoted to be a supervisor and then I became a restaurant manager.

By limiting training to the level of the qualification and short timeframe, some management related courses from the previous curriculum have been left out. Those courses were considered important in assisting students to reach their potential within their occupations. However, by implementing only CATC, students are only trained to do their job titles.

School Y

In the case of school Y, the study found that negative consequences resulted from CATC implementation included high operational costs, resistance to change, staff resignations, increased work pressure and workload and a heavy student study load and school drop-out (refer Table 22).

Table 22: Negative consequences from CATC implementation: School Y

Example of narrative	Organising theme	Global theme
After implementing the operational cost has risen almost double. Baromey	High operational cost	
Trainers who did not want to use the curriculum had resigned from the school. Baromey	Resistance to change and staff resignation	
Trainers who remain with the school are working under pressures. Baromey	Work pressure and workload	Negative consequences
Students are required to study more hours. Baromey	Heavy study load	
There were about 10 percent of students dropout from the school because the use of the new curriculum has put more pressures on them. Baromey	School dropout	

High operational cost

The implementation of CATC resulted in higher operational costs for the school. As Baromey explained "The cost has risen every year because we need to provide training as per requirements from ASEAN standards". He further indicated that increased expenses were made on training materials and facilities, stationery, staff salaries and logistics work. For example:

We also bought a number of LCD projectors that are needed for CATC training.

We provided every student with copy of each training module. Everyone receive 23 copies of CATC and you know each copy costs about 8,000 KHR (approximately $2.00 US or $2.80 NZ).

When we implement the CATC, we have to make 23 times of the tests. I hire a new staff to take responsibility on this.

We also spent on extra trainings that we hired or invited experts and professionals from outside.

Workload and work pressure

Workload and work pressure were reported as negative consequences resulting from CATC implementation. Participants commented that by implementing CATC, teachers encountered a heavy workload. As Dyna remarked "It required me to review all training materials and download other supporting resources from the internet before I could develop session and lesson plans". In addition to this, Baromey explained "to complete all 23 modules within a 10-month training time frame, teachers have to work hard. Sometimes, they provided extra classes during weekend". Additionally, the number of assessments required by using CATC also added to the heavy workload for teachers. Baromey explained:

As now we use CATC, teachers must provide a total of 23 tests after each module is completed. Compared to our previous used curriculum, we did only four tests.

The study also found that the implementation of CATC had resulted in teachers working under pressure. Baromey indicated that, despite some teachers not being happy with the use of CATC, the school had to implement this new curriculum. As a result of this, some of them were working under pressures which appeared to be physically and emotionally taxing.

Resistance to change and staff resignation

Resistance to change and staff resignation were other negative consequences found in school Y. For example, Baromey explained:

It was not an easy task to put CATC into practice. Some trainers were willing to learn while some other did not want to apply this curriculum.

The reason that teachers did not want to use CATC was because they found that the new curriculum added more work responsibilities that they could not cope with. As commented by Baromey "[…] when we first used the curriculum, some teachers reacted, that's why they need to put themselves under pressure". In addition to this, new content knowledge, new training delivery methods and the use of English language also became challenging factors for trainers in their teaching assignment. Baromey remarked:

They found that it was a challenging task especially the use of English language.

Consequently, trainers who were not happy with the implementation and trainers who were not capable of using the curriculum had resigned from the school. As explained explicitly by Baromey:

The reason that they did not want to use CATC was because it was a challenging task for them, you know they did not have ability to do it. […] Some of our teachers were faced with difficulties and they decided to resign.

The change in school curriculum brought changes in staff responsibilities, teaching culture and school management structure. It was apparent that resistance to change and resignation were the results of the physical and emotional demands of the implementation of CATC.

Heavy study load and school dropout

Heavy study load was a negative consequence that CATC implementation has had on students. Because English has become a medium of instruction, students were required to attend more English classes to enhance their English language proficiency. Additionally, as indicated in the interview results, students had to work

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intensively to complete all the 23 training modules within a 10-month training programme. They also were also required to do 23 assessments after completing each training module.

The study also found that school dropout was another reported negative consequence. Baromey related that about 10 percent of students had quit the programme. The heavy study load and the limited capability of students were major reasons for this dropout. As Baromey commented:

> The use of CATC provided them heavy study load that they were not capable with [...] but we understand that some students have limited foundation that make them difficult to catch up with CATC programme.

It was apparent that implementing a large number of modules within a short training time frame had added pressure to the students' learning process. Students who could not cope with these difficulties left the training programme.

4.2.6.   Strategies Used to Overcome Implementation Barriers

This section describes strategies that have been employed by the two schools in order to address the CATC implementation barriers.

School X

Key strategies that have been employed to overcome the implementation barriers included language competency enhancement and student support, staff capability building and support, networking and cooperation, and budgeting and planning.

Language competency enhancement and student support

Language competency enhancement and student support were strategies used to address the limited English language proficiency of students.

English only Zone was created to improve their language proficiency. Students are required to use only English to communicate in the school. Songva

We also developed a lexical book which illustrates various images related to the hospitality industry along with vocabulary in Cambodian, English and French languages. This book helps facilitate their language learning, especially those of technical words in the hospitality industry. Songva

for students who have poor English, we also provide them with extra English after the lunch break. Manith

Staff capability building and support

Interview results indicated that capability building and staff support were strategies used to deal with issues of limited pedagogical skill within the staff. Staff members were trained before and during the implementation of the CATC. As Sovantha commented, "We have received training from the school in order to implement CATC." Moreover, Songva emphasised that the school also provided ongoing support for teachers. As Manith also explained, "I receive support from the school when I started using the curriculum." It appears that the school was aware of the internal barriers related to staff capability and took a responsive approach in dealing with this challenge.

Networking and cooperation, budgeting and planning

To resolve the issue related to affordability, networking and cooperation approaches were used to develop internship programmes and study tours. In this context, students from school X were able to experience and practice their work in real industry settings with facilities that were not available in the school. As explained by two participants:

We have big hotels as our partners. We try to send our students to take internship with them. By doing this, our students are able to work with facilities

that the school could not provide, for example, a standard coffee machine."
Songva

We also provide our students with the study tour to the grape farm in Batambang Province. Because our school does not have wine processing facilities, this tour helps our students to relate what they have learned to real practice. Mantith

Additionally, budgeting and planning was also a strategy used to resolve issues with the training facility. The findings indicate that the first year of implementation was very challenging for the school because there were not sufficient funds to purchase necessary training facilities. However, better planning of the budget was made the following year. For example Manith explained:

The school has a very good planning system. At the beginning of the school year, everyone is able to add his or her plans (lesson and budget plans) into the school global plan.

School Y

School Y also undertook several strategies to aid the implementation of CATC. These included staff capability-building and support, student support, support for teaching methods and field study, combined teaching methods, and reduction of the internship period to overcome internal and external barriers.

Staff capability-building and support

The senior staff of the school Y were aware of the importance of staff capability building as evident in the comments:

Improving teachers' capability must be made in order to effectively implement CATC. The school continues providing on going professional development through formal and informal training. Baromey

Last month I invited officers from the Ministry of Tourism to provide a refreshment training on CATC implementation for our teachers. This is to provide them with any update of the implementation. Baromey

Senior staff also provided technical support for teachers. As Baromey commented, "I keep providing teachers technical support. I also give them hand in providing training modules that they are not capable to run". As Dyna remarked:

We have weekly meetings with Mr. Baromey on the progression of the training. We also seek his technical input for the improvement of the training.

Additionally, the study not only found that support occurred from management staff to teaching staff but also peer-to-peer support among teaching staff themselves. Baromey explained that "teachers in our school are willing to assist each other because they are aware of the difficulties in the implementation of the curriculum".

Student supports, supporting teaching method and field study

Student support, supporting teaching methods and field study were also strategies employed by school Y to address the specific needs of students. Student support was made in terms of financial scholarships, as Baromey stated, "our school provides financial support to some students. With this support, they can effort for extra English class".

A supportive teaching approach was used to assist students with technical word difficulties. As Dyna explained:

There is a teacher of English whose responsibility is to provide English teaching that supports the restaurant service programme. He teaches the students all the technical words prior to my class. By doing this, students are familiar with those difficult words and they are able to understand lessons being provided.

Not only did this method help students understand technical words in their programme of study, it also shared the workload of each programme teacher.

Additionally, the field study was made in terms of hotel visits to familiarise students with the hospitality industry context. This strategy helped to improve the teaching and learning process. A participant explained:

> Before I started hotel-related lessons, I took students to visit the hotel in order for them to see the hotel facilities. This helped them to gain knowledge about the industry. Dyna

Combined teaching method

The use of CATC required a teacher to have both a pedagogical qualification and technical skills. However, it was a major challenge for school Y to recruit candidates with both attributes. To deal with the unavailability of qualified teachers, the school used a combined teaching method as a strategy. As Baromey explained:

> We need two teachers with two different qualities. One for teaching functional competency and the other for teaching core and genic modules. Teachers with professional experience are responsible for functional competencies while teachers with a degree qualification are responsible for core and generic competencies.

It appears that the implementation of CATC not only brought about change in the training approach and content of knowledge but also changes in teaching culture, organisational structure and school costs. This was because new teachers were recruited to take teaching responsibilities that the existing teachers were not capable of doing.

Reduction of placement period

Using 23 training modules within a 10-month training programme was a time-consuming process. After the first year of CATC delivery, the school found that it had to extend its programme in order to complete all the training modules. This was explained by Dyna as follows:

The training time frame was short and beside that, students were required take internships with hospitality businesses three times and each time lasted for a month. Last year the training was extended for another month in order to complete all the modules.

To address the time constraint issue, the school has reduced the internship period from three to two months. When asking whether or not the reduction of the internship has a negative impact on students' learning quality, Dyna responded:

I think there was no impact on students' learning quality because they could understand the work in the industry since their first and second internship. The importance of placement reduction was that we can save an extra month to complete all CATC training materials.

It was apparent that the implementation of the CATC brought changes in the learning and teaching practice.

Overall, these results show that school Y was aware of barriers related to implementing CATC and employed several strategies to overcome those issues. Capability-building and support were provided to both teachers and students to facilitate their teaching and learning process and to improve the learning outcomes. While the school faced difficulty in recruiting qualified teachers for the CATC implementation, the combine teaching method was used. A reduction of the placement period was made to enable the completion of CACT programme within the training timeframe.

Summary

The overall results of the study is presented in the following figure 6.

Figure 6: Data analysis results

	Regional: ASEAN Secretariat	National Level	School and classroom level
Why	▪ ASEAN Economic Community integration ▪ Tourism Economic cooperation	▪ ASEAN Tourism economic cooperation ▪ The needs for standardisation of tourism training system	▪ Government influence ▪ Benefits that CATC can provide to the school system and its students
How	▪ Political and technical support	▪ Multi-stakeholder work platform ▪ Localisation of curriculum ▪ Development of supported mechanism	▪ Rational strategy ▪ Gradual implementation ▪ Staff capability building ▪ Curriculum enactment
Benefits		▪ Tourism TVET enhancement ▪ Career and educational pathway development ▪ Hospitality sector improvement	▪ School image ▪ Standardisation of training programme ▪ Teacher skill development ▪ Learning quality ▪ Wider career opportunities for students
Challenges		▪ Budget constraint ▪ Limited staff capability ▪ Partly CATC implementation Lack of industry cooperation	▪ Budget constraint ▪ Limited teachers and students' capability ▪ Course matrix ▪ CACT training materials ▪ Unavailability of qualified teachers and supported training
Negative Consequences			▪ Expensive operational cost ▪ Workload and work pressures ▪ Resistance to change and resignation ▪ Replacement of previous training elements ▪ Study load and school drop out
Strategies to overcome barriers		Staff capability building Networking and cooperation Law-enforcement	▪ Staff capability building and supports ▪ Student capability building and supports ▪ Networking and cooperating ▪ Budgeting and planning

From figure 6 above, the implementation of CATC in Cambodia at national and school levels is driven by external and internal influence. At the national level, the ASEAN economic integration and the needs for standardisation of tourism training are the two important driving forces. On the other hand, the two schools within this study decided to adopt and implement CATC because of governmental influence and the perceived benefits that the new curriculum can offer to the schools and students.

The implementation of CATC in Cambodia is seen as an interconnected relationship between national, school and classroom level. Before putting CATC into the school system, the government (the National Committee for Tourism professionals) used a stakeholder consultation approach to localise the curriculum to fit with the need of tourism development in Cambodia and its context. The government also provided mechanisms, inlcuding capacity building and certification systems, to support implemention within organisations . Similarly, the two schools within this study understook staff capacity building and curriculum enactment to implement CATC in their school system particulary at classroom level. However, the difference between the two schools implement strategy is that school X implemented the whole training package at once wherease school Y adopted gradual approach. The findings indicated that there are benefits (both perceived and experienced), challenges and negative consequences arising during the implementation of CATC. The next chapter will discuss these issues in a greater detail.

Chapter 5: Discussion

This chapter seeks to synthesise and discuss the research findings. The research was designed to explore the implementation of the Common ASEAN Tourism Curriculum (CATC) and its effects on Food and Beverage service (F&B) hospitality training programme in Cambodia. A case study method was employed to collect and analyse the data. Three cases that represented the implementation at national, school and classroom levels were chosen for the purpose of study. This chapter is organised into four main sections based on the research questions as below:

1- What is the key rationale for CATC implementation?

2- What approaches are being used to implement CATC?

3- What are the effects of the CATC implementation on participating schools?

4- What strategies are being used to overcome barriers in the CATC implementation?

The discussion is carried out by integrating the research results with the literature review presented in chapter 2.

5.1. Rationale for CATC Implementation

This section discusses the rationale for adopting and implementing CATC at national, school and classroom levels.

National level

ASEAN tourism economic cooperation and the need for standardisation of tourism training were the major motivators driving CATC adoption and implementation. These two key drivers were influenced by globalisation and political and economic factors.

The study found that tourism has been chosen as one of the specific areas of regional economic integration. This regional integration is characterised by the free flow of labour, service and investment that embrace globalisation principles (Wong, Mistilis & Dwyer, 2009). Additionally, the significance of tourism for each country's economy has become an agenda in many regional economic integration discussions (Cheang, 2013). Several agreements have been signed that have led to inter-governmental collaboration in the tourism sector (ASEAN, 2013; Wong, Mistilis & Dwyer, 2009). As a result, CATC was developed as one of the elements in this integration framework (ASEAN, 2013).

Moreover, tourism has significantly contributed to the economic development of Cambodia. The implementation of CATC was adopted as a key policy to promote the quantity and quality of tourism human resources in order to sustain industry growth (MoT, 2014a). The results of the present study reflect observations by Amoah and Baum (1997), who noted the roles of government in co-ordinating and supporting tourism development for political and economic reasons.

School and Classroom Level

The need for improvement, along with governmental influence and globalisation, were significant factors that motivated both schools to adopt and implement CATC. To improve the training programme, the development of teacher skills and the enhancement of student learning quality were the reported motivations from the two schools. These results reflect the work of Duke (2004) and Fullan (2007) who suggest that improvement is one of the major reasons in curriculum change for many schools. However, Fullan (2007) asserts that the outcomes can only be evaluated against the desired objectives during the implementation stage of curriculum change.

School recognition was found to be one of the key drivers in adopting CATC for both schools. However, an interesting finding was the different reasons provided by each school. For school X, the desire to gain recognition was the reason for putting CATC into practice. It was apparent that demonstrating ability to implement a multi-national tourism curriculum has helped the school to build its reputation. This might be explained by the fact that, being a non-profit organisation, gaining recognition and trust from partners and donors is important for the school to raise funds for the survival of the organisation.

In contrast, as a well-recognised school, school Y was assigned by the MoT to be a member of the National Committee for Tourism Professionals. Being a part of the committee, the school had to cooperate with the Ministry to take a leading role in implementing CATC. A possible explanation might be that in order to promote the implementation of CATC in Cambodia, the MoT started with a well-known school which perhaps had sufficient resources and capacity for this implementation.

What was found in school X fits very well with comments from Duke (2004) that the change in school curriculum is undertaken for some good purposes. On the other hand, for school Y, the change in curriculum was influenced by government, which is an external agent playing an important role in initiating project change (Duke, 2004; Print, 1998). However, as school Y experienced, when change is forced upon people or institutes, there will be issues in implementation, for example resistance to change from teachers (Duke, 2004; Macdonald, 2003).

Regarding globalisation, the study found that career mobility of graduates was also a reason why both schools adopted the new curriculum. The two schools expected that ASEAN tourism economic cooperation would bring wider career opportunities for their students across the region. This result reflects the previous literature that has

discussed the important role of vocational training in meeting the demands of globalisation (Chappell, 2003; Darwin, 2007; Mouzakitis; 2010; Paryono, 2011). It also mirrors what has been discussed in the curriculum change literature, in which change in school curriculum and practice occurs to meet the need for the current and future development of individuals and society resulting from globalisation and international competition (Sivan, 2015). However, as argued by McKay (2004), vocational training can be a short-term approach to globalisation where skills training lacks diversity and is narrowly packaged.

Putting all this together, it was apparent that external pressures and internal needs have had an influence on CATC adoption and implementation at school and classroom level. When use Lewin's model of change to compare with these findings, it is apparent that the implementation of CATC is the desired change initiative from the government. It was a top-down approach to curriculum implementation in which the government acted as a change agent which introduced change in the school curriculum (Duke, 2004; Macdonald, 2003). This approach, as asserted by McGee (1997) and Smith and Lovat (2003), can happen very fast and is a cost-effective strategy. However, Macdonald (2003) argues that this strategy is seen as a forced approach which can result in resistance to change. Similarly, using Lewin's model of change, Lavasseur (2001) notes that the top-down communication approach alone is not sufficient to achieve the desired change because it is difficult to convince people to implement change that they do not create.

While the expectations were to improve the school system and respond to the globalisation of the regional economy, the results of the implementation remain questionable. The outcomes of the implementation will be further discussed in the 'CATC implementation effects' section of this chapter.

5.2. Implementation Strategies

National Level

The study found the following three main implementation strategies: a multi-stakeholder work platform; localisation of curriculum; and the provision of supporting mechanisms, including capability-building and a certification mechanism.

Through these coordination and support strategies, both hard and soft supporting mechanisms were developed to facilitate the implementation process. The results of the present study mirror the work of Nunkoo and Smith (2012), who noted the interventionist role of government in tourism development. These results are also consistent with Nurdin and Kartika (2015) and Paryono (2011), who found that ASEAN governments have initiated and provided both political and technical assistance to develop a skilled labour force for the regional economic integration.

Overall, these findings reflect the role of government in tourism and human resource development in the tourism sector. As Baum and Szivas (2008) and Liu and Wall (2006) note, one of the roles of government in tourism and hospitality development is the improvement of human resources to support the growth of the industry. Moreover, these results also accord with the role of government in the curriculum change initiative where government must provide support and foster the capacity-building of school principals and teachers (Fullan, 2007).

School and Classroom Level

The study found that both proactive and responsive strategies were used to implement CATC at school and classroom level. The commonly reported strategies within the findings were staff capability-building and curriculum enactment. The gradual approach to implementation was found only in the case of school Y, while a rational approach was found in the case of school X.

Staff capability building

Staff capability-building was adopted as a proactive and responsive strategy in putting CATC into implementation. Prior to the implementation, training was provided to teachers, preparing them to execute the curriculum change. During the implementation, ongoing training and support were also provided to resolve teachers' difficulties in implementing CATC. It became clear that the change in curriculum required teachers to build new knowledge and skills about the curriculum materials, content knowledge and training delivery methods. This finding accords with the work of Duke (2004) and Fullan (2007), who note that staff development is essential in the curriculum change process, in which the focus is often put on new instruction methods, training materials, curriculum and assessment techniques. The findings are also consistent with the empirical studies conducted by Altinyelken (2010) and Bantwini (2010), who found that, to implement new curriculum in South African schools, teachers training had to be provided. Staff capability building prior and during the implementation of CATC reflects the unfreezing and moving stages in Lewin's model of change. Training and on-going professional development were made to change the behavior and create the learning approach for trainers to accept and implement the new practice (Burnes, 2004; Gallos, 2006; Levasseur, 2001).

While it is widely accepted that staff training is important in effective curriculum change implementation (Duke, 2004; Fullan, 2007), the findings raise questions concerning the adequacy of the training provided (Altinyelken, 2010; Bantwini, 2010). The training provided by MoT for school teachers was packed into 50 hours and 35 hours respectively for master trainer and master assessor training courses. Despite both schools appreciating the training provided by MoT, they reported ongoing difficulties when implementing CATC. Other factors constraining the

capability of school teachers' use of the new CATC curriculum are discussed further in the barriers to implementation section.

Curriculum Enactment

The study found that curriculum enactment was a strategy adopted by both schools. Although, the two schools reported different approaches in enacting the curriculum, the common purpose was to fit the new curriculum content and knowledge with the language capability of students, training resources and period. This finding is consistent with Hewitt's (2006) explanations of actions taken at school and classroom level in order to adapt curriculum into the setting. The findings are also aligned with what Kelly (2009) and Print (1998) conclude, that the contextual factors of the schools, such as resources, teachers and students, are essential factors in determining the curriculum implementation approach.

Gradual and Rational strategy

A gradual approach to implementation was reported by school Y. This reflects Duke's (2004) explanations that a gradual approach to implementation of new curriculum is best undertaken in segments, rather than all at once. Because the school was not able to recruit qualified teachers for CATC implementation, this strategy helped to familiarise existing teachers with CATC materials before it was fully implemented. This reveals that implementing CATC was a time-consuming and challenging process. Although the study found that CATC implementation was a top-down approach that can happen very fast in the adoption stage, speed of actual implementation is varied, depending on the implementation approach taken by individual schools.

On the other hand, the rational strategy adopted by school X as an implementation approach is consistent with McGee (1997) and Smith and Lovat (2003), who state

that this strategy is based on reasons used to persuade members to implement change. This strategy also reflects the unfreezing stage in Lewin's model of change in which the behaviour of employees needs to change to be ready for the implementation of new initiatives (Burnes, 2004; Gallos, 2006). The benefit of this strategy is that it helps to reduce resistance to change (Burnes, 2004; Gallos, 2006; McGee, 1997). However, by using Lewin's model Levasseur (2001) points out that if the nature and the likely impact of the proposed change are not communicated clearly, it is difficult to involve people to implement it.

Overall, results of the study show that at national level, the Ministry of Tourism has adopted a facilitator role in coordinating and supporting the implementation of CATC. Political and technical assistance was provided to the schools to implement a new curriculum under the ASEAN tourism economic cooperation framework. At school level, both proactive and responsive strategies have been taken in order to put the new curriculum into practice.

5.3. CATC implementation effects

5.3.1. CATC implementation benefits

National level

The Cambodian government anticipated that sustaining industry growth will promote societal well-being and economic viability for local people through training and employment (MoT, 2012). To sustain the tourism sector, tourism human resource development was adopted as one of the key strategic actions (MoT, 2012, 2014a). Implementing CATC has helped to build human capital at both macro and individual levels.

At a macro level, the results of the study suggested that through CATC implementation, tourism Vocational Training and Education (VET) has been

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enhanced. This implementation has enabled Cambodia to develop a tourism training management mechanism, to standardise tourism training curriculum, and to build human capital in tourism training. The study also found that the enhancement of tourism VET would contribute to tourism and hospitality skill development of local people. These findings are in line with the recent study of Paryono (2011) who found that in response to ASEAN economic integration, initiatives have been developed to improve the vocational education and training system in each country.

The results of the study also suggested that at an individual level, CATC implementation has encouraged ongoing learning and career advancement for hospitality workers who are working without formal certification. Only about 20 per cent of hospitality employees are working with formal certification (MoT, 2014a). Through Recognition of Prior Learning (RPL), hospitality workers who are working without formal certification will be provided with a formal certification under ASEAN and the national qualification framework. With this, they will be able to undertake further study and/or advance their careers. This finding supports the findings of McGrath (2007) who noted the importance of RPL in vocational training programme for encouraging individuals' life-long learning and career advancement. The the adoption of RPL is a new approach being undertaken within tourism vocational training programmes in Cambodia.

It became apparent that CATC implementation has directly contributed to tourism human resource development effort in Cambodia. At a macro level, tourism training systems have been enhanced. Because of this, graduates from various vocational training programmes have been expected to acquire skills and competencies that comply with the regional and national qualification framework. At the individual level, hospitality workers were provided with educational development and a career

progression mechanism. Because of the belief that well-trained people are the core to the industry's success (Baum and Szivas, 2008; Mayaka and Akama, 2007), these efforts have been undertaken in order to promote both the number and quality of tourism and hospitality employees in Cambodia.

School and classroom level

The implementation of CATC has improved the school system and learning quality of students. Both schools have acquired the same benefits from this implementation, including the standardisation of training programmes, teacher skills development, school image enhancement, and students learning quality improvement. These findings are aligned with what Duke (2004), Fullan (2007) and Print (1998) noted, that central to curriculum change effort is the improvement of the school, especially students' learning.

- *Standardisation of training programmes*

The study reveal that CATC implementation has standardised schools' programmes and curricula. All participants from both schools obtained specific training packages and adopted teaching and assessment techniques as required by ASEAN standards. Obtaining the standard training programme for the school system from CATC implementation reflects the work of Wojciechowski et al, (2016) who used Lewin's model of change to note that refreezing can cause non-continuous development after the desired change has been achieved. As noted in the previous section 'Rationales for CATC implementation', this phenomenon was a top-down approach of curriculum change in which the educational objectives, learning contents and assessment methods were developed in a tight package by specialised curriculum writers (Macdonald, 2003). Teachers have very little control over such kinds of curriculum (Macdonald, 2003), which has become a subject of debate in vocational

education and training in the globalisation era (McGrath, 2007; McKay, 2004; Tran & Nyland, 2013).

From the vocationalist point of view, training packages often use a competency-based training model to develop skilled employees to meet the immediate demands of a particular industry such as tourism (Lo, 2006; Weiremair & Bieger, 2006; Cooper, Shepherd & Westland, 1996), and to respond to the needs of globalisation (Chappell, 2003; Minghat & Yasin, 2010; UNESCO, 2016). On the other hand, from the globalisation point of view, the competency-based training model is often seen as inflexible and one which becomes stagnant in the short term, which is inconsistent with the goals of globalisation (McKay, 2004; Tran & Nyland, 2013).

While the government and the schools thought that obtaining training packages of regional standard has contributed to the tourism human resource development effort, underlying problems with curriculum practice are evident at the classroom level. When the same training packages, especially the assessment instruments, are used repeatedly, the integrity of learning outcomes could be compromised. For example, a group of students who have had a test on a certain training module could describe the assessment to other students who will later have the same test.

- *School image enhancement and teacher skill development*

Both schools have enhanced their image from this implementation. In the case of school X, an effort to demonstrate its ability to implement the multi-national tourism curriculum has made the school become nationally and regionally recognised. Similarly, in the case of school Y, CATC implementation has helped them to enhance their image with both local and international tourism employers. In addition to this, school Y has become the first ASEAN hospitality school to provide hospitality diploma training. The enhancement of school image and its performance were

positively influenced by culture collaboration and commitment (Duke, 2004, Fullan, 2006; Smith & Lovat, 2003).

CACT implementation has contributed to teacher skill development. Because the change in curriculum has also changed the content of knowledge and the way in which training is delivered (Print, 1998; Smith & Lovat, 2003), teachers from both schools have been required to acquire new knowledge and skills.

- *Learning quality and wider career opportunities*

CATC implementation has provided both experienced and expected benefits for students. Experienced benefits are those acquired during the implementation process. Not only has CATC provided students with skills and knowledge necessary for ASEAN tourism integration, it has also helped them to become self-sufficient learners. Moreover, upon the completion of the training, those students are anticipated to obtain nationally and regionally recognised qualifications that will bring them wider career opportunities.

Another expected benefit is career mobility across the ASEAN region. At the adoption stage, both schools believed that CATC implementation would help their students to find jobs in other ASEAN member countries. However career mobility has not happened yet, because the supportive mechanism has not been mutually developed in other places.

While the actual benefits from the curriculum are the enhancement of school training systems, teacher skills development and student learning improvement, the longer benefits such as career mobility remain unclear because of two underlying issues. First, the concept of competency-based training model in the training package might not be aligned well with the nature of globalisation (McKay, 2004; Tran & Nyland,

2013). This is because competency-based training incorporated previous skills and knowledge to meet the immediate demands of the industry (Tran & Nyland, 2013). In contrast, globalisation focuses on the future dynamic of change (McKay, 2004; Tran & Nyland, 2013). Secondly, the career mobility of tourism professionals can only happen when all ASEAN nations mutually implement some kind of cross-border labour mechanism. for example, the ASEAN Tourism Professionals Registration System (ATPRS), ASEAN Tourism Qualifications Equivalency Matrix (ATQEM), and ASEAN Tourism Professionals Monitoring Committee (ATPMC). Currently these frameworks are being implemented by only some ASEAN member countries. Therefore, the exact time when the career mobility of tourism professionals can happen remains unclear.

5.3.2. CATC implementation barriers

National level

The study found that there have been both internal and external barriers to CATC implementation at national level. These challenges potentially make it difficult to achieve tourism human resource development objectives.

Internal barriers

Issues related to financial resource, human capital and training infrastructure were identified in the findings as three significant internal barriers to CATC implementation. In terms of financial resource, the results indicated that the Secretariat of National Committee for Tourism Professionals (NCTP) has a limited budget because they received a limited annual fund from MoT. This issue has the potential to constrain the scope of CATC implementation. For example, NCTP was not able to provide follow-up training for the ASEAN master trainer/assessor courses. This finding is consistent with the observations of Hidayat (2011) and Lagarense

(2013) who found that the lack of financial resource was the main barrier in the implementation of the ASEAN tourism economic cooperation framework at national level.

The limited capability of officers was another reported implementation barrier. The implementation of CATC requires significant technical expertise, for example training and assessment management. However, most of NCTP's staff had little experience and skill in the implementation of a regional tourism cooperation framework because they were young-entry officers who just graduated from universities. This was perhaps attributed to the requirement of the civil servant law of Cambodia. According to the handbook of civil servant (2010), applicants for work at Cambodia's ministries must be between 18 to 30 years of age. This requirement may have an effect on the NCTP's staff profile. The limited capability of NCTP's officers supported the findings of Hidayat (2011) and Lagarense (2013) which revealed that the lack of human resource was the main challenge in implementing the ASEAN tourism economic cooperation framework in Indonesia.

The lack of a national hospitality training school made the scope of CATC implementation limited. The study found that MoT had to rely on non-governmental organisations (NGOs) to adopt and use CATC. At the time the study was conducted, there were four big NGO schools that had adopted and used CATC. Two of the schools fully integrated level 1 and 2 qualification training (school X and Y), while the other two schools used only some units from CATC for their training programmes. Additionally, three of the schools only recruit people from disadvantaged backgrounds for their training, limiting access for other potential students to participate in CATC training programme. This result reflects the finding

of Hidayat (2011) who found the lack of a national training infrastructure was the main barrier to implementing an ASEAN tourism curriculum in Indonesia.

External barriers

Partial implementation of CATC from tourism schools, and the lack of industry cooperation were two underlying external challenges impacting on the implementation.

Results indicated that CATC was partially adopted by tourism schools. CATC consists of five levels of qualification training. As described, two schools were able to implement the entry levels of training (level 1 and 2), while other two selected only some training modules. Because all of the schools were non-profit organisations who relied on external funding, they had limited resources and training time frames. CATC implementation was a high-cost and time-consuming venture. This finding is consistent with Lagarense (2013) who found that resource constraints were the main barrier for higher education in Indonesia to implement the ASEAN tourism curriculum.

The study found that the lack of industry cooperation in CATC implementation is consistent with the finding of Hidayat (2011), who found 5 star hotels in Indonesia resisted implementing the ASEAN tourism training. However, the underlying problems were different between the two countries. In Cambodia, the regulatory status of CATC and the owner commitment were found to be the barriers. On the other hand, in Indonesia the lack of funding support and media optimisation were the main reasons that the industry resisted implementation.

From the analysis, it was apparent that both internal and external barriers have constrained the effort in tourism human resource development. According to MoT (2012, 2014), the strategic plan was to develop an additional 500,000 hospitality

workers by 2020. In order to achieve this, using CATC was promoted amongst tourism training providers and businesses. However, the impact, size and scope of this implementation have remained small due to the limited capacity of NCTP, including staff competence and financial resource (Duke, 2004; Fullan, 2006), the lack of national training infrastructure (Hydayat, 2011; Paryono, 2011), and the lack of cooperation from private businesses (Hydayat, 2011). These results highlighted that the competence of the government agency and stakeholder collaboration including hospitality training providers and tourism industry were significant factors contributing to the success of CATC implementation at the macro level.

School and classroom level

This section discussed internal and external barriers to CATC implementation at school and classroom level. The common internal challenges faced by both schools were limited teacher and student capability. Affordability was a reported issue from school X only. The schools faced different external challenges. While the complexity of CATC training materials was an external challenge for school X, the unavailability of qualified trainers was an external challenge for school Y.

Internal and external challenges in CATC implementation were associated with clarity, complexity, quality and practicality, factors identified by Fullan (2007) that can affect the implementation process. While clarity deals with the perception of teachers about change, Altinyelken (2010), Batwini (2010), Fullan (2007) and Glatthorn et al., (2005) point out that what teachers think and do are the critical elements in the success of curriculum change implementation. In the present study, some F&B teachers in both schools were unhappy with the implementation of CATC because of the complexity of the training materials and heavy workload. The

underlying consequences of this negative perception will be discussed in the negative consequences section.

In terms of complexity, the limited capability of students and teachers in both schools, and the use of English as medium of instruction, were the main obstacles for CATC implementation at school and classroom level. As pointed out by Fullan (2007), complexity is associated with the skills required, belief alteration, teaching strategies and the use of materials.

It was clear that the implementation of CATC has brought change in teaching and learning practice which required both the teachers and students to learn new skills, for example new pedagogical skills, general tourism knowledge and high level of English language proficiency. Low English language proficiency and limited pedagogical skill among teachers were the main challenges evident in CATC implementation. Likewise, Lagarense (2013) identified that low English language proficiency and limited teacher quality were the main challenges in the implementation of the ASEAN curriculum in higher education institutes in Indonesia.

Additionally, while English language was adopted as medium of instruction in CATC implementation, students were faced with learning difficulties, particularly content and vocabulary. As a result, some students did not understand what was being taught in the new curriculum. From a globalisation and internationalisation perspective, English as the lingua franca is used to facilitate career mobility (Crocco and Bunwirat, 2014; Kirkpatrick, 2011) and it is very important for hospitality employees to communicate with tourists (Hsu, 2014; Prachanant, 2012). However, from a linguistics perspective, Kirkpatrick (2011) notes that the use of foreign language in the classroom can replace the important role of the native language, resulting a loss of self-identity which limits the personal and cognitive development of individuals.

Additionally, Altineyelken, Moorcroft & Draai (2014) found English use limited the opportunities for students to participate in classroom activities. It became clear that teaching and learning quality rely upon the English language proficiency of students and teachers, students' tourism knowledge and teachers' pedagogical skills.

Regarding practicality and quality, insufficient financial resource and the unavailability of qualified teachers had a negative affect on CATC implementation. These issues happened where the adoption of change is more important than implementation or the adoption is made on the basis of political necessity without giving sufficient time to develop necessary resources required for the implementation stage (Fullan, 2007). The study revealed that CATC implementation was a top-down approach in which adoption happened quickly due to governmental influence. Giving sufficient time between adoption and implementation stage was essential to develop and allocate human and financial resources for the effective implementation of curriculum change.

5.3.3. Negative consequences from CATC implementation

This section discusses the negative consequences of CATC implementation at school and classroom level. The common negative consequences reported by the two schools included expensive operational costs, workload and work pressure, resistance to change and resignation, and being time-consuming. However, there were specific issues in each school. School X reported that replacement of important training is an issue, while school Y reported issues of heavy study load and student drop-out.

Expensive operational cost

The implementation of CATC has made the operational cost to the schools almost two times more expensive than the use of their own curriculum. The schools had to

invest in training resources and facilities, study materials and examinations, staffing, logistics and administrative costs. These increased costs are consistent with comments of Duke (2004) and Fullan (2007) who emphasised that the change in curriculum required extra financial resources for training materials and staff development.

Workload and work pressure

Heavy workload and work pressures were the negative consequences that the implementation of CATC put on teaching staff in both schools. The recent study of Crujeiras and Jiménez-Aleixandre (2013) found the increase in working hours of the teachers was one of the challenges in implementing new curriculum in Spain. Altinyelken (2010) and Bantwini (2010) respectively found that the curriculum reform in Uganda and Cape Province of South Africa created work overload for teachers. It was apparent that the change in school curriculum brings change in staff teaching responsibilities where they have to cope with a greater workload.

Despite workload and work pressure being negative consequences, the factors causing these issues were different between the two selected schools. In the case of school X, the results indicated that complexity and inadequacy of CATC materials were the main causes of workload and work pressures. Because of these issues, teachers in F&B service programme had to spend time and effort to develop training materials that were coordinated and responded to the needs of their students. Similarly, Bantwini (2010) found that the heavy workload stemmed from paperwork and the change in teaching routine. Altinyelken (2010) found that inadequate training materials often cost teachers time and energy.

In the case of school Y, however, the issue of workload and work pressure was associated with the number of training modules that were concentrated in a short

training time frame. School Y took 23 training modules over a 10-month training programme. On the other hand, school X took 32 training modules for a 20-month training period. Therefore, teachers of school Y had to work very hard to complete all the modules within the provided training period.

Resistance to change and resignation

Resistance to change and staff resignation were negative consequences from CATC implementation in both schools. These issues were identified implicitly by a teacher in school X and a senior staff member in school Y.

In the case of school Y, some teachers resisted implementation of CATC because of their fear of more responsibility or because they lacked capability to implement it. In the case of school X, staff resisted change because they were not happy with the workload and the unclear work assigned by the management team. These issues seemed to have originated from a negative perception among teachers toward the implementation of CATC, as discussed in the previous section. Implementing CATC has added pressure on teachers practically and psychologically, and thus, some teachers resisted change or resigned from their jobs.

These findings accord with that of Duke (2004), Le Fevre (2014), Ozdemir et al. (2016) and Zimmerman (2006) who found that teachers resist change because of extra work responsibility, fear or risk of failure, disruption and discomfort, and work-related alienation. Resistance to change can lead to resignations, which negatively affects organisational performance (Duke, 2004; Burnes, 2006).

Nonetheless, resistance to change (McGee, 1997) and resignations (Albattat & Som, 2013; Davidson & Wang, 2011; Dipietro & Condly, 2008) are not always negative. McGee (1997) suggested that resistance to change can be used as a measure of the proposed change, which can produce a better plan and better performance. Likewise,

as Dividson and Wang (2011) noted that resignation can benefit an organisation, especially where underperforming staff were removed.

However, because the present study did not measure the consequences that resistance to change and staff turn-over may have on the performance of the organisation, it remains unclear whether the negative effects of these two issues outweigh the positive ones. Therefore, further research should examine the impact of these factors from CATC implementation on school performance.

Replacement of important training elements (School X)

The replacement of important training elements was a negative consequence in school X. One teacher thought that because the use of CATC focused on level qualifications and the job title, some of the management-related courses were replaced. Those courses were considered by the participant as necessary for students to develop their potential at work. This finding accords with that of Tran and Nyland (2013) who argue that generally the training packages designed for VET programme focuses on job title and the level qualification, which lack in general principles that can help learners beyond skill specification. This finding also reflects McKay's (2004) assertion that competency-based training is the narrow prescription of education, as training for work within its parameters, and thus it is forced to operate in an opposite direction to internationalisation.

However, this issue was not found in the case of school Y. This difference can be explained from the fact that school Y has provided their students with extra training on both soft and hard skills. The provision of extra training for the use of CATC in school Y has equipped their students with the necessary knowledge and skills for employment. This training was not reported by school X. This might be a reason why

the participant felt that the use of CATC had replaced some necessary training elements in the previous curriculum.

Heavy study load and school drop-out (school Y)

Heavy study load and school drop-out rates were reported negative consequences from school Y. Results suggested that a short training time frame was the main cause of the heavy study load. Unlike school X, school Y has only a ten-month period to complete 23 training modules. The senior staff reported that this short time frame has made the training practice intensive. Additionally, students had to complete an assessment after each training module, resulting in 23 tests being completed. Moreover, students who faced learning difficulties with the implementation of CATC tended to drop out from the school.

However, these two negative consequences were not found in the case of school X. A possible explanation can be that school X had an adequate training time frame to incorporate the selected modules. Even though learning difficulties may have been a major cause of student dropout in school Y, school X did not report this as an issue even though their students faced the same learning difficulties. This is perhaps because the strong internal student support mechanism in school X become an anchor to maintain students in the training programme until their completion. Moreover, another possible explanation might be that students from school X were loyal to the organisation because they were recruited and financially supported with their education.

5.4. Strategies to overcome implementation barriers

National Level

The study found that there have been three major strategies used to support implementation at national level which address both internal and external challenges - staff development, cooperation and partnership.

Staff development was a responsive and proactive approach employed to promote the technical capability of staff members. NCTP was aware the need to address the challenges in CATC implementation in relation to its limited staff technical capability. This finding reflects the comments of Duke (2004) and Fullan (2006) that technical knowledge about the curriculum is very important for staff to implement change.

In terms of cooperation and partnership, NCTP has used it as a strategy to enlarge the size and scope of CATC implementation where the budget of the organisation was limited. As a result of this, NCTP has been working with a number of development agencies to expand its activities in CATC implementation. These findings reflect what has been discussed in the implementation of curriculum change in relation to the importance of stakeholder engagement (Duke, 2004; Fullan, 2006; Print, 1998; Smith & Lovat, 2003).

School and classroom level

Three common strategies were used by the two schools to address the same implementation challenges. However, different strategies were also used to address different issues within each school.

Staff capability building and support

The two schools have used almost the same strategies to deal with the limited capability of their staff and students. Staff capability-building and support were found in both schools. An interesting finding was that in school Y support was provided from the managerial level and by operational staff themselves in order to put CATC into practice. This might be attributed to organisational culture and commitment (Duke, 2004; Smith & Lovat, 2003).

In school Y, staff incentives and well-being were also reported as strategies to encourage staff to put CATC into implementation. This was not mentioned by any participant from school X. This difference might be attributed to the varying resource available in each organisation. While school X depended solely on charity funds, school Y generated its own income through student fees and business associates. This finding reflects Duke's (2004) comment that financial resource is one of the most important elements in planning and implementing curriculum change because adequate resource is needed for staff development and support.

Student support

Regarding limited student capability, the two schools provided support to enhance students' English language proficiency through different approaches. School Y provided financial scholarships for students for extra English classes outside the school, while school X had developed an internal mechanism such as an English-only-Zone, a lexical book and extra English class provision to help improve student English competency.

This difference can be explained through low English proficiency being the challenge in school X, while differences in English comprehension amongst students was the barrier in school Y. A majority of students in school X were recruited from

underprivileged background and thus needed strong language support, while fewer students in school Y needed that. Therefore, in the case of school X, establishing an internal mechanism to enhance students' language competency was a cost-effective strategy in which the scope of the impact was distributed to everyone. In contrast, in the case of school Y, providing English learning scholarship for some students was also seen as a cost-effective strategy, since not every student needed it.

Cooperation and partnership

Both schools used cooperation and networking to address various challenges, always for the same overall integrity of student learning quality. As explicitly explained from two participants of school X, the school had built networks and cooperated with the hospitality industry to provide their students with opportunities for internships and field visits. By doing this, students from school X could still have operational experience with some expensive facilities that the school could not afford. That is, to address the affordability issue, school X worked with their industry partners. Similarly, a participant from school Y reported that to enhance students' understanding on hospitality operations he carried out a field visit to partnered hotels. Overall, networking and cooperation have helped to enhance study outcomes for students from both schools.

Reduction of internship period and combined teaching method

Reduction of the internship period and the use of combined teaching method were two reported problem-solving strategies at school Y. The reduction of internship duration was made to complete the 23 training modules within the timeframe. However, school X did not reduce its internship period when implementing CATC. A possible explanation for this might be that school X has a longer training timeframe

(20 months) which was sufficient for students to complete all the selected training modules.

The use of combined teaching methods occurred because school Y was not able to recruit qualified trainers who could deliver training by using all three core, generic and functional competencies modules. Therefore, school Y had to allocate teachers who had professional hospitality experiences to provide functional training while teachers with degree qualifications were responsible for core and generic competency training. Duke (2004) noted that implementing curriculum change requires new personnel to implement assignments that existing staff are not capable of. This factor may also affect the organisational structure and costs of the school (Duke, 2004) and by doing so, staff responsibilities and workload were reduced.

In contrast, this approach was not found in the case of school X. However, the study found that the main challenges when a teacher was responsible for all training modules were heavy workload and its time-consuming nature (Altinyelken, 2010; Bantwini, 2010).

5.5. Conclusion of the chapter

The implementation of CATC in Cambodia occurs at two levels of structures: national and school level. At national level of CATC implementation, the regional tourism economic intergration and the need to improve the tourism training sector in Cambodia were the main driving forces. The overall implementation took a top-down approach in which the government acted as a change agent in introducing a new curriculum under the regional tourism economic integration framework to the local hospitality training providers. The present study indentified the role of government in tourism human resource development domain. Having understood the importance of economic impact from tourism sector in Cambodia and the vital role of tourism

professionals in the industry, the ministry of tourism has developed a tourism human resource development plan to forster the capability of those people. One of the key elements in the plan is to implement CATC in a hope to standardise the training programme and produce qualified tourism professionals.

At school level, on the other hand, the adoption and implementation of CATC were motivated by both internal needs and the governmental influence. At the time the government introduced the new curriculum to the shool, the school perceived that it would enhance the training system and improve student learning and carrer opportunity. Staff capability building and curriculum enactment were seen as the common implementation approach for both schools. However, there were differences found in how the curriculum was enacted in each school. Contexual factor including time and resources determined the way in which each school enacted the curriculum into the school system and the classroom teaching-learning practice.

Interms of implementation barriers, internal and external challenges were found at both levels of implementation. Not only the issues related to financial, human resources and the training facility made the CATC implementation difficult, it also constrained the effort in achiving the tourism human resource development objectives at national level. At school level, barriers included negative perception of teachers, lack of financial resources, limited student capability and the use of English as medium of instruction were the clarity, complexity, quality and practicality (Fullan, 2007) factors that effect the implementation process.

While both schools reported on the school recognition, starandard training programme, staff professional development, learning improvement and wider carrer opportunities for stduents were the benefits from CATC implementation, negative consequences were also identified. Not only did CATC implementation change

teaching and learning practice, it also altered the organisational cost, structure and staff responsibilities and beliefs.

Important factors identified that contributed to successful CATC implementation were organisational competence, financial resources, collaboration culture, and staff commitment which will be discussed further in the implications of the study in the chapter 6.

Chapter 6: Conclusion

The study explored the implementation of the Common ASEAN Tourism Curriculum in Cambodia. It also sought to understand how this implementation affected Cambodian vocational tourism and hospitality training. A qualitative methodology was employed in which embedded multiple case study methods were adopted as a research strategy. This chapter is structured into three major sections - conclusions, implications, and limitations and further research.

6.1. Conclusions

The study found that the implementation of CATC occurred at two levels: national and school level. The rationale for the CATC implementation at both levels was influenced by internal and external factors. At national level, the regional economic integration is seen as an external influence while the needs for training system improvement is a driving force for adopting and implementing CATC. Similarly, at school and classroom level, adopting and implementing CATC was motivated by the internal needs of the school, external governmental influences and the regional economic integration factors. .

Despite the fact that implementation of CATC was voluntary, the study found that this implementation took a top-down approach in which the curriculum was designed externally to the school and introduced by a government agency into the school system. The government acted as a change agent in the implementation of curriculum change, with the role of government in tourism development particularly in the human resource domain.

Two common approaches to CATC implementation at school and classroom level were staff capability-building and curriculum enactment. The change in curriculum

required teachers to be skilful in the delivery of new curriculum content and assessment practice. Therefore, staff training was provided in both formal and informal forms by the ASEAN Secretariate, the Cambodian Ministry of Tourism and the schools themselves. Regarding curriculum enactment, contextual factors such as the nature of students, the staff profile and financial resources were important determinants in putting CATC into practice.

CATC implementation at national level contributed to the effort of human resource development in the tourism sector. The experiences of the teachers and government officers indicated that CATC implementation has standardised national tourism training, built human capital in tourism training, and encouraged life-long learning for hospitality workers. However, it was apparent that organisational competence, financial resource and the lack of cooperation from stakeholders were the main barriers in achieving this effort.

At school and classroom level, CATC implementation has resulted in benefits, challenges and negative consequences for the schools, teachers and students. In terms of benefits, CATC has standardised the training programmes, enhanced school image, improved skills development for teachers, enhanced student learning, and provided students with wider career opportunities. However, both internal and external challenges have constrained the implementation effort. In terms of negative consequences, CATC implementation has doubled the costs of the schools, altered staff beliefs and responsibilities, and created an increased study load for students.

6.2. Implications of the study

From a big picture perspective, the implementation of CATC has contributed to the tourism human development effort for Cambodia to sustain the industry's growth. However, with closer examination of the implementation of CATC in two individual

schools, there has been a mixture of benefits, challenges and negative consequences. Therefore, the study highlights several interesting findings that are relevant to the implementation of a multi-national tourism curriculum in vocational training and education programmes.

Organisational readiness for change may influence the time required for implementation

Results of the study clearly indicated that the internal need was one of the most important elements to adopt CATC at both national and school levels. At the school level, the reasons for implementing CATC should be made on the basis of school improvement, especially students' learning and career opportunities. While the implementation of a multi-national tourism curriculum was seen as a means for school improvement, organisational readiness, including the ability of the organisation to execute new curriculum, should be taken into account. When limited time is given between adoption and implementation phases, the actual use of curriculum is likely to be inhibited by a number of challenges where organisational readiness has not been developed. The gradual approach adopted by school Y provides a model of 'good practice' for other training providers. This approach enabled the school to anticipate what would alter organisational practice, costs and structure, which allowed a proper plan to be developed accordingly.

CACT implementation has the potential for both positive and negative organisational effects

The study clearly indicated that at the surface of CATC implementation, teaching and learning practice has been changed. However, CATC implementation also altered the organisational structure, responsibilities of staff, staff beliefs and the costs of operation. It was evident that these elements were inter-related. For example, when

staff were assigned more work responsibilities, their perception toward implementation became negative. Moreover fear of new and unknown responsibilities also lead to resistance to change and resignations, which in turn affected the organisational structure and operational costs. In addition to this, teachers' perceptions toward implementation of the new curriculum also influenced the quality of their teaching practice. For example, a teacher from school Y believed that CATC implementation was a positive pratice and thus he upgraded his pedagical skill through training provided by the school and the government agency.

Although the current study did not extend its focus to the effects that resistance to change and resignations have on organisational performance, the implication was that training providers should anticipate the effects of implementation on its organisational performance and develop proactive and responsive strategies to address any challenges or consequences arising.

English as the medium of instruction in hospitality training provides both a positive and negative effect

English was adopted as the language for communication between ASEAN members as it provides a universal language for communication across all ASEAN countries. However, the study indicates that the use of English as the medium of instruction has become one of the key challenges in Cambodia's tourism and vocational training classrooms. Both teachers and students encountered language difficulties with CATC materials in the training programmes. The use of English is a potential barrier to teaching-learning of hospitality and tourism knowledge and skills due to the limited English language ability of both teachers and students. It is not clear how much student learning quality has been affected.

Resistance to change can be both a challenge to implementation and an implementation consequence

Evidently some teachers' resistance to change is associated with the physical and psychological pressure of the CATC implementation. In terms of physical pressure, the implementation of the new curriculum created more work responsibilities for teachers. The complexity and inadequacy of training materials and the large number of training modules were the main cause of heavy workloads. Increased workload caused exhaustion and negative perceptions toward use of the new curriculum. Moreover, with regard to the psychological pressure, the implementation of CATC required teachers to have new skills and knowledge which some of them were not capable of acquiring. This created a feeling of insecurity, fear of unknown responsibilities and frustration. Either one of the pressures or the combination of both have led to resistance to change and, in some cases, resignations.

In this study, resistance to change happened as a negative consequence from implementation. However, it also presented an implementation challenge when teachers had a negative view of the curriculum and did not want to implement it, or when they had chosen to resign from the school. The use of rational strategy by school X and the consideration of benefit packages by school Y have provided good lessons on how schools coped and managed with resistance to change. Consideration should also taken on the use of Kurt Lewin's model of change that mentiones the unfrozen stage, which is to change staff behaviour in order for them to accept and execute change.

Organisational competence, commitment and collaborative culture are vital to implement curriculum change

Organisational readiness involves many factors including organisational competence, commitment and a collaborative culture. In terms of organisational competence, consideration should be given to staff's and students' capability, and financial resource.

The implementation of a new curriculum changed teaching and learning practice and required both staff and students to develop new types of competence. For example, in the implementation of CATC, teachers are required to understand new content knowledge and pedagogical skills and have a high level of English proficiency. While staff development is considered essential, the focus should also be put on the quality and adequacy of the training provided.

In addition to this, and within the context of Cambodia, the tourism vocational training is mainly run and managed by charitable and humanitarian NGOs whose targets are groups of marginalised children and youth. A challenge was experienced when trying to reintegrate these young people into a vocational training programme, yet another challenge is expected when CATC is implemented with them. It is evident that the implementation of CATC required students with a high level of English comprehension and general tourism knowledge. However, most of students in tourism vocational training in Cambodia reportedly lacked these two qualities. Therefore, it becomes apparent that providing English and tourism bridging programmes or orientation courses for students is essential.

The ability of an organisation to develop capability for its staff and students depends upon on its financial resource, commitment and collaborative culture. When considering the implementation of a new curriculum in a school, the primary question

is its financial implication. Again, in the Cambodian context the majority of tourism training providers are NGOs, so that limited budget limits their ability to execute change initiatives such as staff development and new training facilities. However, the study also indicated 'good practice' at a national, school and classroom level where cooperation and partnership strategies were employed in order to deal with the problem of funding shortage.

Moreover, in terms of collaborative culture and organisational commitment, two important elements are evident. The first is the role of the school principal as an agent of change and second is benefits and compensation strategies. In the implementation of a new curriculum, the school principal plays an essential role in developing shared ownership of curriculum change amongst staff members and in providing guidance and support. For example, school Y practiced weekly and mothly meeting between school principal and teaching staff to identify challenges of CATC implementation and seek for solutions as a team. Benefits and compensation should also be developed to align with new work responsibilities to retain organisational committment. In the case of school Y, for instance, staff members received new benefit package which reflected their new work responsibilities. As a result of this, staff members committed to implement the curriculum change.

6.3. Limitation and future research

It is generally accepted that there has no research is conducted without some weakness or limitations, and this study has its own limitations. First, while the study was designed to explore the implementation of a multi-national tourism curriculum and its effects on hospitality training programme, given the time and resource constraint, the scope of the study covered only food and beverage training. In addition to this, only two schools were selected. For further research, data could be collected

from a wide range of training divisions in the hospitality programme, such as housekeeping, front office and food production, from multiple schools.

Secondly, the study was conducted with only curriculum practitioners including school principals and teachers. The results of the study reflected only the perception and experience of those people but not the curriculum clients—students. Therefore, further research should be conducted with students to understand their perceptions and experiences of the implementation of a multi-national curriculum.

Thirdly, data were collected from only two NGO hospitality training schools in Cambodia. The data analysis and discussion do not reflect the perceptions and experiences of other schools in Cambodia or in other ASEAN countries who have also been implementing the same curriculum. Therefore, future research may extend its focus on private schools either in Cambodia or in other ASEAN members.

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Appendix 1: Interview Questions

Form I: Question sheet for interviewing with officers from the Secretariat of National Committee for Tourism Professionals (NCTP)

1. **Background of the CATC implementation in Cambodia and NTCP's roles**

    1.1. Why was it decided to adopt CATC for Cambodia's hospitality training programme?

    1.2. What role does NTCP take in the implementation of the CATC?

    1.3. What support has NTCP received for the implementation of the CATC?

2. **How have MRA –TP and the CATC been implemented in Cambodia?**

    2.1. How has the CATC been enacted to support the national tourism policy?

    2.2. How has the CATC been tailored to fit with Cambodia's hospitality vocational training programme in general?

    2.3. How has the CATC been implementing in Cambodia?

    2.4. How do you see the implementation of the CATC in Cambodia, in general?

3. **Benefits and challenges in implementing of the CATC in Cambodia**

    3.1. How does adopting the CATC benefit the Cambodia's hospitality training programme?

    3.2. What challenges have there been with implementing the CATC in Cambodia?

    3.3. How have these challenges been overcome?

    3.4. What are the benefits from the implementation of the CATC for their organizations? (this is to explore benefits at organizational level, while 3.1 is to explore benefits for hospitality training programme in Cambodia as a whole)

    3.5. What support is there for the implementation of CATC in hospitality training providers?

    3.6. Why do you think some hospitality training providers have not adopted the CATC?

    3.7. What recommendations would you give for the effective implementation of the CATC?

    3.8. Anything else you would like to tell me about the CATC implementation?

Form II: Question sheet for interviewing with hospitality vocational schools

1. **Background and rational in implementing the CATC**

   1.1. How long has your organization been delivering the CATC?

   1.2. Why has the CATC been adopted into in your organization/programme?

2. **How has the CATC been implemented in hospitality training organizations?**

   2.1. How has the CATC been implemented in your organization?

   2.2. How has the CATC been implemented to fit with your organization resources?

   2.3. How has the CATC been adapted to align with the existing training curriculum?

3. **Supports for the implementation of the CATC**

   3.1. What support have you had for implementation of the CATC in your organization?

4. **Benefits and challenges of the CATC's implementation**

   4.1. What are the benefits from the implementation of the CATC in your organization in general?

   4.2. What are the benefits from the implementation of the CATC for food and beverage service training programme?

   4.3. What challenges have there been with the implementation of the CATC in your organization?

   4.4. What challenges have there been with implementation of the CATC in food and beverage service training programme?

   4.5. Do you have any external constraints in implementing the CATC in your organization? What are they?

   4.6. How have you or your organization overcome any challenges with implementing the CATC?

   4.7. What are your recommendation for effective implementation of the CATC?

   4.8. Anything else you would like to tell me about the CATC implementation in your organisation?

Appendix 2: Participant Information Sheet

Project Title

> "The Implementation of the Common ASEAN Tourism Curriculum and its Effect on the Cambodia's Hospitality Vocational Training Programme"

An Invitation

I would like to invite you to share your knowledge and experience with regard to the implementation of the Common ASEAN Tourism Curriculum (CATC) in Cambodia. Your experience and knowledge of hospitality vocational training and the implementation of the CATC within Cambodia is vital to this research. My name is Bunly Say, and I am undertaking this research to complete a Master of International Hospitality Management at Auckland University of Technology (AUT), New Zealand.

Your participation is voluntary; therefore, if you agree to participate, you will be able to withdraw from this study at any time prior to the completion of the data collection.

What is the purpose of this research?

The study aims to explore how the Common ASEAN Tourism Curriculum (CATC) is enacted and implemented and its effect on Cambodia's hospitality training programme. The objectives of the study are:

- *To explore how the Common ASEAN Tourism Curriculum is enacted within the local curriculum*
- *To explore the benefits and challenges from integrating the Common ASEAN Tourism Curriculum within Cambodia's hospitality vocational training programme*
- *To explore strategies that are being used to overcome challenges, and to maximise benefits from the integration of the Common ASEAN Tourism Curriculum in Cambodia's hospitality vocational training programme*

How was I identified and why am I being invited to participate in this research?

You are invited to participate in this research study because you have knowledge and experience about the integration and implementation of the Common ASEAN Tourism Curriculum in your organization and programme. Your input is very important to meeting the aim and objectives of this study.

How do I agree to participate in this research?

After you have had time to consider participating in the research I will contact you to provide the opportunity to accept or decline the offer. If you decide to participate you will be asked to complete a simple Research Consent Form before the interview commences.

What will happen in this research?

You will be interviewed at a time and location that is convenient to you. The interview will be recorded and then word processed. You will receive a copy of the interview transcript to read and make adjustments to if required. The information obtained from the interviews will be used for the purpose of this study. A thesis submitted to Auckland University of Technology will result from this research. A summary of the key findings will be sent to you.

What are the discomforts and risks?

You should not experience any discomfort, be exposed to any embarrassment or face any repercussions. Furthermore, your identity will not be able to be identified from the results of the research. Nevertheless, we will be discussing information about the challenges and difficulties of implementing the CATC; therefore if you feel any discomfort or risk, you are welcome to not answer a question or to withdraw from the study.

How will my privacy be protected?

The confidentiality of participating in this study cannot be guaranteed because the size of the target population is small. However, your name and your personal information will not be revealed at any time in this study. What was said, commented on or addressed in the study will not be able to be attributed to any one person. Moreover, the data will only available to me and my two supervisors at AUT.

What are the costs of participating in this research?

The only cost to you should be approximately 45 to 75 minutes of your time. It is my hope that this will be offset by the experience of participating and sharing your knowledge and expertise.

Will I receive feedback on the results of this research?

You will be provided with a summary of the study findings.

What do I do if I have concerns about this research?

- You may email to me at bunly.say@gmail.com for any enquiries that you have prior to the date of the interview.

- Any concerns regarding the nature of this project should be notified in the first instance to the Project Supervisors, who are Mr. Warren Goodsir at warren.goodsir@aut.ac.nz; and Dr. Jyoti Jhagroo at jjhagroo@aut.ac.nz

- Concerns regarding the conduct of the research should be notified to the Executive Secretary of AUTEC, Kate O'Connor, ethics@aut.ac.nz, 921 9999 ext 6038.

Whom do I contact for further information about this research?

Please keep this Information Sheet and a copy of the Consent Form for your future reference. You are also able to contact the research team as follows:

Researcher Contact Details:

Bunly SAY

Email: bunly.say@gmail.com

KH mobile: +855 77 909 065

NZ mobile: +64 22 124 820 9

Project Supervisors Contact Details:

Mr. Warren Goodsir

Email: warren.goodsir@aut.ac.nz

Dr. Jyoti Jhagroo

Email: jjhagroo@aut.ac.nz

Appendix 3: Consent Form

Consent form for use when interviews are involved.

Project title: **The Implementation of the Common ASEAN Tourism Curriculum (CATC) and its Effect on the Cambodia's Hospitality Vocational Training**

Project Supervisor: **Warren Goodsir**

Dr. Jyoti Jhagroo

Researcher: **Bunly Say**

○ I have read and understood the information provided about this research project in the Information Sheet dated dd mmmm yyyy.

○ I have had an opportunity to ask questions and to have them answered.

○ I understand that notes will be taken during the interviews and that they will also be audio-taped and transcribed.

○ I understand that taking part in this study is voluntary (my choice) and that I may withdraw from the study at any time without being disadvantaged in any way.

○ I understand that if I withdraw from the study then I will be offered the choice between having any data that is identifiable as belonging to me removed or allowing it to continue to be used. However, once the findings have been produced, removal of my data may not be possible.

○ I agree to take part in this research.

○ I wish to receive a summary of the research findings (please tick one): Yes○ No

Participant's signature: ....…………………………

Participant's name:...……………………………..

Participant's Contact Details (if appropriate):

…………………………………………………………………………………………..

…………………………………………………………………………………………..

Date:

Approved by the Auckland University of Technology Ethics Committee on 3 October 2016 AUTEC Reference number **16/322**

Note: The Participant should retain a copy of this form.

Consent form for use when observation is involved.

Project title: **The Implementation of the Common ASEAN Tourism Curriculum (CATC) and its Effect on the Cambodia's Hospitality Vocational Training**

Project Supervisor: **Warren Goodsir**

                                          Dr. Jyoti Jhagroo

Researcher: **Bunly Say**

○   I have read and understood the information provided about this research project in the Information Sheet dated dd mmmm yyyy.

○   I have had an opportunity to ask questions and to have them answered.

○   I understand that notes will be taken during the discussion in the workshop.

○   I understand that taking part in this study is voluntary (my choice) and that I may withdraw from the study at any time without being disadvantaged in any way.

○   I understand that if I withdraw from the study then, while it may not be possible to destroy all records of the discussion of which I was part, I will be offered the choice between having any data that is identifiable as belonging to me removed or allowing it to continue to be used. However, once the findings have been produced, removal of my data may not be possible.

○   I agree to take part in this research.

○   I wish to receive a summary of the research findings (please tick one): Yes○ No○

Participant's signature:..…………………………..

Participant's name:..……………………………

Participant's Contact Details (if appropriate):

…………………………………………………………………………………..

…………………………………………………………………………………..

Date:

Approved by the Auckland University of Technology Ethics Committee on 3 October 2016 AUTEC Reference number 16/322

Note: The Participant should retain a copy of this form.

Appendix 4: AUTEC Research Ethics Approval

3 October 2016

Warren Goodsir
Faculty of Culture and Society

Dear Warren

Re Ethics Application: **16/322 The implementation of the common ASEAN tourism curriculum and its effect on the Cambodia's hospitality vocational training programme**

Thank you for providing evidence as requested, which satisfies the points raised by the Auckland University of Technology Ethics Committee (AUTEC).

Your ethics application has been approved for three years until 3 October 2019.

As part of the ethics approval process, you are required to submit the following to AUTEC:

- A brief annual progress report using form EA2, which is available online through http://www.aut.ac.nz/researchethics. When necessary this form may also be used to request an extension of the approval at least one month prior to its expiry on 3 October 2019;

- A brief report on the status of the project using form EA3, which is available online through http://www.aut.ac.nz/researchethics. This report is to be submitted either when the approval expires on 3 October 2019 or on completion of the project.

It is a condition of approval that AUTEC is notified of any adverse events or if the research does not commence. AUTEC approval needs to be sought for any alteration to the research, including any alteration of or addition to any documents that are provided to participants. You are responsible for ensuring that research undertaken under this approval occurs within the parameters outlined in the approved application.

AUTEC grants ethical approval only. If you require management approval from an institution or organisation for your research, then you will need to obtain this. If your research is undertaken within a jurisdiction outside New Zealand, you will need to make the arrangements necessary to meet the legal and ethical requirements that apply there.

To enable us to provide you with efficient service, please use the application number and study title in all correspondence with us. If you have any enquiries about this application, or anything else, please do contact us at ethics@aut.ac.nz.

All the very best with your research,

Kate O'Connor
Executive Secretary
Auckland University of Technology Ethics Committee

Cc: Bunly Say, bunly.say@gmail.com; Jyoti Jhagroo