

# BRIDGES

Bring & Develop Good Education Systems

Report on tasks to be developed to improve  
skills and professional figures through Pre-  
apprenticeships Program



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| <b>D2.4 – Report on tasks to be developed to improve skills and professional figures through Pre- apprenticeships Program</b> |
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# Contents

|                                                                         |     |
|-------------------------------------------------------------------------|-----|
| Acknowledgements and Disclaimer .....                                   | 5   |
| Introduction .....                                                      | 6   |
| General framework about VET in Tourism Sector in Argentina.....         | 7   |
| 1. <i>Key Stakeholders</i> .....                                        | 7   |
| 2. <i>VET system regulation framework</i> .....                         | 12  |
| 3. <i>Industry role in VET system</i> .....                             | 14  |
| 4. <i>Learners' Outcomes and Employment Rates</i> .....                 | 15  |
| 5. <i>Challenges and Gaps</i> .....                                     | 19  |
| 6. <i>Good Practices</i> .....                                          | 20  |
| General framework about VET in Tourism Sector in Bolivia .....          | 23  |
| 1. <i>Key Stakeholders</i> .....                                        | 23  |
| 2. <i>VET system regulation framework</i> .....                         | 29  |
| 3. <i>Industry role in VET system</i> .....                             | 32  |
| 4. <i>Learners' Outcomes and Employment Rates</i> .....                 | 33  |
| 5. <i>Challenges and Gaps</i> .....                                     | 33  |
| 6. <i>Good Practices</i> .....                                          | 34  |
| General framework about VET in Tourism Sector in Mexico.....            | 35  |
| 1. <i>Key Stakeholders</i> .....                                        | 35  |
| 2. <i>VET system regulation framework</i> .....                         | 47  |
| 3. <i>Industry role in VET system</i> .....                             | 74  |
| 4. <i>Learners' Outcomes and Employment Rates</i> .....                 | 78  |
| 5. <i>Challenges and Gaps</i> .....                                     | 88  |
| 6. <i>Good Practices</i> .....                                          | 91  |
| CURRICULUM FRAMEWORK IN VET SYSTEM FOR TOURISM SECTOR IN ARGENTINA..... | 94  |
| CURRICULUM FRAMEWORK IN VET SYSTEM FOR TOURISM SECTOR IN BOLIVIA.....   | 114 |
| CURRICULUM FRAMEWORK IN VET SYSTEM FOR TOURISM SECTOR IN MEXICO.....    | 132 |

|                                                                                                                                |            |
|--------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>Gaps in VET dual education offers against market demands assessed...</b>                                                    | <b>149</b> |
| 9.1. <i>The dual system framework in Bridges' Countries</i> .....                                                              | 149        |
| 9.2. <i>Tourism trends and skills needs in Bridges' countries according to the field survey</i> .....                          | 151        |
| 9.3. <i>Gaps in VET dual education offers compared to market demands assessed to design a Pre-Apprenticeship Program</i> ..... | 153        |
| <b>ANNEX 1 – COMPARATIVE TABLES.....</b>                                                                                       | <b>155</b> |

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## Introduction

The aim of this deliverable is to provide a first informative basis for a best design and implementation of PaP (WP3). For this reason, it is necessary to identify the gaps between the contents of the VET dual education offers and the requests of the business system of the tourism sector. This information was taken from the activities carried out by the Latin American (Argentina, Bolivia, Mexico) partners who have:

- Mapped the VET curricula focused on tourism, highlighting the teaching programs, the training objectives and the learning outcomes, as indicated in the following chapters
- Surveyed companies, the public administration system, restaurants, cultural centres etc. with interviews and questionnaires, the expectations regarding the skills and abilities of the staff to be hired, the suggestions for the VET system, the disciplinary areas on which to converge the training of young people to make apprenticeship entries more attractive. Through these surveys it was also possible to deduce the expectations of entrepreneurs on the evolution of the tourism sector, the factors of change that can impact the sector and that, therefore, should be part of the training of young people entering the job market.

From the comparison between the current training offer of the 3 partner countries and the perceptions of companies on the trends of the sector and on their professional needs, some possible disciplinary areas were identified on which to converge the educational programming within the pre-apprenticeship paths envisaged in the BRIDGES project.

# General framework about VET in Tourism Sector in Argentina

The purpose of this report is to gather information related to training paths in the tourism sector in Argentina, specifically in the Hospitality industry (HI). The HI is considered in this document as a large subsection within the service industry, and it's main areas are Food & beverage, lodging, Convention & Meeting Planning and recreation.

To carry out this work, a territorial selection was made involving the southern Metropolitan Region of Buenos Aires, focusing on the City of La Plata, and the Rosario Metropolitan Area, centered around the city of Rosario. The reason for this territorial division is due to the cultural, social, and productive similarities that exist between these two areas of Argentina.

## 1. Key Stakeholders

- *National Level (Argentina)*
- *State Level (Santa Fe, Buenos Aires (without AMBA))*
- *Local Level (La Plata, Buenos Aires, Rosario, Santa Fe)*

Tourism industry associations - Vocational Training Institutions

### National Level

**FEHGRA** - *Hotel and Gastronomy Business Federation of the Argentine Republic*

FEHGRA: private organization that aims to defend and collaborate in the development of hospitality, gastronomy, and tourism sector. The entity brings together more than 84,000 companies. It offers a variety of training courses for the hotel and gastronomic sector, such as hotel management, restaurant administration, customer service, cuisine, food safety, marketing, and tourism promotion, among others.

**UTHGRA** - *The Union of Tourism, Hotel, and Gastronomy Workers of the Argentine Republic*

UTHGRA: union organization that represents workers in the tourism, hotel, and gastronomy sectors in Argentina. The organization promotes the welfare and professional development of workers in the country's hotel and gastronomy industry. It offers training courses for the sector workforce. Such as cooking, pastry making, customer service.

**CAT** - *The Argentine Chamber of Tourism*

CAT: private organization that represents the interests of the tourism sector in Argentina. Its main functions include: Tourism promotion of Argentina, globally; Sector development; formulation of policies and strategies for the sustainable development of tourism in Argentina; Advocacy for sector interests, defending and representing the interests of tourism stakeholders before governmental and

legislative bodies; Promotion of training, It may collaborate in promoting and organizing training programs for professionals in the tourism sector.

**AHT - The Association of Tourism Hotels of the Argentina**

AHT is a private organization. It represents the interests of tourism hotels. It certifies Hotels by judging its quality of service and the environment and socially responsible policies towards the community and the tourist destination where they carry out their activities.

**IRAM - The Argentine Institute of Standardization and Certification**

IRAM: private nonprofit organization that participates in the standardization and certification of products and services related to tourism in Argentina. This may include standards and certifications related to the quality of tourism services, environmental management in tourist destinations, safety in the tourism industry, among other aspects.

**AAAVyT - Argentine Association of Travel Agencies and Tourism**

AAAVyT is a private organization that represents the interests of travel agencies and tourism businesses in Argentina. As a private entity, it focuses on advocating for the interests of its members, providing support and resources, and promoting the development of the travel and tourism industry in Argentina. This can include activities such as lobbying for favorable industry regulations, providing training and educational resources for members, facilitating networking opportunities, and promoting Argentina as a tourist destination both domestically and internationally.

**A.N.E.T. - National Association of Tourism Students**

A.N.E.T: civil association whose mission is to complement the professional training of tourism students and related careers. It operates as a bridge between academic learning and real-world industry practices, fostering a well-rounded development of future professionals in the tourism sector.

State level

**AEHG La Plata Region - The Hotel and Gastronomy Entrepreneur Association of La Plata and surroundings.**

AEHG: this organization represents and supports the interests of hotel and gastronomy business owners in the La Plata region of Argentina. They engage in activities such as support, networking, and providing resources and assistance to their members within the hospitality industry. AEHG La Plata runs a Superior with the aim of contributing to the training of skilled professionals for the hotel, gastronomy, pastry, and tourism sectors.

**AEHG Santa Fe - Entrepreneurial Hotel and Gastronomy Association of Santa Fe**

AEHG of Santa Fe is a private organization that represents the interests of hotel and

gastronomy businesses in the province of Santa Fe, Argentina. It also offers training and educational programs for professionals in the hotel and gastronomy industry, such as hotel management, culinary arts, customer service, and business administration

**ASEAVYTA** - Santa Fe and Entre Rios Association of Travel Agencies and Tourism

A.S.E.A.V.y.T. is a private association, it focuses on representing the interests of its members, organizing events, workshops, providing training programs, and promoting the tourism industry in the provinces of Santa Fe and Entre Ríos.

Local level

**AHRCC** - The Association of Hotels, Restaurants, Confectioneries, Bars, and Related Businesses of the City of La Plata, Buenos Aires, and its Surrounding

AHRCC represents the interests of businesses in the hospitality and food service sector, the association also engages in various other activities. Promotion and Marketing, Networking (facilitates networking opportunities among its members to foster collaboration, share best practices, and address common challenges), Training and Education:\*\* The AHRCC provides training programs, workshops, and resources to enhance the skills and knowledge of employees in the hospitality industry.

**AHGLP** - Hotel and Gastronomy Association of La Plata

AHGLP: private organization representing the interests of the hotel and gastronomy sector in La Plata, Argentina. This association aims to advocate for its members, promote the development of the hospitality industry, and provide support and resources to businesses within the sector. It offers various services such as networking opportunities, training programs, and collaboration with local authorities to address issues affecting the industry and ensure its continued growth and success in La Plata and surroundings.

**AEHGAR** - Entrepreneurial Hotel and Gastronomy Association of Rosario

AEHGAR is a private organization representing the interests of the hotel and gastronomy sector in Rosario, Argentina. It advocates for the interests of its members and engages in various activities to promote the development of the hospitality industry. These activities include providing networking opportunities, offering training and educational programs covering topics such as hotel management, culinary arts, customer service, food safety, and business administration. Additionally, AEGAR collaborates with local authorities and other stakeholders to address issues affecting the sector and to ensure its continued growth and success in Rosario and its surrounding areas.

**ARAV** - Rosario Association of Travel Agencies

ARAV is private organization that represents the interests of travel agencies in Rosario, and surroundings, Argentina. This association works to promote the interests of its members, provide support and resources, and foster collaboration within the travel

industry. It also offers training programs, networking events, and advocacy efforts to advance the interests of its members and promote the growth and development of the travel agency sector in Rosario.

## Government agencies responsible for tourism

### National level

*Secretaría De Turismo, Ambiente Y Deportes*

*El Instituto Nacional De Promoción Turística (Inprotur), Ente Público-Privado  
Stayd (Secretaria De Turismo, Ambiente Y Deporte)*

*Tourism, Environment & Sports Secretary, Ministry of Interior*

### Local level

*The Municipal Tourism Authority of La Plata*

Ematur is a government organization responsible for promoting and developing tourism in the city of La Plata, Argentina. It works on promoting La Plata as a tourist destination, both nationally and internationally. This may include participation in tourism fairs, advertising campaigns, and collaboration with the media. It becomes involved in developing new tourism products and experiences in the city, and surroundings, such as tourist circuits, cultural events, outdoor activities, among others. Customer service. Ematur collaborates with private tourism businesses, hotels, restaurants, travel agencies, and other actors to promote tourism and develop the local tourism industry.

*The Tourism Secretariat of La Plata*

The tourism secretariat of La Plata. Public entity responsible for planning, coordinating, and promoting tourism activities in the city of La Plata. The entity works on developing strategies to promote La Plata as a tourist destination, it is responsible for managing and preserving the city's tourism resources, such as parks, museums, historical monuments, and other tourist attractions and it provides tourist information and assistance to visitors. It works on tourism projects that aim to improve the city's tourism infrastructure.

*The Sports and Tourism Secretariat of Rosario*

The Sports and Tourism Secretariat of Rosario is responsible for overseeing and promoting sports and tourism activities in the city of Rosario, Argentina. It is involved in promoting Rosario as a tourist destination, both domestically and internationally. This may include marketing campaigns, participation in tourism fairs, development of tourist infrastructure, and collaboration with the private sector, event Management coordinating tourism-related events, such as marathons, cultural festivals, and sports competitions, to attract visitors and promote the city's image.

## *ETUR*

ETUR is a public-private entity responsible for overseeing and promoting tourism activities in the city of Rosario, Argentina. It works on promoting Rosario as a tourist destination, marketing campaigns, participation in tourism fairs, development of tourist infrastructure, and collaboration with the private sector. It provides tourist information and assistance to visitors, including the provision of maps, tourist guides, accommodation and restaurant recommendations, and customer service.

## Government Agencies Responsible For Education Nacional level

National Ministry of Education, entity that supervises and coordinates national education policies. Its tasks may include designing and implementing educational plans and programs, overseeing the national education system, formulating policies to enhance the quality of education, supporting teacher training, and promoting inclusion and educational equity.

## State level

### *The Education Subsecretary of Buenos Aires*

The Education Subsecretary of Buenos Aires providence works on the pedagogical and didactic aspects of the different levels and modalities, aiming for a quality teaching and learning process where the strengthening of educational trajectories, support, consolidation of relationships, equal opportunities, and the development of actions aligned with the care of all are prioritized.

### *Ministry of Education of Santa Fe*

Ministry of Education of Santa Fe providence is responsible for overseeing and coordinating education policies and programs within the province of Buenos Aires, developing and implementing educational plans and programs to improve the quality of education in the province, designing and updating the curriculum to ensure it meets the needs of students and aligns with national educational standards, and Providing training and support for teachers to enhance their skills and effectiveness in the classroom, Monitoring and evaluating educational institutions.

## Local level

The Education and Culture Secretary of La Plata is responsible for overseeing and coordinating educational policies and programs within the municipality of La Plata, Argentina.

The Education and Culture Secretary Rosario

## **2. VET system regulation framework**

### **A. Education system**

The National education system is governed by the Argentine Education Law 24521. The levels structures by the 24521 law, beyond school, include:

- The Technical Education and Vocational Training level (Educación Técnica y Formación Profesional). This provides technical and professional training in various fields.

*The Regional educational qualifications related to tourism:*

For Buenos Aires and Santa Fe Providence, the most relevant identified Higher Technical Trainings (IFTTS), offered by universities, were:

The bachelor's degree in Tourism. Its purpose is to train graduates with the capacity to plan, design, program, administer, and manage activities and enterprises related to tourism, as well as to help public and private entities, generating new knowledge linked to the tourism industry. The objective of the program is tourism, understood as a complex phenomenon with social, economic, cultural, territorial, environmental, and political dimensions, requiring a multidisciplinary approach to plan, program, develop, and manage activities related to leisure time and human mobility, from a perspective of tourism as a right, addressing development and inclusion.

The bachelor's degree in hospitality management is trained to work in the management of accommodation, understanding it as a component of the tourism system. They are qualified to operate in each area of a hotel, organize, administer, control, and coordinate all operational sectors of it, individually or collectively from general management or from intermediate decision-making positions, acting from within a hotel establishment, or addressing the accommodation issues as an integrated system.

### **B. Vocational Education**

The VE is ruled by the [26.058 law](#) in Argentina, it is called Technical-Professional education is an education for employment.

Three orientations were identified in the regional area that covers this diagnose:

Superior Technician in Tourism: prepares learners to be capable of understanding tourism as a whole, knowing its different actors, and the processes involved in the formulation, evaluation, and development of tourism products, plans, programs, and projects. As well as its social, cultural, economic, and environmental impacts.

Superior Technician in Hotel Management: Career aimed at training professionals capable of meeting the demand in the field of Hotel Management, as well as enhancing the skills that allow for efficient management of resources. The curriculum seeks to prepare future Technicians in sales promotion, public relations, and dissemination of the hotel company, as well as being able to collaborate and intervene in the organization of congresses, events, conventions, and scheduled activities.

Superior Technician in Gastronomic Management: The future graduate must possess knowledge, skills, abilities, and aptitudes to develop, organize, administer, and manage gastronomic projects in all their possible manifestations. Supervise, plan, guide, control, and coordinate functions and activities of gastronomic management. Organize, coordinate, direct, develop, administer, and control the tasks of the Food and Beverage Department in Hotels, Restaurants, Gastronomic Companies, Catering, Banquet Service Companies, Sanatoriums and Hospitals, and other establishments related to Gastronomy.

### ***C. Dual Training***

In Argentina there is not a ***Dual Training*** framework. However, apprenticeship and pre-apprenticeship regulation coexist through two distinct internship regimes established by Law No. 26.427 in Argentina. This law applies to students of higher education institutions, lifelong learning for young adults, and vocational training under the national educational system. Additionally, there is a regime, which extends to students of secondary and higher education institutions. This also covers non-formal education and special schools. Law 26.427 outlines educational internships as paid professional practices conducted in companies and public organizations, beginning at 18 years of age. These internships provide valuable practical experience to students while they are still enrolled in their educational program

### **3.     *Industry role in VET system***

Hospitality and tourism education providers collaborate with the sector because they prepare future professionals to meet the industry demands, their training programs offer practical skills for individuals to implement at different tourism entities, they also deliver specialized materials based on emerging tendencies and areas of growth within the tourism sector.

The VET providers also encourage students and teachers to research and create new materials in order to enrich the tourism studies and expand the perspective of the tourism field and develop curriculum as a result of this process.

They also facilitate internships by building a network with different actors and companies involved in the tourism field that benefit from the experience of hosting skilled individuals that are motivated to work and learn from these institutions that will be part of their potential employment options.

On the other hand, the role played by the industry in shaping the training programs is very important, because the entities that integrate the sector are the ones that inform the VET providers about the needs and demands that the constant changes in the tourist scenarios are imposing. They play a bridge role between vocational training and the needs/skills that reality demands in the tourism industry.

#### 4. Learners' Outcomes and Employment Rates

The following information comes from A.N.E.T. National Association of Tourism Students. This study, from April 2021, aimed to know what is the perception of future professionals of Argentina, in the field of tourism regarding their academic journey. These students belonged to different educational institutions including universities, higher education institutes, among others, both public and private.

##### Demographic aspects

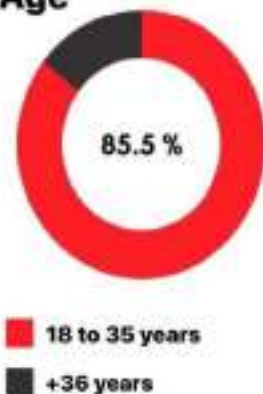
From a total of 700 Argentine learners 88.5% of the respondents were between 18 and 35 years old and the rest 36 +.

##### Learners' residence in Argentina

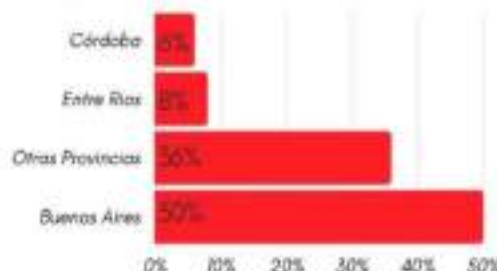
Regarding their residence in Argentina, 50% were from Buenos Aires, 8% from Entre Ríos, 6% from Córdoba, while the rest of the responses corresponded to the other provinces of the country, including Santa Fe.

##### **Demographic Data**

###### **Age**



###### **Geographic Distribution**



Students from 55 case studies across the country participated.\*

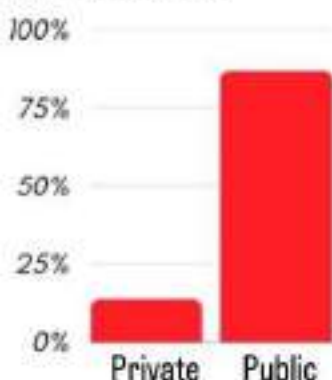
##### Tourism Degrees in Argentina

From the total of students interviewed: 78% were studying to get a bachelor's degree. 17.2% were a High technical degree.

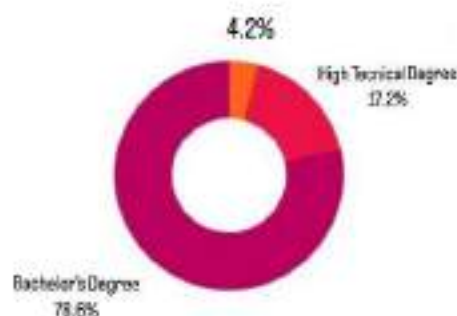
The remaining 4,2 to degrees with various orientations such as gastronomic management, event organization, tourist guide.

It is relevant to highlight that 86.5% of the respondents study in public institutions.

###### **Management**



###### **The highest level your career reaches**



### Employment Status of Students:

66.7% of the responders work or have worked at some point while pursuing their studies, the remaining percentage never worked at the time of the survey.

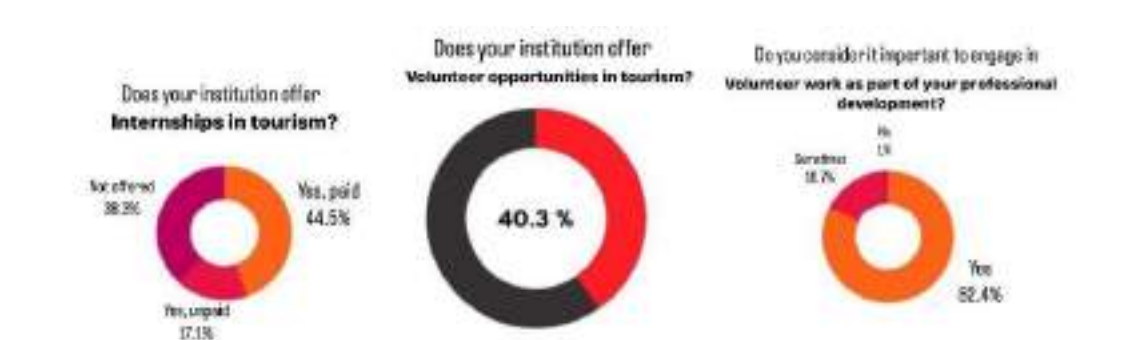
Of those who did work, 43.7% , had a position or developed a task related to tourism.

### Extracurricular Activities:

70% of students stated that they participate in extracurricular activities related to tourism, 50% of them dedicate between 1 and 3 hours per week to these activities.

This could demonstrate the importance for students of being able to complement the formal studies offered by academic units with other activities that add value to their professional training.

### Vocational training and in professional practices



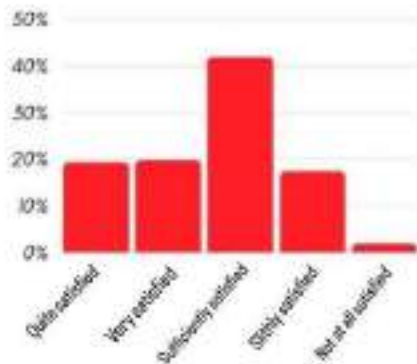
61,6 of participants stated that their educational institutions offer internships, although these are unpaid, and almost 40% do not offer internships at all; only 17.1% offer paid internships.

40% of academic units do not offer volunteer opportunities, despite more than 80% stating that they consider it important as part of their professional development.

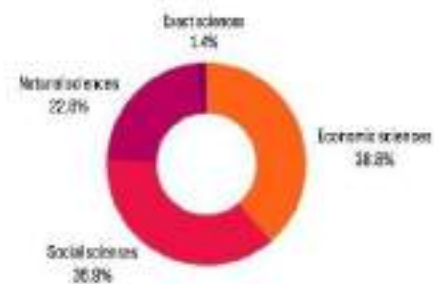
### Academic Offer and Study Programms

41.9% of responders indicated that their educational institutions prepare them “adequately” to work in the tourism sector.

#### **Satisfaction with your career**



#### **Areas they believe should be further explored**



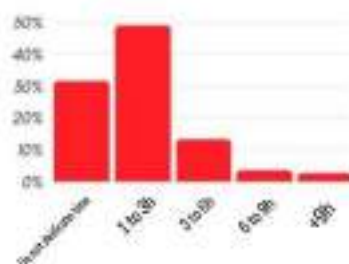
When asked about the areas to deepen in their study plans to improve the future of the activity, the most chosen were the Economic Sciences - 38,8 (understood as those related to Costs, Finance, Accounting, Administration, Marketing, among others), followed closely by the Social Sciences 36,9 (Anthropology, Psychology, Sociology, History, Geography, Art, Legislation). It would be interesting, in the future, to understand how these areas are addressed in current tourism study plans and programs.

### Sustainability and its importance from students' perspective

#### **Participation in Extracurricular activities**



#### **Time dedicated to these activities (Weekly)**

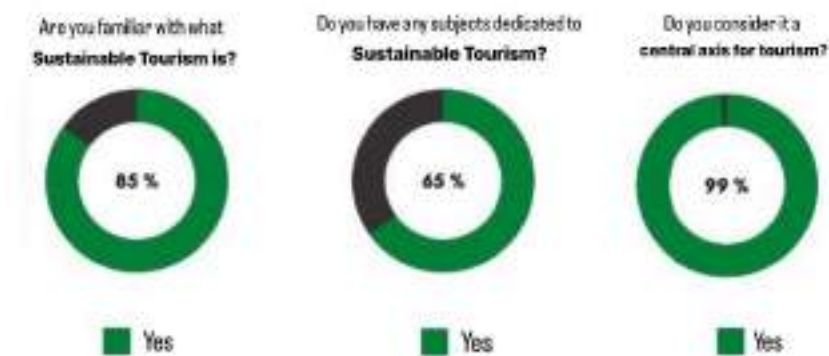


#### **They worked during the course of their studies**



#### **They worked, and it was specifically in tourism, 423 responses**





85% of students showed knowledge about what sustainable tourism entails. Although the remaining 15 percentage indicated that they were not very informed about the topic, almost 99% of the total considered sustainable tourism to

be a central aspect for professionals in the sector.

A qualitative question was asked, in which students were consulted about the sustainable tourism topics they would like to specialize in. Among the more than 300 suggestions, responses related to tourism modalities (ecotourism, rural tourism, community tourism, among others), the environmental sphere, and sustainable tourism providers stood out, followed by cultural and social spheres.

## **5. *Challenges and Gaps***

Mismatches between the skills taught and industry demands/needs. It often happens that the skills provided by VET are obsolete in many aspects, the materials used by teachers are, sometimes, very old or come from other cultural realities that have nothing to do with the work environment that students deal with on a daily basis.

Obsolete skills taught related to digitalization and technological aspects are also a problem, mostly due to lack of economic resources and as well as training deficiency for teachers themselves.

Accessibility issues for learners. This could be associated with the distance between the educational institutions and the student's residence. These aspects could become economical barriers and also transportation obstacles. Public transportation is very poor in the studied areas. For individuals that live in rural or peripheric city areas it becomes almost impossible, in many cases, to go to the main cities to study. There are not so many educational centres that offer remote VET, and if there were more variety of remote VET, many individuals don't have a computer or at least a proper cell phone, or are not skilled enough to use this kind of tools or follow an online training.

## 6. Good Practices

**Hoteles más Verdes Program** was created by the Argentine Tourism Hotels Association (AHT). It is validated by the Argentine Institute of Standardization and Certification (IRAM) and recognized by the Ministry of Tourism of the Nation. This program has been endorsed by the Global Sustainable Tourism Council (GSTC).

The Greenest Hotels Program of certification launches each year a contest including two categories: one aimed at tourist accommodations and another at students. The Contest aims to promote sustainability management models in hospitality, eco-innovation and environmental management in the hotel industry, and integration between economic, and socio-cultural sustainability.

**The CocinAR Plan** aims to highlight the diversity of Argentine gastronomic world, offerings and revalue the chain integrated by primary producers, distributors, industry professionals, gastronomic establishments, and educational institutions.

On the cultural front, the intention is to drive a revolution based on the recovery of traditional food from each tourist region, thus consolidating and distinguishing its identity. Economically, it aims to promote the dynamism of regional economies, generating new opportunities to increase employment, boost foreign exchange income, and reduce poverty.

### National Gastronomic Tourism Map - Cocin.AR certification

The various cuisines of the country that wish to be considered as traditional and included within the Cocin.AR seal must meet certain requirements. These include offering a variety of dishes understood as traditional, working with local suppliers, ensuring that the place's decoration reflects the identity and tradition of each of the provinces, and respecting sustainability issues.

After obtaining the seal all the gastronomic establishments that have been recognized the built together a map that reflects the Gastronomic identity (ies) of the Argentine region.

### The Argentine Tourism Quality System - SACT

SACT is a key initiative in Argentina's tourism sector, designed to elevate the quality standards of tourism services across the country. This comprehensive strategy aims to enhance the competitiveness of tourism organizations by adopting practices that not only meet tourist expectations but also promote sustainability in various dimensions: social, economic, cultural, and environmental.

### *Certification systems - CS*

CS that recognizes companies and destinations that meet quality standards.

### *Quality labels - QL*

*QL and seals that help consumers identify high-quality tourism services.*

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Regarding:

**Sustainability:** Promotion of tourism practices that respect and preserve the natural and cultural environment. Ensure that tourism practices contribute positively to the conservation of cultural and natural heritage, as well as the well-being of local communities.

**Innovation:** Promotion of new technologies and innovative methods that enhance the tourist experience and operational efficiency.

**Customer Satisfaction:** Implementation of services that meet or exceed tourists' expectations, generating positive experiences and customer loyalty.

**Accessibility in tourism services** Promotion and Implementation of practices aimed at eliminating architectural, attitudinal, and communication barriers, ensuring the full enjoyment of tourism destinations for all.

**Corporate Social Responsibility:** Encouragement of corporate social responsibility and local economic development.

#### FS Certification

FS is an Argentine company dedicated to providing certification, inspection, training, and management services for the development of technical projects aimed at implementing quality processes. These services are applied to producers, groups of associated producers, factories, and companies in the agro-industrial, gastronomic sector. Additionally, FS offers quality management assistance for public administration, among other services.

#### FS- Collaboration and Partnerships

FS Certification collaborates with national, regional, and international organizations that share similar objectives, including scientific, research, and dissemination efforts. The company has signed cooperation or recognition agreements with national and international NGOs such as:

- The Argentine Chamber of Food Certifiers, Organic Products and Related (CACER)
- Argentine Movement for Organic Production (MAPO)

#### Rural Towns label - CFT- Federal Tourism Council

Provincial authorities, with the participation of tourism sector institutions, must annually present the list of selected towns to the Federal Tourism Council. They must possess some attraction for the development of a tourism project that benefits the local population; Inclusion in catalogs, directories, guides, advertisements, websites, promoted and developed by the Undersecretariat of Tourism of the Ministry of the Interior of the Nation and the National Institute of Tourism Promotion; Participation in tourism promotion and training programs promoted and developed by the Undersecretariat of Tourism of the Ministry of the

Interior of the Nation; Measures to protect existing resources to maintain the identity and uniqueness of the town.

*ALPI Accessibility Certification and training*

The Civil Association ALPI, a leading organization in the country with 78 years of experience as a neuromotor rehabilitation center, offers Accessibility Certification and training to those companies and organizations that voluntarily commit to social inclusion as part of their Corporate Social Responsibility (CSR) program. Among the institutions included are hotels, gastronomic venues, airports, and other tourism services.

## General framework about VET in Tourism Sector in Bolivia

### 1. Key Stakeholders

Stakeholders involved in tourism education and training, such as higher education institutions, tourism associations, employers, local and departmental government officials in the education and tourism sector are listed below.

#### **EDUCATIONAL INSTITUTIONS**

-NAME OF THE INSTITUTION

##### 1) INSTITUTO TECNICO SUPERIOR INCOS TARIJA

Academic Director: Mirna Olivia Centellas

Telephone number: + 591 69327822

Gmail: institutosuperiorincos@incostarija.org

##### 2) INSTITUTO TECNICO DOMINGO SAVIO

Academic direction: Elizabeth Montero

Telephone number: + 591 77177639

##### 3) LANGUAGE DEGREE - UNIVERSIDAD AUTÓNOMA JUAN MISAEL SARACHO

HIGHER TECHNICIAN IN LANGUAGES WITH A MAJOR IN TOURISM

Career management: Giovanna Barrero

Telephone number: + 591 71876533

##### 4) PASCAL TECHNICAL-TECHNOLOGICAL INSTITUTE

Academic Director: Janette Ortega

Telephone number: + 591 72946385

Gmail: istpascalmkt24@gmail.com

##### 5. EMBOROZU INSTITUTE OF TECHNOLOGY

Academic direction: Wilma Farfán

Telephone number: + 591 71194690

##### 6. CATEC INSTITUTE

Academic Director: Kady Guzmán

Telephone number: + 591 78235752

In the department of Tarija - Bolivia, there are also several branches of the tourism industry, which are organised in associations, these are:

### **TOURISM ASSOCIATIONS**

#### **1) DEPARTMENTAL ASSOCIATION OF SPECIALISED TOURIST GUIDES**

Responsible: Mariano Gutiérrez

Telephone number: +591 67073757

E-Mail: asocguiastarija@gmail.com

#### **2) ASSOCIATION OF THE CHAMBER OF TOURISM OPERATORS TARIJA-ACOTUR**

Responsible: Fabiola Mejia

Telephone number: +591 78709612

#### **3) URIONDO TOURISM ASSOCIATION**

Responsible: Claribel Vilte Quiroga

Telephone number: +591 71876642

E-Mail: vinosvilte@gmail.com

#### **4) MENDEZ TOURISM ASSOCIATION**

Responsible: Rossmery Condori

Telephone number: +591 70217436

E-Mail: aturismomendeztarija@gmail.com

#### **5) EL ANGOSTO TOURISM ASSOCIATION**

Responsible: Calixto Fernández

Telephone number: +591 74313228

E-Mail: calixtofc@hotmail.com

#### **(6) NATIONAL ASSOCIATION OF WINE INDUSTRIES**

Responsible: Fernando Galarza Castellanos

Telephone number: +591 75146221

#### **7) TARIJA HOTEL CHAMBER**

Responsible: Neyda Narváez Baldiviezo

Telephone number: +591 72989531

E-Mail: [camarahoteleratarijacht@gmail.com](mailto:camarahoteleratarijacht@gmail.com)

8) ASSOCIATION OF GASTRONOMIC VENDORS OF THE CENTRAL MARKET

Responsible: Lourdes Vidaurre

Telephone number: +591 78248024

9) TARIJA CHAMBER OF GASTRONOMES (CADEGT)

Responsible: Roger Jimmy Selaez

Telephone number: +591 71862033

10) COLLEGE OF TOURISM PROFESSIONALS

Responsible: Berckley Ramírez

Telephone number: +591 70463593

E-Mail: [berckley@yahoo.com](mailto:berckley@yahoo.com)

11) ASSOCIATION OF ETHNO-ECOTOURISM OF ENTRE RÍOS

Responsible: Patricia Gonzáles Tejerina

Telephone number: +591 72962309

12) TARIJA TOURIST DESTINATION MANAGEMENT ORGANISATION (O.G.D.)

Responsible: Neida Narvaez

Telephone number: +591 72989531

E-Mail: [ogd.tarija@gmail.com](mailto:ogd.tarija@gmail.com)

13) RINCÓN DE LA VICTORIA FOUNDATION

Responsible: Mónica Lema

Telephone number: +591 70210810

E-Mail: [monilema2b@hotmail.com](mailto:monilema2b@hotmail.com)

14) ASSOCIATION OF TOURIST SERVICES TARIJA (ASETUR)

Responsible: William Farfán

Telephone number: +591 75137410

**PUBLIC INSTITUTIONS**

**The public institutions that have tourism bodies in their structures in the department of Tarija-Bolivia, which define and execute public policies on tourism are:**

**1) GOVERNORATE OF THE DEPARTMENT OF TARIJA**

Responsible: Carmen Espinoza

Telephone number: +591 78222544

**2) MUNICIPALITY OF CERCADO**

Responsible: Rolando Vacaflor

Telephone number: +591 70214158

**3) MUNICIPALITY OF YACUIBA**

Responsible: Rolando Hurtado

Telephone number: +591 69358717

**4. MUNICIPALITY OF VILLAMONTES**

Responsible: Rony Vargas

Telephone number: +591 46722347

E-mail: [contacto@gamvm.gob.bo](mailto:contacto@gamvm.gob.bo)

**5. MUNICIPALITY OF SAN LORENZO**

Responsible: María Isabel

Telephone number: +591 78220458

**6) MUNICIPALITY OF ENTRE RÍOS**

Responsible: Julio Verdun

Telephone number: +591 71895851

**7. MUNICIPALITY OF PADCAYA**

Responsible: Juan Pablo

Telephone number: +591 72076127

**8. MUNICIPALITY OF CARAPARI**

Responsible: Ramiro

Telephone number: +591 74558193

**9. MUNICIPALITY OF URIONDO**

Responsible:

Telephone number:

10) MUNICIPALITY THE BRIDGE

Responsible: Sara Armella

Telephone number: +591 67371228

E-Mail: gobierno.elpuente@gmail.com

11) MUNICIPALITY OF YUNCHARÁ

Coordination: Agustín Casasola Fernández

Telephone number: +591 71862097

E-mail: gamyunchara545@gmail.com

12) DIRECCIÓN DEPARTAMENTAL DE EDUCACIÓN TARIJA (DEPARTMENTAL  
DIRECTORATE OF EDUCATION TARIJA)

Responsible: Eldy Praxi Urzagaste Herrera

Telephone number: +591 75171486

E-mail: info@ddetarija.com

13. DIRECCIÓN DISTRITAL DE EDUCACIÓN PROVINCIA CERCADO-TARIJA (DISTRICT  
DIRECTORATE OF EDUCATION CERCADO-TARIJA PROVINCE)

Responsible: Sergio Gallardo

Telephone number: +591 72947365

### **MUSEUMS**

1) NATIONAL MUSEUM OF PALAEONTOLOGY AND ARCHAEOLOGY

Responsible: Roberto Mobarec

Telephone number: +591 76291998

E-mail: robertomobarec@yahoo.com

2) EUSTAQUIO MÉNDEZ MUSEUM -SAN LORENZO

Responsible: Roberto Mobarec

Telephone number: +591 76291998

E-mail: robertomobarec@yahoo.com

3) FRAY MIGUEL MARI FRANCISCAN MUSEUM

Responsible: Yamil Ortega

Telephone number: +591 76197811

E-mail: San Roque.255@gmail.com

4) MUSEUM OF THE GOLDEN HOUSE

Responsible: Mike Figueroa Inda

Telephone number: +591 46634201

E-mail: casadelacultura@gmail.com

5) MUSEUM OF THE CHACO WAR - VILLA MONTES

Telephone number: +591 73017872

## 2. VET system regulation framework

### A. Education system

Although the project is being developed in the Department of Tarija-Bolivia, it is important to point out that the Plurinational State of Bolivia, being an autonomous country, has laws at the 3 levels of government: **National level**: The regulatory framework where the competences of each level of government regarding tourism are made clear is the Framework Law on Autonomies and Decentralisation, which assigns specific competences in tourism to each level of government. Bolivia has the Education Law N°070/2010 “Avelino Siñani - Elizardo Pérez”, which establishes guidelines for the educational transformation, in accordance with the demands of the different social sectors, stressing that Higher Technical and Technological Education is technical and comprehensive vocational training, articulated with productive, sustainable, sustainable and self-managed development, of a scientific and practical-theoretical nature.

The General Tourism Law “Bolivia is waiting for you” of 25 September 2012, Law 2074, Supreme Decree N° 29727 on the Promotion of Bolivia - allows to facilitate, boost and promote Bolivia's exports and tourism abroad.

The competences in tourism by territorial entities according to **LAW N° 031 FRAMEWORK OF AUTONOMY AND DECENTRALISATION** are: **CENTRAL LEVEL**: - Elaborate the general policies and the sector's regime. - To elaborate and implement the National Tourism Plan in coordination with the autonomous territorial entities - To promote and encourage the undertakings of the indigenous rural communities and civil society organisations - To establish and develop an information system on the national tourism offer, Formulate and maintain and update the national tourism catalogue in coordination with the autonomous territorial entities - Ensure the defence of the rights of users of tourism services and providers - Authorise and supervise operators whose scope is greater than one department, legally established providers - Authorise and supervise Tourism Operators. Integrity of national tourism policy and strategies. - Design, implement and manage tourist assistance services. - Supervise and oversee the operation of tourist transport services.

**DEPARTMENTAL LEVEL**: Elaborate and implement the Departmental Tourism Plan. - Establish departmental policies within the framework of the general tourism policy - Promotion of departmental tourism policies.

**MUNICIPAL LEVEL**: To elaborate and implement the Municipal Tourism Plan - To formulate local tourism policies - To make investments in public infrastructure to support tourism. - To supervise and control the operation of the tourist services that by means of municipal regulations have been defined as municipal attribution, preserving the categorisation and registration of the service providers.

**INDIGENOUS ORIGINAL FARMER LEVEL:** - Promote and protect community-based tourism.  
 - To formulate and approve tourism policies aimed at fostering the development of sustainable tourism in accordance with the law on the environment and biodiversity. - Develop and implement programmes and projects that contribute to facilitating community enterprises.

**Law No. 292, 25 SEPTEMBER 2012: GENERAL TOURISM LAW “BOLIVIA AWAITS YOU”**  
 Law No. 292, establishes in Article 3, the following objectives: Establish inter-institutional coordination mechanisms between the territorial levels of the State, for the collection and redistribution of income from tourism, for the development, promotion and dissemination of tourism. Strengthen the operational, financial and planning capacity of the Plurinational State of Bolivia.

At the national level, there is also a National Tourism Plan, but it should be noted that it does not include anything related to the area of training.

Regulations have been issued to regulate the operation of the Technical and Technological Institutes of a fiscal, contractual and private nature, not only academically, but also administratively and institutionally, responding to the needs of more specific educational standards. In this framework, the General Regulations of Technical and Technological Institutes of a Fiscal, Agreement and Private Nature, approved by Ministerial Resolution 350/2015 and Ministerial Resolution 787/2015 of 20 October 2015 and Ministerial Resolution 2600/2017 of 18 September 2017. Regarding the curriculum, the legal instruments RM N°082/2017, RM N°082/2018 and RM N°637/2019 (partially in force to date), approve modifications and updates.

This Regulation of Institutes regulates the creation and operation of institutes at technical level in Bolivia and also has the Regulation of Qualification for the technical levels in our country. Ministerial Resolutions on vocational training have also been promulgated, which basically regulate the duration of the studies, whether they are for a Medium Technician (2 years) or a Higher Technician (3 years). Ministerial Resolutions, among which R.M. N° 487 of 14 June 2023 stands out, which approves the ***“Regulation of graduation modalities of Technical and Technological Institutes of fiscal, agreement and private character”***. This Regulation in Art. 7 expressly recognises the Work Placement - with an hourly load of 360 to 420 hours in technological careers and 300 to 360 in technical careers, with satisfactory evaluation by the institution in which the internship was carried out and must be validated by the Academic Direction of the technical or technological institute.

Ministerial Resolution No. 0001/2024 General Standards for Educational Management 2024 for the Higher Vocational-Technical, Technological and Artistic Education Subsystem.

Bolivia also has the Higher Technical and Technological Education Study Plans 2023.

At the **departmental level**, Law No. 109 - Departmental Law of Tourism of the Autonomous Departmental Government of Tarija, in Art. 10 (d) opens up possibilities for receiving training, while Art. 21 (17) allows for working with international cooperation, the signing of

agreements with universities, programmes and study plans. At the departmental level, this law also allows for the opening of the Departmental Institute for the Promotion of Tourism. It has a Departmental Tourism Plan.

At the **municipal level**, there is Municipal Law 83 on the Promotion of Tourism and the dissemination of cultural events. There is a Municipal Tourism Plan, whose shared VISION of Development of the Autonomous Department of Tarija: “Department of Tarija, Land for Living Well, which guarantees the full exercise of fundamental rights, with territorial integration, equitable distribution of wealth, with energy leadership **and tourist**, productive and industrial **development** in the framework of a plural economy, food sovereignty, dignified employment, fair and supportive market, in harmony with nature and recognition of the rights of the peoples, which deepens participatory democracy with full and diverse autonomies with equity”. TOURISM The PDD is the result of a participatory process of all the actors involved in development. The Municipal Strategic Objective in: Tourism (PDD) “Tourism is projected as a potential future activity, based on the natural, historical-cultural and archaeological characteristics and attractions of the Department, etc., establishing an exploitation conditioned to the development of institutional capacities and human resources, services, as well as appropriate infrastructure. The aim is to increase tourism from the interior to the Department in the short term, and in the medium and long term the incorporation of Tarija into integrated circuits with countries such as Peru, Chile, Argentina, Paraguay, and later with others, such as Brazil”.

Departmental Policy No. 4: To ***promote departmental and community-based tourism as a major international, national and regional destination***. Programme: Tourist development The programme seeks to build infrastructures, studies and services in areas of tourist attraction, as well as to take advantage of the natural, scenic, historical, cultural, religious, paleontological, ethnographic and sporting qualities. The related projects are to strengthen tourism operators, ***train human resources***, as well as promote and consolidate the circuits that integrate departmental tourism with international tourism.

Among the prioritised actions of the Municipal Plan is the ***training of human resources for the administration and attention of the tourist offer, as well as the training and professional formation of the personnel working in tourism in three areas: management, administration and services***. It is precisely here where the BRIDGES project constitutes the opportunity for dual training as the main contribution and innovation in the region and the department.

#### ***B. Dual Training (in particular, apprenticeship and pre-apprenticeship regulation, if applicable)***

According to the current regulations, all Technical Training Centres at the technical level have to fulfil work experience hours simultaneously in the 5th and 6th year in the semester regime or in the third year in the annual regime, in an alternative timetable to their classes.

The work placement has a workload of between 300 and 360 hours, with satisfactory evaluation by the institution in which the placement was carried out and endorsed by the Academic Direction of the Technical Institute.

### **3. Industry role in VET system**

In Bolivia, the Ministry of Education, through MINISTERIAL RESOLUTION N° 0001/2024, issues the "GENERAL RULES FOR EDUCATIONAL MANAGEMENT 2024 FOR THE HIGHER EDUCATION SUBSYSTEM OF VOCATIONAL - TECHNICAL, TECHNOLOGICAL AND ARTISTIC TRAINING".

According to its article 2° it indicates; The general norms are of obligatory application in the Technical and Technological Institutes of fiscal character, of agreement and private of the Subsystem of Higher Education of Vocational Training.

Under these provisions all institutes of higher education must adhere to the curricular plan already defined for all technical and technological careers.

The tourism and gastronomy courses are at a higher technical level and have already defined their annualised curriculum.

In the case of the Tourist Guide course, it is a medium technical level course with a semester course.

In all cases, the curricular plan, methodologies of the teaching-learning process and evaluation, among others, are defined in workshops and national meetings in which teachers and educational authorities debate and define them, but there is no formal meeting with the public and private tourism sector, which demands professionals in this sector, to define the contents of the different technical courses.

It is the teachers, who due to their contact with the tourism sector, adjust their contents to the current needs, as a result of the perceptions they gather when they develop professional internships or in some existing event of the sector, but this does not occur in a formal way in any process of systemic information gathering by the institutes or the higher education sector.

In the case of the technical training institutes, the last adjustment to the curricular plan was made in 2023; in the case of the University, this last adjustment was made in 2011 and they are currently in the process of collecting information from the tourism sector to identify the needs and possibilities for adjustment in the training plan.

#### **4. *Learners' Outcomes and Employment Rates***

There is no information on employment rates because the institutions do not have instruments for post-graduation follow-up of their students, nor do they have job placement facilities.

In relation to graduation rates, the average graduation rate is 20% of those enrolled.

#### **5. *Challenges and Gaps***

According to data provided by the “Dignified Employment Platform”, the generation of direct and indirect jobs in the tourism sector amounts to more than one million people in Bolivia. So based on international parameters, for each direct job in the tourism industry, 4.5 indirect jobs are generated.

Direct jobs are found in travel agencies, tour operators, lodging establishments, handicraft producers, airlines, restaurants, and car rental; while indirect jobs are in activities such as communications, commerce, transportation, and companies that supply tourism inputs, among others. The most related labour sectors to tourism are commerce, hotels, and restaurants, which account for an average of 31% of total tourism employment.

In Bolivia, 78% of employment in the tourism sector, is made up by women during 2022 (Rodríguez & Fossati, 2023).

The unemployment rate in Bolivia reaches 8% but in the youth population, opportunities are even scarcer, and that figure is almost double: 15% of young Bolivians do not have access to a stable and remunerated job and the large percentage of unemployed people in this age group are concentrated in cities outside Santa Cruz, La Paz or Cochabamba.

According to the executive director of “Ser Familia”, Ricardo Aguilar, this segment of unemployed young people is between 17 and 29 years of age. And the most worrying aspect is the low technical and professional level of this population group: most of them aspire to occupations such as sewing, carpentry and food processing. This is because approximately 8% of school-age children and youth drop out of school to help their parents support the family, which subsequently translates into greater difficulties in finding stable employment: the lower level of schooling, fewer job opportunities and lower income.

Furthermore, the situation is alarming if we take into account that, according to the World Bank (WB), 60% of the Bolivian population is under 29 years of age and Bolivia should grow annually at a rate of 160 thousand new jobs. However, the president of the Santa Cruz Economist Association, Teófilo Caballero, states that formal commerce barely manages to create 30,000 jobs per year and that remaining 130,000 correspond to informal jobs, part-time jobs or jobs for the unemployed.

Part of the tourism sector, both public and private, is unaware of the existence of technical careers, and therefore does not resort to them in order to be able to count on professionals from the sector among its personnel, on the other hand, it has not participated in the formal collection of information on the needs of the sector and therefore there is no evidence of the relevance between the needs of the tourism industry and the training provided.

Informally, both teachers and academic secretaries of 50% of the institutes interviewed detected the need for training in softskills (leadership, communication skills, public speaking) as well as in entrepreneurship and management of technological systems specific to the tourism sector.

There is no monitoring of the institutions' graduates, so there is no information on any mismatches in vocational education and training that may be noticed.

The challenges in this scenario are to develop encounters between the tourism sector and training and educational institutions, in order to respond with relevance to current needs.

## ***6. Good Practices...***

Tutorial and online training alternatives for the student.

Entrepreneurship training.

Transitability from intermediate to higher technical level and transfers from one institute to another and from one department to another at the national level.

Organisation and participation in tourism, production and entrepreneur incubation fairs.

## General framework about VET in Tourism Sector in Mexico

### 1. Key Stakeholders

The tourism sector in the field of Dual Education involves various stakeholders who play a fundamental role in its development and sustainability. Below are described the main stakeholders at the national and state levels.

**1. Vocational training institutions:** These institutions are responsible for providing educational programs and specific training for the tourism sector. They offer courses, certifications, and degrees that prepare students in various areas of tourism. Their goal is to train competent and updated professionals.

**At the national level, the following institutions can be found at:**

Although dual education has gained ground in Mexico as an innovative approach to vocational training, it is important to note that its implementation has been concentrated mainly at the upper secondary level compared to the higher education level. While some higher education institutions have begun to adopt this model, its adoption has not yet reached the same level of penetration as in the upper secondary level. This disparity raises questions about the challenges and opportunities facing dual education in the Mexican context, as well as the potential impact that its expansion could have on the preparation of professionals for a constantly evolving labour market.

According to the research conducted, and although there are some experiences at the higher education level, such as the case of the Technologic National of Mexico (TecNM), which has its own *“Guidelines for the Operation of Dual Education of the Technologic National of Mexico”*<sup>2</sup>, there is a lack of a legal framework to regulate and coordinate the actors of this model in Higher Education Institutions. Therefore, this research will address dual education in the Mexican context.

Given the regulatory framework in Mexico, through Agreement 02/02/2022<sup>3</sup>, it is stated that the Guidelines of this agreement have the objective of regulating the provision of higher secondary education through dual education, which are mandatory for: the Ministry of Higher Secondary Education (SEMS), the General Directorate of Industrial and Service Technology Education (DGETI), the General Directorate of Agricultural Technology Education and Marine Sciences (DGETAyCM) and the schools belonging to these subsystems.

The institutions of Higher Secondary Education belonging to these subsystems and where the dual education option is available are the following:

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<sup>2</sup> Dual Education Model of the National Technology of Mexico for Bachelor's Level (MEDTecNM 2022)

[https://acapulco.tecnm.mx/wp-content/uploads/2022/05/MEDTecNM\\_2022.pdf](https://acapulco.tecnm.mx/wp-content/uploads/2022/05/MEDTecNM_2022.pdf)

<sup>3</sup> Guidelines for the Operation of Dual Education of the Technologic National of Mexico

[https://acapulco.tecnm.mx/wp-content/uploads/2022/05/Lineamientos\\_para\\_la\\_Operatividad\\_del\\_MEDTecNM\\_2022.pdf](https://acapulco.tecnm.mx/wp-content/uploads/2022/05/Lineamientos_para_la_Operatividad_del_MEDTecNM_2022.pdf)

### **Ministry of Higher Secondary Education (SEMS):**

- National College of Technical Professional Education (CONALEP) - Website: <http://www.conalep.edu.mx/coloquiodual/stand/0>
- Center for Industrial Technical Education (CETI) - Website: [https://direccionacademica.ceti.mx/subdir\\_docencia/oferta\\_educativa.php](https://direccionacademica.ceti.mx/subdir_docencia/oferta_educativa.php)
- College of Scientific and Technological Studies of the State of Oaxaca (CECYTE) - Website: <https://sedcecytes.mx/encuentra-tu-cecyte/>

### **General Directorate of Industrial and Service Technological Education (DGETI):**

- Industrial and Services Technological Baccalaureate Center (CBTIS) - Website: [https://educacionmediasuperior.sep.gob.mx/es\\_mx/sems/cbtis](https://educacionmediasuperior.sep.gob.mx/es_mx/sems/cbtis)
- Center for Industrial and Services Technological Studies (CETIS) - Website: [https://educacionmediasuperior.sep.gob.mx/es\\_mx/sems/cetis](https://educacionmediasuperior.sep.gob.mx/es_mx/sems/cetis)

### **General Directorate of Agricultural Technological Education and Marine Sciences (DGETAyCM)**

- Agricultural Technological Baccalaureate Center (CBTA) - Website: [https://educacionmediasuperior.sep.gob.mx/es\\_mx/sems/cbta](https://educacionmediasuperior.sep.gob.mx/es_mx/sems/cbta)
- Forestry Technology Baccalaureate Center (CBTF) - Website: [https://educacionmediasuperior.sep.gob.mx/es\\_mx/sems/cbta](https://educacionmediasuperior.sep.gob.mx/es_mx/sems/cbta)
- Center for Technological Studies in Continental Waters (CETAC) - Website: <https://www.cetac.edu.mx/>
- Center for Technological Studies of the Sea (CETMAR) Website: [https://educacionmediasuperior.sep.gob.mx/es\\_mx/sems/cetmar](https://educacionmediasuperior.sep.gob.mx/es_mx/sems/cetmar)
- Multimodal Center for Technological Education of the Sea and Continental Waters (CMM) - Website: [https://educacionmediasuperior.sep.gob.mx/es\\_mx/sems/cmm\\_centro\\_multimodal\\_estudios\\_cientificos\\_mar\\_aguas\\_continenciales](https://educacionmediasuperior.sep.gob.mx/es_mx/sems/cmm_centro_multimodal_estudios_cientificos_mar_aguas_continenciales)

At the national level, these institutions represent the dual education option at the upper secondary level. Institutions of higher education that offer dual education programs in Mexico play a fundamental role in the formation of highly trained professionals adapted to the demands of today's labour market. Their commitment to the integration of theory and practice not only enriches the educational experience of students, but also strengthens the connection

between academia and the world of work, this promoting the economic and social development of country.

**The following institutions are located at the State level:**

Several institutions in the State of Oaxaca have embraced the Dual Education modality, mainly at the high school level, where the College of Scientific and Technological Studies of the State of Oaxaca (CECyTEO) has emerged as a pioneer in this field. Although the initiatives are still incipient, some educational centres have stood out for their commitment to this teaching modality, among them are:

- National College of Technical Professional Education (CONALEP) - Website: <http://www.conalep.edu.mx/oferta/oax>
- Industrial and Services Technological Baccalaureate Center (CBTIS) - Website: [https://educacionmediasuperior.sep.gob.mx/es\\_mx/sems/cbtis](https://educacionmediasuperior.sep.gob.mx/es_mx/sems/cbtis)
- College of Scientific and Technological Studies of the State of Oaxaca (CECyTEO) - Website: <http://www.cecycyteo.edu.mx/Nova/site/Dual#:~:text=Es%20una%20opci%C3%B3n%20educativa%20para,transformaci%C3%B3n%20social%20y%20desarrollo%20econ%C3%B3mico>
- Center for Technological Studies of the Sea (CETMAR) - Website: [https://educacionmediasuperior.sep.gob.mx/es\\_mx/sems/cetmar](https://educacionmediasuperior.sep.gob.mx/es_mx/sems/cetmar)

**2. Tourism sector associations:** As far as tourism associations are concerned these organizations bring together tourism professionals, companies and experts. Their function is to promote collaboration, share best practices and represent the interest of the sector.

**At the national level, there are the following:**

Tourism sector associations in Mexico play a crucial role in the promotion and development of dual education in the country. These organizations, aware of the importance of having highly trained professionals adapted to the demands of the market, have actively collaborated with educational institutions (through their respective agreements) to promote training programs that integrate both theory and practice. Their active participation in dual education not only contributes to strengthening the Mexican tourism industry, but also represents an invaluable opportunity for students to acquire practical skill and direct experience in the labour field. Some of them are:

- Mexican Association of Hotels and Motels (AMHM) – Webiste: <https://www.amhm.org/>
- Mexican Association of Higher Education Centres in Tourism and Gastronomy (AMESTUR) – Website: <https://www.facebook.com/p/Amestur-Oficial-AC-100069156668272/>
- National Tourism Business Council (CNET) - Webiste: <https://www.cnet.org.mx/>
- National Association of Hotel Chains (ANCH) (Hoteles por México) – Website: <https://mx.linkedin.com/company/cadenashoteleras-mexico-asociacion-nacional>
- National Chamber of the Restaurant and Seasoned Food Industry (CANIRAC) – Website: <https://portal.canirac.org.mx/>
- Mexican Restaurant Association (AMR) – Website: <https://www.amr.org.mx/>

Thanks to the agreements established between tourism sector associations and educational institutions, dual education in Mexico is consolidated and strengthened. These strategic alliances not only benefit students by providing them with practical and relevant learning opportunities, but also enrich the tourism industry by ensuring that future professionals are properly prepared to face the challenges of sector. The collaboration between the two parties is not only a testament to a shared commitment to educational excellence and professional development, but also represents a solid investment in the future of the Mexican tourism industry.

#### **At the state level, there are following:**

In the case of Oaxaca, some tourism associations have signed several agreements with higher education institutions in order to implement the Dual Education System in the region and promote the professional training of students, as well as to help overcome educational lags in order to substantially improve the academic and professional level of both institutions. Such is the case of the following associations:

- Mexican Association of Hotels and Motels of Puerto Escondido – Página web: <https://www.amhm.org/pages/asociaciones-filiales/>
- Association of Hotels of Huatulco – Página web: <https://www.hoteleshuatulco.com.mx/>
- Association of Hotels and Motels of Oaxaca, A.C. (AMHMO) – Página web: <https://asociaciondehotelesdeoaxaca.com/>
- Association of Tourist Promoters and Hoteliers of the Oaxaca Coast, A.C. (PROHOTUR) – Página web: <https://www.visitahuatulco.mx/>

- National Chamber of the Restaurant and Seasoned Food Industry of Oaxaca (CANIRAC)  
– Página web: <https://portal.canirac.org.mx/>
- Union of Hotels of the State of Oaxaca A. C. (UHEO)
- Association of Hotels and Motels of La Verde Antequera A.C – Página web: <https://www.hotelesdelaverdeantequera.org/>

The commitment and collaboration between tourism sector associations in Oaxaca and educational institutions are not only essential for the development of dual education in the region, but also represent an outstanding example of how synergy between the private and academic sectors can drive the economic and social growth of a community. Thanks to the agreements established, the link between theory and practice is strengthened, providing students with unique opportunities to acquire practical skills and direct work experience in one of the most important sectors for the Oaxaca economy. This collaboration not only benefits young people in their preparation for the working world, but also contributes to the sustainable development of tourism in Oaxaca, promoting excellence and competitiveness in the industry and ensuring a prosperous future for the region.

**3. Employers:** Employers in the tourism sector includes hotels, restaurants, travel agencies, airlines and entertainment companies. They seek to hire trained and motivated personnel to provide quality services to tourists. They collaborate with educational institutions to design programs that are aligned with the needs of the labour market.

**At the national level, we have the following:**

#### **BUSINESS ASSOCIATIONS**

According to the Agreement 02/02/2022 of dual Education in Higher Secondary Education, it is established that the Business Sector organizations to promote and facilitate the participation of their affiliated companies in dual Education should enter into collaboration Agreements (Agreements 02/02/2022, 2022). In this sense, business associations play a fundamental role in linking theoretical and practical training, such as those presented below:

**The Business Coordinating Council (CCE)** – Website: <https://cceformaciondual.com.mx/formacion-dual/fd-en-mexico/historia-importancia-vision/>

It is the highest representative body of the private sector and groups 13 business organizations.

An important figure within Dual Education in Mexico has been the Business Coordinating (CCE) who since 2017 signed an agreement with the Ministry of Public Education in order to promote the Dual Training Model (CCE.org, s.f).

The Business Coordinating Council (CCE) in Mexico plays a fundamental role in the promotion and development of dual education in the country, being one of the main organizations representing the Mexican business sector, grouping 13 organization. In this sense, the CCE works closely with educational institutions, government agencies and the other stakeholders to promote initiatives that encourage the link between education and the productive sector to facilitate the creation of partnerships between companies and training centres, promoting the implementation of programs that combine theoretical education with practical experience in the workplace (CCE.org, s.f).

In addition, the CCE advocates for policies and regulatory frameworks that support and facilitate the expansion of dual education in Mexico, recognizing its importance for the preparation of a highly workforce adapted to the needs of the current market. Currently, the CCE has 7 members and 5 permanent guests (CCE.org, s.f):

- Confederation of Industrial Chambers of the United Mexican States (CONCAMIN) – Website: <https://cce.org.mx/organismos-integrantes/>
- Confederation of National Chambers of Commerce, Services and Tourism (CONCANACO Servytur) – Website: <https://www.concanaco.com.mx/>
- Employers' Confederation of the Mexican Republic (COPARMEX) – Website: <https://coparmex.org.mx/>
- Association of Banks of Mexico A.C. (ABM) – Website: <https://www.abm.org.mx/>
- Mexican Business Council (CMN) – Website: <https://cmn.mx/>
- National Agricultural Council (CNA) – Website: <https://cna.org.mx/>
- Mexican Association of Insurance Institutions (AMIS) – Website: <https://sitio.amis.com.mx/>

### **5 permanent guests:**

- Chamber of Commerce, Services and Tourism of Mexico City (CANACO) – Website: <https://www.ccmexico.com.mx/es/>
- National Chamber of the Processing Industry CANACINTRA – Website: <https://canacintra.org.mx/camara/>
- Mexican Association of Stock Market Institutions (AMIB) – Website: <https://www.amib.com.mx/>

- Mexican Business Council for Foreign Trade, Investment and Technologies (COMCE) - Website: <http://www.comce.org.mx/>
- National Association of Self-Service and Department Stores A.C (ANTAD) – Website: <https://antad.net/>

**Employers' Confederation of the Mexican Republic (COPARMEX) y Mexico – German Chamber of Commerce and Industry (CAMEXA)** – Website: <https://coparmex.org.mx/>, <https://mexiko.ahk.de/es/>

They participate in Dual Training in Mexico, as partners. CAMEXA is the link between Mexico and the umbrella organization of the German Chambers of Commerce and Industry (DIHK). Since 2013 the Ministry of Public Education in coordination with COPARMEX and CAMEXA promoted the dual training model in Mexico. These two organizations play a crucial role in promoting dual education in Mexico by facilitating cooperation between the business sector, educational institutions and the government, and by promoting initiatives that contribute to the development of a more qualified and competitive workforce in the country.

In the sum, the active participation of business associations in Mexico in the field of dual education represents a solid commitment to the socioeconomic development of the country. Through their collaboration with educational institutions, these organizations contribute significantly to the formation of a workforce that is more prepared and adaptable to the demands of today's market. By promoting programs that integrate theory with practice, these partnerships not only boost the employability of young people, but also strengthen the competitiveness of companies and foster sustainable economic growth. Their ongoing commitment to dual education reflects a long-term vision for developing quality human resources and driving innovation and progress in all sectors of the Mexican economy.

## **TOURISM COMPANIES AND HOTELS**

Dual education in the field of tourism has experienced significant growth in recent years. The implementation of this educational modality between the Ministry of Public Education and the collaboration with associations and business organizations in the tourist sector has been highlighted thanks to the signing of collaboration agreements between various educational institutions (such as CONALEP, CECYTE, among others). These agreements have allowed students to put into practice with they have learned in the classroom and, in addition, to acquire other skills and knowledge in the companies.

Dual education agreements between educational institutions and hotels in Mexico may vary depending on the region and local initiatives. However, some well-known hotels have participated in dual education programs in collaboration with educational institutions. In this regard, some companies and hotels that stand out at the national level are mentioned below:

- French tourism Company Vetel, Mexico headquarters – Website: <https://www.vatel.mx/>
- Iberoestar Hotels & Resorts – Website: <https://press.iberostar.com/news/iberostar-conalep-alianza-formacion-profesional-dual-mexico>
- Secrets resort & spa – Website: <https://www.secretsresorts.com.mx/en/special-offers/love-at-first-site/?bpId=18112>
- Krystal Hotel & Resorts – Website: <https://es.krystal-hotels.com/>
- Palace Resorts – Website: <https://www.palaceresorts.com/>
- Camino Real Hoteles – Website: <https://www.caminoreal.com/>
- Sheraton Baganvillas Resort – Website: <https://www.sheratonvallartaallinclusive.com/>
- Club Regina Rain Tree – Website: <https://www.raintreevacationclub.com/vacation-resorts/mexico/puerto-vallarta/club-regina-puerto-vallarta/>
- Hilton – Website: <https://www.hilton.com/es/locations/mexico/puerto-vallarta/>

The participation of the hotel industry is fundamental because the agreements that are signed provide opportunities for students to acquire practical experience in various areas of the hotel industry, such as reception, room service, kitchen, hotel management, among others.

**At the state level, there are the following:**

### **TOURISM COMPANIES AND HOTELS**

In the state of Oaxaca, the implementation of the dual mode has become relevant thanks to the active participation of educational institutions such as CONALEP, CECyTEO and CBTIS. These institutions have assumed a prominent role in offering careers oriented towards the tourism industry, such as Hospitality Services, Tourism Hospitality, Tourism and Food and Beverage. Through the dual mode, students have the opportunity to combine theoretical learning in the classroom with practical experience in the real work environment, such as in hotels, restaurants, travel agencies, among others. This initiative is supported by agreements established between these institutions and hotels in the Central Valleys Region, especially in the central zone and some others in the Coast Region. The collaboration with the main hotel chains in the state stands out, which enriches the training of students and strengthens the connection between and the tourism sector in Oaxaca, such as:

- Hotel Grand Fiesta Americana Oaxaca – Website: <https://www.grandfiestamericana.com/hoteles-y-resorts/grand-fiesta-americana-oaxaca>

The participation of this Hotel stands out for being one of the pioneers in the collaboration for the implementation of the dual modality. This type of agreement between the private sector and the educational institution favors the adequate development of the student's professional competencies, a factor of utmost importance to achieve a graduate profile accordance with the demands of the labour sector.

Thanks to this agreement, a work agenda was jointly established in order to attend the modules indicated in the career and this incorporate the students in accordance with the work processes by the Grand Fiesta Americana Oaxaca Hotel.

Some of the schools that have signed agreements with this hotel are CECyTEO Plantel 16 "Mitla" and Plantel 40 "Atzompa"; CONALEP Oaxaca; as well as CBTIS No. 265 "San Jacinto Amilpas", being this the first DGETI school to develop the Dual Education System in the State.

With respect to the hotels on the Oaxaca Coast, the participation of CBTIS 231 "Santa María Huatulco" stands out, with students from specialties of: Human Resources Administration, Food and Beverage Preparation and Lodging Services. This educational institution has established alliances with these hotels in favor of training of the students, obtaining support from the companies and job placement, the latter has allowed its students to be place in jobs. The Following hotels stand out:

- Hotel Castillo Huatulco – Website: <https://www.hotelcastillohuatulco.com/>
- Hotel Biniguenda Huatulco – Website: <https://www.binniguendahuatulco.com.mx/>
- Hotel Las Brisas Huatulco – Website: <https://www.lasbrisashotels.com.mx/es/huatulco/>

For its part, the state CONALEP of Oaxaca has agreements in Dual Education with the following hotels located in Salina Cruz, Puerto Escondido, Oaxaca de Juárez and Huajuapán de León:

- Tourist Promoter "La Recalada" (Salina Cruz)
- Hotel "San Francisco" (Salina Cruz) - Website: [https://www.facebook.com/SanFranciscoSC/?locale=es\\_LA](https://www.facebook.com/SanFranciscoSC/?locale=es_LA)
- Hotel "Misión San José" (Salina Cruz) – Website: <https://www.hotelmisionesanjose.com/>
- Hotel "Casa Blanca" (Huajuapán de León) – Website: [https://www.facebook.com/hotelcasablancahuajuapán/?locale=es\\_LA](https://www.facebook.com/hotelcasablancahuajuapán/?locale=es_LA)
- Hotel "Only & One" S.A de C.V (Huajuapán de León)
- Hotel "Santa Cruz Punta Zicatela" (Puerto Escondido) – Website: <https://hotelessantacruz.com/>

- Hotel Grand Fiesta Americana (Oaxaca) –Website:  
<https://www.grandfiestamericana.com/hoteles-y-resorts/grand-fiesta-americana-oaxaca>

In conclusion, the collaboration between CONALEP, CECyTEO, CBTIS and Oaxaca's hotels within the framework of dual education represents a significant step towards strengthening the local tourism industry and the formation of a highly qualified and prepared workforce.

**4.- National government agencies:** Government agencies play a regulatory and promotional role in the tourism sector. They are responsible for establishing policies regulations and strategies for tourism development. They also collaborate with VET institutions to ensure the quality of education and training.

**At the National level, there are the following:**

The Ministry of Tourism (SECTUR) in Mexico plays an important role promoting and supporting dual education in the tourism sector. Through various programs and policies, SECTUR works in collaboration with educational institutions, tourism companies and other stakeholders to promote the implementation of dual education models that combine theoretical training with practical experience in the field. In this sense, the dual education model contributes to the professionalization of the tourism sector, for which the following institutions stand out:

- Ministry of Tourism (SECTUR) – Website: <https://www.gob.mx/sectur>
- National Fund for Tourism Promotion (FONATUR) – Website:  
<https://www.gob.mx/fonatur>
- Executive Commission of Tourism (CET) – Website:  
<https://www.gob.mx/sectur/documentos/comision-ejecutiva-de-turismo-342223>

These institutions play an important role in supporting and promoting dual education in the tourism sector, promoting strategies, alliances and contributing to the development of innovation projects.

**At the state level, there are the following:**

In the state of Oaxaca, the following governmental institutions stand out as promoters of the dual model in the state, strengthening alliances and agreements between educational institutions.

- Secretary of Tourism of the State of Oaxaca (SECTUR OAXACA) – Website: <https://www.oaxaca.gob.mx/sectur/>
- Consultative Council of Tourism of the State of Oaxaca (Consultative body of the Ministry of Tourism) – Website: <https://www.oaxaca.gob.mx/comunicacion/consejo-consultivo-fue-clave-para-el-desarrollo-turistico-del-estado-sectur-oaxaca/>

In this way, the state government contributes to facilitate alliances and agreements to provide educational services to young people that allow them to have better tools for their personal and professional future.

## ACTORS INVOLVED IN DUAL EDUCATION

In terms of the actors involved, dual education in the State of Oaxaca emerges as an innovation modality that integrates academic training with practical experience in the work environment. However, it is a modality that has developed slowly and does not have a very developed structure, which is reflected in a low number of apprentices.

This educational approach is driven by collaboration among several key stakeholders who play fundamental role its implementations and development. Among the main actors involved are educational institutions such as CONALEP and CBTIS of the DGETI subsystem, and CECyTEO; which offer programs geared towards the tourism industry, as well as hotels and hotel chains that actively participate in the training of students through collaboration agreements. In addition, government agencies and business and international organizations, such as the Ministry of Tourism (SECTUR) and the German Cooperation for Sustainable Development (GIZ), play important roles in providing support and guidance for the successful implementation of dual education programs in the region.

### The following stand out:

- Ministry of Public Education of Oaxaca – *Secretary Lic. Delfina Guzmán* – Website: <https://www.facebook.com/EducacionPub/>
- Undersecretary for planning of Higher Secondary and Higher Education – *Undersecretary Ing. Alcide García Guzmán*
- Ministry of Economic Development (SEDECO) – *Secretary Raúl Ruíz Robles* – Website: <https://www.oaxaca.gob.mx/sedeco/>
- Training and Productivity Institute for work in the State of Oaxaca (ICAPET) – *General Director Lic. Giovanni Rojas Pacheco* – Website: <https://www.oaxaca.gob.mx/icapet/>

- National College of Technical Professional Education (CONALEP) – *State Representation of CONALEP Mtro. Juan Enrique Morales Pedraza* – Website: <http://www.conalep.edu.mx/oferta/oax>
- College of Scientific and Technological Studies of the State of Oaxaca (CECyTEO) – *General Director Lic. Blanca Luz Martínez Guzmán* – Website: <http://www.cecylteo.edu.mx/Nova/Site/About>
- General Directorate of Industrial and Service Technological Education (DGETI) – *State Commissioner of the DGETI Mtra. Antonia Nolasco Obispo* – Website: <https://www.facebook.com/DgetisOaxaca/>
- State Commission for Planning and Programming of Higher Secondary Education of the State of Oaxaca (CEPPEMS) – *Lic. Alfredo Federico Ramírez Ruíz (Office Manager of the Technical Ministry)* – Website: <https://www.oaxaca.gob.mx/ceppems/>
- General Directorate of Agricultural Technological Education and Marine Sciences (DGETAyCM) – *Commissioner of the DGETyCM Lic. Alejandra Avendaño Hernández* – Website: <https://www.facebook.com/dgetaycmoaxaca/>
- State Commission for Higher Education Planning of the State of Oaxaca (COEPES) – *Lic. Mario Samuel Ceballos López, Technical Secretary* – Website: <https://www.oaxaca.gob.mx/coepes/>
- Ministry of Tourism of the State of Oaxaca (SECTUR OAXACA) – *Secretary Mtra. Saymi Adriana Pineda Velasco* – Website: <https://www.oaxaca.gob.mx/sectur/>

## ***2. VET system regulation framework***

### **FRAMEWORK FOR THE REGULATION OF THE NATIONAL DUAL EDUCATION SYSTEM**

#### **A. Education system**

##### **A.1 BACKGROUND**

Dual education is an educational option that combines academic instruction with practical training in companies, providing students with the necessary skills for the workforce. This model promotes the holistic growth of students, preparing them to excel in the professional field. In turn, companies benefit from receiving knowledge contributions from students, while educational institutions enhance their programs by adapting them to the real demands of the labour market, identified through this interaction.

Dual Education in Mexico is a training modality that combines theoretical teaching in educational institutions with practical training in companies, aiming to provide students with relevant skills and competencies for the workforce. Although this modality has been more common in European countries, it has been gaining ground in Mexico in recent years as a response to the need to improve the linkage between education and the labour market.

The model arrived in Mexico 50 years ago through German companies such as Volkswagen and Bosch. These companies applied Dual Training to their apprentices in different plants across the country, initially without the participation of educational institutions. In 1993, the National College of Technical Professional Education (CONALEP) in the municipality of Santiago Tianguistenco, State of Mexico, in coordination with Mercedes Benz, implemented the Dual Model for industrial careers. Between 1993 and 2000, 720 technical students graduated; however, from 2000 to 2008, the development of the Dual Model (DM) in that state came to a halt (CONALEPMEX, 2018).

In 2009, CONALEP State of Mexico initiated the Dual Education project at its Santiago Tianguistenco campus, with the initial participation of three companies and 30 students. In 2011, the first students graduated under this model, marking the beginning of a progressive increase in the number of students trained in this modality. In December of the same year, a Letter of Intent was formalized between the State Government of the State of Mexico and the Steinbas-Germany Foundation, with the purpose of promoting dual human resources training in the entity as a pilot project (CONALEP ESTADO DE MÉXICO, s.f.).

Between 2012 and 2014, the Ministry of Public Education (SEP) and the Undersecretary of Upper Secondary Education (SEMS), in collaboration with the State of Mexico and other entities such as Puebla, Guanajuato, and Nuevo León, carried out a pilot project to formalize the Mexican Dual Training Model (MMFD). In this process, the SEP initially worked with the Mexican Employers' Confederation (COPARMEX) as representatives of the private sector, and

later the Business Coordinating Council (CCE) joined. As a result, in 2015, Secretarial Agreement number 06/06/15 was published in the Official Gazette of the Federation, recognizing Dual Training as an educational option for upper secondary education. Subsequently, in 2017, the SEP and the CCE signed a collaboration agreement with the aim of expanding the Mexican Dual Training Model (MMFD) to various business chambers in Mexico.

After the signing and implementation of the Mexican Dual Training Model (MMFD), in January 2015, a total of 11,158 students and 76 educational institutions from CONALEP and CECYTES were participating in the program (Ministry of Public Education, 2014).

## **A.2 EDUCATIONAL REGULATORY FRAMEWORK**

In the field of Dual Education, regulation plays a fundamental role in establishing the standards and guidelines that govern the quality, relevance, and effectiveness of training programs related to Tourism. The Dual Education system in Mexico is regulated by various institutions and government policies that seek to ensure the quality of education and vocational training, as well as its alignment with the needs of the labour market.

In the context of dual education, which combines theoretical training in educational institutions with practical training in the workplace, there are specific regulatory frameworks and government policies that support its implementation. In Mexico, the regulatory framework of the national Dual Education system is supported by the General Education Law, as well as by specific regulations issued by the Ministry of Public Education (SEP).

These regulations establish guidelines for the implementation of dual education programs, including requirements for educational institutions and participating companies, as well as the rights and responsibilities of students in training. In Mexico, Dual Education is normatively based on the following guiding documents:

### **ARTICLE 3° OF THE POLITICAL CONSTITUTION OF THE UNITED MEXICAN STATES (CPEUM)**

#### **Article 3° of the CPEUM states that:**

“Every person has the right to education. The State - Federation, States, Mexico City, and Municipalities - will provide and guarantee initial, preschool, primary, secondary, upper secondary, and higher education. Initial, preschool, primary, and secondary education constitute basic education; this and upper secondary education will be compulsory, higher education will be mandatory in terms of section X of this article. Initial education is a right of childhood and it will be the responsibility of the State to raise awareness about its importance” (Constitución Política de los Estados Unidos Mexicanos, 2024, pág. 5).

In particular, legislation on Dual Education in Mexico is regulated at the upper secondary and higher levels.

## **GENERAL EDUCATION LAW**

The General Education Law establishes the principles and general guidelines that govern the educational system in Mexico. It provides the general legal framework within which educational policies and programs are framed, including those related to technical-professional training and linkage with the productive sector.

## **UPPER SECONDARY EDUCATION**

Upper secondary education includes the baccalaureate level, as well as other levels below it, and professional education that does not require baccalaureate or its equivalents (Subsecretaría de Educación Media superior SEMS, S.f).

## **ARTICLE 44 OF THE GENERAL EDUCATION LAW (LGE)**

With regard to upper secondary level, Article 44 of the LGE mentions that upper secondary education consists of: baccalaureate, professional technical baccalaureate and equivalents, comprising professional education that does not require baccalaureate or equivalents. This level is regulated through a common curriculum framework at the national level, with the aim of guaranteeing the recognition of studies (Ley General de Educación, 2023).

## **ARTICLE 45 OF THE GENERAL EDUCATION LAW (LGE)**

The General Education Law in Article 45 defines that educational authorities may offer educational services at the upper secondary level. These services may be provided in the modalities and educational options indicated in this Law, such as Dual Education with training in school and company (Ley General de Educación, 2023).

**In the Mexican context, there is no specific law for upper secondary education; it is regulated through the General Education Law and the guidelines of the Universities themselves.**

**Article 45 of the LGE establishes that:**

“The levels of bacculaureate, professional technical bacculaureate, and other equivalents to it, are offered to those who have completed basic education studies. Educational authorities may offer, among others, the following educational services:

- I. General Bacculaureate;
- II. Technological Bacculaureate;
- III. Intercultural Bacculaureate;
- IV. Artistic Bacculaureate.
- V. Professional technical bacculaureate.
- VI. Community tele bacculaureate.
- VII. Upper secondary education at a distance, and
- VIII. Technologist.

These services may be provided in the modalities and educational options indicated in this Law, such as dual education with training in school and company. The non-school modality will be integrated, among other services, by the National Online Bacculaureate Service and those that operate based on certification through partial evaluations. The Ministry will determine the other services with which this type of education is provided” (Ley General de Educación, 2023).

## HIGHER EDUCATION

This level is taught after bacculaureate or its equivalents. It consists of undergraduate, specialty, master's, and doctoral degrees, as well as options prior to the completion of the undergraduate degree, such as Higher University Technician studies. It includes normal education at all levels and specialties (Subsecretaría de Educación Media superior SEMS, S.f).

## GENERAL LAW OF HIGHER EDUCATION

What comprises Higher Education in the Mexican Republic (which corresponds to undergraduate and postgraduate studies) is established in the General Law of Higher Education, in Article 12, fraction IV, which includes Dual Education as one of the modalities of Higher Education and defines it as: “Dual: it is the process of knowledge construction directed by a higher education institution for the linking of theory and practice, integrating the student into work placements to develop their skills...” (Ley General de Educación Superior, DOF 20 de abril 2021, pág. 11).

## **SECRETARIAL AGREEMENT 02/02/22**

Secretarial Agreement 02/02/22 is the Agreement issuing the General Guidelines for the impartation of Upper Secondary Level through the Educational Option of Dual Education. The Agreement proposes the integral development of students so that, on the one hand, they can continue with higher education studies, and on the other hand, they can enter the job market. All this through meaningful learning between School and Company; acquiring, updating, completing, and expanding basic and extended professional knowledge and competencies; generating changes in their level of understanding and behavior; as well as certification.

## **EDUCATION SECTOR PROGRAM 2020-2024 (PSE)**

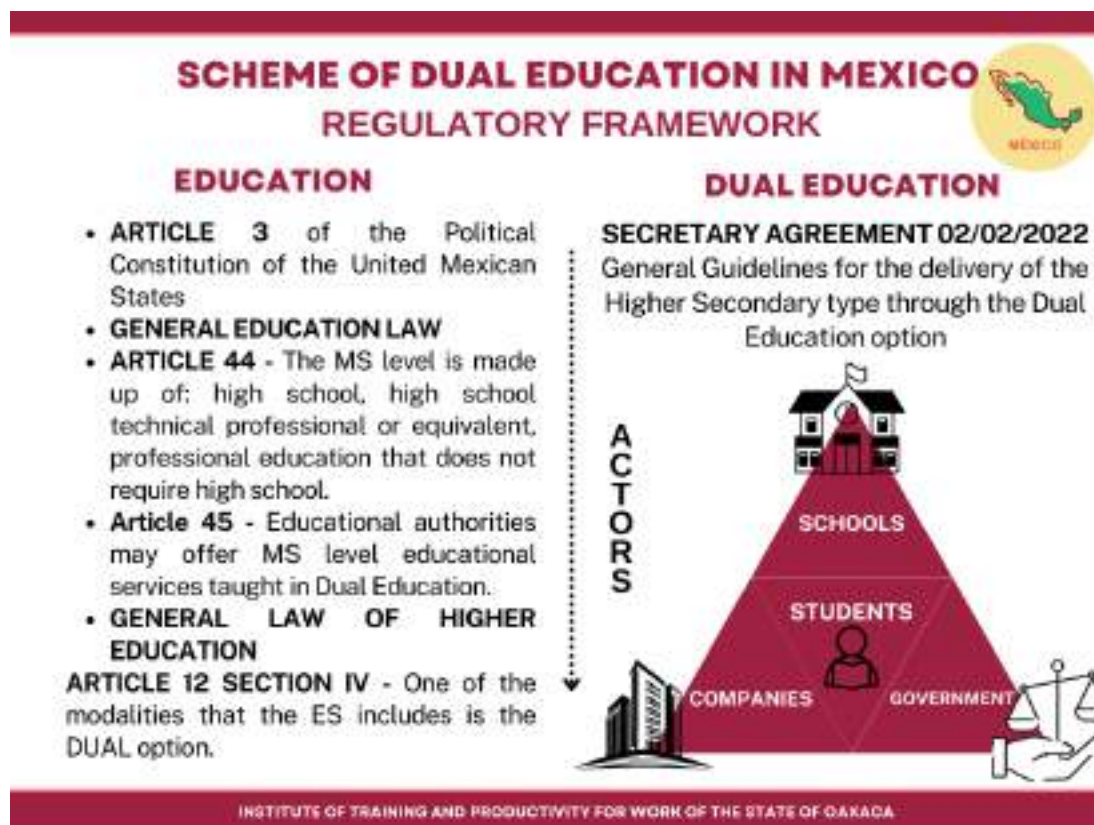
The PSE 2020-2024 (2020) sets out in Objective 2: “Guaranteeing the right of the population in Mexico to an education of excellence, relevance, and relevance in the different types, levels, and modalities of the National Education System” (p.43).

Within Priority Strategy 2.1, it refers to “Ensuring that study plans and programs are relevant to the challenges of the 21st century and allow girls, boys, adolescents, and young people to acquire the skills and knowledge for their integral development” (p.43).

Thus, in Specific Action 2.1.9, it mentions “Consolidating, with the participation of productive sectors, the Dual Education System in upper secondary and higher levels that allows developing relevant skills in young people and offering options for incorporation into the labour market” (p.43).

## **INTERNAL REGULATIONS OF SECRETARY OF PUBLIC EDUCATION (SEP)**

The internal regulations of the SEP state that the adoption of the educational option dual training must be promoted with state government.



### A.3 STATE AND NATIONAL TOURISM GOVERNMENT POLICIES.

#### BACKGROUND

Tourism plays a fundamental role in Mexico's economy, being one of the main engines of development and currency generator. With a rich cultural diversity, an impressive natural offer, and a millenary history, Mexico attracts millions of national and international visitors each year. To take advantage of this potential, the Mexican government has implemented various policies and strategies aimed at promoting sustainable and attractive tourism, seeking not only to increase the flow of tourists but also to boost economic and social development throughout the country.

Government policies regarding tourism in Mexico may vary depending on the administration in power and the country's economic and social circumstances at any given time. However, Mexico has been working on several policies and strategies to promote tourism as an important source of income and economic development. Some common tourism policies and actions in Mexico generally include the following:

- *International Tourism Promotion:* Mexico has significantly invested in international tourism promotion campaigns to attract foreign visitors. These campaigns often highlight the country's cultural diversity, natural beauty, history, and gastronomy.
- *Infrastructure Development:* The government has worked on improving the country's tourism infrastructure, including the construction and enhancement of roads, airports, seaports, and other facilities to facilitate tourists' access and comfort.
- *Investment Promotion:* Mexico has sought to attract both domestic and foreign investments in the tourism sector. This includes tax incentives, streamlining procedures, and other measures to facilitate investment in hotels, resorts, tourist attractions, and other related services.
- *Environmental and Cultural Sustainability:* Policies have been implemented to promote sustainable tourism that respects and protects the country's environment and cultural heritage. This includes regulations on tourism development in protected areas, environmental and cultural education programs, and measures to preserve historical and natural sites.
- *Diversification of Tourism Offerings:* In addition to promoting popular tourist destinations such as Cancun, the Riviera Maya, and Mexico City, the government has sought to diversify the tourism offering by promoting lesser-known but equally attractive destinations in different regions of the country.
- *Safety and Tourist Protection:* Mexico has worked to improve the safety of tourist destinations and protect tourists, both domestic and foreign, through the deployment of security forces, the promotion of safe destinations, and cooperation with the tourism industry and local authorities.

## NATIONAL TOURISM POLICIES

### 1.- Institutions that Address Tourism Activity and Operate Public Sector Policies:

**The Ministry of Tourism (SECTUR)** is managed by the responsible authority the tourism sector in Mexico, which is tasked with the planning and coordination of public policies for the development of the industry. In addition to the Ministry, there is a state-owned entity that implements public policies and contributes to the development, expansion, and promotion of

tourist attractions. The National Tourism Development Fund (FONATUR) is the institution responsible for planning and developing tourist investment projects that contribute to the preservation of Mexico's natural, historical, and cultural heritage. To coordinate policies and programs across different levels of government and incorporate proposals from tourism service providers, the Tourism Executive Commission was established. This Commission is an intersecretarial body aimed at addressing and resolving tourism-related issues (Secretaría de Turismo, 2023).

Tourism activities are carried out by the three levels of government: federal, state, and municipal, in addition to the involvement of service providers. To coordinate these entities and incorporate proposals from service providers into tourism sector policies and programs, the Tourism Executive Commission (CET) was created. Presided over by the Secretary of Tourism, it consists of senior-level public servants from various government departments and entities, as well as representatives from the private and social sectors. Among other tasks, the Commission seeks to facilitate agreements between the Ministry of Tourism and the governments of the federative entities to utilize federal resources in tourism projects and activities at the local level (CESOP, 2006).

## **NATIONAL TOURISM FRAMEWORK**

### **National Development Plan 2019-2024 (PND)**

The National Development Plan 2019-2024 (PND), designed as the instrument to outline national priorities, axes, and strategies to be followed in the current administration, aims to achieve the general well-being of the population through the creation of public policies and the articulation of new national purposes (Secretaría de Turismo, 2021).

For the Federal Government, the guiding principles of the PND 2019-2024 orient tourism towards its consolidation as a fundamental sector in the country's economy and as the one that most promotes growth. The purpose is to position Mexico as a competitive and cutting-edge tourism power, as a pillar of equitable, fair, and balanced development among communities and regions of the country, and as an essential instrument in social reconciliation (Programa Sectorial de Turismo 2020-2024, 2020).

In that sense, the Sectoral Tourism Program 2020-2024 focuses on contributing to the purposes of numeral 3 (Economy) of the PND 2019-2024, particularly in the development of regional projects, such as the Maya Train, the Program for the Development of the Isthmus of Tehuantepec, among others, seeking the greatest welfare for the country through the promotion of more inclusive and sustainable tourism (Programa Sectorial de Turismo 2020-2024, DOF: 03/07/2020).

## **NATIONAL TOURISM POLICY**

Mexico's National Tourism Policy is a strategic framework designed to promote sustainable and competitive development of the tourism sector in the country. This policy is based on a series of objectives and actions aimed at promoting economic growth, job creation, and diversification of tourist destinations, while preserving and promoting Mexico's cultural and natural wealth.

Among the main pillars of the National Tourism Policy are the promotion and marketing of tourist destinations, both nationally and internationally, with the aim of attracting more visitors and diversifying the tourist activities offered. In addition, there is a priority focus on investment in tourism infrastructure, including the improvement of roads, airports, ports, and other basic services, to ensure a quality tourist experience and facilitate access to different destinations within the country.

The policy also focuses on strengthening the competitiveness of the Mexican tourism sector, through training and professionalization of tourism service providers, promotion of innovation and the use of digital technologies, and improvement of quality and safety in tourist destinations.

Furthermore, the National Tourism Policy recognizes the importance of environmental and social sustainability in tourism development, promoting responsible practices and respect for the environment and local communities. It seeks to promote community-based tourism and rural tourism, as well as the conservation and preservation of natural and cultural resources.

In summary, Mexico's National Tourism Policy aims to position the country as a leading tourist destination globally, leveraging its natural, cultural, and historical wealth, and promoting responsible and sustainable tourism that contributes to economic and social development of local communities.

### **Tourism Sectoral Program (PROSECTUR 2020-2024)**

As a program derived from the National Development Plan 2019-2024, the Sectoral Tourism Program 2020-2024 (PROSECTUR) represents the guiding document of the tourism policy that addresses the regulations that make up the National System of Democratic Planning for National Development. Its purpose is to position Mexico as a competitive and cutting-edge tourism power, as a pillar of equitable, fair, and balanced development among communities and regions of the country (Secretaría de Turismo, 2021).

The tourism sector in Mexico is governed by the General Tourism Law, which grants the Federal Ministry of Tourism the authority to plan, promote, and foster tourism activity. It is a law of general observance throughout the country. The law aims to: establish coordination bases between the federal executive, states, municipalities, and Mexico City including the 357 social and private sectors (Ley General de Turismo, 2019). In addition, it establishes the bases for planning, programming, and policy for tourism activity throughout Mexico. Promoting social tourism, establishing bases for territorial tourism planning, providing accessibility for

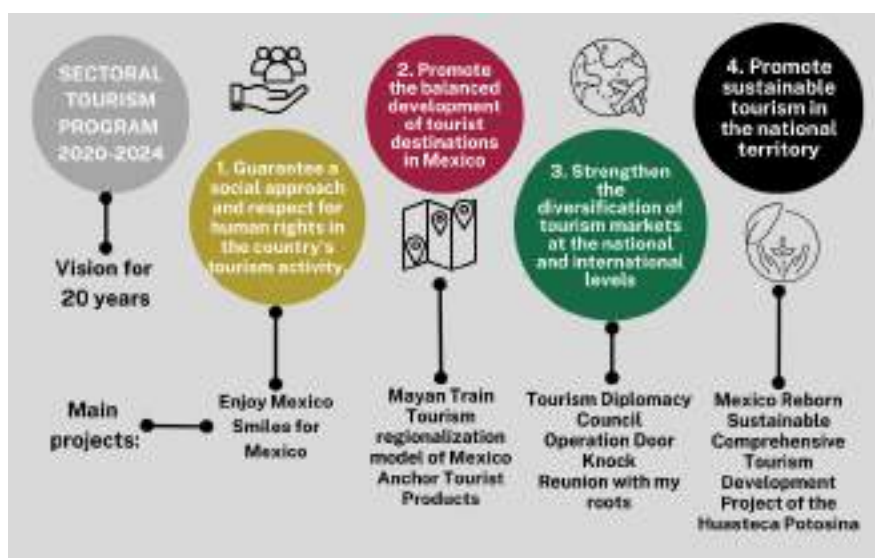
people with disabilities, safeguarding gender equality, creating sustainable tourism development zones, optimizing quality and competitiveness of tourism services, promoting public, social, and private investment, improving the quality of tourism service, legislating tourism work, diversifying tourism activity, among others.

The new tourism development model formulates a comprehensive, inclusive vision and shared responsibilities with key stakeholders, promoting concrete actions to address the various conditions that the tourism sector presents us with (Secretaría de Turismo, 2020).

*In the PROSECTUR 2020-2024, the actions to be implemented are determined based on its four priority objectives:*

## ILLUSTRATION 2 OUTLINE OF THE OBJECTIVES OF THE SECTORAL TOURISM PROGRAM (2020-2024)

SOURCE: SECRETARIAT OF TOURISM (2020)



**Objective 1: Ensure a social approach and respect for human rights in the country's tourism activity.**

The new tourism approach will be characterized by its social, inclusive dimension, and absolute respect for human rights. Its objective is to expand access for all Mexicans, regardless of their situation, to responsible and sustainable tourism that contributes to the country's development and the well-being of its population.

This paradigm shift involves the equitable distribution of tourism benefits, offering the opportunity for more people to enjoy the vast cultural, natural, and biocultural heritage that rightfully belongs to them. It also aims to strengthen the domestic market and promote equal opportunities, making tourism a right for all Mexicans, not just those who can afford it.

Collaboration among the public, private, and social sectors will be crucial for implementing measures to combat inequality, discrimination, and violence in the tourism sector. Tourism will become a reconciliation tool that contributes to healing social divisions and preserving the traditions, territories, identities, languages, and legacies of indigenous and Afro-descendant peoples and communities (Programa Sectorial de Turismo 2020-2024, 2020).

**PRIORITY STRATEGIES:**

1. Develop instruments and mechanisms of public policy that contribute to social and inclusive tourism.
2. Strengthen accessible tourism to contribute to the well-being of the population with greater vulnerability.
3. Promote comprehensive tourism development through inter-institutional coordination schemes to favor the generation of well-being in tourist destinations.
4. Strengthen institutional capacities to promote responsible, inclusive, efficient, honest, and transparent administration.

**RELEVANT PROJECTS:**

With these projects, domestic tourism potential will be increased to reduce seasonality in low and medium seasons through two programs:

- *Enjoy Mexico*: The main objective will be to ensure that all Mexicans have access to the country's tourism diversity. It will focus on establishing collaborations with tour operators and national strategic partners to offer affordable tour packages, thus guaranteeing the human right to rest and recreation without affecting the family economy. To extend the benefits of tourism to all communities and sectors of the population, tourist flows will be directed towards emerging and developing destinations, also taking advantage of the low and medium hotel occupancy season to strengthen the domestic market (Programa Sectorial de Turismo 2020-2024, 2020).

- *Smile for Mexico:* Tourism will be promoted as a right for all Mexicans, with special attention to historically marginalized groups, such as children, youth, people in marginalized situations, with disabilities, the elderly, as well as indigenous and Afro-descendant communities, who face difficulties accessing tourist activities. In collaboration with local governments and tourism service providers, free recreational and rest trips will be organized for these groups, aimed at developing destinations such as Magical Towns, inland cities, and coastal areas, among others (Programa Sectorial de Turismo 2020-2024, 2020).

## **Objective 2: Promote the balanced development of tourist destinations in Mexico:**

The new purpose of tourism policy is to abolish the concentration of infrastructure and services in a few destinations, particularly sun and beach destinations, including more locations and promoting the balanced development of underserved regions, where paradoxically the greatest cultural and natural wealth is found. The fundamental axis of SECTUR will be coordination with the other agencies of the Federal Public Administration (APF), local governments, and the private and social sectors, to ensure the due complementarity of actions and resources that allow the comprehensive development of destinations and help reduce deep social gaps (Programa Sectorial de Turismo 2020-2024, 2020).

## **PRIORITY STRATEGIES**

- Promote infrastructure projects for comprehensive and sustainable tourism development in the different regions of the country
- Strengthen the integration of products and services to consolidate tourism activity.
- Promote the strengthening of statistical and geographical information systems to promote the development of tourism.
- Promote the training and professionalization of human resources to generate well-being opportunities and raise the quality of services associated with tourism.
- Modernize the regulatory framework of the sector to strengthen the conduct of tourism policy.
- Strengthen the tourist services policy to guarantee their safety and comprehensive protection.

## **RELEVANT PROJECTS**

- *Mayan Train:* It is the high-impact project of greatest tourist relevance. Its passage through the states of Quintana Roo, Campeche, Chiapas, Tabasco and Yucatán will frame the most important integration and regional development belt in history and the largest investment in recent years (EjeCentral, 2019).

- *Mexico Tourism Regionalization Model:* it is related to the regionalization policy that will be extended to the entire country, so that tourism activity is more balanced. To this end, eight macro-regions were established: Center, Center-North and West, Northwest, Sea of Cortez, Gulf, North-Central, Yucatan Peninsula and South-Pacific. Regionalization values and is supported by programs with institutional solidity such as magical towns, world heritage cities and the potential attractions present in each of the 134 tourist-oriented places in the country (Secretaría de Turismo, 2019).
- *Anchor Tourist Products:* To strengthen the regional approach, in coordination with local governments and private initiative, “anchor” products are developed by state and destination, which will improve and revitalize the current offer and promote the integration of specialized tourist circuits and routes, in coordination with state and municipal governments and private initiative (Programa Sectorial de Turismo 2020-2024, 2020).

### **Objective 3: Strengthen the diversification of tourism markets at the national and international levels**

The diversification of markets outside the country will be supported, to explore the potential of new niches, with special attention to those with high purchasing power to create more benefits among the population. The increase in tourism offer will show the great diversity of the national heritage to the world and to Mexicans themselves (Programa Sectorial de Turismo 2020-2024, 2020).

### **PRIORITY STRATEGIES**

- Diversify marketing strategies to increase tourist flows and investment.
- Innovate in tourism promotion to boost the growth of the sector
- Promote the image of Mexico abroad to position it as a tourist reference

### **RELEVANT PROJECTS**

- *Operation knocking on doors:* This program will be focused on diversifying markets and positioning Mexico as a leading destination for international tourism, especially in niches with high purchasing power such as: United States, United Kingdom, France, Italy, United Arab Emirates, India, China, Korea, Japan and Russia (Fernández, 2019).

- *Reunion with my Roots:* Its main objective is to take care of the natural market of Mexico: The United States and Canada, to increase both the number of trips and the tourist spending of the Mexican American population (Fernández, 2019).

Both programs will involve marketing actions with the support of embassies and consulates of the Government of Mexico and will have the purpose of formulating specialized directories of tour operators and investors by country, establishing relevant and strategic information channels on tourism intelligence, and holding business circles to attract investments.

- *Tourism Diplomacy Council:* It is made up of representatives of the SECTUR, the SRE, the private, academic and social sectors, and will be a consultative body for the planning, design and implementation of strategies to promote Mexico in the international arena. It has the support of the Mexican Foreign Service in the network of 80 embassies, 67 consulates and 7 representations of Mexico in the world, in order to strengthen tourist flows and attract investment in the sector (Programa Sectorial de Turismo 2020-2024, 2020). Its objective is to make use of the tools and infrastructure of the Mexican Foreign Service (SEM) for the promotion and dissemination of tourism in Mexico (Fernández, 2019).

#### **Objective 4: Promote sustainable tourism in the national territory.**

Creation of a new generation of tourist circuits focused on social well-being, harmony with nature, and the comprehensive development of localities, aiming to establish sustainable destinations.

#### **PRIORITY STRATEGIES**

- Contribute to reducing the negative environmental impacts of tourism for its sustainability.
- Promote sustainable projects to drive tourism development.
- Strengthen territorial planning for sustainable use, conservation, and expansion of tourism heritage.

#### **RELEVANT PROJECTS**

- *Sustainable Mexico Rebirth:* This is the Tourism strategy aimed at making tourism an instrument of social well-being and harmony with nature through various projects, strategies, and programs. The goal is to create a new generation of tourist circuits focused on social well-being, harmony with nature, and the comprehensive development of localities, to establish sustainable destinations (Secretaría de Turismo, 2021).

- *Integral Tourism Development Project of the Huasteca Potosina*: This is the strategy aimed at promoting the regional dynamics of nature tourism as a Federal Government action in forming sustainable poles of tourist attraction (Programa Sectorial de Turismo, 2020-2024).

## **Tourist Market**

The Tourist Market aims to promote and market Mexico's tourist products and services, showcasing the diversity and tourist offerings that our country presents to the world to both national and international markets. These annual events, organized by the Ministry of Tourism of Mexico (SECTUR), bring together various stakeholders in the tourism industry, including destination representatives, travel agencies, tour operators, hotels, airlines, specialized media, and more (Presidencia de la República EPN, 2014).

During the Tourist Markets, Mexico's main tourist destinations are exhibited, along with their cultural, historical, natural, gastronomic, and adventure attractions. Participants take advantage of these events to conduct business exchanges, establish business contacts, promote products and services, as well as stay updated with the latest trends in the sector. These markets are vital for strengthening the promotion and marketing of tourism in Mexico, as well as driving the economic and social development of the country's tourist regions (Presidencia de la República EPN, 2014).

Página: <https://www.tianguisturistico.com/>

## **Magical Towns Market**

The “Magical Towns Market” is an annual event in Mexico that brings together representatives from the emblematic “Magical Towns” of the country, as well as a variety of actors from the tourism sector, ranging from government authorities to service providers, travel agencies, artisans, and more. Its main purpose is to promote and strengthen tourism in these special locations, recognized for their cultural, historical, architectural, gastronomic, and natural richness.

The “Magical Towns” emerged as a governmental initiative in 2001, aiming to highlight and preserve destinations that possess symbolic attributes, legends, history, magic, and cultural significance that make them potential tourist enclaves. This event provides a platform for Magical Towns to showcase their tourist charms, artisanal products, gastronomy, traditions, and culture both nationally and internationally.

During the Market, conferences, exhibitions, cultural shows, recreational and commercial activities are held, as well as business meetings between the representatives of Magical Towns and tourism professionals.

According to data from the Ministry of Tourism (2020), the fifth edition of the Magical Towns Market was held in the city of Pachuca in 2023. The sixth edition of 2024 will take place in Orizaba, Veracruz, being the first magical town to host it (Inversión turística, 2023). This Market is the evolution of the National Magical Towns Fair, of which five editions were held (Secretaría de Turismo, 2020).

## **STATE TOURISM POLICIES**

State tourism policies in Oaxaca, as well as in other regions of Mexico, focus on promoting sustainable tourism development while preserving the state's cultural, historical, and natural richness. Some of the policies and actions implemented by the state government and tourism authorities in Oaxaca include:

### **State Development Plan 2022-2028 (PED)**

The State Development Plan is the guiding instrument for state planning, from which plans, programs, and projects implemented by the State Public Administration will derive to address the population's needs (Plan Estatal de Desarrollo 2022-2028, 2022). According to the PED 2022-2028, tourism strategies include: Strategy 4.4.1 Promoting the development of sites with tourism potential; Strategy 4.4.2 Improving the competitiveness of tourist destinations, Strategy 4.4.3 Promoting the state's tourist offerings to increase visitor arrivals and the economic impact generated by tourism in the eight regions.

According to information from the Government State Communication Coordination (2023), the State Tourism Ministry, known as SECTUR Oaxaca, has implemented an innovative approach to tourism development, focusing on inclusion, interculturality, and prioritizing the well-being of communities and indigenous peoples. Their goal is to transform tourism into a tool to improve the quality of life of Oaxaca's residents. They have four strategic programs: 1. Tourism promotion, 2. Tourism marketing, 3. Tourism planning and strategic development, as well as 4. Sustainable tourism development.

### **1. Tourism Promotion**

Thanks to the initiatives carried out in the program, preliminary figures for the end of 2023 in Oaxaca show a 40.8% increase in hotel occupancy, an increase of 2.13 points compared to the previous year (2022). Additionally, an economic impact of 15,220 million pesos is estimated, representing a 16.87% increase compared to 2022, as well as a 12.70% increase in tourist arrivals (Coordinación de Comunicación Social, 2024).

*National and international promotion of Oaxaca:* Participation in tourism events such as the International Tourism Fair (Fitur) in Madrid, Spain, the Ministry of Tourism's Operation "Toca

Puertas” program in Calgary, Canada, and in the International Magical Towns Market in Los Angeles, California. Similarly, in the National Magical Towns Market in Pachuca, Hidalgo, the Tourism Market in Mexico City, and in the eleventh edition of Adventure Travel Mexico held in Bahías de Huatulco (Coordinación de Comunicación Social, 2024).

*International Fairs:* Oaxaca has participated in major business events such as the International Tourism Fair (Fitur) held in Madrid, Spain; the International Magical Towns Market in Los Angeles, California; the Tourism Market in Mexico City, and the National Magical Towns Market in the state of Hidalgo, among other platforms that have positioned the entity.

## **2. Tourism Marketing**

The Tourism Marketing program highlighted that air connectivity has been strengthened, reaching a total of 12,456 accumulated frequencies, representing a 5.6% increase compared to 2022. Additionally, a total of one million 405 thousand 207 monthly passengers were recorded, which represents a 19.97% increase compared to the previous year (Coordinación de Comunicación Social, 2024).

## **3. Tourism Planning and Strategic Development**

In the area of Tourism Planning and Strategic Development, a total of 65 municipalities with tourism potential have been strengthened through urban image improvement projects, benefiting Magical Towns and Neighborhoods. Progress has also been made in the project to install tourist assistance modules (Coordinación de Comunicación Social, 2024).

*Oaxaca Routes and Magical Towns Consolidation Project:* This project aims to boost tourism development to benefit the sites, destinations, and tourist resources of the state's routes and Magical Towns. In this sense, the goal is to position Oaxaca as a diverse and unique destination by improving urban image in tourism-receiving communities in the eight regions of the state, creating authentic tourism experiences, improving connectivity, and accessing professionalization programs and national and international markets for routes and Magical Towns. It is expected that this project will benefit approximately 1,593,575 inhabitants of the localities involved in the state's routes and Magical Towns (Plan Estatal de Desarrollo 2022-2028, 2022).

## **4. Sustainable Tourism Development**

In the field of sustainable tourism development, the Oaxaca Tourism Advisory Council was established with the purpose of collaborating comprehensively with state government entities and local communities. Additionally, six municipalities were reinforced through the creation of new tourism products, and attention was provided to six destinations with natural and

cultural tourism resources. Likewise, programs to evaluate tourism potential were carried out in various communities in the Etna Valley, the Mixteca Alta, and in municipalities known for mezcal production (Coordinación de Comunicación Social, 2024).

*Strategies:* The Ministry of Tourism of Oaxaca has implemented community development strategies that include assessments in communities to evaluate their tourism potential, improvements in air connectivity and tourist services, as well as the promotion of the National Tourism Registry (RNT) and other tourism quality certifications.

## **QUALIFICATIONS, CERTIFICATIONS, AND STANDARDS FOR THE TOURISM INDUSTRY AT THE NATIONAL AND STATE LEVELS**

The tourism industry in Mexico is a fundamental pillar of its economy, attracting millions of domestic and international visitors each year. However, to ensure quality tourism experiences and promote the sector's competitiveness, it is essential to have standards and certifications that ensure excellence in the services offered. In this regard, Mexico has developed a wide range of qualifications, certifications, and standards that range from hygiene in food establishments to environmental sustainability in tourist destinations. These measures not only aim to ensure the satisfaction and safety of tourists but also to promote the sustainable development of the industry and enhance Mexico's reputation as a world-class tourist destination. In this exploration, we will examine the main qualifications, certifications, and standards applicable in the Mexican tourism industry, as well as their impact on service quality and sector competitiveness.

The Ministry of Tourism (SECTUR) promotes the competitiveness of tourism companies through quality systems recognized by the Government of the Republic. At both the national and state levels, these evaluation and accreditation mechanisms ensure the quality, safety, and sustainability of tourist destinations and associated services.

**According to data consulted from the Ministry of Tourism, both at the national and state levels, the following are included:**

### **TOUR GUIDE ACCREDITATION**

Tour Guides provide professional and specialized orientation and information services on the Tourist Attractions and Cultural and Natural Heritage of Mexico in the different Federal Entities. The Ministry of Tourism of the Government of the Republic accredits its Tour Guides in accordance with the Official Mexican Standards NOM-08-TUR-2002 and NOM-09-TUR-2002. Tour Guides are classified according to their specialty as follows:

- General Tour Guide

- Tour Guide Specialized in Specific Cultural Themes or Locations
- Tour Guide Specialized in Specific Activities

## **H DISTINCTIVE**

The “H” Distinctive is a recognition granted by the Ministry of Tourism and the Ministry of Health to fixed food and beverage establishments (restaurants in general, hotel restaurants, cafeterias, food stalls, etc.) for complying with hygiene standards set by the Mexican Standard NMX-F605 NORMEX 2004. The “H” program is 100% PREVENTIVE, ensuring the warning of any contamination that could cause a foodborne illness; this program includes training for 80% of operational staff and 100% of middle and senior management, led by a registered consultant with expertise in the chemical-medical-biological field, and the knowledge imparted is structured under guidelines dictated by a group of experts in the field.

## **M DISTINCTIVE**

### *Modernization Quality Program*

The MODERNIZA quality program is a management system for Quality Improvement, through which tourism companies can stimulate their collaborators and increase their profitability and competitiveness based on a modern way of directing and managing a tourism company that will allow them to meet their customers' expectations.

## **LGBTTTQIA**

*Accreditation program for professionals in the tourism industry oriented towards the LGBTTTQIA market.*

This Program provides tools to strengthen and develop strategies for tourism products and services oriented towards the LGBTTTQIA community. It is aimed at tourism service providers and service companies that wish to incorporate themselves into the destination's promotion and dissemination strategy for the segment, which is endorsed by the Federal Ministry of Tourism and the Tourism Promotion Council of Mexico.

## **TOURISM STANDARDIZATION**

Official Mexican Standards (NOMs) are mandatory technical regulations that establish specifications and procedures to ensure that products, processes, and services meet minimum requirements for information, safety, quality, among other aspects. NMXs, on the other hand, are voluntary technical instruments that establish quality specifications.

The function of standardization falls under the Federal Public Administration Departments, among which we find SECTUR, which through the National Tourism Standardization Consultative Committee (CCNNT), its Subcommittees, and Working Groups, reviews, modifies, issues, and cancels the Mexican Official Tourism Standards.

Currently, the following tourism NOMs are in force:

- **NOM-06-TUR-2009:** Information, hygiene, and safety requirements for camping tourism service providers. Targeted at: Camping tourism service providers.
- **NOM-07-TUR-2002:** Normative elements of civil liability insurance that lodging tourism service providers must contract for the protection and safety of tourists and users. Targeted at: Lodging tourism service providers.
- **NOM-08-TUR-2002:** Elements to which general and specialized guides in specific cultural themes or locations must adhere. Targeted at: General and specialized Tourist Guides.
- **NOM-09-TUR-2002:** Elements to which guides specialized in specific activities must adhere. Targeted at: Tourist Guides specialized in specific activities.
- **NOM-010-TUR-2011:** Requirements that contracts entered into by tourism service providers with tourist-users must contain. Targeted at: All tourism service providers.
- **NOM-011-TUR-2001:** Security, information, and operation requirements that adventure tourism service providers must meet. Targeted at: Adventure tourism service providers.
- **NOM-012-TUR-2016:** Minimum safety requirements that diving operators must adhere to in order to guarantee service provision. Targeted at: Diving activity operators.

## CLEAN POINT

The Good Practices for Hygienic Quality Program aims to support Micro, Small, and Medium-sized tourism entrepreneurs in guiding their businesses towards the incorporation of good hygiene practices in the management models of the Tourism MIPYMES, with the purpose of protecting the health of their customers, workers, receiving communities, as well as promoting the culture of Hygienic Quality in Tourism MIPYMES.

The “Clean Point” Quality Seal is a recognition granted by the Ministry of Tourism to Micro, Small, and Medium-sized Enterprises in the Tourism Sector (restaurants, hotels, cafeterias, travel agencies, car rental companies, diving operators, leisure and entertainment centres, among others) for having implemented the methodology developed by SECTUR and applied by specialized consultants, registered with the Ministry in order to obtain the Quality Seal. It evaluates the following points: Manager Training, Hygienic Quality, Good Practices per Business Unit, Quality Assurance, Consulting, and Validation.

## MEXICO’S TREASURES

“Tesoros de México” is the Premium program of the Ministry of Tourism, which aims to:

- Promote the excellence of Hotels and Restaurants whose high service standards, architectural and gastronomic characteristics, reflect and promote the richness of Mexican Culture.
- Hotels and Restaurants with High Levels of Service Quality can participate, with facilities that have been carefully rescued and restored by their owners, who have added a modern touch while preserving the original essence.
- Establishments that are part of the Tesoros de México Program also guarantee: Authenticity, Culture, Folklore, Art, and Nature.
- Their differentiating characteristics represent the main competitive advantage of Program members.

## ***B. Vocational Education***

### **VOCATIONAL EDUCATION AND TRAINING INITIATIVES**

In the global landscape of education and workforce training, both in Mexico and Europe, the importance of preparing individuals for the labour market effectively and relevantly has been recognized. In this context, Vocational Education and Training Initiatives play a fundamental role in providing individuals with the skills and competencies necessary to thrive in their careers and contribute to economic and social development.

While approaches and structures may vary between regions, there is a shared commitment to workforce training and development. In Europe, where the Dual Education model has been established, and in Mexico, where Training Centres for Work are employed, the aim is to provide learning opportunities that combine theory with practice, preparing individuals for the challenges of the current labour market.

In Mexico, concerning Vocational Education and Training Initiatives, the closest equivalent is the Vocational Training Systems. The public institution responsible for this is the Directorate General of Training Centres for Work (DGCFT) through the Centres for Industrial Work Training (CECATI) and the Decentralized Institutes for Work Training (ICAT), with whom collaborative efforts are made to offer learning and development opportunities to individuals in various areas and sectors:

**Directorate General of Training Centres for Work (DGCFT):** This is an Administrative Unit attached to the Undersecretary of Upper Secondary Education of the Ministry of Public Education (SEP). Its objective is to regulate, operate, coordinate, control, and evaluate the training service for and in work, to contribute to access to employment, economic and social development, and the improvement of the living standards of the population (DGCFT, s.f.).

Its coverage is national, through 199 federal campuses called Centres for Industrial Work Training (CECATI) and 28 Decentralized Institutes for Work Training (ICAT), decentralized bodies of state governments that have 282 Training Units and 133 Mobile Actions. The educational offer of the subsystem consists of 31 Professional Training Fields, 55 specialties, and 207 courses.

Through CECATI and ICAT, the DGCFT presents quality and relevant educational options aimed at different social and economic sectors of the country, ranging from regular courses taught at campus facilities, during fixed hours, to extension courses and specific accelerated training, tailored to the needs of each individual and business requirements. Likewise, mobile actions are offered to bring the training service to vulnerable population groups, located in remote areas and under difficult geographic conditions.

**Centre for Research and Development of Work Training (CIDFORT):** It is a research centre that arises from the need to contribute to the improvement of the programs and services offered by campuses (CECATI and ICAT) regulated by the Directorate General of Training Centres for Work (DGCFT) and thus contribute to strengthening the development of new technologies, through planning, operation, and evaluation to achieve quality education that impacts the technological growth of Mexico (CIDFORT, n.d.).

**Centres for Industrial Work Training (CECATI):** These are educational campuses attached to the Directorate General of Training Centres for Work (DGCFT). There are 199 federal campuses offering technical training in various areas. CECATI offers 246 short-term courses, with flexible schedules, covering 55 specialties (DGCFT, n.d.).

**Decentralized Institutes for Work Training (ICAT):** ICATs are decentralized Institutes for Work Training that address the need to decentralize administrative and financial services from the federal Government, with the active participation of States and Municipalities, as well as different economic sectors (productive, service, and social). Currently, there are 31 Institutes for Work Training (ICAT) in 30 Federative Entities (two were installed in Chihuahua). Federative Entities where an ICAT has not yet been installed are Colima and Durango. Together, ICATs comprise 473 Educational Services, consisting of 297 Training Units and 176 Mobile Actions (DGCFT, n.d.).

In this sense, it is important to mention that in Secretarial Agreement 20/02/22, Section V of the Instructor Training Instance, seventeenth (Secretarial Agreement 02/02/22, 2022, p.6 -7), it states that:

“The DGCFT, through its Centres for Work Training”

- I. Have training courses for Instructors.
- II. Offer and deliver, in person and/or virtually, Instructor training courses.
- III. Register Instructor training courses on the Business Registration Platform.
- IV. Issue, upon completion of Instructor training courses, the documentation (certificates, attendance certificates, or diplomas) to those who meet the requirements established in the applicable provisions, and

V. Provide guidance and advice required by Subsystems, Schools, Companies, and Business Sector Organizations, regarding the training educational services it provides for Instructors, as well as for the validation, by CONOCER, of the diplomas issued to accredit a specific Occupational Competence Standard” (p.7).

Therefore, it is emphasized that the participation of Training Centres for Work is essential for the formation and implementation of Dual Education in Mexico, standing out as a training entity.

## **COMPARISON OF THE MEXICAN CONTEXT WITH THE EUROPEAN CONTEXT**

In both cases, Vocational Education and Training Initiatives are addressed as a means to prepare individuals for the labour market, equipping them with the skills and competencies necessary to perform in different professional sectors. However, while the European context emphasizes Dual Education, which combines learning in school with training in the workplace, in Mexico, Training Centres for Work are employed, providing a more school-based education focused on technical training.

In Europe, Dual Education is implemented through work-based learning, apprentice, and pre-apprentice programs, aiming to prepare young people for the labour market practically and theoretically. On the other hand, in Mexico, Training Centres for Work offer a wide range of technical training courses and programs, although they are not delivered under the dual model.

Despite these differences, both approaches share the goal of improving individuals' employability and contributing to economic and social development. However, it is important to recognize that each country adapts its educational and training programs according to its specific needs and context.

In the European context, Vocational Education and Training Initiatives (VET) are understood as Education and Training aimed at providing individuals with the knowledge, skills, and competencies required to pursue specific professions or, more broadly, to enter the labour market. This option is intended to prepare young people to enter working life; help unemployed individuals continuously improve their skills to re-enter the workforce, as well as to adapt to changing labour demands or manage work changes; empower students with knowledge, skills, and attributes to thrive in their personal, social, and professional development.

*It is emphasized that this model is delivered through Dual Education in Vocational Education Centres and Training Centres and has 3 modal options:*

- **Work-based learning:** which is a pedagogical approach to learning in real work situations. In this part, knowledge and skills are acquired through activities in a vocational context, in a company (Chatzichristou, Ulicna, Murphy, & Curth, 2014).
- **Apprentice program:** It is a training where time is divided between learning in school and training in a company. When the apprentice finishes, they receive a diploma or certification that is fully recognized (Comisión Europea, s.f.).
- **Pre-apprentices:** These are pre-training programs to the Apprentice Program that help potential apprentices develop academic knowledge, skills, and trades to prepare for an Apprentice Program (Comisión Europea, s.f.).

In this sense, Vocational Education and Training (VET) in Mexico is not developed as such under a Dual approach; the closest model to this in Mexico is the Training Centres for Work. These centres are school-based and refer to the teaching-learning of the knowledge, skills, attitudes, and abilities required for individuals to enter the productive system in a specific occupation, with the purpose of bringing the training service for work to vulnerable population groups, located in remote areas and under difficult geographical conditions (DGCFT, n.d.).

This option is intended to contribute to strengthening the adaptability and competitiveness processes of individuals aged 15 and over; as well as improving the quality of Vocational Training and developing competencies required by the economic, productive, socio-cultural, and educational sectors. This model is taught at the Centres for Industrial Work Training (CECATIS), the Institutes for Work Training (ICAT), and the Center for Research and Development of Work Training (CIDFORT). It is important to highlight that within these organizations, the model is not delivered under dual training, which stands out as the main difference from the European model.

In this context, in the particular case of the State of Oaxaca, this is carried out through the Institute of Training and Productivity for Work of the State of Oaxaca (ICAPET), which is dedicated to training and workforce development. Since its creation in 1997, ICAPET has demonstrated a constant commitment to the economic and social development of Oaxaca (ICAPET, n.d.).

ICAPET has 13 Training Units and 4 Mobile Actions, through which it provides training courses to the Oaxacan society, which are adapted to the needs of the localities in the eight regions of the state, with the intention of training men and women to access the labour market or self-employment and thereby reduce socio-economic gaps (ICAPET, 2023). The courses are designed in specialties and fields of professional training to provide learning of skills and abilities that allow the economically active population to integrate into the various economic subsectors grouped in the primary, secondary, and tertiary productive sectors.

ICAPET offers more than 300 courses, grouped into 75 specialties and 32 fields of professional training. These programs are designed to provide citizens of Oaxaca with the skills and

knowledge necessary to contribute to the economic development of the state. Its objective is to promote training and education for work, providing knowledge and skills that contribute to economic development.

The main activity of ICAPET is to provide the following courses related to the needs of the productive sector in various specialties with 5 modalities: Extension, Regular, Specific Accelerated Training (CAE), evaluations of Official Recognition of Occupational Competence (ROCO), and Labour Competence (CL). It has 13 training units, 4 Mobile Actions, and 2 service offices. Since 2011, it has been accredited as a Certification and Evaluation Entity before the National Council for Standardization and Certification of Labour Competences (CONOCER) in 2011 (ICAPET, n.d.).

**FIGURE 1 COMPARATIVE TABLE OF EUROPE AND MEXICO IN DUAL EDUCATION**

| EUROPE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | MEXICO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocational Education and Training (VET)</b><br>It is education and training aimed at equipping individuals with the knowledge, skills, and competencies required to pursue specific professions or, in a broader sense, to enter the job market.                                                                                                                                                                                                                                                                                                   | <b>Training and Workforce Development</b><br>It is school-based and refers to the teaching-learning process of the knowledge, skills, attitudes, and abilities that an individual requires to enter the workforce in a specific occupation. Its purpose is to bring workforce training services closer to vulnerable population groups, who are located in remote areas and in geographically challenging conditions (DGCFT, s.f.).                                                                                                                                                                                                                                                                                                                                    |
| <b>Benefits of VET:</b> <ul style="list-style-type: none"> <li>- VET prepares young people to enter the workforce.</li> <li>- It assists unemployed individuals in continuously improving their skills.</li> <li>- VET enables individuals to adapt to changing demands in the workforce or manage job transitions.</li> <li>- It helps unemployed individuals reintegrate into the job market.</li> <li>- VET empowers students with knowledge, skills, and attributes to thrive in their personal, social, and professional development.</li> </ul> | <b>Benefits:</b> <ul style="list-style-type: none"> <li>- Contribute to strengthening the adaptability and competitiveness processes of individuals aged 15 and older.</li> <li>- Improve the quality of vocational training.</li> <li>- Strengthen the training and professionalization process of managerial, teaching, and administrative staff to enhance process management systems.</li> <li>- Officially recognized certification.</li> <li>- Development of competencies required by economic, productive, socio-cultural, and educational sectors.</li> </ul>                                                                                                                                                                                                 |
| <b>Where it is taught:</b> <ul style="list-style-type: none"> <li>- Vocational Education Centers</li> <li>- Training Centers</li> </ul> <p><b>They offer dual training.</b></p>                                                                                                                                                                                                                                                                                                                                                                       | <b>Where it is taught:</b> <ul style="list-style-type: none"> <li>- Centro de Capacitación para el Trabajo Industrial (CECATI)</li> <li>- Instituto de Capacitación para el Trabajo (ICAT)</li> <li>- Centro de Investigación y Desarrollo de la Formación para el Trabajo (CIDFOR)</li> </ul> <p><b>They do not offer dual education</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Where it is taught:</b><br><b>Work-Based Learning:</b><br>Pedagogical approach to learning within the context of real work. It involves the acquisition of knowledge and skills through the performance - and reflection upon - tasks in a vocational context, within the workplace.                                                                                                                                                                                                                                                               | <b>Where is dual education imparted in Mexico?</b><br><b>Higher middle technical trainings:</b><br>Upper secondary technical education in Mexico trains young people between the ages of 15 and 18 to continue their higher education studies or to enter the labor market (Prieto, 2014).                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Apprenticeship Programs:</b><br>It's a training where time is divided between learning in school and training in a company. When the apprenticeship concludes, a fully recognized diploma or certification is awarded.                                                                                                                                                                                                                                                                                                                             | <b>Dual Education:</b><br>Dual Education in Mexico is a training modality that combines theoretical teaching in upper secondary educational institutions with practical training in companies, aiming to provide students with skills and competencies relevant to the labor market.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Pre-Apprenticeships:</b><br>These are training programs preceding the Apprenticeship Program that assist potential apprentices in developing academic knowledge, skills, and trades to prepare them for an Apprenticeship Program.                                                                                                                                                                                                                                                                                                                 | <b>Pre-Apprenticeship Programs:</b><br>Only one program is registered in 2017, CAMERA, along with the National College of Technical Professional Education (CONALEP), the College of Scientific and Technological Studies of the State of Coahuila (CECyTEC), and the respective authorities, piloted a pre-apprenticeship program called "Pre Dual" in Coahuila and Guanajuato, where dual apprenticeship programs already existed. The target group of the program was students who were about to start a dual apprenticeship. The objective was to compensate for possible deficits and facilitate and smooth the start of the dual apprenticeship. Additionally, Pre-Dual was used to promote dual apprenticeship as a high-quality educational option nationwide. |

*According to the 2019 Institutional Strategic Program (PEI), ICAPET has the following objectives:*

- To provide and promote training for work in the entity, providing the best quality and linking this service with the productive apparatus and the needs of state and regional development.
- To act as a promoting agency in terms of job training, complying with the guidelines established by the Ministry of Public Education as a Federal Regulatory Entity.
- Promote the provision of training courses that correspond to the needs of the State's laboural markets, and
- Support training actions for the work of the State's Productive Sectors. As well as job training for unemployed or disabled people.

ICAPET plays a critical role in providing training and skills to Oaxaca, thus contributing to economic development and professional growth in the state. In conclusion, Vocational Education and Training Initiatives represent fundamental pillars in the preparation of the workforce in both Mexico and Europe. Although approaches and models may vary depending on the context and specific needs of each region, the common goal is clear: to provide individuals with the skills and competencies needed to thrive in today's job market. Both Dual Education in Europe and Job Training Centres in Mexico, such as the particular case of Oaxaca, offer valuable learning opportunities that combine theory with practice, preparing individuals to face challenges and seize opportunities in an ever-evolving work environment. By strengthening education and job training, you contribute not only to the personal and professional growth of individuals, but also to the economic and social development of communities and countries as a whole.

In conclusion, the research carried out has allowed us to identify that the next steps in the deepening of the Dual Education model in Mexico are towards Dual Education in Vocational Training and Job Training.

### ***C. Dual Training (in particular, apprenticeship and pre-apprenticeship regulation, if applicable)***

#### **PRE-APPRENTICESHIP**

In relation to the research conducted, it was possible to verify that there is a record of an experience of the Pre-apprenticeship program in Mexico. In 2017, the Mexican-German Chamber of Commerce and Industry (CAMEXA/AHK Mexico), together with the National College of Technical Professional Education (CONALEP), the College of Scientific and Technological Studies of the State of Coahuila (CECyTEC) and the respective authorities, a pilot test of a "pre-apprenticeship program called "Pre Dual" was developed in Coahuila and Guanajuato, where dual apprenticeship programs already existed" (Axmann & Jaik, 2021).

This pilot project had as its target group students who were about to start a dual apprenticeship. And the overall objective was to compensate for deficiencies, as well as to

facilitate and smooth the start of dual apprenticeship. In this sense, Pre dual was used to “promote dual apprenticeship as a high-quality educational option nationwide” (Axmann & Jaik, 2021).

The elements that stand out from this occupationally focused program were social-emotional skills, Mathematics applications, introduction to organization, manual skills in metal mechanics, mechanical representation, production processes, text comprehension and development, and technological literacy. The program also included a one-week course for teachers from the participating institutions, CONALEP and CECyTEC, according to German standards, but with a focus on practical and applied content.

Another important component of the pilot project was the extensive monitoring and evaluation of this program. In addition to the pre- and post-assessment of the competencies of the students and the in-company trainers, the program design focused carefully on what would be the contents of the dual apprenticeship that the young people were about to start and what employers would expect from them. Ultimately, all participating entities and individuals were satisfied with the results of the pre-dual and participants showed measurable improvement in their skills and were well prepared to start their dual apprenticeship in companies (Axmann & Jaik, 2021).

This initiative demonstrates how pre-apprenticeship can serve as an effective steppingstone for the successful implementation of Dual Training programs, aligning the expectations of students and employers and ensuring a smooth transition to on-the-job learning. However, this will depend on how developed the dual model is.

In an interview with the Sector Coordinator for Academic Strengthening (COSFAC), regarding the topic of Dual Education in Mexico, she refers to the fact that the topic of pre-apprenticeships is not applied in Mexico because Dual Education has not yet been consolidated. In that sense, in Mexico they do not exist as such.

In conclusion, although Dual Education in Mexico has been consolidated mainly at the levels of Higher Secondary and Higher Education, it is evident that there is still much to be done to expand its scope and ensure its effectiveness at all educational levels. Although vocational guidance is offered through institutions such as the General Directorate of Training Centres for Work (DGCFT) through ICATS and CECATIS, it is important to note that this guidance is not carried out under the Dual Education model, which suggests a gap in the integration of practical training programs in the educational system. Regarding pre-apprenticeship programs, although a small experience has been carried out, educational authorities recognize the limitations and challenges for their widespread implementation in Mexico, especially given the complexity of the context and the timing of Dual Education in the country. These conclusions underscore the need to continue exploring and developing strategies to strengthen and expand Dual Education in Mexico, in order to provide students with a comprehensive education that effectively prepares them for the current and future world of work.

### 3. *Industry role in VET system*

In the Dual Education system in Mexico, collaboration between educational institutions and the tourism industry is essential to ensure the relevance and quality of training programs. Within the Dual Education model, the role played by the company is fundamental for its development. In this model, the company is defined as “the economic unit of production or distribution of goods and/or services that contributes with the State in the provision of the public educational service through Dual Education, providing learning positions, infrastructure, personnel, training, and that is registered in the Company Registration Platform, in accordance with the provisions of the Guidelines of the Secretary Agreement 02/02/22” (SEP, SEMS, & COSFAC, 2022).

**In general, companies collaborate in the following manner:**

**Curriculum development:** Dual Education providers work closely with representatives of the tourism industry to develop curricula that reflect the needs and demands of the sector. This involves identifying the skills and competencies that tourism workers need to perform effectively in their roles, whether in hospitality, tour guiding, destination management, among others. The tourism industry provides information on current trends, technologies and practices in the field, which allows Dual Education providers to design relevant and up-to-date educational programs.

**Internships:** Educational institutions establish agreements with tourism companies to offer Dual Education. This dual mode allows students to apply their knowledge in a real-world environment, gain practical experience and establish industry contacts. The companies provide instructors to guide and supervise students within their internships.

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**Level of participation:** The tourism industry often actively participates in the definition of learning objectives, curriculum design, selection of educational materials and evaluation of training programs. This is achieved through working tables, advisory committees or expert groups in which industry representatives, educators and relevant stakeholders participate.

In Mexico, although the dual education model is still in the process of development, some companies have begun to participate in dual education initiatives in collaboration with educational institutions. **Below are some companies that have participated in dual education programs in Mexico and how they have done so:**

**Vidanta Group:**

Vidanta Group is a leading company in the tourism sector in Mexico, known for its luxury resorts and its focus on hospitality. The company has partnered with educational institutions to offer dual education programs in areas such as hospitality and destination management. Students participate in internships at Grupo Vidanta resorts, where they have the opportunity to learn from experienced professionals and gain hands-on experience in various aspects of the hotel and tourism industry.

Some institutions that have signed agreements with Grupo Vidanta hotels are the CONALEP of Quintana Roo, with the objective that students can develop professional internships through the different training programs operated by the Vidanta Resort and following the quality standards promoted by the company. In addition to identifying the talent that exists in the students of Conalep Quintana Roo, to add it to the labour needs of the tourism sector and thus contribute as an educational institution to the economic recovery of Quintana Roo (Encadena, 2021).

Website: <https://www.vidanta.com/es/home>).

### **Posadas Group:**

Posadas Group is one of the largest hotel companies in Mexico, with a wide presence throughout the country. The company has developed dual education programs in partnership with educational institutions to train future professionals in the hotel sector. These programs offer students the opportunity to intern at Posadas Group hotels, where they can learn about hotel operations, customer service, event management and other areas relevant to the hotel industry. *Some of their participating hotels include:*

### **Grand Fiesta Americana:**

College of Scientific and Technological Studies of the State of Oaxaca (CECyTEO) signed a collaboration agreement with the Hotel Grand Fiesta Americana Oaxaca. This agreement will benefit the student community through training and certifications, which seek to deepen the technical expertise of students. The students, based on their knowledge and experience, have the possibility to undertake, offering innovative proposals and projects that involve the improvement of hotel services and management through technological systems (Calor Noticias, 2023).

Website: <https://www.grandfiestamericana.com/hoteles-y-resorts/grand-fiesta-americana-oaxaca>

### **French Tourism Company Vatel:**

The Ministries of Public Education (SEP) and Tourism (Sectur), in coordination with the French Embassy in Mexico, presented the Dual educational model in hospitality and tourism, implemented by the French tourism company Vatel. This initiative arose thanks to the fact that the tourism sector plays a fundamental role in the economic recovery of the country; and

this would not be possible without the participation of an educational model in line with the current needs of tourism (Government of Mexico, 2022).

Within the framework of the General Law of Higher Education, the SEP issued the first Recognition of Official Validity of Studies (RVOE) to the plan and study programs of the Bachelor's Degree in Hotel Business Administration (Mixed-Dual modality), to the company Vatel. Students who have completed their high school or technical training will be able to take advantage of their internships and apprenticeships in the field of tourism, earn a degree and obtain an academic degree.

With the collaborative work with the French Embassy, SECTUR and the National Tourism Business Council, the model can be landed and shared with Mexican public education institutions, which can help many technical and technological universities (La Jornada, 2022).

Website: <https://www.vatel.mx/>

### **Iberostar Hotels & Resorts:**

This hotel chain together with CONALEP signed a national collaboration agreement to expand dual vocational training throughout the 32 states of the Mexican Republic. The agreement, which is the first of its kind nationwide, will allow CONALEP students in the country to carry out professional internships and job placements in the hotels and resorts of Iberostar Hotels & Resorts, for the training and certification in competencies of the beneficiaries of the agreement, as well as to facilitate the job placement of graduates of the same institution.

This initiative, which was exclusively at the Playa del Carmen and Cancun campus, had 80 students participating in the dual education program, which marked a milestone by expanding nationwide, providing students with valuable practical experience (IBEROSTAR GROUP, 2024).

Iberostar and CONALEP strengthen their commitment to education and the development of practical skills in new generations, laying the foundation for a more promising future in the industry. Providing students with meaningful experiences that go beyond the classroom and understanding authentic preparation for the working world, integrating theoretical knowledge with the practical application of skills in real environments, represents an outstanding example of the Dual Model in which Iberostar has consistently participated.

Website: <https://press.iberostar.com/news/iberostar-conalep-alianza-formacion-profesional-dual-mexico>

### **Puerto Vallarta Hotel Sector**

The General Directorate of Industrial Technological Education and Services (DGETI) and the hotel sector of Jalisco signed collaboration agreements within the framework of the implementation of the Dual Education System of Higher Secondary Education, which will benefit 70 students of CBTIS 68 of Puerto Vallarta.

They began with training and rotation plans within the hotels, which are structured and adjusted to the programs of the Professional Component of Hotel Services; all for the benefit of the young people. The young people will work in the hotels for one year from Monday to Thursday, 6 hours a day (DGETI, 2021).

The hotels in Puerto Vallarta that signed this agreement with the DGETI are: Sheraton Baganvillas Resort, Club Regina Rain Tree, Hilton, Secrets Vallarta Bay, Friendly, Sunscape, Crown Paradise, Canto del Sol, Hyatt Ziva and Krystal Grand (DGETI, 2021).

### **Centro empresarial de Chiapas S.P y Asociación Mexicana de Hoteles de San Cristóbal A.C**

The School of Scientific and Technological Studies of the State of Chiapas (CECyTE Chiapas) signed an agreement with the Centro Empresarial de Chiapas S.P., and the Asociación Mexicana de Hoteles de San Cristóbal A.C., which will allow the students of this educational subsystem to strengthen their learning and professional skills (CECyTE Chiapas, S.f).

<https://cecytech.edu.mx/web/Boletin CECyTECH 2022 03 54.html>

### **Hotel Sector of the Coast of Oaxaca:**

Four associations of hotels in the Coast region and the city of Oaxaca, have a collaboration agreement that will benefit students to carry out their Dual education. This arose within the framework of the Project for Implementation, Strengthening and Monitoring (PIFS) of Dual Vocational Training, between the German Cooperation for Sustainable Development in Mexico (GIZ) and the College of Scientific and Technological Studies of the State of Oaxaca (CECyTEO) (Coordination of Social Communication, 2021).

In these examples, companies participate in dual education by providing hands-on learning opportunities at their facilities, assigning mentors or tutors to guide students, and collaborating closely with educational institutions to ensure alignment between learning objectives and industry needs. This collaboration benefits both the students, who gain relevant skills and work experience, and the companies, which have the opportunity to identify and develop talent for employment at their facilities.

#### **4. *Learners' Outcomes and Employment Rates***

According to INEGI data (2020), it is estimated that 37.7 million young people (12 to 29 years old) resided in Mexico, representing 30% of the country's population (125.5 million). Of the total number of young people, 63.4% (23.9 million) lived in one of the 74 metropolitan areas that exist in the national territory. Of those who lived in metropolitan areas (MZ) and attended school (10.6 million), 19.2% left their municipality of residence to reach their centre of study (2 million). Of the young people who worked (9.8 million), 17.6% (1.7 million) travelled within the metropolitan area in which they resided to reach their work centre. These figures reflect the complexity of mobility and the distribution of the young population in the country's educational and work environment.

#### **NATIONAL EDUCATION SYSTEMS STATISTICS**

In Mexico, education system statistics reveal a complex panorama in which multiple challenges converge for the young people when entering the labour market is the lack of experience, a barrier that limits their employment opportunities and professional development.

This situation is aggravated by the persistent problem of youth unemployment, which affects a significant part of this demographic. Amid this context, dual education emerges as a promising alternative, offering students the opportunity to combine academic training with practical experience in the world of work. However, its implementation and scope still face significant challenges in the country.

The analysis of the statistics of Mexico's educational system becomes particularly relevant when considering the distribution of students at the High School level. According to data from the Dirección General de Planeación, Programación y Estadística Educativa (2023), the total number of students at this level is 5,379,859, distributed in different modalities. Among these modalities, the General Baccalaureate is the most common, with 3,478,483 students, followed by the Technological Baccalaureate with 1,849,183, and the Technical Professional with 52,193 students. In addition, it is important to highlight the difference between the public modality, which has 4,577,589 students, and the private modality, which has 802,270 students.

These data provide an essential quantitative framework for understanding the structure and need of the education system, allowing us to more accurately address the challenges faced by young people, especially in terms of unemployment and access to dual education opportunities (Dirección General de Planeación, Programación y Estadística Educativa, 2023).

The analysis of Mexico's education system statistics also sheds light on the persistent challenge of school dropout, a phenomenon that significantly impacts the educational trajectory of young people. In the 2022-2023 cycle, the school-based modality presented a dropout rate of 8.7%, while terminal efficiency stood at 75.6%. However, it is crucial to

observe regional disparities, as in the case of the state of Oaxaca, where terminal efficiency reached 64.1% while the dropout rate rose to 12.2% (Dirección General de Planeación, Programación y Estadística Educativa, 2023).

These figures underscore the importance of addressing the underlying causes of school dropout and promoting effective strategies to ensure that young people complete their education. The combination of these data with the distribution of students in different modalities of Higher Secondary Education and the implementation of programs such as dual education provides a more complete and nuanced view of the challenges and opportunities faced by young people in the Mexican educational system. In this context, the worrisome trend of school dropout is evident, especially at the secondary education level, where the highest dropout rate is registered.

### **Employment status**

The complex interaction between education, the labour situation and the socioeconomic dynamics of the young population in Mexico reveals a multifaceted panorama that requires comprehensive attention. On the one hand, education system statistics highlight the prevalence of school dropout rates, especially at the secondary school level, where approximately 9 out of every 100 students leave school before completing the school cycle. This reality is exacerbated by the lack of economic resources, which affects between 25 and 30% of young people who drop out of high school (El Economista, 2024). In addition, the implementation of programs such as dual education emerges as a promising strategy to address both academic training needs and the acquisition of work experience. However, access and effectiveness of these programs still face significant challenges in the country.

On the other hand, the employment situation of young people reveals a heterogeneous dynamic, with 39.7% (15 million) of them performing some type of work, according to data from the Expanded Questionnaire of the Population and Housing Census (2020). This percentage varies considerably according to age and geographic location, 9.9% (1.3 million) in the 12 to 17 age group worked, while, in the 25 to 29 age group, the percentage was 67.7% (6.7 million) and in those residing outside the Metropolitan Areas. It is worth noting that among young people between 12 and 17 years of age who lived outside of a Metropolitan Zone, the percentage who worked was higher (12.5 %) than among those who did live in these zones (8.2 %). This characteristic is repeated for each sex. For the 18 to 24 age group, the percentage of employed men who lived outside of an MZ is also higher, but an inverse relationship is observed for women in this age group (CPV CA, 2020).

These urban areas, characterized by their concentration of population and infrastructure, present particular educational, economic and social dynamics that influence the employment situation and development opportunities of young people. Taken together, these elements highlight the need for comprehensive policies that address the educational, labour and

socioeconomic challenges faced by Mexico's youth population, with the objective of promoting their full development and contributing to the country's growth and equity.

In this regard, the issue of youth labour market insertion has been constantly raised as a challenge, as well as the need to develop strategies to facilitate their insertion into the labour market. According to the International Labour Organization (OIT, 2020), the unemployment rate is 18%, which amounts to 10 million young people between 15 and 24 years of age in Latin America and triples the rate with respect to adults during the Covid-19 pandemic. Faced with this situation, when confronted with the labour market, young people find themselves in the need to accept jobs that are in working conditions with low protection and security (García Fuentes & Gutiérrez Huerter O, 2022).

In Latin America today there are 9.4 million unemployed and 30 million are in the informal market. Unfortunately, one of the difficulties they face when entering the labour market is due, above all, on the one hand, to the job search process, in which informal contracts prevail and access to companies is limited. On the other hand, in the business sector, hiring is in accordance with qualified profiles; however, they do not manage to meet their personnel requirements (OCDE, 2020).

According to the report "Shortage of Job Opportunities for Young People in Mexico" 2020 by ManpowerGroup and JA Americas, young people with a high school education have a 76% difficulty in finding a job, young people with a technical career have a 75% difficulty, with a higher education (Bachelor's degree) have a difficulty of 83% and with a postgraduate degree have a difficulty of 79% in finding a job (ManpowerGroup, 2020).

The report states that more than half of the young people surveyed consider that the main reason why they are not hired is lack of experience (56%), followed by knowledge of English or another language (19%), lack of technical knowledge (certifications, software, etc.) (14%) and lack of soft skills such as communication, leadership, teamwork, etc., (4%). 93% of the respondents have worked in the past, however, 32% of them have less than one year of experience.

On the other hand, of the 93% who have previously worked, 23% have worked in the informal sector. The participation of young people in formal employment, with a high school level is 77% and with a technical career level is 75%. In terms of what young people are doing to improve their employability, the report states that 63% of young people have taken additional courses in addition to their career.

In the midst of the labour challenges faced by young people, there is an urgent need for effective strategies to improve their employability and promote their insertion into the formal labour market. The data reveal a worrisome panorama, where access to formal jobs is limited and the difficulties in finding work are significant, especially for those with high school, technical or higher education. Lack of experience is one of the main barriers, followed by lack of technical and soft skills. In this context, dual education emerges as a valuable tool to address these gaps, providing young people with the opportunity to acquire both theoretical

knowledge and practical experience in the real work environment. A focus on technical and soft skills development, as well as close collaboration between the education and business sectors, are key to strengthening the employability of young people and fostering a more inclusive and prosperous working future.

## **Tourism Employment**

Youth employability in Mexico is crucial in several sectors, including tourism, an important pillar of the economy. As strategies are explored to improve job opportunities for young people, it is critical to also consider tourism employment and its impact on the generation of job opportunities. According to recent data from INEGI's National Occupation and Employment Survey 2023, the tourism sector in Mexico employed 4 million 801 thousand people in the last quarter of 2023, representing 9.0% of national employment (DATATUR, 2023). This sector continues to show growth, with an increase of 36 thousand 592 people employed in the quarter, suggesting employment opportunities in areas related to the tourism industry (DATATUR, 2023).

In this context, the implementation of programs such as dual education can be particularly relevant, as it provides young people with the opportunity to acquire specific skills and experience that are highly demanded in the tourism sector. The connection between improving youth employability and job opportunities in the tourism sector is a key aspect to consider in order to promote more sustainable and inclusive economic growth in the region. The analysis of dual education statistics provides key insights into the effectiveness and impact of this educational approach on the employability and professional development of young people in Mexico.

While the implementation of the dual education model in Mexico presents significant challenges, it also offers important opportunities to improve the quality of education and prepare young people for the labour market. It is critical to address the challenges identified and work collaboratively with all stakeholders to strengthen and expand this model throughout the country.

## **DUAL EDUCATION DATA AND STATISTICS IN MEXICO**

In education, assessing student outcomes is critical to measuring the success of training programs. In particular, it is crucial to analyse both completion rates and post-graduation employment rates. In this context, this section presents data and statistics related to student achievement in dual education.

According to the results of the Survey for the Monitoring and Evaluation of the Dual Education System in Mexico 2022-2023, conducted by the Undersecretary of Higher Secondary Education SEMS and the German Cooperation for Sustainable Development (GIZ) (SEMS, GIZ,

2022-2023), 834 companies, 471 educational institutions and 4,191 students participate in the Dual Education system, 46% are women; having a total of 1,087 graduates, of which 49% are women.

**The following results are presented by category:**

- Increased the number of participating companies by 35% with respect to 2020-2021.
- 69% of the companies surveyed stated that they were training up to five students in DE.

**Participating companies by economic sector:**

- The top five economic sectors with the highest share are: Temporary accommodation and food and beverage preparation services (12%), Professional/scientific and technical services (9%), Automotive and transportation industry (9%), Food industrial (7%) and Wholesale or retail trade (5%).

**Careers most frequently studied by trainees in the company**

- The top five majors in DE are: Accounting, Management, Programming, Food and Beverage, and Industrial Electromechanics.

**Motivation of Companies to participate in Dual Education**

- The participating companies are motivated to participate in the DE, mainly to have qualified technicians (40%), to be a socially responsible company (29%), to improve the quality of personnel (14%), to improve the company's productivity (11%), to increase the loyalty of workers by training them from a young age (4%) and to save on recruitment, selection and training costs (2%).

**Dual students in training in the Company**

- 600 out of 834 companies, i.e. 74%, reported that they were training 1 to 5 dual students.
- The average period of participation of companies in Dual Education is 2 years.

**Companies would hire dual graduates:**

- 822 of 834 participating companies would hire Dual Education graduates. The survey indicates that the main reason why companies have not yet hired dual graduates is because their first generation has not graduated.

In the Results of the Monitoring and Evaluation Survey of the Dual Education System in Mexico 2020- 2021, it is mentioned that 73% of employed graduates consider that the knowledge, competencies and skills learned during their training meet the requirements of their current job position.

### **Participation by subsystem:**

- The educational subsystems with the highest participation are the Colleges of Scientific and Technological Studies (CECyTE) with 48% of participation and the National College of Technical Professional Education (CONALEP) with 35%, followed by the schools of the DGETI subsystem (CBTIS, CETMAR) with 15% and the DGETAyCM subsystem (CBTA, CBFT, CETMAR, CETAC) with 3%.

### **Contribution of Dual Education to vocational guidance:**

- 3,998 of 4,191 students (95%) and 959 of 1,087 graduates (88%) consider that DE contributed to a better understanding of their technical career.

### **Dual students at the educational campuses**

- 26% of the participating campuses stated that they currently have up to 5 dual students.

### **Motivation of graduates to participate in Dual Education:**

- The motivation of the graduates to participate in Dual Education is that they can learn more about their technical career and improve their professional practices.

### **Graduates and Students would recommend Dual Education**

- 3,717 students (89%) and 960 graduates (88%) would recommend dual education to a young person recently enrolled in a technological baccalaureate.

### **General indicators Companies and Campuses Comparative performance**

- 67% of graduates and 62% of students surveyed agree that dual students have a better and more complete preparation than students in the traditional technical vocational training system at the high school level (school-based mode).
- 76% of the companies and 87% of the schools surveyed agree that DE students have better professional preparation than those who attend school.

### **Satisfaction with the quality of learning**

- 60% of the Graduates and 65% of students confirm that the knowledge, competencies and skills of the Dual Education Students and Graduates meet the requirements to perform the position of a highly qualified technician that meets the requirements of the Company.
- 77% of the Companies and 86% of schools confirm that the knowledge, competencies and skills of Dual Education students and graduates meet the requirements to perform the position of a highly qualified technician that meets the requirements of the Company.

### **Training to instruct**

- 78% of companies and 75% of the campuses agree that the training received to instruct and implement Dual Education is adequate.

### **Company-Campus Relationship**

- 79% of Companies and 79% of Campuses surveyed confirm that communication between Companies and Campuses is sufficient and adequate.
- 80% of the companies and 80% of Campuses surveyed agree that the tutors have access to the company to monitor and company the dual students.
- Most of the surveyed companies agree that the formalization of the learning agreement is a simple and efficient process.
- Dual students and graduates state that they have felt accompanied by their teachers and instructors during their DE in the Company.
- 45% of companies consider that the impact of the pandemic in the last year has been fair.
- 36% of schools consider that the impact of the pandemic has been high.

### **Participation by Region**

Participation by entity is divided into regions: Northwest Region, Southeast Region, Northeast Region, Central Region and Western Region.

**Northwest Region:** The entities of Baja California, Baja California Sur, Chihuahua, Sinaloa and Sonora are found, highlighting the state of Chihuahua with 76 companies, 29 campuses and 347 students and 59 graduates, within the DE model. The state with the lowest number of companies is Sonora with 2, 30 campuses, 6 students and 1 graduate, followed by Baja California Sur with 3 companies, 4 campuses, 3 students and 1 graduate.

**Southeast Region:** the states of Campeche, Chiapas, Oaxaca, Quintana Roo, Tabasco, Veracruz and Yucatán are included, with the state of Quintana Roo standing out with 42 companies, 21 campuses and 507 students within the DE model, as well as 18 graduates. The state of Campeche, with 3 companies, 3 campuses, 16 students and 0 graduates, is the entity with the lowest presence of the dual mode. The state of Oaxaca is located in this region, with 4 companies, 13 campuses, 35 students and 23 graduates.

**Northwest Region:** the states of Coahuila, Durango, Nuevo León, San Luis Potosí and Tamaulipas. The state of Nuevo León stands out with 53 companies, 30 campuses, 388 students and 33 graduates in the dual mode. The state with the smallest presence of the dual mode is Durango, with 4 companies, 5 campuses, 22 students and 9 graduates.

**Central Region:** Mexico City, State of Mexico, Guerrero, Hidalgo, Morelos, Puebla and Tlaxcala. Of these states, the State of Mexico stands out with 230 companies, 75 campuses, 1286 students and 616 graduates. The state with the smallest presence of the dual mode is the state of Guerrero with 4 companies, 3 campuses, 3 students and 5 graduates.

**Western Region:** Aguascalientes, Colima, Guanajuato, Jalisco, Michoacán, Nayarit, Querétaro and Zacatecas. The state of Nayarit stands out in this region with 31 companies, 7 campuses, 53 students and 20 graduates under this modality. The states with the least presence are Aguascalientes and Michoacán.

A total of 834 companies, 471 educational institutions and 4,191 students participate nationwide, with a total of 1,087 graduates, 49% of whom are women

### Graduates and Students

- 3,717 students (89%) and 960 graduates (88%) would recommend dual education to a young person recently enrolled in a technological baccalaureate.
- 57% of the graduates and 57% of the students confirm congruence with respect to the activities defined in the rotation plan with the learning positions agreed upon in their Learning Agreement.

- 66% of the Graduates and 68% of the Students agree that the Company provides/provided the space and resources to generate an integral formation.
- 64% of the Graduates and 56% of the Students state that they felt accompanied by their Teachers and Tutors and that there was a follow-up by their educational institution.
- 67% of the employees' graduates and 69% of the students consider that the teaching strategies and support provided by the Company's instructors were sufficient for their training.
- 61% of the graduates and 57% of the students consider that there was congruence between the theory learned at the Campus and the practice learned in the Company.

The data reveal a positive trend in the perception and experience of students and graduates of the dual mode in terms of their preparation and development in the workplace. It is encouraging to note that a large majority of both students (89%) and graduates (88%) would be willing to recommend dual education to other young people entering a technological baccalaureate.

However, it is important to note that there is still a significant percentage who perceive a lack of congruence between the theory learned on campus and the practice in the company, suggesting areas of opportunity to improve the integration of both educational environments. Taken together, these findings offer a comprehensive view of the experience of dual education students and graduates, highlighting both their strengths and the aspects that require attention and continuous improvement.

Regarding the two fundamental questions and the data obtained, we have that 26 thousand students have opted for dual education from 2015 to 2023 (Secretaría de Economía, 2023). According to the latest monitoring and evaluation survey of Mexico's dual education system, in 2022-2023, which were the data presented previously, the number of companies participating in the system was 834, with 471 associated educational campuses and 4191 students/apprentices. So far there have been only 1087 graduates of the dual education system.

The modality had 117 careers linked to the economic sectors: agriculture, industry and services, which are offered in 557 schools, linked to more than 2,100 companies or organizations in the business sector. Eighty study programs were designed for technical careers, with national coverage in the DGETI, DGETA and CM and CECyTE subsystems, as well as 37 CONALEP programs (Secretaría de Educación Pública, 2023).

Although the COVID-19 pandemic affected, during the 2020-2021 school year, three thousand 701 students from 225 institutions of Higher Secondary Education, belonging to different subsystems, managed to receive dual education thanks to the support of 886 companies (Secretaría de Educación Pública, 2023). Currently, nine thousand 83 students of Higher Secondary Education in public schools throughout the country participate in dual education programs. Of these, the National College of Technical Professional Education (Conalep) and

the General Directorate of Industrial Technological Education and Services (DGETI) contribute six thousand 317 students (Secretaría de Educación Pública, 2023).

### **Company Registration Platform**

The platform aims to promote the link between the School and the Company, and/or Business Sector Organization by offering learning positions where students develop professional competencies, established in the study plans and programs under Dual Education of the DGETI, DGETAyCM, CECyTE and CONALEP subsystems.

Link to the platform: <http://empresas.educaciondual.sems.gob.mx/dualcc/web/>

## 5. *Challenges and Gaps*

### CHALLENGES AND GAPS IN DUAL EDUCATION

- In 2018, in Mexico City, the International Forum on Dual Education and Corporate Responsibility was presented, where the progress of this model in the world was discussed. In the case of Mexico, it was highlighted that one of the great challenges presented by Dual Education is to advance in the reflection at the international level of Mexico in dual education and human capital, systematize a set of good practices with the various companies involved, to reduce the gap of social inequality (Consultative Forum, 2018).
- According to the Employers' Confederation of the Mexican Republic (COPARMEX), one of the challenges regarding Dual Education in Mexico and to promote the country's development is to ensure the link between the education sector and the labour field. There is a large gap between the skills that young graduates have and those demanded by companies (Icaza, 2022).
- Another of the main challenges of Dual Education in Mexico is to expand and scale the Dual Education system for the upper secondary level as much as possible. To achieve this expansion, this challenge is shared with the various actors involved in the model: employers, state governments, federal government, students and school authorities. A transversal work must be carried out between authorities, academics and entrepreneurs to generate strategies for young people to have employment opportunities (SEMS, 2021).
- In an interview with the Sector Coordinator of Academic Strengthening of the Undersecretary of Higher Education (COSFAC), Ms. Silvia Aguilar Martinez, one of the challenges of the dual program is the lack of incentives for the participation of young people in the model, due to the lack of knowledge of the importance of the model in the training of students by providing experience in the labour sector (Martínez, 2024).
- Another of the challenges of DE is related to the age of the students, which ranges from 14 to 18 years old. The challenge is that companies are responsible for the safety of young people, just as educational centres do, the company should be responsible for the students when they are in it. In this context, one of the conditions for this to be fulfilled is the registration of the companies in a platform, where a series of requirements and documents are presented by the company to guarantee that they are a safe company (Martínez, 2024).
- Along the same lines, an important challenge presented by Dual Education in Mexico has to do with the strengthening of the dual system between secondary and higher education, which can be achieved at the same level and thus consolidate this model in Mexico (Martínez, 2024).

- The challenge is to make these companies see dual education as an opportunity to train specialists in the sector or in the field in which the sector is developing (Martínez, 2024).

- With respect to the implementation of Dual Education in the other types of high schools (general high school), the challenge is to adapt the entire operation of what corresponds to dual education. The general baccalaureates, for example, lack extended work training, so this component would have to be adapted to the curricula, the hours, the regulations, the entire structure so that it can benefit the students (Martínez, 2024).

- In an interview conducted with Mtra. Rosario Nolasco Fonseca, Undersecretary of Higher Secondary and Higher Education of Nuevo León, Mexico, stated that some of the challenges that were presented to them in the state for the implementation of the dual educational model were 1. adapting the educational sector to the productive sector so that responded to the needs of the sector and 2. Generate dialogue with the productive sectors so that they participate in the implementation of the model (Fonseca, Temas de Educación Dual en México: Retos y Perspectivas, 2024).

- Another of the main challenges presented in Nuevo León was the adaptation of the Dual Education Secretariat Agreement. Given this, before implementing the dual model, the state first investigated how Dual Education had been done in the world and in Mexico, in order to adapt it to its local context. The above led them to adapt the Secretarial Agreement, generate specific learning agreements adapted to students, and implement the model before generating new regulations. (Fonseca, Temas de Educación Dual en México: Retos y Perspectivas, 2024).

- In a project sponsored by the University of Glasgow (UK) and carried out in collaboration with the Monterrey Institute of Technology and Higher Studies, the research "The dilemma of women in Dual Education: Is this for me? The research identifies that in Mexico there are two important challenges regarding Dual Education:

1. The first corresponds to *"The existence of barriers for women's entry into Dual Education"*. This barrier occurs because women's families show greater resistance, compared to men's, to the participation of their daughters. In particular, this problem was reflected in the State of Mexico due to the fact that the distance between home and school is even longer, in addition to the perception of insecurity and gender-based violence.

2. And the second is that *"Female students face challenges in the companies to be able to develop the corresponding learning activities in a comprehensive manner"*. This barrier was particularly reflected in the careers of electricity, mechanics, mechatronics and machines and tools, mainly because the work in these areas is directed to men, so female students did not feel in trusting environments and did not receive the same treatment as their male peers (MUxED, 2021).

The project highlights that gender stereotypes limit the participation and adequate involvement of women in dual education (particularly in technological and industrial areas). Therefore, it is important to mention that there is a need for environments that provide

guidance and support, as well as inclusive environments that encourage women's participation and involvement (MUxED, 2021).

## **6. Good Practices**

### **GOOD PRACTICES IN THE DUAL SECTOR IN MEXICO**

#### **CONALEP**

The National College of Technical Professional Education developed a “Personalized Training Plan in the Mexican Model of Dual Training” (Alianza del Pacífico, s.f) the objective of the good practice consisted of:

- Diversify CONALEP’s training offer by incorporating the mixed dual training option, in accordance with current regulations, which concretizes the link between the public and private sectors for the development of professional competencies in the company, incorporating the company as a training agent (Alianza del Pacífico, s.f).
- Validate the Learning Position Rotation Plan that represents in-company training in accordance with the study plans and programs of the CONALEP vocational training modules, to ensure the correspondence of in-company learning with respect to the purposes and specific learning outcomes of the career (Alianza del Pacífico, s.f).
- Elaborate the Personalized Training Plan (PFP), which integrates and organizes the expected learning in each of the learning contexts: work and education. The PFP defines the strategies to follow the curricular contents in the campus, as well as the evaluation sequence required to accredit each of the modules that make up the curriculum (Alianza del Pacífico, s.f).
- They integrated dual training to the educational offer in CONALEP, including the change of the dominant educational paradigm, which conditions the learning context to the school, the teaching to the teacher, the modality to the prespecialty, the method to the classroom didactic strategies and the evaluation to the verification of knowledge (Alianza del Pacífico, s.f).
- The private sector was included as a training agent, recognizing a student-centered education that promotes meaningful learning in real work contexts, where learning by doing is a factor for mobilizing knowledge and demonstrating competence for the benefit of the diversification of CONALEP’s offerings and student learning (Alianza del Pacífico, s.f).
- Gather the experience of the CONALEP schools and campuses that operated the pilot test of dual training, to generate operational alternatives in accordance with the educational option, based on this, define the academic regulations of CONALEP as a guiding principle so that the State Schools and campuses that join the dual training can replicate the established processes.

**Good practice between SEMS, GIZ Mexico y GOPA Worldwide Consulting Group.**

A good practice carried out within the framework of the project “Consolidation and Scaling-up of the Dual Education System in Mexico” was the participatory planning, between the Federal Undersecretary of Higher Secondary Education, the German Cooperation for Sustainable Development (GIZ Mexico) and GOPA Worldwide Consulting Group, of the operational strategy to be followed in the project.

- At the beginning of the year 2021, these organizations prepared and validated the technical document for scaling up Dual Education (DE), which defined the tasks of each actor, the scope of the training and support communities, as well as the states of the Republic where the field work would be implemented. This triggered a mechanism of trust and teamwork with federal and state education authorities that has allowed them to accumulate a lot of operational experience, which is consolidated and reflected in the elaboration of the “Practical Guide of Five Steps for the Multiplication of Dual Education” (Calderón Cuevas & Reyna, 2021).

- A good practice that has been observed in several states of the Republic such as Nuevo León, State of Mexico, Coahuila and Yucatán is that the area of the Undersecretary of Secondary and Higher Education of the entity is responsible for coordinating the work of Dual Education (Calderón Cuevas & Reyna, 2021).

### **Best practice in Nuevo León**

- In Nuevo León, with the support of the Institute of Training and Education for Work (ICET) and the Training Centre for Work (CECATI), the “Nuevo León Seal” strategy was designed, which trains high school graduates who did not have access to technical training related practices due to the COVID pandemic, which is already working on a pilot project in the municipality of Apodaca that benefits 1,800 young people (Government of Nuevo León, 2022).

- The role played by the Government of the State of Nuevo Leon stands out as a good practice, with the first place in the country with 5,163 young people studying the dual mode (of which 4,232 are in high school and 931 in higher education). In this sense, the government seeks to make it a mandatory modality. There are three factors that the State Government promotes in education: 1. The provision of computers, 2. The development of the acquisition of a second language, such as English, and dual education through which young people acquire work experience (Gobierno del Estado de Nuevo León, 2024).

- Nuevo León is the first state in Mexico to develop a public policy to promote Dual Education, with the participation of the Ministry of Economy, the Ministry of Labour, the Ministry of Regional and Agricultural Development and the Ministry of Education. It should be noted that more than 700 companies from all economic sectors participate as dual companies (Government of the State of Nuevo León, 2024).

### **Best practice: Dual Business Distinctive in Querétaro**

The purpose of this award is to promote a new business culture of attracting and training human talent through Dual Training, fostering a process of business development and continuous improvement. The Dual Business Distinctive is the highest recognition given in the State of Queretaro to companies that stand out for their actions in Dual Training: that are generating dual students graduates and actively participate in disseminating Dual Training and its best practices. This initiative has been generated and promoted by the Members of the Business Committee for Dual Education in Queretaro: The Business Sector, Educational Institutions and the Government.

This triple helix project seeks to establish and strengthen Dual Training, supported in its implementation and monitoring by the cooperation between Mexico and Germany through the AFOS Foundation and with the leadership of Coparmex Querétaro (AFOSFOUNDATION.ORG, n.d.).

### **Central-Bajío-West Business Alliance for Dual Education**

Alianza Empresarial para la Educación Dual Centro-Bajío-Occidente (Æ dual) is formed by the AFOS Foundation for Business Development Cooperation (based in Cologne, Germany), COPARMEX Aguascalientes, COPARMEX Zona Metropolitana de León, COPARMEX Querétaro and the Council of Industrial Chambers of Jalisco (CCIJ) on behalf of CONCAMIN (AFOS Foundation, n.d.). ÆDUAL in turn collaborates with the triple helix (industry-academia-state governments) of the states of Aguascalientes, Guanajuato, Jalisco and Querétaro. The project is co-financed by the German Federal Ministry for Economic Cooperation and Development (BMZ) through Sequa and is led by the AFOS Foundation. The Alliance supports the partners and allies of the triple helix in the Central- Bajío-West region to implement dual education and training programs (AFOS Foundation, n.d.).

### **Good practice at Centro de Bachillerato Tecnológico Industrial y de Servicios N° 265, San Jacinto Amilpas, Oaxaca**

CBTIS 265 of San Jacinto Amilpas is the first school of the DGETI to develop the Dual Education System in the state of Oaxaca. In October 2021, it signed an agreement with the Hotel Grand Fiesta Americana Oaxaca, for the development of Dual Education with the students of the specialty of Food and Beverage Preparation of the campus, with the objective that students perform activities within companies related to their specialty, and with this, develop professional skills and competencies to successfully enter the productive sector. Dual education culminated with the certification of the students by CONOCER, through ICAPET, with the support of the Honorable Municipality of San Jacinto Amilpas, parents, teachers and directors of the school. The students completed their training in a virtual learning platform and received the Stimulus Scholarship for Dual Education, Becas Elisa Acuña. This system represents a development opportunity for the students at the school because it combines practice and education, forming better professionals and human beings.

## CURRICULUM FRAMEWORK IN VET SYSTEM FOR TOURISM SECTOR IN ARGENTINA

In Argentina the closest to VET are the Superior technical courses. The following information contains VET curricula in Argentina for the tourism sector, Hotel Management and Gastronomic management and services.

### **Curriculum/Program Title:**

*The Superior Technician in Hospitality Management - Tecnicatura Universitaria en Gestión Hotelera*

Universidad de Morón

Morón, Buenos Aires; agavric@unimoron.edu.ar, turismo@unimoron.edu.ar; (011) 5627-2000

Instituto Superior Ángel Salvadori

La Plata, Buenos Aires, Argentina; informacion@aehg-laplata.org.ar; (0221) 425-9936

Universitas Estudios Superiores

La Plata, Buenos Aires, Argentina. 54 N° 620 entre 7 y 8; (0221) 425-4179

Instituto Superior de Educación Técnica N° 56

Rosario, Santa Fe, Argentina. Buenos Aires 2027; (0341) 472-8522

Istituto Superior Gato Dumas

Rosario, Santa Fe, Argentina. Boulevard Nicasio Oroño 355; (0341) 425 5052

Tecnicatura Universitaria en Gestión Hotelera

Universidad Nacional de San Luis; Merlo, San Luis; ftu.decanato@unsl.edu.ar; (02656) 479216

Tecnicatura universitaria en hotelería (costa argentina)

Universidad Argentina De la Empresa; ingreso@uade.edu.ar; 0800-122-8233 o (54-11) 4000-7600.

### Curriculum/Program Duration: 3 years

#### Target:

The Hotel management technical program is aimed at individuals interested in pursuing a career in the hospitality industry. High school graduates who wish to enter the hospitality industry directly. Professionals already working in the industry who want to advance their careers or acquire new skills, Individuals seeking a career change and entry into the field of hospitality and hotel management. Those interested in specific roles within the hotel industry, such as hotel management, front desk operations, food and beverage management, event management, among others.

#### Curriculum/Program Description:

The Superior Technician in Hospitality Management (STHM) has achieved the skills to direct hotels, and accommodation businesses of all types. Manage, organize resources, and supervise the various sectors of an accommodation company: administrative-accounting, personnel, floors, food and beverages, security, and reception. Organize and control the production of lodging and gastronomy services, as well as the provision of complementary services such as guest information and assistance.

#### Learning Outcomes:

The competencies of the Superior Technician in Hotel Management are as follows:

1. Directing hotels and accommodation businesses of all types.
2. Planning, organizing, allocating resources, and supervising the different sectors of an accommodation company: administrative-accounting, personnel, floors, food and beverages, security, and reception.
3. Organizing and controlling the production of lodging and gastronomy services, as well as the provision of complementary services such as guest information and assistance.

#### Program Structure and Sequence:

| Teaching Plan for Professional Education in Tourism sector<br>Level EQF (III or IV) |                             |                     |
|-------------------------------------------------------------------------------------|-----------------------------|---------------------|
| No.                                                                                 | Modules/Courses             | Weekly/annual hours |
| A.                                                                                  | General subjects (in total) | 384                 |

| <b>Teaching Plan for Professional Education in Tourism sector<br/>Level EQF (III or IV)</b> |                                                            |             |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------|
| 1.                                                                                          | Introduction to Tourism                                    | 64          |
| 2.                                                                                          | Social Psychology                                          | 32          |
| 3.                                                                                          | Research Methodology                                       | 32          |
| 4.                                                                                          | English I                                                  | 64          |
| 5.                                                                                          | English II                                                 | 64          |
| 6.                                                                                          | English III                                                | 96          |
| 7.                                                                                          | Environmental Conservation                                 | 32          |
| <b>B.</b>                                                                                   | <b>Professional Subjects ( in total)</b>                   | <b>928</b>  |
| 1.                                                                                          | Statistics: 64 hours                                       | 64          |
| 2.                                                                                          | Relations and Congresses                                   | 64          |
| 3.                                                                                          | Housekeeping                                               | 32          |
| 4.                                                                                          | Reception and Concierge                                    | 32          |
| 5.                                                                                          | Hotel Organization                                         | 64          |
| 6.                                                                                          | Computer Science                                           | 64          |
| 7.                                                                                          | HHRR                                                       | 64          |
| 8.                                                                                          | Food and Beverage I                                        | 64          |
| 9.                                                                                          | Recreation and Socio-Cultural Animation                    | 32          |
| 10.                                                                                         | Applied Accounting and Financial Mathematics               | 64          |
| 11.                                                                                         | Costs and Purchases                                        | 64          |
| 12.                                                                                         | Market Research                                            | 64          |
| 13.                                                                                         | Management of Hotel and Tourism Companies                  | 96          |
| 14.                                                                                         | Marketing of Hotel and Tourism Products                    | 64          |
| 15.                                                                                         | Food and Beverage II                                       | 32          |
| 16.                                                                                         | Accommodation Systems                                      | 32          |
| 17.                                                                                         | Design, Ambience, and Security                             | 64          |
| 18.                                                                                         | Legislation                                                | 32          |
| <b>C.</b>                                                                                   | <b>Compulsory professional practice modules (in Total)</b> | <b>416</b>  |
| 1.                                                                                          | Institutional Definition Space I                           | 96          |
| 2.                                                                                          | Professional Practice I                                    | 128         |
| 3.                                                                                          | Professional Practice II                                   | 96          |
| 4.                                                                                          | Institutional Definition Space II                          | 128         |
|                                                                                             | <b>Total A+B+C</b>                                         | <b>1824</b> |

### Practical Training Components:

Students must achieve 500 hours of practical experiences provided by the program. Or they can achieve these hours by doing internships in different Hospitality enterprises.

### Industry Engagement:

The hospitality industry, along with tourism, has shown a significant development in Argentina over the past decades. This reality requires greater professionalism and adaptation of human resources to meet the evolving demands of an increasingly skilled consumer and a highly competitive market. The *Superior Technician in Hotel Management* will be capable of generating, leading, managing, and organizing accommodation projects in both public and private sectors, executing technical, strategic, and operational tasks in both areas. They must follow social, business, and legal codes of conduct, accepting the ethical and moral standards required by the profession. All of the aspects highlighted before contributing to the growth of the industry as well as to the economic, social, cultural, and environmental development of the communities where hospitality professionals work.

**Technology Integration:**

Use of “Moodle” educational platform.

**Student Support Services:**

- Training is provided in public or private institutions. In Public tertiary institutions there are no tuition fees.
- A propaedeutic course – non mandatory.
- The students receive constant support from the tutors available at the training institutions to guide them in their educational journey.
- The coordination department continuously establishes strategic networks with various companies and institutions to provide students with more opportunities to carry out their professional practice hours.

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**Curriculum/Program Title:**

*The Superior Technician in Gastronomic Services Management*

Instituto Superior Ángel Salvadori

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Instituto Superior Galileo Galilei

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Istituto Superior Gato Dumas

Rosario, Santa Fe, Argentina. Boulevard Nicasio Oroño 355. +54 341 4255052

**Curriculum/Program Duration:** 3 years**Target:**

The Higher Technician in Gastronomic Services Management is a competent professional for the organization, administration, planning, control, and consultancy in gastronomy services of all types and sizes, as well as those related to the provision of prepared foods. The Technician in Gastronomic Services Management program is aimed at individuals interested in pursuing a career in the gastronomic industry, High school graduates who wish to enter the food and beverage industry – F&B directly. Professionals already working in the sector who want to advance their careers or acquire new skills, Individuals seeking a career change and entry into the field of F&B. Those interested in specific roles within the industry, such as restaurant management, food and beverage management, management of public dining facilities, F&B event management planning, among others.

### **Curriculum/Program Description:**

The Higher Technician in Gastronomic Services Management is a competent professional for the organization, administration, planning, control, and consultancy in gastronomy services of all types and sizes, as well as those related to the provision of prepared foods.

### **Learning Outcomes:**

The competencies of The Higher Technician in Gastronomic Services Management are a competent professional for the organization, administration, planning, control, and consultancy in gastronomy services of all types and sizes, as well as those related to the provision of prepared foods are as follows:

*Organize the gastronomic areas of accommodation services and all types of companies that provide prepared food delivery.*

- Establish quality policies, compliance with standards, and follow-up of the quality system.
- Monitor compliance with environmental protection standards and define corporate social responsibility policies.
- Distribute and supervise the activities of the work team according to the menu and the service to be provided.
- Distribute and supervise the activities of the work team related to the cleaning of facilities, equipment, and conditioning of raw materials.

*Manage the purchases and sales of the organization.*

- Define and supervise purchases, selection of raw and prepared materials, and suppliers.
- Establish prices and different marketing strategies.
- Select, define profiles, and training needs.

- Manage personnel, establishing compensation policies.
- Keep records of resource movements.

*Planning and design of the gastronomic offer according to the service modality.*

- Design the menu, research, and develop gastronomic offers.
- Design the preparation of meals and beverages and organize culinary activities.
- Define aspects related to kitchen equipment and design of spaces reserved for personnel.
- Select the equipment for the dining rooms, collaborating with specific professionals on design and decoration aspects

*Control all aspects related to service provision.*

- Control the reception of raw materials and prepared foods.
- Control the storage of food in cold, dry, and frozen conditions, and compliance with hygiene standards in food handling and cooking.
- Supervise the plating of food for subsequent delivery according to the menu.
- Organize and supervise the kitchen and dining room service/s.

*Advise on the implementation and/or transformation of gastronomy companies or services.*

- Advise on aspects of gastronomic service.
- Develop and evaluate gastronomic projects.
- Train personnel in gastronomic service-related matters.

**Program Structure and Sequence:**

| Teaching Plan for Professional Education in Tourism sector<br>Level EQF (III or IV) |                                                            |                            |
|-------------------------------------------------------------------------------------|------------------------------------------------------------|----------------------------|
| No.                                                                                 | Modules/Courses                                            | Weekly/a<br>nnual<br>hours |
| A.                                                                                  | General subjects (in total)                                |                            |
| 1.                                                                                  | Gastronomic Facilities and Equipment: Use and Maintenance  | 32                         |
| 2.                                                                                  | Computer Science                                           | 32                         |
| 3.                                                                                  | Event Organization                                         | 32                         |
| 4.                                                                                  | Menu, Design, and Restaurant Ambiance                      | 48                         |
| 5.                                                                                  | Accounting                                                 | 48                         |
| 6.                                                                                  | Legislation and Personnel Administration                   | 32                         |
| 7.                                                                                  | Marketing                                                  | 32                         |
| 8.                                                                                  | Public Relations and Congresses                            | 32                         |
| 9.                                                                                  | Organization and Administration of Gastronomic Enterprises | 64                         |

| <b>Teaching Plan for Professional Education in Tourism sector<br/>Level EQF (III or IV)</b> |                                                            |             |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------|
| 10.                                                                                         | Accounting and Financial Control                           | 32          |
| <b>B</b>                                                                                    | <b>Professional Subjects (in total)</b>                    |             |
| 1.                                                                                          | Planning and organization of service                       | 32          |
| 2.                                                                                          | Good Practices for Food Preparation                        | 32          |
| 3.                                                                                          | Nutrition and Raw Materials                                | 48          |
| 4.                                                                                          | Basic Cooking and Service                                  | 48          |
| 5.                                                                                          | Bakery and Pastry                                          | 96          |
| 6.                                                                                          | Argentine and Latin American Cuisine                       | 48          |
| 7.                                                                                          | International Cuisine                                      | 48          |
| 8.                                                                                          | Oenology and Bartending                                    | 48          |
| 9.                                                                                          | Pastry                                                     | 96          |
| 10.                                                                                         | Culinary Art                                               | 48          |
| 11.                                                                                         | Food and Beverage Management                               | 32          |
| 12.                                                                                         | Gastronomic Quality Management                             | 32          |
| <b>C.</b>                                                                                   | <b>Compulsory professional practice modules (in Total)</b> | <b>416</b>  |
| 1.                                                                                          | Institutional Definition Space                             | 64          |
| 2.                                                                                          | Professional Practice I                                    | 96          |
| 3.                                                                                          | Professional Practice II                                   | 128         |
| 4.                                                                                          | Institutional Definition Space II                          | 96          |
| 5.                                                                                          | Professional Practice III                                  | 128         |
| 6.                                                                                          | Institutional Definition Space III                         | 96          |
|                                                                                             | <b>Total A+B+C</b>                                         | <b>1632</b> |

### *Practical Training Components:*

Students must achieve 560 hours of practical experiences provided by the program. Or they can achieve these hours by doing internships in different gastronomic enterprises.

### *Industry Engagement:*

The gastronomic service in a public and commercial environment implies a great responsibility. While historically this task has been carried out in an “amateur” manner, in recent years the sector has been professionalizing and requires administrators who understand the functioning of the kitchen as well as the other sectors of the gastronomic service. This has led to the revaluation of the activity, becoming a real and valued profession in Argentina that requires comprehensive training. Therefore, this technical degree promotes the training of professionals to work in various gastronomic services, adapting to new trends and technological innovations. The curriculum of the career proposes a variety of

disciplines that promote comprehensive training: the social and humanistic area provides a necessary framework to understand gastronomy as a socio-cultural activity, and its place and impact in different cultures; the food area develops the necessary content for a solid training in safety, hygiene, and nutrition; and the administrative and management area provides the knowledge to be able to design and implement a business project in the sector. It should be noted that the gastronomic industry, from a prospective perspective, must address issues such as: the emergence of a new type of consumer (increasingly demanding and with new dietary preferences); cost control (human resources, raw materials, and energy); learning professional behaviour; and a genuine sense of business. All these challenges must be considered in the training of this technician.

**Technology Integration:**

Use of “Moodle” educational platform.

**Student Support Services:**

Training is provided in public or private institutions. In Public tertiary institutions there are no tuition fees.

- A propaedeutic course – non mandatory.
- They offer medical insurance and accident insurance.
- The coordination department continuously establishes strategic networks with various companies and institutions to provide students with more opportunities to carry out their professional practice hours
- The students receive constant support from the tutors available at the Hospitality training institutions to guide them in their educational journey.
- Scholarships for special training courses arranged by the institution along with other commercial or training entities.
- Infrastructure and Equipment

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**Curriculum/Program Title:**

*The Superior Technician in Tourism*

### Tecnicatura Superior en Turismo

Instituto superior de formación docente N° 167; isfd167tresarroyos@abc.gob.ar; +54 9 2983 – 422179

### Tecnicatura Universitaria en Turismo

Universidad Fasta; informes@ufasta.edu.ar  
informes.distancia@ufasta.edu.ar 0800-999-6556 (desde Mar del Plata) - 0810-999-3478 (desde todo el país)

### Tecnicatura universitaria en turismo

Universidad Kennedy  
alumnos@kennedy.edu.ar

Ingresantes 0800-222-3340 Alumnos 0800-222-5366

### Tecnicatura Universitaria en Turismo

Universidad Nacional de la Patagonia  
Austral Rectorado | (02966) 442376 / 77

### Tecnicatura en turismo

Universidad Nacional de Tres de Febrero  
infovirtual@untref.edu.ar

(11) 2473-5572

### Tecnicatura Universitaria en Gestión de viajes y

turismo Universidad Provincial de Córdoba

academicayposgrado@upc.edu.ar

0351 – 4430362 int. 400

### Tecnicatura Superior en Turismo

### Universidad Abierta Interamericana

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(+54) 0810-122-1222

Tecnicatura Universitaria en Turismo y  
Hotelería Universidad del Aconcagua  
secretariafcsa@uda.edu.ar

+54 261 520 1653/ 1631

Técnico universitario en gestión de empresas turísticas

Universidad Tecnológica Nacional – Facultad Regional Mendoza  
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Tecnicatura Superior en TURISMO & HOTELERÍA  
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Tecnicatura Universitaria en Turismo  
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Tecnicatura Universitaria en Gestión de la Comunicación Turística

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Tecnicatura Superior en Guía de Turismo Aventura  
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Técnico Universitario en Turismo

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Tecnicatura Universitaria en Turismo  
Universidad de Morón

Morón, Buenos Aires

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(011) 5627-2000

Tecnicatura en Turismo

Facultad de Artes Diseño y Ciencias de la Cultura  
UNNE Corrientes, Corrientes  
gestiondeestudios@artes.unne.edu.ar

(0362) 4452829

Tecnicatura Universitaria en Gestión de Emprendimientos Turísticos  
Universidad Nacional de Chilecito

Chilecito, La Rioja  
escueladedesarrollolocal@undec.edu.ar  
(03825) 427205/06/07 int. 2143

Instituto de Formación Superior en  
Turismo Ciudad Autónoma de Buenos

Aires info@ifset.edu.ar

(011) 52374040 (011) 53530566

Instituto Superior Ángel  
Salvadori La Plata, Buenos  
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9936

informacion@aehg-laplata.org.ar

Instituto Superior ISET  
N°58 Rosario, Santa Fe,  
Argentina Mendoza 3969.

(341) 4422207

Instituto Superior Gral. Manuel Belgrano  
Rosario, Santa Fe, Argentina

Catamarca 2451

(0341) 435-4082

Instituto Superior Tecnológico Autónomo del  
Litoral Rosario, Santa Fe, Argentina

Entre Ríos 209

(0341) 421-7628

Tecnicatura Universitaria en Hotelería y  
Turismo Universidad Provincial Ezeiza  
turismo@upe.edu.ar

**Curriculum/Program Duration:** *3 years*

**Target:**

The Higher Technician Program in Tourism is intended at students interested in the tourism sector who wish to develop skills in the management and organization of tourist activities. This academic program has a duration of three years and focuses on providing students with the necessary knowledge to successfully perform in the tourism industry.

The admission profile for this academic program is aimed at students who have completed high school or have technical studies in areas related to tourism.

### **Curriculum/Program Description:**

This program allows future professionals to organize, manage, and coordinate entrepreneurial ventures from a commercial, administrative, and legal perspective in the tourism sector: both public and private enterprises, governmental and non-governmental entities. The scope of the title also includes providing advice on planning and managing recreational tourism ventures, as well as developing local tourism packages for the implementation of inbound tourism in the province, ensuring sustainable use of tourism resources, and conducting studies, statistics, and research related to the activity. Organize and coordinate the launch of the marketing of tourism goods and services.

### **Learning Outcomes:**

- The Tourism and Services Management Technician will be qualified to:
- Manage tourism ventures, either their own or third parties', by identifying business opportunities and developing them with a strategic vision and sustainable criteria.
- Develop, plan, and manage tourism projects that contribute to social, economic, and cultural development at the local and regional levels.
- Promote training in tourism management from an interdisciplinary and intersectoral perspective.
- Organize and coordinate strategies for the production and marketing of tourism goods and services, with a focus on local development.
- Develop and advise on the implementation of inbound tourism ventures, with sustainability criteria.
- Develop integrated circuits in the region, identifying resources and attractions.

|                                                                   |  |  |
|-------------------------------------------------------------------|--|--|
| <b>Teaching Plan for Professional Education in Tourism sector</b> |  |  |
| <b>Level EQF (III or IV)</b>                                      |  |  |

| No. | Modules/Courses | Weekly |
|-----|-----------------|--------|
|-----|-----------------|--------|

| Teaching Plan for Professional Education in Tourism sector<br>Level EQF (III or IV) |                                                     |    |
|-------------------------------------------------------------------------------------|-----------------------------------------------------|----|
| A.                                                                                  | General subjects (in total)                         | 31 |
| 1.                                                                                  | State, Society, and Work                            | 2  |
| 2.                                                                                  | TICS                                                | 3  |
| 3.                                                                                  | English I                                           | 3  |
| 4.                                                                                  | English II                                          | 3  |
| 5.                                                                                  | English III                                         | 3  |
| 6.                                                                                  | Portuguese I                                        | 2  |
| 7.                                                                                  | Portuguese II                                       | 2  |
| 8.                                                                                  | Research Methodology                                | 2  |
| 9.                                                                                  | Deontology Research                                 | 2  |
| 10.                                                                                 | Project Formulation and Evaluation                  | 3  |
| 11.                                                                                 | Human Rights                                        | 3  |
| 12.                                                                                 | Strategic and Operational Marketing                 | 3  |
| B                                                                                   | Professional Subjects (in total)                    | 41 |
| 1.                                                                                  | Touristic resources I                               | 4  |
| 2.                                                                                  | Hospitality                                         | 4  |
| 3.                                                                                  | Tourism I                                           | 4  |
| 4.                                                                                  | Travel Agencies Administration                      | 2  |
| 5.                                                                                  | Recreational Activities Management                  | 4  |
| 6.                                                                                  | Tourism II                                          | 4  |
| 7.                                                                                  | Touristic resources II                              | 4  |
| 8.                                                                                  | Accessible Tourism                                  | 2  |
| 9.                                                                                  | Touristic Information Systems                       | 2  |
| 10.                                                                                 | Hotel Management                                    | 3  |
| 11.                                                                                 | Tourism Legislation                                 | 2  |
| 12.                                                                                 | Gastronomic Services                                | 2  |
| 13.                                                                                 | Tourism III                                         | 4  |
| C.                                                                                  | Compulsory professional practice modules (in Total) | 15 |
| 1.                                                                                  | Professional Practice I                             | 4  |
| 2.                                                                                  | Professional Practice II                            | 5  |
| 3.                                                                                  | Professional Practice III                           | 6  |
|                                                                                     | Total A+B+C                                         | 87 |

### Practical Training Components:

Students must achieve 560 hours of practical experiences provided by the program. Or they can achieve these hours by doing internships in different gastronomic enterprises.

**Industry Engagement:**

The job market is broad and diverse as there is a need for qualified personnel in the region to ensure the optimal functioning of companies and institutions. Graduates of the program can work in both public and private sectors, as well as in third-sector organizations, in various capacities related to tourism and recreational activities, such as programming, organization, development, management, monitoring, and evaluation of tourism actions, projects, and programs. The Tourism and Services Management Technician will be able to take on roles that require comprehensive project development coordination in various types of organizations, collaborating with executives, owners, and technical advisors in public and private entities. Additionally, they can become entrepreneurs, generating not only employment for themselves but also for others, by envisioning and realizing the diverse possibilities in this area.

**Technology Integration:**

Use of “Moodle” educational platform

**Student Support Services:**

- Training is provided in public or private institutions. In Public tertiary institutions there are no tuition fees.
- A propaedeutic course – non mandatory.
- They offer medical insurance and accident insurance.
- The coordination department continuously establishes strategic networks with various companies and institutions to provide students with more opportunities to carry out their professional practice hours.
- Tutoring.
- Scholarships for special training courses arranged by the institution along with other commercial or training entities.

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**Curriculum/Program Title:**

Professional Tourism Guide

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ar (03825) 427205/06/07 int. 2143

Guía Universitario en Turismo  
Universidad Nacional de Avellaneda  
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Guia de Turismo

Universidad Nacional de Misiones  
Posadas, Misiones  
decanato@fhyics.unam.edu.ar  
([03752]) 42-7519/43-4344

Guía Universitario en Turismo  
Universidad Nacional de San  
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(02656) 479216

Tecnicatura Universitaria en Guía de Turismo  
Universidad Nacional de Córdoba – Facultad de turismo y ambiente  
fta@upc.edu.ar

**Curriculum/Program Duration:** 3 years

**Target:**

The Tourism Guide Program is intended at students interested in the tourism sector who wish to develop skills in the heritage interpretation in innovative tourism circuits.

The admission profile for this academic program is aimed at students who have completed high school or have technical studies in areas related to tourism.

### Curriculum/Program Description:

The program has been designed to train professionals in the field of travel and tourism guiding, with a special focus on issues related to heritage interpretation in innovative tourism circuits. It incorporates basic criteria, communication, and quality management in tourism services within a sustainable context at social, environmental, economic, and political levels

### Learning Outcomes:

- Guiding and coordinating tourist groups of various characteristics and capacities.
- Executing and assisting in operational aspects of travel, such as passenger check-in and dispatch, immigration and customs procedures, among others.
- Providing information on tourist, cultural, idiosyncratic, and safety aspects of the environment you operate in.
- Advising on the location and utilization of resources, promoting environmental protection awareness.
- Understanding the regulation of the activity to optimize working conditions and service quality.
- Advising public and private organizations and institutions on relevant tourism-related matters.
- Working towards the sustainability of resources used in your activity.
- Ensuring respectful relationships between host communities and tourists.

### Program Structure and Sequence:

| Teaching Plan for Professional Education in Tourism sector -<br>Level EQF <sup>[1]</sup> (III or IV) |                                    |                     |
|------------------------------------------------------------------------------------------------------|------------------------------------|---------------------|
| No.                                                                                                  | Modules/Courses                    | Weekly/annual hours |
| A.                                                                                                   | General subjects (in total)        | 480                 |
| 1                                                                                                    | Voice Expression and Care Workshop | 32                  |
| 2                                                                                                    | English I*                         | 32                  |
| 3                                                                                                    | Portuguese I*                      | 32                  |

| <b>Teaching Plan for Professional Education in Tourism sector -<br/>Level EQF <sup>[1]</sup> (III or IV)</b> |                                                                    |            |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------|
| 4                                                                                                            | Informatics                                                        | 32         |
| 5                                                                                                            | English II                                                         | 48         |
| 6                                                                                                            | Portuguese II                                                      | 48         |
| 7                                                                                                            | First aid                                                          | 32         |
| 8                                                                                                            | Applied Informatics: Google Earth Pro, Integrated Guidemaps System | 32         |
| 9                                                                                                            | Techniques for Heritage Interpretation                             | 32         |
| 10                                                                                                           | English III                                                        | 48         |
| 11                                                                                                           | Portuguese III                                                     | 48         |
| 12                                                                                                           | English IV                                                         | 32         |
| 14                                                                                                           | Portuguese IV                                                      | 32         |
| <b>B.</b>                                                                                                    | <b>Professional Subjects (in total)</b>                            | <b>960</b> |
| 1                                                                                                            | Introduction to Tourism                                            | 32         |
| 2                                                                                                            | Circuit Programming                                                | 64         |
| 3                                                                                                            | Group Coordination, Dynamics, and Recreation                       | 64         |
| 4                                                                                                            | Theory and Techniques of Guiding                                   | 64         |
| 5                                                                                                            | Legal Regulation of Tourism Activities                             | 32         |
| 6                                                                                                            | World Tourism Geography                                            | 32         |
| 7                                                                                                            | Global Tourist Destinations and Heritage                           | 32         |
| 8                                                                                                            | Tourist Geography of Mercosur                                      | 64         |
| 9                                                                                                            | Tourist Destinations and Heritage of Mercosur                      | 64         |
| 10                                                                                                           | Tourist Geography of Argentina                                     | 64         |
| 11                                                                                                           | Regional Tourist geography                                         | 64         |
| 12                                                                                                           | Regional Tourist Destinations Heritage                             | 64         |
| 13                                                                                                           | Tourist Services, Accommodation, and Gastronomy                    | 32         |
| 14                                                                                                           | Accessible Tourism                                                 | 32         |
| 15                                                                                                           | Tourist Services: Transportation and Travel Agencies               | 32         |
| 16                                                                                                           | Local Touristic Geography                                          | 64         |
| 17                                                                                                           | Local Tourist Destinations and Heritage                            | 64         |
| 18                                                                                                           | Alternative Tourism                                                | 32         |
| 19                                                                                                           | Tourist Destinations and Heritage of Argentina                     | 64         |
| <b>C.</b>                                                                                                    | <b>Compulsory professional practice modules (in Total)</b>         | <b>288</b> |
| 1                                                                                                            | Guiding Practice I                                                 | 64         |
| 2                                                                                                            | Guiding Practice II                                                | 64         |
| 3                                                                                                            | Guiding Practice III                                               | 64         |
| 4                                                                                                            | Community Social Work                                              | 32         |

|   |                       |      |
|---|-----------------------|------|
| 5 | Community Social Work | 32   |
| 6 | Community Social Work | 32   |
|   | Total A+B+C           | 1728 |

### **Practical Training Components:**

Internships and on the job training are arranged by the institution throughout the program

### **Industry Engagement:**

The role of the Tourist Guide, using the term in its broadest sense, is of great significance in the development of the sector, especially in an activity where word-of-mouth promotion is of singular importance. They are the ones who, in inbound tourism, have direct contact with the tourist. In front of foreigners, they are the visible face of the Argentine people, their values, their idiosyncrasy, and their training, due to the direct and permanent contact they establish.

### **Technology Integration:**

Moodle platform

### **Student Support Services:**

Training is provided in public or private institutions. In Public tertiary institutions there are no tuition fees.

A propaedeutic course – non mandatory.

They offer medical insurance and accident insurance.

Internships. Tutoring.

## **CURRICULUM FRAMEWORK IN VET SYSTEM FOR TOURISM SECTOR IN BOLIVIA**

### **Curriculum/Program Title.**

Higher Technician in Tourism

**Curriculum/Program Duration:** 3 years

### **Target.**

To train professionals of integrity with ethical and moral values committed to society and the community, capable of developing innovative tourism enterprises and products and the operation of services to satisfy the needs of society and the community, applying tourism policies, valuing the cultural and natural heritage of the Plurinational State of Bolivia.

The prerequisites are:

- a) Photocopy of a valid identity card
- b) A photocopy of your high school diploma, without which you will not be able to continue your vocational training. If the baccalaureate language is being processed, an electronic school transcript or the original certificate of studies of the last secondary level course passed or its equivalent in the previous regulation, signed by the corresponding educational authorities, will be accepted provisionally for a non-extendable period of six months.

For the admission of foreign students, the requirements are as follows:

- a) Simple photocopy of the valid Alien's Identity Card (Cédula de Extranjería)
- b) Simple photocopy of passport with valid visa, accompanied by the original for verification.

A photocopy of the Baccalaureate Diploma or its equivalent, legalised by the corresponding authorities, without this requirement you will not be able to continue your professional training.

### **Curriculum/Program Description.**

Vocational training in Tourism at the Higher Technician academic level is implemented in Bolivia as a response to the labour demand originated by an increasingly growing socio-economic phenomenon in the whole world, and as an immediate result, it has an enormous impact on our country.

In order to develop tourism in the country, it is necessary to have highly qualified professionals specialised fundamentally in the Productive Area of Tourism, considering the

following four sub-areas of training: Administration, Communication, Operation and Research for Tourism Development. These professionals must also be trained with a vision of respect, love of nature, a vision of solidarity, reciprocity and complementarity, among others, with the capacity for private and community entrepreneurship.

The Tourism Degree must necessarily be circumscribed within the philosophical, political and educational framework of the country's Higher Technical and Technological Training, be in accordance with the social, economic, political, scientific, cultural and environmental context, but, particularly, it must be in accordance with the new development and growth trends of tourism activity in the world. In order to develop, tourism activity requires the functioning of different interrelated components, which is what scholars specialising in tourism have come to call the Tourism System. And it is precisely this system, which must be known, studied and understood from its functioning with its multiple components by the human resources involved in the development of tourism and/or tourism activity. The challenge for tourism in our country, following the harmful effects of the COVID-19 pandemic, in the economic, social and tourism spheres worldwide, is the application of new virtual tourism strategies and others that respond to the needs of the sector, which is why the training of future professionals in the area must take a turn and focus on new strategies that promote the reactivation of the tourism sector in the country.

### **Learning Outcomes.**

The professional profile of the Higher Technician in Tourism is based on values, leadership, professional ethics, gender equality and equal conditions, and as a result of their training:

- It promotes innovative tourism ventures, the implementation of new tourism products and the operation of tourism services.
- It operates tourism services, strengthening the development of public and private management by applying tourism policies and valuing the cultural and natural heritage of the Plurinational State of Bolivia.
- Organises, directs and executes tasks related to tourism enterprises with a focus on quality service and hospitality, because of a comprehensive training with ethical and moral values, committed to society and the community.
- Participates in the development of tourism investment projects.
- He develops proposals for Tourism Marketing and Commercialization in his own and other ventures.
- Performs tasks related to technical, commercial and administrative aspects within the framework of the practical tasks of tourism processes.
- Provides advice on improving the quality of the tourism service.

- Programme international, national and local circuits, with a focus on environmental protection, tourist safety and first aid.
- Properly uses computer systems related to the service provided by travel and tourism companies.
- Participates in the management of the company by formulating business objectives and strategies in order to determine the operational field and scope of development of the company.

- Year 1 Objective:

To develop knowledge and practical skills in Tourism Safety and First Aid, valuing the Cultural and Natural Heritage of Bolivia, designing Tourism products based on Tourism Theory and Tourism Geography, motivating Business Creativity with knowledge in Information Technology and languages, allowing students to project themselves to satisfy the training needs in advanced subjects.

- Year 2 Objective

To achieve an integral education, developing practical theoretical knowledge in museology, group management and leadership, organisation of tourism events, languages, applying tourism regulations and policies, statistics applied to tourism and tourism marketing, encouraging students to become productive tourism entrepreneurs who respond to the needs and demands of the tourism sector.

- Year 3 Objective

Consolidate knowledge and competitive skills in hotel business management, gastronomic tourism management, languages, tourism project innovation, tourism project implementation profiles, travel and tourism agency, tourism planning and ecotourism to carry out the different projects of the graduation modalities.

### Program Structure and Sequence.

| Teaching Plan for Vocational Training in the Tourism Sector |                                           |                            |
|-------------------------------------------------------------|-------------------------------------------|----------------------------|
| SENIOR TECHNICIAN                                           |                                           |                            |
| No.                                                         | Modules/Courses                           | Hours per week/year        |
| A.                                                          | Subjects                                  | Weekly: 30<br>Annual: 1200 |
| 1                                                           | Basic principles of tourism               | 4                          |
| 2                                                           | Tourist Safety and First Aid              | 2                          |
| 3                                                           | Cultural and Natural Heritage of Bolivia  | 4                          |
| 4                                                           | Tourism Product Design                    | 4                          |
| 5                                                           | Information Technology Applied to Tourism | 2                          |
| 6                                                           | Tourism Geography                         | 4                          |
| 7                                                           | Native Language                           | 4                          |
| 8                                                           | English I                                 | 6                          |
| B.                                                          | Subjects                                  | Weekly: 30<br>Annual: 1200 |
| 1                                                           | Museology                                 | 2                          |
| 2                                                           | Tourism Planning and Management           | 4                          |
| 3                                                           | Tourism Regulation and Policy             | 2                          |
| 4                                                           | Group Management and Leadership           | 2                          |
| 5                                                           | Sustainable Community Tourism             | 4                          |
| 6                                                           | Statistics Applied to Tourism             | 4                          |
| 7                                                           | English II                                | 6                          |
| 8                                                           | Tourism Entrepreneurship                  | 6                          |
| C.                                                          | Modules                                   | Weekly: 30<br>Annual: 1200 |
| 1                                                           | Hotel Business Management                 | 2                          |

| Teaching Plan for Vocational Training in the Tourism Sector |                                                           |                            |
|-------------------------------------------------------------|-----------------------------------------------------------|----------------------------|
| SENIOR TECHNICIAN                                           |                                                           |                            |
| No.                                                         | Modules/Courses                                           | Hours per week/year        |
| A.                                                          | Subjects                                                  | Weekly: 30<br>Annual: 1200 |
| 2                                                           | Ecotourism                                                | 4                          |
| 3                                                           | Innovation and Management of Tourism Projects             | 6                          |
| 4                                                           | Travel and Tourism Agency                                 | 4                          |
| 5                                                           | Gastronomic Management and Organisation of Tourist Events | 4                          |
| 6                                                           | English III                                               | 6                          |
| 7                                                           | Graduation Modality Workshop                              | 4                          |
|                                                             | Total A+B+C                                               | 3600                       |

### Practical Training Components.

All technical and technological institutes in the country are subject to MINISTERIAL RESOLUTION N° 0001/2024 GENERAL RULES FOR EDUCATIONAL MANAGEMENT 2024 FOR THE HIGHER EDUCATION SUBSYSTEM OF VOCATIONAL - TECHNICAL, TECHNOLOGICAL AND ARTISTIC TRAINING which establishes:

Article 35.- (Labour practice).

- I. The directors or managers of the Technical and Technological Institutes must make strategic alliances with the productive sectors for work and community practice to deepen the development of the students' practical skills and abilities, guaranteeing their complementary training, according to the professional profile of the degree course.
- II. The directors or heads of the Technical and Technological Institutes must monitor the students' work experience in different public and private institutions and productive sectors from the beginning to the end and may designate specialised teachers for this purpose.
- III. The work practice of the students of the Technical and Technological Institutes, where there are no companies, institutions, productive sectors and others, will be carried out activities of Community Service.
- IV. The Computer Systems degree courses must carry out the technical service as work experience in educational units, Productive Technological Modules and others,

under the coordination of the directors and supervision of the degree course teachers.

- V. Fourth, fifth and sixth year students in the semester system or second year (third two-month period), and third year students in the annual system, who are carrying out work activities, in an alternative timetable to their academic activities, may request recognition as work experience, after submitting to the Academic Management the work certificate stating that the position and functions performed are coherent and/or relevant to the degree course they are studying.

The internship should be between 300 and 360 hours.

### **Industry Engagement.**

1.- Graduates have the skills to work in mainly operational and technical positions in various establishments that provide tourist services.

2.- There are institutional agreements that facilitate the meeting of students with the public and private tourism sector and that have made it possible for young people to carry out their professional internships, but it is necessary to update the agreements with the sector through the different associations and/or with companies, as well as to disseminate more widely the possibility that the tourism sector has of being able to count on personnel trained in the different institutes of higher education.

The programme is mainly aimed at enabling the professional to develop the skills to work in the operational part of the provision of services in the main sub-sectors of tourism, such as accommodation, travel and tourism agencies, tourist guides and food and beverage companies.

4.- The programme was updated according to the current Resolution of the 2023 management and is governed by the General Regulations of Technical and Technological Institutes of a fiscal, contractual and private nature. However, there is no formal approach to the tourism sector that would allow the contents to be adapted to current needs.

5.- There are no formal meetings with the private or public sector employers. In some cases, teachers and academic secretaries are key to making the decision to adapt the contents to the needs of the market and, based on this, subjects such as public speaking, leadership and entrepreneurship are incorporated.

### **Technology Integration.**

60% of the Vocational Training Institutes have computer laboratories for students to develop their learning in the area of technologies and systems, but there are no licences for software or systems used in the operation of the tourism sector.

### **Student Support Services.**

When work placements are carried out, a teacher is assigned to accompany and monitor the student's work, verifying the environments, timetables and activities to be carried out in order to check that the work placement will be useful for both the institution and the student.

There is no formal job placement support from vocational training institutions.

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**Curriculum/Program Title.**

Higher Technician in Gastronomy

**Duration of the curriculum/programme:** 3 years

**Target:**

To train professionals of integrity with ethical and moral values committed to society and the community, capable of developing innovative gastronomic ventures and the operation of services to satisfy the needs of society and the community.

The prerequisites are:

- a) A simple photocopy of a valid identity document
- b) A photocopy of your high school diploma, without which you will not be able to continue your vocational training. If the baccalaureate language is being processed, an electronic school record book or the original certificate of studies of the last secondary level course passed or its equivalent in the previous regulation, signed by the corresponding educational authorities, will be accepted provisionally for a non-extendable period of six months.

For the admission of foreign students, the requirements are as follows:

- a) Simple photocopy of the valid Alien's Identity Card (Cédula de Extranjería)
- b) Photocopy of passport with valid visa, accompanied by the original for verification.
- c) A photocopy of the Baccalaureate Diploma or its equivalent legalised by the corresponding authorities, without this requirement you will not be able to continue your professional training.

**Curriculum/Programme description:**

To train professional gastronomes capable of planning and managing high quality gastronomic companies, implementing GMP for the correct preparation of food and beverages to enhance our culinary culture with solid ethical and investigative values.

**Learning outcomes:**

The professional Higher Technician in Gastronomy, as a result of their training must:

- Plan and manage high quality gastronomic products, within the framework of entrepreneurial initiative, with leadership, commitment and quality of service.
- Develop sustainable gastronomic projects considering the social, economic and cultural characteristics of the social context and the needs and demands of the market.
- To promote social benefit, responsibility and gastronomic innovation based on nutritious, quality products with a presentation that meets the expectations of the diner.
- Contribute to food security with sovereignty, valuing the products of our agrobiodiversity.
- Manage and organise food and beverage service companies, establishing control procedures to improve internal productivity, operating with higher quality and social benefit.
- To carry out business and productive ventures, through gastronomic innovation, aimed at the revaluation of the gastronomy of the regions and communities of the country, applying their knowledge in administration, marketing and costs.
- To prepare food and beverages in a healthy and innovative way under national and international standards of quality and food safety, through the adequate and efficient use of inputs, tools, equipment and infrastructure, which satisfy the needs demanded by the gastronomic industry.
- Organise human resources, strengthening and promoting attitudes of responsibility, solidarity, commitment, ethics and creativity, in order to form efficient work teams.
- Support in the design and implementation of marketing activities for the promotion of gastronomic services.

#### Year 1 Objective

To prepare the future professional in the understanding of the concepts of gastronomy and sustainable development and to initiate him/her in the management of restaurant service; basic cooking and administration techniques, in the selection of food products through the identification of their organoleptic characteristics, which allow him/her to prepare food, using hygiene quality control programmes.

#### Year 2 Objective

To train professionals with solid knowledge in cost management, capable of designing research projects and productive gastronomic ventures, using the methodology of quantitative and qualitative scientific research to recognise, revalue and disseminate the gastronomic legacy of the regions and communities of the country.

### Year 3 Objective

To prepare future professionals in research projects and gastronomic marketing strategies, enabling them to plan, manage and evaluate ancestral and innovative finished gastronomic products.

### Programme structure and sequence:

| <b>Gastronomy Vocational Training Teaching Plan</b><br><b>SENIOR TECHNICIAN</b> |                                                      |                                    |
|---------------------------------------------------------------------------------|------------------------------------------------------|------------------------------------|
| <i>No.</i>                                                                      | <i>Modules/Courses</i>                               | <i>Hours per week/year</i>         |
| <b>A.</b>                                                                       | <b>Subjects</b>                                      | <b>Weekly: 30<br/>Annual: 1200</b> |
| 1                                                                               | Food safety, occupational safety and the environment | 4                                  |
| 2                                                                               | English                                              | 2                                  |
| 3                                                                               | Culinary techniques and history of gastronomy        | 6                                  |
| 4                                                                               | Basic pastry, confectionery and bakery procedures    | 6                                  |
| 5                                                                               | Information technology applied to gastronomy         | 2                                  |
| 6                                                                               | Nutrition and dietetics                              | 6                                  |
| 7                                                                               | Food and beverage organisation and management        | 2                                  |
| 8                                                                               | Catering, etiquette and protocol                     | 2                                  |
| <b>B.</b>                                                                       | <b>Subjects</b>                                      | <b>Weekly: 30<br/>Annual: 1200</b> |
| 1                                                                               | Technical French                                     | 2                                  |
| 2                                                                               | National Gastronomy                                  | 6                                  |
| 3                                                                               | Confectionery and bakery                             | 6                                  |
| 4                                                                               | International Gastronomy                             | 6                                  |
| 5                                                                               | Bakery                                               | 6                                  |
| 6                                                                               | Productive entrepreneurship                          | 4                                  |
| <b>C.</b>                                                                       | <b>Modules</b>                                       | <b>Weekly: 30<br/>Annual: 1200</b> |
| 1                                                                               | Creative Cuisine                                     | 6                                  |

| <b>Gastronomy Vocational Training Teaching Plan</b><br><b>SENIOR TECHNICIAN</b> |                                      |                            |
|---------------------------------------------------------------------------------|--------------------------------------|----------------------------|
| <i>No.</i>                                                                      | <i>Modules/Courses</i>               | <i>Hours per week/year</i> |
| A.                                                                              | Subjects                             | Weekly: 30<br>Annual: 1200 |
| 2                                                                               | Bar and Cocktail Bar                 | 4                          |
| 3                                                                               | Oenology and food and wine pairing   | 2                          |
| 4                                                                               | Events, banquets, garnish            | 6                          |
| 5                                                                               | Gastronomic marketing                | 2                          |
| 6                                                                               | Industry and gastronomic specialties | 6                          |
| 7                                                                               | Graduation modality workshop         | 4                          |
|                                                                                 | Total A+B+C                          | 3600                       |

### Practical training components:

There are agreements with hotel establishments, event organisers, caterers and restaurants in the city in which the students carry out their professional internships, which must be between 300 and 360 hours, according to the regulations. For this purpose, a teacher and/or the academic secretary of each institution is available to monitor this internship.

### Industry commitment:

- 1.- Graduates have the skills to work in mainly operational and technical positions in various establishments that provide food and beverage services.
- 2.- There are institutional agreements that facilitate the meeting of students with the private tourism sector and that have made it possible for young people to carry out their professional internships, but it is necessary to formalise these agreements through the existence of agreements with the sector through the different associations and/or with companies, as well as to further disseminate the possibility that the gastronomy and tourism sector has of being able to count on personnel trained in the different institutes of higher education.
- 3.- The programme is mainly aimed at enabling the professional to develop the skills to work in the operational part of the provision of gastronomic services.
- 4.- The programme was updated according to the Resolution in force for the year 2023 and is governed by the General Regulations for Technical and Technological Institutes of a fiscal,

contractual and private nature. However, in recent years there has been no formal approach to the tourism sector that would allow the contents to be adapted to current needs.

5.- There are no formal meetings with the private or public sector employers. In some cases, teachers and academic secretaries are key to making the decision to adapt the contents to the needs of the market and, on this basis, new subjects are incorporated.

### **Technology integration:**

As it is a practical training, it requires and relies on technological equipment, although not all of it is state-of-the-art.

### **Student support services:**

When work placements are carried out, a teacher is assigned to accompany and monitor the student's work, verifying the environments, timetables and activities to be carried out in order to check that the work placement will be useful for both the institution and the student.

There is no formal job placement support from vocational training institutions.

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### **Curriculum/Program Title.**

Technician Tourist Guide

### **Duration of the curriculum/programme:**

2 years

### **Target:**

To train professionals of integrity with ethical and moral values committed to society and the community, capable of providing tourist guidance to satisfy the needs of society and the community, applying tourism policies, valuing the cultural and natural heritage of the Plurinational State of Bolivia.

The prerequisites are:

- a) Photocopy of a valid identity card
- b) A photocopy of your high school diploma, without which you will not be able to continue your vocational training. If the baccalaureate language is being processed, an electronic school transcript or the original certificate of studies of the last secondary level course passed or its equivalent in the previous regulation, signed by the corresponding educational authorities, will be accepted provisionally for a non-extendable period of six months.

For the admission of foreign students, the requirements are as follows:

- a) Simple photocopy of the valid Alien's Identity Card (Cédula de Extranjería)
- b) Simple photocopy of passport with valid visa, accompanied by the original for verification.
- c) A photocopy of the Baccalaureate Diploma or its equivalent legalised by the corresponding authorities, without this requirement you will not be able to continue your professional training.

### Programme structure and sequence:

| Vocational Training Plan for Tourist Guide Vocational Training Plan |                                           |                                |
|---------------------------------------------------------------------|-------------------------------------------|--------------------------------|
| MEDIUM-LEVEL TECHNICIAN                                             |                                           |                                |
| No.                                                                 | Modules/Courses                           | Hours per week/semester        |
| A.                                                                  | Subjects                                  | Weekly: 30<br>Half-yearly: 600 |
| 1                                                                   | Basic Principles of Tourism               | 6                              |
| 2                                                                   | Tourist Safety and First Aid              | 6                              |
| 3                                                                   | Cultural and Natural Heritage of Bolivia  | 6                              |
| 4                                                                   | Tourism Product Design                    | 6                              |
| 5                                                                   | Information Technology Applied to Tourism | 6                              |
| B.                                                                  | Subjects                                  | Weekly: 30<br>Half-yearly: 600 |
| 1                                                                   | Tourism Geography                         | 6                              |
| 2                                                                   | Tourism Regulation and Policy             | 6                              |
| 3                                                                   | Leadership                                | 6                              |
| 4                                                                   | Sustainable Community Tourism             | 6                              |
| 5                                                                   | English I                                 | 6                              |
| C.                                                                  | Modules                                   | Weekly: 30<br>Half-yearly: 600 |
| 1                                                                   | Museology                                 | 6                              |
| 2                                                                   | Native Language                           | 6                              |
| 3                                                                   | Productive Entrepreneurship               | 6                              |

| Vocational Training Plan for Tourist Guide Vocational Training Plan |                                 |                                |
|---------------------------------------------------------------------|---------------------------------|--------------------------------|
| MEDIUM-LEVEL TECHNICIAN                                             |                                 |                                |
| No.                                                                 | Modules/Courses                 | Hours per week/semester        |
| A.                                                                  | Subjects                        | Weekly: 30<br>Half-yearly: 600 |
| 4                                                                   | Group Management                | 6                              |
| 5                                                                   | English II                      | 6                              |
| C.                                                                  | Modules                         | Weekly: 30<br>Half-yearly: 600 |
| 1                                                                   | Statistics applied to tourism   | 6                              |
| 2                                                                   | Ecotourism                      | 6                              |
| 3                                                                   | Tourism planning and management | 6                              |
| 4                                                                   | English III                     | 6                              |
| 5                                                                   | Graduation Modality Workshop    | 6                              |
|                                                                     | Total A+B+C+D                   | 2400                           |

### Practical training components.

The internship must be 340 hours.

### Industry commitment.

- 1.- Graduates have the skills to work as tour guides in operating companies.
- 2.- There are institutional agreements that facilitate the meeting of students with the private tourism sector and that have made it possible for young people to carry out their professional internships, but it is necessary to formalise these agreements through the existence of agreements with the sector through the different associations and/or with companies, as well as to further disseminate the possibility that the tourism sector has of being able to count on personnel trained in the different institutes of higher education.
- 3.- The programme is mainly aimed at enabling the professional to develop the skills to work as a classic tourist guide.
- 4.- The programme was updated according to the Resolution in force for the year 2023 and is governed by the General Regulations for Technical and Technological Institutes of a fiscal, contractual and private nature. However, in recent years there has been no formal approach to the tourism sector that would allow the contents to be adapted to current needs.

5.- There are no formal meetings with the private or public sector employers. In some cases, teachers and academic secretaries are key to making the decision to adapt the contents to the needs of the market and, on this basis, new subjects are incorporated.

**Technology integration:**

It is necessary to incorporate the use of technology and to have it available so that students can generate the skills to use it in their professional performance.

**Student support services:**

When work placements are carried out, a teacher is assigned to accompany and monitor the student's work, verifying the environments, timetables and activities to be carried out to check that the work placement will be useful for both the institution and the student.

There is no formal job placement support from vocational training institutions.

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**Curriculum/Program Title.**

Higher Technician in Languages, specializing in Tourism

**Curriculum/Program Duration:** 3 years

**Learning Outcomes.**

The scientific knowledge of the English and French languages will enable the student to apply this knowledge to the basic activities in the field of tourism:

- Practice as a local and national tourist guide, applying theoretical and practical knowledge of history, geography and culture and transmitting it to tourist groups.
- Dissemination and awareness-raising of cultural heritage for tourism purposes.
- Design of programmes, circuits and tourist routes.
- Planning, organisation of the national tourism system and its promotion.
- Preservation, conservation and enhancement of the country's ethnic, natural and cultural wealth.
- Organisation, management and promotion of tourism projects.
- Application of oral and written expression and comprehension skills in English and French to enable them to perform adequately in the professional sphere.

**Program Structure and Sequence.**

| <b>Vocational Training Teaching Plan in the Language Sector, Tourism Sector</b><br><b>ADVANCED TECHNICAL QUALIFICATION</b> |                                             |                                        |
|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------------------------------------|
| <b>No.</b>                                                                                                                 | <b>Modules/Courses</b>                      | <b>Hours per week/year</b>             |
| <b>A.</b>                                                                                                                  | <b>Subjects</b>                             | <b>Weekly: 30<br/>Half-yearly: 600</b> |
| 1                                                                                                                          | English Phonetics I                         | 6                                      |
| 2                                                                                                                          | French I                                    | 6                                      |
| 3                                                                                                                          | Spanish Grammar I                           | 4                                      |
| 4                                                                                                                          | English I                                   | 6                                      |
| 5                                                                                                                          | Tourism Theory                              | 4                                      |
| 6                                                                                                                          | History and Geography of Bolivia            | 4                                      |
| <b>B.</b>                                                                                                                  | <b>Subjects</b>                             | <b>Weekly: 32<br/>Half-yearly: 640</b> |
| 1                                                                                                                          | French Phonetics I                          | 6                                      |
| 2                                                                                                                          | French II                                   | 6                                      |
| 3                                                                                                                          | Spanish Grammar II                          | 4                                      |
| 4                                                                                                                          | English Grammar I                           | 6                                      |
| 5                                                                                                                          | English II                                  | 6                                      |
| 6                                                                                                                          | Historical and Cultural Heritage of Bolivia | 4                                      |
| <b>C.</b>                                                                                                                  | <b>Modules</b>                              | <b>Weekly: 30<br/>Half-yearly: 600</b> |
| 1                                                                                                                          | English Phonetics II                        | 4                                      |
| 2                                                                                                                          | French III                                  | 6                                      |
| 3                                                                                                                          | French Grammar I                            | 6                                      |
| 4                                                                                                                          | English III                                 | 6                                      |
| 5                                                                                                                          | Guidance techniques                         | 4                                      |
| 6                                                                                                                          | Elective II                                 | 4                                      |
| 7                                                                                                                          | Composition in Spanish                      | 0                                      |
| 8                                                                                                                          | Oral and written expression                 | 0                                      |

| <b>Vocational Training Teaching Plan in the Language Sector, Tourism Sector</b><br><b>ADVANCED TECHNICAL QUALIFICATION</b> |                                                      |                                        |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------|
| <b>No.</b>                                                                                                                 | <b>Modules/Courses</b>                               | <b>Hours per week/year</b>             |
| <b>A.</b>                                                                                                                  | <b>Subjects</b>                                      | <b>Weekly: 30<br/>Half-yearly: 600</b> |
| 9                                                                                                                          | Professional ethics                                  | 0                                      |
| 10                                                                                                                         | Native language                                      | 0                                      |
| <b>D.</b>                                                                                                                  | <b>Modules</b>                                       | <b>Weekly: 30<br/>Half-yearly: 600</b> |
| 1                                                                                                                          | French Phonetics II                                  | 4                                      |
| 2                                                                                                                          | French IV                                            | 6                                      |
| 3                                                                                                                          | English Grammar II                                   | 6                                      |
| 4                                                                                                                          | English IV                                           | 6                                      |
| 5                                                                                                                          | Tourism planning, promotion and development          | 4                                      |
| 6                                                                                                                          | Practical guidance workshop                          | 4                                      |
| <b>E.</b>                                                                                                                  | <b>Modules</b>                                       | <b>Weekly: 30<br/>Half-yearly: 600</b> |
| 1                                                                                                                          | French V                                             | 6                                      |
| 2                                                                                                                          | French Grammar II                                    | 6                                      |
| 3                                                                                                                          | English V                                            | 6                                      |
| 4                                                                                                                          | Workshop on oral and written production in French I  | 4                                      |
| 5                                                                                                                          | Workshop on oral and written production in English I | 4                                      |
| 6                                                                                                                          | Optional                                             | 4                                      |
| 7                                                                                                                          | Marketing and ticketing                              |                                        |
| 8                                                                                                                          | Communication Skills for Tourism                     |                                        |
| <b>F.</b>                                                                                                                  | <b>Modules</b>                                       | <b>Weekly: 32<br/>Half-yearly: 640</b> |
| 1                                                                                                                          | French VI                                            | 6                                      |
| 2                                                                                                                          | English VI                                           | 6                                      |
| 3                                                                                                                          | Tourism project - French area                        | 5                                      |

| <b>Vocational Training Teaching Plan in the Language Sector, Tourism Sector</b><br><b>ADVANCED TECHNICAL QUALIFICATION</b> |                                |                                |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------|
| <i>No.</i>                                                                                                                 | <i>Modules/Courses</i>         | <i>Hours per week/year</i>     |
| A.                                                                                                                         | Subjects                       | Weekly: 30<br>Half-yearly: 600 |
| 4                                                                                                                          | Tourism project - English area | 5                              |
| 5                                                                                                                          | French Translation I           | 5                              |
| 6                                                                                                                          | English Translation I          | 5                              |

### **Practical Training Components.**

Each module has practical and theoretical hours, but within the training there is no requirement for professional practice hours for graduation or qualification. However, there is a link between the language course and the tourism sector, which is why students willingly resort to professional practice, although not in all cases.

### **Industry Engagement.**

- 1.- Graduates have the skills to work in operational and technical positions, mainly in tourism operating companies or cultural centres and/or museums as tour guides.
- 2.- There are institutional agreements that facilitate the meeting of students with the public and private tourism sector and that have made it possible for young people to carry out professional internships and university extension activities, but it is necessary to update agreements with the sector through the different associations and/or with companies, disseminating the possibility for the tourism sector to have professionals in the area of tourist guidance.
- 3.- The programme is mainly aimed at enabling the professional to develop skills to work as a tourist guide.
- 4.- The programme was updated in 2011, and work is currently underway to reformulate the programme for the degree programme to be implemented in 2025. To this end, the university carried out surveys of tourism stakeholders and is currently defining the curricular content according to the needs identified in the sector.
- 5.- There are no formal meetings with the private or public sector employers.

### **Technology Integration.**

The university has state-of-the-art technological equipment for face-to-face and virtual meetings and for both at the same time. Unfortunately, it does not have the systems that are used by the tourism sector.

### **Student Support Services.**

Although the university, through its language courses, can provide references for the professionals who leave its classrooms, there is no formal space or database of graduates to facilitate access to jobs in the sector.

## CURRICULUM FRAMEWORK IN VET SYSTEM FOR TOURISM SECTOR IN MEXICO

In Mexico, the most similar to VET are the technical careers offered at the upper secondary education level. Below are some examples of these VET curricula; these curricula do not include Dual training.

### Curriculum/Program Title:

Technical Career in Hotel Services

### College of Scientific and Technological Studies of the State of Oaxaca (CECYTEO)

- CAMPUS NÚM. 04 TUTUTEPEC
- CAMPUS NÚM. 16 MITLA – ED.
- CAMPUS NÚM. 19 CANDELARIA LOXICHA
- CAMPUS NÚM. 21 SAN PEDRO POCHUTLA
- CAMPUS NÚM. 38 SANTA MARÍA HUATULCO – ED.
- CAMPUS NÚM. 40 SANTA MARÍA ATZOMPA

### Curriculum/Program Duration: 3 years

The study plans offered in CECyTE Oaxaca cover a total of 2880 hours, of which:

- a) 1200 correspond to basic training
- b) 1,200 correspond to professional training, and
- c) 480 hours of propaedeutic training.

Each of the training components has a specific purpose:

**Basic training:** It is articulated with the preceding level of training, in this case secondary education and addresses the essential knowledge of science, technology and humanities, its character is mandatory. The fields of knowledge that integrate it are: mathematics, natural sciences, communication, history, society and technology.

**Propaedeutic training:** It is organized in three areas that allow the convergence and integration of previously acquired knowledge. It is given to students according to the technical career they are studying and the areas it covers are: physico-mathematics, chemical-biological and economic-administrative.

**Professional training:** It offers fields that are identified with specific work processes. It should be noted that professional training evolves continuously in order to respond to the productive and employment dynamics that characterize our country. In this sense, each specialty is designed on the basis of professional competencies that correspond to the labour insertion sites to which it is addressed, and in all cases compliance with safety and hygiene and environmental protection standards will be observed. The careers offered are:

Administration, Electricity, electronics, Graphic Design, Computer science, Equipment and Systems Maintenance and Tourism.

**Admission Profile:**

Applicants to enter the campuses must have completed their basic secondary education and meet the requirements contemplated in the Specific Norms of School Services; in addition to having the following skills:

- Observes the rules of coexistence for life in society.
- Solves problems through the use of arithmetic, geometric and algebraic operations and processes.
- Interacts in different contexts using oral and written language.
- Manages study habits and learning techniques.
- Applies information and communication technologies.

**Graduation profile:**

The training offered by the Hotel Services Technician career allows the graduate, through the articulation of knowledge from various fields, to carry out activities aimed at satisfying the demand in the provision of corresponding hotel services. During the training process of the five modules, the student will develop or reinforce:

*The following professional competences:*

- Orients the customer with information on tourist services.
- Attends the guest in the room division area.
- Prepares food and beverages applying basic techniques.
- Provides food and beverage service in lodging centres.
- Assists in the organization and execution of business, social and cultural events.

*And employability and productivity competencies:*

- Planning and organization.
- Orientation to continuous improvement.
- Customer service.
- Interpersonal relations.
- Professional ethics.

*The graduate of the Hospitality Services Technician career is able to demonstrate generic competencies such as:*

- Listens, interprets and emits relevant messages in different contexts through the use of appropriate media, codes and tools.

- Develops innovations and proposes solutions to problems based on established methods.
- Sustains a personal position on topics of interest and general relevance, considering other points of view in a critical and reflective manner.
- Participates with a civic and ethical conscience in the life of their community, region, Mexico and the world.
- Maintains a respectful attitude towards interculturality and diversity of beliefs, values, ideas and social practices.

### Curriculum/Program Description:

It offers professional competencies that allow the graduate to carry out activities based on the needs detected in the hotel industry, which generates a great economic benefit. The graduate of Hotel Services will demonstrate through different competencies that he/she can guide a tourist with information about the sites and activities of interest that exist and are developed in his/her context, also influencing in a positive way in the tourist's decision making in the places to visit and activities to perform, therefore, without being a salesperson, he/she will develop these skills implicitly.

### Learning Outcomes:

*During the training process of the five professional modules the student will develop or reinforce the following professional competences:*

1. Guide the customer with information on tourism services.
2. Attending the guest in the area of the room division.
3. Prepare food and beverages applying basic techniques
4. Provide food and beverage service in lodging centres.
5. Assist in the organization and realization of business, social and cultural events.

### Program Structure and Sequence:

| Teaching Plan for Professional Education in Tourism sector<br>Level EQF <sup>4</sup> (III or IV) |                                            |                     |
|--------------------------------------------------------------------------------------------------|--------------------------------------------|---------------------|
| No.                                                                                              | Modules/Courses                            | Weekly/annual hours |
| A.                                                                                               | General subjects (in total)                |                     |
| 1                                                                                                | Algebra                                    | 4 hours             |
| 2                                                                                                | Chemistry I                                | 4 hours             |
| 3                                                                                                | Information and Communication Technologies | 3 hours             |
| 4                                                                                                | Logic                                      | 4 hours             |
| 5                                                                                                | Reading, Oral and Written Expression I     | 4 hours             |
| 6                                                                                                | English I                                  | 3 hours             |

<sup>4</sup> For EQF look at Annex n. 1

| Teaching Plan for Professional Education in Tourism sector<br>Level EQF <sup>4</sup> (III or IV) |                                                                                                                                  |                     |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------|
| No.                                                                                              | Modules/Courses                                                                                                                  | Weekly/annual hours |
| A.                                                                                               | General subjects (in total)                                                                                                      |                     |
| 7                                                                                                | Geometry and Trigonometry                                                                                                        | 4 hours             |
| 8                                                                                                | Reading, Oral and Written Expression II                                                                                          | 4 hours             |
| 9                                                                                                | Chemistry II                                                                                                                     | 4 hours             |
| 10                                                                                               | Chemistry III                                                                                                                    | 4 hours             |
| 11                                                                                               | English II                                                                                                                       | 3 hours             |
| 12                                                                                               | Analytical Geometry                                                                                                              | 4 hours             |
| 13                                                                                               | Biology                                                                                                                          | 4 hours             |
| 14                                                                                               | Ethics                                                                                                                           | 4 hours             |
| 15                                                                                               | English III                                                                                                                      | 3 hours             |
| 16                                                                                               | Differential Calculus                                                                                                            | 4 hours             |
| 17                                                                                               | Physics I                                                                                                                        | 4 hours             |
| 18                                                                                               | Ecology                                                                                                                          | 4 hours             |
| 19                                                                                               | English IV                                                                                                                       | 3 hours             |
| 20                                                                                               | Physics II                                                                                                                       | 4 hours             |
| 21                                                                                               | Science, Technology, Society and Values                                                                                          | 4 hours             |
| 22                                                                                               | Integral Calculus (Propaedeutic Training Component)                                                                              | 5 hours             |
| 23                                                                                               | English V (Propaedeutic Training Component)                                                                                      | 5 hours             |
| 24                                                                                               | Probability and Statistics (Propaedeutic Training Component)                                                                     | 5 hours             |
| B.                                                                                               | Professional Subjects (in total)                                                                                                 | 95 hours            |
| 1                                                                                                | Orients the client with information on tourist services.                                                                         | 17 hours            |
| 2                                                                                                | Attends the guest in the room division area.                                                                                     | 17 hours            |
| 3                                                                                                | Prepares food and beverages applying basic techniques                                                                            | 17 hours            |
| 4                                                                                                | Provides food and beverage service in lodging centres                                                                            | 12 hours            |
| 5                                                                                                | Assists in the organization and execution of business, social and cultural events                                                | 12 hours            |
| C.                                                                                               | Compulsory professional practice modules (in Total)                                                                              | 75 hours            |
| 1                                                                                                | Propaedeutic subject (Physics – mathematics, Economics – administrative, Chemistry – biological, Humanities and social sciences) | 5 hours             |
| 2                                                                                                | Propaedeutic subject (Physics – mathematics, Economics – administrative, Chemistry – biological, Humanities and Social Sciences) | 5 hours             |
|                                                                                                  | Total A+B+C                                                                                                                      | 180 hours           |

### Practical Training Components:

In order to achieve the competencies, the student must have professional training, which begins in the second semester and concludes in the sixth semester, developing in this period of time the professional competencies established in the study program. The first three modules of the technical career have a duration of 272 hours each, and the last two of 192, a total of 1200 hours of professional training. It should be noted that the professional training modules are transdisciplinary in nature, since they correspond to transformation objects and processes that involve the integration of knowledge from different disciplines.

**Industry Engagement:**

- The educational centres of CECYTE of Oaxaca provide higher secondary education in the modalities of bivalent technological baccalaureate and general baccalaureate, which aims to promote the performance of graduates to professional life, according to the characteristics and specific needs of each region and the socioeconomic development of the state of Oaxaca.
- Generate agreements with companies and institutions in the tourism sector to establish guidelines and bases of organization, operation and cooperation to carry out actions that increase the competitiveness of the public, educational and private sectors.
- We contribute to the successful insertion of students in the labour market through professional internships.
- The program participates in dialogue tables where approaches are made with the business and education sectors to establish lines of action that contribute to improving tourism programs and practices in the state of Oaxaca.
- The program is adapted to the context of the state, strengthening the demands of the tourism sector.

**Technology Integration:**

- Use of the learning platform “Student Portal” – <http://www.cecylte.edu.mx/Nova/Alumnos/Login>
- Digital Resources

**Student Support Services:****The institution offers:**

- Medical security, affiliation Mexican Institute of Social Security (IMSS) and accident insurance.
- Discounts for average enrollment.
- Scholarships for outstanding and low-income students.
- Sports, cultural and student activities, as well as the use of state-of-the-art technology.
- Job opportunities – Linkage and interaction of graduates with employers, through a record of vacancies by companies, where graduates have the opportunity to consult them and thus allows them to know the requirements of the vacancy for their application.

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**Curriculum/Program Title:**

ECOTOURISM TECHNICAL CAREER

College of Scientific and Technological Studies of the State of Oaxaca (CECYTEO)

- CECYTEO CAMPUS NÚM. 03 IXTLÁN

**Curriculum/Program Duration:**

3 years

The first three modules of the technical career have a duration of 272 hours each, and the last two of 192, for a total of 1200 hours of professional training.

**Curriculum/Program Description:****Admission Profile**

Applicants must have completed their high school education and meet the requirements set forth in the Specific Norms of School Services; they must also have the following skills:

- a) Solves problems through the use of arithmetic, geometric and algebraic operations and processes.
- b) Interacts in different contexts using oral and written language.
- c) Manages study habits and learning techniques.
- d) Applies information and communication technologies. E) Observes rules of coexistence for life in society.

**Graduation Profile**

The training offered by the Ecotourism Technician career allows the graduate, through the articulation of knowledge from different fields, to carry out activities directed to the corresponding ecotourism demand. During the training process of the five modules, the student will develop or reinforce:

**The following professional competencies:**

- Promotes environmental education for sustainable development.
- Support in the administration of ecotourism services for sustainable development.
- Assists in the coordination of ecotourism services for sustainable development.
- Operates marketing and financial resources within ecotourism services.

- Collaborates in the elaboration of ecotourism projects and programs for sustainable development.

#### **And employability and productivity skills:**

- Planning and organization.
- Orientation to continuous improvement.
- Customer service.
- Interpersonal relations.
- Professional ethics.

#### **The graduate of the Ecotourism Technician career is in possibilities of demonstrating generic competences such as:**

- Listens, interprets and emits pertinent messages in different contexts through the use of appropriate media, codes and tools.
- Develops innovations and proposes solutions to problems based on established methods.
- Sustains a personal position on topics of interest and general relevance, considering other points of view in a critical and reflective manner.
- Participates with a civic and ethical conscience in the life of their community, region, Mexico and the world.
- Maintains a respectful attitude towards interculturality and diversity of beliefs, values, ideas and social practices.

#### **Learning Outcomes:**

The career of Ecotourism Technician offers professional competencies that allow the graduate to perform activities based on the needs detected in the tourism industry, which generates a great economic flow, the modality of nature tourism: Ecotourism has a great potential for our country in the future.

A fundamental part of the ecotourism program are the productivity and employability competencies that enable graduates to optimally insert themselves into the demanding labour field, which is why they must also manage themselves in this context to be able to demonstrate what they have learned in the classroom. Globalization is a fundamental part of this type of competencies since nowadays a growing ecotourism activity has been generated worldwide with which they will have to deal and take advantage of the competitive advantages offered by their locality, state and/or region to achieve universal quality standards and quality service.

The ecotourism graduate will demonstrate through the different competencies that he/she can carry out the evaluation and design of sustainable tourism products, always considering geography, cultural and natural heritage, recreational services, food and beverage elaboration, financial resource management, etc., knowledge that will allow him/her to develop ecotourism projects in natural environments that incorporate the measurement of social and environmental impact, planning and use of resources, current legislation, quality

and management models of protected areas in accordance with national and international parameters.

The study program will allow the graduate to identify problems and challenges taking into account the objectives pursued, as well as to sustain a personal position on issues of interest and general relevance, considering other points of view in a critical and reflective manner, also participating with a civic and ethical conscience in the life of their community, region, Mexico and the world.

## **Module I: APPLIES ENVIRONMENTAL EDUCATION TO SUSTAINABLE DEVELOPMENT**

*SUBMODULE 1 Values the importance of natural areas in which ecotourism is developed (80 hours)*

### **LEARNING OUTCOME**

At the end of the module the student will be able to: Value the importance of the natural areas in which ecotourism is developed, disseminate the care of the natural and cultural resources of the locality, state and region, as well as use the legal framework for the development of ecotourism activities.

*SUBMODULE 2 Disseminates the care of the natural and cultural resources of the locality, state and/or Mexico (96 horas).*

### **LEARNING OUTCOME**

At the end of the module the student will be able to: Value the importance of the natural areas in which ecotourism is developed, disseminate the care of the natural and cultural resources of the locality, state and region, as well as use the legal framework for the development of ecotourism activities.

*SUBMODULE 3 Uses the legal framework for the development of ecotourism activities (96 hours)*

### **LEARNING OUTCOME**

At the end of the module the student will be able to: Value the importance of the natural areas in which ecotourism is developed, disseminate the care of the natural and cultural resources of the locality, state and region, as well as use the legal framework for the development of ecotourism activities.

## **Program Structure and Sequence:**

| Teaching Plan for Professional Education in Tourism sector<br>Level EQF <sup>5</sup> (III or IV) |                                                     |                     |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------------|---------------------|
| No.                                                                                              | Modules/Courses                                     | Weekly/annual hours |
| A.                                                                                               | General subjects (in total)                         |                     |
| 1                                                                                                | Algebra                                             | 4 hours             |
| 2                                                                                                | Chemistry I                                         | 4 hours             |
| 3                                                                                                | Information and Communication Technologies          | 3 hours             |
| 4                                                                                                | Logic                                               | 4 hours             |
| 5                                                                                                | Reading, Oral and Written Expression I              | 4 hours             |
| 6                                                                                                | English I                                           | 3 hours             |
| 7                                                                                                | Geometry and Trigonometry                           | 4 hours             |
| 8                                                                                                | Reading, Oral and Written Expression II             | 4 hours             |
| 9                                                                                                | Chemistry II                                        | 4 hours             |
| 10                                                                                               | English II                                          | 3 hours             |
| 11                                                                                               | Analytical Geometry                                 | 4 hours             |
| 12                                                                                               | Biology                                             | 4 hours             |
| 13                                                                                               | Ethics                                              | 4 hours             |
| 14                                                                                               | English III                                         | 3 hours             |
| 15                                                                                               | Differential Calculus                               | 4 hours             |
| 16                                                                                               | Physics I                                           | 4 hours             |
| 17                                                                                               | Ecology                                             | 4 hours             |
| 18                                                                                               | English IV                                          | 3 hours             |
| 19                                                                                               | Physics II                                          | 4 hours             |
| 20                                                                                               | Science, Technology, Society and Values             | 4 hours             |
| 21                                                                                               | Integral Calculus (Propaedeutic Training Component) | 5 hours             |

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<sup>5</sup> For EQF look at Annex n. 1

| Teaching Plan for Professional Education in Tourism sector<br>Level EQF <sup>5</sup> (III or IV) |                                                                                                                                  |                     |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------|
| No.                                                                                              | Modules/Courses                                                                                                                  | Weekly/annual hours |
| A.                                                                                               | General subjects (in total)                                                                                                      |                     |
| 22                                                                                               | English V (Propaedeutic Training Component)                                                                                      | 5 hours             |
| 23                                                                                               | Probability and Statistics (Propaedeutic Training Component)                                                                     | 5 hours             |
| 24                                                                                               | Themes of Philosophy (Propaedeutic formation component)                                                                          | 5 hours             |
| B.                                                                                               | Professional Subjects (in total)                                                                                                 | 95 horas            |
| 1                                                                                                | Applies environmental education for sustainable development                                                                      | 17 horas            |
| 2                                                                                                | Supports in the administration of ecotourism services for sustainable development                                                | 17 horas            |
| 3                                                                                                | Assists in the coordination of ecotourism services for sustainable development                                                   | 17 horas            |
| 4                                                                                                | Operates marketing and financial resources within ecotourism services                                                            | 12 horas            |
| 5                                                                                                | Collaborates in the elaboration of ecotourism projects and programs for sustainable development                                  | 12 horas            |
| C.                                                                                               | Compulsory professional practice modules (in Total)                                                                              | 75 horas            |
| 1                                                                                                | Propaedeutic subject (Physics – mathematics, Economics – administrative, Chemistry – biological, Humanities and social sciences) | 5 horas             |
| 2                                                                                                | Propaedeutic subject (Physics – mathematics, Economics – administrative, Chemistry – biological, Humanities and Social Sciences) | 5 horas             |
|                                                                                                  | Total A+B+C                                                                                                                      | 180 horas           |

### Practical Training Components

It is important to remember that, in this Educational Model, the High School graduate develops generic competencies based on the contribution of professional competencies to the professional training component, and not in an isolated and individual manner, but through a comprehensive training proposal, within proposal, within a framework of diversity.

### Industry Engagement:

Agreements with companies in the tourism sector for students to carry out professional internships in the technical careers they are studying.

- The study program is based on the needs detected in the tourism industry, which generates a great economic flow, the modality of nature tourism: Ecotourism has a great potential for our country in the future.

**Technology Integration:**

- NOVA Plataform – <http://www.cecyteo.edu.mx/Nova/Alumnos/Login>

**Student Support Services:****The institution offers:**

- Medical security, IMSS affiliation and accident insurance
- Discounts for average enrolment
- Scholarships for outstanding and low-income students
- Sports, cultural and student activities, as well as the use of state-of-the-art technology.
- Educational infrastructure for the use and educational development of students, use of classrooms type IOCIFED (Oaxacan Institute for the Construction of Physical Educational Infrastructure)
- Technological equipment
- Use of spaces for coexistence such as: civic esplanades, administrative offices, green and sports areas.
- Institutional scholarships
- Food scholarships
- Support for school shelters

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**Curriculum/Program Title:**

TOURISM INDUSTRY (WORK ORIENTATION)

**College of baccalaureate of Oaxaca (COBAO)**

- College of baccalaureate No. 03 Pinotepa Nacional
- College of baccalaureate No. 22 Huatulco
- College of baccalaureate No. 24 Pochutla
- College of baccalaureate No. 31 Juquila
- College of baccalaureate No. 40 Bajos de Chila
- College of baccalaureate No. 48 Huaxpaltepec
- College of baccalaureate No. 55 San José del Progreso
- College of baccalaureate No. 08 Huajuapán de León
- College of baccalaureate No. 64 Xiacuí
- College of baccalaureate No. 27 Miahuatlán

- College of bacalaureate No. 01 Pueblo Nuevo
- College of bacalaureate No. 04 El Tule
- College of bacalaureate No. 11 Ejutla de Crespo
- College of bacalaureate No. 32 Cuilapam
- College of bacalaureate No. 39 Nazareno
- College of bacalaureate No. 42 Huitzo
- College of bacalaureate No. 44 San Antonio de la Cal
- College of bacalaureate No. 46 Tlacolula
- College of bacalaureate No. 61 San Bartolo
- College of bacalaureate No. 65 San Pedro Mártir

**Curriculum/Program Duration:** 3 years

- Time allotted for training: 448 hours
- Time allotted for training per semester: 112
- Training component: for work
- Related disciplinary field(s): social sciences

**Target and Prerequisites:**

- High school graduates under 18 years of age.
- Follow the guidelines of the campus call for applications.
- Submit diagnostic exam
- Take a propaedeutic course

**Curriculum/Program Description:**

The disciplinary field of Social Sciences seeks to promote and develop learning that forms critical, reflective, participatory and conscious students to understand and interpret with relevance the social reality, natural phenomena and technological challenges of a changing reality that allows them to build reasoning based on knowledge, awareness and experience, valuing multiculturalism and environmental respect for their surroundings and the world.

**General purpose:** Structure a tourism project, through the analysis of natural, cultural, gastronomic resources and tourism services available in their context to contribute to the economic development of their locality, promoting an attitude of respect for multiculturalism. The aforementioned having as a reference the Technical Standards of Labour Competence (NTCL), Official Mexican Tourism Standards (NOMTUR), favouring teamwork in a collaborative and reflective way, self-learning, leadership, innovation, which allow that at the end of the training, students are able to develop in various areas of the tourism labour field or other contexts related to it, through its state, regional and/or national intervention in general, all with adherence to sustainability and sustainability of their environment and the world.

**Purpose of the job training: Tourism Industry**

The purpose of this job training is to value the importance of the tourism sector at national and international level, recognizing tourism services, cultural heritage and its geographical location, the different types of accommodation, restaurant and bar services, the development of businesses with tourism potential, favoring an attitude of respect for multiculturalism.

### Learning Outcomes:

The curriculum is composed of three training components:

#### Basic

In which a comprehensive education is developed through the acquisition of knowledge, abilities, skills and attitudes that allow the achievement of performance and competencies throughout life. It includes subjects of the common core of the Higher Secondary Education of the following fields of knowledge: Mathematics, Experimental Sciences, Humanities, Social Sciences, Communication.

#### For work

Its purpose is to know the work sectors where the student will be able to develop in his professional life. In this case, in the Tourism Industry.

#### Propaedeutic

In which 4 training components are offered and based on his/her vocation, the student can choose one of them; and thus, acquire basic knowledge regarding the professional career he/she wishes to study: Physico mathematical, Chemical-Biological, Economic-Administrative, and Humanities and Social Sciences.

### Program Structure and Sequence:

<http://www.cobao.edu.mx/images/PDF/2023/Conocenos/Mapa-curricula-23-24-f.pdf>

| Teaching Plan for Professional Education in Tourism sector<br>Level EQF <sup>6</sup> (III or IV) |                             |                     |
|--------------------------------------------------------------------------------------------------|-----------------------------|---------------------|
| No.                                                                                              | Modules/Courses             | Weekly/annual hours |
| A.                                                                                               | General subjects (in total) |                     |
| 1                                                                                                | Matter and its interactions | 5                   |
| 2                                                                                                | Social Sciences I           | 2.30                |
| 3                                                                                                | Digital culture I           | 3.45                |
| 4                                                                                                | Mathematical thinking I     | 5                   |

<sup>6</sup> For EQF look at Annex n. 1

| Teaching Plan for Professional Education in Tourism sector<br>Level EQF <sup>6</sup> (III or IV) |                                                                                |                     |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------|
| No.                                                                                              | Modules/Courses                                                                | Weekly/annual hours |
| A.                                                                                               | General subjects (in total)                                                    |                     |
| 5                                                                                                | Language and communication I                                                   | 3.45                |
| 6                                                                                                | English I                                                                      | 3.45                |
| 7                                                                                                | Humanities I                                                                   | 5                   |
| 8                                                                                                | Research Laboratory                                                            | 3.45                |
| 9                                                                                                | Expanded Curriculum                                                            | 5                   |
| 10                                                                                               | Conservation of energy and its interactions with matter                        | 5                   |
| 11                                                                                               | Social Sciences II                                                             | 2.30                |
| 12                                                                                               | Digital Culture II                                                             | 2.30                |
| 13                                                                                               | Mathematical Thinking II                                                       | 5                   |
| 14                                                                                               | Language and Communication II                                                  | 3.45                |
| 15                                                                                               | English II                                                                     | 3.45                |
| 16                                                                                               | Humanities II                                                                  | 5                   |
| 17                                                                                               | Science Workshop I                                                             | 5                   |
| 18                                                                                               | Expanded Curriculum                                                            | 5                   |
| 19                                                                                               | Ecosystems: interactions, energy and dynamics                                  | 5                   |
| 20                                                                                               | Mathematical Thinking III                                                      | 5                   |
| 21                                                                                               | Language and Communication III                                                 | 3.45                |
| 22                                                                                               | English III                                                                    | 3.45                |
| 23                                                                                               | Humanities III                                                                 | 6.15                |
| 24                                                                                               | Science Workshop II                                                            | 3.45                |
| 25                                                                                               | Expanded Curriculum                                                            | 3.45                |
| 26                                                                                               | Chemical reactions: conservation of matter in the formation of new substances. | 5                   |

| Teaching Plan for Professional Education in Tourism sector<br>Level EQF <sup>6</sup> (III or IV) |                                                                           |                     |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------|
| No.                                                                                              | Modules/Courses                                                           | Weekly/annual hours |
| A.                                                                                               | General subjects (in total)                                               |                     |
| 27                                                                                               | Historical awareness I. Perspectives from ancient Mexico. Global contexts | 3.45                |
| 28                                                                                               | Social sciences III                                                       | 2.30                |
| 29                                                                                               | Digital culture workshop                                                  | 1.15                |
| 30                                                                                               | Selected topics in mathematics                                            | 5                   |
| 31                                                                                               | Literary thought                                                          | 3.45                |
| 32                                                                                               | English IV                                                                | 3.45                |
| 33                                                                                               | Space and society                                                         | 3.45                |
| 34                                                                                               | Expanded Curriculum                                                       | 2.30                |
| 35                                                                                               | Energy in everyday life processes                                         | 5                   |
| 36                                                                                               | Historical Consciousness II. Mexico during capitalist expansionism        | 3.45                |
| 37                                                                                               | Etymologies                                                               | 2.30                |
| 38                                                                                               | (UAC electives)                                                           | 3.45                |
| 39                                                                                               | (UAC electives)                                                           | 3.45                |
| 40                                                                                               | (UAC electives)                                                           | 3.45                |
| 41                                                                                               | (UAC electives)                                                           | 3.45                |
| 42                                                                                               | Extended Curriculum                                                       | 5                   |
| 43                                                                                               | Organisms: structures and processes. Inheritance and evolution            | 5                   |
| 44                                                                                               | Historical awareness III. Current reality in historical perspective       | 3.45                |
| 45                                                                                               | Selected Topics in Mathematics II                                         | 5                   |
| 46                                                                                               | (UAC electives)                                                           | 3.45                |

| Teaching Plan for Professional Education in Tourism sector<br>Level EQF <sup>6</sup> (III or IV) |                                                     |                     |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------------|---------------------|
| No.                                                                                              | Modules/Courses                                     | Weekly/annual hours |
| A.                                                                                               | General subjects (in total)                         |                     |
| 47                                                                                               | (UAC electives)                                     | 3.45                |
| 48                                                                                               | (UAC electives)                                     | 3.45                |
| 49                                                                                               | (UAC electives)                                     | 3.45                |
| 50                                                                                               | Expanded Curriculum                                 | 3.45                |
| B.                                                                                               | Professional Subjects (in total)                    | 3780 horas          |
| 1                                                                                                | Lodging service trends                              | 3.45                |
| 2                                                                                                | Fundamentals and theory of tourism                  | 5                   |
| 3                                                                                                | Travel operations and organization                  | 3.45                |
| 4                                                                                                | Tourism Geography and Heritage                      | 5                   |
| 5                                                                                                | Organization of Tourism Events                      | 3.45                |
| 6                                                                                                | Food and Beverage I                                 | 5                   |
| 7                                                                                                | Tourism entrepreneurship and innovation             | 3.45                |
| 8                                                                                                | Food and beverages II                               | 5                   |
| C.                                                                                               | Compulsory professional practice modules (in Total) | 33.80               |
| 1                                                                                                |                                                     |                     |
| 2                                                                                                |                                                     |                     |
|                                                                                                  | Total A+B+C                                         | 3813.3 hours        |

### Practical Training Components:

- Includes the job training component
- In the Tourism Industry training, a tourism project will be structured through the analysis of the natural, cultural and gastronomic resources and tourism services available in their own context, to contribute to the economic development of the student's locality, promoting an attitude of respect for multiculturalism.

### Industry Engagement:

The Vocational Training Component provides students with elements that allow them to get started in different aspects of the productive sector, fostering a positive attitude towards work and, if necessary, their integration into it.

**Technology Integration:**

- Use of “Moodle” educational platform – <http://aulas.cobao.edu.mx/>

**Student Support Services:**

- Scholarships and health insurance are offered.
- We organize inter-school events (cultural, artistic, sports, among others).
- Educational guidance is offered through various programs: School Networks, Construye-T, “Yo no 148exical” (I don’t drop out).
- Tutoring
- Scholarships

## Gaps in VET dual education offers against market demands assessed

### 9.1. *The dual system framework in Bridges' Countries*

**Argentina** doesn't officially provide Dual VET. In areas such as Tourism, Gastronomy and Hotel Management students must complete a certain number of working hours in companies or institutions related to their future professional field. However, apprenticeship and pre-apprenticeship regulations coexist through two distinct internship regimes established by Law No. 26.427 in Argentina. This law applies to students of higher education institutions, lifelong learning for young adults, and vocational training under the national educational system. Additionally, there is a regime, which extends to students of secondary and higher education institutions. This also covers non-formal education and special schools. Law 26.427 outlines educational internships as paid professional practices conducted in companies and public organizations, beginning at 18 years of age. These internships provide valuable practical experience to students while they are still enrolled in their educational program.

In **Bolivia**, according to the current regulations, all Technical Training Centres at the technical level have to fulfil work experience hours simultaneously in the 5th and 6th year in the semester regime or in the third year in the annual regime, in an alternative timetable to their classes.

Although dual education has gained ground in **Mexico** as an innovative approach to vocational training, its implementation has been concentrated mainly at the upper secondary level compared to the higher education level. While some higher education institutions have begun to adopt this model, its adoption has not yet reached the same level of penetration as in the upper secondary level. The implementation of this educational modality between the Ministry of Public Education and the collaboration with associations and business organizations in the tourist sector has been highlighted thanks to the signing of collaboration agreements between various educational institutions (such as CONALEP, CECYTE, among others). These agreements have allowed students to put into practice with they have learned in the classroom and, in addition, to acquire other skills and knowledge in the companies.

According to our Bridges' research, **tourism VET offer:**

**In Argentina**, the closest to VET are the Superior technical courses, with curricula for "Hotel Management", "Gastronomic services management", "Superior Technician in Tourism", "Professional Tourism Guide".

Duration is, in all cases, of 3 years.

Curricula are addressed to train students about skills:

- to direct hotels, and accommodation businesses of all types. Manage, organize resources, and supervise the various sectors of an accommodation company: administrative-accounting, personnel, floors, food and beverages, security, and reception. Organize and control the production of lodging and gastronomy services, as well as the provision of complementary services such as guest information and assistance
- to organize, administrate, plan, control and consultancy in gastronomy services of all types and sizes
- organize, manage, and coordinate entrepreneurial ventures from a commercial, administrative, and legal perspective in the tourism sector (both public and private enterprises, governmental and non-governmental entities)
- travel and tourism guide, with a special focus on issues related to heritage interpretation in innovative tourism circuits (basic criteria, communication, and quality management in tourism services within a sustainable context at social, environmental, economic, and political levels)

The practical experiences are around 500/560 hours.

**In Bolivia**, there are different curricula like “Higher Technician in Tourism”, “Higher Technician in Gastronomy”, “Technician Tourist Guide”, “Higher Technician in Languages, specializing in Tourism”.

Duration is 2 or 3 years.

Curricula are addressed to train students about skills:

- about Administration, Communication, Operation and Research for Tourism Development. These professionals must also be trained with a vision of respect, love of nature, a vision of solidarity, reciprocity and complementarity, among others, with the capacity for private and community entrepreneurship
- planning and managing high quality gastronomic companies, implementing GMP for the correct preparation of food and beverages to enhance our culinary culture with solid ethical and investigative values
- relative to integrity with ethical and moral values committed to society and the community, providing tourist guidance to satisfy the needs of society and the community, applying tourism policies, valuing the cultural and natural heritage
- practicing as a local and national tourist guide, applying theoretical and practical knowledge of history, geography and culture and transmitting it to tourist groups, dissemination and awareness-raising of cultural heritage for tourism purposes, design of programmes, circuits and tourist routes, planning, organising the national tourism system and its promotion, preservation, conservation and enhancement of the country's ethnic, natural and cultural wealth, organisation, management and promotion of tourism projects.

The internship should be between 300 and 360 hours, each module has practical and theoretical hours, but within the training there is no requirement for professional practice hours for graduation or qualification.

**In Mexico**, there are different curricula like “Technical Career in Hotel Services”, “Ecotourism Technical Career”, “Tourism Industry (Work Orientation)”.

Duration is, in all cases, of 3 years.

Curricula are addressed to train students about skills:

- related to Administration, Electricity, electronics, Graphic Design, Computer science, Equipment and Systems Maintenance and Tourism
- to carry out the evaluation and design of sustainable tourism products, always considering geography, cultural and natural heritage, recreational services, food and beverage elaboration, financial resource management, etc., knowledge that will allow to develop ecotourism projects in natural environments that incorporate the measurement of social and environmental impact, planning and use of resources, current legislation, quality and management models of protected areas in accordance with national and international parameters
- related to Social Sciences, to promote and develop learning that forms critical, reflective, participatory and conscious students to understand and interpret with relevance the social reality, natural phenomena and technological challenges of a changing reality that allows them to build reasoning based on knowledge, awareness and experience, valuing multiculturalism and environmental respect for their surroundings and the world.

In order to achieve the competencies, the student must have professional training, which begins in the second semester and concludes in the sixth semester, developing in this period of time the professional competencies established in the study program.

### *9.2. Tourism trends and skills needs in Bridges' countries according to the field survey*

Below are some summary considerations relating to the field investigations carried out by the Latin American partners.

Tourism system has changed and continues to do so constantly. Tourists have become more critical when choosing destinations and accommodations and are more demanding regarding safety, hygiene, and quality of service standards. They quickly share their experiences on social media, and the impact is instant.

The **factors impacting on tourism** are several:

- demand adjustments, new critical spirit of tourists, product/process innovations, technological, regulatory factors, globalization, labour costs, delocalization, etc. tourists today have a more critical spirit; they demand more genuine products. They are not just looking for what you offer, but how you present your services to provide a memorable tourism experience. In this context, the role of organizations needs to be increasingly active, more present on social networks, and more competitive in the field
- dynamic of sector. Air fares are dynamic, hotel fares are dynamic, everything is dynamic. Everything is changing ...
- the period of travel, less seasonability after pandemic. It's as if many people have stayed with that dynamic of coming when there are few people (as in pandemic period), maybe planning their trips a little bit when high seasons are near, but before, right, vacation
- technological development has significantly streamlined processes in the hospitality industry. Control systems, administrative tools, and data analysis have simplified work, enhanced sales, and improved pricing strategies. Travelers now have immediate access to global information, allowing them to compare prices and book accommodations from any device, reducing reliance on third parties. Technology benefits both clients and companies by enabling more precise market targeting and differentiation of services. It has revolutionized operations, from digital room access to enhanced security with surveillance systems. Additionally, tasks like reservations, check-ins, and check-outs can now be managed online. Even in education, technology has expanded possibilities with hybrid learning, broadening the scope beyond traditional in-person formats
- growth of social networks: all the information that is on the networks, on the Internet, is overwhelming. They helped traveling become a more democratic thing in the sense that it is less expensive to travel than before
- types of places that became quite fashionable as rural area with accommodation and typical food or the wine routes that are becoming more demanded than hotels
- increased competition, customers are faced with a greater number of offers and services and are looking for a better quality-price ratio, because of social network
- the introduction of artificial intelligence to all spheres of life, which leads to finding a more educated and demanding demand, which implies that the offer must be at the level of its market
- lack of government policies that modify and support the tourism system
- labour costs have been increasing, because the standard of living in the countries has also been increasing
- intergenerational travel is becoming more marked (for example, grandmothers are traveling with mothers and granddaughters); also, more and more women traveling without men

- tourism is more inclusive, with **more diverse tourism** in the broadest sense. Previously society has always changed from before we saw LGBTQ+ relationships that have always existed throughout the history of mankind, but they had never been as visible as they are now
- increasingly difficult to hire staff.

A common perception is that students/young are not ready face that kind of challenges once they finish their studies. Young people are not adequately prepared in the classroom because:

- a lack of joint work between training institutions and the world of work
- they study tourism perhaps because it is related to travel to beautiful or exotic places “but not because they know what is really involved”
- there are not short courses
- the lack of general cultural and knowledge about attractions and cultural resources
- the lack of commitment.

### 9.3. *Gaps in VET dual education offers compared to market demands assessed to design a Pre-Apprenticeship Program*

Tourism business system believes<sup>7</sup> that **soft skills** are very important and useful, and these have to be trained during a **pre-apprenticeship course**.

Another very appreciated skill to be trained before an apprenticeship experience is the ability to “speak the mother tongue”, evidently linked to the ability to relate well with customers and collaborators whose prerequisite lies precisely in the ability to express oneself and correctly understand the concepts. In any case, this is a data consistent with a pre-apprenticeship path often aimed at young people who leave school prematurely and who, therefore, may have difficulty expressing themselves correctly even in their mother tongue. Naturally, the ability to speak a language other than that of one's own country (certainly the English language) is also very appreciated.

As regards the **skills that are required of incoming apprentices**, are strictly related to the “commitment”, often considered as the Achilles’ heel for young people entering the job market: “Plan the work and respect production times coordinated with other functions”, “Assimilate and take ownership of the vision, mission and values on which your company is based” and “Knowing and respecting the rights and duties of workers”. These are symptomatic

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<sup>7</sup> In Bolivia, one of the weaknesses identified by the tourism sector is also related to the need to have Tourism professionals in the organizational structure of the Secretariats, Directorates or Tourism Units of the different decentralized levels of the State, in charge of the application and compliance with the legal framework of the sector in force, as well as other management instruments such as the Good Practices Manuals and quality control, through the application of instruments designed for this purpose.

factors of the need for personnel who are in strong relationship with the company, with its values and its rules. Often, it emerges from the questionnaires as well as from the interviews carried out that entrepreneurs register a low affection of young workers for the company which translates into an almost “inconstant” working relationship, in the lack of punctuality, in the inability to manage stress and in summary management of customer relations. These phenomena risk also influencing the behaviour of those who, instead, would be more faithful and constant. Also, relevant the need of the “**Use digital tools and ICT**” but (in some cases) less important of previous items concerning the relationship between the worker and the company.

Looking at Dual/Vet education programmes in Bridges’ countries, there are not this kind of skills requested by tourism system, but in some cases, we can find the following knowledges that could be related to business needs in tourism sector (as emerged from the survey carried out by the LA partners):

- Basic of knowledge like Mathematics, Experimental Sciences, Humanities, Social Sciences, Communication
- Group Management and Leadership
- Applied Informatics, Information and Communication Technologies, Digital Culture
- English, Portuguese languages.

Evidently, the current VET system does not fully meet the demands of companies, at least those that emerged from the survey carried out by the partners of the BRIDGES project.

Labour markets across the world are constantly changing and young people need a wide range of skills in order to build sustainable, successful and rewarding careers. The surveys carried out confirm that in BRIDGES’ countries, where employers often perceive that youth lack basic workforce skills, pre-apprenticeship programs could have a significant impact on both the effectiveness of apprenticeship programs and, importantly, employers’ openness to taking on apprentices.

Therefore, from the analyses carried out it emerges that an apprenticeship path in tourism (and, even more so, a work placement path) can be activated if there are **four types of skills**:

- **soft skills**, such as to create the conditions for affection for the company and the sector
- **organizational-managerial skills/transversal skills**, independent of belonging to the sector (e.g. “time management”, “respect the rights and duties of workers”)
- **digital skills**, at least at basic level, to be prepared for the future acquisition of more specialized skills
- **language skills**, starting from knowledge of the mother tongue as well as another foreign language (English primarily but not only).

## ANNEX 1 – COMPARATIVE TABLES

The first result is a comparative table (Table 1) of the main findings, the state of tourism, and the perspectives on dual learning in the three analyzed countries. The purpose of this first result is to identify similarities among Mexico, Bolivia, and Argentina, to pinpoint shared challenges and prioritize actions.

The second result (Table 2) is a second comparative table showing the different subjects offered by country in tourism education. This table highlights subjects identified in the surveys of Table 1 where the industry suggested focusing more attention. The results are presented below.

The following comparative table shows the main findings regarding dual education tasks across the three Countries:

### General Comparison:

- **Key Stakeholders:** The key stakeholders include educational institutions, tourism associations, public institutions, and tourism sector employers.
- **Structure and Regulatory Framework for Dual Education:** It is crucial for all three countries to establish and regulate dual education frameworks to understand the terms of work, application, and adaptation.
- **Role of the Industry:** All three countries agree that the role of the industry is prominent in food and beverages, and accommodation. Participating companies are motivated to engage in dual education (DE), primarily due to the presence of qualified technicians.
- **Current Tourism Employment Situation:** The countries agree that the current state of DE is more developed at the higher education level. Most respondents are already working while studying, participate in tourism sector activities outside of school, and view volunteering as a fundamental part of their training. However, they note that although the school-based education provided is adequate or sufficient, more practical experience is needed. They also believe that the main reason for not being hired is lack of experience, and they emphasize the importance of continued education.
- **Main Findings in Dual Education:** Key findings for implementing dual education include the importance of students being able to complement formal studies with additional activities that add value to their professional development. Interviewed institutions identified a need for training in soft skills (leadership, communication skills, public speaking), as well as in entrepreneurship, management of technology systems specific to the tourism sector, and English language skills. There is also a highlighted need to adapt to new technologies and updated educational programs.

Regarding new professional roles, these should include digital communication and offer more personalized and experiential services. Additionally, there is an urgent need to review and update educational and professional training programs to ensure they adapt to current and future trends. Entrepreneurs, according to interview findings, suggest forming alliances between the educational and business sectors, creating working groups to jointly develop curricula that meet current sector needs, and developing professional practices considering the characteristics of the business sector.

**Table 1.**

| Areas                                                        | Argentina                                                                                                                                                                                                                                                                    | Bolivia                                                                                                                                                                                                                                                                                                                                                                                                                      | Mexico                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Main stakeholders:</b>                                    | Tourism sector associations, vocational training institutions, government bodies (Secretariat of Tourism, Environment and Sports, Secretariat of Tourism of La Plata, Secretariat of Sports and Tourism of Rosario, ETUR), and government agencies responsible for education | Educational institutions, tourism associations, public institutions, and museums.                                                                                                                                                                                                                                                                                                                                            | Vocational training institutions (CONALEP, CECyTEO, and CBTIS), tourism sector associations, and employers: Employers in the tourism sector include hotels, restaurants, travel agencies, airlines, leisure companies, business associations, tourism and hospitality companies, and national government agencies. |
| <b>Structure and regulatory framework for dual education</b> | <b>NO.</b> In Argentina, there is no formal legal framework for dual education, but there are some programs that integrate paid professional internships in companies, regulated by Law 26.427.                                                                              | <b>YES.</b> The regulatory framework for the Vocational Education and Training (VET) system in Bolivia is shaped by various laws and regulations that encompass different levels of government. At the national level, key laws include the Education Law No. 070/2010 and the General Tourism Law No. 292/2012, which link the development of technical education with productive development and the promotion of tourism. | <b>YES.</b> In Mexico, the regulatory framework for the national Dual Education system is based on the General Education Law, as well as specific regulations issued by the Secretariat of Public Education (SEP), including Article 44 and Article 45 of the General Education Law (LGE).                         |
| <b>Industry roll</b>                                         | Food and Beverages, Accommodation, Convention and Meeting Planning, and Recreation."                                                                                                                                                                                         | The most related sector to tourism are commerce, hospitality, and catering, which represent an average of 31% of total tourism employment.                                                                                                                                                                                                                                                                                   | The five economic sectors with the largest share are: Temporary accommodation and food and beverage services (12%), Professional, scientific, and technical services (9%), Automotive and transportation industry (9%), Food industry (7%), and Wholesale or retail trade (5%).                                    |

| Areas                                          | Argentina                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Bolivia                                                                                                                                                                                                                                                                                                | Mexico                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                        | <p>The top five specializations in vocational education are: Accounting, Management, Programming, Food and Beverages, and Industrial Electromechanics.</p> <p>The participating companies are motivated to engage in vocational education primarily to have qualified technicians (40%), to be a socially responsible company (29%), to improve staff quality (14%), to enhance company productivity (11%), to retain employees by training them from a young age (4%), and to save on recruitment, selection, and training costs (2%).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Current Employment Situation in Tourism</b> | <ul style="list-style-type: none"> <li>• 78% of the sample is studying to obtain a bachelor's degree, while the rest are in technical programs. 17.2% were pursuing a higher technical qualification.</li> <li>• 66.7% work while studying, with 43.7% doing so in tourism-related jobs.</li> <li>• 70% participate in extracurricular activities related to tourism, with 50% dedicating 1 to 3 hours per week to these activities.</li> <li>• 61.6% of participants reported that their educational institutions offer internships, though these are unpaid, and nearly 40% do not offer internships at all; only 17.1% offer paid internships.</li> <li>• 40% of academic units do not offer volunteer opportunities, even though more than 80% consider it important for their</li> </ul> | <ul style="list-style-type: none"> <li>• 60% of the population aged between 17 and 29 does not have access to stable and paid employment.</li> <li>• This group has a low technical and professional skill level.</li> <li>• There is a dropout from studies to support the family economy.</li> </ul> | <ul style="list-style-type: none"> <li>• 9 out of 100 students drop out of school before completing the school cycle.</li> <li>• Public education has a student enrollment rate 5.7 times higher than private education.</li> <li>• 39.7% (15 million) of young people are engaged in some form of work.</li> <li>• Young people with a high school education face a 76% difficulty in finding employment, those with technical qualifications face a 75% difficulty, those with higher education (bachelor's degree) face an 83% difficulty, and those with postgraduate degrees face a 79% difficulty in finding employment (ManpowerGroup, 2020).</li> <li>• Surveyed young people consider the main reason for not being hired is a lack of experience (56%), followed by knowledge of English or another language (19%), lack of technical skills (certifications, software, etc.) (14%), and lack of soft skills such as communication, leadership, teamwork, etc. (4%). 93% of respondents have worked in the past, but 32% have less than one year of experience.</li> </ul> |

| Areas                                  | Argentina                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Bolivia                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mexico                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | <p>professional development. 41.9% of respondents indicated that their educational institutions prepare them 'adequately'.</p> <ul style="list-style-type: none"> <li>99% of respondents considered that sustainable tourism is a central aspect for professionals in the sector, highlighting ecotourism, rural tourism, and community tourism.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>78% of companies and 75% of campuses agree that the training received to deliver and implement dual vocational training is adequate.</li> <li>Good customer service and creativity and innovation in the services offered are also highlighted as needs.</li> <li>The importance of continuous training and staying updated on new market trends and traveler preferences is emphasized.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Main Findings in Dual Education</b> | <ul style="list-style-type: none"> <li>Most of the population with access to dual education opportunities is at the undergraduate level.</li> <li>It is important for students to complement their formal studies offered by academic institutions with additional activities that add value to their professional development.</li> <li>Students are willing to engage in volunteer activities if their educational institutions offer them.</li> <li>There are mismatches between the competencies taught and the demands/needs of the industry.</li> <li>Often, the competencies provided by vocational education and training (VET) are outdated in many aspects.</li> <li>The suggested areas for training in tourism include those related to Costs, Finance, Accounting,</li> </ul> | <ul style="list-style-type: none"> <li>The existence of technical tourism careers is unknown to both the public and private sectors, and therefore they do not turn to these careers to have sector professionals among their staff.</li> <li>Both professors and academic secretaries from 50% of the interviewed institutes identified the need for training in soft skills (leadership, communication skills, public speaking), as well as in entrepreneurship and management of technology systems specific to the tourism sector.</li> <li>There is an emphasis on the need to generate tracking data for tourism careers to identify mismatches</li> </ul> | <ul style="list-style-type: none"> <li>The pre-apprenticeship program called 'Pre Dual' in Coahuila and Guanajuato: The elements highlighted in this program with an occupational focus included socio-emotional skills, applications of mathematics, introduction to organization, manual skills in metalworking, mechanical representation, and production processes.</li> <li>In the Dual Education system in Mexico, collaboration between educational institutions and the tourism industry is essential to ensure the relevance and quality of training programs. They collaborate in developing curricula and internships.</li> <li>Educational programs often do not reflect the reality of working in tourism.</li> <li>Regarding new professional roles, they must manage digital communication and offer more personalized and experiential services.</li> <li>There is a need to adapt to new travel trends. Post-pandemic, a growth gap was identified in the tourism sector, both in</li> </ul> |

| Areas | Argentina                                                                                                                                                    | Bolivia | Mexico                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | <p>Management, Marketing, among others, closely followed by Social Sciences (Anthropology, Psychology, Sociology, History, Geography, Art, Legislation).</p> |         | <p>physical and technological infrastructure, due to the need to adapt facilities to health requirements and develop new customer service methods.</p> <ul style="list-style-type: none"> <li>• There is a need to adopt new technologies, including the use of social media, marketing, software, and platforms, etc.</li> <li>• Among the necessary competencies are proficiency in languages, soft and digital skills, customer experience management, sustainability, adaptability to market changes, as well as knowledge in general culture, history, and regional geography.</li> <li>• Among the identified mismatches are the lack of language training, particularly in English, in digital technologies applied to tourism, insufficient training in sustainability, and the absence of programs that promote soft skills such as leadership, teamwork, emotional management, and problem-solving.</li> <li>• There is an urgent need to review and update education and vocational training programs to ensure they adapt to current and future trends.</li> <li>• According to the findings from the interviews, entrepreneurs suggest creating partnerships between the educational and business sectors, establishing working groups to collaboratively develop curricula that meet the current needs of the sector, and designing professional practices that consider the characteristics of the business sector.</li> </ul> |

| Areas                                      | Argentina                                                                                                                                                                                                                                                                                                                                 | Bolivia                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Mexico                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Challenges</b>                          | Dual education in Argentina faces challenges related to updating educational content and a lack of access to volunteer opportunities and paid internships. There is also a disconnect between the skills taught and the actual needs of the labor market. Additionally, economic barriers and transportation obstacles are also observed. | <ul style="list-style-type: none"> <li>• <b>Unemployment</b></li> <li>• Bolivia faces issues with a lack of infrastructure and resources in the education sector. Institutions do not have a formal system to adjust training programs to market demands. Additionally, the country has a high youth unemployment rate, indicating an urgent need to improve training and job opportunities.</li> <li>• There is no tracking of graduates from institutions, so there is no information on mismatches in vocational training that could be identified</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Unemployment</b></li> <li>• The expansion of the dual education model in Mexico faces obstacles such as the lack of a higher-level regulatory framework, as well as the need for greater collaboration between businesses and the education sector to ensure the relevance of programs.</li> <li>• In Mexico, in terms of dual education and human capital, there is a need to systematize a set of best practices with the various involved companies to reduce the gap of social inequality (Consultative Forum, 2018).</li> <li>• Challenges of adaptation and adjustment</li> <li>• Generate a dialogue with productive sectors to involve them in the implementation of the model</li> <li>• Adjust gender stereotypes</li> </ul>                                            |
| <b>Best Practices and Relevant Project</b> | <ul style="list-style-type: none"> <li>• The Greenest Hotels Program</li> <li>• National Gastronomic Tourism Map - Cocin.AR Certification</li> <li>• Certification Systems - CS</li> <li>• Rural Towns Label - CFT - Federal Tourism Council</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>• Orientation towards promoting local tourism policies and protecting community tourism.</li> <li>• Formulate and approve tourism policies aimed at fostering the development of sustainable tourism in accordance with environmental and biodiversity laws.</li> <li>• Develop and implement programs and projects that contribute to facilitating community-based enterprises.</li> </ul>                                                                                                                               | <ul style="list-style-type: none"> <li>• Enjoy Mexico, Smile for Mexico, Maya Train, Mexico's Tourism Regionalization Model, Anchor Tourist Products, Reencounter with My Roots, Tourist Market, Magical Towns Market, Consolidation Project for Routes and Magical Towns of Oaxaca. The Oaxaca Tourism Advisory Council. Inclusion badges such as: Accreditation Program for Tourism Professionals oriented towards the LGBTTTTQIA market. The Clean Point Program.</li> <li>• Research and Development Center for Work Training (CIDFORT).</li> <li>• ICAPET has 13 Training Units and 4 Mobile Actions, through which it offers training courses to the people of Oaxaca. These courses are adapted to the needs of the localities in the eight regions of the state, with the aim of training men and women to</li> </ul> |



| Areas | Argentina | Bolivia | Mexico                                      |
|-------|-----------|---------|---------------------------------------------|
|       |           |         | access the labor market or self-employment. |

- Note: The green selection highlights the areas that are common among the selected countries.

## Main Findings on Subjects and Skills for Professionals in the Tourism Industry

Table 2 presents a comparative overview of the subjects offered in the tourism sector by Country. The table highlights subject that Table 1 suggests should be developed. According to Table 1, in all three analyzed countries, it is important for students to complement their formal studies with additional activities that add value to their professional training. Both students and businesses are willing to undertake this. Moreover, most students are currently working or have worked during their studies, suggesting the integration of subjects that promote fieldwork or simulate contextualized tourism scenarios.

Another important aspect is the language and the promotion of soft skills across all countries' results, as well as a focus on sustainable development and new forms of customer interaction, such as creating experiences and adapting to new trends and inclusivity. A useful subject could be "Support for the Management of Ecotourism Services for Sustainable Development" (Mexico). It is also suggested to develop tools that enhance soft skills, such as "Leadership and Productive Entrepreneurial Spirit" suggested by Bolivia or "Strategic and Operational Marketing" from Argentina.

Another finding from Table 1 where all the analyzed countries agree is the need to update study subjects, which in some cases are not adequately contextualized or do not reflect actual outcomes. Therefore, it is recommended that businesses, schools, and organizations collaborate to develop an appropriate educational offering.

Finally, companies in the different countries pointed out that professionals need more training in marketing and adaptation to the needs of digital tourism. Integrating subjects on problem-solving and digital technologies is important for Mexico, Bolivia, and Argentina.

Although the subjects currently taught were evaluated as adequate or sufficient from the perspective of businesses, soft skills, language proficiency, digital tools, and marketing are areas that businesses suggest should receive greater focus:

- Organizational and transversal management skills, regardless of the sector (e.g., "time management," "respect for workers' rights and duties").
- Digital skills, at least at a basic level, to prepare for the acquisition of more specialized competencies in the future.
- Language skills, starting with proficiency in the native language as well as a foreign language (primarily English, but not exclusively).

Table 2

|           | Argentina                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Bolivia                                                                                                                                                                                                                                                                                                                                                               | Mexico                                                                                                                                                                                                                                                                                                                           |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Program   | The Technical Program in Hotel Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Advanced Technician in Tourism                                                                                                                                                                                                                                                                                                                                        | Technical Career in Hotel Services                                                                                                                                                                                                                                                                                               |
| Objective | The Technical Program in Hotel Management is designed for individuals interested in developing a professional career in the hospitality sector. It is aimed at secondary school graduates who wish to enter the hospitality industry directly, professionals already working in the industry who want to advance their careers or acquire new skills, individuals seeking a career change and entry into the field of hospitality and hotel management, and those interested in specific roles within the hotel industry, such as hotel management, front desk operations, food and beverage management, event management, among others. | To train professionals with integrity, ethical and moral values, committed to society and the community, who can develop innovative tourism ventures and products, and managing services to meet the needs of society and the community. This involves applying tourism policies and valuing the cultural and natural heritage of the Plurinational State of Bolivia. | The training provided by the Technical Career in Hotel Services enables graduates, through the integration of knowledge from various fields, to carry out activities aimed at meeting the demand for hotel services.                                                                                                             |
| Topics    | <b>General Subjects (total)</b> <ol style="list-style-type: none"> <li>1. Introduction to Tourism</li> <li>2. Social Psychology</li> <li>3. Research Methodology</li> <li>4. English I</li> <li>5. English II</li> <li>6. English III</li> <li>7. Environmental Conservation</li> </ol> <b>B. Professional Subjects (total)</b>                                                                                                                                                                                                                                                                                                          | <ol style="list-style-type: none"> <li>1. Basic Principles of Tourism</li> <li>2. Tourist Safety and First Aid</li> <li>3. Cultural and Natural Heritage of Bolivia</li> <li>4. Design of Tourist Products</li> <li>5. Information Technologies Applied to Tourism</li> <li>6. Geography of Tourism</li> <li>7. Native Language</li> </ol>                            | <ol style="list-style-type: none"> <li>1. Algebra</li> <li>2. Chemistry I</li> <li>3. Information and Communication Technologies</li> <li>4. Logic</li> <li>5. Reading, Oral and Written Expression I</li> <li>6. English I</li> <li>7. Geometry and Trigonometry</li> <li>8. Reading, Oral and Written Expression II</li> </ol> |

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|  | <ol style="list-style-type: none"> <li>1. Statistics: 64 hours</li> <li>2. Events and Conferences</li> <li>3. Cleaning</li> <li>4. Reception and Concierge</li> <li>5. Hotel Organization</li> <li>6. Information Technology</li> <li>7. Human Resources</li> <li>8. Food and Beverage I</li> <li>9. Leisure and Socio-Cultural Animation</li> <li>10. Applied Accounting and Financial Mathematics</li> <li>11. Expenses and Purchasing</li> <li>12. Market Studies</li> <li>13. Management of Hotel and Tourism Businesses</li> <li>14. Marketing of Hotel and Tourism Products</li> <li>15. Food and Beverage II</li> <li>16. Accommodation Systems</li> <li>17. Design, Environment, and Safety</li> <li>18. Legislation</li> </ol> <p><b>C. Mandatory Professional Practice Modules (total)</b></p> <ol style="list-style-type: none"> <li>1. Institutional Definition Space</li> <li>2. Professional Practice I</li> <li>3. Professional Practice II</li> <li>4. Institutional Definition Space II</li> </ol> | <ol style="list-style-type: none"> <li>8. English I</li> <li>9. Topics</li> <li>10. Museology</li> <li>11. Tourism Planning and Management</li> <li>12. Tourism Regulation and Policy</li> <li>13. Group Management and Leadership</li> <li>14. Sustainable Community Tourism</li> <li>15. Statistics Applied to Tourism</li> <li>16. English II</li> <li>17. Tourism Entrepreneurship</li> <li>18. Modules</li> <li>19. Hospitality Management</li> <li>20. Ecotourism</li> <li>21. Innovation and Management of Tourism Projects</li> <li>22. Travel and Tourism Agency</li> <li>23. Gastronomic Management and Organization of Tourism Events</li> <li>24. English III</li> </ol> | <ol style="list-style-type: none"> <li>9. Chemistry II</li> <li>12. Chemistry III</li> <li>13. English II</li> <li>14. Analytic Geometry</li> <li>15. Biology</li> <li>16. Ethics</li> <li>17. English III</li> <li>18. Differential Calculus</li> <li>19. Physic</li> <li>20. Ecology</li> <li>19. English IV</li> <li>20. Physics II</li> <li>21. Science, Technology, Society, and Values</li> <li>22. Integral Calculus (Preparatory Component)</li> <li>23. English V (Preparatory Component)</li> <li>24. Probability and Statistics (Preparatory Component)</li> <li>25. Professional Subjects (total)</li> <li>26. Guides clients with information about tourism services.</li> <li>27. Assists guests in the room division area.</li> <li>28. Prepares food and beverages using basic techniques.</li> <li>29. Provides food and beverage service in accommodation centers.</li> <li>30. Assists in the organization and execution of business, social, and cultural events.</li> <li>31. Mandatory Professional Practice Modules (total)</li> <li>32. Preparatory Subject (Physics - Mathematics, Economics -</li> </ol> |
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|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                  | Administration, Chemistry - Biology, Humanities and Social Sciences)<br>33. Preparatory Subject (Physics - Mathematics, Economics - Administration, Chemistry - Biology, Humanities and Social Sciences)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Program</b>   | <b>Advanced Technician in Gastronomic Services</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Advanced Technician in Gastronomy</b>                                                                                                                                                                                         | <b>Technical Career in Ecotourism</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Objective</b> | The Advanced Technician in Gastronomic Services is a professional skilled in the organization, administration, planning, control, and advisory of gastronomic services of all types and sizes, as well as those related to the provision of prepared food. The program for the Advanced Technician in Gastronomic Services is aimed at individuals interested in pursuing a career in the gastronomic industry, high school graduates who wish to enter the food and beverage (F&B) industry directly, professionals already working in the sector who want to advance their careers or acquire new skills, individuals seeking a career change and entry into the F&B field, and those interested in specific roles within the industry, such as restaurant management, food and beverage management, public dining management, and event planning for F&B, among others. | To train well-rounded professionals with ethical and moral values, committed to society and the community, who can develop innovative gastronomic ventures and managing services to meet the needs of society and the community. | The Technical Career in Ecotourism provides professional skills that enable graduates to perform activities based on the needs identified in the tourism industry, which generates significant economic flow. The nature-based tourism modality, Ecotourism, holds great potential for our country in the future. A fundamental part of the ecotourism program includes productivity and employability skills that allow graduates to enter the demanding job market effectively.<br><br>Therefore, they must also be adept in this context to demonstrate what they have learned in the classroom. Globalization is a crucial aspect of these skills, as there has been a growing global ecotourism activity that graduates will need to navigate and leverage the competitive advantages of their locality, state, and/or region to achieve universal quality standards and provide high-quality service. |

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

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| <b>Topics</b> | <ol style="list-style-type: none"> <li>General Subjects (in total)</li> <li>Gastronomic Facilities and Equipment: Use and Maintenance</li> <li>Computer Science</li> <li>Event Organization</li> <li>Menu, Restaurant Design, and Ambience</li> <li>Accounting</li> <li>Legislation and Personnel Management</li> <li>Marketing</li> <li>Public Relations and Conferences</li> <li>Organization and Management of Gastronomic Enterprises</li> <li>Accounting and Financial Control</li> <li>Professional Subjects (in total)</li> <li>Service Planning and Organization</li> <li>Best Practices for Food Preparation</li> <li>Nutrition and Raw Materials</li> <li>Basic Cooking and Service</li> <li>Bakery and Pastry</li> <li>Argentine and Latin American Cuisine</li> <li>International Cuisine</li> <li>Oenology and Bartending</li> <li>Pastry</li> <li>Culinary Arts</li> <li>Food and Beverage Management</li> <li>Gastronomic Quality Management</li> <li>Mandatory Professional Practice Modules (in total)</li> </ol> | <ol style="list-style-type: none"> <li>Food Security, Occupational Safety, and the Environment</li> <li>English</li> <li>Culinary Techniques and Gastronomy History</li> <li>Basic Procedures in Pastry, Confectionery, and Bakery</li> <li>Information Technology Applied to Gastronomy</li> <li>Nutrition and Dietetics</li> <li>Organization and Management of Food and Beverages</li> <li>Catering, Etiquette, and Protocol</li> <li>Topics</li> <li>Technical French</li> <li>National Gastronomy</li> <li>Confectionery and Bakery</li> <li>International Gastronomy</li> <li>Bakery</li> <li>Productive Entrepreneurial Spirit</li> <li>Modules</li> <li>Creative Cooking</li> <li>Bar and Mixology</li> <li>Oenology and Pairing</li> <li>Events, Banquets, Garnishing</li> <li>Gastronomic Marketing</li> <li>Gastronomic Industry and Specialties</li> <li>Graduation Modality Workshop</li> </ol> | <ol style="list-style-type: none"> <li>Algebra</li> <li>Chemistry I</li> <li>Information and Communication Technologies</li> <li>Logic</li> <li>Reading, Oral and Written Expression I</li> <li>English I</li> <li>Geometry and Trigonometry</li> <li>Reading, Oral and Written Expression II</li> <li>Chemistry</li> <li>English II</li> <li>Analytic Geometry</li> <li>Biology</li> <li>Ethics</li> <li>English III</li> <li>Differential Calculus</li> <li>Physics I</li> <li>Ecology</li> <li>English IV</li> <li>Physics II</li> <li>Science, Technology, Society, and Values</li> <li>Integral Calculus (Preparatory Component)</li> <li>English V (Preparatory Component)</li> <li>Probability and Statistics (Preparatory Component)</li> <li>Philosophy Topics (Preparatory Component)</li> <li>Professional Subjects (in total)</li> <li>Apply Environmental Education to Sustainable Development</li> <li>Support the Administration of</li> </ol> |
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|                  | 26. Institutional Definition Space<br>27. Professional Practice I<br>28. Professional Practice II<br>29. Institutional Definition Space II<br>30. Professional Practice III<br>31. Institutional Definition Space III                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                      | Ecotourism Services for Sustainable Development<br>28. Assist in the Coordination of Ecotourism Services for Sustainable Development<br>29. Manage the Marketing and Financial Resources of Ecotourism Services<br>30. Collaborate in the Development of Ecotourism Projects and Programs for Sustainable Development<br>31. Mandatory Professional Practice Modules (in total)<br>32. Preparatory Subject (Physics - Mathematics, Economics - Administrative, Chemistry - Biological, Humanities and Social Sciences)<br>33. Preparatory Subject (Physics - Mathematics, Economics - Administrative, Chemistry - Biological, Humanities and Social Sciences) |
| <b>Program</b>   | <b>Advanced Technician in Tourism</b>                                                                                                                                                                                                                                                                                                                                             | <b>Tourist Guide Technician</b>                                                                                                                                                                                                                                                                                                      | <b>Tourism Industry (Career Guidance)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Objective</b> | <p>The Higher Technician in Tourism Program is designed for students interested in the tourism sector who wish to develop skills in managing and organizing tourism activities. This academic program lasts three years and focuses on providing students with the knowledge necessary to succeed in the tourism industry.</p> <p>The entry profile for this academic program</p> | <p>To train well-rounded professionals with ethical and moral values, committed to society and the community, capable of providing tourist guidance to meet the needs of society and the community. This involves applying tourism policies and valuing the cultural and natural heritage of the Plurinational State of Bolivia.</p> | <p>To structure a tourism project by analyzing the natural, cultural, gastronomic resources, and available tourism services in the context, in order to contribute to the economic development of the locality while promoting respect for multiculturalism.</p> <p>This should be done in accordance with the Technical Competency Standards (NTCL) and the Official Mexican Standards for Tourism</p>                                                                                                                                                                                                                                                       |

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|               | is aimed at students who have completed high school or have technical studies in areas related to tourism.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | (NOMTUR), fostering collaborative and reflective teamwork, self-learning, leadership, and innovation. This approach will enable students to develop in various areas of the tourism field or related contexts upon completion of their training, through their involvement at the state, regional, and/or national levels, all while adhering to sustainability and environmental stewardship.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Topics</b> | <ol style="list-style-type: none"> <li>1. State, Society, and Work</li> <li>2. ICTs (Information and Communication Technologies)</li> <li>3. English I</li> <li>4. English II</li> <li>5. English III</li> <li>6. Portuguese I</li> <li>7. Portuguese II</li> <li>8. Research Methodology</li> <li>9. Research on Deontology</li> <li>10. Project Formulation and Evaluation</li> <li>11. Human Rights</li> <li>12. Strategic and Operational Marketing</li> <li>13. Professional Subjects (in total)</li> <li>14. Tourist Resources I</li> <li>15. Hospitality</li> <li>16. Tourism I</li> <li>17. Travel Agency Management</li> <li>18. Recreation Management</li> <li>19. Tourism II</li> <li>20. Tourist Resources</li> <li>21. Accessible Tourism</li> </ol> | <ol style="list-style-type: none"> <li>1. Basic Principles of Tourism</li> <li>2. Tourist Safety and First Aid</li> <li>3. Cultural and Natural Heritage of Bolivia</li> <li>4. Design of Tourist Products</li> <li>5. Information Technologies Applied to Tourism</li> <li>6. Topics</li> <li>7. Geography of Tourism</li> <li>8. Tourism Regulation and Policy</li> <li>9. Leadership</li> <li>10. Sustainable Community Tourism</li> <li>11. English I</li> <li>12. Modules</li> <li>13. Museology</li> <li>14. Native Language</li> <li>15. Productive Entrepreneurial Spirit</li> <li>16. Group Management</li> <li>17. English II</li> <li>18. Modules</li> <li>19. Statistics Applied to Tourism</li> <li>20. Ecotourism</li> <li>21. Tourism Planning and Management</li> </ol> | <ol style="list-style-type: none"> <li>1. Matter and Its Interactions</li> <li>2. Social Sciences I</li> <li>3. Digital Culture I</li> <li>4. Mathematical Thinking I</li> <li>5. Language and Communication I</li> <li>6. English I</li> <li>7. Humanities I</li> <li>8. Research Laboratory</li> <li>9. Expanded Curriculum</li> <li>10. Energy Conservation and Its Interactions with Matter</li> <li>11. Social Sciences II</li> <li>12. Digital Culture II</li> <li>13. Mathematical Thinking II</li> <li>14. Language and Communication II</li> <li>15. English II</li> <li>16. Humanities II</li> <li>17. Science Workshop I</li> <li>18. Expanded Curriculum</li> <li>19. Ecosystems: Interactions, Energy, and Dynamics</li> <li>20. Mathematical Thinking III</li> <li>21. Language and Communication III</li> <li>22. English III</li> </ol> |

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|  | 22. Tourism Information Systems<br>23. Hotel Management<br>24. Tourism Legislation<br>25. Gastronomic Services<br>26. Tourism III<br>27. Mandatory Professional Practice Modules (in total)<br>28. Professional Practice I<br>29. Professional Practice II<br>30. Professional Practice III | 22. English III<br>23. Graduation Modality Workshop | 23. Humanities III<br>24. Science Workshop II<br>25. Expanded Curriculum<br>26. Chemical Reactions: Matter Conservation in the Formation of New Substances<br>27. Historical Awareness I: Perspectives from Ancient Mexico. Global Contexts<br>28. Social Sciences III<br>29. Digital Culture Workshop<br>30. Selected Topics in Mathematics<br>31. Literary Thinking<br>32. English IV<br>33. Space and Society<br>34. Expanded Curriculum<br>35. Energy in Everyday Life Processes<br>36. Historical Awareness II: Mexico During Capitalist Expansionism<br>37. Etymologies<br>38. (Elective Subjects at UAC)<br>39. (Elective Subjects at UAC)<br>40. (Elective Subjects at UAC)<br>41. (Elective Subjects at UAC)<br>42. Expanded Curriculum<br>43. Organisms: Structures and Processes. Heredity and Evolution<br>44. Historical Awareness III: The Current Reality in Historical Perspective<br>45. Selected Topics in Mathematics II<br>46. (Elective Subjects at UAC)<br>47. (Elective Subjects at UAC)<br>48. (Elective Subjects at UAC)<br>49. (Elective Subjects at UAC) |
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|                  |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                             | 50. Expanded Curriculum<br>51. Professional Subjects (in total)<br>52. Trends in Accommodation Services<br>53. Fundamentals and Theory of Tourism<br>54. Travel Operations and Organization<br>55. Geography of Tourism and Heritage<br>56. Organization of Tourism Events<br>57. Food and Beverages I<br>58. Tourism Entrepreneurship and Innovation<br>59. Food and Beverages II<br>Mandatory Professional Practice Modules (in total) |
| <b>Program</b>   | <b>Tour Guides</b>                                                                                                                                                                                                                                                                                                               | <b>Higher Technician in Languages, specializing in Tourism</b>                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Objective</b> | The Tour Guides Program is aimed at students interested in the tourism sector who wish to develop skills in interpreting heritage through innovative tourist circuits. The entry profile for this academic program is directed at students who have completed high school or have technical studies in areas related to tourism. |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Topics</b>    | 1. Voice Expression and Care Workshop<br>2. English I<br>3. Portuguese I<br>4. Computer Science<br>5. English II<br>6. Portuguese I<br>7. First Aid<br>8. Applied Computer Science:                                                                                                                                              | 1. English Phonetics<br>2. French I<br>3. Spanish Grammar<br>4. English I<br>5. Tourism Theory<br>6. History and Geography of Bolivia<br>7. Topics<br>8. French Phonetics I<br>9. French II |                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|  | Guidemaps System, Google Earth Pro<br>9. Integrated Techniques for Heritage Interpretation<br>10. English III<br>11. Portuguese III<br>12. English IV<br>13. Portuguese IV<br>14. Professional Subjects<br>15. Introduction to Tourism<br>16. Circuit Programming<br>17. Coordination, Dynamics, and Recreation of Groups<br>18. Guiding Theory and Techniques<br>19. Legal Regulation of Tourism Activities<br>24. Geography of global tourism<br>25. Global Tourist Destinations and Heritage<br>26. Tourist Geography of Mercosur<br>27. Tourist Destinations and Heritage of Mercosur<br>28. Tourist Geography of Argentina<br>29. Regional Tourist Geography<br>30. Regional Tourist Destinations and Heritage<br>31. Tourist Services, Accommodation, and Gastronomy<br>32. Accessible Tourism<br>33. Tourist Services: Transport and Travel Agencies<br>34. Local Tourist Geography<br>35. Local Tourist Destinations and Heritage | 10. Spanish Grammar II<br>11. English Grammar I<br>12. English II<br>13. Historical and Cultural Heritage of Bolivia<br>14. Modules<br>15. English Phonetics II<br>16. French III<br>17. French Grammar I<br>18. English III<br>19. Orientation Techniques<br>20. Elective II<br>21. Composition in Spanish<br>22. Oral and Written Expression<br>23. Professional Ethics<br>24. Native Language<br>25. Modules<br>26. French Phonetics II<br>27. French IV<br>28. English Grammar II<br>29. English IV<br>30. Planning, Promotion and Development of Tourism<br>31. Practical Orientation Workshop<br>32. Modules<br>33. French V<br>34. French Grammar II<br>35. English V<br>36. Oral and Written production Workshop in French I<br>37. Oral and Written production Workshop in English I<br>38. Optional<br>39. Marketing and Ticket Sales |  |
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| 36. Alternative Tourism<br>37. Tourist Destinations and Heritage of Argentina<br>38. Mandatory Professional Practice Modules (in total)<br>39. Guiding Practice I<br>40. Guiding Practice II<br>41. Guiding Practice III<br>41. Community Social Work<br>42. Community Social Work<br>43. Community Social Work | 40. Communication Skills for Tourism<br>41. French VI<br>42. English VI<br>43. Tourism Project - French Zone<br>44. Tourism Project - English Zone<br>45. French Translation I<br>46. English Translation I |  |
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Note: The green selection highlights the areas that are common among the three countries.