



EcoCampus Project – Green flag for TVET institutions

Innovation and Learning Practice

Bridging Innovation and Learning in TVET (BILT) Project

Submitted by École d'Hôtellerie et de Tourisme Paul Dubrule Cambodia

There is a growing demand from the private sector, government and individuals for the adoption and implementation of sustainable practices and policies within the hospitality and tourism industry. Incorporating eco-friendly elements for sustainable development is, therefore, of paramount importance when preparing future employees for the sector.

To address the demand, **École d'Hôtellerie et de Tourisme Paul Dubrule (EHT)** established an EcoCampus, providing practical TVET training to equip future generations with skills to green the hospitality and tourism industry.

Start date: December 2021

Type of implementing institution: Not for profit/NGO

Funding programme: Regional Economic Development IV Programme by GIZ, Smart & Green TVET by ILO, Regenerate Initiative by ASSET-H&C

Supported and developed by: The Foundation for Environmental Education

Target group: Cambodian youth, employers in hospitality and tourism and local community



École d'Hôtellerie et de Tourisme Paul Dubrulle

The NGO, *Formation et Progrès-Cambodge*, founded the training school, École d'Hôtellerie et de Tourisme Paul Dubrulle (EHT), in 2002. The school's mission is to provide Cambodians, especially vulnerable youth, access to innovative and professional education for careers in the hospitality and tourism industry.

Description of activities

In 2021, through a series of green activities and actions, EHT started to implement the **EcoCampus** programme from the Foundation of Environmental Education (FEE). The EcoCampus programme is an institution-wide approach involving teachers, students and the global community. The initiative incorporates **sustainability competency modules** into hospitality and tourism training for TVET students and integrates green learning into existing school curricula. The EcoCampus employs a student-led approach, overseen by an Eco Committee comprising students and teachers.

As a result of the initiative, the EHT has become the first TVET institution in the world to be awarded the **FEE Green Flag Eco School certification**.

Relevance

What issues is the EcoCampus designed to address?

The EHT identified key challenges facing four stakeholder groups which the EcoCampus was designed to tackle:

TVET students: Lack of knowledge, skills, and positive mindset regarding sustainable practices within the hospitality sector.

TVET staff: Lack of awareness and understanding of how to integrate green elements into learning materials, teach new skills and provide practical training.

Hospitality establishments: Lack of knowledge, support and motivation for establishments to make changes towards more sustainable practices.

Suppliers: Lack of incentive for suppliers to make improvements to shipping, production and supply practices without pressure from eco-conscious hospitality establishments.

What strategies has EHT employed to address these challenges?

The EcoCampus predominantly supports female (65-70%) Cambodian TVET students aged 17-25 years including a high proportion from minority and disadvantaged backgrounds. The programme provides teacher training, and benefits local and regional partners via student outreach and engagement. The EcoCampus follows a **seven-step methodology** with core components outlined below:

Eco Committee: Each year, students are encouraged to join the Eco Committee which is responsible for carrying out an environmental baseline review, making an action plan and monitoring and evaluating progress.

Core themes for this include health, biodiversity, global citizenship, equity/equality, education, resource consumption and water sanitation, pollution/transportation, waste management, and supply chains.

Evolving curriculum: The EcoCampus has a flexible, evolving approach to learning with students and faculty staff working together to identify skills and competencies required for high performance and productivity in hospitality-related occupations. Training is delivered through theory and practical sessions with workplace integration at their core.

Inform and involve: As a result of the EcoCampus, students have the confidence and skills to become change agents for sustainable eco-tourism in their current and future workplaces and across their local communities. Students actively evaluate the sustainability of their internship placements and arrange information sharing and workshops for the wider community.

Green charter: In order to create lasting change, the Eco Committee has established a Green Charter which provides environmental policy guidance to the school and beyond. As a result of the Green Charter, two new policies have been implemented: an eco-charter for the school which staff and students have incorporated into various aspects of their lives including reducing electricity/water consumption and plastic/food waste, installing light sensors, and maintaining an organic garden to provide vegetables for the campus; and a green supply policy which sets out guidance for the school's industry and supply partners to comply with.

Is the EcoCampus part of a wider initiative or goal?

The EcoCampus is complementary to the Cambodian Ministry of Tourism's new curriculum guidelines for green skills and is aligned with the **United Nation's 2030 Agenda for Sustainable Development**.

Added value

What is new about EHT's initiative and how does it differ from similar programmes in Cambodia?

The EcoCampus was originally designed to be implemented in primary, secondary and higher education institutions, but the EHT has become the first institution to implement and adapt it to a local TVET system context. The key distinction from comparable practices lies in its student-led nature, empowering students as pivotal contributors to its execution.

What positive social outcomes has the EcoCampus achieved since inception?

Employment: Providing green skills to students has increased their employability, expanded employment opportunities, and facilitated career evolution. In parallel, by disseminating knowledge, providing training and assisting in implementing EcoCampus initiatives, the programme has fostered enhanced relationships with industry partners in the wider community.

Social development: EHT offers equal opportunities to all students and prides itself on promoting gender equality and accessible learning to disadvantaged groups. The programme also works within local communities, raising awareness of environmental issues and offering support for sustainable management through open events and workshops.

Environmental protection: Both inside and outside of the campus, the programme promotes respect and protection of biodiversity, and has positively impacted resource usage and reduction of single-use plastic.

Transferability

To what extent is this initiative transferrable and what advice can you offer those wishing to replicate it?

The initiative structure is versatile and, as the first global TVET institute with Green Flag Eco School status, EHT has written a [series of guidelines](#) to share with others, including:

Curriculum: Collaborate early with key stakeholders involved in curriculum development to streamline procedures and guarantee successful curriculum integration with EcoCampus components.

Student support: Despite the EcoCampus model being student-led, appointing and training staff members to provide student support and guidance is essential.

Resources: Identify and secure partnerships with local organizations, government departments and international bodies to ensure the necessary funding, equipment and knowledge for the programme to be implemented.

Local community: Engaging in activities with the local community is fundamental for success; building trust and raising awareness through interacting with multiple stakeholders can facilitate this crucial connection.

EHT's initiative 'EcoCampus Project – Green flag for TVET institutions' is one of the BILT project's Innovation and Learning Practices that address systemic challenges within the five work streams of the project.

Specifically, the EHT initiative addresses greening TVET:



Greening TVET

Responding to new development paradigms for sustainability and reduced environmental impact

Additional Innovation and Learning Practices cover the following areas:



New Qualifications and Competencies



Entrepreneurship in TVET



Digitalization and TVET



Migration and TVET

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More information about this practice:

[École d'Hôtellerie et de Tourisme Paul Dubrulle website](#)
[EcoSchools website and resources](#)

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About the BILT Project

UNESCO-UNEVOC's Bridging Innovation and Learning in TVET (BILT) project is a reference point for innovation and learning in TVET. It utilizes the international UNEVOC Network to create opportunities for collaboration and a platform for bridging innovation and learning between Europe, Africa and the Asia-Pacific region. BILT complements developments at the national level in supporting innovative, market-oriented and attractive modes of learning and cooperation in TVET.

The BILT project explores the process of identifying, integrating and implementing new qualifications and competencies in TVET. This is known as the 'three I's process'. In addition to the broad focus on new qualifications and competencies, BILT addresses four complementary themes: Digitalization in TVET, Greening TVET, Entrepreneurship in TVET, and Migration and TVET.

For more information, please visit
www.unevoc.unesco.org/bilt

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New Qualifications and Competencies in TVET

- **Identifying** new qualifications and competencies in a timely manner;
- **Integrating** them into appealing and flexible curricula and training regulations; and
- **Implementing** them in innovative training approaches.

Entrepreneurship in TVET

Unlocking the potential of innovative entrepreneurial activities and fostering entrepreneurial culture

Greening TVET

Responding to new development paradigms for sustainability and reduced environmental impact

Digitalization in TVET

Providing response to new skills demands, as technology has permeated the world of work and is changing the profile of jobs

Migration and TVET

Accelerating the integration of migrants into their host communities, and allowing them to become productive members of the workforce

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