



# Tourism Education Guidelines



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# INTRODUCTION

The tourism sector has the opportunity to ultimately create a more sustainable, innovative, and inclusive ecosystem that embeds meaningful data for a clear pathway for the provision of quality tourism education.

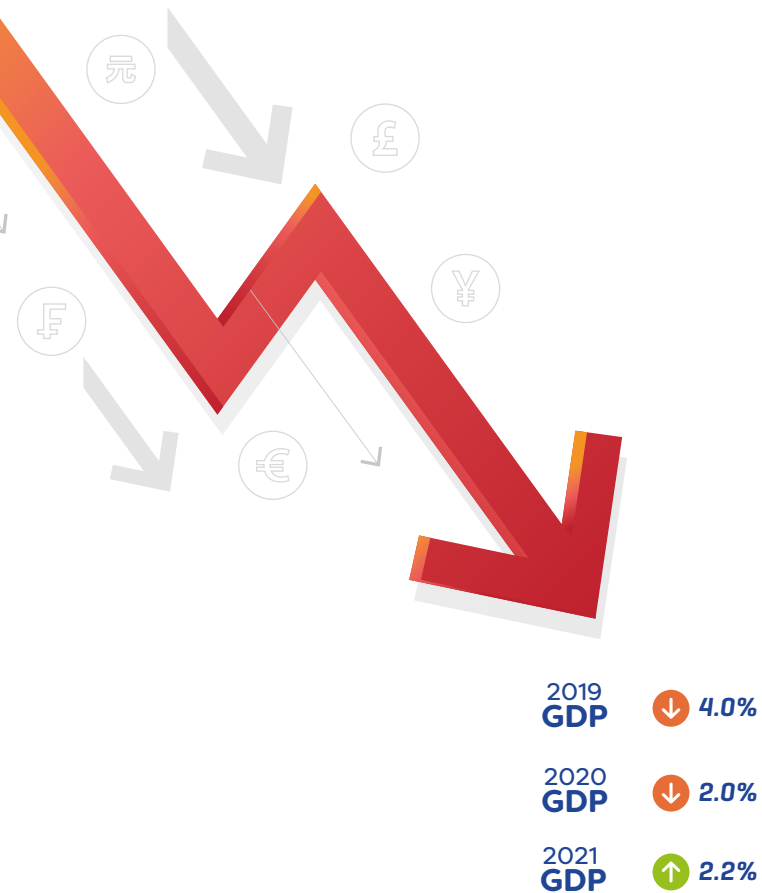
UNWTO with the support of UNWTO Online Education Committee aims to create a roadmap for tourism education to promote responsible, resilient, sustainable, and universally accessible tourism as a catalyst for job creation and economic development. The initiative aims to present recommendations to Member States to guide them in their state policies in creating a tourism educational roadmap to develop a pathway for vocational and managerial careers.

To contextualize the initiative, UNWTO has developed the present Tourism Education Guidelines for analysis and a comprehensive approach to the importance of the tourism sector and the offerings of tourism education paths, increasing the access to and sustainability of tourism education in accordance with the United Nations Sustainable Development Goals.

## Rethinking tourism education

Tourism provides livelihoods for millions of individuals and is undergoing a major transformation accelerated by COVID-19, with opportunities to leverage its impact in building resilience, innovation and sustainability.

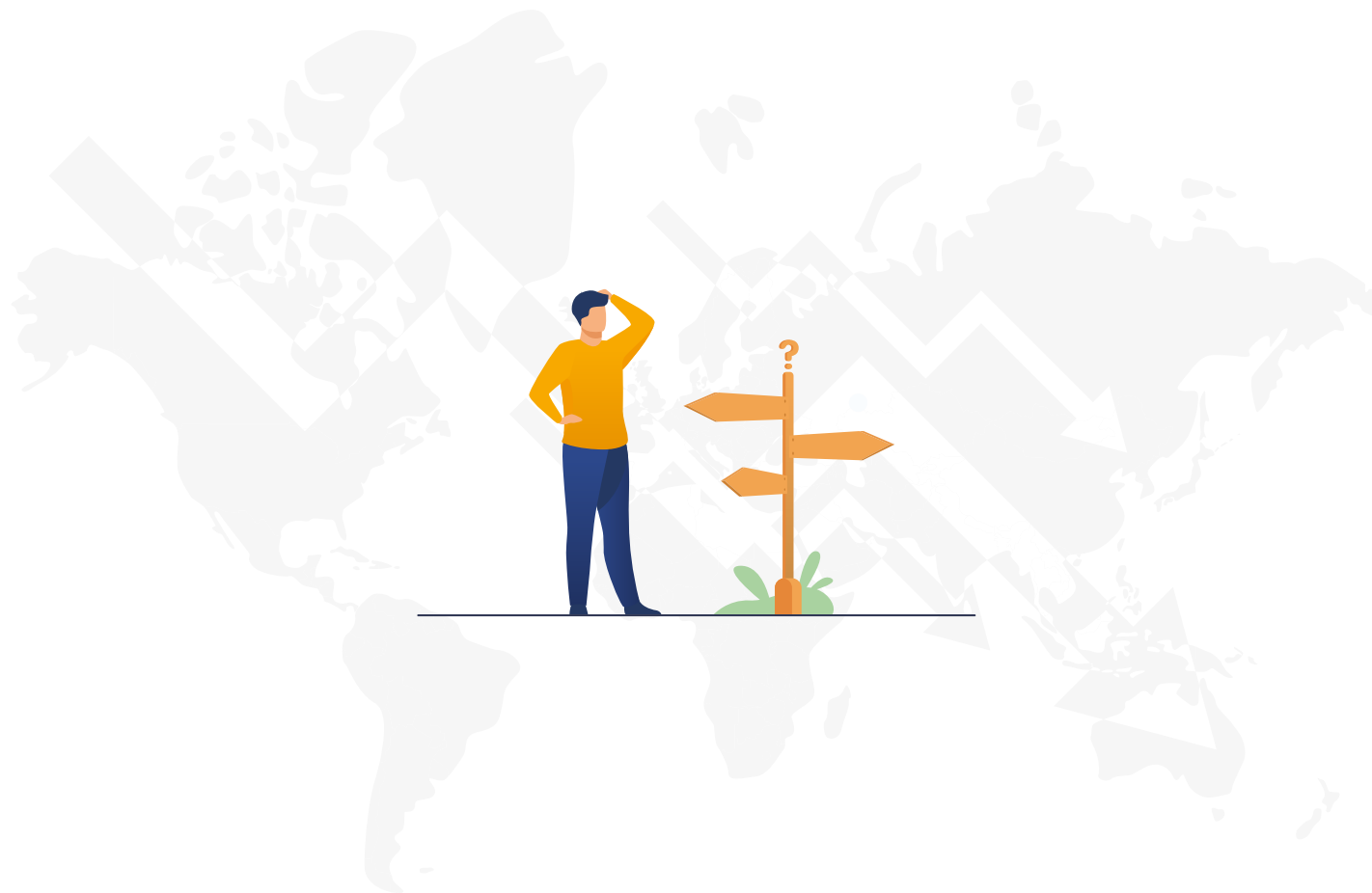
According to UNWTO and as reflected in the United Nations Secretary General *Policy Brief: Covid-19 and Transforming Tourism*,<sup>1</sup> the pandemic resulted in huge economic and social impacts, especially on micro-, small and medium-sized enterprises (MSMEs) which account for 80% of the sector and among women, which represent 54% of the total tourism workforce.<sup>2</sup> International travel plunged by 72% in 2020, the worst year on record for tourism, resulting in 1.1 billion fewer international tourists in comparison with 2019.<sup>3</sup> Before the pandemic, in 2019, the tourism sector generated 7% of global trade, indicating its potential in fostering development and its major share of trade in services.<sup>4</sup>



Globally, the contribution of tourism declined from 4.0% of global GDP in 2019 to 2.0% in 2020, and then rebounded slightly to 2.2% in 2021. In value terms, the Tourism Direct GDP (TDGDP) fell from USD 3.5 trillion in 2019 to USD 1.7 trillion in 2020 and recovered to about USD 2.2 trillion in 2021, following a moderate increase in travel, mostly due to domestic tourism. Overall, the pandemic caused an economic loss of an estimated USD 3.2 trillion in TDGDP, of which USD 1.8 trillion in 2020 and USD 1.4 trillion in 2021. The impact of the pandemic on the sector has been unprecedented; it is critical that efforts are made to ensure the sector recovers sustainably and builds the resilience to overcome future challenges.

Also, education was significantly affected by COVID-19. Students lost opportunities of in-person learning, schools were closed and there was insufficient remote learning infrastructure. This led to a significant decline of students with little or no access to education systems amongst massive closures of establishments and total elimination of the volume of business in the sector.<sup>5</sup> At the same time, the growth of online education opened new opportunities for the future which are also critical in tourism.





# CHAPTER 01



# 01

## THE UNWTO TOURISM EDUCATION GUIDELINES

UNWTO aims to modernize and rebuild a more sustainable, inclusive innovative educational and professional pathway to increase access to tourism education, create a clear connection, correlation between education and employment for tourism careers. In this stance, the coordination between UNWTO and tourism professionals, academia, governments, non-governmental organizations and public-private-community entities will incorporate the updated tourism education offerings on curriculum development and programme focus. Providing Member States with the relevant knowledge and information, and combining practice and theory in an integrated manner allows institutions to build the required skills to manage responsibly, creating the capacity to become an agent for lifelong learning.

The creation of a clear professional and educational pathway in tourism is essential for building a sustainable sector. This can be achieved through the consolidated efforts between UNWTO and its Member States to implement quality assurance of tourism educational programmes and the promotion of employment opportunities.

Education and training guidelines can increase recognition of the importance of tourism and service quality contributing to its improvement in tourism careers. UNWTO Member States need the right tourism human capital basis for meeting current and future market demands, as well as enhancing competitiveness and sustainability of tourism destinations.

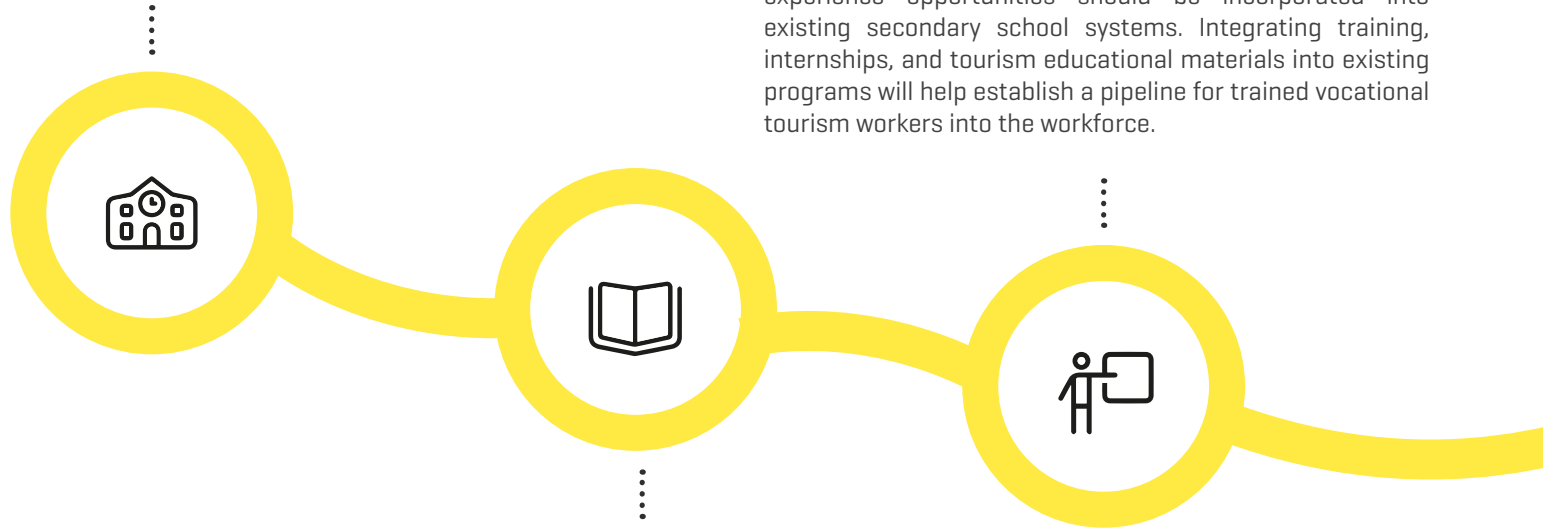
Therefore, the **UNWTO puts** forward the following **seven guidelines**:

## 1 Increase Access to Tourism Education

Courses, Webinars and Digital Resources that compile different online education and training units on different topics, created and offered by UNWTO or partner institutions and experts.

## 3 Integrate Tourism Education into Secondary School Curricula

Vocational tourism education and practical tourism experience opportunities should be incorporated into existing secondary school systems. Integrating training, internships, and tourism educational materials into existing programs will help establish a pipeline for trained vocational tourism workers into the workforce.

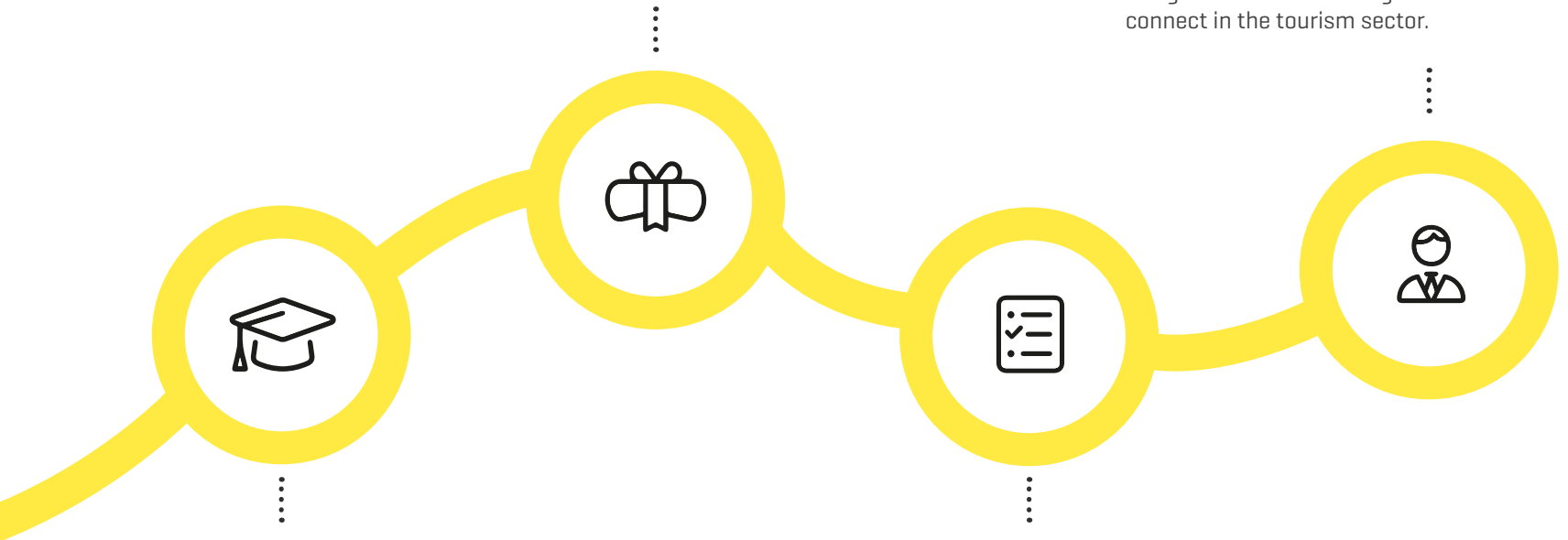


## 2 Update Tourism Curricula

Tourism-focused curriculums aim to scale up courses to respond to the rapidly changing tourism sector due to digitalization and global pandemics such as COVID-19

**5 Standardize Certifications**  
 One of the key components to drive the connection between education to employment is the standardization of tourism certifications.

**7 Connect Tourism Graduates with Employment Opportunities**  
 Enable both: job seekers and corporations or governments looking for talent to connect in the tourism sector.



**4 Innovate Undergraduate and Graduate Tourism Education**  
 Possible new majors could include: Tourism Data Science, Tourism Education Policy, International Relations and Tourism Studies, Public Policy and Tourism, and Tourism Business Management

**6 Expand Tourism Education Quality Assurance**  
 To ensure the quality of tourism education, training, and research programs.



## 1.1 Increase access to tourism education

To increase access to tourism education, programmes should be accessible online and in a self-paced capacity. Other actions to advance access to tourism education is to create more training centers and universities that provide readily accessible programmes to all students through the implementation of financial aid schemes when necessary.

While allowing for an inclusive recovery, UNWTO has placed education as a key priority as a basis for added value jobs. For this reason, the UNWTO Academy has created a dedicated website 'Courses, Webinars and Digital Resources' that compiles different online education and training units on different topics, created and offered by UNWTO or partner institutions and experts. Under the slogan "By studying from home today, we can acquire skills for tomorrow" the catalogue of online training initiatives is constantly updated with the contribution of UNWTO certified institutions, UNWTO Affiliate Members and other collaborating institutions and organizations.<sup>6</sup> This also includes access to the UNWTO Online Academy in collaboration with the IE University with an e-library of publications written and offered by partners on a broad range of subject areas.

With more than 18,000 students in 191 countries in 2022, the platform has experienced remarkable growth after the start of the COVID-19 pandemic. UNWTO is working closely in partnerships with Cornell University, Externado de Colombia University, Swiss Education Group, Bilkent University, Mandarin Centers, CETT, PUCMM Dominican Republic, Católica de Chile University, Lucern School of Business, Totem Branding, University of Yorke Europe Campus, Basque Culinary Center, PolyU University, Sharjah University and Sommet Education [Glon Institute of Higher Education, Les Roches, Ecole Ducasse, Invictus Education, Indian School of Hospitality] to upload more courses gradually. Seven additional partnerships with universities signed in 2022, resulting in nineteen partnerships in total. The UNWTO Tourism Online Academy amplified its impact by allowing the global audience to develop vocational and managerial skills for tourism and hospitality offering to date an

estimated 2,692 scholarships. Several of the key topics include but are not limited to: tourism destinations management; international tourism and travel law; artificial intelligence in hospitality; food and beverage operations; hotel revenue management; branding; sustainability and customer experience.<sup>7</sup>

In addition to resources and possibilities to access education [see also the UNWTO Online Academy], UNWTO promotes initiatives and offerings to strengthen and develop the capacities and competencies of tourism professionals, as well as to share knowledge and tools in a practical setting. It dives into several achievable qualifications under the UNWTO Themis Foundation programme which main objective is to improve the quality of the tourism education and training.<sup>8</sup>

Therefore, UNWTO calls on Member States to increase access to tourism education not limited to any boundary, at a self-paced capacity, and with affordable prices and/or financial support, as knowledge will become the fundamental factor underpinning successful tourism and hospitality organizations. High-quality education programmes should be more accessible and affordable, as well as effective when it comes to timing through strong online resources and life-long learning opportunities to address current and





## 1.2 Update tourism curricula

Based on the Innovation, Education, and Investments Department calculation, 80% of top tourism academic programs are focused on hotel management. It is mandatory to start diversifying the curricula based on more than 100 subsectors that have direct and indirect benefits of the tourism sector.

Tourism curriculum in most universities is now divided into theoretical and practical components with practicality holding its most prominence. Field visits, case analyses and internships are the experiential elements of tourism education. Both have subsequently become more significant since they serve as a link across academia and tourism industries. Tourism curricula should be more diverse; currently hotel management takes prominence while gastronomy, events, business tourism and hospitality studies are some of the subsectors that require attention.

Diversifying the tourism curricula requires taking into consideration the implementation of learning components regarding the United Nations system and international relations, as tourism is heavily multilateral, while also teaching and incorporating human relations and diversity.

Universities are currently stressing on scaling up courses to respond to the rapidly changing sector. Competences in courses including sustainability, accessible tourism, language skills, innovation, management skills, design thinking and leadership among other literacy skills, require integration. In addition, in the post-COVID era, topics such as health, safety, risk management and business continuity must be incorporated: “[At] present, tourism students perceive they need more practical training with case studies and field-oriented case work. Online education is surprisingly well-suited to offering practical solutions to complex problems in a wide range of circumstances. For example, data analysis can be introduced and students can learn to apply and test their capacity to manage social and environmental metrics in a range of field scenarios without the expense of





travel. A global on-line program will also allow students to share principles and methodologies across disciplines, workplaces and regions of the world.”<sup>9</sup>

Administrators and instructors should be encouraged to revise and develop curricula to respond to the rapidly changing tourism sector – a sector that also requires emphasis on entrepreneurship and innovation.

The typical tourism curricula should include the most pertinent digital skills to develop such as digital literacy skills, online marketing and communication skills, sustainability, entrepreneurship, language

skills, cultural and social communication, innovation and creativity, in addition to the topics mentioned above in health and safety. Tourism education curricula should demonstrate international business characteristics, and it is important to equip tourism students with business strategy skills, skills in managing international business, skills in managing human resources in multi-cultural working environments and skills in communication with multicultural clients plus IT and networking in a cross-cultural context.

Therefore, an updated tourism education curriculum should be concise and up-to-date with a rapidly changing environment.



## 1.3 Integrate tourism education into upper secondary school curricula

Vocational tourism education and practical tourism experience opportunities should be incorporated into existing secondary school systems. Integrating training, internships and tourism educational materials into existing programmes will help establish a pipeline for trained vocational tourism workers into the workforce. Therefore, it is recommended that scholarships and social impact projects in the last two years of secondary school are offered to students for a better connection to national tourism projects such as tour guides that can ultimately bring students closer to their culture and heritage.

It is important that tourism education is integrated into upper secondary school curricula because students may not know about tourism and thus is not chosen as a career. Therefore, the curriculum should offer traditional academic subjects and vocational subjects under their respective national education systems in offering introductory courses of tourism to secondary school students. The topics taught will offer students the possibility to choose tourism as a high school subject. Skills provided to these students should contribute to national development and enable them to obtain

marketable skills. Topics taught in secondary schools should demonstrate knowledge of tourist destinations, oral and written communication for tourism studies, history and features of tourism, analysis of the economic significance of tourism, social and cultural impacts of tourism, digitization of tourism, practical internships, among other topics of interest. This obviously ensures that ultimately, learners have a sound basis for being employable within the tourism and hospitality sector.

For this reason, it is important to set up instruments for monitoring and assessing educational programmes, as well as training teachers with the intention of promoting sustainable development using innovating training methodologies suitable for current and future generations according to the trends of the tourism sector.





## 1.4

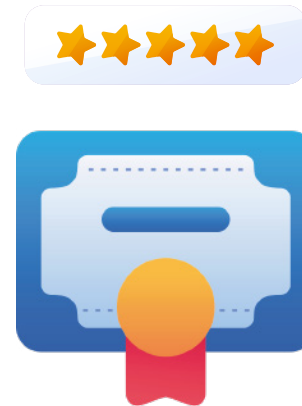
# Innovate undergraduate and graduate tourism education



Undergraduate and graduate tourism education programmes should reflect multidisciplinary majors to prepare tourism students for the future of the sector. Possible new majors could include: tourism data science; sustainable tourism; tourism education policy; international relations and tourism studies; public policy and tourism; and tourism business management, among others. Furthermore, since tourism is cross-sectoral, it can be offered as an elective in various majors such as engineering and business. Currently, most of training and professional careers are in hotel management leaving aside the rest of the sector.



## 1.5 Standardize tourism certifications



One of the key components to drive the connection between education to employment is the standardization of tourism certifications. This ensures that the certifications are accepted worldwide which increase the access to tourism careers. Another key component is the access to education independent of residency and the ability to attend school in person. It is essential that access to education be done in person or online in a self-paced format that gives students the opportunity to study while working, similar to the UNWTO Tourism Online Academy which ensures the standardization of globally recognized tourism certificates.



## 1.6

# Expand tourism education quality assurance



Part of the certifications at UNWTO is the Ted.Qual certification<sup>10</sup> that ensures the quality of tourism education, training and research programmes. To date, there have been an estimate of 93 programmes from 19 different countries and 34 institutions that were renewed or issued new certifications. In an increasingly global tourism market, it is essential for the tourism industry to continually strive for improvement in its performance in order to maintain and increase its international competitiveness. One way of raising industry standards is through quality assurance, that is, by developing a quality mark that can be displayed. Tourism is market-led; and understanding the characteristics, needs, motivations, behaviour and opinions is not only of great academic interest, but is also a prerequisite for success in the industry.



## 1.7

# Connect tourism graduates with employment opportunities

In order to connect tourism graduates with jobs that correspond with their skills, UNWTO launched the Jobs Factory to enable access to jobs for job seekers on an artificial intelligence (AI) based job matchmaking platform. This bridges the gap between tourism education and tourism employment. This platform targets both job seekers and corporations or governments looking for talent. Currently, it offers over 57,000 job opportunities throughout the tourism and hospitality value chain.<sup>11</sup> The tourism market is growing rapidly and the need for retaining talented employees in this industry will keep increasing accordingly. The acquisition and retention of talented employees are going to be critical in the future of the tourism industry.



The first step for industry professionals is to acknowledge this issue and try to conceptualize new, innovative ways of retaining talent. Leaders need to focus on talent attraction, retention strategies and recommendations such as career development, training and better incentive programmes.

In order to have effective workforces in tourism and hospitality industries, much should be devoted to build inclusive, participative management cultures with an emphasis on human resources management to improve quality and recognizing employees as assets. This will strengthen the linkage between educational institutions to provide courses which are more closely geared to the needs of the tourism industry, in terms of both course content and the mode of delivery, such as the use of open and distance learning.

Through this pathway, tourism graduates should then be directly linked to employment opportunities. Moreover, national tourism authorities and ministries of education need to be aligned with private and public institutions and the tourism sector in order to create standard certifications widely acceptable and in direct connection to employment.

# CHAPTER 02





# 02



## UNWTO MEMBER STATES INITIATIVES



### Initiative 1:

#### *Increase access to tourism education*



#### *Tourism of Portugal Digital Academy*

In response to COVID-19, Tourism of Portugal has made significant adjustments in the education system with a hybrid model of in-person and online platform to a network of schools under the Digital Academy<sup>12</sup> with an emphasis on new training areas to respond to new demands.

Some of these programmes include topics on hotel energy efficiency, sustainable circular catering management, 360 sustainability, resilience and adaptability, risk management, among others.



In addition to the huge variety of courses and training paths, professionals also have access to a mentoring programme, through which, in individual sessions with specialized mentors, they can develop their projects for the reorganization of their business models, ensuring the adaptation of companies and teams to the current demands of the sector.

Through this new platform, since July 2020, they trained more than 140,000 professionals, with more than 27,700 hours of training in more than 1,800 training courses.<sup>13</sup>



### ***Colombia Schools for Tourism Programme***

This initiative was created by the Ministry of Commerce, Industry and Tourism of Colombia to enhance the commitment with the tourism activity of those who will be their future leaders – the students.

This programme of 40 schools [approximately 100,000 students], aims to encourage the design of an integrated model of educational development for the tourism sector, allowing the training of natural leaders in and for their community. If a school chooses to participate in the Schools for Tourism Programme, the school integrates the programme's tourism principles into the general curriculum in a cross-disciplinary manner. The programme is very flexibility allowing educators to shape their curriculum to fit local contexts.

By 2018, 236 schools [approximately 230,000 students and 950 teachers] have benefited from Colombia's Schools for Tourism Programme. Fifty more programmes have been added since 2018, mainly in rural areas, which expands access to tourism education.<sup>14</sup>







## Initiative 2:



### *Update tourism curriculum*



#### ***The Hong Kong Polytechnic University – School of Hotel & Tourism Management (shtm)***

The curriculum in Tourism and hospitality<sup>15</sup> has been updated with a focus on digital management, marketing, marketing in digital age and big data analytics, among others. There is also a great emphasis on social responsibility, environmental sustainability and responsible governance in the curriculum with a balance between imparting soft skills, service philosophy and technology know-how.

Dedicated to bridging the gap between hospitality, tourism theory and industry practice, the Hospitality and Tourism Research Centre was launched as a unique research-based platform with an expansive network of hospitality and tourism academics to support academic research for the development of hospitality and tourism knowledge on topics of importance to industry performance.<sup>16</sup>



#### ***Columbia College, United States of America***

In 2018, the Columbia College launched its Hospitality, Tourism and Event Management Programme<sup>17</sup> that has incorporated the expertise of an Advisory Board including Hospitality, Tourism and Event Management executives and professionals. It has been designed specifically with the input of people currently in the industry to ensure students are well-prepared for positions upon graduation focussing on the employment needs within the industry, which also contributed to a dynamic industry-adapted curriculum.<sup>18</sup>



### Initiative 3:



#### *Integrate tourism education into secondary school curricula*



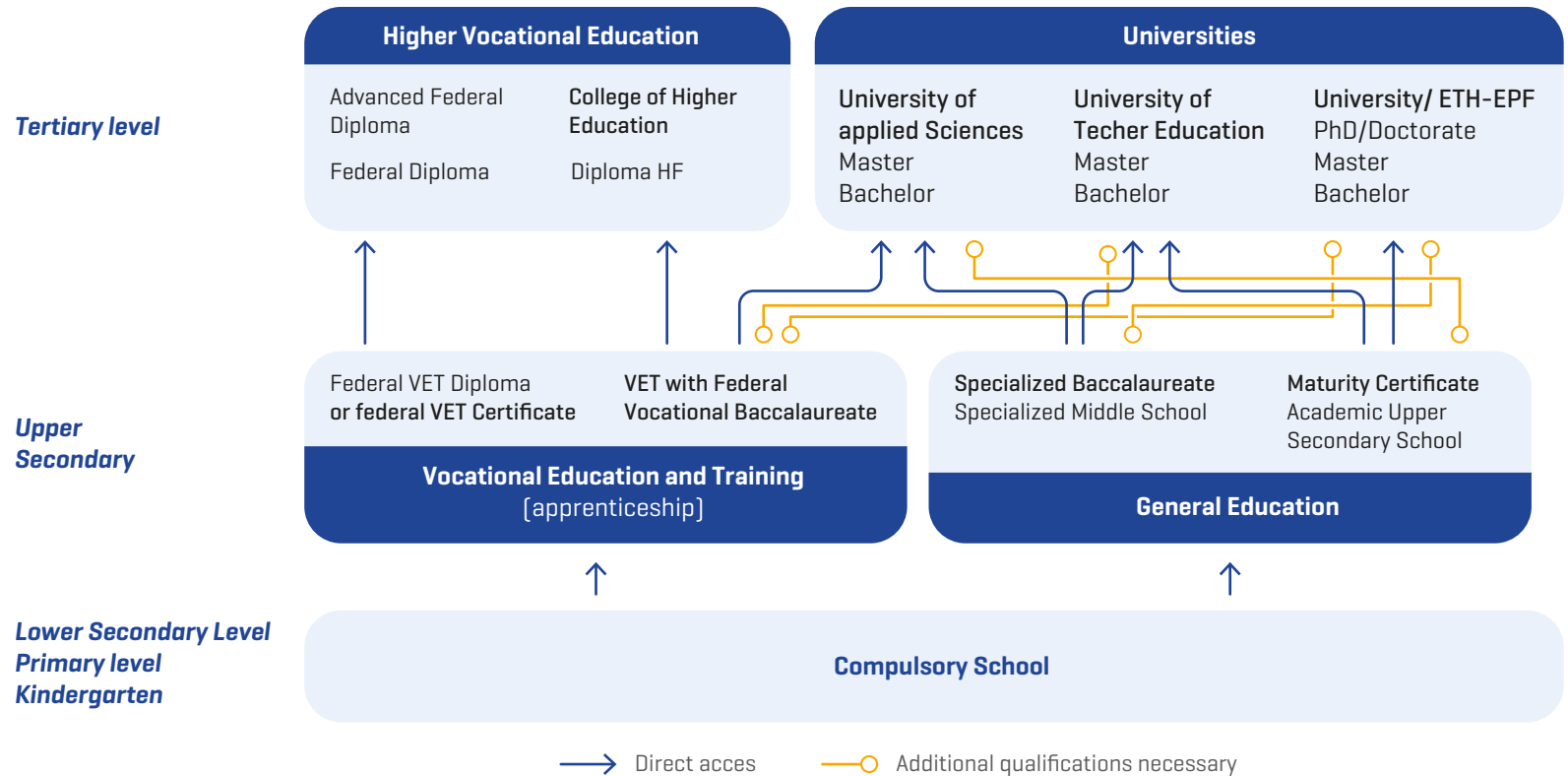
#### *Swiss education system*

There are two directions students can choose from after they finish compulsory education [see figure below]: Students who enter vocational education [high school] where hospitality is one of the choices and students who choose to continue their general studies and enter higher education [relevant to university level].

The vocational system in Switzerland offers half in-class teaching and half practical training. Students at high school level will start their practice at lower employment level such as housekeeping, waitress, receptionist, among others, while students at higher education levels can later obtain jobs with higher positions after gaining enough experiences in group leadership or managerial training.<sup>19</sup>



**Figure 3.1:** The Swiss education system



Source: educationsuisse [n.d.], 'The Swiss education system', online available at: <https://www.educationsuisse.ch/en> [04-11-2022].











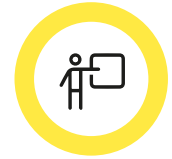
### **Portuguese education system**

Portugal develops vocational training in tourism in different areas: hospitality operations management; tourism management; food and beverage management; culinary arts; pastry production management; cultural and patrimony tourism; and adventure and nature tourism. All tourism education curricula in all levels of education integrate digital skills, mobility [accessible tourism], sustainability, culture and heritage.<sup>20</sup>





## Initiative 4:



### *Innovate undergraduate and graduate tourism education*



#### ***Les Roches, Global Hospitality Education, Switzerland and Spain***

Les Roches is making sustainability – a bachelor degree specialization in its Bachelor of Business Administration [BBA] within its Global Hospitality Management programme – to the subject.<sup>21</sup> Sustainability is now one of the four specializations, from which students can choose along with entrepreneurship; digital marketing strategies; and financial performance management.

The new bachelor's specialization is designed to equip students with the managerial skills and knowledge necessary to transform hospitality, tourism and the experience economy. Courses cover the changing demands of customers, stakeholders and communities, ecotourism, design, ethics and corporate governance issues. New master's in hospitality strategy and digital transformation specialized in digital revenue management and the ways data and technology can strategically grow a hospitality business.

Les Roches and Aivancity have designed a programme that explores the challenges of massive data and AI in the hospitality management sector: Through a Certificate in Artificial Intelligence Les Roches and Aivancity want the minds of tomorrow to understand the language and part of the technicality of AI solutions, its sociological and ethical impacts, as well as its business, managerial and organizational consequences.<sup>22</sup>





### **Glion Institute of Higher Education, Switzerland and the United Kingdom**

Students have the opportunity to transfer to and from Sommet Education institutes to enhance an international education that gives them the language skills, cultural knowledge and global perspective that the hospitality industry requires. Institutions follow the Swiss model of experiential learning. This model balances theory-based coursework with skills-based learning on campus and ensures that curricula, teaching methodologies and student lifestyle work in unison to help graduates fully develop the skills they need to become tomorrow's industry leaders which has been the forefront of Swiss hospitality business degrees for decades.

The institute's degrees on hospitality and event; entrepreneurship and innovation; real estate; finance; hotel development; and guest experience management offer ambitious individuals the chance to build brilliant careers and various careers within the hospitality and tourism sector. Later employment is facilitated by on-campus recruitment through visits by top-tier hospitality companies.<sup>23</sup>



Barcelona School  
of Tourism, Hospitality  
and Gastronomy

### **CETT Barcelona School of Tourism, Hospitality and Gastronomy**

In the context of the increasingly globalized economy and international scope of tourism, CETT offers three new educational programmes to enable professionals to face the main challenges and trends in the tourism and hospitality sector. CETT aims at facilitating long-range innovative education with a bachelor's degree in digital business and tourism innovation; a master's degree in sustainable gastronomy; and a master's degree in development and launch of tourism projects with three specializations: entrepreneurship and corporate innovation in tourism; digital transformation of tourism businesses and experiences; and internationalization of tourism companies. It also offers the only master's degree in LGBT tourism which provides students with the personal and professional skills to direct and manage the tourism offers and services to the LGBT community.

To strengthen student internationalization, CETT has designed and implemented a training programme in intercultural skills, as they are fundamental in the field of tourism. CETT also fosters dual training qualifications under the supervision of the Spanish educational authorities. These programmes combine academic education with work positions in companies to guarantee students' transfer of formally acquired knowledge to the work environment. This training is a big step towards the professionalization of students and outpaces traditional educational programmes.<sup>24</sup>



## Initiative 5:



### *Promote lifelong learning and standardize certifications*



#### *The Ministry of Tourism and the Ministry of Education, Brazil*

The Ministry of Tourism and the Ministry of Education in Brazil have developed two plans aimed to support training, education and life-long learning in tourism:

- 1** The National Policy of Tourism Qualification [PNQT]:<sup>25</sup> considers training and education as a priority with following main objectives:

  - Create fair job opportunities;
  - Improve workers' level of education;
  - Promote social inclusion;
  - Reduce poverty;
  - Combat discrimination;
  - Reduce the vulnerability of populations; and
  - Improve the chances of workers keeping their jobs.
- 2** In order to implement the PNQT, the Ministry of Tourism and the University of Brasilia developed a methodology to design programmes of national tourism qualifications creating over 30 tourism routes in 177 municipalities. It is expected that, in a near future, these programmes will be able to reach the other 2,521 municipalities in the Brazilian tourism map. Distance learning technologies are incorporated in this implementation as a crucial aspect of access and life-long learning.<sup>26</sup>



## Initiative 6:



### *Expand tourism education quality assurance*



#### **Accreditation Commission for Programmes in Hospitality Administration (ACPHA)**

The ACPHA<sup>27</sup> accredits hospitality administration programmes at the baccalaureate level. It added a Commission for Accreditation of Hospitality Management Programmes (CAHM), which accredits hospitality management programmes at the associate degree or equivalent level.

The quality standards apply to a diversity of programmes and consider educational outcomes (outputs), as well as resources and processes (inputs); covering the following nine areas: mission; administration and governance; planning; curriculum; assurance of student learning; instructional resources; student support services; physical and learning resources; and financial resources.<sup>28</sup>



#### **UNWTO.TedQual Certification System**

UNWTO.TedQual<sup>29</sup> is a UNWTO.Themis Foundation programme whose main objective is to improve the quality of the tourism education, training and research programmes.

The evaluation criteria that are universally applicable to any institution seek, among other things, to measure the efficiency of the applicants academic system, as well as their degree of incorporation of the tourism industry, as well as the students needs to those programmes.

The UNWTO.TedQual Certification System is a unique certification with the only international quality certification issued for higher tourism education, training and research programmes. It allows privileged use of the UNWTO.TedQual logo on official stationery, promotional materials and documents accrediting the programme.



## Initiative 7:



### **Connect tourism graduates with employment opportunities**



#### **Tourism Trailblazers, Saudi Arabia**

The Ministry of Tourism of the Kingdom of Saudi Arabia launched a programme to equip 100,000 young Saudis with the key hospitality skills needed to pursue careers in the Kingdom's flourishing tourism industry. "Tourism Trailblazers"<sup>30</sup> will provide in-depth global experience to the tourism industry of global leaders. The programme follows the Ministry's continuous efforts within a new human capital development strategy in the Kingdom's burgeoning tourism industry.



#### **Tourism Human Capital Roundtable, Chile**

The Tourism Human Capital Roundtable is a public-private entity that brings together different sub sectors from the tourism, hotel and gastronomy industry that work in line for the development and strengthening of the human capital of the tourism sector. Its representativeness and governance are its main pillars allowing an articulated work with relevance.<sup>31</sup>

The process of updating the strategic plan for human capital in tourism will be carried out with national representation in initiatives between 2023–2026 for:<sup>32</sup>

- Professional Technical Qualifications Framework for the hotel, gastronomy and tourism sector;
- Public policy that seeks to strengthen the link between the world of training and work, emphasizing the standardization of the training offer for the sector;
- Graduate profiles guide: a document that keeps the existing training offer in the country up to date and allows a more pertinent search for said offer;
- Promotion policies for the job search of tourism students; and
- Communication initiatives that allow tourism professionals to be valued.











# CONCLUSION

UNWTO acknowledges the most pressing challenges facing tourism and identifies the sector's ability to overcome them and to lead wider positive change, including the opportunities that tourism offers for the advancement of the Sustainable Development Goals (SDGs). UNWTO leads the transformation of the tourism education ecosystem through partnerships and public-private collaborations. In order to pave the way of recovery to promote a sustainable and resilient tourism sector, UNWTO guides the discussions to discover why there is a gap between the demands of the sector and what is currently provided by educational institutes. Therefore, UNWTO provides an adequate forum for exchange the needs of member states to include adequate training, technology and quality services and encourage the cooperation of the tourism and education sectors.

UNWTO positions tourism education as a priority and enhances the organization's capacity through building new and stronger partnerships for boosting tourism as a driver of economic growth through advancing knowledge and tourism policies worldwide through education. For accomplishing these goals by exchanging knowledge and improvements to tourism education, an Online Education Committee that includes Member States, institutions and focal individuals representing the sector has been established by UNWTO. This Committee is the forum which hosted the discussions that led to the UNWTO tourism education guidelines proposed in the present paper.

The purpose of this publication is to provide a wider picture of the situation analysing the current status of tourism education, and proposing a path for its evolution. UNWTO is leading the discussions in the preparation and implementation of guidelines that can serve for aligning tourism and education, it provides spaces for the necessary debate, dialogue and progress of these issues.

A set of guidelines and recommendations have been proposed by UNWTO that leads seven initiatives advocating a planning process to improve and support the tourism sector in regards to the process of preparation of effective policies that include the implementation of tourism education and reinforce the dynamic elements of the tourism and education sectors.

Tourism is a people-based sector that depends not only on professional skills but also on interpersonal skills of the workforce for the delivery of the increasingly diverse travel experiences expected by the travellers. Meeting new demands will require concentrated efforts from all stakeholders, public, private, community and academia members – and this is where UNWTO is reinforcing its role to ensure these synergies.

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# **Tourism Education Guidelines**