Innovation and learning practices in TVET from the hospitality and tourism sector

Examples from Africa, Asia and Europe

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Contents

Acknowledgments

Introduction

The international BILT Expert Group, established in 2023, investigated the impact of digitalization and greening on competency needs for the hospitality and tourism sector and the implications for TVET systems. Recognizing dual digital and green transitions as drivers of innovative solutions for the global challenges of our time, the Expert Group's work aligns with **UNESCO's strategy for TVET 2022-2029** and the thematic priority areas of **UNESCO-UNEVOC's medium-term strategy 2024-2026**. The group, composed of 27 members representing national bodies, international and regional organizations, TVET providers, and NGOs from Africa, Asia-Pacific and Europe, collaborated on two outputs:

- The report *Green and digital skills for hospitality and tourism: from industry trends to competencies within TVET* maps new digital and green competencies in the hospitality and tourism sector within the three regions and provides recommendations for policy and practice to advance the identification, integration and implementation of such competencies in TVET.
- This publication, complementing the report, presents the Expert Group's selection of innovative and transferable TVET practices from the hospitality and tourism sector in Africa, Asia and Europe.

The ten Innovation and Learning Practices showcased in this compendium were selected based on their contribution to **the three I's**: **identifying** new qualifications and competencies in an efficient manner, **integrating** them into appealing curricula and training regulations, and **implementing** them through innovative pedagogical approaches (*New qualifications and competencies for future-oriented TVET,* UNESCO-UNEVOC, 2021). The practices support the transition to more digital and green economies and societies. Some focus on either the digital or the green aspect, others tackle both dimensions to reflect a dual transition.

The Innovation and Learning Practices are intended to show micro-, meso- and macro-level TVET stakeholders how they can successfully contribute to the three I's to maintain a responsive and agile TVET system and keep it relevant for the needs of individuals, economies and societies.

At the micro-level, the frontline of TVET transformation resides within TVET schools, companies and other TVET providers. Hands-on implementation of innovative practices aims at equipping all learners with practical knowledge, skills and attitudes allowing them to adapt and thrive in their work and life.

At the meso-level, industry stakeholder associations and trade unions, as well as research institutions, bridge the gap between TVET and the world of work in the hospitality and tourism industry. These stakeholders, as well as NGOs, youth organizations, and civil society more broadly, can help ensure TVET programmes provide upskilling and reskilling training that remains relevant to the economy, society and individuals.

At the macro-level, governmental bodies, ministries, and statutory organizations are leading strategic initiatives to shape the future of hospitality and tourism. Overarching policies, strategies, and funding instruments pave the way for transformative change and inclusive and sustainable growth and resilience in the face of global challenges on a regional, national and sub-national scale. The Innovation and Learning Practices presented in this publication are often responses to such high-level initiatives, as they seek to push a bottom-up approach for transformative agenda setting.

The range of innovative TVET practices presented in this compendium offers valuable insight and inspiration for stakeholders across the hospitality and tourism ecosystem. By disseminating these innovations, BILT aims to encourage collaboration, foster knowledge exchange, and drive continuous sustainable improvement of TVET provision within the sector.

In this publication, the adopted definition of competency captures the potential of people embracing knowledge, skills, and attitudes, in line with the conceptual framework presented in the *New qualifications and competencies for future-oriented TVET*, UNESCO-UNEVOC, 2021.

Kibondeni College, Kenya:
Collaborating with industry to advance a green culture in hospitality

Greening TVET

©Kibondeni College
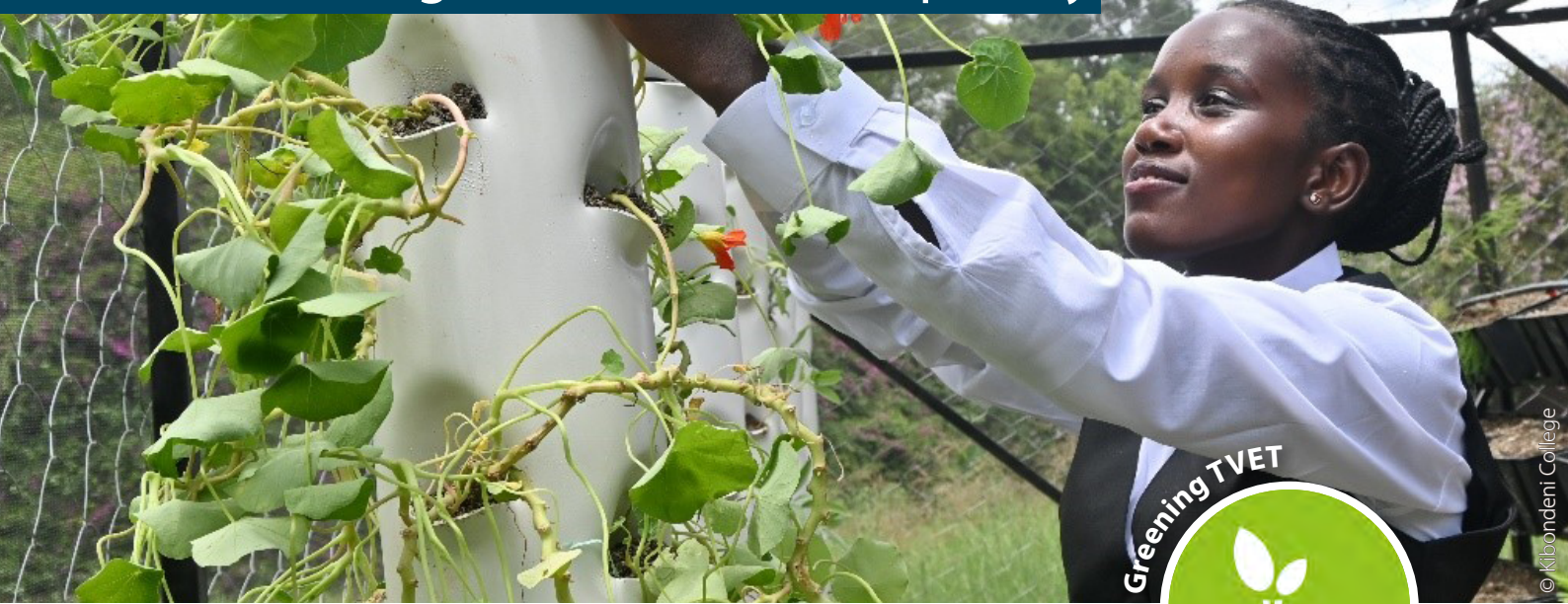
The Kibondeni TVET Sustainable Hospitality Greening initiative uses digital approaches to build a green culture among hospitality staff, students and the community including women living in rural settings. The initiative involves working with the hotel and energy industry, primarily Mövenpick Hotel and Best Energy. Its goal is to identify and implement greening practices that nurture the sustainable mindset of TVET students whilst enhancing resilience to the climate vulnerabilities faced by the Kenyan tourism industry.

Submitted by: Kibondeni College, Kenya

Start date: February 2023

Type of implementing institution: Not for profit/NGO

Implementing partners: Best Energy, Mövenpick Hotel, The Association for Cultural, Technical and Educational Cooperation (ACTEC), The Limmat Foundation, The Delegation of the German Chamber of Industry and Commerce in East Africa, Safaricom Foundation, Mpesa Foundation, IBM

Target groups: TVET students from low-income backgrounds in Nairobi, Kiambu and Kilifi counties, and the hospitality industry.

Funding programmes: ACTEC, The Limmat Foundation, Best Energy

Kibondeni College

Kibondeni College, located in Nairobi County, Kenya, works to improve the standard of living for young women from low-income backgrounds by empowering them with technical skills in the hospitality industry. An initiative of the Nurisha Trust, it trains over 400 young women each year and also offers courses to women in informal settlements in its village outreach programme.

Description of activities

The initiative collaborates not only with the private sector but also with Belgian and German government partners for curriculum development. Relevant activities include:

- Engagement with a hotel industry partner (Mövenpick) – to identify and transmit relevant skills and attitudes to both staff and students.
- Memorandum of understanding with an energy industry partner (Best Energy) – which has installed a digital energy monitoring device, the Eniscope, at the College, enabling students to track energy use and develop data-driven decision-making skills. Participation of staff and students in an IBM introductory online course on education for sustainable development, informed by meetings with IBM's Corporate Social Responsibility lead for the Middle East and Africa.
- Reduction of food wastage in kitchen operations through the use of software from Novacom, a Kenya-based hospitality software provider.

Relevance

What issues is the TVET Sustainable Hospitality Greening initiative designed to address?

Kenya has the largest economy in East Africa and is the region's financial, trade, and communication hub. The country's economy is largely dependent on rainfed agriculture, tourism, and natural resources, sectors that are susceptible to climate variability and change and extreme weather events. For this reason, Kenya has put in place measures to pursue a low carbon and climate-resilient development pathway to help transform Kenya into a newly industrializing, middle-income country.

The initiative responds to the challenge of providing education for sustainable development in Kenya, particularly in a context where climate change is secondary to the immediate economic challenges that confront students in the region. It aims, not only to equip students with knowledge, but also to create a culture of green practices within the institution which helps them develop lifelong practices and habits.

What approaches is the college using to meet their aims?

Working with industry: The involvement of the hotel industry enables students to acquire industry-ready competencies that are in high demand in the sector. The engagement of an energy company and the use of data-driven decision-making are also attractive to the industry, helping to create future employees who can monitor and reduce energy consumption as part of their daily work . In this regard, the Kibondeni College Management Team is working with Best Energy to create a green TVET space and a green working culture, enhancing students' readiness for the industry. Best Energy is also working with other Kibondeni College hotel partners that offer on-the-job training complementing the school-based learning at the college (dual TVET approach). In addition, the college is developing a new curriculum to further support the provision of training in hotels that are among the client base of the company Best Energy.

Community outreach: The initiative intends to establish Kibondeni College as a pioneer in greening the community, with both staff and students equipped with the relevant competencies, and training provisions based on an adapted greening curriculum which is accessible to both high-school students and women participating in Kibondeni's village outreach programme.

Income generation: Another aim of the initiative is to construct a hydroponic virtual garden as an entrepreneurial income-generating opportunity, particularly important in a context of limited land resources. This will enable the college to sell plant products, using rainwater catchment equipment donated by the Mpesa Foundation.

Digital training: A donation from the Belgian Government to improve internet connectivity in the college and to expand its computer lab facilities has enabled the inclusion of IBM training modules on the fundamentals of sustainability from the IBM Skills Build Platform.

Is the college part of a wider development programme?

Kibondeni College is part of the Nurisha Trust, a not-for-profit created in 1999 to enable the Kianda Foundation to run its vocational training units. These units specialize in the delivery of hospitality and economic empowerment programmes for women and girls from disadvantaged backgrounds.

Added value

In what ways is the initiative outstanding?

The initiative is breaking new ground through the collaboration of a TVET institution, the hospitality industry and an energy management company to develop a greening curriculum that builds the capacity of TVET students and inspires changes in behaviour among hospitality staff, students and the community. Not only does the initiative recognize the link between digital solutions and greening, such as the tracking of energy use, it also uses digital data to develop a sustainable greening curriculum that is specific to the needs of the hospitality industry and adaptable to other contexts. In addition, both staff and students receive the training which contributes to shaping their knowledge and attitudes and helps create a green culture among members of the TVET community.

Can you provide examples of the positive impact of the initiative?

Preliminary results suggest the training has led to specific and measurable improvements in the culture and operations of Kibondeni College in terms of comprehension and assimilation of energy saving practices, skill transmission and the acquisition of green competencies. This is an invaluable contribution to the country's climate adaptation solutions including clean and efficient energy development and reducing emissions from deforestation and forest degradation.

Students' new knowledge enhances their employability, as they are equipped to take decisions that can save hotels money by, for example, using equipment in an energy efficient manner and ensuring effective recycling and waste management. Their new competencies also extend a green culture into their communities. Most participants come from vulnerable backgrounds and the acquisition of transferrable skills that can enhance their communities represents a major win for the initiative. The students, for example, run training sessions for high school girls and vulnerable women as part of Kibondeni College's outreach programme.

Transferability

Could this initiative be replicated and can you offer advice to those wishing to do so?

The initiative is transferable, demonstrating the value of linkages between TVET and industry to drive, sustain and maximize the impact of training for students, staff and communities. Efforts to replicate the initiative should emphasize strong engagement with industry partners in strategic decision-making as a way to not only improve employment prospects for women on low-incomes, but also to meet industry-specific needs for sustainable greening.

Looking ahead, the replication of this project in Kimlea College (Kiambu County) and Tewa College (Kilifi County) will expand the number of students benefiting from this approach to 500 and pave the way for sustainable and measurable scalability. In addition, Kenya's Technical and Vocational Education and Training Authority (TVETA) attended the 2023 launch of the initiative and expressed interest in the replicability and scale-up of its curriculum. The initiative has been highlighted by the **national TVETA website** and showcased at national and international events.

Further information

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Sustainable Travel and Tourism Agenda, Kenya:

Accelerating youth entrepreneurship and employment in sustainable tourism in Africa

Dual transition

Entrepreneurship in TVET

© Sustainable Travel and Tourism Agenda

The objective of this initiative is
to enhance youth entrepreneurship and employability in travel and tourism in Kenya. Low employability and lack of awareness on current issues in sustainable tourism are the main challenges faced by graduate youth in tourism across Africa. Through broad collaborations with multiple learning institutions in Kenya, including universities and TVET colleges, and the public and private sectors, the initiative aims to train graduates to become effective leaders and innovative change agents in the sustainable development and management of tourism in Africa.

Submitted by: Sustainable Travel and Tourism Agenda (STTA)

Start date: February 2017

Type of implementing institution: Private sector

Implementing partners: 17 public and private colleges in Kenya that collaborate with STTA in the Young Change Makers Programme, plus the Africa Fund for Endangered Wildlife, the Giraffe Centre, Let's Go Travel and Emboo Mara Camp.

Target group: Students in colleges and undergraduate programmes on tourism.

Sustainable Travel and Tourism Agenda

Sustainable Travel and Tourism Agenda (STTA) is a consultancy organization that provides sustainability solutions for issues that are relevant for tourism as well as mentorship for youth and small enterprises.

Description of activities

The initiative works to generate positive outcomes for youth employment, curricular enhancement, and for the potential contribution of tourism to sustainable development. It focuses on leveraging mentorship, apprenticeship, competency-based education and training, digital technology, and fostering collaboration between the private and public sectors to create opportunities for innovation and learning practice that will transform the tourism workforce and its skills.

Facilitating close collaboration between the private and public sectors ensures industry needs and emerging trends are incorporated into the students' education and training. This alignment prepares students to address real-world challenges and seize opportunities within the sustainable tourism sector while at the same time enhancing training approaches in higher education institutions.

Relevance

What is the main challenge the Accelerating Youth Entrepreneurship in Tourism initiative is trying to address?

Tourism training curricula and approaches have evolved at a slower pace than the demands of the tourism industry and of travellers' own requirements. Many tourism students find themselves unemployed, under-employed, or working in unrelated industries that do not align with their skills and training. In addition, they often lack the necessary skills to generate employment opportunities or inspire innovation and change to support the contribution of tourism to sustainable development. This is the result, primarily, of gaps and mismatches between the curricula, industry needs, and student aspirations.

What strategies has this initiative employed to address this mismatch of skills?

A mentorship approach, enhanced by digital technology and public-private collaboration, aims to help university students gain the skills and knowledge they need to become agents of environmentally positive tourism. Students are challenged to rethink conventional approaches to managing tourism practice and foster a dynamic ecosystem to support sustainable tourism and economic growth. The initiative recruits students into the mentorship programme and assigns them to social entrepreneurship projects with trained coaches from partner institutions.

An online mentorship hub, created in collaboration with several partners, aims to leverage digital technology and competency-based tourism and hospitality education and training that transcends geographical limitations. The digital hub provides a hybrid training environment alongside conventional learning methods including boot-camps, practical field classes and problem-solving internships, all of which contribute towards a student's accreditation. Utilization of digital technology enables effective mentorship opportunities for students, allowing them to access guidance and support from experienced professionals remotely.

The initiative includes knowledge exchange through seminars and masterclasses delivered by mentors from the public sector, private sector and academia. As part of this exchange, students are trained on funding applications and they also run a project involving pitching for seed grants.

Is this initiative supporting wider development goals inside and outside Kenya?

The initiative supports competency-based education and training alongside academic university curricula to enhance skills-based learning for the tourism sector in Kenya. At a global level, the initiative is a response to the **Agenda 2030 Sustainable Development Goals** (SDGs) , particularly those that are relevant for tourism: SDGs 4, 8, 12, 13 and 17.

Added value

What is particularly groundbreaking about this initiative?

This is the first initiative of its kind in Kenya. There are, at present, no existing university or college partnership mentor programmes that involve a collaboration of over 10 universities or that promote student cross-learning in the country. The initiative is breaking new ground by providing additional learning places where students can enhance their skills and knowledge on the sustainable development of tourism.

What positive outcomes have occurred as a result of the Accelerating Youth Entrepreneurship in Tourism initiative?

Since 2017, the initiative's mentorship-based partnership with 17 colleges in Kenya and multiple public and private sector actors has fostered knowledge exchange and skills development. More than 1,000 students have benefited from this initiative, receiving certificates of recognition as sustainable tourism leaders.

This initiative has expanded to partner with academic institutions in Ghana and South Africa , as well as across Kenya, including University of Ghana Business School and Tswane University of Technology, to mentor students using accessible, affordable digital platforms provided by the initiative. The initiative has also awarded seed grants to six student projects in Kenya, Ghana and South Africa including for projects that use technology to make travel more accessible to people with disabilities, virtual cultural experiences, and open marketplaces for crafts that use cooperative approaches.

Transferability

Could this initiative be replicated elsewhere?

This initiative is transferable, especially the practice of supporting general **capacity building for instructors** on the sustainable development of tourism. The initiative also co-developed a **toolkit** which can be used by universities and TVET institutions to design their own competency-based sustainable tourism programmes.

The potential challenges to be considered for replicating the initiative include the need to recruit mentors and instructors from the private sector and the need to design collaborations with existing learning institutions.

Further information

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CiMSO Business Solutions:

Promoting digitization readiness in training for the tourism and hospitality industry

Digitalization in TVET

4.0

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The Digitization Readiness in the Tourism and Hospitality Industry initiative, launched in 2016 by CiMSO Business Solutions, addresses critical challenges in the rapidly evolving hospitality sector in Africa and Asia. It aims to support the high demand for skilled professionals who can seamlessly blend theoretical knowledge with practical expertise. To achieve this, the initiative is empowering the next generation of hospitality professionals by equipping them with essential digital training.

CiMSO, a software solutions provider for global hospitality markets, identified three main issues in the industry: the growing reliance on digital services, graduates' lack of hands-on digital training, and limited engagement between hospitality establishments and local communities, particularly in remote areas. To address these challenges, CiMSO provides free-of-charge access and training on industry-utilized software to education institutions. The initiative spans Africa and Asia and, as the software is cloud-based and can be accessed remotely, it is freely available to all government-affiliated TVET centres and educational institutions.

Submitted by: CiMSO Business Solutions, Africa

Start date: January 2016

Type of implementing institution: Private sector in collaboration with government-accredited educational institutions (government and/or private).

Target groups: Schools, TVET centres, colleges and universities

Funding programme: CiMSO Educational Donation Programme

Further information

For more information, consult the full **Innovation and Learning Practice**.

Shenzhen Polytechnic University, China:

Embracing digitalization through school-enterprise cooperation in the Huazhu Digital College Programme

Digitalization in TVET

4.0

© Shenzhen Polytechnic University

To address the growing demand for digitally savvy hospitality staff, Shenzhen Polytechnic University (SZPU) and Huazhu Group have developed a collaborative programme to reshape the hospitality industry through the development of an innovative education model. Huazhu Group, the sixth largest hotel operator in the world, is known for embracing digitalization, and in particular for its pioneering information system. Together, SZPU and Huazhu Group are creating a 'school-enterprise' college to help students develop the digital competencies sought by future employers.

Submitted by: Shenzhen Polytechnic University, China

Start date: September 2021

Type of implementing institution: TVET provider

Implementing partners: Huazhu Group

Target groups: TVET students (aged 17-23 years), teachers and instructors at SZPU

Shenzhen Polytechnic University

SZPU is a leading institution of higher vocational education in China. As an active UNEVOC centre in East and Southeast Asia and holder of the UNESCO Chair on Digitalization in TVET, SZPU is building an educational platform for high-level technical and skilled talent training through its global vocational innovative education. The training integrates production, education and the application of technology for research and development, plus training in social services, to create future generations of hospitality experts.

Description of activities

SZPU and Huazhu group have developed the digital operation '1+X' certificate. This educational model encourages students to obtain multiple levels of vocational skills – including through a six-month placement – while obtaining academic certificates. In addition, this collaborative initiative has developed digital teaching materials, built a training centre, created a digital hotel laboratory, and participated in the formulation of cooperation plans for other colleges related to the hospitality industry.

Relevance

What challenge is the Huazhu Digital College Programme aiming to overcome?

As digital technology continues to be used extensively across the hospitality industry, it is becoming increasingly difficult for students who lack digital competencies to find satisfying jobs. At the same time, it is also difficult for hotels to recruit qualified employees. This programme aims to respond to a shortage of digital skills training in the hospitality industry and enhance retention rates for employees in the Huazhu Hotel Group. The programme also aims to improve the employment rate for SZPU hospitality graduates.

What strategies is the initiative using to achieve this?

The initiative provides innovative teaching and learning practices for the delivery of new qualifications and competencies to students and develops industrial and vocational training. There are three specific strategies:

- **Huazhu Elite Class:** High-performing first- and second-year hospitality programme students (10-15 percent of the total), are recruited to join Huazhu Elite Class which provides eight curriculum modules, totalling 112 course hours, to small classes of 25 students or less. Most modules are either face-to-face lectures or hotel visits, and a small number are online courses. An assessment is conducted upon completion of the course. Qualified students are awarded the industry-recognized 'Modern Hotel Service Quality Management' qualification certificate issued by Huazhu Group.

- **Digital hotel laboratory:** Students receive training through a range of diverse teaching venues such as traditional classrooms, the digital hotel laboratory, and the training hotel. Training includes basic service skills, such as wine tasting and catering, plus training on digital equipment such as live broadcasting tools, hotel reception software, and a service robot. In addition, Huazhu provides electronic accounts for students to simulate the basic modules of hotel services which helps them develop real-life operational competencies used in the Huazhu hotel.

- **New talent development programme:** Huazhu and SZPU jointly developed a new industry-based talent development programme which includes two courses: Hotel Digital Operation and Customer Service Management.

When students undergo training, their performance is measured by hotel managers and guests during their internships. Positive feedback for the trainees is recognized with a certificate from management. From the second month of their six-month internship, hotel managers evaluate their performance monthly, with these evaluations determining whether they are promoted or reassigned.

With the support of the Chinese Ministry of Education, SZPU and Huazhu Group have created a database to promote the production of education resources, compile them in one place, and support the development of the industry.

Is this part of a wider national initiative?

The Huazhu Digital College Programme is part of a wider initiative launched by the Chinese Ministry of Education to promote the integration of industry and education, and to carry out extensive talent training. SZPU, Huazhu Group and other TVET institutions, universities and hotel companies, participate in the ministry's National Modern Accommodation Industry – Industry and Education Integration Community. This community aims to coordinate hospitality personnel training and the development of China's hotel industry.

Added value

What positive outcomes have occurred as a result of the Huazhu Digital College Programme?

The programme provides students with digital skills on the latest technologies and their application in the hotel industry. Students are equipped with the necessary digital knowledge and competencies for employment and, although only currently in the early stages of implementation, the initiative has seen an increase in the employment rate of graduates and the retention rate of interns. Specifically, the employment rate of the hospitality management graduates increased from 92% in 2020 to 96% in 2023.

Transferability

Could this initiative be replicated elsewhere and is there any advice you could provide for doing so?

The Huazhu Digital College Programme is a model for school-enterprise cooperation that can be replicated in other settings where there are hospitality schools and hotel companies. As two important TVET providers, SZPU and Huazhu Group complement each other in terms of resources, with SZPU providing professional knowledge and Huazhu Group providing industry-based personnel and venues for digital training.

Chinese TVET providers are already expanding this model across other contexts within China. Around 20 polytechnics and universities are now introducing this approach, such as **the SIT-Jinjiang model**, proving it can be replicated successfully.

Those replicating this initiative should ensure they have adequate resources, enough qualified trainers and a good online resources database. SZPU could assist through capacity building workshops or database provision.

Huazhu Group also provides open **online courses**, which could benefit students, trainers, and hospitality enterprises in other contexts. Not all courses are in English, but bilingual sub-titles could be provided.

Further information

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More information about this initiative

Find out more on the Shenzhen Polytechnic University website: **www.szpu.edu.cn**

EcoCampus at École d'Hôtellerie et de Tourisme Paul Dubrule, Cambodia:

Encouraging student-led sustainable transformation and achieving a Green Flag certification

Greening TVET

© École d'Hôtellerie et de Tourisme Paul Dubrule

The EcoCampus Project, run by École d'Hôtellerie et de Tourisme Paul Dubrule (EHT) in Cambodia, responds to the growing demand for sustainable practices in the hospitality and tourism industry. Launched in 2021, the EcoCampus is breaking new ground by pioneering a student-led solution for the campus to implement effective green transitions, therefore preparing future generations to be leaders in sustainable tourism and hospitality.

As the first TVET institution globally to achieve the **Foundation of Environmental Education Green Flag Eco School certification**, EHT's EcoCampus addresses challenges faced by TVET students, staff, hospitality establishments and suppliers. The initiative aims to instil environmental responsibility in future professionals, filling gaps in knowledge, skills, and positive attitudes toward sustainability. EHT predominantly works with female Cambodian TVET students (65-70%) with a high proportion from minority and disadvantaged backgrounds.

Submitted by: EcoCampus at École d'Hôtellerie et de Tourisme Paul Dubrule, Cambodia

Start date: December 2021

Type of implementing institution: Not for profit/NGO

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

Funding programmes: 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

Further information

For more information, consult the full **Innovation and Learning Practice**.

Her Turn, Viet Nam:

Empowering women through holistic hospitality training

Entrepreneurship in TVET

Digitalization in TVET

4.0

© KOTO

In Southeast Asia, tourism continues to be a growing industry, making hospitality training an effective and popular vehicle for women entering the workforce. KOTO's Her Turn programme provides vocational training to disadvantaged young women and facilitates general life-skills training to promote sustainable long-term career development opportunities in the hospitality industry. Successful graduates of the two-year training programme receive an internationally recognized certificate from Box Hill Institute.

Submitted by: KOTO (Know One, Teach One)

Start date: February 2018

Type of implementing institution: Not for profit/NGO

Implementing partners: KOTO works with a large number of NGOs (and local government organizations) including **Apollo English Training Centre**, **Box Hill Institute**, **Griffith Centre** for Systems Innovation, **United Nations International School**, **Junior Achievement**, and **Capacity Vietnam**.

Target group: Young women aged 16-28 years from minority ethic groups and poor regional areas of Viet Nam.

Funding programmes: The Australian Department of Foreign Affairs and Trade in Viet Nam, plus several smaller funding partners.

KOTO

KOTO – Know One, Teach One – is a not-for-profit social enterprise that empowers at-risk and disadvantaged youth in Viet Nam through its holistic hospitality training programmes. KOTO's overall objective is to help ensure young people have a life of choice and dignity by providing them with a well-rounded vocational education.

Description of activities

The Her Turn programme's objective is to economically empower disadvantaged Vietnamese women from poor regions and ethnic minority groups through free TVET courses. KOTO achieves this by delivering a series of 6- or 24-month hospitality training courses for women to develop hospitality and entrepreneurship skills. KOTO's holistic approach to women's education ensures participants are also equipped with life skills including English language and digital literacy training.

Relevance

What challenges is the Her Turn programme designed to address?

Her Turn works with young disadvantaged women (aged 16-28), many of whom lack formal education and financial literacy skills making them vulnerable to exploitation, trafficking and marginalization. The programme was established to meet the following goals:

Decrease youth unemployment: Vietnamese youth account for nearly half of all unemployed people in the country. This issue was exacerbated by the COVID-19 pandemic, with school closures and economic instability causing youth employment prospects to be severely affected.

Support disadvantaged women: Viet Nam's economy is vulnerable to certain crises, such as the COVID-19 pandemic, due to its heavy reliance on tourism, manufacturing and agriculture. Impacts from crises are often amplified for

women from rural and ethnic minority populations for various reasons including:

- their vulnerable employment status in sectors such as agriculture and tourism that are particularly at risk from economic shocks and job losses;
- their limited access to resources and information on healthcare, prevention measures for stopping the spread of disease, financial support and other support services;
- their increased unpaid care work burden as a result of school closures, caring for ill family members and quarantine measures;
- traditional gender norms prevalent in rural communities which may discriminate against women accessing resources.

Combat gender-based violence: According to a **UNFPA report in 2020**, 63% of married Vietnamese women have experienced domestic violence. Furthermore, rural Vietnamese women are susceptible to engage in vulnerable self-employment and face different challenges stemming from limited access to education, resources and market opportunities, compounded by entrenched gender inequality.

In what ways does the initiative support participants to gain sustainable work?

KOTO focuses on supporting participants by providing them with:

Vocational training: Participants receive hospitality training (front-of-house, commercial cookery, etc.) and entrepreneurship skills for running local hospitality venues or homestays. During training, participants gain practical experience at KOTO's training restaurants and hotels in Hanoi.

Digital skills: Digital literacy and computer skills, as well as online safety and privacy training, are provided to equip participants for future employment and also to increase their capacity for research and self-learning. Participants also reported a heightened sense of belonging and self-esteem through being able to stay connected with friends and family and being involved in diverse online communities.

Life skills: Training includes learning about mental and sexual health and guidance on working with people from different cultures, genders, ethnic groups, and with disabilities. These life skills support participants to better understand themselves, set goals, and become independent and active members of their communities. The programme also helps reduce domestic violence by empowering women financially, increasing their independence and expanding their social networks.

Ongoing support: The programme provides long-term career development opportunities and supports graduates in obtaining employment and advancing their careers. 40% of KOTO's staff are alumni from Her Turn meaning their lived experiences influence programme design and support.

Qualification: Through a partnership with Australia's **Box Hill Institute**, graduates of Her Turn's two-year programme are now awarded an internationally recognized certificate in TVET.

Added value

How is KOTO different from other initiatives working with young people?

Traditional schooling and vocational training systems in Viet Nam often fail to prioritise disadvantaged young women. Her Turn provides completely free and unique curricula, which work specifically for this target group, and its partnerships with local NGOs and government agencies ensure it reaches those most in need. Her Turn provides a safe and supportive environment that allows participants to heal from trauma, gain self-confidence and set ambitious goals for themselves. KOTO has a strong focus on ensuring women's physical and emotional health are supported through life skills training, extracurricular activities and community service initiatives.

In what ways is the programme positively impacting participants and the wider community?

KOTO's programme aims to positively impact the lives of not only those that complete the training, but also those around them including families and the wider community. KOTO has worked to shift negative cultural beliefs and mindsets in tourism about working with disadvantaged youth. The initiative demonstrates how – with support – Viet Nam's disadvantaged citizens can thrive independently in their chosen fields. KOTO now provides employees to many leading five-star hotels and restaurants and also delivers additional training opportunities to their staff.

KOTO alumni are spread across 12 countries, with 40 graduates owning their own businesses, 22 with scholarships to pursue further education, 50 receiving an internship or job placement overseas, and 100% with employment upon graduation from the Her Turn programme.

Transferability

Is this initiative transferrable and what advice can you offer those wishing to replicate it?

Her Turn has a core structure that can be replicated, and specific training elements can be adapted to suit cultural and locational needs. The main considerations for replication are:

Cultural and societal differences: Incorporating cultural norms and societal expectations regarding women's roles and education into the course curriculum – whilst also advocating for gender equality and women's empowerment – are crucial for the success of the programme. Gaining the support and acceptance of the local community through outreach is also essential.

Resource availability: The programme requires access to resources, funding, facilities and qualified trainers to operate, so partnerships with local organizations, governments, and international donors are recommended.

Safety and security: In some regions, women's safety may be a significant concern, therefore implementing protective measures, such as secure housing, transportation, and on-site security is vital.

Access to employment opportunities: The success of the programme relies on participants' ability to find employment after completion, therefore identifying job opportunities and establishing partnerships with relevant industries or businesses is important.

Further information

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KOTO website: **www.koto.com.au**
Her Turn website: **www.koto.com.au/herturn**
BILT Learning Lab 'Equitable, excellent, empowering: Innovative TVET in hospitality': **https://unevoc.unesco.org/bilt/Learning+Lab+-+Innovative+TVET+in+Hospitality**

The Tourism and Hospitality Skills Group, Scotland:
Uniting stakeholders to support skills solutions

Dual transition

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The industry-led Tourism and Hospitality Skills Group (THSG) works to identify and address skills capacity issues faced by the tourism and hospitality sector. The group's uniquely holistic approach means it prioritizes the needs of individual workers, business requirements and environmental sustainability. Through collaboration with partners and stakeholders, the group works to deliver appropriate skills solutions to support industry growth in Scotland.

Submitted by: Scottish Tourism Alliance

Start date: 2011

Type of implementing institution: Not for profit/NGO

Implementing partners: Skills Development Scotland

Target groups: Government, TVET provider, learners and workers

Tourism and Hospitality Skills Group

The THSG, driven by industry, serves as the central hub for identifying and tackling skills capacity challenges within the sector. Collaborating with partners and stakeholders, the group actively shapes skills solutions to foster industry growth in alignment with the **Scotland Outlook 2030** strategy. It is composed of employers, industry bodies, stakeholders, third sector entities, public agencies and providers of education and training.

Description of activities

In 2016, THSG member, **Skills Development Scotland**, conducted a sector-wide skills gap analysis to establish baseline measurements and subsequently publish regular reports on the state of the industry. The THSG responds to these findings in their activities.

The THSG undertakes a multi-layered approach encompassing several key activities including:

- identifying strategic skills needed and priorities within the sector;
- overseeing apprenticeship demand and opportunity;
- facilitating the sharing of best practice and key learning across the sector;
- engaging industry stakeholders to provide expertise and knowledge sharing; and
- measuring performance improvements against established baseline measures.

In addition, the group is participating in the reworking of the Skills Framework for the Tourism and Hospitality Sector (which defines competencies needed to work in a certain occupation) and, in collaboration with the Scottish Government, working to integrate core/life skills training into secondary education institutions.

Relevance

What are the aims of the THSG?

Established in 2011, the group formed in response to an industry need for strengthening dialogue between stakeholders and to streamline collaborative efforts to capitalize on synergies. The group's focus aligns with broader industry objectives and national initiatives, notably **Scotland Outlook 2030** (Responsible Tourism for a Sustainable Future). Specifically, the group aligns with this initiative's emphasis on 'Our passionate people' which aims to fortify Scotland's

tourism workforce. Core aims of the THSG therefore include:

- skills development in automation/digitalization;
- establishment of fully equitable, open and diverse workforce;
- enhanced recruitment and retention procedures;
- provision of **fair work** conditions; and
- creation of a roadmap to achieving carbon net zero.

What strategies has the group employed to achieve their goals?

With funding support from the Scottish Government, the group works with businesses and individuals to develop training programmes that meet the needs of the tourism and hospitality sector. The group provides training in (amongst others): digital skills development; management and supervision; low carbon awareness; mental health first aid; transversal skills (inter-cultural communication/language learning); catering and culinary skills; storytelling; and disability awareness. In addition, the group has created a toolkit for businesses on workforce development and reskilling/upskilling to support the broadening of job roles. Furthermore, the group commissioned research to inform future training on fair work practices and technical travel-based skills training.

Added value

What makes this initiative stand out from other similar ones in Scotland?

Before the THSG was established, individual agencies and industry bodies tended to work in isolation resulting in duplication of work. The THSG uses research and evidence to determine skills priorities for the sector as a whole and works collaboratively with industry professionals to identify solutions.

What positive outcomes has the THSG achieved since inception?

The THSG provides support to both businesses and individuals within the sector. A few examples of successes include:

Age inclusive workplaces: The group worked collaboratively with the charity **Age Scotland** to foster age-inclusive workplaces by developing tools for businesses to attract workers aged 50 and above into the sector. Simultaneously the group worked with individuals in that age bracket offering tailored skills training to align with industry needs.

Online training: The group developed a management, leadership and supervisory online training programme that was delivered to more than 3,000 staff within the sector over a two-year period. The programme, run collaboratively with industry, the public sector, and training providers, enabled broader access to training for people in rural and remote areas across Scotland. A large range of businesses took part including micro-businesses.

Priority-skills training: Similar additional online programmes have also been developed and delivered around a range of skills priorities for the sector. These include: low carbon training delivered by **Keep Scotland Beautiful** (75 participants); mental health training delivered by **Hospitality Health** (149 participants); disability/inclusion training delivered by **Inclusion Scotland** (200 participants); and complete storytelling training delivered by the **Association of Scottish Visitor Attractions** (170 participants).

Skills investment plan: The group developed a comprehensive **Skills Investment Plan** (SIP) for the sector and advocates for publication of regular Tourism Skills Assessments. In addition, the group provides insights for shaping the development of apprenticeships in hospitality and travel services.

Future-proofing the sector: To anticipate potential staffing shortfalls in the future, the group has commissioned crucial research to gain deeper insights into the skills challenges confronting the sector. The initiative aims to identify solutions such as how **robotics and artificial intelligence can combat the staffing crisis** within the industry.

Implementing fair work practices: The group has played a key role in highlighting the increasing importance of implementing fair work practices across the tourism and hospitality sector in Scotland. THSG has led on the development and implementation of programmes to change perceptions of tourism as a career of choice to attract talent into the industry.

Transferability

Could this initiative be scaled-up and replicated in other countries?

One challenge for scaling up the initiative in a larger country context would be coordinating between a larger number of local authorities compared to the work in Scotland. The blueprint for how the group operates and its key findings, however, could potentially be shared and used in different contexts. The current chair of the THSG, for instance, founded a similar group in Cyprus.

Further information

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More information about this practice

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Tourism and Hospitality Group: **https:// scottishtourismalliance.co.uk/the-tourism-and- hospitality-skills-group**

Digital Green Innovative Tourism, Italy:

Collaborating across Europe to align TVET with industry demand

Dual transition

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The DGI (digital, green, innovative) TOURISM initiative, co-ordinated by X23, seeks to transform TVET in the tourism sector. Its overarching goal is to identify, develop, and seamlessly integrate crucial green, digital and innovative skills into curricula and training practices, thereby ensuring a sustainable future for the tourism industry.

Submitted by: X23, Italy

Start date: February 2022

Type of implementing institution: Private sector

Implementing partners: X23, Atlantis Engineering, Berufsschule für Handel und Reisen (Vocational School for Trade and Travel), ENAIP Lombardia, Green Destinations, Travel2Fit

Target group: TVET sector in Italy, Austria, Greece, the Netherlands

Funding programme: Erasmus+

X23

X23 is an independent multidisciplinary, self-sustaining research centre and business support organization founded in 1999. It has a successful track-record in managing EU co-funded projects and is committed to innovation, research, growth and scale-up.

Description of activities

Pioneering in its multi-national collaborative approach, the project simultaneously addresses digitalization, sustainability and innovation. In line with this, DGI TOURISM has created a competency framework, developed a detailed curriculum in accordance with European standards, and provided a schema for developing practical training materials to educators. In addition, DGI TOURISM facilitates events to actively engage with educational institutions, industry professionals, and policymakers from across Europe.

Relevance

What issues is the DGI TOURISM initiative designed to address?

The tourism industry faces significant transformations due to advancements in digital technologies, green practices, and innovative strategies. This rapid evolution requires the workforce to possess a new set of competencies, integrating digital literacy, sustainability practices, and innovative thinking into their skill sets. The DGI TOURISM initiative was, therefore, designed to better align TVET with contemporary industry demand.

What strategies is DGI TOURISM using to address these challenges?

Methodological framework and handbook for curriculum development: Acting as a blueprint for identifying essential qualifications and competencies, DGI TOURISM's methodological framework encompasses digital, green and innovative practices crucial for sustainable tourism. DGI TOURISM has also developed a training handbook to support curriculum development in line with European standards (EQF, ECVET) to integrate relevant qualifications and competencies into a formalized educational structure.

Provision of training materials: The initiative has produced a schema to guide the development of training materials that cover topics such as sustainable tourism practices, digital marketing, and innovative service delivery.

Online training course: DGI TOURISM's goal is to provide specialized online, accessible training courses for TVET trainers, professionals, and learners in the tourism sector, focusing on digital literacy, environmental sustainability, and innovative thinking.

Open and sustainable access: DGI TOURISM shares training materials as Open Educational Resources (OER) to promote widespread dissemination of knowledge beyond the initiative's boundaries. The training developed is available in five languages (EN, IT, EL, SP and DE) online, uploaded on a **Moodle Platform** or offline, by downloading the full PDF version of the training package from the DGI Tourism website.

Is the DGI TOURISM initiative part of a broader development agenda?

The initiative is aligned with, and contributes to, several wider initiatives including: European TVET policies for fostering skilled workforces in key sectors; national TVET strategies to aid partner countries' workforce development and economic growth; UN Sustainable Development Goals including on quality education, decent work, and climate action; and the European Green Deal objectives to promote sustainable tourism practices and environmental conservation.

Added value

What sets this initiative apart from other similar practices?

DGI TOURISM's holistic and forward-thinking approach to addressing the challenges faced by the tourism sector is what makes this initiative unique. The initiative takes a comprehensive stance by simultaneously addressing digitalization, sustainability and innovation.

The initiative also demonstrates innovation through its collaborative, multi-national approach, leveraging expertise and knowledge-sharing among partners across Europe. This enriches the training content by incorporating diverse viewpoints and global best practices.

What positive outcomes has DGI TOURISM achieved since inception?

DGI TOURISM has achieved significant milestones enhancing employability, social development and environmental protection. Examples include:

Enhanced competency levels: TVET trainers, professionals and learners in the tourism sector are showing noticeable

improvements in digital, green and innovative competencies. Preliminary data reveals promising outcomes with 80% of participants reporting increased knowledge of sustainable travel practices.

Integration of DGI TOURISM's material into accredited curricula: The ENAIP Lombardy (Italy) and Berufsschule für Handel und Reisen (Austria) have added DGI TOURISM content to their curricula and several TVET organizations in Greece and the Netherlands have confirmed interest.

Adoption of sustainable practices and positive impact on local communities: Professionals, trained in sustainable tourism, are adopting environmentally-friendly business practices and sustainable initiatives are supporting local economies, preserving cultural heritage, and encouraging responsible tourism. DGI TOURISM encourages local communities to actively participate in tourism-related activities to foster mutual understanding and cultural exchange.

Community of practice: Engagement with stakeholders through local, national and international multiplier events, dissemination activities, and collaborative efforts has created a vibrant community of practice, fostering continuous learning and driving industry-wide progress.

Transferability

Could the initiative be replicated in different settings and are there resources available for this?

DGI TOURISM represents a valuable learning opportunity for other TVET stakeholders and professionals in the sector. Several key elements within the initiative have the potential to be adopted in different settings: TVET institutions can integrate DGI TOURISM's modules on responsible tourism into their curricula, they can replicate the flexible approach to modular curriculum design, adapt the initiative's OER and use the online learning platform. The initiative's model for international and national collaboration and best-practice sharing can also be replicated in other contexts.

DGI TOURISM can also offer a wealth of resources including the curriculum framework, training materials and educator guides, research and publications, and access to community forums and capacity building workshops.

What issues should those wishing to replicate this initiative be aware of?

Diverse industry and learner needs: Tourism sectors in different regions have unique demands so adapting the curriculum to suit the context is crucial. Conducting comprehensive market research and actively engaging with local stakeholders not only unveils specific requirements but also showcases the initiative's value to businesses and employers. Particular attention should be paid to digital access and infrastructure, and to language and cultural differences. Providing hybrid on- and off-line courses, developing resources in multiple languages and collaborating with local educators should help mitigate these challenges.

Training and capacity building: Offering training workshops, webinars, mentorship programmes and continuous professional development empower educators to deliver high-quality education aligned with the initiative's goals.

Further information

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Diploma in Climate Friendly Travel, Malta:

Training global climate champions online and on-the-job

Greening TVET

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The Institute of Tourism Studies's Diploma in Climate Friendly Travel is the world's first course dedicated to tourism and climate resilience. The two-year practical course explores links across the SDGs, the 1.5°C global warming threshold agreed under the 2015 Paris Agreement, the low carbon agenda, **the Samoa Agreement** which underlines the importance of sustainable development and conservation of natural resources, and the role of the travel and tourism sector in sustainability. There is a focus on support for the world's least developed countries and small island developing states (SIDS), as these are particularly affected by climate change.

Submitted by: Institute of Tourism Studies and SUNx, Malta

Start date: 2020

Type of implementing institution: Government affiliated not-for-profit

Implementing partner: SunX Malta

Target group: Young adult students from developed and developing countries.

The Institute of Tourism Studies

The **Institute of Tourism Studies** (ITS) in Malta, offers students hands-on experience through training restaurants, kitchens and hospitality laboratories. ITS is affiliated with the **Emirates Academy of Hospitality**, **Haaga-Helia University of Applied Sciences in Finland**, **Paul Bocuse Restaurant in France**, and partners with **SUNx Malta** on environmental and climate sustainability.

Description of activities

The Diploma course builds on a consultation by the SUNx network with travel and tourism stakeholders in regions impacted by climate change. Feedback from this consultation informed the content and structure of **the course**, as well as the development of a virtual faculty that includes external pioneers and experts on the issues of climate change and environmental sustainability within travel and tourism.

Through their student cohorts, virtual faculty, and promotion of sustainability across the travel and tourism sector, ITS and SUNx aim to build a community of 100,000 climate champions in the sector by 2030. This will help stakeholders across the sector find and follow green and clean pathways in their operations. This work is enhanced by the **SUNx Malta Climate Friendly Travel Registry**.

Relevance

What environmental challenges is the Diploma in Climate-Friendly Travel designed to address?

This climate-friendly and sustainable travel education initiative aims to mitigate the environmental degradation that can be a harmful by-product of tourism. It does so by promoting practices that reduce emissions and environmental harm while supporting local economies and respecting the environment. These practices can include, for example, promoting carbon offsetting, encouraging sustainable practices in tourist accommodation and activities, and supporting the development and use of more sustainable forms of transport.

What strategies does the initiative use to support students in becoming leaders in green travel?

Skill development: The Diploma has been designed to equip students with knowledge of climate issues, as well as the skills to develop and implement sustainable practices. These skills include the sustainable management of existing tourism businesses and the development of new and more sustainable forms of tourism, as well as knowledge on policy-making for sustainable travel. In addition, this qualification aims to contribute to the formalization of a potential profession within travel and tourism that addresses, monitors and develops plans to mitigate the environmental impact of this sector.

Online learning: The course consists of a one-year online learning module through the virtual faculty and a one-year work placement. During the online learning, students, for example, engage in simulations and scenarios through role play – adopting the roles of those who are in favour of – or opposed to – climate friendly initiatives, and explore the potential consequences of these positions. This instils a more comprehensive sense of climate issues from the viewpoints of different stakeholders in the travel and tourism sector.

Work placement: During their placement students can apply their new knowledge and skills in a hands-on context. Students have the opportunity to train through the Local Industrial Trade Practice, who offer a 14-week practical training experience in the Maltese tourism and hospitality industry, or through the International Internship Trade Practice, which offers a 12-month assignment in the industry to be completed abroad.

Added value

What sets the Diploma in Climate-Friendly Travel apart from other similar courses?

The Diploma in Climate Friendly Travel is more practical than formal academic courses in environmental sustainability in that it draws on the interplay between academic training and the travel and tourism industry.

What positive outcomes have occurred since the programme began?

The virtual faculty is helping to consolidate the links between theory and practice, given past experience and current positions held by the faculty members involved. The students, who are recruited from all over the world, include government officials from the least-developed countries and SIDS who can play a key role in the promotion of sustainable forms of travel and tourism.

Graduates from developing countries who receive the Diploma have found employment in local, national and multinational companies that operate in their home country and help to develop strategies to mitigate environmental degradation and exploitation. Others have created their own start-up companies and involve their communities in implementing climate friendly tourism practices.

Transferability

Is this initiative transferrable to others working in a similar context?

The initiative is transferrable, particularly the online components that impart skills which can then be put in practice during work placements. ITS and SUNx Malta have mobilized the virtual faculty to transfer knowledge, aiming to build a cohort of climate champions.

Further information

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Course website: **https://its.edu.mt/course?course_code=D-CFT**

The Lab Hotel, Switzerland: Hands-on hospitality training and student-led experimentation

Dual transition 4.0

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The Lab Hotel, established in 2021 within the Hotelfachschule in Thun, Switzerland, serves as a unique learning platform for students in hotel management. This real-life hotel with paying guests allows students to explore innovative concepts in the hospitality industry, emphasizing digitalization and sustainability, and helping to address Switzerland's current shortfall in digitally trained hospitality professionals.

The Lab Hotel provides hands-on training, enabling students to learn practical skills, develop leadership abilities, and experiment with new technology such as using robots and high-tech systems for monitoring air quality. Through the possession of digital and green skills, students not only improve their career opportunities but also transform into well-informed and responsible global citizens capable of addressing future challenges. Furthermore, the initiative nurtures students' entrepreneurial capabilities, empowering them to become innovative thinkers, problem solvers, and change-makers, well-prepared to navigate the intricate landscape of the contemporary hospitality sector.

Start date: March 2021

Type of implementing institution: TVET institution

Target group: TVET students

Further information

For more information, consult the full **Innovation and Learning Practice**.

Conclusion

The Innovation and Learning Practices featured in this publication reflect the awareness of the need for transformation in TVET and in the hospitality and tourism sector. They underline the need for close collaboration between TVET institutions, industry partners and other stakeholders. Working together within the sector and across levels plays a vital role in shaping a dynamic and sustainable TVET ecosystem. On one hand, the presented initiatives attempt to transfer existing policy approaches into practice, on the other, their innovative character and potential aims to stimulate policy development.

The momentum of digital and green transformation offers the opportunity to shape TVET institutions for a more ecologically sustainable, as well as equitable and inclusive, future. **Bringing innovation to TVET institutions** implies moving from awareness of the impact of digitalization and greening on hospitality and tourism, to action. The organizations featured in the publication successfully increased their impact in their local and regional contexts, highlighting the following commonalities and success conditions:

- TVET institutions need to take a holistic approach to greening and digitalization, establishing a change in the institutional culture and reshaping the mindset of the learners as future leaders. The benefits of TVET students taking a leading role in the institutional innovation processes can be beneficial, as stands out in the examples of the *EcoCampus* in Cambodia and *The Lab Hotel* in Switzerland.

- TVET institutions can enhance the employability of their graduates by providing them with relevant digital, green and transversal competencies that match current demands in the labour market. The integration of work-based learning and close collaboration with industry partners are key to achieving this. The practices at *Kibondeni College* in Kenya and at *Shenzhen Polytechnic University* in China prove that - once established - such collaborative initiatives involving the industry can become role models, which are then replicated by other TVET institutions and their industry partners across regions.

- The institutional examples featured in the publication show that innovative and creative responses to greening and digitalization, anchored in and working with the local community and environment, can help promote TVET in hospitality and tourism as an attractive choice for learners. At the same time, being innovative gives TVET institutions a competitive edge, making them stand out among other TVET providers in the sector.

Innovating TVET provision can be achieved by identifying competencies and qualification demands in the hospitality and tourism sector as it goes through a digital and green transition, designing flexible curricula, and delivering TVET programmes that ensure equal access to relevant training. The examples in this publication illustrate convincing approaches to meeting new qualifications and competency needs in the hospitality and tourism industry:

- Tackling the dual transition relies on sector-specific stakeholder networks to work towards standardizing relevant training for future professionals in hospitality and tourism. Research into sector skills capacity challenges and evolving qualification needs plays an important role as evidence-base for innovating training, both in the national and international context (e.g. *Tourism and Hospitality Skills Group*, Scotland, and *Digital Green Innovative Tourism Initiative* in collaboration with four European countries).

- Equal access to quality training in digital competencies required in learners' future workplaces continues to be a challenge. Innovative initiatives for sustainable tourism make use of accessible online learning and digital communities to increase the impact of their programmes. Programmes focusing on the acquisition of digital skills can help improve the employability of underserved and disadvantaged communities, especially those groups presenting overlapping forms of disadvantage and discrimination such as women (e.g. the *Her Turn* programme, Viet Nam, and the *Digitization Readiness in the Tourism and Hospitality Industry* initiative by CiMSO business solutions).

- The learners' experience of being actively engaged in sustainable practices that help the industry adapt to climate change and mitigate the environmental impact of tourism is fundamental to developing their knowledge, skills and attitudes with regard to sustainability.

Looking ahead, the green and digital competencies and qualifications behind the TVET practices showcased in this publication represent not only the current needs of the industry but also anticipate its future direction. Building on the priorities set out in **UNESCO's strategy for TVET 2022-2029** and **UNESCO-UNEVOC's medium-term strategy 2024-2026**, the publication aims to inspire transformation through TVET towards a greener hospitality and tourism industry, where all professionals are equipped with the relevant competencies to meet individual, labour market and societal demands.

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Innovation and learning practices in TVET

from the hospitality and tourism sector

Examples from Africa, Asia and Europe

This Compendium of innovative practices complements the report of the 2023 BILT Expert Group *Green and digital skills for hospitality and tourism: from industry trends to competencies within TVET*. Through extensive research and collective efforts, the BILT Expert Group has identified ten exemplary practices related to the identification, integration and implementation of new green and digital competencies in the hospitality and tourism industry, which address macro-, meso- and micro-level TVET stakeholders. These initiatives and programmes are presented to the international audience with a strong belief in the benefits of policy and peer learning in TVET to drive transformative change.

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4 QUALITY EDUCATION

Sustainable Development Goals