

# BILT Expert Group on the dual transition in hospitality and tourism

*Wednesday, 9:35 – 10:45 CEST*

- 1 Introduction
- 2 Output of the 2023 BILT Expert Group
- 3 Recommendations and Good Practice Examples
- 4 Questions and Discussion
- 5 Way forward

# Introduction

**Katharina Engel & Kenny Muscat**

**BILT Project Managers at BIBB and UNESCO-UNEVOC**

# Context of the BILT Expert Group

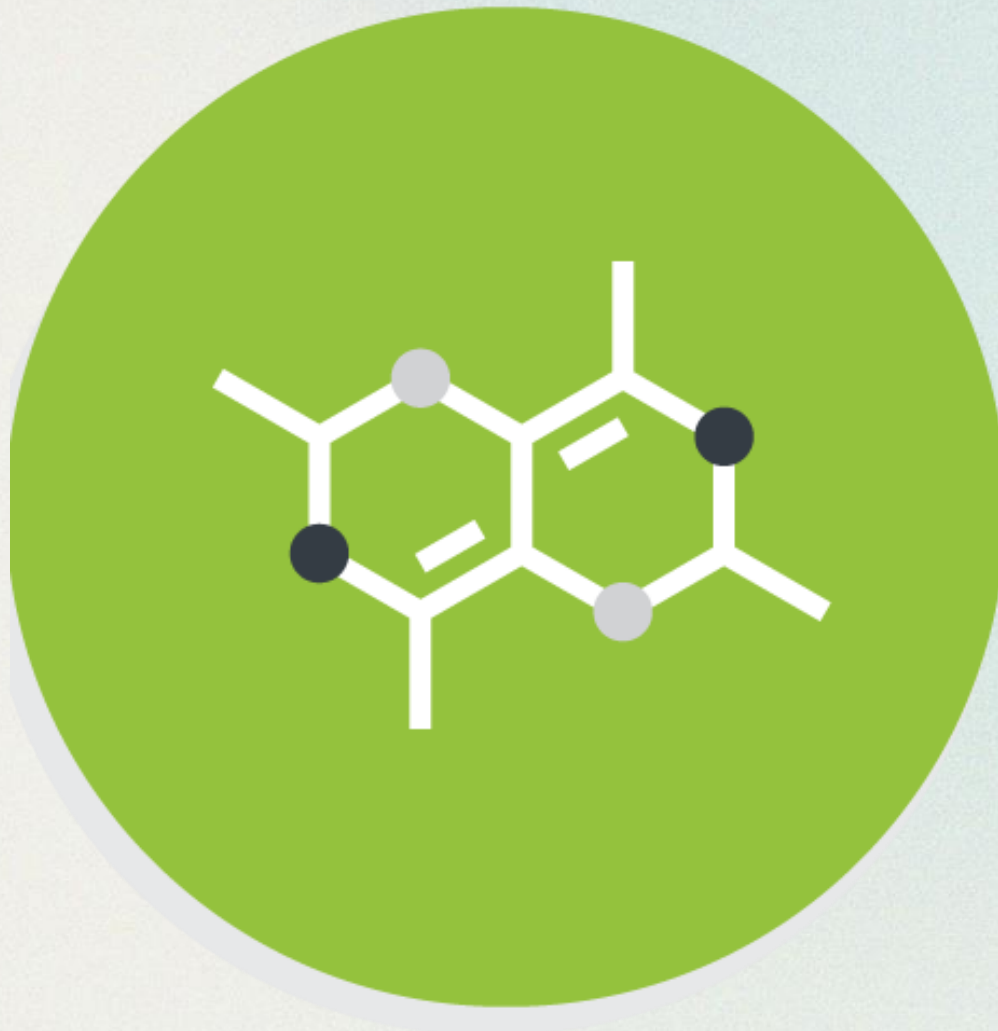
- Promoting innovation within TVET
- 2021 BILT Expert Group focused on new qualifications and competencies
- Publication 'New qualifications and competencies for future-oriented TVET systems' (three volumes)
- Focus on specific sectors
- 2023 BILT Expert Group on dual transition in hospitality and tourism



# Output of the 2023 BILT Expert Group

**Erik Swars & Franziska Wettstein**

Swiss Federal University for Vocational Education and Training SFUVET



## **Focus sector 2023:** Tourism & Hospitality

- Taking stock of current debates around new skills in the hospitality and tourism sector within the three regions
- Identifying innovative TVET practices from the hospitality and tourism sector in each region
- Developing a publication featuring practical recommendations for TVET stakeholders in the hospitality and tourism sector

**Lead:** Swiss Federal University for VET (SFUVET), Switzerland

**Co-leads:** Boma International Hospitality College (BIHC), Kenya, and École d'Hôtellerie et de Tourisme Paul Dubrule (EHT), Cambodia

**BILT Expert Group members:** 31 members from Europe, Africa and Asia-Pacific

**Work mode:** regular online/physical meetings

**Timeline:** March 2023 - November 2023

# DUAL GREEN AND DIGITAL TRANSITION ON SKILLS NEEDS FOR THE HOSPITALITY AND TOURISM SECTOR



SFUVET

SWISS FEDERAL UNIVERSITY FOR VOCATIONAL EDUCATION AND TRAINING

Swiss excellence in vocational education and training



LEAD

CO-LEADS

## Africa



**Billy Wadongo**

Head of Research Innovation and Business  
Boma International Hospitality College



**Edith Alusa**

CEO  
Eco-tourism Kenya



**Lynda Kasina**

Principal  
Kibondeni College



**Naledi Khabo**

CEO  
Africa Tourism Association



**Mary Mutungi**

Assistant Professor,  
United States International University & Member  
International Federation for IT in Travel and Tourism-Africa



**Iris Neumann**

Managing Director  
Kambaku Hospitality College



**Momodou Singhateh**

Principal  
Gambia Tourism and Hospitality Institute



**Sana Darmoul**

Director General  
Centre National de Formation  
de Formateurs et d'Ingénierie  
de Formation

## Asia Pacific



**Enrique Blanco**

Projects & Communications Manager  
Ecole d'Hôtellerie et de Tourisme  
Paul Dubrulle



**Benjamin Cassim**

Senior Lecturer, Hospitality &  
Tourism Management  
Temasek Polytechnic



**John Hart**

Chairman  
Tourism Training Australia



**Lorraine Zhang**

Lecturer, Program of Hospitality  
Management and Digital Operation  
Shenzhen Polytechnic University



**Jitka Markova**

Independent Consultant  
Ecole d'Hôtellerie et de Tourisme  
Paul Dubrulle



**El Cid H. Castillo**

Executive Director, Qualification and  
Standards Office  
Technical Education and Skills Development Authority



**Lilibeth Aragon**

Secretary  
Tourism Industry Board  
Foundation Inc.



**Marlène Vermeij**

Project Manager ASSET-H&C  
Institut Européen de  
Coopération et Développement

## Europe



**Erik Swars**

Head of International Relations  
Swiss Federal University for  
Vocational Education and Training



**Anita Milolaza**

Research Associate  
Federal Institute for Vocational  
Education and Training



**Jens-Henning Peters**

Head of Vocational  
Education and Training  
EHL



**Mika Heino**

Expert, International Affairs  
Omnia



**Franziska Wettstein**

Project Manager  
Swiss Federal University for  
Vocational Education and Training



**Glen Farrugia**

Chief Academic Officer  
Institute of Tourism Studies



**Klaus Ehrlich**

General Secretary  
Ruraltour-European  
Federation of Rural Tourism



**Rino Vitelli**

Head of EU Projects & Partnerships  
Federturismo Confindustria



**Theodor Grassos**

Director of Internationalization  
AKMI Education Group

## International



**Julie Dabaly Scott**

International Council President  
SKAL International



**Dato J. Palaniappan**

Chairman  
ASEAN Future Workforce Council



**Yasmeen Yasim**

Lead Shepherd  
APEC Tourism Working Group



**Luis N. Barrios**

Regional Manager of Innovation  
Education and Investments  
UN World Tourism Organization



**Susanne M. Nielsen**

Green Skills Expert and Country  
Liaison for Ukraine  
European Training Foundation



**Topaz Smith**

Community Lead Aviation  
Travel & Tourism  
World Economic Forum

# The Meetings of the BILT Expert Group

## Meeting 1

Kick-off

## Meeting 2

Current **trends** in the tourism and hospitality sector

## Meeting 3

**Promising practices** for identifying, integrating and implementing new green and digital skills

## Meeting 4 / BILT Bridging Event

**Recommendations** for identifying, integrating and implementing new green and digital skills

## Meeting 5

First draft of the **synthesis report**

## Meeting 6

Final draft of the **synthesis report & further recommendations**

## Final meeting / BILT Learning Forum

Final meeting; **looking ahead**



- Websites of UNEVOC and of the organisations of Leads, Co-Leads and group members

[Expert Group \(unesco.org\)](https://unesco.org)

- Social Media (more than 20 posts)



École d'Hôtellerie et d... + Follow ...  
1,382 followers  
5mo

UNESCO-UNEVOC #BILT Expert Group Project – #Hospitality & #Tourism

In early May, 32 experts from Africa, Asia Pacific and Europe joined the 2nd online meeting of the BILT Expert Group project on the dual transition of #digital and #green #skills in the hospitality and tourism sector.

A dynamic and insightful debate took place on the trends and challenges in #TVET systems arising from technological, social, environmental and workplace changes. The discussion also provided peer learning opportunities for all experts to share current actions and initiatives to address those changes.

The BILT Expert Group is moving forward to identify Innovative Learning Practices (ILPs), which can be interventions or projects at the governance, advocacy and delivery levels in line with new competencies related to digitalization, green transition and gender equality.

- Publications



## Presentations at more than 10 conferences

- Mekong Tourism Forum 2023
- Sustainable Tourism Africa Summit 2023
- Montreux International Tourism Forum



# BILT Expert Group „The dual transition: greening and digitalization in TVET“



Thank you!



- Introduction
- The Dual Transition in the Tourism and Hospitality Sector and the Role of TVET
- Green and Digital Skill Needs for Tourism and Hospitality Occupations
  - Trends in the Tourism and Hospitality Sector
  - Trends in TVET
  - New Green and Digital Competencies
- Identifying, Integrating and Implementing the New Competencies – Responses from TVET
- Recommendations of the 2023 BILT Expert Group
- Outlook

## Digital Transition

Putting new **digital** practices, processes, products and services into place.

Carrying out new **digital** practices, processes as well as preparing products and services.



## Green Transition

Putting new **sustainable** practices, processes, products and services into place.

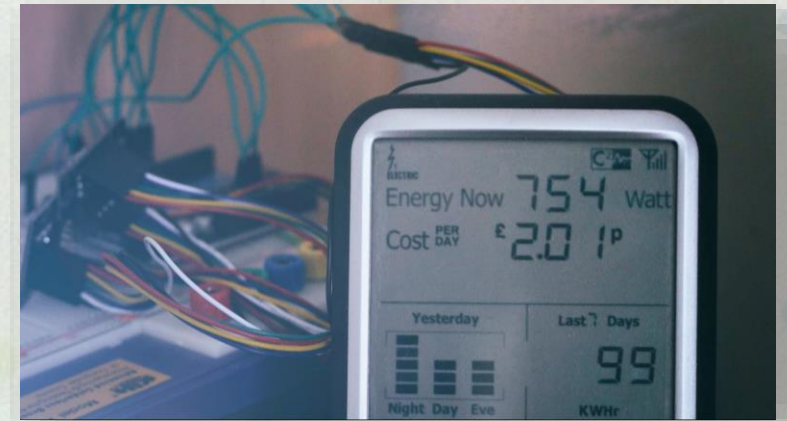
Carrying out new **sustainable** practices, processes as well as preparing products and services.



## Dual Transition

Using **digital technology** to achieve **increased sustainability**.

The dual transition unites the green and digital transitions.



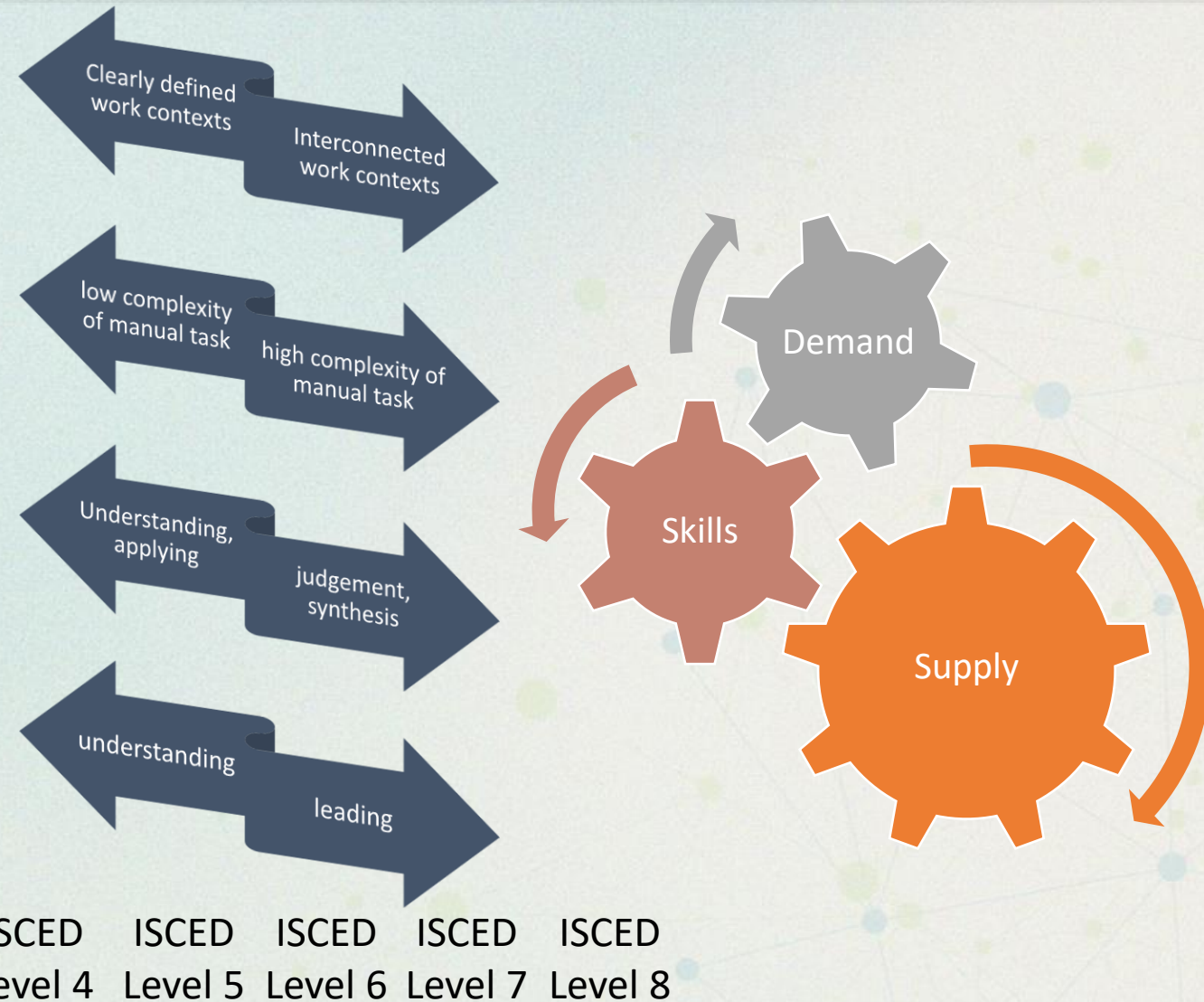
# The Green, Digital and Dual Transition in the Tourism and Hospitality Sector and the Role of TVET

Putting new **green & digital** practices, processes, products and services into place.

- For decision making, one needs the right mindset, awareness of problems, advantages, offers etc.
- In initial training, continued training, re- and upskilling

Carrying out new **green & digital** practices, processes as well as preparing products and services.

- To carry out the tasks as intended, with the expected benefit, one needs to have the right mindset and be able to follow the correct steps of the task
- In initial training, continued training, re- and upskilling



# Green and Digital Trends in the Tourism and Hospitality Sector



- Circular economy, 10R
- Energy efficiency, renewable energy, efficient use of resources
- Reduction of food waste, single use plastics etc.
- Sustainability Certifications
- Smart mobility, Carbon-neutral tourism and hospitality buildings



- Platform economy
- Big data
- Automation
- Apps and platform
- Handheld gadgets
- Augmented reality, augmented virtuality, virtual reality



- Labor shortage, staff retention, «War For Talent»
- Multiskilling
- Export of labour



- **Education for Sustainable Development**
- **Greening of TVET Institutions, Eco Campus**
- **Green Mindset**



- **Digital Transformation**
- **Up-to-date occupation-specific infrastructure**
- **Blended and E-Learning**
- **Digital Literacy**

- **Transversal Skills, Core Skills, 20th Century Skills**
- **Competency-based training**



# The Impact of Trends on Work

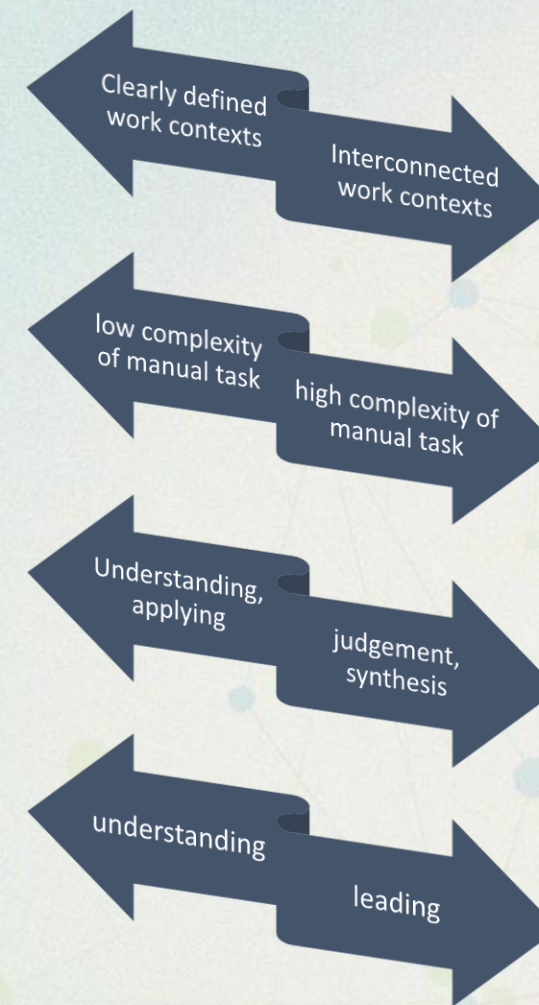
In the different sub-sectors (visitor attractions, accommodation, food and beverage, tour operators and travel agents & destination management) the trends lead to new and adapted:

- Processes
- Materials
- Offers
- Tools

Those require new job-specific competencies regarding:

- Decision making
- Implementation
- Application / use
- Upkeep
- Support

...as well as a number of transversal skills (also known as «core skills», «soft skills», «20th century skills» etc.).



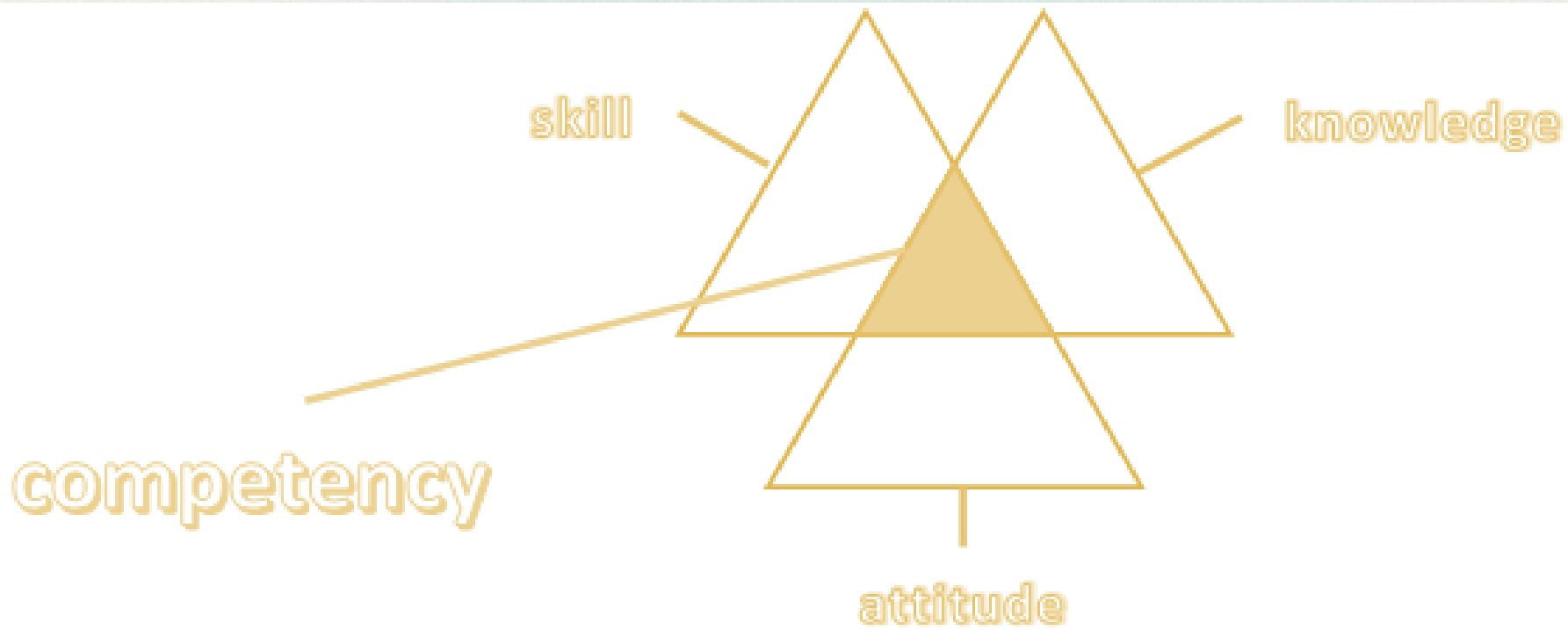
ISCED Level 3   ISCED Level 4   ISCED Level 5   ISCED Level 6   ISCED Level 7   ISCED Level 8

# Notion of «Competency» in the Synthesis Report

Competencies are defined as what is needed to carry out **professional actions** in the day-to-day work life.

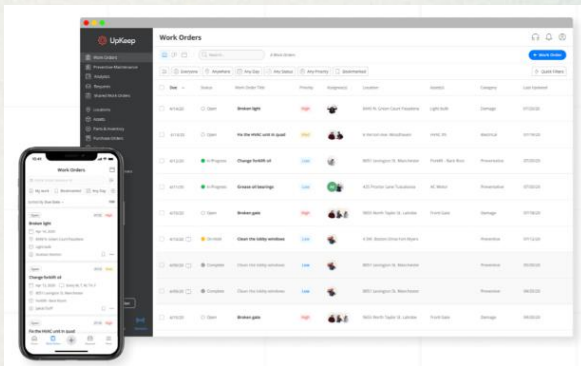
A competency is developed, if a learner has acquired the relevant **skills, knowledge** and **attitudes**.

For the synthesis report, the 2023 BILT Expert Group has decided to use this notion of competency with the addition of “**routine**” as regards to the element of “skill”.



## Common Example: Software and Efficiency

Digitalisation can lead to more efficient processes. An example of this is acquiring a Hospitality Management Solution (HMS) and using it in daily operations.



## Actions

- **Use**
- Understanding of the technology
- Being aware of providers of service
- Processing and analysing data
- Etc.

## Example

*“Submit a maintenance request through the HMS system.”*

*(Housekeeping Operations, Cambodia)*

## Rarer Example: 3D printed Food

Food printing introduces artistic capabilities to fine dining and extends mass customization capabilities to the industrial culinary sector.



## Actions

- Understanding of the technology
- Being aware of providers of service
- **Determining areas of use**
- **Use**
- **Upkeep**
- Etc.

*“Use a 3D device and print a product in catering services.”*

*(Restaurant and Catering Services, ISCED level 4, Finland)*

## Common Example: Resource Efficiency

In order to reduce the waste of resources many of the processes in tourism and hospitality businesses are adapted to be more efficient. For example, more efficient machines are installed instead of older ones, or the way the machines are used are changed. For example, when operating a dishwasher, the amount of cleaning agents used can be optimised to use as little as possible while still reaching the goal of clean dishes.



## Actions

- Understanding of the concept
- **Apply**
- Processing and analysing data
- Etc.

*“In the dishwashing organization, they use the company's dishwashing and cleaning agents according to instructions in a resource-efficient manner.”*

*(Practitioner hotel housekeeping, ISCED level 3, Switzerland)*

## Rarer Example: Regenerative Tourism

«Regenerative tourism» aims at leaving not only a smaller or net zero impact (like ecotourism) but a net positive impact. Often this means that profits or parts thereof are reinvested into conservation or community development. However, sometimes it also means that visitors can partake in an activity that leaves a positive impact itself, like removing invasive species on a guided hiking tour.



## Actions

- **Understanding of the concept**
- **Creating products**
- **Providing services**
- Etc.

*“Discuss the responsibility of tourists in the sustainability process.” & “Analyse the influence and responsibility of the key actors and stakeholders in achieving sustainable tourism.”*

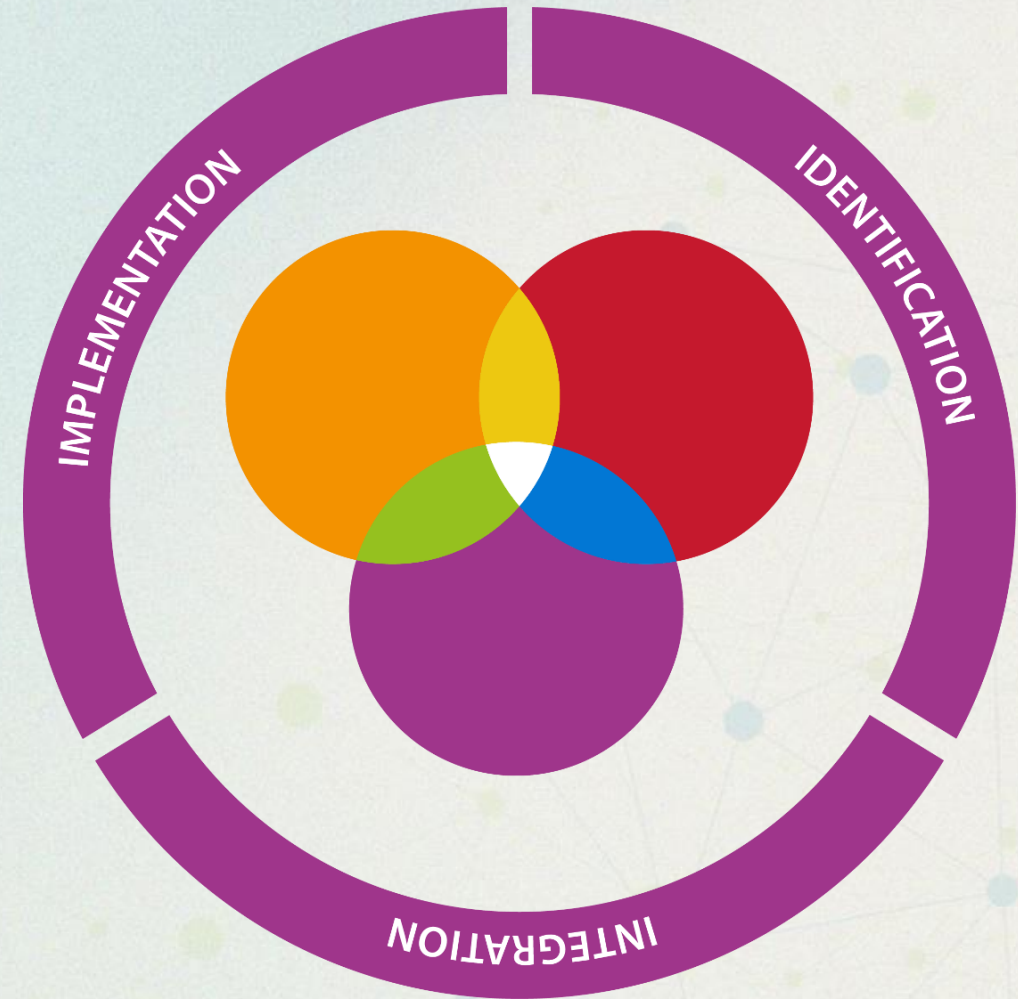
*(Master of Science FHGR in Business Administration with Specialisation in Tourism and Change, ISCED level 7, Switzerland)*

# The Path from Trends to Competencies

Following the 2021 Expert Groups' **“Three I’s Process”**, new green and digital competencies in the hospitality and tourism sector need to be:

- I. Identified;**
- II. Integrated into curricula and training regulations;**
- III. and effectively implemented into adequate learning environments.**

The following slides give examples for each of the three steps.





**Monitoring of industry trends:** Tourism and Hospitality Research Centres; e.g. Islandic Tourism Research Centre or the Hospitality Research Centre of the Hague School in the Netherlands

**Skills Gap Analyses:** E.g. PANTOUR's "Skills Assessment Methodology"

**Tools:** E.g. Orientation guides for digital and sustainable competencies in Switzerland

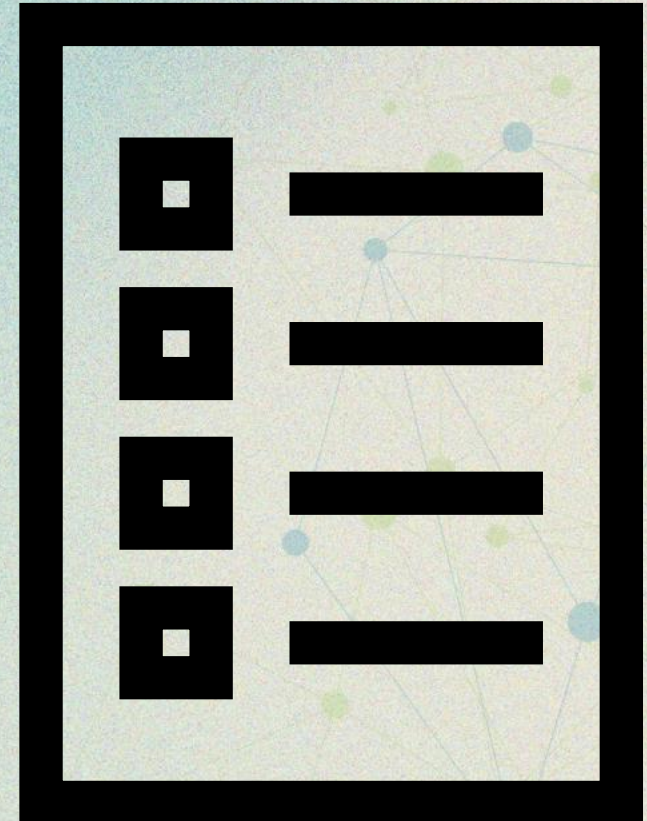
**Groups and commissions:** e.g. Portugal's National Tourism Training Commission.

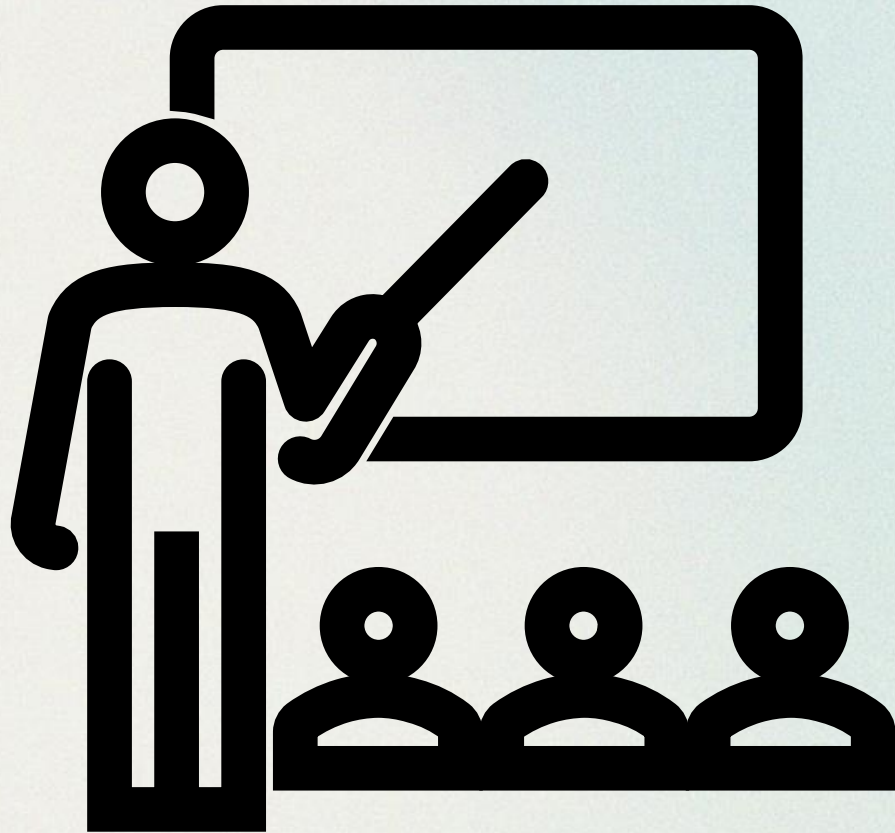


**Guidelines:** e.g. The Cambodia Guidelines on Green Skills in Tourism and Hospitality and The Cambodia Guidelines on Digital Skills in Tourism and Hospitality

**Minimum Standards Across Occupations:** e.g. Germany's minimum standards for "Digitised Working World" and "Environment and Sustainability"

**Tools:** e.g. Handbook created by DGI Tourism with formulated green and digital competencies for Tourism Occupations





**Integrated Into Teaching:** e.g. The Kópavogur High School in Iceland’s “Learning and Computers” module in their tourism and hospitality VET programmes

**Exposure to Current Industry Trends, Tools, Solutions and Workplace Learning:** e.g. using software in schools, lecturers from industry

**Short Courses:** e.g. various e-learning platforms

**Upskilling:** e.g. Ireland’s “Skills to Advance” initiative

**Other Learning Formats:** e.g. myclimate’s “Company Challenge”

**New Certificates and Study Programmes:** e.g. Diploma in Sustainable Tourism & Hospitality Management, Master’s degree in “Tourism and Change” etc.

**Transversal Competencies:** e.g. Dedan Kimathi University of Technology in Kenya. They co-developed a sustainable waste management learning module.

**Training of Trainers and Teachers:** e.g. Temasek Polytechnic’s Industry Attachment, Australia’s Council of Hotel and Restaurant Trainers CHART’s upskilling webinars

# Recommendations and Good Practice Examples

# Recommendations of the 2023 BILT Expert Group

Since TVET systems differ from country to country and the initial situations for countries as well as for TVET providers can vary considerably, the **recommendations are structured according to the stakeholder level (see below) and a selection of initial situations** the stakeholders may find themselves in.

## Macro-level (Governance)

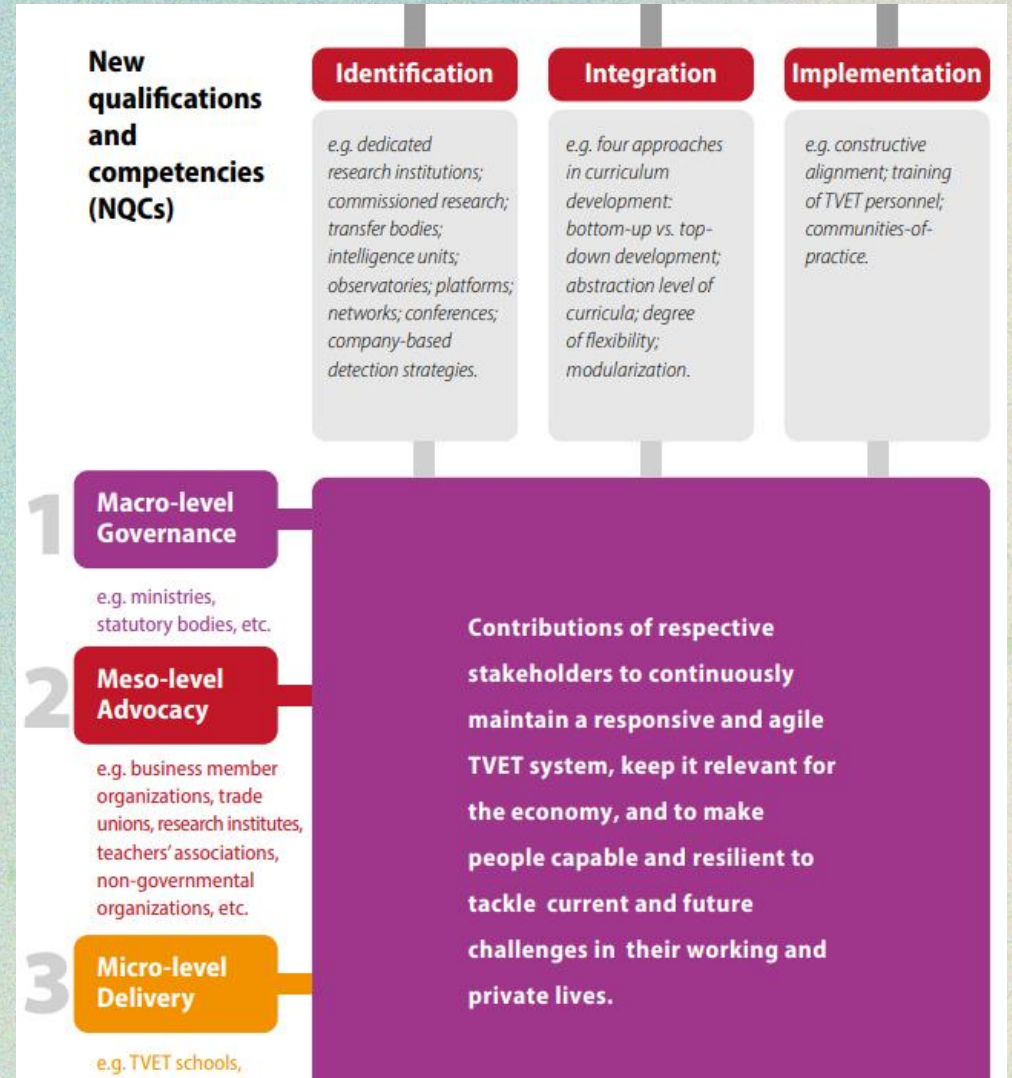
→ ministries, statutory bodies etc.

## Meso-level (Advocacy)

→ Business member organizations, trade unions, research institutes, teachers' associations, non-governmental organizations etc.

## Micro-level (Delivery)

→ TVET schools, companies, other TVET providers



# Macro-Level Recommendations (for Governance) Good Practice Example from Asia-Pacific

Enrique Blanco & Jitka Markova – École d'Hôtellerie et de Tourisme Paul Dubrule (EHT), Cambodia



## **No Green & Digital Competencies in Tourism & Hospitality Curricula yet?**

- Start a dialogue with industry and take research on tourism and hospitality trends into consideration
- Integrate the green and digital competencies into existing curricula & training regulations instead of reworking the entire document
- Identify the relevant green and digital competencies, not only of “today” but also “tomorrow”

## **National Curriculum or several Accredited Curricula?**

- The identification and integration of green and digital competencies must be tackled in any case on a national as well as a local level

## **Good Practice Example: Cambodian Guidelines on Green and Digital Skills in Tourism**

Cambodia’s Ministry of Tourism has taken a sector-wide approach, developing two policy documents: The Cambodia Guidelines on Green Skills in Tourism and Hospitality and The Cambodia Guidelines on Digital Skills in Tourism and Hospitality. On the basis of these national guidelines new green and digital competency units can be introduced into technical and vocational education and training (TVET) tourism and hospitality institutions and RPL work-placed programmes.

# Meso-Level Recommendations (for Advocacy) Good Practice Example from Europe

Erik Swars & Franziska Wettstein – Swiss Federal University for VET (SFUVET), Switzerland



## **Governance Has not yet Acted and Is not about To?**

- Take the lead and try to make governance see the value in starting the process
- Advocate for policies and funding that promote the inclusion of green and digital skills in TVET programs
- Public awareness campaigns, showcase success stories

## **Good Practice Example: Scottish Tourism and Hospitality Skills Group**

The industry-led Tourism and Hospitality Skills Group is the focal point for the industry to identify and address skill capacity issues faced by the sector. It is composed of employers, industry bodies, stakeholders, third sector bodies, public agencies and providers of education and training.

- The currently 26 members meet quarter-annually, the core of the group meets fortnightly, ensuring a quick reactivity
- Current focus: Bringing together information and tools to use synergies
- They developed a Skills Investment Plan and advocated for publication of regular Tourism Skills Assessments as well as providing important insight for the development and delivery of hospitality and travel services apprenticeships
- Other current projects: Age-inclusive workplaces to address the labour shortage, Involvement in the reworking of the Skills Frameworks for Tourism and Hospitality Professions



# Micro-Level Recommendations (for Delivery) Good Practice Example from Africa

Billy Wadongo – Boma International Hospitality College (BIHC), Kenya

Mary Mutungi – International Federation for Information Technologies and Travel and Tourism (IFITT)



## Limited Funds to Teach Green and Digital Competencies?

→ Exposure to industry trends and the chance to develop the green and digital competencies can be achieved with workplace-learning – be it in the form of a dual- or apprenticeship system or internships

### Challenges:

- The number of placement opportunities may be limited
  - Businesses may be reluctant to take on learners for work-place learning, as it comes with an added effort for them to support and mentor the learners.
- Seek industry partnerships to develop joint programmes and split the investment of resources.

Challenge: Difficulty in attracting partners

### Good Practice Example: Kibondeni College

Kiboneni College started the greening of their curricula and thereby attracted industry partnership with Mövenpick and later BestEnergy Kenya. This example highlights a fruitful cooperation between industry and TVET providers and how starting small can create new opportunities.

# Questions & Discussion

# Way forward

**Katharina Engel & Kenny Muscat**

**BILT Project Managers at BIBB and UNESCO-UNEVOC**

# Thank you

Learn more: [www.unevoc.unesco.org/bilt/](http://www.unevoc.unesco.org/bilt/)

X @UNEVOC ; @BIBB\_de

✉ [unevoc.bilt@unesco.org](mailto:unevoc.bilt@unesco.org)