



## Handbook for Integrating Work-Based Learning in Tourism Education

### **Call: ERASMUS-EDU-2022-CB-VET**

**(Capacity building in the field of Vocational Education and Training (VET))**

#### **Disclaimer:**

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## 1. Introduction

Dual Tourism is a project funded by the Erasmus+ programme (ERASMUS-EDU-2022-CB-VET). It seeks to promote innovation and capability in Vocational Education and Training (VET) by establishing and developing dual education systems in the tourist industry, notably in Latin America.

The project is implemented by a consortium composed of the Province of Salerno and Cosvitec from Italy, the Institute of Entrepreneurship Development (IED) from Greece, the Alcaldía Distrital de Cartagena de Indias from Colombia, the Ecommerce Institute from Argentina, and the Municipalidad de Armstrong from Argentina.

The project targets three key tourism industry challenges: digital transformation, sustainability, and social inclusion. It encourages the use of virtual reality, augmented reality, and digital storytelling, as well as responsible tourism and green practices. It also supports accessible tourism and encourages the participation of disadvantaged populations.

The project's main target groups are young professionals and tourist agents, who will receive thorough training to improve their knowledge, skills, and talents in sustainable and inclusive tourism. It also reaches out to tourism sector stakeholders such as travel agencies, institutes, organizations, hotel associations, and internet booking businesses, offering them important insights and training opportunities. Furthermore, the project engages vocational education representatives by providing advanced learning opportunities to VET-related international institutions and organizations.



As an important result of the Dual Tourism project, this handbook was developed under Work Package 4 (WP4) to bring together all relevant activities and give a thorough framework for incorporating their findings into tourism education and training practices.

This handbook provides a practical roadmap for incorporating work-based learning (WBL) into tourism education. It offers ideas, methodologies, and tools to help staff, learners, and organizations improve training practices, encourage international experiences, and develop the skills required for a green, digital, and inclusive tourism industry. Its goal is to enhance capabilities, foster collaboration, and prepare learners for the difficulties of the global tourism business by mixing theory and real-world practice.

## 1.1 Purpose of the Handbook

The Handbook for Integrating Work-Based Learning in Tourism Education was developed to serve as a complete resource for educational institutions, trainers, and companies looking to deepen the link between tourism education and the labor market. Its main goal is to assist stakeholders in developing and implementing learning pathways that combine theoretical knowledge with real-world experience.

Rather than being a hard set of rules, this guidebook is a flexible and adaptable resource. It offers advice on how to organize and organize work-based learning (WBL) activities, form relationships with industry stakeholders, and support learners as they participate in practical training opportunities.



## 1.2 Overview of Work-Based Learning (WBL) in Tourism

Work-Based Learning (WBL) is an educational strategy in which learners gain information and skills through structured experiences in real-world workplaces. It supplemented classroom learning by immersing learners in daily professional operations, allowing them to apply theoretical concepts, solve real-world problems, and connect with industry experts.

In the tourism business, WBL is particularly significant because:

- This reflects the industry's dynamic, customer-focused nature.
- Provides learners with hands-on experience in service delivery, hospitality, travel operations, cultural heritage, and other important areas.
- Helps to develop critical transferable skills such as communication, teamwork, adaptability, and problem-solving.
- Increases employability by allowing learners to establish professional networks before joining the workforce.

WBL can take many forms, including internships, apprenticeships, traineeships, job shadowing, project-based collaborations, and dual education systems that mix classroom and workplace learning. When properly organized and supported, WBL serves as a bridge between education and employment, making tourist training more engaging, practical, and relevant.



## 1.3 Importance of International Mobilities and Training Opportunities

International mobility is critical to establishing a tourist workforce that is prepared for the future. In an industry impacted by global trends, multiple cultures, and multinational clients, the capacity to comprehend and adapt to different situations is critical.

Providing chances for learners and workers to study, train, or work overseas has numerous benefits:

- **Cultural awareness and intercultural competence:** Being exposed to diverse cultures improves communication skills and empathy.
- **Broader professional perspectives:** Understanding how tourism operates in various nations allows learners to compare models and implement innovative techniques.
- **Language development:** Real-world practice improves language skills beyond what can be learned in the classroom.
- **Networking and partnerships:** International experiences allow you to make cross-border professional relationships that can help you collaborate and advance in your career.

For staff, international mobilities help modernize teaching approaches, bringing fresh ideas into their home institutions. For learners, they build confidence, independence, and global employability. Facilitating these experiences demonstrates a commitment to high-quality, inclusive, and globally oriented tourism education.

- **Did you know?**

International mobilities like tourism job shadowing develop key skills, enhance career prospects, expand networks, and support organizational learning. These findings are supported by the [Erasmus Impact Study](#), which surveyed 75,000 students and 5,000 staff, highlighting the positive effects of international mobility on skills, employability, and professional growth.





## 2. Staff

This section offers recommendations to educational personnel on how to include international mobility and work-based learning (WBL) into their regular teaching activities. It aims to provide staff with the information, techniques, and tools needed to provide relevant learning experience for apprentices while also developing collaborations with industry stakeholders.

### 2.1 Integrated International Mobilities

- **Best practices for adopting international mobility:**

Staff can organize study visits, internships abroad, or short-term exchanges to expose apprentices to a variety of cultural and professional situations.

- **Strategies to Facilitate Student Exchanges and Partnerships:**

Create clear communication routes with host companies, provide legal and logistical help, and develop mentorship or tutoring programmes to assist apprentices before, during, and after mobility experiences. The Dual Tourism initiative provided opportunities for tourism professionals from the target demographic to actively participate in worldwide Work-Based Learning (WBL) activities. For example, they participated in job shadowing mobilities in Italy and Greece, observing and learning firsthand from tourism organizations that use best practices in these areas. Collaboration with communities and tourism businesses improved their ability to create, plan, and assess WBL events, ensuring that the learning opportunities were valuable, relevant, and in line with industry requirements.





## 2.2 Implementing work-based learning activities.

- **Framework for planning WBL activities:**

Create structured learning plans that link workplace tasks with educational objectives, ensuring that apprentices gain both practical and theoretical knowledge.

### **Tips for Designing Structured Learning Plans!**

- Define specific learning outcomes for each task.
- Align workplace activities with educational standards.
- Include reflection sessions to help reinforce theoretical ideas.
- Regularly assess and adjust plans based on trainee development.

- **Examples of successful integration into curricula:**

Examples of successful integration into curricula include incorporating projects, case studies, and hands-on assignments into classes, as well as working closely with industry partners to provide real-world scenarios.

In addition, tourism experts took part in project-developed [MOOCs](#) that provided preparatory training on sustainable tourism practices, the use of digital tools, and inclusive tourism initiatives. This mix of online learning and practical experience allowed them to successfully execute WBL activities and assist learners in integrating into real-world tourist settings.



Furthermore, on August 8, 2025, an AR tourism event was held in Naples as part of the AR tourist events. This event included job shadowing participants, which increased their participation by providing additional practical experience in the realm of innovative tourist practices.

## 2.3 Monitoring & Evaluation

- **Tools for evaluating the effect of WBL on educational outcomes:**

Use surveys, performance assessments, and reflective journals to assess apprentice skill growth, engagement, and satisfaction.

- **Tools for Evaluating the Effect of WBL on Educational Outcomes**

- [Google Forms](#) – Free and easy to use platform for collecting apprentice feedback.
- [Microsoft Forms](#) – Simple tool integrated with Microsoft 365 for surveys and quizzes.
- [Typeform](#) – Engaging survey platform with customizable forms and analytics.
- [Qualtrics](#) – Advanced survey solution for detailed evaluations and reporting.

- **Performance Assessments / Skills Tracking**

- **Interactive quizzes:** [Kahoot!](#) / [Quizizz](#) – Engaging platforms to assess knowledge and retention.

- **Reflective Tools**

- [Padlet](#) – Collaborative visual board for reflecting on experiences individually or in groups.



- **Miro** – Online whiteboard for structured reflections, mind-mapping, or team brainstorming.
- **Video/Audio Reflections** – Record reflections using free tools like [Loom](#), [Vocaroo](#), [Ttsmaker](#).

- **Input methods for continual improvement:**

Collect input from apprentices, tutors, and host organizations to help modify WBL programmes and assure continued quality improvement.

### Why It Matters to Collect Feedback?

Collecting input from apprentices, instructors, and host organizations is critical to enhancing Work-Based Learning (WBL) programs. It helps in identifying strengths and weaknesses, tailoring activities to learners' needs, aligning with industry expectations, and ensuring continual quality improvement.



## 3. Learners

### 3.1 Understanding Work-Based Learning

Work-Based Learning (WBL) is an educational technique that combines formal education with hands-on practice in real-world organizations. In tourism education, WBL enables students to apply theoretical knowledge in a variety of practical contexts, including hotels, travel agencies, museums, cultural events, and sustainable tourism projects. This strategy bridges the gap between classroom instruction and industrial experience, ensuring learners learn skills that are immediately applicable and transferable to their future employment.

The hands-on nature of WBL provides various advantages. Learners focus on operational, management, and client-facing duties, honing critical professional and transversal skills including problem-solving, adaptability, effective communication, teamwork, and customer service. By participating in authentic job experiences, learners acquire confidence in their abilities, improve their awareness of company standards, and increase their employability.

WBL also promotes critical thinking, innovation, and decision-making by exposing students to real-world situations that demand creative application of academic knowledge. This immersive method also teaches learners about the interdependence of many positions in the tourist industry, providing a comprehensive grasp of operations, sustainable practices, and consumer involvement. Finally, WBL enables learners to become proactive, skilled, and adaptable professionals capable of making substantial contributions to the changing tourist business.



## 3.2 Finding International Training Opportunities

### *3.2.1 Resources for locating internships and training programs abroad*

International training options allow tourism professionals to upgrade their skills, share expertise, and learn best practices from different countries. These possibilities promote professional growth, innovation, and internationally networking.

In today's global tourism industry, ongoing professional development is critical for remaining competitive, maintaining service quality, and adjusting to changing market trends. International training programmes allow tourism professionals, including tour guides, lecturers, and tourist managers to get practical experience, broaden their knowledge, and develop intercultural competence.

These opportunities can take many forms, including study tours, job shadowing, foreign workshops, online courses, and involvement in EU-funded projects or international associations. Accessing such possibilities allows professionals to:

- Learn about creative techniques, sustainable tourism concepts, and digital change in tourism.
- Learn transferable skills like problem solving, communication, adaptation, and networking.
- Enhance career opportunities and broaden professional networks across borders.



### 3.2.1.1 European Union Opportunities

**Erasmus+ Staff Mobility** – EU-funded mobility programs for teachers, trainers, and tourism professionals to participate in training or teaching abroad.

<https://erasmus-plus.ec.europa.eu/>

**EPALE (Electronic Platform for Adult Learning in Europe)** – Shares information about EU-funded projects, adult learning initiatives, webinars, and events relevant for tourism professionals.

<https://epale.ec.europa.eu/>

**EU Careers & Traineeships** – Opportunities for professional exchanges, traineeships, and workshops in EU institutions, some of which are tourism- or culture-related.

[https://epso.europa.eu/traineeships\\_en](https://epso.europa.eu/traineeships_en)

**European Tourism Association (ETOA)** – Networking, webinars, and professional exchange programs for tourism staff and guides.

<https://www.etoa.org/>

**European Heritage Days / Europe Day Events** – EU-supported events that can provide learning and networking experiences for tourism educators and professionals.

<https://www.europeanheritagedays.com/>

### 3.2.1.2 International Opportunities:

**UNWTO Training and Development** – Professional courses, workshops, and certifications for tourism staff, lecturers, and guides worldwide.

<https://www.unwto.org/training>

**International Federation of Tour Guides Associations (FIT)**

<https://www.fitorguide.com/>



### Networking Tips for Tourism Professionals:

- **LinkedIn** – Join tourism-related groups, connect with international companies and universities to find training or collaboration opportunities.  
<https://www.linkedin.com/>
- **International Tourism Conferences** – Participate in events like World Travel Market (WTM) or ITB Berlin to meet professionals, learn trends, and explore collaborations.  
WTM: <https://www.wtm.com/london/>  
ITB Berlin: <https://www.itb.com/>

#### KEY TIPS FOR INTERNATIONAL TRAINING ENGAGEMENT

Start with official EU platforms – Erasmus+, EPALÉ, and EU Careers offer structured programs and funding support.

Combine online and in-person opportunities – MOOCs, webinars, and virtual exchanges complement on-site experiences.

Network actively – Connect with international tourism companies, universities, and professional associations to discover hidden opportunities.

Document your learning – Keep reflective journals, skill maps, or portfolios to track progress and demonstrate competencies.

Seek accredited programs – Prioritize programs recognized by professional associations or EU institutions to maximize impact.





- **Collaborative Projects** - Join transnational projects (like Dual Tourism) to gain practical experience, international exposure, and strengthen both personal and institutional capabilities.

<https://www.DualTourism.eu>

### 3.2.1.3 Tips for accessing and benefiting from international training opportunities

International training opportunities, such as internships, job shadowing, and mobility programmes, expose tourism workers to global trends, creative methods, and networking opportunities. Accessing and maximizing these chances improves professional skills, intercultural competence, and career advancement. The table below contains practical tips, platforms, and resources for learners and professionals to make the most of foreign training opportunities.



### 3.2.1.4 Networking Tips for Connecting with International Companies

Building professional networks across borders is essential for career growth. The following tips and resources help learners and professionals connect with international tourism companies and organizations effectively.

#### KEY TIPS FOR NETWORKING

##### Leverage Professional Platforms:

Use platforms like LinkedIn (<https://www.linkedin.com>) to identify and connect with tourism professionals, companies, and alumni from international programs.

##### Attend Virtual and Physical Events:

Join webinars, online conferences, trade fairs, and Erasmus+ or EU tourism events to meet peers and potential collaborators. Platforms like EPAL (<https://epale.ec.europa.eu/>) provide updates on EU education and training events.

##### Engage in Professional Associations:

Become a member of international tourism associations such as the UNWTO (<https://www.unwto.org/>) or EuroCHRIE (<https://www.eurochrie.org/>) to access networking opportunities, newsletters, and global forums.

##### Participate in Erasmus+ or EU-funded Projects:

Engage with EU projects like Dual Tourism or other Erasmus+ initiatives to collaborate with partners from other countries. These projects often host meetings, workshops, and dissemination events which are excellent networking platforms.

##### Follow-up and Maintain Relationships:

After connecting, send a thank-you note or share a useful resource. Regular communication and engagement, such as commenting on posts or attending joint webinars, help sustain professional relationships.



### 3.3 Experiencing WBL

Work-Based Learning (WBL) provides key insights based on participants' real-world experiences and documented case studies. Testimonials from learners and professionals who have completed WBL provide useful insights into the benefits, obstacles, and outcomes of hands-on learning. Furthermore, case studies show successful implementations, demonstrating practical applications, novel techniques, and measurable effects on skill development, employability, and professional progress. These examples show how WBL combines theoretical knowledge with real-world tourism operations, providing a thorough grasp of its worth to both learners and host companies.

### 3.4 Testimonials from participants who have undergone WBL

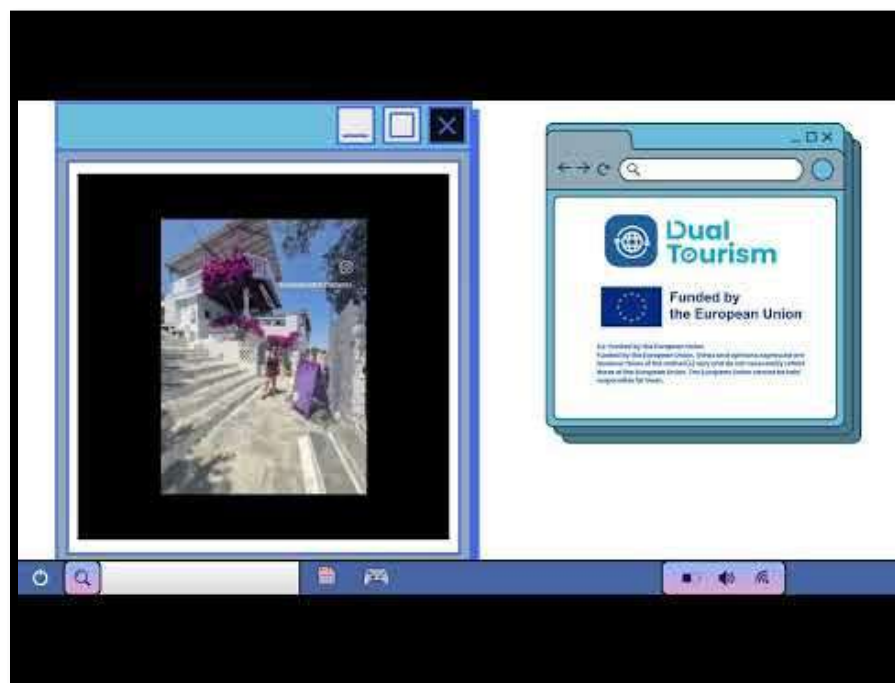
Participants in the Dual Tourism project expressed their experiences through testimonials, which were posted on the project's website and social media platforms. As ambassadors, they promoted these initiatives within their own professional networks, thereby increasing distribution and involvement.

Furthermore, on August 7, 2025, a final online event was organized, comprising an experience-sharing session with work shadowing participants from Naples, Italy, and Larissa, Greece. This session increased participation and allowed participants to reflect on and share insights from their WBL experiences.

As proven in the Dual Tourism project, participant testimonials can be gathered for other similar WBL events and presented in visually appealing ways as part of an informational campaign. Such testimonials and participant insights are extremely important in motivating learners who have not previously experienced WBL to participate in these chances.



Testimonial 1



Testimonial 2



Testimonial 3

### 3.5 Case Studies Showcasing Successful WBL Implementations

Exploring real-life examples of Work-Based Learning (WBL) is critical for learning how such activities can be properly developed and implemented. Successful WBL efforts provide significant insights into project design, logistics, stakeholder collaboration, and participant engagement. They demonstrate how combining academic learning with hands-on experiences may improve professional skills, foster cultural awareness, and spark innovation in tourism-related sectors.

Dual Tourism is being implemented by a diverse coalition of partners from Europe (Italy and Greece) and Latin America (Argentina and Colombia), resulting in a genuinely transnational effort to



modernize vocational education in tourism and foster long-term partnership between the regions.

In this framework, Work-Based Learning (WBL) activities were developed to empower VET learners and trainers in Latin America by providing immersive experiences in sustainable, digital, and inclusive tourism practices in partner nations. The strategy combines:

- Online teaching via MOOCs
- International mobility
- Job shadowing experiences in real tourism settings

The following two examples from the Dual Tourism project show how well-structured work shadowing activities can promote knowledge exchange and professional development on an international scale.





### 3.5.1 Case Study 1 – Job Shadowing in Naples, Italy

COSVITEC hosted the Italian job shadowing activities of the Dual Tourism project in Naples from June 21 to June 27, 2025.

The activities were aimed at demonstrating how dual VET models may be applied in the tourism industry while also providing participants with opportunities to witness operational, managerial, and policy-oriented methods in action. Each day focused on one of the project's key areas– Sustainability, Innovation, Digitalization, Inclusion, and Policymaking– to ensure a balanced mix of experiential and theoretical learning.

#### Activities by Day:

| <b>Monday 21 June – Sustainability &amp; Cultural Heritage (Salerno Province)</b>  | <b>Tuesday 22 June – Digital Tourism (Naples)</b>  | <b>Wednesday 23 June – Inclusive Tourism (Roccamonfina)</b>   | <b>Thursday 24 June – Parthenope University &amp; Policy-making (Naples)</b>  |
|--|--|---|---|
| <p>Institutional meeting at the Chamber of Commerce with local authorities.</p> <p>Visit to Castello Arechi, Villa Guariglia, and the Amalfi Coast.</p> <p>Buffet and gastronomy presentation by local producer La Tramontina.</p> <p>Guided visit to Fiordo di Furore</p> | <p>VR tour of Naples' historic centre via AR-Tour platform.</p> <p>Seminar on Digital Storytelling for accessibility, inclusion, and visitor engagement.</p> <p>Discussions on integrating VR/AR into museums, national reserves, and attractions.</p> | <p>Visit to the Social Village –Exploration of inclusive facilities</p> <p>Visit to Locanda dei Folli (ethical hotel), discussion on “Albergo Etico” model.</p> | <p>Academic session on innovation, sustainability, and immersive technologies.</p> <p>–Presentation of MSC Immersive Configurator and Metaverse applications in tourism.</p> <p>–Workshop at Cosvitec: policy-making simulation tourism governance, and stakeholder engagement.</p> |





### 3.5.2 Case Study 2 – Job Shadowing in Larissa, Greece

The Greek Job Shadowing activities of the Dual Tourism project were hosted by the Institute of Entrepreneurship Development (iED) at JOIST Innovation Park in Larissa from 23 to 27 June 2025. The programme, which was created for Latin American VET students and trainers, offered intensive experiences in inclusive, digital, and sustainable tourism practices. Participants acquired useful knowledge about tourism innovation, heritage preservation, and destination management through a mix of seminars, workshops, case studies, and cultural outings.

#### Activities by Day:

| <b>Monday 23 June –<br/>Tourism Insights &amp;<br/>Heritage</b>   | <b>Tuesday 24 June<br/>– Innovation in<br/>Tourism</b>   | <b>Wednesday<br/>25 June –<br/>Business<br/>Cases &amp;<br/>Marketing</b>  | <b>Thursday 26<br/>June –<br/>Cultural<br/>Excursion:<br/> Meteora</b>                                 |
|---|--|--|--|
| <p>Project introduction and feedback session using Mentimeter</p> <p>Seminar on Greek tourism trends, OTAs, and modern tourism technologies</p> <p>Guided tour of JOIST Innovation Park</p> <p>Case studies on gastronomy and cultural preservation</p> | <p>Seminar on Innovation Management in tourism businesses</p> <p>Session on Sustainable Archaeological Tourism</p> <p>Case study on Upiria success story</p> | <p>Case study by Visit Meteora</p> <p>Seminar on Trends in Digital Tourism</p> <p>Workshop on Destination Branding and turning locations into tourism offerings</p> <p>Hands-on ceramic workshop at Oniro Ceramics Studio.</p> | <p>Guided tour of Meteora monasteries</p> <p>Traditional local lunch</p> <p>Reflection and closing</p> |



## 4. Skills Overview

### 4.1 Current Skills for Tourism

#### 4.1.1 Identification of key skills needed for green, digital, and inclusive tourism

The tourism sector today necessitates a wide range of skills that extend beyond traditional hospitality competence. Green tourism necessitates a grasp of sustainable practices such as energy efficiency, waste management, and responsible use of natural and cultural assets. Professionals are expected to execute ecologically friendly projects and contribute to the preservation of destinations, as well as educate visitors on sustainable practices.

Digital skills are becoming increasingly important as tourism companies rely on online bookings, social media promotion, digital marketing, and customer service platforms. Staff who are proficient in these tools are better able to engage visitors, manage operations efficiently, and expand the reach of tourism services to new markets.

Inclusive tourism emphasizes the ability to accept visitors from a variety of backgrounds, such as those with disabilities, the elderly, and minorities. Cultural sensitivity, empathy, and interpersonal communication are essential qualities that enable tourism professionals to create inviting surroundings for all. Knowledge of languages, accessibility rules, and inclusive service design promote equal participation in tourism activities and improves places' reputations as socially responsible and visitor friendly.

Soft skills like leadership, teamwork, problem-solving, and flexibility supplement technical competencies and enable employees to respond effectively to problems in dynamic tourism situations.



#### 4.1.2 Overview of tourism trends and sector demands

Tourism trends are influenced by changing traveler expectations, technological advances, and environmental concerns. Green tourism has arisen as an important component, spurred by worldwide concern about climate change and sustainable development. Travelers are increasingly looking for places that adopt responsible environmental policies, generating a need for people who can create and manage sustainability projects. Eco-certifications, environmental management systems, and responsible tourism brands are becoming industry standards.

Digital transformation continues to have an impact on every part of tourism, from marketing and sales to customer service and operational management. Social media, mobile applications, and digital booking platforms are critical tools, and places with little digital connectivity or knowledge risk losing competitiveness. Staff capable of using these tools can improve efficiency, increase visibility, and enhance the overall visitor experience.

Inclusive tourism is increasingly recognized as a critical component of destination development. There is an increasing demand for services that cater to various communities, such as accessible facilities, culturally sensitive programming, and the promotion of social justice. Destinations are increasingly expected to create experiences that value diversity and inclusion, and experts must understand the demands of different visitor groups.

Sector expectations also emphasize ongoing professional development. Gaps in language competency, technical literacy, and awareness of sustainable practices underline the importance of structured training programmes and upskilling efforts. Hospitality companies look for employees who can adapt to new trends, contribute to innovative service design, and meet changing guest expectations. Furthermore, soft skills like communication, problem-solving, and cooperation are essential for offering high-quality, personalized services.



## 4.2 Future Skills Development

### *4.2.1 Anticipating future skills needed in the tourism industry*

The tourism industry is rapidly transforming, propelled by technological advancements, sustainability goals, and shifting guest expectations. Future skills will increasingly involve a mix of technical, digital, and interpersonal skills. Employees will need to be knowledgeable about digital technologies for customer engagement, online booking systems, and destination marketing, especially in less urbanized or new tourism locations where connectivity and digital literacy are still developing.

Sustainability will also become a fundamental competency, with employees expected to apply ecologically responsible practices including energy efficiency, waste management, and sustainable operations at hotels and attractions. Furthermore, inclusive tourism abilities will be required, such as understanding accessibility requirements, cultural awareness, and accommodating varied tourist profiles.

Beyond technical and operational experience, soft skills such as problem-solving, communication, teamwork, and adaptability will be essential. The workforce must be ready to address sector difficulties such as workforce mobility, international competition, and changing regulatory frameworks. Anticipating these needs enables tourist organizations and educational institutions to effectively arrange training and career development programmes.



#### 4.2.2 Recommendations for ongoing professional development and upskilling

To fulfil the expectations of a developing tourism business, ongoing professional development is essential. Training programmes should prioritize bridging gaps in digital, green, and inclusive competences while strengthening fundamental technical skills. Short courses, workshops, and certification programmes can help staff improve their language skills, customer service, and environmental awareness.

Collaboration among tourism enterprises, universities, and specialized training institutes may guarantee that curriculum is relevant to real-world needs, with an emphasis on practical experience and applied learning. Mentorship programmes and on-the-job training are efficient ways to retain talent, improve performance, and build a culture of continual learning.

Investing in upskilling promotes career advancement and employee engagement. Organizations can retain competent employees and increase overall competitiveness by providing defined promotion paths and recognizing specialized expertise. Finally, a proactive approach to professional development guarantees that the tourism workforce is adaptive, skilled, and ready to face future market difficulties.



## 4.3 Skill Mapping and Assessment

### 4.3.1 Tools for assessing skill gaps

To effectively manage skills in the tourism sector, rigorous assessment tools are required to detect gaps and prioritize training needs. Organizations and educational institutions can take the following approaches:

- **Surveys and Self-Assessments:** Employees, students, and trainees can assess their own skills in areas such as digital literacy, sustainability, language competency, and customer service.
- **Performance Evaluations:** Regular observation and evaluation of staff performance in real-world operational settings, such as hotels, attractions, and tour agencies, can identify specific skill gaps.
- **Competency Frameworks:** Creating explicit competency models for various tourist roles helps specify the desired knowledge, technical abilities, and soft skills, allowing gaps to be measured.
- **360-Degree Feedback:** Input from supervisors, coworkers, and customers can help identify strengths and flaws in service delivery and interpersonal communication.
- 
- **Digital Skill Tracking Tools:** Platforms and learning management systems (LMS) can track the completion of online modules, language courses, sustainability training, and certifications, providing measurable information on staff capabilities.

These tools help tourism stakeholders get a clear view of present capabilities, identify priority areas for intervention, and support strategic workforce development strategy.





#### 4.3.2 Strategies for aligning educational offerings with industry needs

Once talent gaps have been identified, focused measures ensure that educational programmes and professional development fit with sector demands.:

- Collaboration between Industry and Academia: Tourism enterprises, training institutions, and universities should work together to develop curricula that address real-world demands while also including technical, digital, and sustainability competencies.
- Internships, field placements, workshops, and simulation exercises provide hands-on experience, allowing students to apply theoretical knowledge in real-world situations.
- Flexible and Modular Training: Short courses, micro-credentials, and online learning modules enable continual upskilling and reskilling, allowing for rapid adaptation to evolving trends.
- Continuous Feedback and Adaptation: Regular reviews of instructional content based on industry feedback guarantee that programmes remain current and address growing concerns such as digital transformation, inclusive tourism, and sustainable practices.

By implementing these techniques, the tourism industry may enhance the link between education and employment, preparing a workforce that is capable, adaptable, and ready to meet the changing demands of global tourism.





## Conclusion

This handbook is intended to provide a practical roadmap for incorporating Work-Based Learning (WBL) into tourist education, bridging the gap between academic knowledge and real-world application. Green, digital, and inclusive tourism competencies are becoming increasingly important: sustainability skills support eco-friendly practices and responsible destination management; digital skills improve operational efficiency, marketing, and customer engagement; and inclusive tourism capabilities ensure accessible, culturally sensitive experiences for all visitors. This handbook seeks to provide learners and staff with the knowledge and skills they need to effectively adapt to increasing sector demands by presenting practical tools, case studies, and guidance.

Addressing these increasing needs requires close collaboration among educational institutions, training providers, and industry players. This handbook focuses on organized skill evaluations, competence frameworks, adaptable training programmes, mentorship opportunities, and international mobility experiences to promote targeted professional development and lifelong learning. These factors help learners and staff build the adaptability, technical proficiency, and interpersonal skills needed to handle present and future difficulties in the tourist business.

The handbook explains how WBL, through programmes such as Dual Tourism, offers immersive experiences that improve practical skills, intercultural competence, and professional networks, thereby assisting institutions in producing a skilled, responsible, and future-ready tourism workforce.



# Appendices

## Appendix A: Additional Resources

- Erasmus+ Programme – European Union initiative supporting mobility, training, and professional development for learners and staff. Website: <https://erasmus-plus.ec.europa.eu/>
- EPALE (Electronic Platform for Adult Learning in Europe) – Portal for adult education and vocational training, including WBL and international opportunities. Website: <https://epale.ec.europa.eu/en>
- European Youth Portal – Provides information on international training, volunteering, and study opportunities for young people across Europe. Website: [https://europa.eu/youth/home\\_en](https://europa.eu/youth/home_en)
- EURAXESS – Mobility portal offering information about international research, internships, and professional development opportunities. Website: <https://euraxess.ec.europa.eu/>
- Eurodesk – European information network with guidance for youth on education, mobility, and career opportunities abroad. Website: <https://www.eurodesk.eu/>
- UNWTO (World Tourism Organization) Training & Education Portal – International tourism training resources and capacity-building programs. Website: <https://www.unwto.org/education-and-training>
- Tourism & Hospitality International Training Programs – List of mobility and internship opportunities for professionals in tourism. Website: <https://www.internationaltourismcareers.com/>
- MOOCs and Online Learning Platforms : Dual Tourism <https://DualTourism.eu/> , COSVITEC – [J](#) IED – Athena [J](#) JOIST – [JOIST Academy](#)
- European Projects & Funding Opportunities – [Platforms listing EU-funded projects, events, and dissemination activities in tourism and VET](#)
- Erasmus+ Project Results Platform – [EU Project Results Portal](#)



## Appendix B: Templates and Tools for Staff and Learners

Template 1: WBL Activity Planner (For Staff)

| Field                      | Details |
|----------------------------|---------|
| Activity Name              |         |
| Objectives                 |         |
| Duration & Dates           |         |
| Learning Outcomes          |         |
| Tasks / Activities         |         |
| Responsible Staff / Mentor |         |
| Partner Organization       |         |
| Resources Needed           |         |
| Notes / Comments           |         |

### **Disclaimer:**

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*The information and views set out in this document are those of the author(s) and do not necessarily reflect the official opinion of the European Commission. Neither the European Union institutions nor any person acting on their behalf may be held responsible for the use which may be made of the information contained therein*





Template 2: Learner Daily Log / Reflection (For Learners)

| Date | Task / Activity | Skills Practiced | Observations / Challenges | Mentor Feedback | Self-Reflection |
|------|-----------------|------------------|---------------------------|-----------------|-----------------|
|      |                 |                  |                           |                 |                 |
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### Template 3: Skill Mapping & Assessment (For Staff & Learners)

| Skill Category              | Current Level (1-5) | Target Level (1-5) | Evidence / Activity | Notes |
|-----------------------------|---------------------|--------------------|---------------------|-------|
| Digital Skills              |                     |                    |                     |       |
| Green / Sustainability      |                     |                    |                     |       |
| Inclusive Tourism           |                     |                    |                     |       |
| Communication / Soft Skills |                     |                    |                     |       |



## Appendix C: Glossary of Terms

| Term                      | Definition / Explanation   |
|---------------------------|--|
| Work-Based Learning (WBL) | An educational strategy in which students gain skills and information through structured experiences in real-world tourism settings.                           |
| Green Tourism             | Tourism practices prioritize sustainability, environmental responsibility, and the preservation of natural and cultural resources.                             |
| Inclusive Tourism         | Practices that promote accessibility, cultural sensitivity, and equitable experiences for diverse visitor groups.  |
| International Mobility    | Opportunities for students and staff to study, train, or work abroad, thereby improving intercultural skills and professional networking.                      |
| Job Shadowing             | WBL exercise in which learners observe professionals in real-world tourist businesses to gain an understanding of realistic operations and management methods. |
| Competency Framework      | A structured model that defines the knowledge, abilities, and attitudes required for specific tourist roles.   |
| Upskilling                | Improving or learning new skills to match the changing industry needs in tourism.  |



| Term                   | Definition / Explanation  |
|------------------------|---|
| Transnational Projects | Tourism best practices, expertise, and training are shared through collaborative efforts involving partners from various countries. |
| Dual VET Model         | The vocational education system combines classroom learning with hands-on work experience in tourism.                               |
| AR/VR Tourism Tools    | Augmented or virtual reality applications are used in tourism to provide immersive experiences and encourage visitor participation. |
| Mentorship Programme   | Experienced professionals provide structured advice to help learners develop skills and advance their careers.                      |
| Micro-Credentials      | Short, specialized certifications validate specific tourism-related abilities or competencies.                                      |