



UNWTO

World Tourism Organization

EDUCATION TOOLKIT

For the **incorporation of tourism** as a
subject in **high schools**.

Academic Partners for the use of their methodologies:



Cambridge Assessment
International Education





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UNWTO Education Toolkit – For the incorporation of tourism as a subject in high schools

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Zurab Pololikashvili

SECRETARY-GENERAL
WORLD TOURISM ORGANIZATION (UNWTO)

Foreword

Education is one of the key strategic priorities of the World Tourism Organization (UNWTO). We recognize the vital need of supporting our member states in training and supporting the tourism workers of today and of tomorrow, giving them the skills and knowledge they need to meet changing employer demands and build a truly resilient and competitive sector.

We are committed to transforming every stage of the education journey. It is my pleasure, therefore, to present the UNWTO Education Toolkit, designed to provide information and guidance for the integration of tourism into the high school curricula.

The introduction of tourism into high schools reflects the heightened relevance of our sector as a pillar of economic and social development. The support of Ministries of Tourism will be essential for making it happen. At the

same time, it is equally crucial we engage with key stakeholders within the high school ecosystem to ensure the success of this transformative initiative. This includes not only Ministries of Education but also parents, school directors, and also teachers, who will require robust support and empowerment in this endeavour.

Our sector is a proven source of empowerment, above all for global youth. Through this collaborative, joined-up approach to education, we can provide young people everywhere with the chance to be part of tourism's exciting future and give them the skills and professional competencies to thrive.

By **Zurab Pololikashvili**
Secretary-General
World Tourism Organization (UNWTO)



Natalia Bayona

EXECUTIVE DIRECTOR
WORLD TOURISM ORGANIZATION (UNWTO)

Foreword

It is with great pleasure that I introduce this UNWTO Education Toolkit to our member states as part of our work to emphasize the importance of education and training in transforming tourism.

Our sector is currently undergoing profound changes driven by digital transformation, the growing importance of data, and by evolving consumer preferences. At the same time, tourism is rapidly becoming more sustainable and proactively facing up to its climate action responsibilities. But to remain competitive and relevant, the sector needs to be ready and able to keep on adapting. Central to achieving this will be nurturing a skilled workforce equipped to lead tourism's evolution in a dynamic global context.

Introducing tourism education and training at an early stage lays the foundations for developing the necessary skills and knowledge. As such, this Toolkit specifically focuses on making tourism a part of high school education. Its successful implementation will need the leadership of the Ministries of Tourism of UNWTO member states. Their role involves articulating a compelling vision for introducing tourism in high schools, and actively engaging all relevant stakeholders, including Ministries of Education, school directors, professors, parents and students.

The UNWTO Education Toolkit offers an overview of the current status of high school and vocational education training worldwide. Additionally, it presents successful case studies of integrating tourism education and training in public and private schools, while also introducing academic partners from UNWTO who can assist in the implementation of this transformative process. Lastly, a wealth of recommendations are provided to guide and facilitate this journey.

I extend my sincere gratitude to the dedicated team at UNWTO and all the contributors who played a vital role in crafting the Toolkit. I have every confidence that this comprehensive resource will serve as an indispensable compass for our member states, charting a course towards a more sustainable and inclusive future for the tourism sector everywhere.

By **Natalia Bayona**
Executive Director
World Tourism Organization (UNWTO)

Executive summary

The tourism sector is facing a global shortage of skilled professionals. In addressing this concern, it is essential to prioritize the advancement of tourism education and training at the high school level, aiming to empower students with the necessary knowledge, skills and competencies. This initiative should be led by the Ministries of Tourism which have a broad knowledge of the education demands of the sector.

Research has been conducted to create this UNWTO Education Toolkit and its recommendations, utilizing surveys and interviews with member states, academic partners, as well as academic and public institutions.

High schools worldwide generally offer two tracks: General education, and vocational education and training. General education – usually in the final years of high school – can be delivered through national education systems or international education systems like the British system, the system from the United States of America [American system] or International Baccalaureate.

In the national system, the incorporation of tourism education and training in high schools varies among countries, with five stages identified in member states:

- 1 In the first stage, schools do not offer extra-curricular certificates or activities in tourism.
- 2 In the second stage, one can find some extra-curricular certificates and activities in tourism.
- 3 In the third stage, schools do not include tourism as an elective, even though they have the option of doing so.
- 4 In the fourth stage, tourism is included in most of the schools as an elective.
- 5 In the final stage, tourism is compulsory and incorporated into the fixed curriculum taught in the school.

To introduce tourism as a subject in high schools, it is important to engage and get the key stakeholders on board such as the Ministry of Education, parents, school directors, teachers, the tourism sector and high school students. Addressing the beliefs and perceptions about the tourism sector is also crucial, as there is a lack of clarity and misconceptions exist about the available career paths.

Barriers to incorporating tourism education and training in high schools include packed curricula, limited career learning opportunities, complex regulations, lack of government support and funding, negative perceptions of tourism, lack of qualified faculty and teaching materials, lack of language proficiency, insufficient industry commitment and lack of industry advocacy.

On the other hand, drivers for incorporating tourism as a subject in high school include economic and cultural contributions, career opportunities, development of core skills and competencies and regulatory factors.

There are successful examples of incorporating tourism education and training, such as Colombia's Schools for Tourism, Portugal's promotion of tourism as a specialized subject, Canada's collaboration with the industry, Jamaica's Two-year Tourism Programmes, the EHL Junior Academy of Tourism pre-university courses, and Cambodia's National Schools of Tourism.

To support its member states, UNWTO is actively collaborating with three renowned academic partners: Cambridge Assessment International Education, the American Hotel & Lodging Educational Institute (AHLEI), and the International Baccalaureate Organization (IBO). These partners provide learning materials and support to introduce tourism as a subject in high schools.

Based on the above, the following recommendations are made for incorporating tourism as a subject in high schools:

- 1** Focus on advancing within the general education track of the national system. Member states should progress through the stages to fully deploy tourism as a high school subject.
- 2** Optimize the visibility and adoption of tourism in the international education system. Collaborate with UNWTO academic partners to effectively promote tourism as a subject in high schools following the British, American and IB systems.
- 3** Introduce a skills-based vocational education and training (VET) programme that encourages higher education. Develop a VET tourism education and training programme in collaboration with the industry to provide practical skills and meet industry demands.
- 4** Engage and empower key stakeholders in high schools. Raise awareness among the Ministries of Education, local authorities, and potentially the Ministry of Employment about the benefits of the tourism sector. Ensure parents, school directors, and teachers understand career pathways and educational requirements. Engage professional tourism associations, chambers of trade/tourism, and influential organizations in the tourism industries. Provide comprehensive information and support to high school students for informed career choices.
- 5** Address the gap in tourism fundamentals. Implement strategies at the global and national levels to enhance salary competitiveness and create appealing career opportunities within the tourism sector.
- 6** Shape the beliefs and perceptions around tourism. Lead tourism repositioning campaigns in each country to highlight the benefits and opportunities associated with tourism and change beliefs and perceptions of stakeholders.

Table ES.1 Summary of recommendations for UNWTO member states

AREA

HIGH SCHOOL

ISSUE

Inconsistency in incorporating tourism in high school and lack of standardized approach.

RECOMMENDATION

- 1** Focus on advancing in the National System's General Education track

KEY OUTCOME

Enhance efforts to promote tourism in National Education Systems.

AREA

HIGH SCHOOL

ISSUE

Insufficient promotion, support and adoption in International Systems.

RECOMMENDATION

- 2** Optimizing the visibility and adoption of tourism in International Systems

KEY OUTCOME

Ensure proper penetration and adoption of tourism in International Systems.

AREA

HIGH SCHOOL

ISSUE

Low percentage of VET students that continue their studies at Higher Education.

RECOMMENDATION

- 3 Introduce a skills-based vet education that encourages completion of studies at university

KEY OUTCOME

Develop relevant VET programs that motivate students to pursue Higher Education in tourism.

AREA

HIGH SCHOOL

ISSUE

Inconsistent efforts to engage and influence key stakeholders in high schools.

RECOMMENDATION

- 4 Engage & empower key stakeholders in high schools

KEY OUTCOME

Foster commitment and willingness to invest from key stakeholders in promoting tourism.

AREA

THE TOURISM BRAND

ISSUE

Room for improvement in Tourism fundamentals.

RECOMMENDATION

- 5 Addressing the tourism gap

KEY OUTCOME

Work on improving the Tourism Industry fundamentals.

AREA

THE TOURISM BRAND

ISSUE

Negative perceptions and misconceptions about tourism.

RECOMMENDATION

- 6 Shape the beliefs and perceptions around tourism

KEY OUTCOME

Position Tourism as an attractive career choice for talented high school students.

Introduction

There is a worldwide shortage of skilled talent that is affecting the tourism sector. The tourism sector requires qualified individuals with the necessary knowledge, skills and competencies to lead and transform it. Therefore, it has become critical to shorten this gap by promoting tourism within education – starting in high schools.

The *UNWTO Education Toolkit* offers a comprehensive review, encompassing case studies and recommendations derived from the contributions of UNWTO member states, non-member states and academic partners. It is intended to serve as a reference for UNWTO member states which will be complemented by further input and research, and presented in an online UNWTO Toolkit Platform. Furthermore, while UNWTO encourages working with these methodologies, UNWTO also advocates for working with other experts in the field facilitating the exchange of case studies and perspectives. Future research and publications are expected to enhance this resource, providing current insights into higher education and presenting additional innovative recommendations. The aim is to inspire and support UNWTO member states in effectively integrating tourism into high school curricula.

The starting point for these recommendations is to understand the high school education systems around the world, including general education and vocational education and training (VET) and where tourism stands in it.

Understanding education systems worldwide is challenging due to the complexity and variety of education systems. As a result, research was conducted to gather primary data to provide a general overview of high school systems globally. The objective of this primary research is not to provide a

100% accurate picture of the worldwide status of education in high school, but to serve as a basis to identify the main structures, systems and trends in place that will form the recommendations in this paper.

After presenting a picture of the current situation of tourism in high school education, this Toolkit introduces the main academic partners that UNWTO collaborates with and which have been carefully selected to provide top-class processes, training materials and support that can be of great use to UNWTO member states.

The *UNWTO Education Toolkit* also presents some key initiatives implemented by UNWTO member states and non-member states to promote tourism in high schools. These initiatives aim to provide inspiration and serve as a reference for UNWTO member states that are eager to introduce or foster tourism as a subject in high school.

Lastly, this Toolkit provides general recommendations to UNWTO member states for promoting tourism in high schools. The first set of recommendations is aimed at general education at the high school level. These recommendations may be adapted by each member state, choosing those that apply to their situation and policies. In addition, this publication includes recommendations for optimizing the vocational education and training programmes that start at high school level and that can get key stakeholders on board. The report also incorporates recommendations on how to change beliefs and perceptions around tourism, which are vital to make this change happen.

Objective of the UNWTO Education Toolkit

The objective of the *UNWTO Education Toolkit* is to offer UNWTO member states a set of recommendations for promoting and integrating tourism studies at the high school level, with the ultimate goal of attracting and cultivating the right talent for the tourism sector.

UNWTO strongly believes in the significance of education, ensuring that the tourism sector adapts to new market trends by acquiring the appropriate talent. Therefore, it is crucial to introduce tourism education and training at an early stage, allowing students to comprehend its nature and the opportunities it presents.

The recommendations serve as guidelines for UNWTO member states, enabling them to assess their current position, determine the most suitable approach and pave a path forward.

In addition to the recommendations, the Toolkit includes case studies and a comprehensive overview of the benefits provided by UNWTO's academic partners: the Cambridge Assessment International Education, American Hotel & Lodging Educational Institute (AHLEI), and the International Baccalaureate Organization (IBO). These resources aim to inspire and facilitate the implementation of new initiatives by each member state.

Methodology

Research began by analysing all available secondary data from public and private sources. The conclusion drawn from this initial research is that, as of today, there is limited reliable information available on high school education. Although scattered pieces of published information that provided some indications of the status of high school education were found, it turned out to be not sufficient to conduct this research in depth.

Subsequently, UNWTO designed two questionnaires: one for UNWTO member states and non-member states from all world regions and another for its three academic partners (see annexes 1, 2 and 3). The questionnaires were aimed at gathering information about high school education systems, the route to university from vocational education and training, the main drivers and barriers, and member state recommendations for introducing tourism in high schools. UNWTO was able to analyse 49 responses from member and non-member states and the three academic partners.

After receiving the questionnaires, follow-up interviews with the UNWTO member and non-member states, and academic partners that submitted those questionnaires were requested (see annex 4). Each interview focussed on providing further details about the responses shared in the questionnaires, with special attention to the drivers, barriers and recommendations. Moreover, additional interviews were conducted with two academic institutions and a public institution specialized in professional development to further investigate some of the insights obtained in the questionnaires.

Following the interviews, additional secondary research was conducted to delve deeper into some of the points raised in the questionnaires and interviews, and to obtain detailed information about the case studies that were initially shared with UNWTO.



Tourism in the high school system

01.

About this chapter:

In this chapter, the UNWTO provides an explanation about the major changes shaping the tourism industry. The chapter highlights the importance of developing skills and abilities in order to deal with these changes effectively. The chapter also discusses the reasons why it is beneficial to include subjects related to tourism in high school education, whether it is in the local or international education systems. Lastly, the chapter explores the primary challenges and motivations that are likely to come up when attempting to introduce tourism as a subject in high school.

Key words:

Talent // high school // stakeholders // barriers for tourism // drivers for tourism

Key messages:

- High school and higher education shall address tourism talent shortages through skill investment.
- National and international education systems offer diverse pathways, facing challenges like curriculum constraints and negative views.
- Key stakeholders to be addressed include governments, parents, teachers, students and the tourism sector.
- Overcoming barriers and highlighting economic value, diverse careers and core skills are crucial for tourism education integration.





1.1 Education: the response to the skills gap

The tourism sector is constantly evolving and several trends are shaping the industry today:

- **Sustainable** tourism has become a major trend in recent years as travellers become more conscious about the impact of their travel on the environment. This trend is driving the demand for tourism professionals with a focus on sustainability.
- The growth of **digitalization** and technology is transforming the tourism sector. The online travel market will be valued at \$2.3 trillion in 2023 and is expected to grow at a compound annual growth rate [CAGR] of 10.3% over the forecast period. In consequence, the demand of the tourism sector for professionals with expertise in digital marketing, social media management and e-commerce is rising.
- Travellers expect **customized personalized experiences** that cater to their unique preferences and needs. 91% of the consumers are more likely to buy products with brands that recognize and remember them, and provide relevant offers and recommendations. The demand for professionals with expertise in data analytics, artificial intelligence and customer experience management is increasing in the tourism sector.
- **Geopolitical uncertainty**, including issues such as trade tensions and political instability, is impacting the tourism sector. The international tourist arrivals in the first quarter of 2023 were -20% compared to the same quarter of 2019, due to geopolitical uncertainty combined with the COVID crisis.



The tourism sector is currently confronted with a formidable talent challenge as it aims for a full recovery. In November 2021, approximately 60% of OECD [Organisation for Economic Co-operation and Development] countries experienced more severe labour supply shortages in the hospitality and tourism industry compared to pre-pandemic levels. As the labour market tightens, the tourism industry is facing increased difficulty in competing for the necessary workforce in an intensely competitive global job market.

These challenges are particularly pronounced in areas that pertain to digitalization and sustainability: There is a growing need for professionals with skills in sustainable tourism management, including sustainable destination management, ecotourism and responsible tourism. In addition, there is a shortage of talent in areas such as digital marketing, data analytics and artificial intelligence.

This shortage of talent in the tourism sector can lead to a competitive disadvantage for businesses that fail to attract and retain the right talent.

Investing in high school and higher education is essential for the tourism sector to address the shortage of talent and ensure a skilled workforce for the future:

- High school education is the foundation for a successful career in the tourism sector. By introducing tourism-related subjects in high school, students can gain an understanding of the industry and develop their interest and passion for it.
- By providing specialized training and education in tourism, high school graduates can acquire the necessary skills to pursue a career in the tourism sector.
- Investing in high school and higher education also benefits the tourism sector as a whole. By attracting and retaining a skilled workforce, businesses can improve their productivity, efficiency and competitiveness. Additionally, a well-educated workforce can lead to innovation and the development of new products and services, which can drive the growth and sustainability of the tourism sector.










1.2 The high school system

In the global education landscape there are significant differences across countries concerning the organizational structure of their school systems and the nomenclature employed to designate various educational stages. This paper delves into the realm of high school, which represents the culminating phase of secondary education, typically spanning a four-year period. In some countries, the term "high school" finds its equivalent in "upper secondary education."

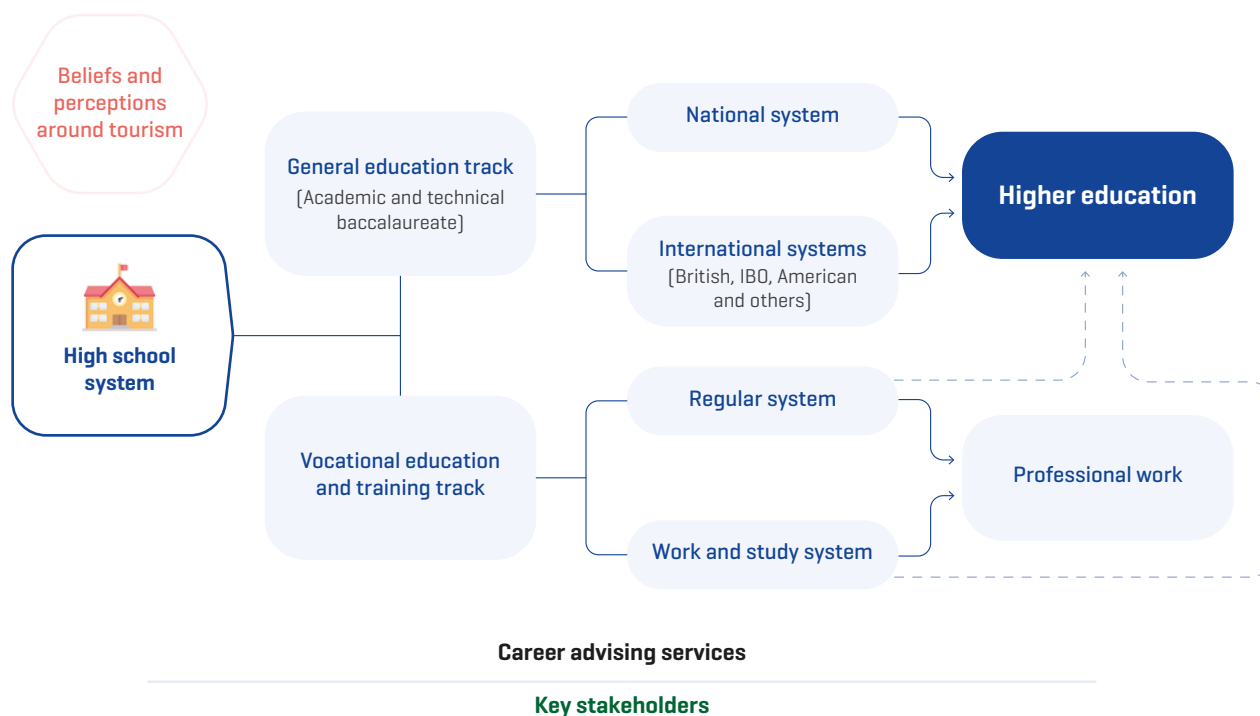
The subsequent table provides with examples from different countries, highlighting the varied terminology and corresponding age brackets associated with each educational level. Information about international degrees is also advanced.

Figure 1.1 Middle and high school education structure, terminology and degrees in national and international systems

			Middle school [lower secondary school]			High school [upper secondary school]			
Equivalent age			11-12	12-13	13-14	14-15	15-16	16-17	17-18
National systems / nomenclature									
	Australia	Year		7	8	9	10	11	12
	Hong Kong, China	Secondary/form		1	2	3	4	5	6
	Indonesia	Grade	6	7	8	9	10	11	12
	Jamaica	Form	First	Second	Third	Fourth	Fifth	Lower Sixth	Upper Sixth
	United Kingdom	Form [England and Wales]	First	Second	Third	Fourth	Fifth	Lower Sixth	Upper Sixth
		Year [England and Wales]	7	8	9	10	11	12	13
	United States of America	Grade	K6	K7	K8	K9	K10	K11	K12
	International Baccalaureat	Grade	6	7	8	9	10	11	12

Equivalent age	11-12	12-13	13-14	14-15	15-16	16-17	17-18
National systems / nomenclature							
ISCED level	2	2	3	3	3	3	3
International systems							
British system					O-Levels / IGCSE	AS-Levels	A-Levels
American system					Advanced placement		
International Baccalaureat						International Baccalaureat Diploma Programme	

On top of reviewing the differences in structure and terminology that we can find across national and international systems, we have to consider the high school system in itself and its different elements. The following chart summarizes the structure, educational options and alternative routes to higher education in tourism, along with some key variables to consider:

Figure 1.1 The high school system

General education and vocational education and training (VET) are the two possible tracks in the high school system in most countries worldwide.

The general education track:

- Takes place in the last 2–3 years of high school and is conducive to both traditional academic and technical baccalaureate programmes; and
- Can be delivered within national education systems [which account for the majority of students in most countries] and international education systems [such as the British, American or International Baccalaureate].



Table 1.2 High school education: years of compulsory education and incorporation of tourism as a subject in high school

COMPULSORY EDUCATION			
	Country	<i>How many years of compulsory education do you have in your country?</i>	<i>Is Tourism included within the compulsory education?</i>
	Armenia	12	No
	Austria	9	No
	Benin	13	No
	Botswana	12	No
	Burkina Faso	10	Yes
	Cabo Verde	12	No
	Cambodia	9	No
	Chile	12	No
	Colombia	11	No
	Cyprus	10	No
	Czechia	12	No
	Egypt	6	Yes
	Hong Kong, China	12	Yes
	Indonesia	13	Yes

	Iran	6	Yes
	Jamaica	14	No
	Japan	9	No
	Jordan	12	No
	Kenya	12	No
	Saudi Arabia	12	No
	Kuwait	12	No
	Lao People's Democratic Republic	5	No
	Latvia	9	No
	Lebanon	9	No
	Lithuania	12	No
	Madagascar	5	No
	Maldives	12	No
	Montenegro	9	No
	Myanmar	12	No
	New Zealand	10	No
	Niger	12	Yes
	Nigeria	9	No

	Paraguay	15	No
	Peru	11	No
	Poland	12	No
	Romania	12	Yes
	Seychelles	11	Yes
	Slovenia	9	Yes
	Korea, Republic of	9	No
	Spain	10	No
	Tanzania	16	-
	Togo	6	No
	Tunisia	6	No
	Uganda	7	No
	United Kingdom	12	No
	United States of America	13	No
	Uruguay	15	No
	Venezuela	12	-
	Zambia	12	No

**Summary /
Average Value**

10,65

***Tourism is not included
in 77% of these UNWTO
member states***

Source: Information from survey conducted with UNWTO member states, non-member states and UNWTO's academic partners in the preparation of the UNWTO Education Toolkit.












The vocational education and training (VET) track:


















- More specialized and more practical learning in comparison to general education;
- The VET can be delivered in different forms:
 - A VET, which accounts for the basic VET training that students get: Students taking this education track obtain a basic training degree and can continue their studies in VET after high school;
 - A technical baccalaureate degree, after which students are enabled to continue their studies either in a technical school to get a more advanced VET degree or join higher education to get a technical bachelor.
























Table 1.3 Vocational education and training (VET): incorporation of VET track and tourism in high school

VOCATIONAL AND EDUCATIONAL TRAINING (VET) TRACK AT HIGH SCHOOL

Country	<i>Is VET incorporated as track in high school?</i>	<i>If VET is incorporated as a track in high school: How many years does it take at high school?</i>	<i>Which is the % of the high school students that opt for VET in high school?</i>	<i>Is Tourism incorporated as one of the options for the students taking the VET track at high school?</i>
 Armenia	No	-	-	No
 Austria	Yes	3	-	Yes
 Benin	Yes	3	20%	Yes
 Botswana	No	-	-	No
 Burkina Faso	Yes	7	-	Yes
 Cabo Verde	No	-	-	Yes
 Cambodia	Yes	3	-	Yes
 Chile	Yes	2	37%	Yes
 Colombia	Yes	2	3%	Yes
 Cyprus	Yes	3	22%	Yes
 Czechia	Yes	4	70%	Yes

	Egypt	Yes	5	40%	Yes
	Slovenia	Yes	3	60%	Yes
	Hong Kong, China	Yes	3	-	Yes
	Indonesia	No	-	26%	Yes
	Iran	Yes	3.5	-	Yes
	Jamaica	No	-	-	No
	Japan	No	-	-	No
	Jordan	Yes	2	1%	Yes
	Kenya	No	-	-	-
	Korea, Republic of	No	-	0%	No
	Kuwait	No	No	0%	-
	Lao People's Democratic Republic	No	-	0%	No
	Latvia	No	4	30%	No
	Lebanon	No	-	0%	No
	Lithuania	No	-	15%	Yes
	Madagascar	No	-	-	-
	Maldives	Yes	2	2%	Yes

 Montenegro	Yes	3.00	-	Yes
 Myanmar	No	-	-	-
 New Zealand	No	1	-	Yes
 Niger	Yes	3	-	No
 Nigeria	Yes	1	-	No
 Paraguay	Yes	3	-	Yes
 Peru	No	-	0%	No
 Poland	Yes	3	55%	Yes
 Romania	Yes	4	41%	Yes
 Saudi Arabia	Yes	2.5	-	No
 Seychelles	Yes	2	71%	-
 Spain	Yes	2	37%	Yes
 Tanzania	Yes	3	20%	No
 Togo	No	-	-	No
 Tunisia	No	-	0%	No
 Uganda	No	6	-	Yes
 United Kingdom	Yes	3	0%	Yes

 Uruguay	Yes	3	10%	Yes
 United States of America	NO	2	0%	-
 Venezuela	Yes	6	-	Yes
 Zambia	No	2	20%	No

Summary / average value

VET is incorporated as a track in high school in 55% of these UNWTO member states

3.09












21%


















Within the UNWTO Member States where there is a VET track at High School, 81% of them include Tourism.


















Source: Information from survey conducted with UNWTO member states, non-member states and UNWTO's academic partners in the preparation of the UNWTO Education Toolkit.





Table 1.4 Vocational education and training (VET): duration, advanced certificate and access to university

VOCATIONAL AND EDUCATIONAL TRAINING (VET)

Country	How many years does it take to get the basic VET certificate?	How many years does it take to get the advanced VET certificate?	Can the students that get a VET certificate access university and get a bachelor degree?	Which % of VET students access university in order to get a bachelor degree?
 Armenia	1.5	-	Yes	25%
 Austria	3	5	Yes	52%
 Benin	3	-	Yes	63%
 Botswana	3	2	No	20%
 Burkina Faso	-	No	No	0%
 Cabo Verde	-	-	-	-
 Cambodia	1	3	Yes	10%
 Chile	2	Depends	Yes	44%
 Colombia	5	1.5	Yes	-
 Cyprus	1-2	3	Yes	11%
 Czechia	-	-	Yes	-

	Egypt	3	5	Yes	12.50%
	Slovenia	2	2	Yes	-
	Hong Kong, China	1	2	Yes	-
	Indonesia	3	3	Yes	-
	Iran	2.5	2	Yes	51%
	Jamaica	-	-	-	-
	Japan	1	2.5	Yes	-
	Jordan	2	1	Yes	-
	Kenya	1	2	No	-
	Korea, Republic of	-	-	-	-
	Kuwait	-	-	-	-
	Lao People's Democratic Republic	-	-	-	-
	Latvia	1	2	Yes	65%
	Lebanon	3	3	No	-
	Lithuania	3	1	Yes	-
	Madagascar	-	-	-	-
	Maldives	1	1.5	Yes	-

	Montenegro	2	6	No	-
	Myanmar	3	3	Yes	15%
	New Zealand	1	2	Yes	-
	Niger	3	6	Yes	60%
	Nigeria	2	2	No	-
	Paraguay	-	-	-	-
	Peru	-	-	-	-
	Poland	3	5	Yes	38%
	Romania	3	4.5	Yes	-
	Saudi Arabia	1.5	3	Yes	-
	Seychelles	1	3	Yes	9%
	Spain	2	5	Yes	24%
	Tanzania	-	-	-	-
	Togo	-	-	-	-
	Tunisia	-	-	-	-
	Uganda	1	2	No	9%
	United Kingdom	2	2	Yes	5%

	Uruguay	2	3	Yes	40%
	United States of America	-	-	-	-
	Venezuela	6	-	Yes	10%
	Zambia	2	3	Yes	30%

Summary / average value

2,25

2,94

**Students that get a VET certificate
can access University and get a
bachelor degree in 86% of these
UNWTO member states.**

28%

Source: Information from survey conducted with UNWTO member states, non-member states and UNWTO's academic partners in the preparation of the UNWTO Education Toolkit.

1.3 General education in high school

Education systems vary greatly from country to country, and even within countries themselves. There are generally two types of education systems: national systems and international systems.












1.3.1 National education systems


















- National education systems in high schools are designed to meet the specific needs of a particular country's citizens.
- Some education systems offer a more standardized curriculum with limited options for electives or specialization, while others provide more flexibility and allow students to choose from a wider range of courses.
- National education systems are different from international education systems in several ways:
 - National education systems are usually designed to be specific to a particular country, whereas international systems are designed to be more universal and applicable to multiple countries.
 - National education systems typically place a greater emphasis on the country's cultural traditions and values, whereas international education systems tend to be more focussed on developing global citizenship and cross-cultural competencies of students.
























Table 1.5 High school general education track duration, adoption and curriculum

GENERAL EDUCATION TRACK AT HIGH SCHOOL

Country	<i>How many years does the General Education take at High School take?</i>	<i>Which is % of High School students that opt for General Education?</i>	<i>Is the curriculum of General Education at High School fixed for the Schools that provide it?</i>	<i>Does the curriculum for General Education at High School include Vocational/Occupational/Professional modules?</i>
 Armenia	3	100%	Yes	No
 Austria	4	-	Yes	No
 Benin	3	80%	Yes	No
 Botswana	3	100%	Yes	No
 Burkina Faso	13	-	Yes	No
 Cabo Verde	5	-	Yes	Yes
 Cambodia	3	-	No	No
 Chile	4	63%	Yes	No
 Colombia	2	-	Yes	Yes
 Cyprus	3	78%	No	Yes
 Czechia	4	30%	Yes	Yes

	Egypt	3	60%	Yes	No
	Slovenia	4	40%	Yes	Yes
	Hong Kong, China	3	-	Yes	Yes
	Indonesia	3	-	Yes	No
	Iran	4	-	Yes	Yes
	Jamaica	5	100%	Yes	No
	Japan	3	-	No	No
	Jordan	2	-	Yes	No
	Kenya	4	100%	Yes	No
	Korea, Republic of	3	100%	Yes	Yes
	Kuwait	12	100%	No	No
	Lao People's Democratic Republic	5	100%	Yes	Yes
	Latvia	3	70%	Yes	Yes
	Lebanon	3	100%	Yes	No
	Lithuania	4	-	Yes	Yes
	Madagascar	3	100%	Yes	No
	Maldives	2	98.00%	Yes	Yes

	Montenegro	4	-	Yes	Yes
	Myanmar	12	-	Yes	No
	New Zealand	5	-	No	Yes
	Niger	8	-	Yes	No
	Nigeria	6	-	Yes	Yes
	Paraguay	3	89%	Yes	No
	Peru	5	100%	No	No
	Poland	4	45%	Yes	No
	Romania	4	59%	Yes	Yes
	Saudi Arabia	3	-	Yes	Yes
	Seychelles	2	30%	Yes	Yes
	Spain	2	63%	Yes	No
	Tanzania	11	-	Yes	Yes
	Togo	3	80%	Yes	No
	Tunisia	7	100%	Yes	No
	Uganda	6	100%	No	Yes
	United Kingdom	5	100%	Yes	Yes

	Uruguay	6	90%	Yes	Yes
	United States of America	2	100%	No	Depends
	Venezuela	5	-	No	Yes
	Zambia	5	80%	No	No

Summary / average value

4.51

82%

The curriculum of general education at high school is fixed for 80% of these UNWTO member states.

The curriculum for general education at high school includes Vocational/Occupations/ Professional modules in 51% of these UNWTO member states.

Source: Information from survey conducted with UNWTO member states, non-member states and UNWTO's academic partners in the preparation of the UNWTO Education Toolkit.

Tourism as a subject within national education systems

There are differences across countries with regards to the incorporation of tourism in high school. UNWTO has identified five stages in which a member state might be in:

- 1** In the first stage, the general education track in the national education system has a fixed curriculum and no room for electives. Schools do not offer extra-curricular certificates and/or activities in tourism.
- 2** The second stage is similar to the first, but schools can offer extra-curricular certificates and/or activities in tourism.
- 3** In the third stage, the general education track has room for incorporating electives, some of which can be along the lines of vocational and education training (VET). However, schools do not include tourism as an elective, even though they have the option of doing so.
- 4** The fourth stage is an evolution of the previous one, allowing VET electives to be introduced in the curriculum, with tourism being incorporated in most of them.
- 5** In the final stage, tourism is compulsory and incorporated into the fixed curriculum taught in high school.

Figure 1.2 High school general education stages towards full deployment of tourism



1.3.2 International education systems

The main education systems in the world are the British system, the American system and the International Baccalaureate (IB) system.

THE BRITISH EDUCATION SYSTEM



- The British education system is based on the national curriculum, which is a set of guidelines that outlines what students should be taught at each stage of their education.
- In the British system, high school is called secondary school, and students typically attend from ages 11 to 18.
- 160 countries worldwide offer their learners a British international curriculum pathway and international A-Levels are the most popular qualifications, offered by 34% of international schools [compared to 26% offering IB].
- The British A-Levels, also known as the General Certificate of Education (GCE) Advanced Level, is the most widely recognized high school qualification in the United Kingdom and in many Commonwealth countries.
- It offers a wide range of subjects, including tourism and hospitality. However, the availability of these subjects may vary depending on the school and the exam board. Some schools may not offer tourism as a subject, while others may offer it as part of a broader subject, such as business studies.
- AS-Level is the first full year of an A-Level. This means it only takes 1 school year to complete the course, while an A-Level takes 2 years.
- The O-Level exams are the first GCE exams students are required to take and typically do so at the age of 16. It is the first half part of the GCE, the second part being Advanced Level [A-Level] which students enter after the completion of O-Level. It is an internationally recognized qualification and is considered to be the equivalent of Cambridge IGCSE and United Kingdom GCSE.
- In the British system we can also find the IGCSE [International General Certificate of Secondary Education]. It is equivalent to the GCSE qualification which is taken by students in grades 10–11 in the United Kingdom to prepare them for further pre-university level study, such as A-Levels. The IGCSE is the international version of this academic qualification as it is available in many countries around the world. In the United Kingdom, the IGCSE is typically taught at international schools or private schools, rather than at state schools.

THE EDUCATION SYSTEM FROM THE UNITED STATES OF AMERICA [AMERICAN SYSTEM]



- The American education system in the United States of America is decentralized and operates at the State level.
- The American system for high school is a four-year programme that is divided into two parts: Lower secondary school [ages 14 to 16] and upper secondary school [ages 16 to 18]. From ages 14 to 18, students take a variety of courses across different subject areas.
- There are no specific courses in tourism at the high school level, but students can take electives related to hospitality and tourism. In the United States of America, the availability of these courses [including tourism] may vary depending on the school, district and state.
- Within the American [and the Canadian] system, the Advanced Placement [AP] programme also exists:
 - The AP is a programme created by the College Board, a non-profit organization based in New York City. The AP offers undergraduate university-level curricula and examinations to high school students. Colleges and universities in the US and elsewhere may grant placement and course credit to students who obtain high scores on the examinations.
 - Tourism is not included within the pool of AP courses, although some courses related to it are incorporated [such as human geography].

THE INTERNATIONAL BACCALAUREATE EDUCATION SYSTEM



- The International Baccalaureate [IB] education system is an international system that is recognized by universities around the world.
- The IB diploma programme is typically completed over two years and includes six subject areas, as well as a core component that includes an extended essay, theory of knowledge course, and a creativity, activity and service [CAS] component.
- In the IB system, students that take the Diploma Programme [DP] can study tourism, which can be incorporated in a subject group called 'individuals and societies'. On top of this, IB students can also opt for a Career-related Programme [CP] and specialize in tourism.
- The popularity of the international education systems has been growing in recent years. The International Baccalaureate [IB] system, for example, is now offered in over 150 countries and has over 5,000 schools that offer the programme.

Overall, while national education systems still dominate the education landscape in many countries, the popularity of international education systems is on the rise, particularly in urban areas and in regions with a high demand for English-language instruction.

1.3.3. Career advising services in high school

Career advising services in high school helps students explore various career options, understand the educational requirements and pathways associated with different professions, and develop the skills needed to succeed in their chosen fields.

Career advising services typically offer a range of services and resources to students, such as individual counselling sessions, career assessments, job shadowing opportunities, and access to online resources and databases to help students decide on the career pathway they want. By working with students one-on-one, career advisors can help them identify their personal interests, values and skills, and use this information to explore different career pathways that align with their goals and aspirations.

There are strong differences among countries. In some countries, these services are compulsory, and all schools offer them, while in others, it is up to the school to deliver them. Once in place, career advising services may be more or less proactive in introducing and explaining the career path in tourism.



1.4 Key stakeholders

These are the main stakeholders within the higher education systems:

- The Ministry of Education, which decides what is included or excluded in the curriculum; the Ministry of Employment, which may assess the Ministry of Education; and local authorities that might have their views on what is actually implemented and on budget allocation.
- Parents, who have a strong influence on their children's decisions about what to study.
- School directors, who decide which extra-curricular activities are included and whether there is flexibility in the curriculum, including whether tourism is included or not.
- Teachers with corresponding qualifications in tourism.
- The tourism sector, that needs to be fully onboard to make this work.
- The high school students, who ultimately decide what they want to study and the career pathway they want to pursue.

1.5 Brand positioning of the tourism sector

The brand positioning of an industry involves the beliefs and perceptions held by various stakeholders about an industry in tourism.

In the case of tourism, in many countries around the world, these beliefs and perceptions are not positive. There is a lack of clarity regarding the relevance of the sector, and there are misconceptions about the career paths that students can pursue upon entering the industry.



1.6 Barriers to incorporating tourism as a subject in high school

The main barriers to incorporate tourism as a subject in high school are the following:

1. HIGH SCHOOL CURRICULA AND CAREER LEARNING



- **Packed curricula:** high school curricula are often already packed with mandatory subjects, leaving little room for additional ones like tourism. Tourism is not considered part of the core curriculum, and traditional approaches to curriculum development may not prioritize its inclusion. In some cases, tourism is only incorporated within other courses such as geography, limiting its comprehensive coverage and focus.
- **Insufficient career learning:** A lack of comprehensive career development programmes at the high school level contributes to a lack of awareness among students about the potential opportunities in the tourism sector. Informed decision-making regarding tourism careers becomes challenging when students are not adequately exposed to the diverse range of career paths within the field.

2. GOVERNMENT, LOCAL AUTHORITIES AND BUDGETING



- **Complex regulatory environment:** Many countries face challenges in integrating tourism education and training due to complex territorial regulations that disperse regulatory authority among different regions. This decentralization can create inconsistencies and fragmentation in decision-making processes.
- **Lack of government support:** Tourism education and training often struggles to receive adequate support and recognition from governmental bodies and local authorities. Ministries of Education and Ministries of Employment may not prioritize tourism, impeding the development of coordinated campaigns to drive necessary changes.
- **Insufficient funding:** Insufficient resources for curriculum development, implementation and ongoing support, impede the effective integration of tourism into high school curricula.

3. PERCEPTIONS AND BELIEFS AROUND TOURISM



Negative perception: There is a prevailing negative perception regarding tourism as a career choice. Its relative importance and the opportunities it presents are not adequately understood. When the general public thinks about jobs in hospitality and tourism, first thoughts only consider front-line workers and entry-level positions with hourly pay. The career prospects in tourism, therefore, may be seen as unclear and are often associated with low-end, low-paid positions. Parental concerns about the stability and potential of tourism careers further discourage students from pursuing educational opportunities in the field. In summary: there is very little awareness on the different types of careers and higher salary opportunities in the industry.

4. FACULTY AND COMPETENCIES



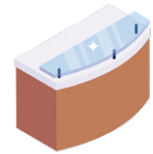
- **Lack of qualified faculty:** There is a shortage of teachers with the necessary expertise and experience in the tourism sector to effectively teach the subject; or there are experts in tourism who lack training in teaching.
- **Availability of teaching materials:** Some schools do not have sufficient funding to purchase the necessary class materials to successfully teach a tourism course.
- **English proficiency:** Lack of English proficiency among both faculty and students can hinder effective teaching and learning in the field of tourism.

5. TOURISM SECTOR



- **Insufficient commitment:** The tourism sector may have not demonstrated enough commitment to career development and hiring tourism students, including offering competitive salaries and investing in talent development programmes. This lack of support by the tourism sector itself can discourage students from pursuing careers in tourism.
- **Lack of advocacy:** The tourism sector has not effectively communicated the benefits and possibilities associated with a career in tourism, being tourism a viable profession; this lack of action contributes to the overall lack of interest and perception of its potential.

2. OTHER



- **Geographic conditions and poor infrastructure:** Some regions may face geographical limitations and have inadequate infrastructure, which can limit the potential for tourism development and education.

1.7 Drivers for incorporating tourism as a subject in high school

The main drivers for incorporating tourism as a subject in high school are the following:

1. ECONOMIC AND CULTURAL CONTRIBUTIONS

- **Contribution to the global economy:** tourism is a powerful driver of economic growth, generating substantial business activity and revenue worldwide. When considering the total contribution (including direct, indirect, and induced impacts), the contribution to the world GDP of the travel and tourism sector reached a significant 10.4% in the 2019, accounting for USD 8.9 trillion.
- **Employment opportunities:** The tourism sector plays a pivotal role in job creation, offering employment opportunities across diverse industries. The Organisation for Economic Co-operation and Development [OECD] estimates that the tourism sector directly contributed to 4.4% of GDP, 6.9% of employment and 21.5% of service exports in OECD countries on average in 2020.
- **Cultural development and preservation:** By embracing tourism, high school students gain a deeper understanding of cultural diversity and heritage, fostering mutual understanding and appreciation.
- **Connections with national plans and initiatives:** In line with the global recognition of the importance of the tourism sector, national plans and initiatives emphasize its potential. For instance, Saudi Vision 2030 – a comprehensive plan by Saudi Arabia – identifies tourism as a key sector for economic diversification. Similarly, the European Tourism Manifesto from the European Union, highlights the need for sustainable tourism practices, innovation and investment in human capital.

2. CAREER PATHS AND PROGRESSION

- **Diverse career paths and progression:** The tourism sector provides a wide range of career paths and opportunities for individuals with various interests and skills. The industry offers dynamic and evolving career options, allowing individuals to find their niche and pursue their passion.
- **Exceptional mobility:** With the sector's global nature and its presence in various destinations worldwide, professionals can explore opportunities for work and experience different cultures. The mobility provided by the industry allows for personal and professional growth, cross-cultural understanding, and the chance to work in exciting and diverse environments.

3. DEVELOPMENT OF CORE SKILLS AND COMPETENCIES

- **Skills and competencies:** Incorporating tourism in high school curricula provides students with a wide range of core skills and competencies necessary for their personal and professional growth, such as communications skills, interpersonal skills, problem-solving and critical thinking, adaptability, resilience and cultural awareness, among others.
- **Interdisciplinary connections:** Tourism also connects to other disciplines such as foreign languages, information and communication technology (ICT), geography, entrepreneurship and economics.

4. REGULATION

- **Regulation as the foundation:** By recognizing the value of tourism education and training and incorporating it into the curricula, regulation sets the foundation for students to gain essential knowledge and skills in the sector.
- **Regulation and vocational education and training (VET):** Regulation can support the integration of tourism as studying subject through the establishment of Technical Baccalaureate programmes. UNWTO member states can also leverage VET options to provide pathways for students interested in pursuing higher education in tourism.
- **Regulation and career guidance:** By requiring high schools to provide comprehensive career guidance and counselling services, UNWTO member states can ensure that students are well-informed about the potential opportunities in the tourism sector.



Case studies

02.

About this chapter:

In this section, UNWTO will showcase the valuable case studies from different countries, which serve as exemplary models. Although not an exhaustive list, it features carefully selected examples that highlight their significant impact and potential for replication by UNWTO member states.

Key words:

Case studies // Cambodia National Tourism Schools // Canadian Academy of Travel & Tourism [CATT] // Colegios Amigos de Turismo // EHL Junior Academy of Tourism

Key messages:

- UNWTO member states should determine the most suitable strategy for introducing tourism as a high school subject.

- The subsequent case studies can provide valuable insights to UNWTO member states regarding potential approaches: for incorporating tourism as a subject in the core curriculum [Colombia and Egypt]; for promoting tourism as a specialized subject included in the curriculum [Canada, Jamaica, Portugal and Saudi Arabia]; for incorporating tourism as a pre-university course [Switzerland]; and for introducing specialized schools of tourism [Cambodia].

2.1 Case study for incorporating tourism as a subject in the core curriculum



Colombia: Schools for Tourism programme (CAT)

The Schools for Tourism programme [also known as *Colegios Amigos del Turismo (CAT)* in Spanish], is an initiative that promotes tourism and hospitality education in primary and secondary public schools throughout Colombia.

CAT adopts a flexible approach that allows communities to incorporate local knowledge, enhancing the programme's relevance and fostering students' understanding and appreciation of their surroundings. The primary goals of CAT are to instil a love for the environment in participants and cultivate an interest in tourism processes relevant to their native regions.

Starting with just eight schools in different parts of the country, CAT has experienced exponential growth. As of November 2018, 236 schools in Colombia are actively participating, benefiting approximately 230,000 students and guided by approximately 950 teachers.

Implementing the CAT programme involves a participatory and flexible methodology, requiring around one year of training and guidance for schools before they can apply for a programme membership. Throughout the programme's implementation, teachers participate in workshops to deepen their understanding of tourism-related topics such as tourism demand, the development of tourism products and destination management.

The methodology comprises six steps, beginning with a diagnosis of the school and its environmental needs. The programme collaborates with teachers to modify the curriculum accordingly and concludes with self-evaluation. Each school can adapt the CAT programme to suit its pedagogical strategies.

The network formed by CAT-connected schools enables the exchange of information and experiences among participants. Additionally, an annual CAT conference facilitates further knowledge transfer.

CAT offers several primary benefits:

- Human impact: Nurturing a sense of happiness, leadership, autonomy and transformation among students;
- Professional/industry impact: Equipping students with the necessary skills and knowledge for the tourism sector;
- Schools' funding: Schools joining CAT gain access to supplemental funding for books, tools, labs and other resources; and
- Innovative pedagogical tools: The programme has developed its own pedagogical tools, contributing to educational development in the country as a whole.

The CAT programme encompasses various initiatives, incorporating classroom projects aimed at exploring tourist destinations, the creation of transversal projects, and the establishment of Colombia del Turismo, a national programme aimed at fostering a social sense of tourism. Intercultural programmes, such as English courses for tourism, are also integrated into the curriculum.

To ensure comprehensive training, CAT employs a team of teachers specialized in different areas, including English for tourism, tourism trends, tourism communication, user service and event operations. This approach allows students to receive a certificate of professional attitude in tourism.

The programme actively works towards enhancing the competitiveness of tourist destinations, with a focus on cultural recovery and tourism development. CAT forms partnerships with public and private institutions to receive support and advice from industry leaders.

Furthermore, CAT emphasizes sustainability strategies, encouraging students to participate in fairs and sell products rooted in ancestral culture that they have learned to create.

Technical tours exploring tourist circuits are organized for 9th-grade students, while city tours are conducted for 10th and 11th-grade students. Specializations, such as gastronomy, are also introduced to broaden students' knowledge and skills within the field of tourism.





Egypt:

Integration of tourism as a subject from primary school to high school

As the tourism sector represents 15% of Egypt's GDP, the Ministry of Tourism and Antiquities has actively cooperated with the Ministry of Education to promote awareness and appreciation for the tourism sector from an early age through school curricula in Egypt.

This establishment contributes to motivating students to learn more about the field of tourism and to create a passion to work in the sector, which is in line with the objectives of the Ministry of Tourism and Antiquities, under the structural reform programme.

The structural reform programme is based on various objectives, one of which is to ensure high-quality, all-inclusive and comprehensive education that produces a workforce equipped to meet the changing needs of the labour market.

A vision has been developed for introducing tourism ethics in the primary education curricula in order to raise awareness among students of tourism's importance and the preservation of Egypt's tourist and heritage areas.

Secondary education in the final two years of school encompasses two prominent subjects: tourism geography and tourism development. These subjects enable students to become aware of the various symbols of cultural heritages, the diversity of dialects, and the history of Egypt. They also raise awareness of the relationship between geography and tourism and the immense importance of tourism development in Egypt.

2.2 Case studies for promoting tourism as a specialized subject included in the curriculum



Canada: Tourism courses co-designed with the industry

In Canada, secondary education programmes in tourism provide students with the knowledge, skills and practical experience necessary to excel in the dynamic and growing tourism sector. Here are key aspects of secondary education in tourism programmes in Canada:

- **Curriculum and courses:** Secondary schools across Canada offer specialized tourism programmes as part of their curriculum. These programmes typically include a mix of core subjects, such as business management, marketing, geography and customer service, along with specialized tourism-related courses. These courses cover topics like tourism principles, sustainable tourism practices, event management, cultural tourism and tourism technology.
- **Co-op and work experience:** Many secondary education programmes in tourism include co-op or work experience components. These opportunities allow students to gain hands-on experience in the tourism sector by working in hotels, travel agencies, attractions, event venues or other tourism-related businesses. Co-op placements and work experience provide students with practical skills, industry knowledge and networking opportunities.
- **Industry partnerships:** Secondary schools often establish partnerships with local tourism organizations, hotels, resorts and other industry stakeholders.
- **Certification and credentials:** Some secondary education programmes in tourism provide students with the opportunity to earn industry-recognized certifications or credentials.
- **Post-secondary pathways:** Secondary education in tourism programmes can serve as a foundation for students pursuing further studies in related fields at the post-secondary university level.

Example: Canadian Academy of Travel & Tourism [CATT]

Additionally to the above, it is worth looking into what the Canadian Academy of Travel & Tourism [CATT] offers within its three different education levels:

Level I Programme:

The Canadian Academy of Travel & Tourism [CATT] Level I Programme offers an introduction to the tourism sector and the CATT National Learning Outcomes – the skills students will need to be successful in a tourism career.

To receive a CATT certificate of recognition for Level I, students are required to:

- Take one high school tourism course/credit;
- Complete at least 25 hours of volunteer experience; and
- Complete a tourism career workshop in conjunction with the local Tourism Human Resource Office.

Level II Programme:

The CATT Level II Programme builds on the knowledge and skills introduced in Level I and encourages students to take a greater interest in tourism careers. Essential skills are further developed and the CATT National Learning Outcomes continue to be addressed.

To receive a CATT certificate of recognition for Level II, students are required to:

- Take two high school tourism courses/credits;
- Complete a tourism career workshop [organized by local Tourism Human Resource Council];

- Complete at least 100 hours of work experience;
- Obtain a customer service certificate such as SuperHost / Service Excellence / Service Best, completed in conjunction with local Tourism Human Resource Office; and
- Attain two other Employability Skill certificates.

Gold Level Programme:

The CATT Gold Level Programme helps students prepare for a tourism career and develop the skills necessary for post-secondary education [university and advanced VET programmes].

Gold Level graduates are able to demonstrate the learning outcomes associated with the National Occupational Standards for Transferable Skills developed with the industry by Tourism HR Canada, and essential skills defined and developed by Human Resources and Skills Development Canada.

Schools starting a Gold Level Programme work closely with the CATT office and their local Tourism Human Resource Organization to lay the groundwork for the programme, establish ties with local industry members and recruit students to participate.

While the CATT Gold Level Programme has no associated fee, a minimum commitment of three years is required.



Jamaica: **Two-year tourism certification programme**

Tourism in Jamaica is also being recognized as a major driver of economic growth and development. The Hospitality & Tourism Management [HTM] programme by the American Hotel & Lodging Educational Institute [AHLEI] seeks to take advantage of these opportunities, helping high school students take their first real steps toward promising careers in hospitality.

The Hospitality & Tourism Management [HTM] is a programme to support tourism facilitated by the Ministry of Education & Youth. The success of the programme is only possible with the support of high school principals and vice-principals.

The Hospitality & Tourism Management programme is a two-year certification programme being undertaken in high schools across Jamaica. Since 2018, it has been offered in collaboration with the Ministry of Education & Youth [MoEY]. The programme is certified through AHLEI and was developed in concert with industry experts and educators. The curriculum is industry-recognized and proven to prepare students for roles in the hotel industry and beyond. Since 2018, the programme has become an important part of the work of the MoEY and is now a permanent part of the skills training and certification programmes offered in high schools.

Currently, the HTM is part of Sixth Form Pathways Programme of the MoEY, an initiative of the Government of Jamaica aimed at increasing the number of persons with formal certification. During the two years, students spend over 200 hours in class and more than 100 hours in a tourism-related industry as an intern.

Upon graduation, candidates receive the Hospitality Tourism Specialist

[HTS] Certificate from AHLEI and a National Vocation Qualification [NVQ] – Level 3 Certification. Graduates With this certificate are ready to move into the workforce, not only in tourism but in any type of commercial enterprise needing customer service skills.

HTM requires that candidates have work experience in a hotel setting (and in 2023, 101 students will be eligible). These students will work for four weeks in each of these hotels and will receive a stipend from the Summer Internship Programme [SIP] hosted annually by the Tourism Enhancement Fund [TEF].

The HTM programme also addresses teachers who wish to become instructors of the HTM programme. Participants work through a five-day-long training and certification programme delivered by AHLEI to prepare them for teaching the HTM programme. At the end of the training, and after completing written examinations, they receive the Certified Hospitality Instructor [CHI] designation.

The programme currently operates in 14 high schools across the country facilitated by 28 high school CHIs.

In September 2023, the Jamaica Center of Tourism Innovation [JCTI] will add 150 students from three high schools. These students will be piloting a one-year version of the HTM. In preparation, the team is working to identify and certify teachers to deliver the shorter more intense programme, as well as to ensure that the additional resources are in place for these new students.

AHLEI HTM programmes are delivered at no cost to students. The Tourism Enhancement Fund [TEF] supports the programmes with all resources needed by the students and certifying teachers. In addition, the TEF pays for refresher courses, as well as any additional support required by the teachers or the schools hosting the HTM programme.



Portugal:

Promotion of tourism subject in public and private schools

In Portugal, tourism is recognized as an important subject in both public and private schools, aiming to equip students with the necessary knowledge and skills for the country's thriving tourism sector. The inclusion of tourism as a subject reflects the significance of the sector in Portugal's economy and the recognition of its potential for future growth.

At high school, students in Portugal have the option to choose tourism as a specialized subject within their curriculum. This allows them to delve into various aspects of the tourism sector, including its economic, cultural, and environmental dimensions.

The curriculum typically covers topics such as tourism management, sustainable tourism practices, customer service, marketing and destination analysis.

Public schools in Portugal follow the national curriculum guidelines set by the Ministry of Education. The curriculum for tourism subjects is designed to provide students with a solid foundation in tourism principles and practices, as well as an understanding of the country's specific tourism context. These programmes are developed and periodically updated by educational authorities to ensure their relevance and alignment with industry trends.

In private schools, while following the general guidelines set by the Ministry of Education, there may be some variations and adaptations in the curriculum to cater to the specific needs and interests of the students or to reflect the school's particular educational approach. Private schools often have more flexibility in designing their curricula and may offer additional resources and opportunities, such as internships or partnerships with local businesses, to enhance the practical aspects of tourism education and training.



Saudi Arabia: Phased approach to introduce tourism as a VET track

Saudi Arabia has 6.2 million students in the K-12 education. Among them, 86% attend government schools, 8% attend private national schools, and 6% are enrolled in international schools.

In order to introduce tourism education at the high school level, the Ministry of Tourism conducted a survey involving 1,500 respondents. Out of the 1500 responses received, 300 were from parents who expressed substantial interest in integrating tourism within the school curriculum was identified:

- 92% of parents expressed their support for incorporating tourism into the educational syllabus;
- 77% displayed interest in their children participating in tourism-related activities;
- 80% recognized the significance of including tourism in schools; and
- 46% showed keenness in pursuing further tourism studies after their high school education.

Having established a compelling case, the Ministry of Tourism determined two tracks to embed the tourism education:

1. Private schools

Three schools [King Abdulaziz Model Schools, KAUST School, and AIKifah Academy] and a camping activities organizer [Camp] were selected to conduct a trial run. Additionally, four tourism enrichment programmes were developed for grades 9 to 12, focussing on various aspects of the tourism industry:

- 'A career in transition' at KAUST School;
- 'Developing tourism and hospitality skills in the education sector' at King Abdulaziz Model Schools;
- 'Tour guiding as a career' at AIKifah Academy; and
- 'Tourism destinations: The Saudi experience' at Camps.

The Ministry of Tourism has successfully launched the first pilot programme this year at King Abdulaziz Model Schools where around 300 students attended the programme.

2. Public schools

In accordance with the of the Ministry of Education, which governs the definition and implementation of high school structure and curriculum, the Ministry of Tourism offered its backing to the integration of tourism into the existing prearranged curriculum.

The Ministry of Tourism identified the existing educational structure and learning tracks, which consist of two distinct pathways for grades 11 and 12:

- The first track, exclusively dedicated to the final year of high school, comprises of specialized topics, totaling 120 hours of instruction; and
- The second track, spanning the last two years of high school, encompasses tracks focused on general, business administration, computer science and engineering track.

The Ministry of Tourism and Ministry of Education are now working together to embed tourism within the first track.

2.3 Case study for incorporating tourism as a pre-university course



Switzerland: the EHL Junior Academy for Tourism

The EHL Junior Academy for Tourism in Switzerland is a renowned institution that offers a comprehensive educational programme focussed on preparing young students for a career in the dynamic field of tourism. The academy operates under the Ecole hôtelière de Lausanne (EHL), which is recognized globally for its excellence in hospitality management education.

The EHL Junior Academy provides an exceptional learning experience for students between the ages of 13 and 18 who are interested in pursuing a future in tourism. The academy's curriculum combines academic courses with practical training, allowing students to gain both theoretical knowledge and hands-on experience in various aspects of the tourism sector.

The EHL Junior Academy places a strong emphasis on developing key skills such as leadership, communication, problem-solving and cultural awareness. Through engaging in interactive activities, students are encouraged to think critically, collaborate effectively and adapt to the ever-changing demands of the tourism sector.

One of the unique aspects of the EHL Junior Academy is its location in Switzerland, a country renowned for its hospitality and tourism offerings. Students have the opportunity to immerse themselves in a rich cultural environment and experience first hand the Swiss approach to hospitality and tourism management.

The EHL Junior Academy also benefits from its close association with the EHL campus, allowing students to access state-of-the-art facilities, industry experts and a supportive learning community. Additionally, the academy offers various extracurricular activities, including field trips, industry visits and networking events, to further enhance students' understanding and appreciation of the tourism sector.

By attending the EHL Junior Academy for Tourism in Switzerland, students gain valuable insights into the world of tourism and develop the necessary skills to excel in this sector. The programme's commitment to academic excellence, practical training and industry connections ensures that students are well-prepared for future educational and career opportunities in the field of tourism.

2.4 Case study of specialized schools of tourism



Kingdom of Cambodia: National tourism schools

In an effort to cultivate a skilled tourism workforce, the Government of the Kingdom of Cambodia has taken steps to integrate tourism-related subjects into the curriculum for grade 10, 11 and 12 students in both general and technical high schools. This initiative has been implemented in four selected schools, following the curriculum framework established by the Ministry of Tourism.

The three-year curriculum, which commenced in grade 10, incorporates a comprehensive set of tourism skills alongside traditional subjects such as Khmer literature, English, physics, geography, history, civics and economics. Students dedicate 836 hours to learning about tourism through practical and theoretical classes in their first year. The same number of hours is allocated in grade 11, enabling students to further their studies and engage in realistic training scenarios. In grade 12, students dedicate 798 hours to their tourism studies.

Throughout the three-year programme, students acquire knowledge in areas including food and beverage services, front-desk operations, food production, housekeeping and tour operations, along with general knowledge and soft skills. Successful completion of the programme

grants students certificates that are equivalent to high school diplomas, qualifying them to pursue further studies in tourism management at university level.

In addition to the introduction of tourism subjects in high school, Cambodia announced plans to establish the National School of Tourism Vocational Training. This public institution, acting as a Center of Excellence in the tourism sector, will provide high-quality vocational training in tourism and hospitality to meet the evolving needs of the industry. The school aims to align its training programmes with national and international standards to assess the professional skills required for the development of tourism in Cambodia.

The National School of Tourism Vocational Training will offer four major vocational training programmes in hotel services and accommodation, food and beverage services, travel services and tourism services. These programmes will provide professional qualifications ranging from Level 1 to 3, with one year of study required for certification and an additional two years for advanced diplomas. The schools will also offer short and continuous training courses and assessments in line with national and regional standards.

Academic partnerships

03.

About this chapter:

This section aims to introduce the academic partners collaborating with UNWTO. It elaborates on their approach to incorporating tourism in high school curricula and the extent of their support provided to schools during the implementation process.

Key words:

Academic partners // Cambridge Assessment International Education // American Hotel & Lodging Educational Institute [AHLEI] // International Baccalaureate Organization [IBO] // Support

Key messages:

- UNWTO collaborates with three academic partners: Cambridge Assessment International Education, the American Hotel & Lodging Educational Institute [AHLEI] and the International Baccalaureate Organization [IBO].
- These organizations offer comprehensive resources, qualifications, and support for teaching travel and tourism in high schools around the world.





3.1 Cambridge Assessment International Education

Cambridge Assessment International Education [Cambridge International], a part of Cambridge University Press & Assessment, offers a comprehensive range of qualifications and resources to support the teaching of travel and tourism in high schools.

Cambridge University Press & Assessment provides world-leading academic research, learning and assessment services globally. It is the only international exam board owned by the University of Cambridge. In the field of tourism, Cambridge International offers three qualifications specifically designed to meet the needs of students interested in this sector:

- 1 Cambridge IGCSE Travel & Tourism: Aimed at 14–16-year-old students, this qualification is designed to equip learners with a solid foundation in the nature of travel and tourism. It provides an understanding of the global, national and local aspects of tourism; it introduces concepts, models and theories used within the field; and highlights the importance of sustainability, resilience, customer focus, destinations and marketing. The syllabus enhances learners' analysis, interpretation, and evaluation skills.
- 2 Cambridge O-Level Travel & Tourism: Identical in content and skills development to the IGCSE equivalent, the O-Level Travel & Tourism syllabus focusses on providing learners with knowledge and understanding of the tourism sector, emphasizing sustainability, customer focus and marketing. It prepares students for further study or entry into employment.

- 3 Cambridge International AS- and A-Level Travel & Tourism: This qualification is targeted at 16–19-year-old students and provides an in-depth understanding of the changing nature of travel and tourism. It emphasizes the importance of sustainability in the sector’s development and management. The syllabus enables learners to grasp concepts and theories in travel and tourism, recognize their impact on people, environments and economies, and develop practical and research skills through organizing a tourism event. It builds upon the knowledge and skills developed in Cambridge IGCSE Travel & Tourism.

The approach of Cambridge International to designing qualifications in travel and tourism revolves around following key concepts:

- Global and growing: Recognizing the travel and tourism sector as a global sector, Cambridge International emphasizes the industry’s growth and its significance to national, regional and local economies. Sustainable management practices are highlighted to protect destination environments, economies, and communities.
- Change and development: Acknowledging the dynamic nature of travel and tourism, Cambridge International encourages students to adapt to changes and developments in response to political, economic, social and technological factors.

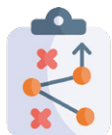
- Sustainability and responsibility: The organization emphasizes the importance of sustainable management for protecting the environment, economies and cultures associated with travel and tourism. It encourages responsible behaviour from tourists and industry providers to conserve destinations.
- Customer focus: Cambridge International highlights the significance of understanding the customers’ needs for successful travel and tourism industries. Effective communication, problem-solving, and planning skills are essential for individuals working in this sector.
- Marketing and management: Marketing products, services and destinations plays a crucial role in the success of the tourism sector. Sustainable management practices are essential for protecting the future of the industry, environments, economies and people’s ways of life.

The qualifications of Cambridge International in travel and tourism are internationally recognized and valued by leading universities and employers worldwide. Students who complete Cambridge International AS- and A-Level Travel & Tourism can pursue further study in this field or related courses in higher education. Cambridge IGCSE and Cambridge O-Level qualifications are accepted as evidence of academic achievement.

3.1.1 Cambridge International support materials

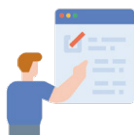
Teacher and student support

To support teachers and students, Cambridge International provides a range of resources and support:



Planning and preparation

- Next steps guides.
- Schemes of work.
- Specimen papers.
- Syllabuses.
- Teacher guide.



Teaching and assessment

- Endorsed resources.
- Online forums.
- Support for coursework and speaking tests.



Learning and revision

- Example candidate responses.
- Past papers and marked schemes.
- Specimen paper answers.



Results

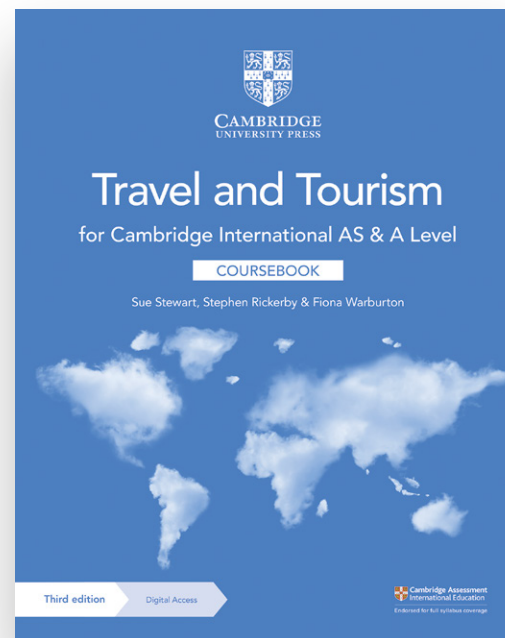
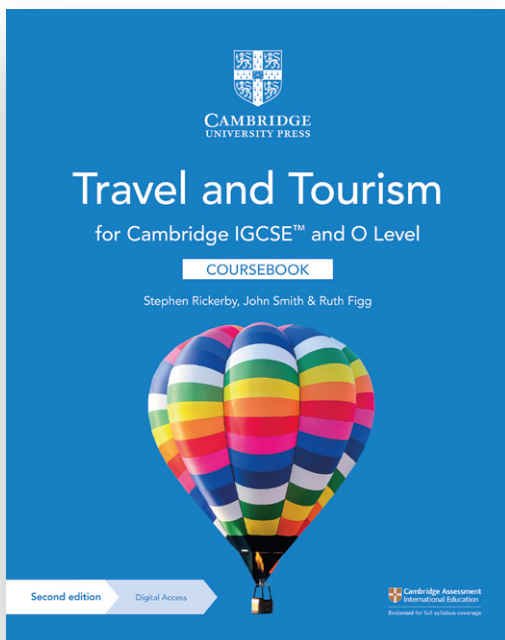
- Candidate results service.
- Principal examiner reports for teachers.
- Results analysis.

Source: <https://www.cambridgeinternational.org/>

Textbooks

There are Travel and Tourism text and coursebooks available for all Cambridge International qualifications. From business travel to ecotourism, the Cambridge IGCSE and O-Level textbook supports students to develop practical skills across a range of roles in one of the world's largest sectors. The book helps students to develop their

analytical skills and build a deeper understanding of modern tourism, with case studies exploring topics such as the impact of the COVID-19 pandemic. To aid understanding the coursebook supports students, whose first language is not English, with clear and detailed explanations and visual tools



Source: <https://www.cambridgeinternational.org/>

School support hub

The School Support Hub is Cambridge International's secure online site for Cambridge schools and teachers where professors can find the resources they need to deliver its programmes. Professors can also keep up to date with their subject and the global Cambridge community through an online discussion forum.

Teacher support

Schemes of work are provided to help teachers plan their courses and extracts are shown below:

Cambridge International AS- and A-Level scheme of work

Source: <https://www.cambridgeinternational.org/>

Syllabus ref. and Key Concepts [KC]	Learning objectives	Suggested teaching activities
<p>[c] Non-Governmental Organisations [NGOs]</p> <p>KC1 KC2 KC3</p>	<p>international. development agencies, and [NGOs].</p>	<ul style="list-style-type: none"> • World Wide Fund for Nature WWF • Friends of the Earth • Conservation International • Wildlife Conservation Society • Royal Society for the Protection of Birds <p>Roles and priorities may include:</p> <ul style="list-style-type: none"> • research, fundraise, develop and finance project • specialist knowledge and expert staff to oversee projects • guidance in regional planning for projects assistance in training and education of local communities • promote awareness of political, environmental, sociocultural issues • promote awareness of demand for specialist tourism products. <p>If funding permits, sponsor animals or join an organisation as a tourism group.</p> <p>Extension activity: Learners discuss:</p> <ul style="list-style-type: none"> • Do NGOs really have a place in the modern travel and tourism industry? • How do we assess the role of ethical tourism? • Can NGOs be easily manipulated by governments?
<p>7.2 Developing and managing destinations [a] Destination management activities [b] Objectives of tourism development and management</p> <p>KC1 KC2</p>	<p>Learners can understand destination management activities and objectives of tourism development management.</p>	<p>Teacher led discussion: [S]</p> <ul style="list-style-type: none"> • What does sustainable tourism actually mean? • Is this the same as ecotourism? • What is responsible tourism? <p>Learners visit the World Tourism Organisation website [www.unwto.org] and research the meaning of sustainable tourism. [1]S]</p> <p>In small groups, learners draw up a list of the sustainable tourism policies and practices that should be used to encourage good practice by destinations. [S]</p> <p>The following list can be used:</p> <ul style="list-style-type: none"> • develop new products and services including specialised products • investment in long-term benefits for local community and tourism economy

Cambridge IGCSE scheme of work

Source: <https://www.cambridgeinternational.org/>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> ● Did they understand the reasons for the actions taken? ● What are the possible benefits? [I] <p>SDGs 6, 7, 11, 12, 13, 14 and 16</p>
(b) Combat climate change through encouraging and enabling responsible tourism	Understand how tourism and destinations can help to combat climate change by encouraging sustainable and responsible tourism.	<p>Learners research ways their country is combating climate change and explain how these ways link to the travel and tourism industry. [I]</p> <p>Learners o research and produce an information sheet on COP26. Learners can consider the following:</p> <ul style="list-style-type: none"> ● What was COP26? ● What was agreed at COP26? ● What role can travel and tourism organisations take to support this change? <p>Useful links: www.un.org/en/climatechange/cop26 and https://ukcop26.org/ [F]</p> <p>Extension activity: Learners create an engaging blog post encouraging responsible tourism to combat climate change. [I][F]</p> <p>Useful video: Climate change and tourism: https://youtu.be/1MD-t-hK9mc</p> <p>SDGs 13, 11 and 17</p>
<p>(c) Empower local and indigenous communities</p> <p>(d) Support social enterprise development</p>	Explain the role of destinations in empowering local and indigenous communities and support social enterprise development.	<p>Teacher-led introduction into empowering local and indigenous communities and the role of tourism and tourists in supporting social enterprise.</p> <p>Learners add key words to their glossary. [I]</p> <p>Provide learners with a set of questions on the benefits of community tourism using case studies. Examples of case studies are listed below. [F]</p> <p>Extension activity: Learners create an information leaflet for tourists on how they can support and indigenous communities and support social enterprises. [useful document: pages 18-20 https://www.e-unwto.org/doi/pdf/10.18111/9789284421299] [I]</p> <p>Community tourism examples:</p> <p>www.tourismcambodia.com/activities/community-based-tourism-cbt.htm</p>

3.2 American Hotel & Lodging Educational Institute (AHLEI)

The American Hotel & Lodging Educational Institute (AHLEI) is renowned worldwide as the leading provider of hospitality training and certification programmes.

Established in 1953 as the non-profit education and training arm of the American Hotel & Lodging Association (AHLA), the largest trade hotel association in the world with 35,000 hotel members, the American Hotel and Lodging Educational Institute (AHLEI) is today one of the foremost certifying body and publisher of quality resources to educate, develop, and certify hospitality educators, students, and professionals in hospitality and tourism.

In 2017, AHLEI became part of the National Restaurant Association (NRA), connecting and leveraging the resources of two trade organizations that are deeply committed to a vision of career success and upward mobility for current and future hospitality, restaurant and foodservice employees.

Widely recognized as the preeminent leader in hospitality education and certification, AHLEI and NRA strongly support and encourage the certification of students and hospitality professionals in all segments of the industry. AHLEI, the certifying body for more than 20 hospitality positions, from line-level skills certification to supervisory, management, department head and executive

certifications, culminating in the Certified Hotel Administrator (CHA) for hotel general managers and the Certified Hospitality Educator (CHE) for hospitality and tourism instructors.

To date, more than 20 million students and professionals worldwide hold at least one professional certification designation from the AHLEI and NRA and over 2,000 high schools, academies and universities globally entrust AHLEI for its high quality, practical, industry-driven and researched learning ware.

AHLEI's training approach is built upon generating local workforce development skills and providing training with both immediate and long-term results for the local hospitality community. AHLEI has collaborated with numerous governmental organizations and academic institutions internationally to successfully implement efficient hospitality training solutions that bridge the gap between the needs of industry and academia.

With a strong focus on aligning with national curriculum standards, AHLEI offers industry-driven content that highlights the knowledge and skills sought by hospitality leaders in today's workforce as dictated by industry needs.

AHLEI courses for high school

When it comes to secondary programmes, AHLEI developed a comprehensive course to support teaching tourism as a subject in high schools through its Hospitality Tourism Management (HTM) programme which introduces high school students to the world of hospitality, and the main segments of the hospitality industry.

AHLEI's approach to designing qualifications in tourism revolves around following key concepts:

- **Career readiness skills:** AHLEI recognizes the importance of career readiness skills for students, regardless of the industry they choose. Their programmes help students develop essential skills within the context of a hospitality workplace, preparing them for success in their future careers.
- **Hospitality as a business:** AHLEI's curriculum emphasizes the concrete knowledge and skills necessary for sustained success within the hospitality industry. The content incorporates detailed examples that showcase how hotels and other hospitality establishments implement best practices using innovative and creative methods.
- **Math principles:** AHLEI recognizes the cross-curricular connections between hospitality and other disciplines like science, technology, engineering and mathematics (STEM) and language arts. Their programmes incorporate math principles relevant to the industry, providing students with key formulas and calculations used daily by hospitality professionals.

The Hospitality & Tourism Management Curriculum provided by AHLEI offers numerous advantages for high schools:

- **Industry-driven curriculum:** AHLEI ensures that its curriculum is closely aligned with industry demands, equipping students with the skills and knowledge sought by employers.
- **Flexibility:** Its curriculum offers a flexible approach, allowing educators to adapt the programme to suit their specific school and student needs.
- **Comprehensive coverage:** AHLEI's curriculum represents all segments of the hospitality industry, providing students with a well-rounded understanding of its various components and opportunities.
- **Career growth preparation:** By focussing on career readiness and position-specific skills, AHLEI prepares students for continuous growth and advancement within the industry.
- **Student engagement:** AHLEI aims to engage students and ignite their enthusiasm for the hospitality industry. The curriculum incorporates interactive activities and examples that resonate with students, fostering excitement and passion for the field.
- **Educator resource:** AHLEI strives to create a comprehensive and valuable resource for educators. Its curriculum materials serve as a reliable tool, supporting teachers in delivering high-quality instruction in tourism and hospitality through the Teacher's Companion portal that contains quizzes, test banks, power points, the instructor's activity guide and lesson plan templates. The online teacher resources also include a video library featuring engaging animated clips aligned with the text to introduce students to the content and offer further explanation of key concepts.

3.2.1 American Hotel & Lodging Educational Institute support materials

Textbooks

Hospitality and Tourism Management [HTM] Textbook [second edition] chapter overview:

Unit

1 *The World of Hospitality*

Chapter

- 1 What Is Hospitality?
- 2 Careers in Hospitality and Tourism
- 3 Welcoming Guests
- 4 Workplace Skills and Expectations

Unit

4 *Event Management*

Chapter

- 14 Meetings, Conventions, and Special Events
- 15 Banquets and Catering

Unit

2 *Lodging Operations*

Chapter

- 5 Introduction to the Lodging Industry
- 6 The Front Office
- 7 Housekeeping
- 8 Engineering
- 9 Safety and Security

Unit

5 *Travel, Tourism, and Recreation*

Chapter

- 16 Travel
- 17 Tourism
- 18 Attractions
- 19 Resorts, Clubs, and Entertainment
- 20 Cruise Industry

Unit

3 *Food and Beverage Operations*

Chapter

- 10 The Restaurant Business
- 11 Pricing and Profitability
- 12 Food Safety and Sanitation
- 13 Responsible Food and Beverage

Unit

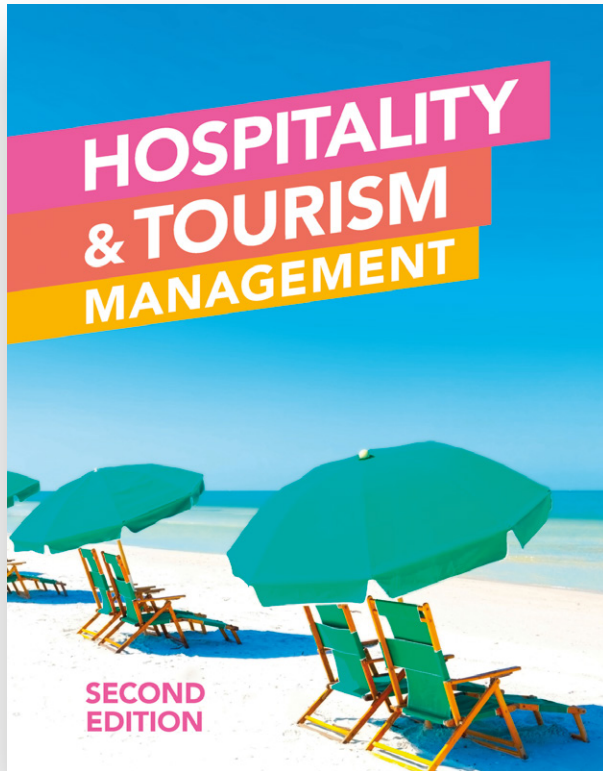
6 *Hospitality Business and Leadership Skills*

Chapter

- 21 Effective Leadership
- 22 Entrepreneurship
- 23 Sales and Marketing
- 24 Financial Management

Source: <https://www.ahlei.org/academic/high-school/hospitality-and-tourism-management-program/>

Hospitality and Tourism Management [HTM] Textbook [second edition] cover and Hospitality and Tourism Specialist [HTS] certification:



Source: <https://www.ahlei.org/academic/high-school/hospitality-and-tourism-management-program/>

3.3 International Baccalaureate Organization

The International Baccalaureate Organization (IBO) is a renowned global leader in international education, dedicated to developing inquiring, knowledgeable, confident and caring young individuals. The organization offers high-quality international education through four programmes, empowering students to take ownership of their own learning and equipping them with future-ready skills to excel in a rapidly changing world.

Within the field of tourism, the IBO provides valuable resources and programmes to support the teaching of tourism in high schools. In the IB Diploma Programme (DP) and the IB Career-related Programme (CP), students in grades 11 and 12³¹ have the opportunity to follow programme requirements, subject groups and core components tailored to their academic and career interests.

One significant offering in the IB DP is the subject group called “individuals and societies”. Under this subject group, the IBO can introduce a new subject specifically focussed on tourism and hospitality. This subject equips students with a comprehensive understanding of the tourism sector, including topics such as hospitality, international tourism and travel, and environmental and social governance.

In the IB CP, which combines the study of DP courses with career-related studies, students can benefit from a range of courses related to career and business studies. The IBO can develop complete courses that cover various aspects of the tourism sector, including hospitality, international tourism and travel, and environmental and social governance topics. These courses provide students with practical knowledge and skills relevant to the field of tourism.



Unique characteristics of the IB system

The approach of the International Baccalaureate Organization to designing qualifications in tourism is rooted in several key concepts:

- **Motivated by a mission:** IBO's mission is to create a better world through education; and this mission is reflected in the learner profile, which embodies the qualities and characteristics the IBO aims to instil in students.
- **International mindedness:** IBO embraces cultural diversity, welcoming varied perspectives, opinions, languages and experiences within its organization. This mindset helps students develop a global outlook, fostering intercultural understanding and appreciation.
- **Quality:** IBO places immense emphasis on the quality of its programmes. The curriculum is challenging, assessments are rigorous and teacher training is comprehensive, ensuring the highest standards of education are maintained.
- **Participation and partnerships:** IBO values collaboration and aims to involve as many people as possible in its work. The curriculum reflects the collective expertise and best practices of educators worldwide, relying on the contributions of professionals in the field of education.
- **Pedagogical leadership:** IBO strives to foster positive attitudes and a love for learning in both teachers and students, encouraging them to become lifelong learners. By adopting innovative teaching methodologies and encouraging inquiry-based learning, IBO supports students' intellectual growth.





Academic structure, assessment and support

- In the DP, students' study six subject groups and engage with the three core elements, including the theory of knowledge (TOK) course, which encourages critical thinking and self-reflection. In the CP, students combine DP courses with career-related studies and the four core elements, including the personal and professional skills course, which prepares students for real-world situations they may encounter in the workplace.
- Assessment in IB programmes is ongoing, varied and integrated into the curriculum. IBO emphasizes the importance of analysing assessment data to inform teaching and learning, promoting self-assessment skills among students and enabling them to evaluate their own work and that of their peers.
- For educators and students alike, the IBO provides comprehensive support. Professional development workshops offered by IBO aim to engage educators and leaders in rich learning experiences, promoting inquiry-based learning, research skills and project-based learning. The organization also offers educator and leadership certificates, fostering development in various areas that benefit teaching and learning.

Recommendations for promoting **tourism in high school**

04.

About this chapter:

This chapter offers guidance on integrating tourism as a high school subject, covering recommendations for the national and international education systems, vocational education and training [VET], key stakeholders, fundamental aspects of the tourism sector, and addressing perceptions and beliefs related to tourism.

Key words:

Recommendations // 'tourism' as a high school subject // national school system // international school system // vocational and education training [VET] // stakeholders // tourism fundamentals // perceptions around tourism // beliefs around tourism

Key messages:

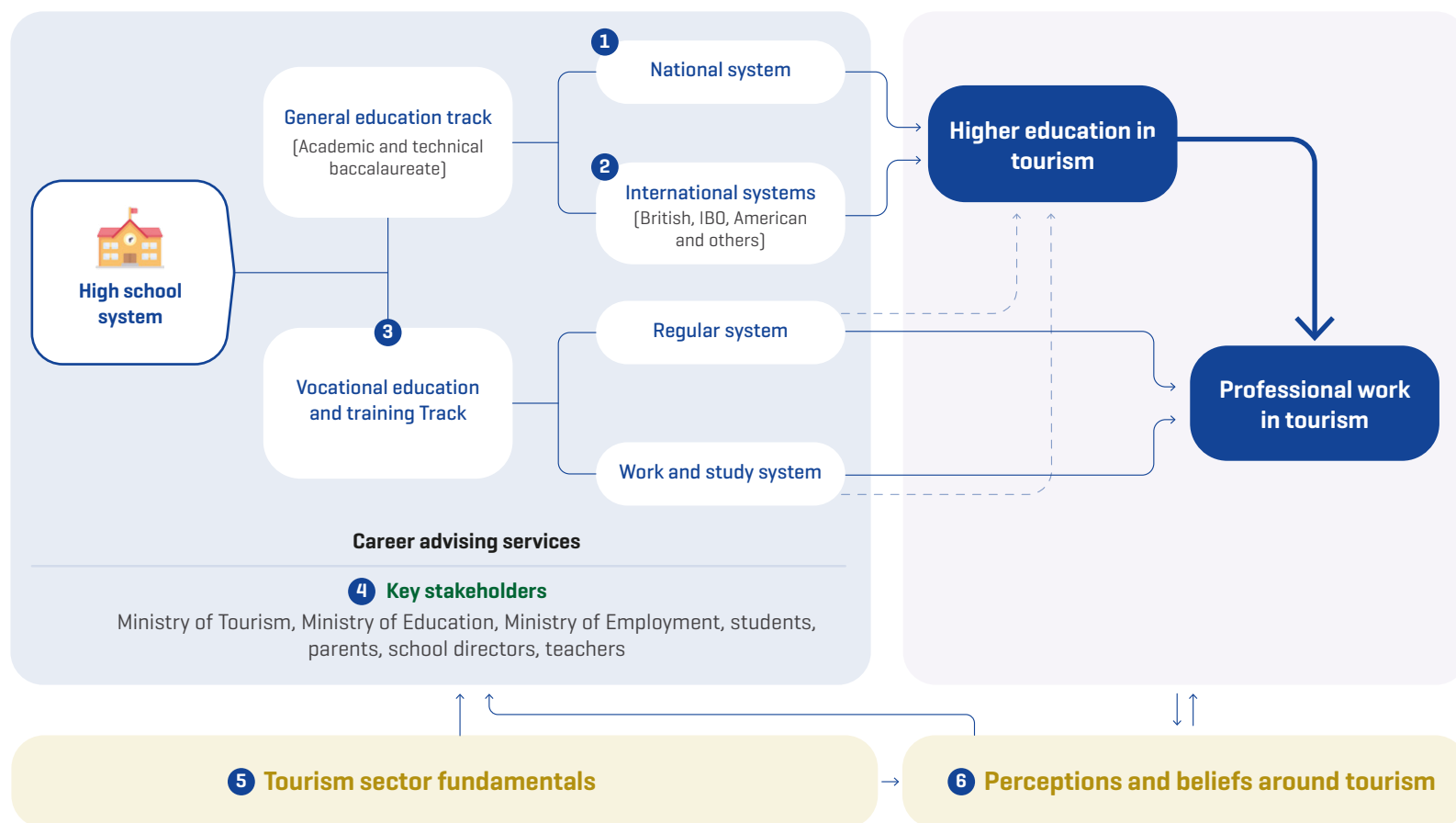
- **Recommendation 1:** Focus on advancing in the general education track of national school systems.
- **Recommendation 2:** Optimizing the visibility and adoption of tourism in international systems.
- **Recommendation 3:** Introduce a skills-based vet education that encourages completion of studies at university.
- **Recommendation 4:** Engage and empower key stakeholders in high schools.
- **Recommendation 5:** Addressing the tourism gap.
- **Recommendation 6:** Shape the beliefs and perceptions around tourism.



This chapter aims to offer guidance on integrating tourism as a subject in high school. These recommendations are intended as general principles for UNWTO member states, which they can tailor to their specific contexts. It is important to emphasize that these suggestions are offered without any political agenda to alter national policies.

The figure below reflects the recommendations for promoting and incorporating tourism as a subject in high schools:

Figure 4.1: Recommendations for promoting and incorporating tourism as a subject in high schools



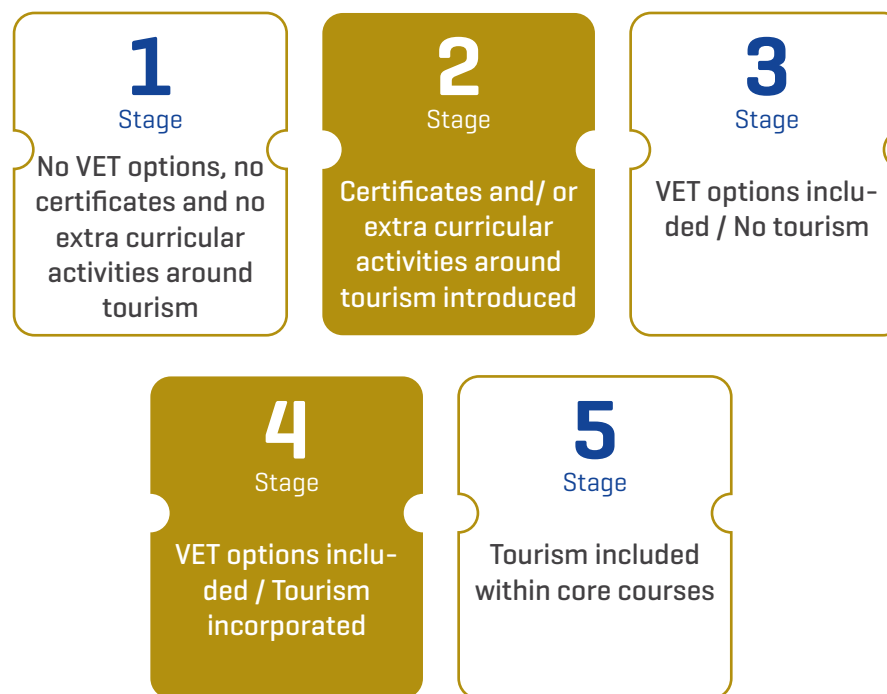
1. Focus on advancing in the general education track of the national system

According to the conducted research, member states may be at various stages in relation to their general education track within the national system:

- In the first stage, the general education track in the national education system has a fixed curriculum and no room for electives. Schools do not offer extra-curricular certificates and/or activities for tourism.
- The second stage is similar to the first, but schools can offer extra-curricular certificates and/or activities for tourism.
- In the third stage, the general education track has room for incorporating electives, some of which can be around vocational and education training [VET]. However, schools do not include tourism as an elective, even though they have the option of doing so.
- The fourth stage is an evolution of the previous one, allowing VET electives to be introduced in the curriculum, with tourism being incorporated in most of them.
- In the final stage, tourism is compulsory and incorporated into the fixed curriculum taught in high school.



Figure 4.2: High school general education stages towards full deployment of tourism



It is recommended that UNWTO member states focus on progressing to the next stage, as the sequence of stages is typically linear. When doing so, it is essential to ensure that these recommendations align closely with other proposed initiatives. Moreover, it is recommended to actively collaborate with UNWTO academic partners for deploying tourism subjects at each stage. Lastly, it is also suggested to present the tourism course not solely as a course on tourism, but as a

comprehensive course that aids students in acquiring the general competencies outlined in the national education system, such as critical thinking and cultural awareness.

The following are the recommendations for UNWTO member states at each stage in the general education track of the national system:

1.1 Recommendations for UNWTO member states in stage 1

For UNWTO member states in stage 1 [no electives and no extracurricular certificates/activities], the recommendation is to prioritize the incorporation of extracurricular activities or certificates related to tourism. This can be easily implemented and provide tangible evidence of the benefits associated with incorporating tourism.

When introducing these activities and certificates, consider the following:

- Design activities that increase students' curiosity and appreciation for tourism and the country's tourism assets. These may include immersive experiences, exploration trips, and visits to key tourism sites;
- Provide certificates that hold value and serve as incentives for the training received. These certificates could be linked to small training programmes [micro-credentials] delivered by local authorities or academic partners;
- Involve and showcase the participation of various stakeholders, such as parents and teachers, to enhance visibility; and
- Leverage information and communication technologies [ICT] for widespread and efficient deployment of these activities and certificates.



1.2 Recommendations for UNWTO member states in stage 2

For UNWTO member states in stage 2 [no VET elections and some extracurricular certificates/activities], the recommendation is to lay the groundwork for progressing to stage 3 or even stage 4. The objective is to incorporate vocational education and training (VET) courses for credit and eventually offer courses specifically focussed on tourism.

Consider the following when advancing to the next phase:

- Start by advocating for the inclusion of VET electives in general, using tourism as a trial to demonstrate the value of introducing VET electives in the curriculum;
- Design the trial with clear learning objectives, rigorous execution and evidence showcasing the acquired knowledge, competencies and skills. Emphasize the connection with the general competencies promoted by the national education system at the high school level;
- Learn from case studies and experiences implemented in different countries to inform the trial and subsequent implementation;
- Ensure schools have the necessary resources, including funding, faculty training and support to successfully deploy these trials and later introduce VET electives focussed on tourism; and
- Once sufficient evidence is gathered, engage with the Ministry of Education and/or local authorities to discuss the transition to the next stage.





1.3 Recommendations for UNWTO member states in stage 3

For UNWTO member states in stage 3 (tourism not within VET elections), the focus should be on incorporating tourism as an elective within the pool of VET electives offered by each school.

Consider the following recommendations:

- Identify and address any obstacles that previously hindered the inclusion of tourism in the curriculum. This may involve influencing and educating school directors and faculty, providing appropriate support for faculty and deployment, among other factors;
- Conduct a trial, similar to the one proposed for stage 2, to build a strong case and enable a full tourism rollout. If successful trials have already been conducted in some schools, replicate them in other regions and schools to strengthen the case;
- Learn from case studies and experiences of other UNWTO member states that have successfully incorporated tourism as an elective; and
- Once sufficient evidence is gathered, engage with the Ministry of Education and/or local authorities to discuss the transition to the next stage.

1.4 Recommendations for UNWTO member states in stage 4

Moving from stage 4 [tourism within VET elections] to stage 5 [tourism within core courses] may present challenges, as it requires transitioning from offering tourism as an elective to making it a compulsory course for all high school students. Opposition from third parties who view tourism as too specialized and not suitable for core education may arise.

Consider the following recommendations when making this transition:

- Conduct a thorough analysis to determine if it is realistic to make the transition. Demonstrate a clear and efficient connection between the tourism course and the acquisition of competencies and skills required for general education at the high school level;
- Provide undeniable evidence through tests and assessments that showcase the acquisition of these skills and competencies, reinforcing the case for tourism; and
- Communicate the results to different stakeholders, as the transition will require the support of school directors, teachers, parents and potentially the Ministry of Education and/or local authorities; and
- Ensure that the country has the necessary resources, including a pool of qualified personnel, appropriate learning materials for students and teacher training to successfully deploy the compulsory tourism course.



1.5 Recommendations for UNWTO member states in stage 5

For UNWTO member states already in stage 5 (tourism within core courses), it is important to:

- Keep the tourism course relevant, updated and aligned with the competencies and skills required in higher education;
- Ensure proper delivery of the course by having adequate funding, qualified teachers and support from stakeholders; and
- Collaborate with the tourism sector and UNWTO academic partners.

2. Optimize the visibility and adoption of tourism in the international education system

This recommendation emphasizes the need to enhance the visibility and integration of tourism in high school curricula³² within international educational systems. Specifically, UNWTO will concentrate on the primary international educational systems, namely the British system, the system from the United States of America [American system] and the IB system, by providing tailored recommendations for each of them.



2.1 Recommendations for the British education system

In the British education system, high school students have the opportunity to follow the A-Levels, which offers a wide range of subjects, including tourism and hospitality. However, it is up to each school to decide whether to include tourism as a subject within a broader category such as business studies or not.

To effectively promote tourism as a subject in high schools following the British system, member states are advised to adopt a focussed approach by collaborating with academic partners specialized in the British system in each country. The following steps are recommended:

- Compile a list of schools: Obtain a comprehensive list of all schools operating under the British system within the jurisdiction;
- Assess existing courses: Determine whether tourism is already offered as a course in each school from the list;
- Establish a maintenance plan: For schools already offering tourism courses, establish a maintenance plan to ensure continuous support and improvement. Contact school directors and professors teaching the course to understand their specific needs and provide necessary assistance, such as training programmes and industry insights;
- Develop a plan for new courses: For schools where tourism is not currently taught, work with academic partners specialized in the British system to develop a plan for introducing the subject. Collaborate with school directors and faculty members responsible for teaching the course, offering them full support, including access to learning materials and training programmes during the implementation phase;
- Coordinate career development initiatives: Organize presentations on the tourism sector in all schools, in coordination with existing career development initiatives. Invite representatives from tourism companies to deliver speeches and meetings that highlight the business opportunities associated with tourism and provide students with a clear understanding of the potential career paths available in the field. Additionally, arrange immersive experiences related to tourism for students prior to their transition into high school; and
- Secure adequate funding: Work closely with state and local authorities to secure the necessary funding for the successful implementation of tourism courses and related activities within high schools. Adequate financial resources will ensure a proper deployment and ongoing support for the promotion of tourism education and training.

When implementing these recommendations for the British education system it is also suggested to actively collaborate with UNWTO academic partners, and in this specific case, with the Cambridge Assessment International Education [Cambridge International].

2.2 Recommendations for the education system from the United States of America [American system]

When addressing the recommendations for schools within the American system, the following recommendations are provided:

- Assess school offerings: Compile a comprehensive list of schools following the American system and identify those already offering tourism-related courses and those that do not;
- Support existing tourism courses: Provide necessary support and resources to schools that are already offering tourism-related courses. Reach out to school directors and faculty members to understand their specific needs and assist with training programmes, industry insights and other support they may require;
- Establish new tourism courses: For schools that do not currently offer tourism courses, engage with school directors and potential professors to introduce and develop tourism programmes. Provide the required support, including curriculum development, access to learning materials and training for faculty members; and
- Create career development initiatives: Implement career learning development initiatives for students, emphasizing the various opportunities and career paths within the tourism sector. Organize educational activities and presentations for parents to raise awareness about the possibilities and benefits of pursuing a career in tourism.

To implement this, consider these additional recommendations:

- Engage in collaboration with academic partners: Collaborating with academic partners can offer UNWTO member states the expertise and necessary resources to effectively implement this transformation. We suggest seeking established academic collaborators who can provide support. You can explore references to such partners in this toolkit [AHLEI and others] and on platforms like the UNWTO Academy; and
- Optional certification courses: Consider offering optional certification courses as an additional initiative, but prioritize the establishment and promotion of core tourism courses.

2.3 Recommendations for International Baccalaureate system

As previously mentioned, the International Baccalaureate (IB) offers high schools the opportunity to implement a career-related programme, that can include a tourism. This programme consists of a selection of tourism courses defined and implemented by the school following the guidelines set by the International Baccalaureate Organization (IBO). To proceed with this task, schools need to obtain accreditation from an approved provider recognized by IBO, which can be:

- *A government body;*
- *An awarding body;*
- *An employer organization or a professional organization; and/or*
- *A higher education institution that recognizes these studies.*

IBO collaborates with a pool of strategic providers for career-related studies, but it also allows for the certification of new providers with the appropriate qualifications and commitment.

To promote tourism in IB schools, it is recommended to seek one or two partners (either a certified strategic partner or a new one) per country. Together, they can design a development plan for IB schools in the country and work in close collaboration. The process would involve the following steps:

STEP 1: RECRUITMENT AND IDENTIFICATION OF PROVIDERS

The first step in the process would be to contact IBO to obtain the following information:

- Tourism career-related strategic providers currently working with IB schools on tourism-related programmes in the country;
- Tourism career-related strategic providers not currently working with IB schools on tourism-related programmes in the country; and
- Other potential providers that could develop the content and support this initiative. Priority should be given to local universities and academic institutions capable of fulfilling the task.

STEP 2: REQUESTED COMMITMENT

The selected partners would need to commit to developing the course materials and ensuring its success, specifically the following:

- Collaborate with the school in developing a career-related programme that complies with all the requirements of IBO and provides relevant and updated tourism content aligned with industry demands;
- Provide annual training to IB school professors on the programme and its content delivery. Additionally, support resources will be made available to faculty members;
- Pass on to the IB schools the agreed-upon fees set by the tourism authorities for the schools. These fees will cover the provided materials, training and support; and
- Design and implement a development plan in collaboration with the tourism authorities to promote tourism-related programmes at different levels. Initially, targeting school directors and teachers, and subsequently reaching out to parents and students from IB schools.

Make a long-term commitment to the initiative, lasting at least 5 years.

STEP 3: SELECTION OF PROVIDERS

Once the commitment requirements have been agreed, the tourism authorities will assess the willingness of the potential partners to commit and make a final selection among those capable of meeting the criteria.

STEP 4: EXECUTION OF THE PLAN

The execution of the plan should be coordinated with the IB representatives in the country, who can assist in defining the plan, selecting partners and potentially obtaining accreditation if required.

While it is recommended to sign a contract with the partners to formalize the agreement, it is essential to consider this partnership as a long-term commitment with a shared objective: establishing a solid structure for delivering tourism-related programmes in IB schools while promoting the tourism sector.

3. Introduce a skills-based vocational education and training (VET) that encourages completion of studies at university

The primary recommendation regarding VET is to develop a skills-based VET tourism education and training programme that meets the demands of the tourism sector. Additionally, it should encourage students who complete their advanced VET tourism education to continue their studies at the university level.

A VET should prepare students for immediate entry into the professional workforce. Therefore, it is crucial that the VET students receive not only a practical education but also the skills demanded by the industry. For VET in tourism, close collaboration with the industry is necessary to ensure that students acquire the right skill set.

Higher education equips students with advanced knowledge, skills and competencies that better prepare them for professional careers and high-level positions. Increasing the number of VET students who pursue university degrees is therefore important.

Establishing a bridge programme should be the initial priority if one is not already in place. For those that have an existing bridge programme, the emphasis should shift towards increasing the proportion of VET students who pursue further education at the university level.



4. Engage and empower key stakeholders in high schools

Foster engagement and empowerment for each stakeholder group within high schools:

MINISTRY OF EDUCATION AND LOCAL AUTHORITIES



- Immediate action is necessary to engage Ministries of Education, local authorities, and potentially the Ministry of Employment. UNWTO member states are recommended to foster awareness among these institutions on the benefits that the tourism sector offers to students and society as a whole. Additionally, clearly demonstrate how tourism aligns with their educational objectives and provides superior contributions compared to other alternatives. Connect tourism to core educational competencies and highlight the transversal benefits that high school students can gain.
- Once engaged, UNWTO member states should empower local authorities by assisting them in the rollout process. Share case studies from other UNWTO member states, provide guidance on efficient deployment, and leverage UNWTO's academic partnerships to facilitate large-scale training for professors.

PARENTS



- Parents play a crucial role in advising and influencing their children's careers and academic decisions. Engaging and securing the parents' support for tourism requires awareness raising. UNWTO member states are recommended to ensure parents understand the potential career pathways and progression within tourism, as well as the education requirements at both high school and higher education levels. There is a common misconception about the benefits and career opportunities in the tourism sector, which can be addressed through coordinated education initiatives, including career learning and development services.
- UNWTO member states should also empower parents by equipping them with the necessary data and knowledge to support their children in the decision-making process. Provide clear information about education choices and demonstrate the long-term advantages of a career in tourism.

SCHOOL DIRECTORS



- School directors or principals should also be engaged and empowered to introduce tourism in high schools. The specific initiatives to engage school directors will depend on the unique circumstances of each member state. For example, they can be engaged to introduce tourism-related learning experiences, certifications or elective courses. UNWTO member states are recommended to underline the benefits that such initiatives bring to the school and its students.
- Once engaged, UNWTO member states are recommended to empower school directors by providing them with support for planning and deploying the initiatives. Offer advice, benchmarking and training opportunities to ensure successful implementation.

TEACHERS



- Teachers are a critical resource for implementing tourism in high schools. The recommendations to UNWTO member states begin by engaging teachers through education on the benefits that tourism offers in terms of learning, competency acquisition and career opportunities for students. Additionally, highlight the advantages they can gain by supporting and teaching tourism courses. Encourage their excitement, commitment and engagement with the tourism curriculum.
- Additionally, UNWTO member states should empower teachers through comprehensive training programmes covering both technical content and pedagogy. Leverage new technologies, such as ICT, online learning and artificial intelligence, to make training widely accessible and scalable.
- Collaborate with academic partners to ensure the effectiveness of training initiatives. Consider creating regional and national learning communities, train-the-trainer programmes and specialized certifications for teachers.

TOURISM INDUSTRIES



- The tourism industries should be engaged and empowered as critical stakeholders. UNWTO member states should engage with the main professional tourism associations, chambers of trade/tourism and influential organizations representing the national tourism sector.
- UNWTO member states should explain the long-term benefits of educational initiatives for the industry, particularly in terms of talent development, innovation, growth and profitability. Involve industry representatives in the design and deployment of initiatives to give them a voice and ownership.
- Empower the tourism industries by providing visibility and recognition for their involvement in these initiatives.
- Produce effective communication, public relations and branding strategies to showcase the industries' contributions and achievements.

HIGH SCHOOL STUDENTS



- Engaging and connecting with high school students is vital. UNWTO member states should consider their preferences and expectations when designing initiatives, aligning them with what motivates students [such as life experiences, cultural immersion, fun and social interactions]. Experiential learning and referrals from young people already working in the tourism sector can make a difference in capturing the students' interest.
- Empowerment of high school students comes through providing them with comprehensive information and support to make informed decisions about their career choices. UNWTO member states should focus on highlighting the potential career pathways within tourism and the required steps to pursue them.
- Implementing initiatives like career learning and development services will greatly contribute to their empowerment.

5. Addressing the tourism fundamentals gap

Ensuring a solid foundation for the tourism sector is of utmost importance as it serves as the bedrock upon which the sector can establish its brand positioning and shape perceptions. These fundamental aspects encompass vital factors such as employment quantity and quality, salary competitiveness and opportunities for professional development. However, based on the research findings, there are structural gaps within the industry's structure when it comes to offering competitive salaries and attractive career opportunities.

To address this issue, UNWTO strongly recommends to

- Initiate an industry-wide effort to assess and implement strategies at both global and national levels; and
- Enhance salary competitiveness and create more compelling career opportunities within the tourism sector.

While UNWTO acknowledges the challenges associated with this task, prioritizing these essential aspects will ensure the implementation of sustainable solutions that benefit the tourism sector as a whole.



6. Shape the beliefs and perceptions around tourism

Addressing the beliefs and perceptions of parents, school directors, teachers and students regarding the tourism sector is crucial, as these perceptions may not align with the actual value of the sector. Such misalignments can have significant implications for high school curricula, funding, resource allocation, and the recommendations provided to talented high school students. Despite recognizing the sector's overall value, most parents, school directors, teachers and students do not consider tourism as a top career choice.

To effectively tackle this issue, UNWTO highly recommends that:

- Ministries of Tourism from UNWTO member states should lead the launch of tourism (brand) repositioning campaigns in each country. These campaigns should emphasize the numerous benefits and opportunities that come with tourism in order to change the beliefs and perceptions that key stakeholders have about it.
- When executing this repositioning branding campaign, the following should be considered:
 - Parallel implementation: The campaign should be conducted concurrently with the work on enhancing the industry fundamentals. By aligning these efforts, a comprehensive and consistent message can be delivered, reinforcing the positive aspects of the tourism sector.

Target audience: The core target groups for this campaign

- should not be a general audience but key influencers, including the Ministry of Education, parents, school directors and high school teachers. These stakeholders

play a pivotal role in shaping students' perceptions and career choices.

- Emphasize career development: The campaign should focus on highlighting the career development, career paths and progression opportunities available in the tourism sector for high school students. By showcasing the potential for growth, advancement and meaningful work, the campaign can attract talented individuals to consider tourism as a viable career path.
- Supporting data and case studies: To enhance the campaign's credibility, it should present objective data and facts that support its statements. Additionally, incorporating successful case studies of high school students' professional development within the tourism sector can serve as powerful examples.
- National initiatives and core competencies: When relevant, the campaign should elucidate the tourism sector's contributions to national initiatives. Furthermore, it should emphasize the core competencies and skills that can be acquired through engagement with the industry during high school. Highlighting new and meaningful trends such as sustainability can also resonate with stakeholders who value socially responsible career options.

The following table provides a summary of the recommendations included in this report, outlining the relevant area, starting point, recommended action, and anticipated outcome:

Table 4.1 Summary of recommendations for UNWTO member states

AREA

HIGH SCHOOL

ISSUE

Inconsistency in incorporating Tourism in High School and lack of standardized approach.

RECOMMENDATION

- 1** Focus on advancing in the National System's General Education track

KEY OUTCOME

Enhance efforts to promote Tourism in National Education Systems.

AREA

HIGH SCHOOL

ISSUE

Insufficient promotion, support and adoption in International Systems.

RECOMMENDATION

- 2** Optimizing the visibility and adoption of Tourism in International Systems

KEY OUTCOME

Ensure proper penetration and adoption of Tourism in International Systems.

AREA HIGH SCHOOL

ISSUE

Low percentage of VET students that continue their studies at Higher Education.

RECOMMENDATION

- 3** Introduce a skills-based vet education that encourages completion of studies at university

KEY OUTCOME

Develop relevant VET programs that motivate students to pursue Higher Education in Tourism.

AREA HIGH SCHOOL

ISSUE

Inconsistent efforts to engage and influence key stakeholders in High Schools.

RECOMMENDATION

- 4** Engage & empower key stakeholders in High-Schools

KEY OUTCOME

Foster commitment and willingness to invest from key stakeholders in promoting Tourism.

AREA THE TOURISM BRAND

ISSUE

Room for improvement in Tourism fundamentals.

RECOMMENDATION

- 5** Addressing the Tourism gap

KEY OUTCOME

Work on improving the Tourism Industry fundamentals.

AREA THE TOURISM BRAND

ISSUE

Negative perceptions and misconceptions about Tourism.

RECOMMENDATION

- 6** Shape the beliefs and perceptions around tourism

KEY OUTCOME

Position Tourism as an attractive career choice for talented High School students.

ANNEXES

Annex 1: Questionnaire sent to UNWTO member states

UNWTO Information Sheet Education Toolkit focussed on tourism as a subject in high schools

Background:

UNWTO with the support of the UNWTO Committee on Education join forces to create an Education Toolkit to support member states with an analysis and prepositions to implement tourism as a subject in high schools.

To achieve the aforementioned, the Education Toolkit will provide its member states with:

1. An overview and analysis on the importance of teaching tourism in high school.
2. UNWTO recommendations and propositions for implementing tourism in high school.
3. Inclusion of partnerships with leading academic providers for tourism programmes in high school.

Purpose:

Through this toolkit, UNWTO will offer guidance on facts and figures of where the world is right now in terms of tourism in secondary education, the importance of implementing tourism as a subject in high school and further prepositions and partnerships to support member states with the implementation.

Instructions:

- We seek your input across your organization, or other entities, or stakeholders who will be able to provide us with the most reliable and precise information backed up with official data and information in order to maintain the quality of data to be published.

- We really appreciate if you can provide key information from official sources to keep the highest standards of quality of information. Moreover, we would really appreciate if you could focus on primary sources.
- Please provide organized and precise information in Microsoft Word or Excel formats and feel free to attach supporting documents to the data provided. The preferred language for the information is English.
- In the case you do not have official information, or there is not information available, we appreciate if you could specify the main reason why the information is not provided.
- Your responses will help us consolidate crucial information on tourism education, across regions and support us in being constructive with practical tools to support the implementation of tourism as a subject in high schools, ensuring a more sustainable, innovative and inclusive tourism sector as a catalyst of job creation and economic development.



Compulsory education and high school tracks

1. How many years of compulsory education do you have in your country?
2. Is tourism included within the compulsory education? [Yes /No]
3. In case tourism is included within the compulsory education, please provide additional information about it.
4. Is VET incorporated as a track in high school? [Yes/No]
5. If VET is incorporated as track in high school: How many years does it take at high school? [Provide # of years]
6. Which is the % of the high school students that opt for VET in high school? [Please provide %]
7. Is tourism incorporated as one of the options for the students taking the VET track at high school? [Yes/No]
8. How many years does the general education take at high school take? [Provide # of years]
9. Which % of high school students opt for general education? [Please provide %]
10. Is the curriculum of general education at high school fixed for the schools that provide it? [Yes / no]
11. What are the skills and competencies to be covered by law in general education at high school? [Please share the skills and competencies]
12. Does the curriculum for general education at high school include Vocational/Occupational/Professional modules? [Yes/No]
13. In case the curriculum for general education at high school incorporates vocational / occupational / professional modules, please share if tourism is included and if so, give an overview of the content provided.



Vocational and educational training (VET)

Please skip this section if you do not have a VET programme in your country.

14. How many years does it take to get the basic VET certificate?
15. How many years does it take to get the advanced VET certificate?
16. Can the students that get a VET certificate access University and get a bachelor degree?
17. In case it is possible for a student with a VET certificate to access University and get a bachelor degree, please explain the requites that the VET students need to comply with.
18. Which % of VET students access university in order to get a bachelor degree?
19. In case VET students can access University and get a bachelor degree: Which bachelor degrees can they get?



Barriers and drivers for incorporating tourism in high school in the general education track

20. Please list the top 3 barriers for incorporating tourism in high school in the general education track in your country.
21. Please provide with additional comments / observations regarding the barriers for incorporating tourism in high school in the general education track.
22. Please list the top 3 drivers for incorporating tourism in high school in the general education track in your country.
23. Please provide with additional comments / observations regarding the drivers for incorporating tourism in high school in the general education track.

Recommendations

24. What would be your 3 recommendations for incorporating and promoting tourism in high school?

Annex 2: Questionnaire sent to UNWTO academic partners**UNWTO Information Sheet**
Education Toolkit focussed on tourism as a subject in high schools**Background:**

UNWTO with the support of the UNWTO Committee on Education join forces to create an Education Toolkit to support member states with an analysis and propositions to implement tourism as a subject in high schools.

To achieve the aforementioned, the Education Toolkit will provide its member states with:

4. An overview and analysis on the importance of teaching tourism in high school.
5. UNWTO recommendations and propositions for implementing tourism in high school.
6. Inclusion of partnerships with leading academic providers for tourism programmes in high school.

Purpose:

Through this toolkit, UNWTO will offer guidance on facts and figures of where the world is right now in terms of tourism in secondary education, the importance of implementing tourism as a subject in high school and further propositions and partnerships to support member states with the implementation.

Instructions:

- We seek your input across your organization, or other entities, or stakeholders who will be able to provide us with the most reliable and precise information backed up with official data and information in order to maintain the quality of data to be published.

- We really appreciate if you can provide **key information from official sources** to keep the highest standards of quality of information. Moreover, we would really appreciate if you could focus on **primary sources**.
- Please **provide organized and precise** information in **Microsoft Word or Excel formats** and feel free to attach supporting documents to the data provided. **The preferred language** for the information is English.
- In the case you do not have official information, or there is not information available, we appreciate if you could specify the main reason why the information is not provided.
- Your responses will help us consolidate crucial information on tourism education, across regions and support us in being constructive with practical tools to support the implementation of tourism as a subject in high schools, ensuring a more sustainable, innovative and inclusive tourism sector as a catalyst of job creation and economic development.



High School

Vocational and educational track at high school

These questions are related to the vocational and educational track (VET) at high school. I.e. it covers the VET Track and excludes the general educational track.

If you think about the vocational and educational training track at high school.

25. In which countries are you selling your tourism educational materials for the VET track in high school? [Please include list of countries]
26. In how many schools per country are you selling your tourism educational materials for the VET track in high school? [Please include # of schools per country]
27. How many students per country per year do you have studying your tourism educational materials in the VET track at high school? [Please provide # of students per country]



General education track at high school

These questions are related to the general education track at high school. I.e., it covers the general education track and excludes the VET track.

If you think about the general education track at high school...

28. In which countries are you selling your tourism educational materials for the general education track in high school? [Please include list of countries]
29. In how many schools per country are you selling your tourism educational materials for the general education track in high school? [Please include # of schools per country]
30. How many students per country per year do you have studying your tourism educational materials in the general education track at high school? [Please provide # of students per country]

Vocational and educational training (VET) after high school

These questions apply to the Vocational and Educational Training that students take after high school.

If you think about the VET that students take after high school...

31. In which countries are you selling your tourism educational materials for VET after high school? [Please include list of countries]
32. In how many schools/institutions per country are you selling your tourism educational materials for VET after high school? [Please include # of schools per country]
33. How many students per country per year do you have studying your tourism educational materials for VET after high school [Please provide # of students per country]
34. Which % of VET students access university in order to get a bachelor degree?



Barriers and drivers for incorporating tourism in high school in the general education track

These questions address the general barriers and drivers for incorporating and promoting tourism at the general education track in high school.

If you think about the general education track at high school...

35. Please list the top 3 barriers for incorporating tourism in high school in the general education track around the world.
36. Have you identified strong differences in terms of barriers adoption in the general education track at high school when addressing different world regions? If so, please explain.
37. Please provide with additional comments / observations regarding the barriers for incorporating tourism in high school in the general education track.
38. In which countries are you selling your tourism educational materials for the general education track in high school? [Please include list of countries]
39. Have you identified strong differences in terms of barriers adoption in the general education track at high school when addressing different world regions? If so, please explain.
40. Please provide with additional comments / observations regarding the drivers for incorporating tourism in high school in the general education track.



Recommendations

These questions are focussed on your recommendations for incorporating and promoting tourism in high school. If you think about high school...

41. What would be your 3 recommendations for incorporating and promoting tourism in high school around the world?
42. What would you suggest to UNWTO for fostering the incorporation and promotion of tourism in high school around the world?

Annex 3: List of UNWTO member states, non-member states and academic partners that have responded to the questionnaire

UNWTO member states that have responded to the questionnaire:

- | | | |
|---|--|--|
|  1. Armenia |  18. Kenya |  35. Slovenia |
|  2. Austria |  19. Kuwait |  36. Seychelles |
|  3. Benin |  20. Lao People's Democratic Republic |  37. Spain |
|  4. Botswana |  21. Lebanon |  38. Togo |
|  5. Burkina Faso |  22. Lithuania |  39. Tunisia |
|  6. Cabo Verde |  23. Madagascar |  40. Uganda |
|  7. Cambodia |  24. Maldives |  41. Tanzania |
|  8. Chile |  25. Montenegro |  42. Uruguay |
|  9. Colombia |  26. Myanmar |  43. Venezuela |
|  10. Cyprus |  27. Niger |  44. Zambia |
|  11. Czechia |  28. Nigeria | |
|  12. Egypt |  29. Paraguay | |
|  13. Indonesia |  30. Peru | |
|  14. Iran, Islamic Republic of |  31. Poland | |
|  15. Jamaica |  32. Republic of Korea | |
|  16. Japan |  33. Romania | |
|  17. Jordan |  34. Saudi Arabia | |

UNWTO associate member states that have responded to the questionnaire: Hong Kong, China**UNWTO non-member states that have responded to the questionnaire:** Latvia and New Zealand**Academic partners that have responded to the questionnaire:**

- American Hotel & Lodging Educational Institute (AHLEI)
- Cambridge Assessment International Education (Cambridge International)
- International Baccalaureate Organization (IBO)

Academic institutions that have responded to the questionnaire:

- University of Aberdeen

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Table 1.4 Vocational education and training [VET]: duration, advanced certificate and access to university

Table 1.5 High school general education track duration, adoption and curriculum

Table 4.1 Summary of recommendations for UNWTO member states

Abbreviations

AHLEI: American Hotel and Lodging Education Institution

AP: Advanced placement

CAGR: Compound annual growth rate

CAS: Creativity, Activity and Service

Cambridge International: Cambridge Assessment International

Education

CAT: Colegio Amigos del Turismo (Schools for Tourism programmes)

CATT: Canadian Academy of Travel and Tourism

CP: Career-related programme

DP: Diploma Programme

EHL: Ecole hôtelière de Lausanne

ETF: European Training Foundation

GCE: [Cambridge] General Certificate of Education

GCSE: [Cambridge] General Certificate of Secondary Education

GDP: Gross domestic product

HTM: Hospitality and Tourism Management

IB: International Baccalaureate

IBO: International Baccalaureate Organization

MoESY: Ministry of Education and Youth

NVQ: National vocation qualification

OECD: Organisation for Economic Co-operation and Development

TEF: Tourism Enhancement Fund

UNWTO: United National World Tourism Organization

UOC: Universidad Oberta de Catalunya

VET: Vocational education and training

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