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# TOURISM AND HOSPITALITY TRAINING

*Bridging Skills Gaps and  
Industry Needs*

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# TOURISM GLOBALLY

- Before COVID-19, Travel & Tourism was one of the largest sectors in the world and accounted for **1 in 4 jobs**.
- The World Economic Forum's **2023** Future of Jobs Report surveyed over **11.3 million employees**. It predicts that **44%** of worker **skills** will be outdated within **five** years.
- By **2027**, **60%** of workers will need **retraining**, but currently, **only half** can get adequate training. Companies plan to invest in learning and on-the-job training to meet business goals.





# WHAT IS PANTOUR ?

PACT FOR NEXT TOURISM GENERATION SKILLS

The Pact for Next Tourism Generation Skills (PANTOUR) Erasmus+ project **aims** to design innovative and cooperative solutions to address skills needs across the entire tourism ecosystem.

PANTOUR is a transnational alliance of **13 partners** from **10 countries** across Europe, with a budget of **3.8 million €**.





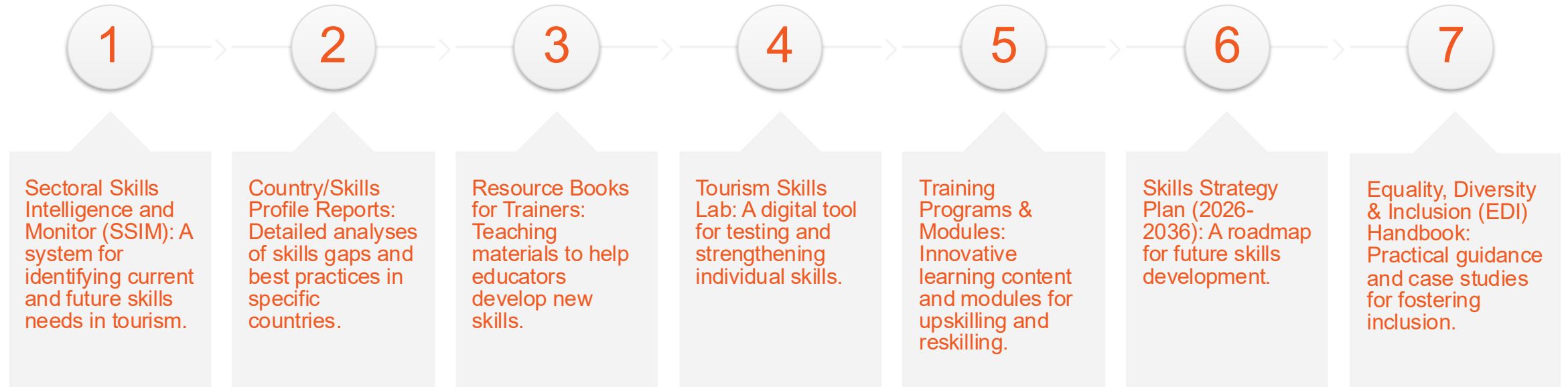
# WHAT ARE THE TARGET GROUPS?

- ▶ Stakeholders
- ▶ Industry organizations
- ▶ Companies
- ▶ Regions
- ▶ Education institutions
- ▶ Governments





# PROJECT OUTCOMES





# HOW THE TRAINING PROGRAMMES WERE DEVELOPED?

## Sectoral Skills Intelligence and Monitoring System (SSIM)

Project partners prepared Country Skills Profile Reports with an overview of the current and future skills via SSIM, by collecting and analysing data to assess skills and address skills gaps in the tourism and hospitality sector.



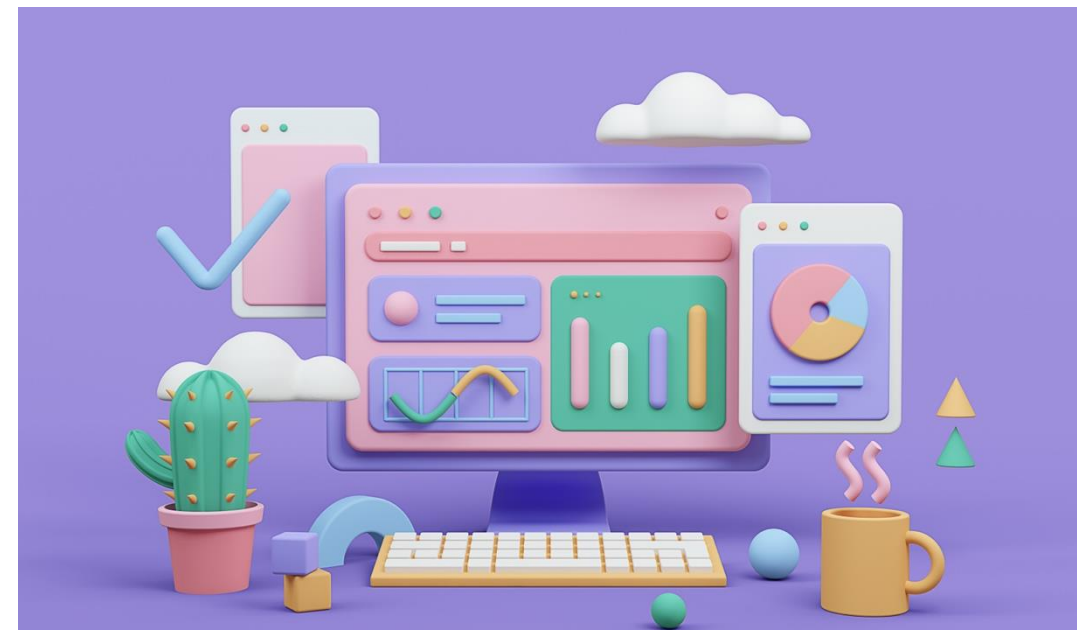
## New Occupational Profiles

Simultaneously, the research and development of the New Occupational Profiles and skills needed for them were conducted.



## New Training Programmes

Training programmes topics were selected based on these findings to help address skills gaps in the industry.





# TRAINING PROGRAMMES

- ▶ Three-stage validation process to choose topics
  - › Development with a university+industry experts' approach
  - › **Piloting**
  - › Resource **Book** for Trainers

## Applied subsectors:

- › Accommodation
- › Food & Beverage
- › DMOs
- › Visitor Attractions
- › Travel Agencies & Tour Operators





# RESOURCE BOOK FOR TRAINERS



## Trainer Approach

- › Practical and **user-friendly** tone
- › Ready-to-use **templates**, checklists, and activity ideas
- › Clear instructions for new trainers and **examples from real contexts**
- › International and cross-sector **best practices**
- › **Encouragement** for trainer reflection and self-assessment

## RESOURCE BOOK FOR TRAINERS

### Icebreaker Games



#### Introductions

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#### Two Truths and a Lie

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#### Picture Pieces

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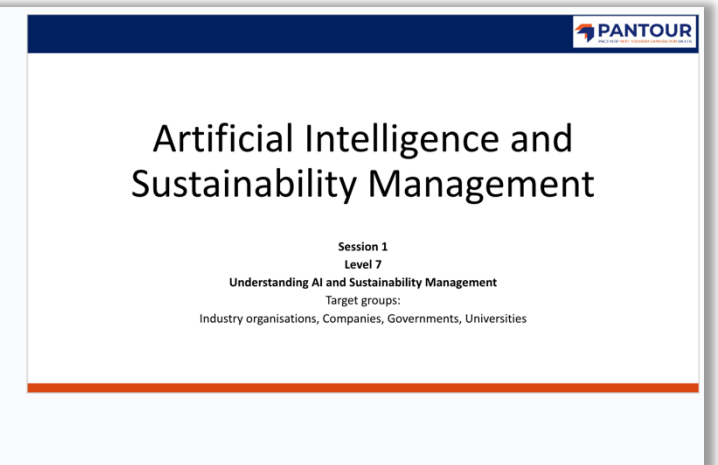
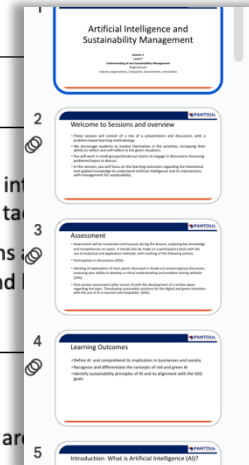
“Icebreakers are a great way to start a training session and get participants engaged.”



# TRAINING PROGRAMMES

## EXAMPLES AND USAGE

Lesson Plan	
<b>Programme/course:</b> Digital	<b>Subject:</b> Artificial Intelligence (AI) Sustainability Management
<b>Link to Scheme of Work/Training Schedule:</b> 1 of 3 sessions	<b>Duration:</b> 2:00 (online/blended)
<b>Learning Level:</b> EQF Level 7	
<b>Learning aim for the lesson:</b> The objectives of this course are to provide theoretical and applied knowledge of topics related to <u>understand</u> artificial intelligence and its applications to manage AI sustainability. It also focuses on developing leadership/management skills to develop solutions and tackle climate change. This first lesson aims in <u>providing</u> important theoretical and introductory information on Artificial Intelligence definitions and red AI and environmental sustainability, and how AI can be aligned with sustainable goals to tackle <u>climate</u> crisis and its impact on the environment.	
<b>Competencies/Learning Outcomes:</b>  LO1. Define AI and comprehend its <u>implication</u> in businesses and society LO2. Recognise and differentiate the concepts of red and green AI LO3. Identify <u>sustainability</u> principles of AI and its alignment with the SDG goals  <b>Methodology recommendations:</b>  The methodology for these lessons is blended learning, with a critical evaluation of the student's ability to understand and apply complex concepts and skills in different contexts.  These lessons <u>are also based on</u> active and inquiry-based learning. The methodology encourages students to involve themselves and increases their ability to reflect, self-reflect, and act. It engages students in critical thinking to <u>empower</u> them to participate actively in learning and change and to develop	<b>Resources:</b>  Resources to be used in these lessons are: <ul style="list-style-type: none"><li>• Laptop and projector</li><li>• Wi-fi or internet connection</li><li>• Flip chart or whiteboard</li><li>• PowerPoint Presentation App (or PDF, Google Slides or similar app)</li></ul> Recommendations for continuous learning: <ul style="list-style-type: none"><li>• Arpan Kumar Kar, Shweta Kumari Choudhary, Vinay Kumar Singh (2022). How can artificial intelligence impact sustainability: A systematic literature review. Journal of Cleaner Production, Volume 376, 2022, <a href="https://doi.org/10.1016/j.jclepro.2022.134120">https://doi.org/10.1016/j.jclepro.2022.134120</a></li></ul>





# TRAINING PROGRAMMES

## EXAMPLES AND USAGE

Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
10 min	LO1	Slides 1-4 Introduction on the subject, welcome learners, introduce the session, the assessment types and set out the learning outcomes.	Active listening, engaging in the discussions and queries asked by the instructor, asking questions and interpreting the information.	PPT slides 1-4 Instructor may use the <u>white board</u> to record key words	Engagement in the discussions
15 min	LO1	Slides 5-12 Definition of AI, and how it has changed in <u>society</u> , with business and <u>social-economic</u> implications.	Active listening, engaging in the discussions and queries asked by the instructor, asking questions and interpreting the information.	PPT slides 5-10 Instructor may use the <u>white board</u> to record key words	Engagement in the discussions
15 min	LO2	Slides 13-15 <u>Instructor</u> should introduce the concepts of red and green AI, its <u>environmental</u> impacts of AI and how to set limits for <u>measuring</u> and reporting red/green AI technology use.	Active listening, engaging in the discussions and queries asked by the instructor, asking questions and interpreting the information.	PPT slides 14-17 Instructor may use the <u>white board</u> to record key words	Engagement in the discussions



Timing (mins)	Learning Outcomes	Instructor Activity	Student Activity	Resources	Assessment
20 min	LO2	Slide 16 Activity, first part: Students should read the article: <i>Technology convergence is leading the way for the fifth industrial revolution</i> , in <a href="https://www.weforum.org/stories/2025/01/technology-convergence-is-leading-the-way-for-accelerated-innovation-in-emerging-technology-areas/">https://www.weforum.org/stories/2025/01/technology-convergence-is-leading-the-way-for-accelerated-innovation-in-emerging-technology-areas/</a> and make notes on the main purpose of the article, the different topics it mentions, <u>the</u> importance of green AI for society.	Reading, making notes on important parts, reflecting on <u>learned</u> topics, the article and its intersections with the questions.	PPT Slides 18 Internet connection/laptop /worksheet given in class	-
5 min		Break			

# AN OVERVIEW



## Digital

Data analysis and trend prediction in tourism  
Digital Marketing, strategies and managing social media  
Digital Content creation  
AI Sustainability Management  
Digital privacy, ethics and law  
Digital business planning and development  
Technology Ambassador  
Use of office applications  
Information and Data Literacy  
Safety. Protecting Personal Data and Privacy  
Using Digital Technology  
Evaluating Data, Information and Digital Content  
Digital AR VR  
Use of Robotics and AI  
Use of Self-Service Technology  
Managing Data, Information and Digital Content  
Interacting Through Digital Technologies  
Sharing Through Digital Technologies  
Engaging in Citizenship Through Digital Technologies  
Collaborating Through Digital Technologies  
Netiquette  
Managing Digital Identities

## Social

Adaptability  
Inclusivity and cultural sensitivity  
The Universal Design Key Legal Frameworks and International Standards  
Promoting an inclusive organisational culture  
Engagement of Stakeholders in Accessible Product Development  
Crisis Management, Risk Assessment and Resilience in Tourism  
Responsible Leadership in the Tourism Industry  
Cooperation and networking  
Generic Gender Equality Skills  
Willingness to Change  
Promoting a Positive Work Environment  
Written Communication Skills  
Oral Communication Skills  
Active Listening Skills  
Cultural Awareness  
Local Customs Awareness  
Age Related Accessibility for Business  
Intercultural Understanding  
Understanding Disability  
Religious Diversity  
Problem Solving Small, Medium and Large Business  
Customer Orientation  
Ethical Conduct and Respect

## Green

Circular tourism (incl. resource efficiency)  
Carbon Footprint and Energy Management in Tourism  
Environmental Management and Environmental Impact Assessment  
Sustainable resources management  
Green procurement and Sharing economy  
Reducing Plastic Waste  
Communicating Sustainability  
Climate Change  
Food Waste  
Sustainable Tourism



# WHY ARE PANTOUR TRAINING PROGRAMMES **NEW AND DIFFERENT?**

- **Built from real skills gaps, not assumptions**  
Training programmes are directly based on EU-wide skills gap analysis and identified future needs, not on generic tourism curricula.
- **Creates a solid base, flexible in use**  
A shared structure and competence logic across partner countries, adaptable for SMEs, VET, and higher education contexts.
- **Part of a wider European skills ecosystem, not stand-alone courses**  
Based on European Qualifications Framework (EQF) levels and modern methodological approach





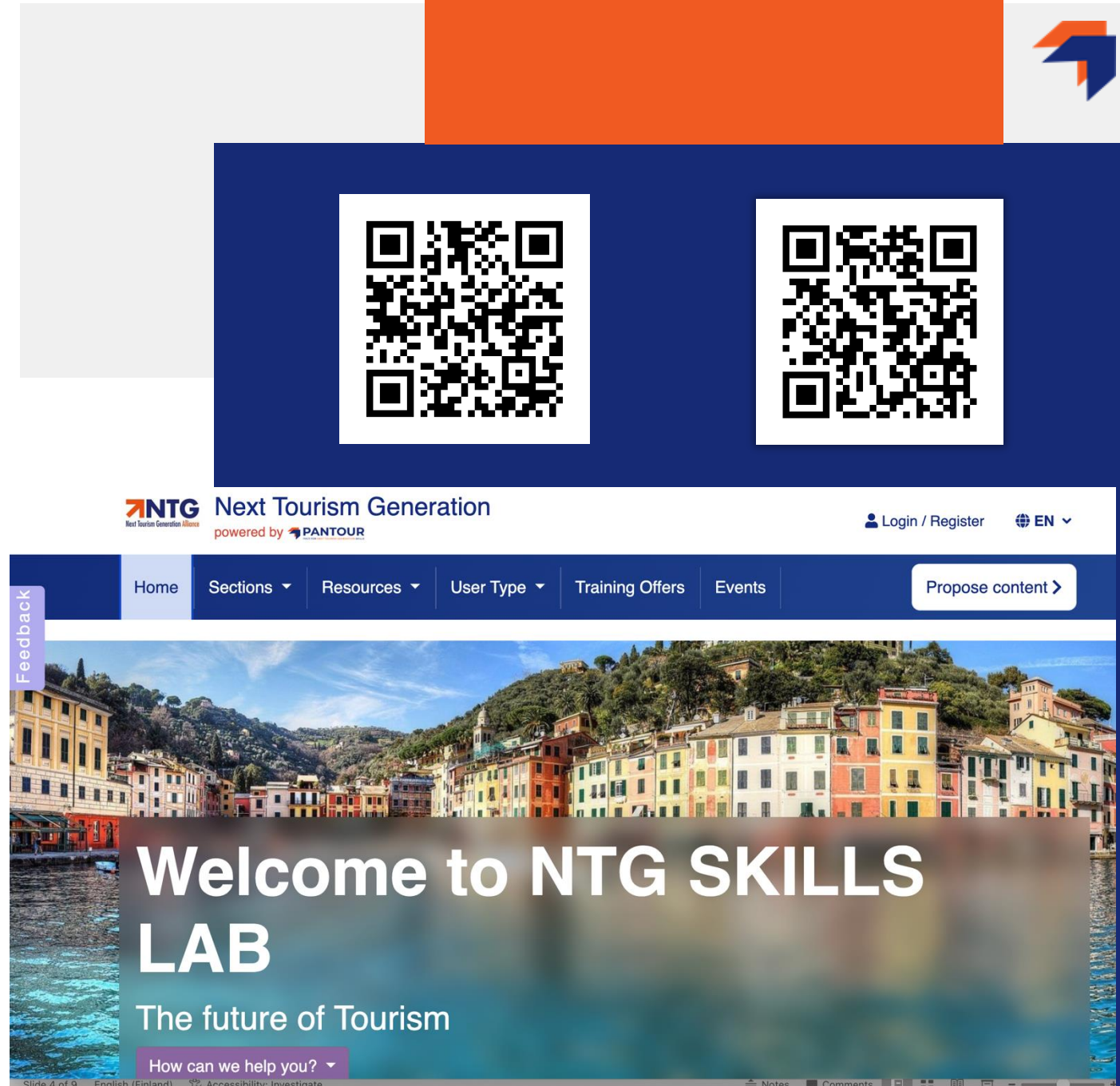
# ADVANTAGES



- > Through the training programs, **employees** and **job seekers** can **develop skills that they lack** and grow their chances to reach for a **better career** or start a new one in the sector
- > **Employers** can **provide trainings** and expend the expertise of the employees so that they **stay competitive** on the ever-changing tourism market
- > **Education** and **training institutions** have **guidelines on the skills needed** in the tourism sector, so they can use the training programs to **educate students on a real-world basis**

# WHERE DO I FIND THE TRAINING MATERIALS?

- Directly from the PANTOUR website  
Nexttourismgeneration.eu
- Through the Skills Lab (as a Job seeker, Employer or trainer)  
Tourismskillslab.eu
- Resource Book for Trainers  
Nexttourismgeneration.eu



The screenshot displays the website for Next Tourism Generation (NTG) Skills Lab. At the top right, there is a logo consisting of a blue and orange arrow pointing right. Below this, two large QR codes are presented on a dark blue background. The main header features the NTG logo (Next Tourism Generation Alliance) and the text 'Next Tourism Generation powered by PANTOUR'. On the right side of the header, there are links for 'Login / Register' and a language selector set to 'EN'. A navigation menu below the header includes 'Home', 'Sections', 'Resources', 'User Type', 'Training Offers', and 'Events', along with a 'Propose content' button. The main content area shows a scenic view of a coastal town with colorful buildings. Overlaid on this image is the text 'Welcome to NTG SKILLS LAB' and 'The future of Tourism'. At the bottom of the page, there is a footer with 'Slide 4 of 9', 'English (Finland)', 'Accessibility: Investigate', and a search bar with the text 'How can we help you?'. Navigation icons for notes, comments, and other functions are also visible in the footer.

# THANK YOU!



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[WWW.NEXTTOURISMGENERATION.EU](http://WWW.NEXTTOURISMGENERATION.EU)



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