

Impacts of COVID-19 on Tourism Education: Threats and Opportunities

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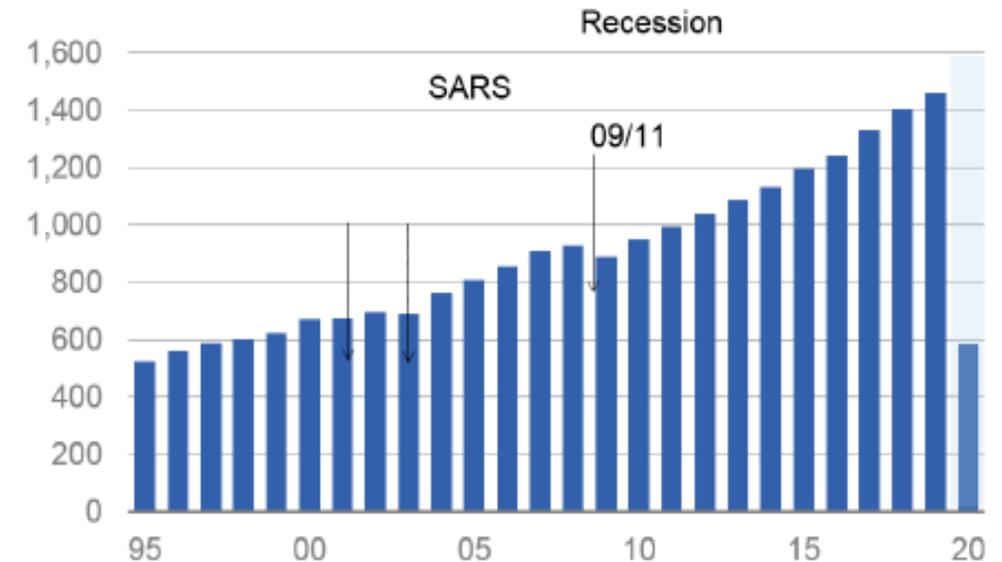


COVID-19 impact on Tourism

- COVID-19 has seriously disrupted tourism and related industries
- A loss of 1 billion in international tourist inflow in 2020 (UN World Tourism Organisation)
- A loss of 50 million jobs in the tourism industry worldwide (World Travel and Tourism Council)
- IATA estimates that the tourist numbers may not reach the level of 2019 until 2023–24

International tourism: Tremendous corona breakdown

International tourist arrivals, m

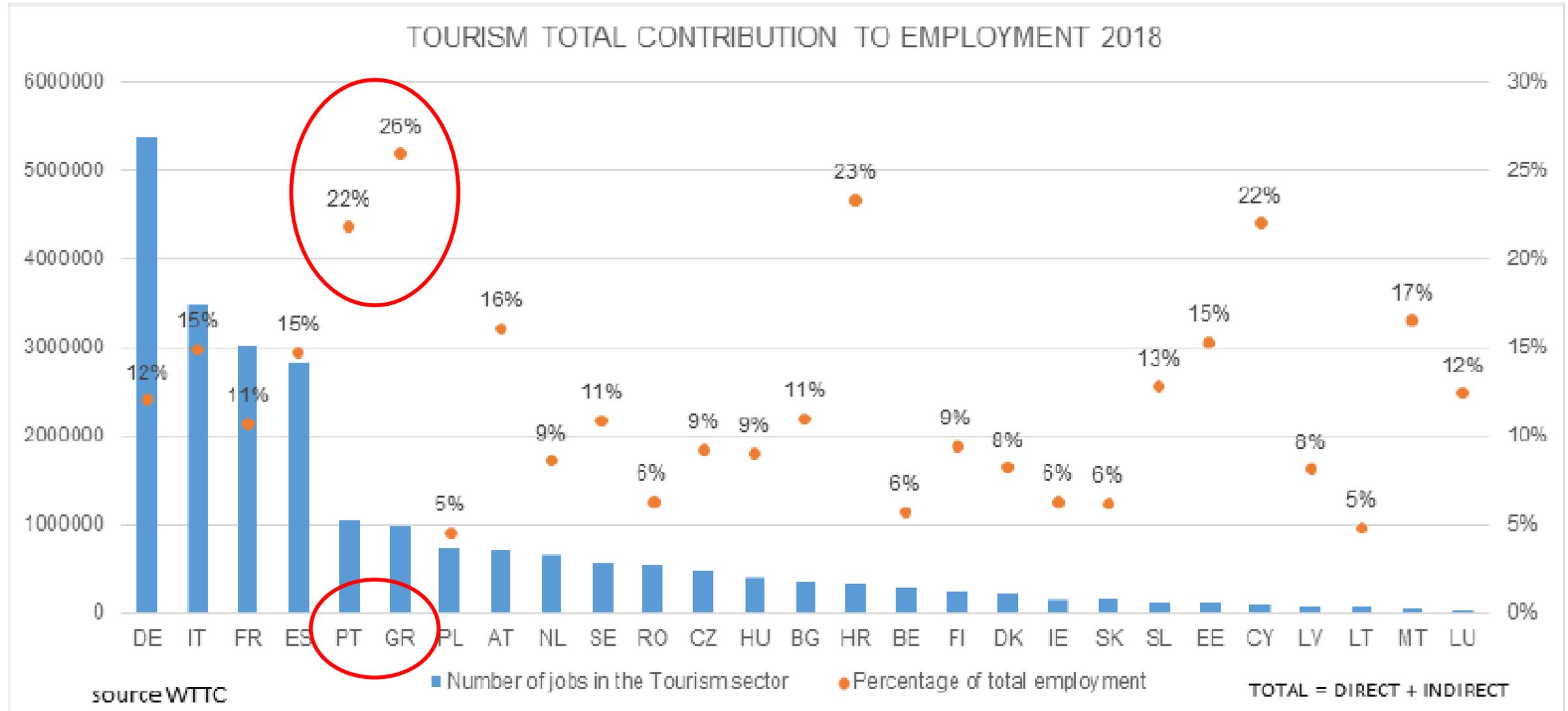


Sources: UNWTO, Deutsche Bank Research

COVID-19 impact on Tourism in Europe

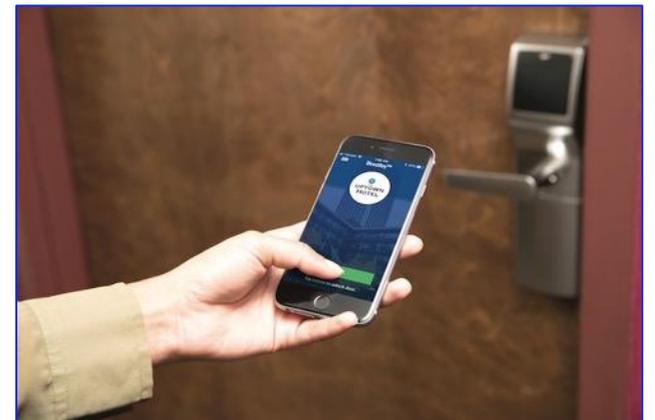


The crucial importance of tourism



Post-Covid landscape: Technology

- The digital transformation will be accelerated:
 - Teleworking will have an impact on the future of organizations.
 - Flexible organizational models, processes and procedures
 - Value chain will be adjusted and business models redesigned (e.g. traditional travel agencies, etc ...);
 - Implementation of “contactless” in certain areas and services (e.g. check-in at hotels will be automated without human intervention)
 - Increase in the digital component of service offering and customer interaction (e.g. restaurant menus, itineraries, tourist guides, etc.)



Post-Covid landscape: People

- Tourism and hospitality is based on people.
- Human capital will continue to be the main driver for creating value in the post-COVID phase.
- A well-trained workforce will help the industry go through the crisis and adapt to the new context.
- Increased flexibility, versatility, and creativity
- UNWTO: “*Tourism higher education has the potential to improve the competitiveness in the industry and tourists’ satisfaction levels.*”



Challenges for Tourism Education:

Findings of a survey of Tourism educators (*)

- Implementation of digital learning and teaching
- Practical training sessions challenging when online
- Worrisome situation of unemployment in the industry
- Lower interest, lower demand
- Need to redesign the curriculum
- Need to reposition and better marketing
- Need to collaborate with the industry stakeholders and government



(*) Pinaz Tiwari , Hugues Séraphin & Nimit R Chowdhary. Impacts of COVID-19 on tourism education: analysis and perspectives, *Journal of Teaching in Travel & Tourism*, 15 Dec. 2020

Skills for Post-COVID-19

- Digital awareness, digital applications, and digital marketing
- Innovation and creative skills, problem solving.
- Project-based learning: applying concepts / tools in a realistic setting
- Health and safety measures, crisis management, risk management, business continuity, and resilience for tourism and hospitality
- Soft skills: social interaction skills, etiquette, communication and listening, empathy, cross-cultural awareness, languages.
- Increased professionalism
 - *“Visitors who will visit the tourism destination just immediately after COVID-19 settles down, will look for disciplined services in every aspect and for a high degree of professionalism”.*



Reinventing Tourism Education

- **Research:**

- Promoting ethical and sustainability research work
- Government support for funded research projects
- Active involvement of students into research practice

- **Teaching:**

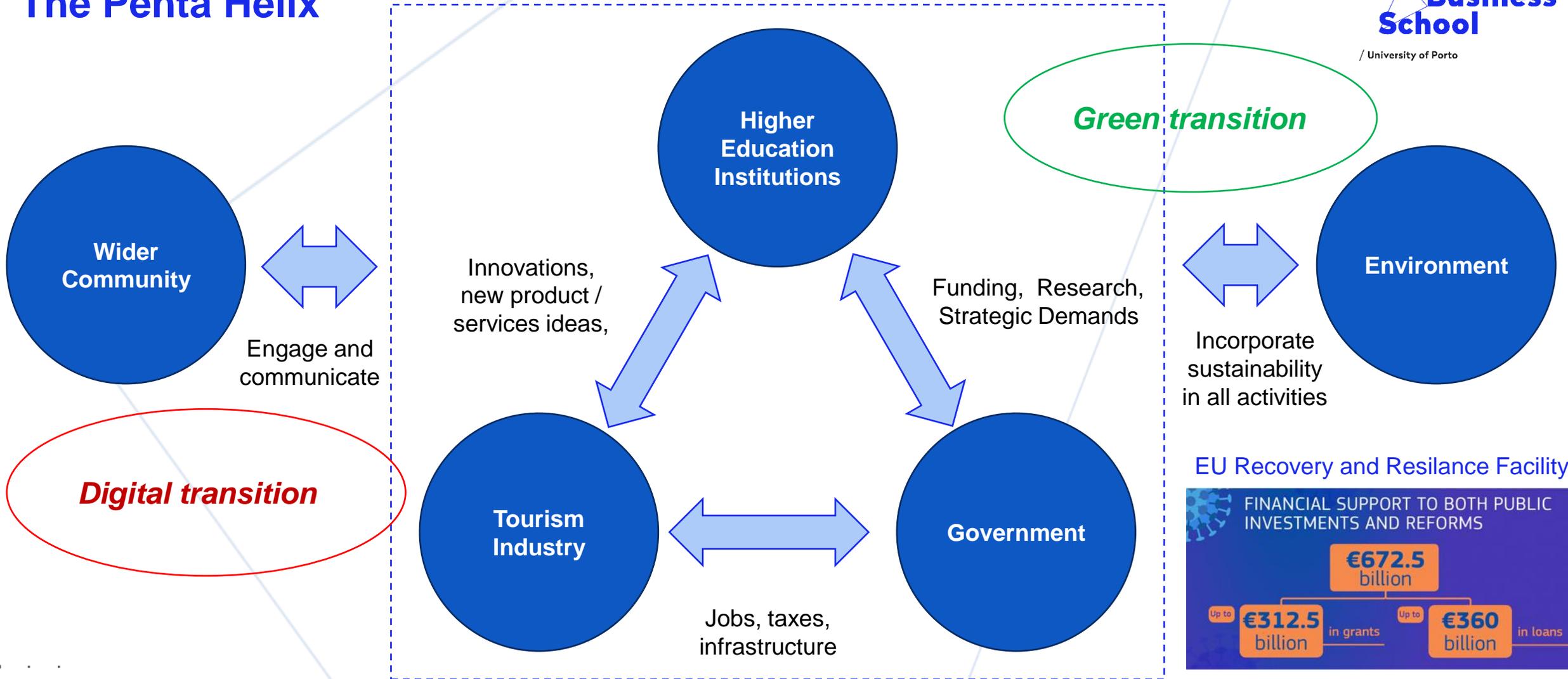
- Focus on both theoretical and practical aspects
- Tourism educators should collaborate with industry stakeholders and incorporate suggestions from professionals
- The revised curricula should include relevant topics that will enable the students to tackle emerging issues

- **Engagement with stakeholders:**

- agreements between academia, industry and government to develop and improve tourism industry
- e.g. creating incubator centres for business, creating a symbiosis between academia, industry, and government / funding agencies



The Penta Helix



With the Quintuple helix model, the HEIs, government, and tourism industry can collaborate and use EU funds to prepare for the green and digital transitions. They can also use media platforms to combat tourists' fear of travelling post-COVID, and attract students to take courses that help them develop crisis management skills.

Conclusion

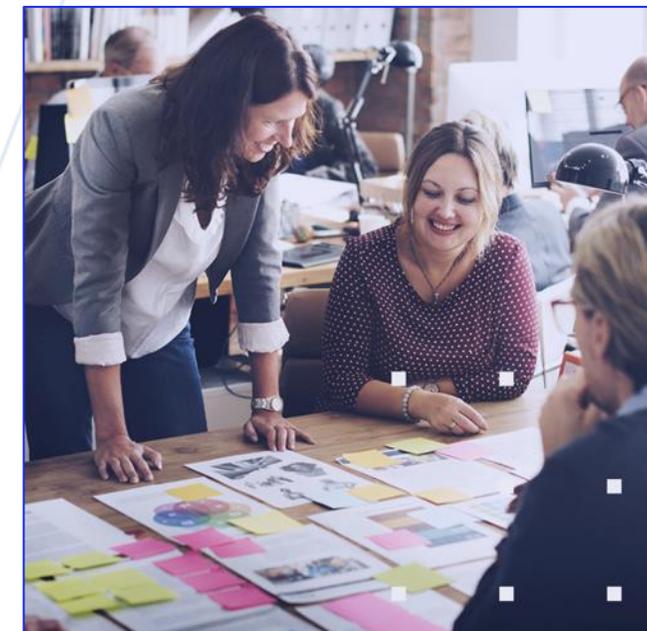
Higher education can help improve the industry post-Covid

- A **well-trained workforce** will help the industry go through the crisis and adapt to the new context
- **Curriculum** and teaching methods must be **aligned** with the forthcoming **industry requirements**:
 1. Crisis management, resilience, risk management etc.
 2. Digital awareness, preparing for digital transformation
 3. Professionalism and soft skills
- Workshops to transfer knowledge into practical skills, e.g. reflective practices with tourism professionals (**learn to do**)
- And vice-versa: Practical projects (**learn by doing**)
- Active involvement of students in **research projects**
- **Partnership** between industry stakeholders and academia



A Tourism and Hospitality Management success story: Example of Postgraduate Program at Porto Business School

- Focus on tourism (not on specific sub-sectors):
 - Hospitality, hotel operations, restaurant business, event management
 - General management (Finance, Accounting, Service marketing, HR)
 - Digital, ecommerce and online operations
 - Environmentally sustainable and profitable
 - Socially responsible, promoting local heritage and social inclusiveness
- Applied/practical stance – learning by doing, not just learn to do
- Stimulate creativity – generate a real project
- Entrepreneurship orientation
- Strategic thinking and leadership (be imaginative, dare to innovate, risk stimulation,...)
- Creativity/Imagination → Action



History and evolution

- The oldest program in Portugal: 15 editions, 270 alumni
- 20% of our participants come from the industry. They want management skills to run a company.
- 80% have other backgrounds (nurses, archeologists, architects, lawyers, biologists, engineers, doctors, language/literature, economists, pharmacists,...).
- These want to change their lives by embracing projects in tourism and need skills for the projects.
- We have students from all over:
 - Portugal: Alentejo, Algarve, Lisbon, Madeira and Azores
 - And other countries: Russia, Colombia, Spain, Italy and Portuguese speaking countries (Brazil, Cape Verde, Angola, Mozambique, Guiné and St Tomé & Príncipe).
- Significant impact: More than 50% of our past students have already tourism projects, services companies, hospitality (urban and rural) and restaurants/bars.
- Growth: 2020 fall intake saw a 25% increase in number of applicants (despite Covid19).

About the FUTURE

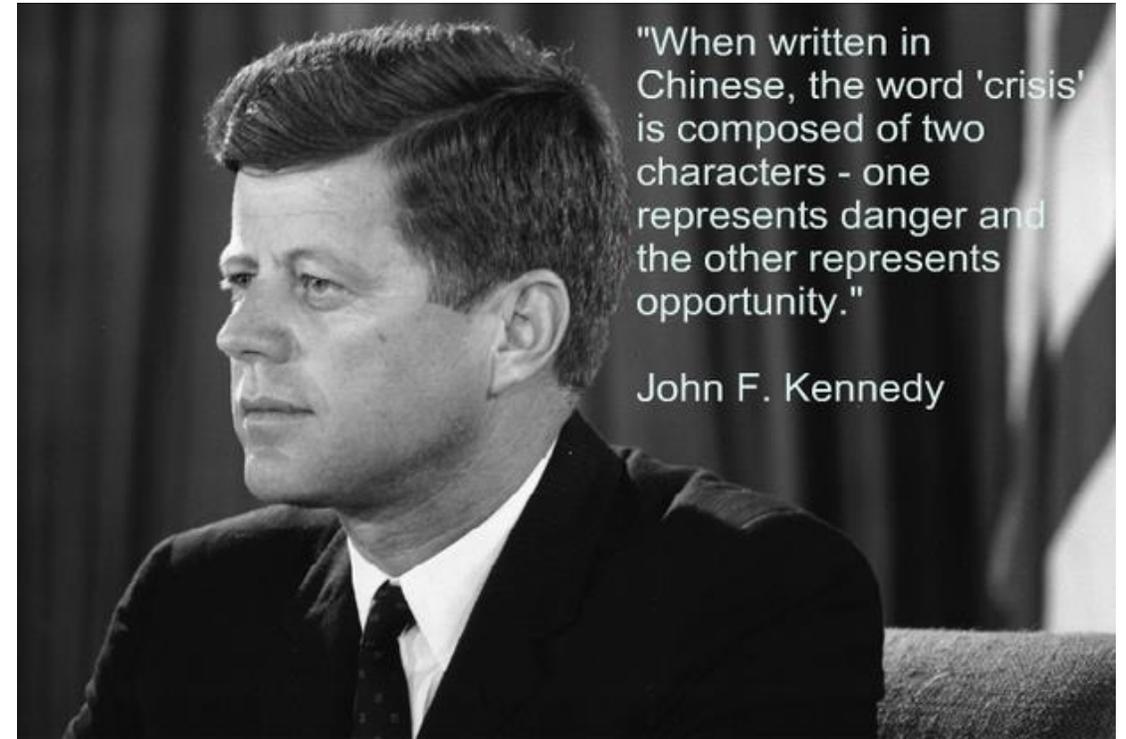
- Our success lies in our ability to be in tune with the tourism business both nationally and internationally.
- We do not just react or adapt, we are pro-active
- *We help “create the Future”*
- Our program has been reinforced in these areas:
 - Digital marketing
 - Booking platforms technologies
 - Best management practices
 - Other industries benchmarking
 - National and international successful models in hospitality/ restaurant/ events management,...
- We stay relevant. Those who trust us know that we care about their return on investment.



Never waste a good crisis...



“When written in Chinese, the word “crisis” is composed of two characters - one represents danger and the other represents opportunity.”



John F. Kennedy in Indianapolis, Indiana, April 12, 1959

Inspiring people to make change happen

Q & A

Make change happen