

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

Ramon O'Callaghan
Porto Business School
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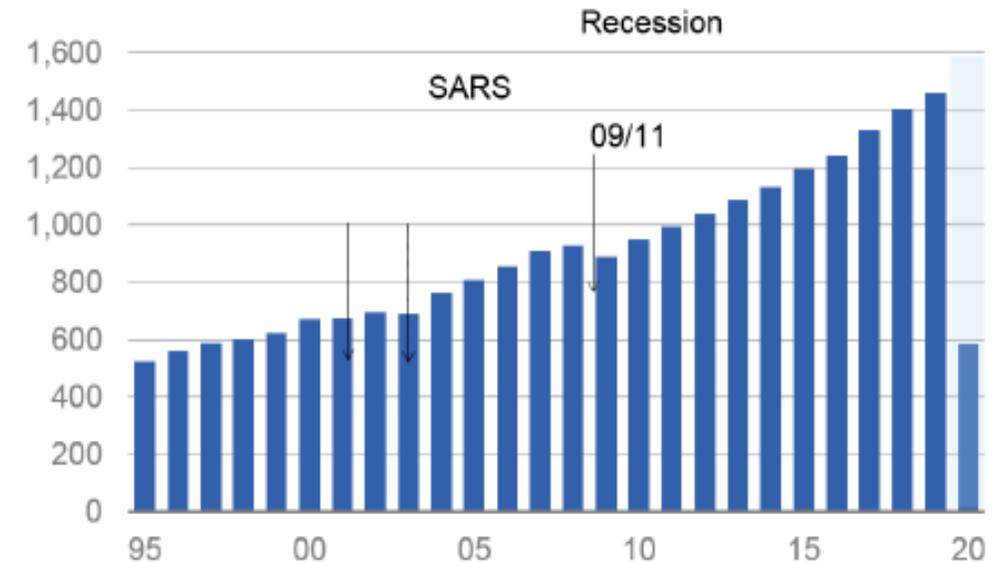


COVID-19 impact on Tourism

- 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

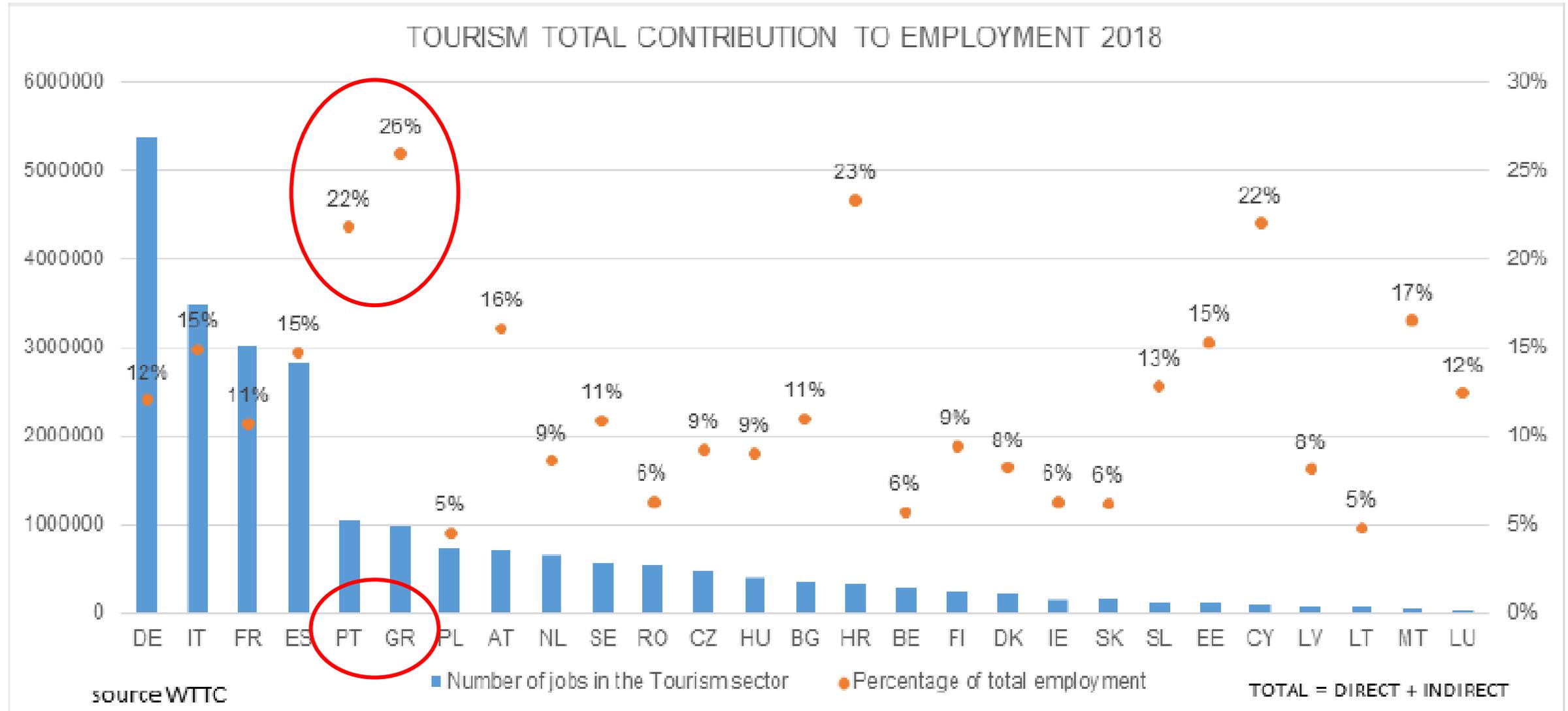


Sources: UNWTO, Deutsche Bank Research

COVID-19 impact on Tourism in Europe

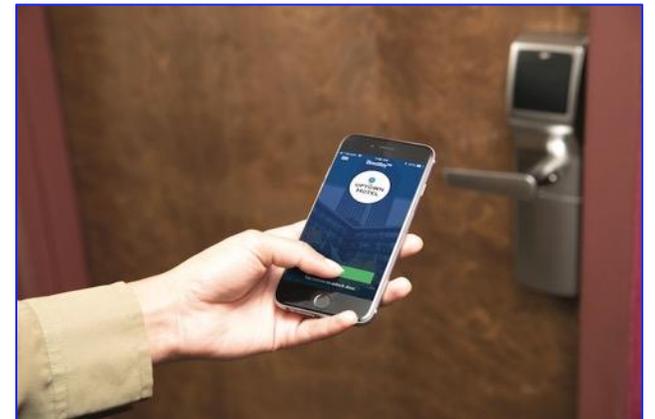


The crucial importance of tourism



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

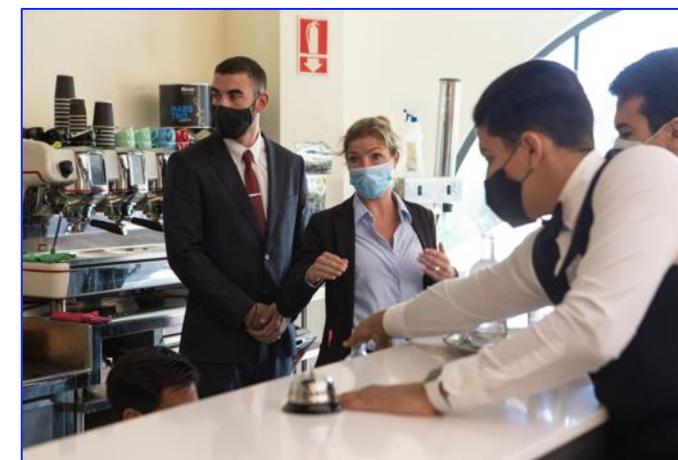
- Tourism and hospitality is based on people.
- Human capital will continue to be the main driver for creating value in the post-COVID phase.
- A well-trained workforce will help the industry go through the crisis and adapt to the new context.
- Increased flexibility, versatility, and creativity
- UNWTO: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

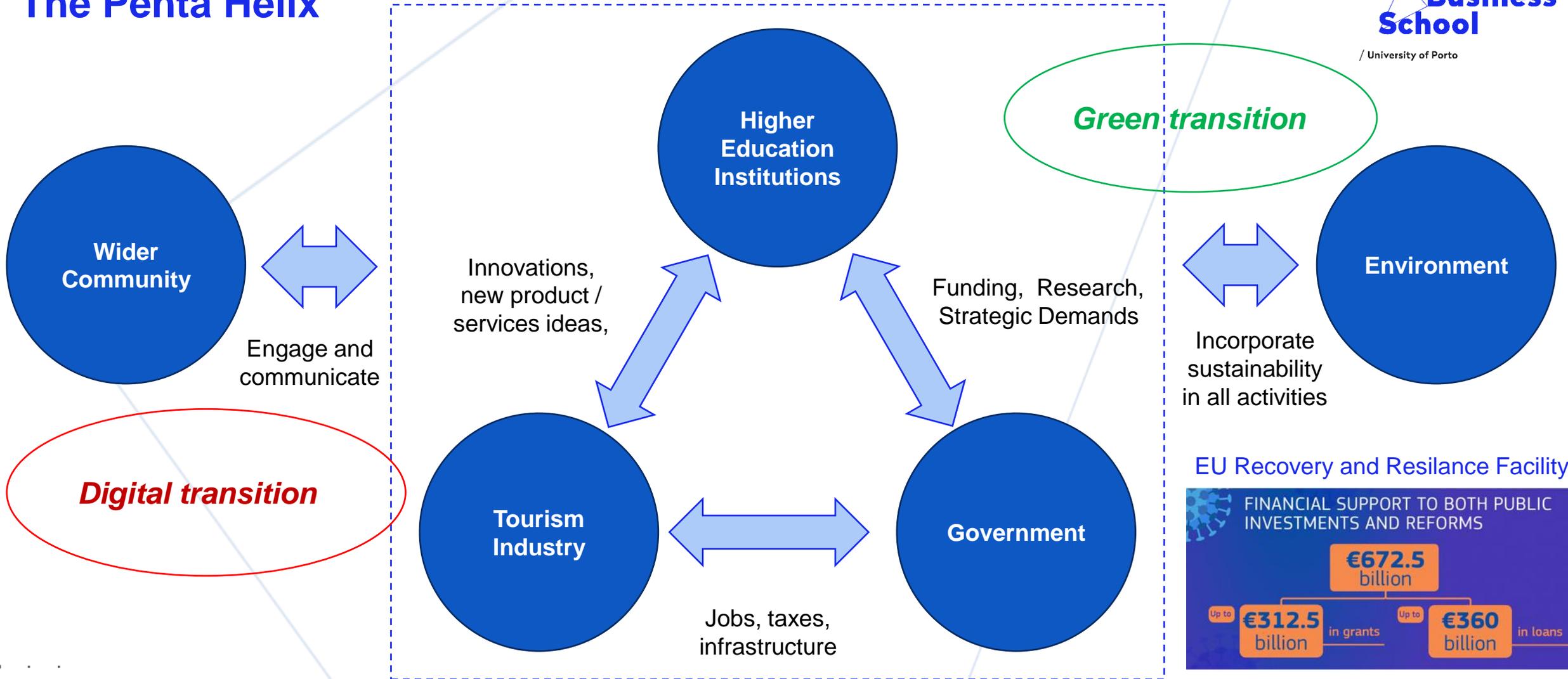
- Focus on both theoretical and practical aspects
- Tourism educators should collaborate with industry stakeholders and incorporate suggestions from professionals
- The revised curricula should include relevant topics that will enable the students to tackle emerging issues

- **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

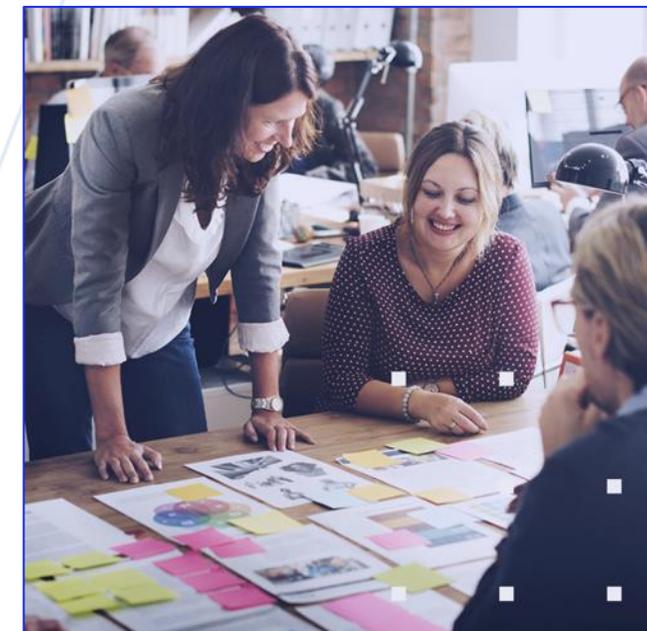
Higher education can help improve the industry post-Covid

- 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

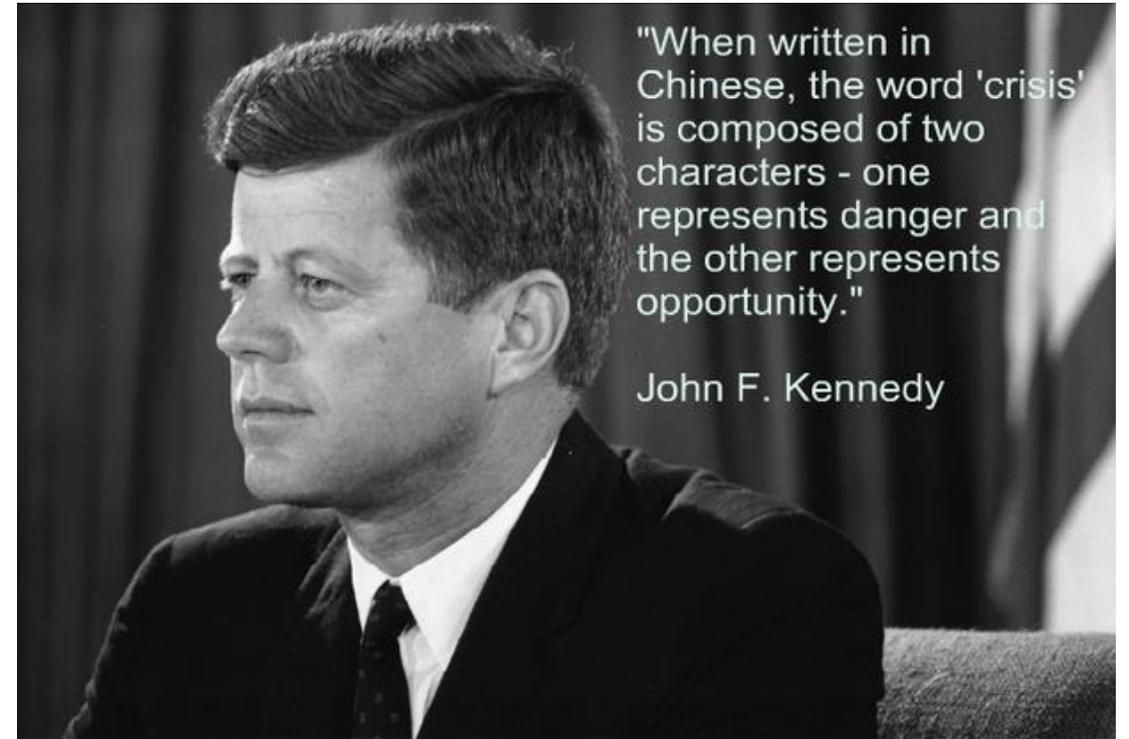
- Our success lies in our ability to be in tune with the tourism business both nationally and internationally.
- We do not just react or adapt, we are pro-active
- *We help “create the Future”*
- Our program has been reinforced in these areas:
 - Digital marketing
 - Booking platforms technologies
 - 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