



REPORT DELIVERY 2

G20 TOURISM WORKING GROUP

**QUALIFICATION ACTIONS AND
TECHNICAL TRAINING IN TOURISM**

B823 Brasil. Ministério do Turismo.

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EXECUTIVE SUMMARY

This summary synthesises the main conclusions and recommendations related to professional qualifications in the tourism sector, focusing on G20 members. The analysis highlights the importance of adequately training tourism professionals to boost economic development, competitiveness, and innovation in this constantly evolving industry.

Key Findings:

- 1. Lack of Definition of Competencies in the Tourism Industry:** A persistent challenge for the G20 members is the shortage of qualified labour and the lack of clear definitions of knowledge, skills, and competencies by tourism degree programs and technical professional training. These should align with the demands and needs of companies within the tourism job market, both directly and indirectly.
- 2. Fragmentation and Diversity of the Industry:** The fragmentation of the tourism industry and diversity complicate the uniform implementation of training actions. To harmonise training and qualification initiatives is recommended, a coordinated approach among national entities, possibly through a national tourism advisory council, if appropriate.
- 3. Common Challenges in Tourism Professional Training:** G20 members face challenges such as the industry's rapid growth, the need to keep pace with technological advancements, and the negative perception of tourism training as a low-value qualification. Addressing technological transformation and ensuring a fair digital transition are significant issues.

Recommendations:

- 1. Expansion of Tourism Degree Programs:** Invest in expanding and updating tourism degree programs, in partnership with the industry, to ensure relevant and specialised curricula that meet labour market demands.
- 2. Expansion of Technical and Professional Training Programs:** Invest in expanding and updating technical, professional, qualification, and requalification

programs, as well as certifications for professionals already working in the field who lack institutional certification.

3. Promote Study and Research Groups: Support the implementation of study and research groups focused on academic and professional training involving academics, professional associations, business leaders, and government agencies. This is to keep educational institution curricula up-to-date and aligned with needs, and help the labour market form professionals who are adaptable to new situations capable of problem-solving and who possess the critical and humanistic education necessary for the sustainability of all economic activities.

4. Educate Tourism Educators: Invest in training tourism educators. Qualified educators will have a deep understanding of global tourism trends, innovative pedagogical techniques, and the ability to integrate theory and practice, including constantly updating curricula, incorporating emerging technologies, and promoting international exchanges. Well-trained educators can inspire and prepare future qualified tourism professionals.

5. International Cooperation Platform: Consider establishing a centralised platform for exchanging experiences and best practices among G20 members, including an online database with training programs, case studies, and outcomes of successful initiatives.

Figure 1 - Summary of the Main Challenges and Limitations Faced by G20 Members in Training Tourism Professionals



Source: Survey data, (2024).

1. INTRODUCTION

The G20 has been defined as the top priority on the international agenda of the Brazilian government in 2024. With a central concern of reducing inequalities in their various aspects and aligned with Objective II of the Brazilian Federal Law 11.771/2008 (General Tourism Law) - "*reducing social and economic disparities of a regional nature, promoting social inclusion through increased job opportunities and better income distribution*" - the Brazilian presidency of the G20 will prioritise social inclusion and the fight against hunger and poverty; the promotion of sustainable development in its economic, social, and environmental dimensions and energy transitions; and the reform of global governance institutions, including the United Nations and multilateral development banks.

In this context, education is a fundamental element for the development and progress of nations, including the members that make up the G20. It is necessary to strengthen cooperation among educational stakeholders in digital education projects, while also developing students' soft skills, transversal skills, and green/sustainability skills. Additionally, teaching digital citizenship, promoting critical thinking, and reinforcing media and information literacy are essential for building resilience in the sector.

Education is crucial in advancing sustainable development and building a better future for all. Educational policies and programs are essential to ensure a positive transition between early childhood education and primary education, focusing on developing relevant and impactful curricula, identifying learning gaps, selecting appropriate materials and resources, and developing instructional activities aligned with learning objectives. Therefore, continuous investment in education is essential to empower individuals, promote social and economic development, and build a sustainable and inclusive future for all people.

Considering these premises, this report presents the qualification and technical training actions carried out within the G20 Tourism Working Group members, disseminating the results of the research conducted to reflect and discuss the challenges in training tourism sector professionals and the national circumstances of the members based on the collected data.

The report consists of 7 sections, divided into the following areas:

- Section on general information about the G20 members;
- Axis 1 - Professional training (qualification and technical training);
- Axis 2 - Segments of qualification and technical training offered;
- Axis 3 - Funding sources for qualification and training programs;
- Axis 4 - Sustainable development (SDGs);
- Axis 5 - Qualification and training priorities;
- Section on additional comments and suggestions.

UN Tourism indicates that tourism can emerge as a crucial sector for youth employability, given that a global population of 1.2 billion young people aged 15 to 24 represent 16% of the worldwide population. The "[Youth and the 2030 Agenda for Sustainable Development](#)" extensively examined this topic, reinforcing the importance of mutual support roles in the new global agenda and efforts for youth development. The energetic engagement of young people, especially in social, economic, and environmental sustainability, is a determining factor for achieving more inclusive and stable societies (WORLD YOUTH REPORT, 2018).

In this sense, it is necessary to reflect on the inclusion of the young population in tourism worker qualification programs, as well as the investments and strategies employed in promoting tourism education in G20 members, involving people in vulnerable situations, and developing professional skills and competencies that align with the needs and trends of the global sector agenda, focusing on [Sustainable Development Goals \(SDGS\)](#)

Knowledge of such initiatives promotes the development of convergent actions that contribute globally to improving an economic sector with high employability, which requires qualified collaborators to be aware of the importance of the various activities that make up the tourism labour market.

2. OBJECTIVES

2.1 GENERAL OBJECTIVES

This report aims **to identify the qualification and technical training actions carried out within the G20 Tourism Working Group between 2010 to 2024.**

2.2 SPECIFIC OBJECTIVES

- (a) **Monitor and track the actions undertaken within the G20 Tourism Working Group**, specifically those related to the training of sector professionals and national circumstances.
- (b) **Identify and analyse the efforts of G20 members** in promoting tourism education and developing professional skills and competencies.
- (c) **Understand and analyse the offerings of courses, formats, programs, financial incentives, youth participation, teacher training, and implementation challenges** in the context of tourism training.

3. METHODOLOGY AND DESCRIPTION OF THE ACTIVITIES

The research employs applied survey and follows both qualitative and quantitative methods with bibliographic and documentary research. It utilises a questionnaire completed by the members of the G20 Tourism Working Group, as its primary research tool.

The questionnaire consisted of 22 questions: Questions 1 to 3 were intended for general information (name, email, member, and organisation). Questions 4 to 20 were related to the Professional Training section (qualification and/or technical training) and aimed to understand the availability of courses, formats, programs, financial incentives, youth participation, teacher training, and implementation challenges in the context of tourism training. Questions 21 and 22 were open-ended, seeking to understand the main challenges for professional training and to obtain additional comments from the responding members.

Data were processed using Microsoft Excel, with percentage and trend analyses conducted to provide detailed interpretations and form relevant recommendations and conclusions.

4. DISCUSSION AND ANALYSIS OF RESULTS

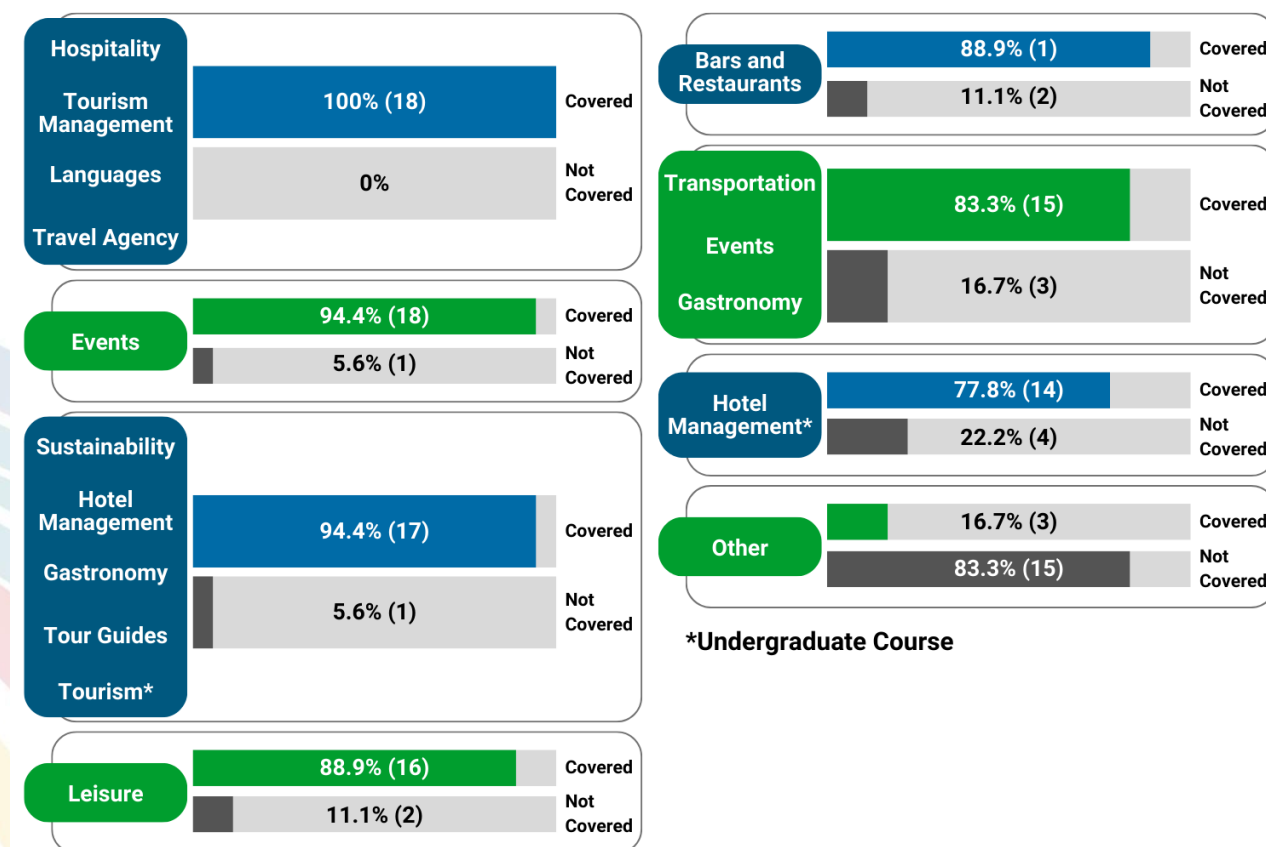
Members surveyed were requested to provide detailed insights into their respective tourism contexts, particularly focusing on professional training initiatives (professional training and technical qualification), aligned with the four priority axes identified by the Working Group.

4.1 AXIS 1 - Professional Training (Qualification and Technical Training)

Professional, qualification, and technical training are fundamental aspects addressed in initiatives across various G20 members. Programs such as 'Professionals of the Future' and 'Qualify More' in Brazil, along with the 'NASSCOM FUTURE SKILLS' platform in India, underscore the importance of developing specific skills to meet the demands of an ever-evolving job market. Furthermore, emphasising strengthening the technological abilities of primary education teachers in Brazil highlights the need for continuous training to keep pace with changes in economies and modern societies. These initiatives reflect the members' commitment to promoting employability, innovation, and professional development in an increasingly dynamic and technological global landscape.

Axis 1 encompasses qualification and technical training segments essential to the tourism sector, spanning hospitality, hotel management, tour guides, travel agencies, languages, sustainability, event management, and other related segments (Figure 2). This diversity reflects not only the cross-cutting nature of tourism but also its interconnection with other economic sectors, highlighting the sector's reach and the importance of members in training tourism professionals.

Figure 2 - Segments of qualification and technical training covered by G20 members



Source: Survey data, (2024).

The analysis of the professional training axis reveals that G20 members broadly cover classic segments of qualification and technical training, offering courses in hospitality, events, and sustainability. This demonstrates their recognition of the importance of hospitality and events, as well as the cross-cutting nature of sustainability in tourism.

In this context, the importance of hospitality in serving tourists across various segments of this economic activity is noted, as is the development of professional training aligned with sustainability principles due to growing environmental concerns and recognition of the impact of tourism on the environment. Finally, the events sector and its contribution to the global economy as essential for generating direct and indirect employment are emphasised. Additionally, most G20 members offer courses in hotel management and gastronomy, which are necessary activities for travelling. Gastronomy is understood as a disseminator of culture and the identity of the territory and its traditional communities.

It is worth noting that although there are already consolidated coverage areas, there may still be gaps in some training segments. In the graphical representation, it is observed that most G20 members offer courses in leisure, tourism management, languages, tour guides, bars and restaurants, and travel agencies; however, some still do not fully cover these segments. This coverage is essential, as these areas are relevant to the infrastructure of the tourism cluster, and their absence may indicate opportunities for expansion and improvement. The transportation area, vital for logistics and movement within the tourism sector, still requires further development in some members; though, the majority ensure technical qualification.

Undergraduate courses in tourism, events, gastronomy, and hotel management have lower coverage, thus requiring further development of undergraduate programs to meet the growing demand for academic education in these areas.

The "Others" category had the lowest coverage, indicating that many technical and qualification segments may be underserved or not prioritised for most G20 members. Regarding other course offerings (Others), members listed options such as entertainment, food and beverage management, Hajj and Umrah services, and luxury hotel operations.

The low coverage in the "Others" category suggests the potential for exploring and developing courses in new segments. This category may include emerging or less traditional areas that could bring innovation and meet future demands of the tourism sector, such as the creative economy, which acts as a business driver in events and tourism.

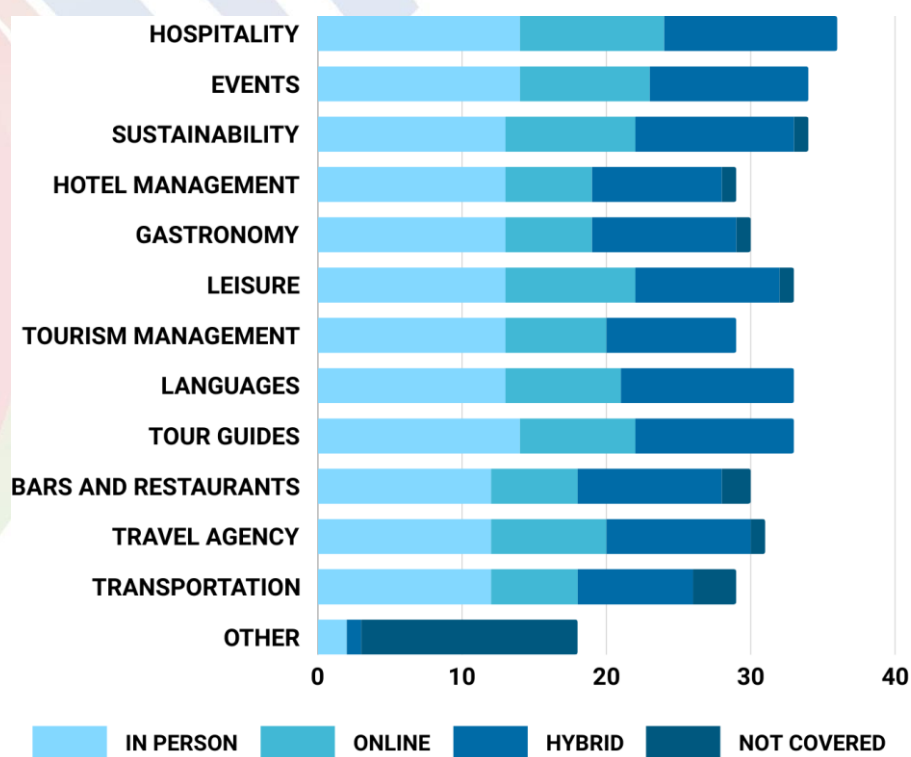
The total coverage of technical courses in sustainability and events reflects a global trend in prioritising sustainable development and technical training for event organisations. Technical training in sustainability is essential for addressing environmental challenges and seizing economic opportunities at domestic and international events.

The analysis of the results indicates room for advancement and improvement, especially in emerging training areas and undergraduate courses with specific specialisations, such as the transportation sector. The importance of paying attention to the future of tourism is emphasised, as highlighted by the Global Education Forum, held by the UN Tourism in October 2023, with the implementation of policies that promote innovation and education for current and future generations, benefiting the global economy and meeting future sector demands.

4.2 AXIS 2 - Segments of qualification and technical training offered

Axis 2 encompasses various educational programs utilising different teaching modalities, such as face-to-face, online, and hybrid, catering to diverse students' needs and preferences. Face-to-face courses prioritise interactive learning, while online courses offer remote access and flexibility. Hybrid courses combine both approaches, providing a balanced mix of interaction and flexibility. This diversity of formats reflects the commitment to offering a comprehensive and adaptable approach to enhance the skills of tourism sector professionals while also fulfilling the social role of tourism in the following segments of qualification and technical training offered for the tourism sector, including hospitality, hotel management, tour guides, travel agencies, languages, sustainability, event management, and other related segments.

Figure 3 - Qualifications and modalities of technical training offered



Source: Survey data, (2024).

The analysis for the qualification and technical training segments shows a strong trend in favour of face-to-face or hybrid teaching methods in various essential

areas of the tourism sector. In categories such as hospitality, events, sustainability, and various other segments, the preference lies with formats involving physical interaction or a combination of face-to-face and online. This preference suggests the importance of hands-on learning and direct experience in hotel management, gastronomy, leisure, tourism management, languages, tour guides, travel agencies, bars and restaurants, and transportation. The development of skills and competencies in some of these mentioned sectors requires specific laboratory infrastructure for learning the necessary techniques, justifying the offering of face-to-face and hybrid courses that allow necessary contact with educational resources essential for advancing knowledge, skills, and attitudes generating the competence indispensable for the growth of tourism activity in all involved sectors.

With the advancement of technology, especially after the COVID-19 pandemic, research indicates an increase in courses offered in the distance learning mode. Although online courses appear with lower offerings among G20 members, they are present in all researched segments, contributing to sector training while safeguarding the necessary peculiarities for adequate training.

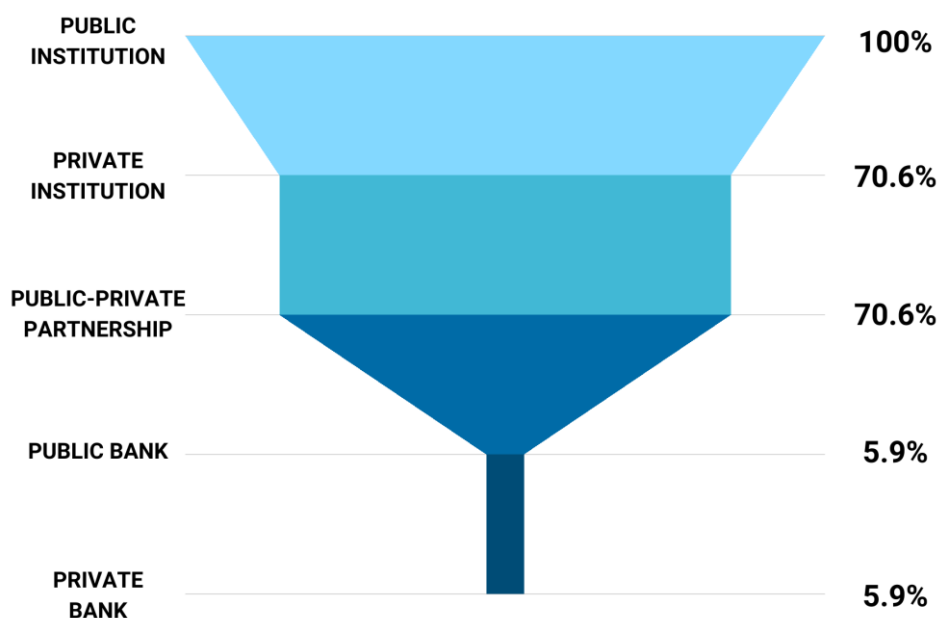
The predominance of these methods reflects the commitment to training highly qualified and specialised professionals capable of meeting the complex and ever-evolving needs of the tourism market, providing high-quality experiences to visitors. On the other hand, the significant presence of responses indicating "not covered" suggests a diversity of specialisations or specific demands that are not yet adequately addressed by traditional qualification and training methods. This reflection reinforces the importance of hands-on learning and direct interaction for developing professionals capable of effectively facing challenges and exploring opportunities in the tourism sector.

4.3 AXIS 3 - Sources of funding for qualification and training programs

Axis 3 on funding sources for qualification programs encompasses different funding sources for educational programs, such as public institutions, private institutions, public-private partnerships, public banks, and private banks. This diversity of funding sources reflects the importance of ensuring adequate resources to support the implementation and continuity of qualification and training programs in the tourism sector. Furthermore, the existence of financial incentives for the participation of civil

society and people in vulnerable situations demonstrates a commitment to promoting inclusion and equity in access to education and professional training. In addition the financial contributions allocated to tourism qualification underscore the relevance given to the issue by the administrations of the surveyed members (Figure 4).

Figure 4 - Subsidies for qualification and technical training programs

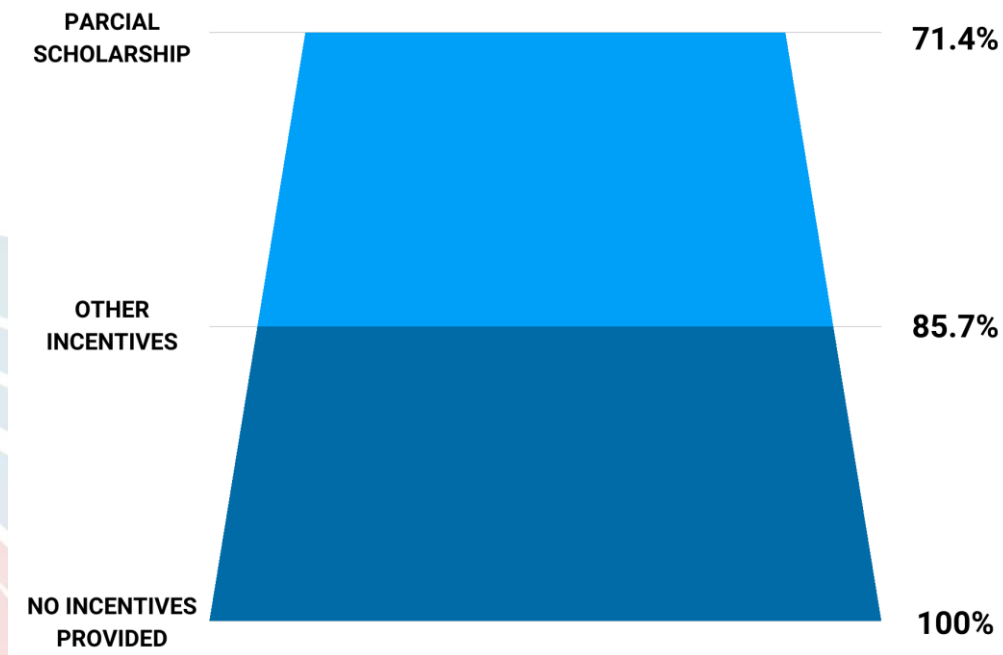


Source: Survey data, (2024).

Most responses from the G20 Tourism Working Group indicate that qualification and training programs in the tourism sector are subsidised by public sources, such as governmental institutions, suggesting solid public sector support for professional development in this area. Additionally, a significant number of responses indicate funding from private institutions, highlighting the active role of the private sector in offering educational programs. Furthermore, a considerable proportion of responses indicate public-private partnerships as a source of funding, reflecting a trend in some members of collaboration between the public and private sectors to promote education and professional training. However, few members indicated funding through public or private banks, indicating little engagement or lack of involvement from these financial institutions in promoting education and professional training in the tourism sector. This diversity of funding sources reflects the commitment to ensure adequate resources to support the implementation and continuity of qualification and training programs, thus

promoting inclusion, equity, and sustainable development in the tourism sector (Figure 5).

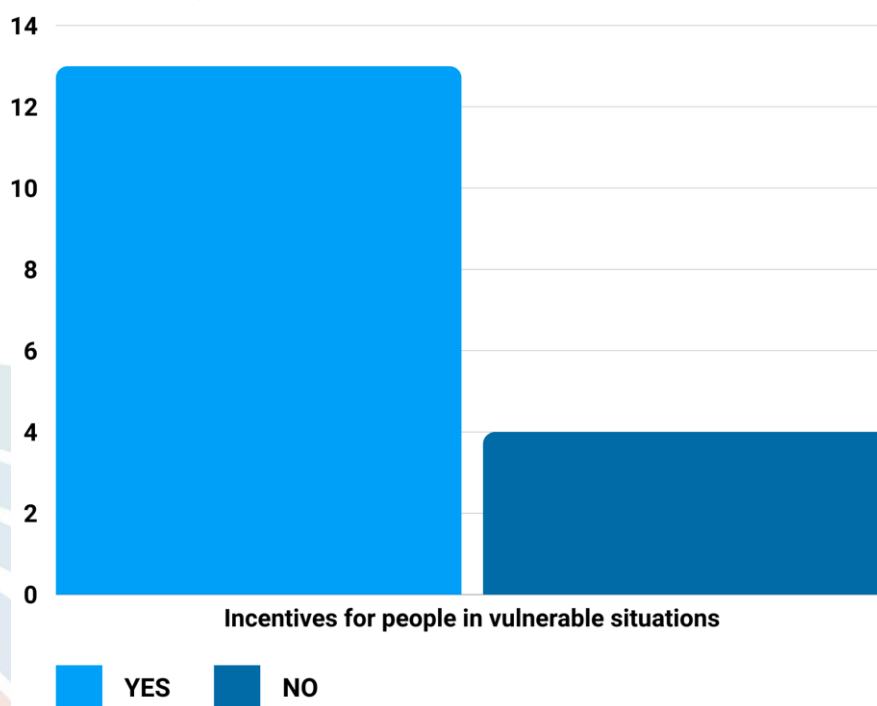
Figure 5 - Financial incentive for civil society participation



Source: Survey data, (2024).

Figure 5 data underscore the range of strategies promoting civil society engagement in tourism sector training programs. The diversity of incentives signals a dedication to inclusivity and equitable access to qualifications, showcasing surveyed members' commitment. However, the absence of incentives implies a need to explore and adopt supplementary measures to enhance broader and fairer civil society participation. Figure 6 emphasises efforts to encourage the involvement of people in vulnerable situations in training and qualifications.

Figure 6 - Incentive for the participation of people in vulnerable situations in qualifications and training



Source: Survey data, (2024).

The data indicates that most respondents signalled encouragement for the participation of people in vulnerable situations in the qualifications and training offered. In contrast, a minority of members did not report such efforts. These findings indicate that there may be challenges in fully committing to promoting inclusion and equity in access to education and professional training in the tourism sector, despite efforts to provide specific support for these groups. The presence of incentives aimed at these groups reflects the importance placed by the surveyed members on ensuring equal opportunities for professional development across all segments of society. This approach demonstrates sensitivity to the specific needs of these groups and a commitment to create an inclusive and diverse environment in the tourism sector.

Furthermore, various studies indicate the predominant presence of female professionals in tourism. However further investments in empowering women within the sector are needed for increased value creation. This perspective also includes people with disabilities, who, through suitable training and the advancement of assistive technologies, can contribute to various sectors within the tourism industry.

Figure 7 - Incentive actions and the targeted group



INCENTIVE ACTIONS	TARGET GROUP		
FINANCIAL SUPPORT TO COVER COURSE COSTS	FINANCIAL ASSISTANCE FOR VARIOUS SEGMENTS, INCLUDING PEOPLE WITH DISABILITIES	SCHOLARSHIPS FOR ALL LEVELS OF THE COMMUNITY	TRAINING IN DIGITAL SKILLS FOR SMES
Students from lower socioeconomic groups	Lower socioeconomic groups, people with disabilities	Students at all levels	SMEs, youth, sector workers
SUPPORT PROGRAMS FOR INDIVIDUALS DISCONNECTED FROM EDUCATION AND EMPLOYMENT	FINANCIAL SUPPORT FROM NON-PROFIT ORGANIZATIONS AND SELF-HELP GROUPS	GOVERNMENT SUPPORT FROM PRESCHOOL TO HIGHER EDUCATION	GOVERNMENT INCENTIVES FOR SKILLS IMPROVEMENT
Job seekers, in collaboration with companies and partners	Low income families and people in vulnerable situations	Students at all levels	General population, with emphasis on career training
FREE EDUCATIONAL PROGRAMS FOR YOUNG AND ADULT EXCLUDED FROM HIGHER EDUCATION	GRANTS FOR TRANSPORTATION TO/FROM THE TRAINING INSTITUTION	TECHNICAL SUPPORT PROGRAMS AND SUBSIDIES TO DEVELOP SKILLS	TARGETED TOURISM TRAINING IN RURAL AREAS
Young and adults excluded from higher education	Students and training participants	People in vulnerable situations, implemented by various institutions such as Vocational Training Centres, Development Agencies	Rural population, different ethnic groups
WAGE SUBSIDY FOR COMPANIES HIRING TOURISM STUDENTS	INCREASED WAGE SUBSIDY FOR UNDERREPRESENTED STUDENTS SUB-REPRESENTADOS	INITIATIVE TO ENHANCE DISABILITY INCLUSION	INCENTIVES OR SCHOLARSHIPS
Students in higher education institutions	Women, indigenous students, people with disabilities, people in vulnerable situations, newcomers, first-year students	People with disabilities	People in vulnerable situations, economically disadvantaged groups with untapped economic potential, women, and indigenous peoples
FUNDING TO SUPPORT COMMUNITIES IMPACTED BY THE COVID-19 PANDEMIC	FUNDING PROGRAM FOR REFUGEE INTEGRATION	SUPPORT FOR EQUAL PARTICIPATION IN EDUCATION AND REDUCTION OF GENDER STEREOTYPES	
Communities severely affected by the COVID-19 pandemic	Refugees	General population, with a focus on gender equality	

Source: Survey data, (2024).

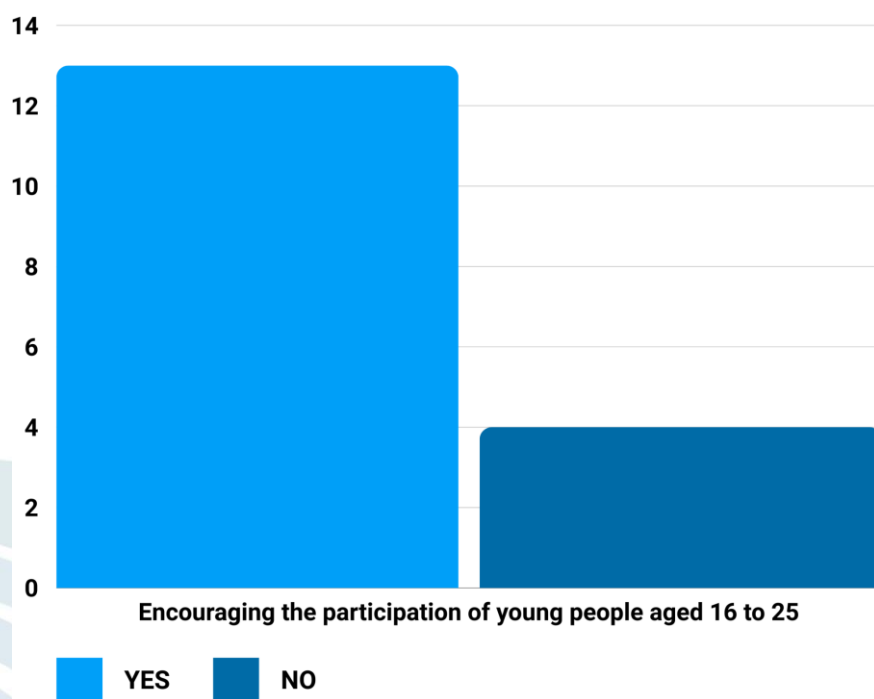
Figure 7 highlights the diverse efforts made by G20 members to ensure inclusivity and equity in education and professional training, within the tourism sector. Financial support for courses aimed at students from lower socioeconomic groups and financial assistance benefiting people with disabilities demonstrate a commitment to inclusion. Furthermore, scholarships available to students at all levels indicate the possibility of more equitable access to education. Digital skills training aimed at SMEs, youth, and workers is essential to prepare these groups for the ongoing transformations, while programs supporting individuals disconnected from education and employment collaborate with companies to facilitate the reintegration into the job market.

Financial support from NGOs and self-help groups, alongside government funding across all education levels, illustrates the breadth of these measures. Free educational programs for marginalised youth and adults aim to provide equal opportunities, while transportation subsidies ensure logistical barriers do not hinder access to training institutions. Various G20 members have implemented technical support programs and subsidies to develop skills among people in vulnerable situations. Simultaneously, initiatives to train individuals in rural areas and from different ethnic backgrounds promote regional inclusion.

Wage subsidies or tax incentives for companies hiring students, along with increased support for underrepresented groups such as women, indigenous students, people with disabilities, and newcomers, underscore a direct commitment to supporting these groups. Inclusion initiatives for people with disabilities in the tourism sector, alongside specific incentives for groups with untapped economic potential, women, and indigenous peoples and local communities, demonstrate a comprehensive approach to promoting equity. Funding for communities affected by the pandemic aim to support their recovery and integration. Initiatives promoting equal participation in education, emphasising gender equality and reducing stereotypes, round out a robust framework of initiatives.

In summary, the combination of various funding sources and specific incentives reflects continuing efforts from many of the G20 members to promote accessibility and continuity of educational programs. This action enables a broader distribution of the benefits gained from tourism development, contributing to a more inclusive, sustainable, and equitable sector (Figure 8).

Figure 8 - Incentive for the participation of youth aged 16 to 25



Source: Survey data, (2024).

One of the challenges in the qualification process is the specificity of the sectors within the tourism industry. Another is the seasonality of the activity, which can impact employability. Additionally, technical roles are often undervalued, with companies offering low wages despite the demanding skill requirements and long hours.

The COVID-19 pandemic severely exacerbated these issues, leading to a significant workforce shift away from tourism, particularly affecting young people. All the points highlighted above reinforce the need for initiatives such as actions and programs focused on the educational training of youth for employment in tourism, many of which have been reported by the surveyed members.

Notable initiatives include: financial incentives such as scholarships for youth aged 16 to 25; programs for skills development aimed at retraining and improving the skills of tourism workers; projects promoting best practices and defining professional profiles that establish specific training needs; campaigns encouraging involvement in tourism, promoting attractiveness for jobs in the sector, including stimulating mobility between countries for international youth engagement.

Exchange programs are also cited as a tool for promoting improvement in language skills, intercultural understanding, and the development of technical competencies through internships in professional excellence centres. These exchange programs are already established actions with platforms and results and are

open for entry by other interested members. They can also be considered initiatives that foster interest among young people.

It is assessed that members are acting in diverse and broad ways in training and retraining youth to work in various sectors related to tourism, promoting incentive actions, both financial and attractive, to stimulate interest among young people in gaining skills to work in companies directly and indirectly involved in tourism.

It is noteworthy to mention the initiative reported by some members to conduct research investigating the various actors involved in the tourism training process, including students, teachers, entrepreneurs, trade associations, and labour unions, among others. Such an initiative promotes knowledge and debate about the real needs and challenges of each actor involved in the productive chain of the tourism sector and tourism education. The findings from the research guide initiatives, campaigns, and institutional projects to attract new talent to the sector and align stakeholders to conduct necessary training for developing skills and competencies aligned with labour market needs.

In light of the above, the importance of promoting work in tourism to arouse the interest of young people and other groups to work in positions without specialised technical labour is understood. Therefore, it is crucial to promote and value these professionals (Figure 9).

Figure 9 - Description of incentive actions by G20 members regarding the participation of youth aged 16 to 25



DESCRIPTION	TARGET GROUP	
TOURISM HACKATHON PROGRAM	STUDENT LOANS	
College students tackle tourism challenges and receive financial rewards.	Available to youth to help pay for their courses.	
College students (aged 16-25)	Young students (aged 16-25)	
MINISTRY OF EDUCATION SCHOLARSHIP PROGRAM	TRAINING PROGRAMS BY THE MISK FOUNDATION	FINANCIAL AID
Scholarships offered to students at all levels.	Programs aimed at the professional development of young people.	Available to vulnerable segments, including people with disabilities.
Young students (aged 16-25)	Young (aged 16-25)	Youth from lower socioeconomic sectors
"MAWHIBA" FOUNDATION FOR GIFTEDNESS AND CREATIVITY	DIGITAL SKILLS TRAINING	"1 YOUNG, 1 SOLUTION" PLAN
Identification and nurturing of talented and gifted youth in scientific fields.	Includes SMEs, youth, and workers, preparing them for digital transformation. This program is funded with public funds.	Incentives for hiring, training, and financial assistance for young people in various situations. Over 9 billion euros invested.
Gifted youth (aged 16-25)	Youth and workers (aged 16-25)	Underprivileged youth (aged 16-25)
UNIVERSITY COURSES IN TOURISM	PROJECT OF THE FEDERAL YOUTH AGENCY	PROGRAMM "MORE THAN A TRIP JOURNEY"
Bachelor's, master's, and postgraduate programs to attract young people to the tourism industry.	Training for specialists and young people aged 18 and over in the tourism industry.	Free trips for students and young people to explore different regions and develop projects.
Young students (aged 16-25)	Young adults aged 18 and above	Young students and experts (aged 16-25)
"JÓVENES CONSTRUYENDO EL FUTURO"	PROFESSIONAL TOURISM TRAINING	TOURIST EVENTS AND VOLUNTEER ACTIVITIES
Program that connects young people (18-29 years old) with workplaces to increase job opportunities.	Payment for in-person training and social security coverage.	Engage young people in tourist services and training in innovation and entrepreneurial activity.
Youth aged 18 to 29	Young tourism students (aged 16-25)	Young (aged 16-25)
DIGITAL SKILLS TRAINING	SCHOLARSHIPS AND INTERNSHIP OPPORTUNITIES	NATIONAL TRAVEL AND TOURISM STRATEGY
Includes SMEs, youth, and workers, preparing them for digital transformation. This program is funded with public funds.	Attraction of young professionals to travel and tourism through scholarships and internships.	Provides information and links to subsidies and technical assistance in collaboration with institutions.
Youth and workers (aged 16-25)	Young professionals (aged 16-25)	Young (aged 16-25)

Source: Survey data, (2024).

G20 members are actively implementing a range of initiatives to encourage youth aged 16 to 25 to participate in qualification and professional training within the

tourism sector. The Global Education Forum (2023) identified tourism as the primary employer of youth. It indicated that over 50% of its workers are 25 or younger. By 2030, approximately 882,000 tourism jobs per year will require professional training.

These initiatives include hackathon programs, student loans, financial assistance for people in vulnerable situations, scholarships, digital skills training, and tourism events that promote innovation and entrepreneurship. Specific initiatives like "1 Young, 1 Solution" offer incentives for hiring, financial aid, and opportunities for internships and work-integrated learning. Additionally, platforms like Discover Tourism provide valuable resources for careers in tourism, ensuring a sustained supply of skilled workers. These actions depict a comprehensive commitment by members to promote education, social inclusion, and youth employability, preparing them to contribute significantly to economic and social development.

The qualification actions reflect the efforts of G20 members to promote professional qualification in the tourism sector, aiming to make it more inclusive, sustainable, and cooperative (Figure 10).

Figure 10 - Qualification and Training Actions within G20 members (Multi and Bilateral Agreements)



Source: Survey data, (2024).

The data reveals that most members reported the existence of multilateral or bilateral agreements that include qualification and training actions. These agreements range from international memorandums of understanding (MOUs) and exchange programs to cooperation efforts to promote sustainable tourism and joint educational programs. Some members highlighted their participation in European Union programs (i.e. Erasmus+, Erasmus for Young Entrepreneurs) and initiatives sponsored by international organisations. However, some responses indicated either the absence of specific records or limited applicability in bilateral/multilateral tourism training and

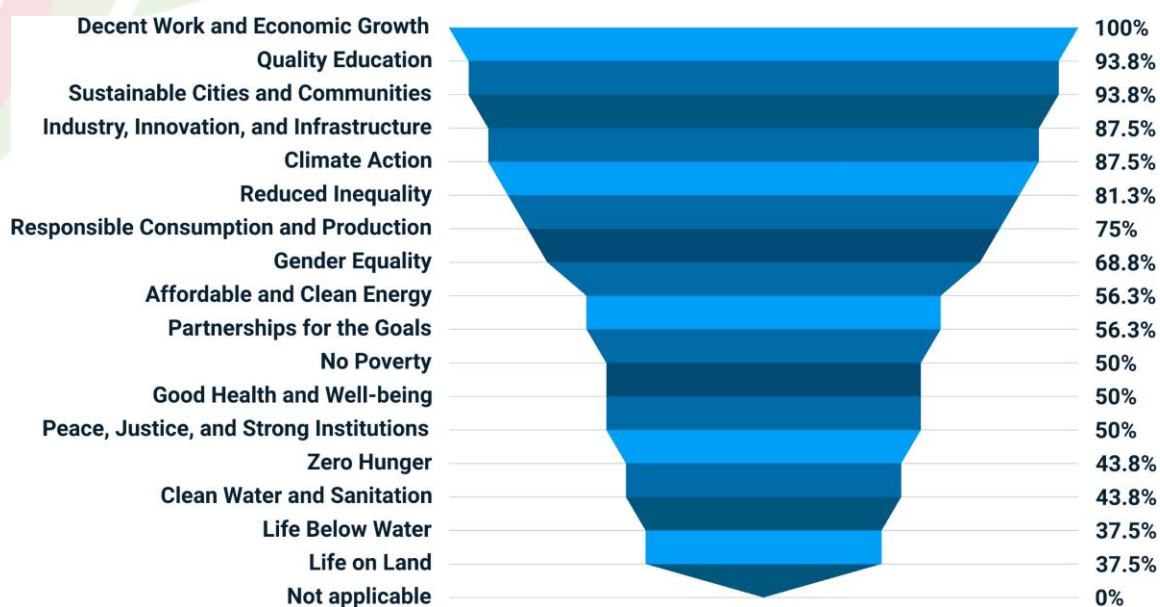
qualification agreements. Data analysis demonstrates how the establishment of multilateral or bilateral agreements can contribute to the implementation of projects and actions aimed at tourism training, broadening horizons, motivating students of technical or higher education courses, promoting exchanges, and providing a global view of the tourism economy for future and current workers in the sector. In this sense, international collaborations are of significant importance, especially with an emphasis on education.

4.4 AXIS 4 - Sustainable Development Goals (SDG)

Axis 4 consists of variables related to the Sustainable Development Goals (SDGs), addressing how qualifications and training are aligned with the 17 SDGs established by the [UN](#). These variables may include identifying the SDGs addressed by training programs, describing actions implemented to promote sustainable development, and the existence of incentive policies for teacher training in tourism aligned with the SDGs.

In this sense, this report contributes to strengthening the priority and focus of UN Tourism on [promoting sustainable tourism](#) development, fostering and disseminating policies and practices carried out by G20 members that establish a relationship between professional training and the SDGs (Figure 11).

Figure 11 - Qualifications and training offered in the context of sustainable development



Source: Survey data, (2024).

The analysis demonstrates a broad coverage of the Sustainable Development Goals (SDGs) in the qualification and training programs offered, with a particular emphasis on "Decent Work and Economic Growth", "Quality Education," and "Sustainable Cities and Communities," which received the highest number of markings (Figure 11). This result suggests a recognition of the importance of aligning training and qualification efforts with the SDGs, addressing issues such as quality education, decent work, gender equality, and the construction of sustainable cities. However, the results also indicate that areas need more attention or integration into training programs to maximise their impact on achieving the SDGs, such as "Life Below Water" and "Life on Land."

G20 members have undertaken initiatives aimed at aligning qualifications and training with the UN's 17 SDGs. These actions include training programs on poverty reduction in tourism, public happiness improvement, green transformation, and tourism industry development, as well as recognition of professional skill levels in tourism, industrial tourism, urban renewal, low-carbon tourism, ecotourism, and green tourism. Additionally, initiatives such as the Federal Tourism Growth Strategy, the National Travel and Tourism Strategy, and the integration of sustainability into dual vocational training demonstrate a commitment towards the SDGs, particularly in areas such as decent work and economic growth, equity, and environmental protection and sustainability.

4.5 AXIS 5 - Qualification and Training Priorities

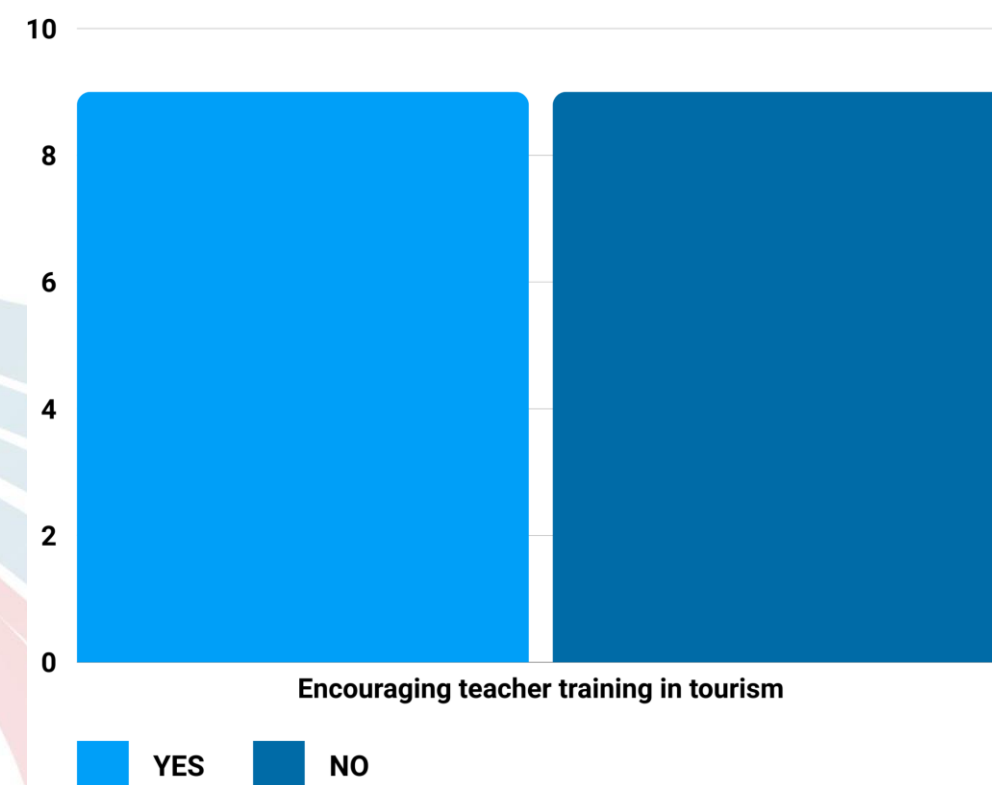
Axis 5 consists of variables that focus on the main priorities of G20 members in the context of qualification and technical training actions. These priorities are essential to guiding educational policies and programs, meeting each member's specific needs, and promoting sustainable and inclusive development in the tourism sector.

Among the priorities investigated are:

- Development of technological and digital skills;
- Empowering tourism professionals to deal with emerging technologies and digital skills;

- Promotion of inclusion and equity, ensuring that vulnerable groups, and young people have equal opportunities and access to training;
- Emphasis on sustainability and green skills, aligned with the SDGs to foster responsible and environmentally sustainable tourism;
- Encouragement of continuous training and lifelong learning, allowing professionals to improve their skills continuously;
- Establishment of partnerships and collaborations between governments, educational institutions, the private sector, and international organisations to create practical qualification and training programs.

The implementation of incentive measures for tourism teachers, shows how G20 members are approaching the enhancement of teacher training (Figure 12).

Figure 12 - Incentive Actions for Tourism Teacher Training

Source: Survey data, (2024).

It is essential to highlight that investing in those who train future professionals is crucial to achieving excellence in tourism services, recognizing that the tourism sector requires the development of diverse and specific skills, which poses a challenge for educators.

Next, Figure 13 presents the incentive actions implemented for teacher training in tourism. It provides a compilation of actions aimed at strengthening teacher training to enhance the quality of education, especially in the hospitality sector.

Figure 13 - Description of incentive actions for teacher training in tourism implemented

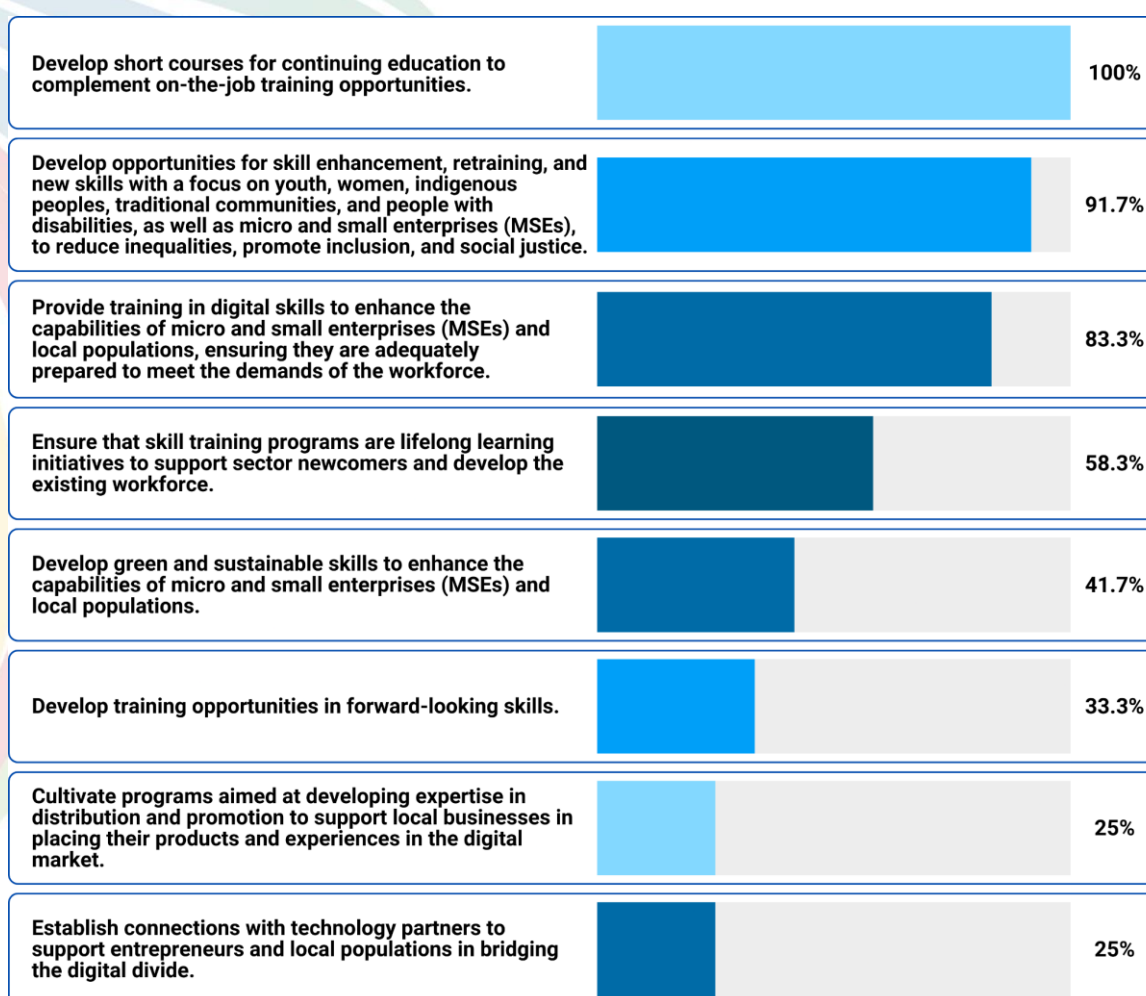


Source: Survey data, (2024).

The data reveals that G20 members implement incentive actions for teacher training in tourism; however, there is still a diversity of policies for teacher training in tourism that can be further advanced. Respondents reported specific actions, demonstrating a significant commitment to skills development in the sector. They highlighted implementing government programs with particular initiatives emphasizing continuous improvement and internationalisation of teachers' skills.

These actions underscore the importance of teacher training to enhance the quality of education in tourism, align with market needs, and promote global knowledge exchange. Though, the other half of the respondents did not report specific actions, indicating that there is room to expand and strengthen incentive policies that prioritise educator training programs, updating, and verticalization at master's and doctoral levels, aiming to enable the quality of specialised labour in tourism, reflecting in the tourism flow indices of members (Figure 14).

Figure 14 - Main priorities highlighted in qualification and technical training within the G20 members



Source: Survey data, (2024).

According to the responses from Figure 14, the three main priorities highlighted in qualification and technical training within the G20 Tourism Working Group are (i) training in digital skills for all educators, (ii) developing opportunities for skills

exchange, and (iii) developing green and sustainable training programs. Training in digital skills for all educators is the top priority, reflecting the growing need to integrate technology and digital literacy into the tourism education sector. Equipping educators with these skills is essential to adequately prepare students for an increasingly technological job market and improve the efficiency and quality of teaching through digital tools.

The second priority is creating opportunities for skills exchange, demonstrating the value placed on collaboration and peer learning in the ongoing professional development of educators. Facilitating skills exchange promotes the dissemination of best practices, pedagogical innovation, and the building of a more cohesive and informed educational community through workshops, conferences, exchanges, and mentoring programs, actions that are also mentioned in other areas as incentives for young students.

Developing green and sustainable training programs is the third priority, emphasising the importance of sustainability in the tourism sector and in training teachers aligned with the SDGs. Training educators to implement sustainable tourism practices allows them to use teaching tools that contribute to the training of future professionals who are aware and capable of implementing positive actions for the environment and local communities, addressing sustainable resource management, and promoting responsible tourism. These priorities align with global digitalization and sustainability trends, preparing educators and professionals for a more collaborative and accountable tourism industry.

Figure 15 - Word cloud containing challenges and limitations in Professional Training in Tourism



Source: Survey data, (2024).

The main challenges and limitations in professional tourism training identified by G20 members are varied, reflecting both regional particularities and global issues. Common challenges include the rapid growth of the tourism industry, the need to keep up with technological advances, and the negative perception of tourism education as a low-value qualification, which hinders the attraction of new talent.

Technological transformation and the need for a fair digital transition are significant challenges, especially regarding the training of professionals to keep pace with these changes. Additionally, recruitment difficulties, exacerbated by the COVID-19 pandemic, highlight the need for strategies to attract and retain workers in the tourism sector.

Structural issues such as inadequate funding, lack of infrastructure, and shortage of qualified instructors are critical limitations hindering effective training programs' development. Employers' reluctance to release employees for training due to labour shortages and the perception that training is costly and ineffective are also significant barriers.










Finally, the need to continuously improve education and training to support the development of the tourism industry and make it more competitive is a cross-cutting issue. This issue includes ensuring that training programs are aligned with the needs of the labour market, valuing professionals in the sector as well as educators, and

promoting decent working conditions to encourage the entry and retention of professionals in the sector.

4.6 Additional comments and suggestions

This section explores additional comments and suggestions provided by G20 members regarding the implementation of qualification and technical training actions in the tourism sector. Through this analysis, we seek to understand the perspectives of different members on the challenges faced and the emerging opportunities in this crucial field of the global economy. These additional insights offer a broader view of the strategies and initiatives proposed to strengthen workforce training in tourism and drive sustainable development in the sector on an international scale.

Figure 16 - Additional comments and suggestions on the implementation of qualification and technical training actions by G20 members

	ISSUE	RECOMMENDATION
 INTERNATIONAL COOPERATION	Lack of coordination and international cooperation hinders the effective sharing of best practices and experiences.	Creating a centralized platform for exchanging experiences and best practices among G20 members, including an online database with training programs, case studies, and successful initiative outcomes.
 CONNECTING TRAINING WITH STAKEHOLDERS	Connecting stakeholders with appropriate training is a significant challenge.	Establishing an international accreditation system for tourism training courses, recognized among G20 members, facilitating the identification of high-quality courses and increasing confidence in the qualifications obtained.
 PUBLIC-PRIVATE PARTNERSHIPS	Limited government leadership in training initiatives with the majority of responsibility falling on the private sector.	Promoting solid public-private partnerships where the government can provide subsidies or tax incentives for companies that invest in training and qualification programs for their employees.
 PREPARING THE WORKFORCE FOR CHANGES	Need for ongoing training to adapt the workforce to industry changes, such as climate change and technological advancements.	Integrating mandatory modules on sustainability, accessibility, and digital tools into tourism training curricula, alongside promoting continuous training programs for regular skills updating.
 CAREER DEVELOPMENT AND INCLUSION	Need for support in career development, inclusion of women, and entrepreneurship for people in vulnerable situations	Integrating mandatory modules on sustainability, accessibility, and digital tools into tourism training curricula, alongside promoting continuous training programs for regular skills updating.
 MODERNIZATION OF TRAINING PROGRAMS	The dual vocational training system needs to be regularly modernized.	Implementing a periodic review of training programs to ensure they are updated with market needs and industry trends, through continuous feedback from employers and alumni.
 SUPPORT FOR SMALL AND MEDIUM ENTERPRISES (SMES)	Small businesses and rural destinations often lack resources to invest in training.	Creating specific funds or subsidy programs to support SMEs and rural destinations in their qualification and technical training needs.
 TOURISM DEGREE PROGRAMS	The shortage of skills in the tourism industry is a persistent challenge.	Expanding the availability of tourism degree programs and ensuring they are aligned with the labor market demands through partnerships between universities and the industry to maintain relevant and updated program.
 FRAGMENTATION AND DIVERSITY OF THE INDUSTRY	The fragmentation and diversity of the tourism industry make it difficult to implement uniform training actions.	Developing a coordinated approach among federal states, possibly through a national advisory council on tourism, to facilitate the harmonization of training and qualification initiatives.

Source: Survey data, (2024).

The main criticisms point to a need for more international coordination, connecting stakeholders with adequate training, and the limitation of governmental

leadership in training initiatives. Additionally, it highlights the need for continuous training to adapt the workforce to the constant changes and advancements in the sector, support for career development and inclusion, modernization of training programs, and specific support for small and medium-sized enterprises (SMEs).

Suggestions include the creation of a centralised platform for exchanging best practices, establishing an international accreditation system, promotion of public-private partnerships, integration of modules on sustainability and technology into curricula, developing mentoring programs, periodic review of training programs, and creating specific funds for SMEs. Coordinated approaches among different regions and expansion of tourism degree programs are also recommended to address industry fragmentation and skills shortages.

The G20 members have implemented several actions that can be useful for expanding vocational and technical qualification programs for other members. One such action is the EU's "[Jobs and Skills in Tourism](#)" campaign to promote the attractiveness of jobs in the sector. Campaign information highlights that 92% of small and medium-sized enterprises (SMEs) in tourism face challenges in hiring qualified personnel, mainly due to a shortage of candidates.

Another example is the [Erasmus](#) + program, which – among other things- aims to offer students, apprentices, high school students, technical school students, teachers, trainers, staff, and youth the opportunity to travel abroad (studies, internships) to develop their knowledge, skills, and employability.

Furthermore, Memorandums of Understanding (MOUs) include training and capacity building as a form of cooperation between members, with education programs offering certification or diplomas. One such program prepares professionals to work in resort management in mountainous environments. Another example is the Batterjee Medical College, which offers a Diploma in Health and Wellness Tourism Operations in partnership with the University of Palermo, Italy, aiming to train professionals to work in the health and wellness tourism sector. Various cooperation agreements with other members have also been established.

Bilateral and multilateral agreements with other members to improve the qualification of their workers are maintained. Collaboration with international partners helps develop training and qualification programs in various members. The Bildungswerk der Bayerischen Wirtschaft ([BBW](#)) is one of the leading institutions for

professional qualification, contributing to the success of individuals and companies collaborating with G20 members.

On financial matters, a National Urban Development Project led by a relevant ministry of the World Bank has supported competency-based certification for over 60,000 interns and tourism professionals nationwide. These agreements aim to strengthen relations and promote mutual growth between members.

Actions like these reinforce the need for G20 members to adopt strategies to make tourism more inclusive and attractive to workers and enable employers to find and retain talent, ensuring a more skilled and competitive tourism workforce.

5. GENERAL RECOMMENDATIONS AND CONCLUSIONS

The report indicates that professional training at all levels (technical, undergraduate, and postgraduate) is a key priority for the G20 Members. The presented programs, actions, and incentives foster economic development, competitiveness, and innovation in this crucial industry that drives various sectors of the members' economies. Therefore, adequate training of tourism professionals ensures high-quality services to visitors and contributes to the sector's long-term sustainability. With the rapid growth of the industry and constant technological advancements, professional qualification becomes even more vital to meet the evolving demands of the tourism ecosystem.

Thus, based on the data presented in the report, some recommendations have been made from the analysis of the survey data with the G20 members in the tourism sector, whose thematic axes were previously established by the Working Group.

The recommendations in this report highlight effective strategies that, if shared, can contribute to G20 members reforming their educational systems, specifically in the tourism segment. This could include the establishment of a centralised platform for international cooperation, facilitating the sharing of best practices, experiences, and successful initiatives among G20 members. This platform, featuring an online database with educational programs, case studies, and successful initiative outcomes, aims to foster collaboration and knowledge exchange, ultimately improving professional training in tourism.

The need to invest in tourism educators is reinforced. Training qualified educators provide a deep understanding of global tourism trends, innovative pedagogical techniques, and the ability to integrate theory and practice. This action includes constantly updating curricula, incorporating emerging technologies, and promoting international exchanges. Well-trained educators can inspire and prepare future tourism professionals, thereby contributing to the sustainable and competitive development of the sector.

Additionally, it is vital to expand tourism degree programs, thus investing in developing and updating professionals' curricula to ensure they align with labour market and socio-environmental demands. Establishing partnerships between universities, polytechnic institutes, and the market through entrepreneurs and trade associations, among others, will allow for curriculum updates, contributing to the development of knowledge and the generation [of skills that reflect](#) the real needs of the labour market, overcoming fragmentation and shortages of qualified professionals in the sector.

Therefore, a constant dialogue between the productive tourism sector and the academic sector, which employs and trains professionals, aiming to keep professional profiles and course curricula always aligned and consistent with the sector's constant changes, is observed. Thus, there is a need to encourage research involving all stakeholders and allow analyses to assist in this updating process.

Furthermore, as a recommendation, strengthening cooperation between education stakeholders in digital education projects and developing students' digital skills is needed. Professional qualification is a fundamental pillar for the sector and necessary for sustainable and cooperative growth among the G20 members. By investing in adequate training for tourism professionals, members can strengthen the tourism cluster, attract new talents, keep up with technological transformations, and train conscious, critical, and creative professionals to ensure, beyond excellence in the provision of tourism services, workers who can solve problems with creativity and innovation.

Promoting points such as international cooperation, exchanges, expansion of educational programs focusing on people in vulnerable situations, youth, and women, providing financial support for the beginning and continuation of studies, establishing goals aligned with SDGs, conducting continuous campaigns for retention, attraction, and valorization of professionals in tourism - including tourism teachers and other

related sectors - are key strategies that need to be on the radar of all members that make up the G20 Tourism Working Group. All the initiatives mentioned above will significantly contribute to promoting and developing the tourism production chain.

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