# Educating the Change-Makers: Sustainable Hospitality and Tourism Education for Emerging Economies

**Aarti Saini**

*Associate Professor, Department of Commerce, Shaheed Bhagat Singh College, University of Delhi, New Delhi*

**Madhu Kumari**

*Research Scholar, Department of Tourism and Hospitality Management, Chandigarh University, Punjab*

**Vivek Kumar**

*Research Scholar, Department of Commerce, Delhi School of Economics, University of Delhi, New Delhi*

**Navneet Kaushal**

*Assistant Professor, Department of Hotel Management and Tourism, Lovely Professional University, Jalandhar, Punjab*

## Abstract

*This study investigates how European sustainability principles and ethical requirements are integrated into Indian hospitality tourism education. Equip students with gear to cope with industry issues. The intention is to build stronger establishments. Prepare the following generation of employees for a strong and sustainable tourism region via aligning training with international sustainability desires. The research uses two main frameworks: education for sustainable development and the business excellence model. Education for Sustainable Development focuses on equipping students with the knowledge and skills to address environmental, social, and economic challenges by promoting transformative learning for sustainable practices. Research Gap: This research addresses the gap in hospitality and tourism education. This is especially true in emerging regions of the world, such as India, where research on how to integrate sustainability and business performance is lacking. Although contemporary research often focuses solely on sustainability or business performance, this organization limits the development of a holistic approach to education in the tourism sector. This observation aims to close this gap by developing a paradigm that combines the concepts of sustainability and business performance. This study uses a PRISMA-guided systematic literature review (SLR) to examine the introduction of sustainability and business ethics in hospitality and tourism education. After analyzing 850 documents from databases such as Scopus, Web of Science, and industry data from UNESCO and WTO, 60 key studies were selected, which provide valuable insights for developing education systems that integrate sustainability in hospitality and tourism education for emerging economies? This study observes that integrating sustainability and business excellence in hospitality and tourism education is best while theory is blended with realistic application. This consists of internships, case studies, and experiential learning. However, there are demanding situations that include limited sources. A shortage of certified teachers and resistance to curriculum changes ought to be corrected together with more potent cooperation between academia and enterprise. To allow college students to better meet the needs of real global industries. Education in hospitality and tourism that integrates enterprise excellence and sustainability will make the industry extra resilient. Students can acquire the specified talents through real projects, internships, and business models. To align instructional requirements with industry targets, authorities support and instructor education is required.*

*Keywords: Sustainable Tourism Education; Business Excellence; EFQM Model; Hospitality Management; Emerging Economies.*

## Introduction

The hospitality and tourism sectors have become an important part of economic growth. This is especially true in developing countries. However, the increasing environmental, social, and economic challenges these industries are facing are increasing. A sustainable solution is needed. Sustainable tourism focuses on reducing negative impacts on the environment. Promote social harmony and ensure long-term economic viability (UN, 2023). To achieve these goals Higher education institutions need to prepare the next generation of workers with knowledge, skills, and attitudes toward sustainability. This article examines the role of education in promoting sustainability in the hospitality and tourism sectors in developing countries emphasizing the importance of aligning the educational curriculum with established guidelines. Analyze the challenges in the field and provide advice on effective educational strategies.

## Hospitality and Tourism Development in Emerging Economies

Promote economic growth. Promote entrepreneurship and attract external capital. Tourism is becoming increasingly important for developing countries (UN, 2023). According to World Bank projections, from 2022 onwards, tourism will account for approximately 10% of global GDP, with developing countries accounting for a significant portion of total GDP. Countries in Asia, Africa, and Latin America, as an example, have visible fast tourism growth, contributing to poverty remedy and infrastructure improvement (Scheyvens & Biddulph, 2018). The hospitality enterprise, as an essential component of tourism, creates job possibilities for millions, consisting of marginalized communities. However, this boom regularly comes with environmental prices, inclusive of pollutants, a lack of biodiversity, and social challenges like over tourism and cultural dilution (Gössling et al., 2020). Sustainability in hospitality and tourism is consequently crucial to ensuring that those industries keep providing economic advantages without compromising environmental and social assets for future generations.

## The Sustainable Hospitality and Tourism Education

To achieve sustainable development desires, the hospitality and tourism enterprises should turn out to be extra aware of sustainable practices (Global Sustainable Tourism Council [GSTC], 2021). Educational packages that integrate sustainability put together college students to remedy complex social and environmental problems.

They sell vital wondering, innovation, and management and encourage college students to make modifications in their industry (Dredge et al., 2018). Additionally, sustainable tourism schooling helps make certain that destiny employees recognize the stability among productiveness and obligation as well as selling ethics in enterprise operations in rising economies wherein the impact of tourism is obvious. The need for sustainability-targeted schooling is even more urgent. If there is no proper teaching, students may engage in practices that are not sustainable. This contributes to social destruction and social inequality (Sharpley, 2020). Therefore, hospitality and tourism education should incorporate best practices in environmental stewardship community participation and conducting business responsibilities.

## Integrating Sustainability in Educational Curriculum

Integrating sustainability into hospitality and tourism education curricula requires a multifaceted approach. Companies need to move beyond traditional business models. Focus on environmental measures In addition to quality social responsibility and cultural conservation (Gössling et al., 2020), studies in fields such as ecotourism Pollution control, renewable energy, and inclusive tourism are important in raising students' awareness of sustainability. With a learning experience that combines straightforward experiences such as internships and community service. The gap between theory and practice can be bridged (Jamal et al., 2022), for example, by collaborating with universities and non-local organizations or a travel agency that helps students gain real-world experience in sustainable employment. In addition, the adoption of problem-based learning strategies supports students in determining how to respond to real-world sustainability research issues creatively (Dredge et al., 2018). Additionally, access to knowledge in online forums plays an important role in sustainability education. This is especially true in developing countries where access to physical components is limited. Massive open online courses (MOOCs) on sustainable tourism are available for free or at a low cost. This allows a wide range of students to participate (Sharpley, 2020).

## Implementing Sustainability Barriers to Focused Education

While the significance of sustainability schooling is widely diagnosed, several demanding situations preclude its implementation, especially in rising economies. A tremendous barrier is the dearth of economic resources and infrastructure needed to aid superior academic programs (Jamal et al., 2022). Access to technology that

might facilitate effective learning, qualified teachers, and sustainable teaching resources are all challenges faced by many educational institutions. Concerns about increased costs and more complex operations are another reason why business stakeholders are usually hesitant to adopt sustainable practices (UNWTO, 2023). Educational establishments should therefore align with enterprise companions to illustrate the lengthy-term blessings of sustainable tourism. Cultural resistance can also gift an assignment, specifically in areas where conventional hospitality practices conflict with current sustainability ideas. Overcoming these cultural barriers calls for the involvement of neighborhood communities and stakeholders in designing educational curricula to ensure that they mirror regional values and needs (Scheyvens & Biddulph, 2018).

## Case Studies: Success Stories in Sustainable Hospitality and Tourism Education

Many institutions and programs have successfully integrated sustainability into hospitality and tourism education. They provide valuable training for developing countries. For example, the Asian Tourism Institute in the Philippines offers courses in ecotourism and sustainable tourism management. To provide students with the skills to balance conservation efforts with economic development in Africa, the University of Cape Town has integrated a sustainability module into its hospitality management program. It makes a specialty of issues together with water control and natural world conservation. And network engagement (Jamal et al., 2022). These packages exhibit training that can promote sustainable tourism practices in areas with various social and environmental demanding situations. In the identical manner, Costa Rica, a frontrunner in ecotourism, offers specific tourism applications centered on biodiversity conservation and coffee carbon emissions (Gössling et al., 2020). These programs have now not most effectively contributed to the United States of America's reputation as a sustainable journey location. But it additionally helps college students have awesome competencies in integrated tourism activities.

## Advancing Sustainable Hospitality and Tourism Education

To promote sustainability effectively, educational institutions and the government should take a collaborative approach. The following indicators summarize techniques for developing sustainable hospitality and tourism training in growing countries: Curriculum development: Institutions need to map

closely with company experts. Policymakers and community To create a curriculum that truly meets the conditions and opportunities of global sustainability needs. Faculty Development Training: Continuing professional development packages are critical to equipping educators with the knowledge and tools needed to effectively teach sustainability. Public-Private Partnership: cooperation projects between educational institutions and organizations able to provide appropriate enjoyment to students and promote sustainable practices within the company. Policy Support: Governments ought to assist sustainable training via investment, coverage incentives, and accreditation necessities that inspire establishments to undertake sustainability-focused programs. Technology Integration: Leveraging generation to supply online guides and virtual internships can increase admission to sustainability training, in particular in some distance-flung or underserved areas.

## Literature Review

The hospitality and tourism industries play an important function in global financial development, specifically in emerging economies. However, speedy growth in these sectors has resulted in environmental, economic, and socially demanding situations (Gössling et al., 2020). To address those concerns, sustainability training has grown to be a crucial component of tourism and hospitality curricula globally. This literature overview examines the contemporary body of studies on sustainable tourism schooling, identifies key topics, which include curriculum development, experiential learning of, and stakeholder collaboration, and discusses challenges in integrating sustainability concepts in education structures within rising economies.

## The Sustainable Hospitality and Tourism Education

The hospitality and tourism industries play an important function in global financial development, specifically in emerging economies. However, speedy growth in these sectors has resulted in environmental, economic, and socially demanding situations (Gössling et al., 2020). To address those concerns, sustainability training has grown to be a crucial component of tourism and hospitality curricula globally. This literature overview examines the contemporary body of studies on sustainable tourism schooling, identifies key topics, which include curriculum development, experiential learning of, and stakeholder collaboration, and discusses challenges in integrating sustainability concepts in education structures within rising economies.

## Curriculum Development and Integration of Sustainability

The integration of sustainability into hospitality and tourism curricula is a multi-dimensional method. Several researchers argue that sustainability ought to no longer merely be an additional challenge but must be embedded at some point of the entire curriculum (Dredge et al., 2018). Gössling et al. (2020) advocate that tourism schooling desires to cover now not only the most effective environmental topics but also financial and social elements of sustainability. This multidisciplinary method prepares university college students to deal with complicated, annoying situations, together with balancing profitability with environmental conservation and community well-being. The model of the European Foundation for Quality Management is a useful framework for studying sustainable business practices (Jamal et al., 2022). Further, students will have a greater understanding of how sustainability and entrepreneurship are related. University students may also get useful insights from case studies and actual instances of sustainable tourism operations worldwide by fusing organizational frameworks like the European Quality Management Foundation with tourist education (Gössling et al., 2020). Some packages in advanced international locations have all commenced to combine sustainability into their curricula. For example, the University of Cape Town offers a module on sustainable tourism law. Similarly, it emphasizes environmental sustainability and community participation (Jamal et al., 2022). The Asian Tourism Office inside the Philippines gives specialized guides on ecotourism and ecotourism in full size emphasizing the significance of participating in sustainable tourism improvement.

### Experiential Learning and Sustainability Education

The experiential learning in sustainability training in hospitality and tourism faculties have been heavily researched (Dredge et al., 2018) a realistic exercise is available to address this issue. Students can apply rationing concepts to real-world situations through internships, fieldwork and online initiatives such as ecosystem research and environmentally conscious hospitality. Supporting college students to decide their very own sustainable practices (Sheyvens & Biddulph, 2018) Problem-based totally learning (PBL) is an opportunity studying version that encourages students to do more true Sustainability (Sharpley, 2020). This technique promotes crucial inquiry creativity and teamwork. This may be taken into consideration as an essential skill for destination tourism operators. Furthermore, in regions with low levels of physical interest, on-line gaining knowledge of sources and courses like Massive Open Online Courses (MOOCs) provide a convenient and adaptable method of continuing schooling (Jamal et al., 2022). Some establishments have evolved partnerships with tourism organizations and nearby communities to increase clinical schooling. For example, students on the University of Costa Rica are working on an ecotourism undertaking that targets to hold culture and save nature (Gössling et al., 2020). In addition to giving kids terrific instructional possibilities, this kind of collaboration fosters social boom.

### Challenges in Implementing Sustainability Education in Emerging Economies

This is despite the increasing recognition of sustainability in tourism education. But several challenges impede its effective implementation. This is especially true in emerging economies. A key challenge is the lack of financial resources and infrastructure required to support sustainability-focused projects (Jamal et al., 2022). Many academic establishments attempt to provide good enough schooling centers, laboratories, and fieldwork opportunities, which can be crucial for experiential analyzing. Furthermore, confined get admission to era and online getting to know systems poses a barrier to the dissemination of sustainability training in faraway areas. Another massive challenge is the dearth of certified faculty with information in sustainability and tourism control (Dredge et al., 2018). It is challenging for educational institutions to find and retain teachers who can effectively teach sustainability concepts in a tourist setting. This ultimately limits students' capacity to contribute to sustainable tourism practices by allowing them to get inadequate or out-of-date training. Cultural resistance is likewise a primary barrier to sustainability training. In a few regions, traditional tourism practices and commercial agency fashions may additionally clash with current sustainability thoughts (Scheyvens & Biddulph, 2018). Overcoming the ones disturbing situations calls for educational applications to have interaction local communities and stakeholders, making sure that sustainability tasks align with neighborhood values and practices. Industry resistance is another obstacle. This is because some travel agents are unwilling to adopt sustainable practices. Due to the increasing problems of high costs and intensive operations (UN, 2023), the College wanted to build stronger relationships with business partners to demonstrate the long-term benefits of sustainability in the tourism industry.

### Best Practices and Success Stories

Several educational packages and establishments have efficaciously included sustainability into their hospitality and tourism curricula, presenting treasured classes for rising economies. Costa Rica, for instance, has become a

worldwide leader in eco-tourism with the aid of aligning its tourism training applications with country-wide sustainability dreams (Gössling et al., 2020). Students will be taught in areas such as biodiversity conservation. Greenhouse gas emissions and network integration to prepare for a career in sustainable tourism in Asia, countries such as the Philippines have developed specialized tourism programs that specialize in sustainable practices. The Asian Tourism Institute gives courses in ecotourism and digital tourism. To provide students with competencies in sustainable conservation and economic achievement (Jamal et al., 2022).These programs spotlight the importance of stakeholder collaboration and nearby involvement in sustainable tourism initiatives. Similarly, African universities are beginning to incorporate sustainability into their hospitality packages. The University of Cape Town, for instance, gives guides on water conservation, waste control, and wildlife protection, reflecting the place's environmental challenges (Scheyvens & Biddulph, 2018). These initiatives show that sustainability training can be tailored to cope with the particular wishes and challenges of various regions.

## Future Directions in Sustainable Hospitality and Tourism Education

Many researchers argue that tourism schools need to evolve to meet emerging sustainability challenges (Dredge et al., 2018). For example, time-based trading is emerging as a key challenge that requires more attention to the Hospitality and Tourism Education Project. Future educational activities should include literature on climate outcomes disaster management and reducing greenhouse gases. To integrate students with the changing needs of the tourism industry (Gössling et al., 2020), digitalization and people may become increasingly important for the role they play. By studying sustainability Navigating virtual places online simulation and e-learning systems can enhance students' experiences in sustainable tourism, especially in regions with limited access to physical resources (Jamal et al., 2022). Additionally, higher education institutions should develop lifelong skills opportunities. To enable the tourism industry to continuously transfer its knowledge and skills in the context of sustainability. The literature on hospitality and sustainable tourism education emphasizes the importance of developing future professionals with the skills and understanding needed to

market reserved tourism. Emerging economies that may rely heavily on tourism for financial development Face specific sustainability challenges that require focused education initiatives. This is despite the fact that many tools have appropriately incorporated sustainability into their curricula. But the challenges combined with financial constraints and culture clash and the industry's stillness persists. To overcome these limitations Higher education institutions need to adopt progressive learning strategies. Promote cooperation with industry partners and participate with the community in the learning community. Future research should explore new methods. To integrate the study of climate change and its practical applications into the tourism curriculum. To ensure that students are adequately prepared to meet the changing needs of the industry.

## Research Methodology

The present study used a systematic literature review (SLR) to review, analyze, and synthesize the literature on the integration of sustainability and business ethics in hospitality and tourism education. It is a systematic review and meta-analysis) which ensures a systematic and transparent review process (Moher et al., 2009). This rigorous approach provides an integrated framework for identifying trends, issues and best practices in integrating sustainability and tourism education marketing.

## Identification of Relevant Keywords

The author conducted systematic literature searches across a variety of reputable academic and industry-specific databases to guarantee that all pertinent sources were included. Web of Science, Scopus, Google Scholar, Research Gate, and Science Direct, were the databases employed for this review. In addition, information from internationally recognized organizations such as UNESCO and the United Nations (UN) World Tourism Organization was examined to identify relevant studies to provide good guidance. Current evidence-based initiatives include "Entrepreneurship in Hospitality," "Education for Sustainable Tourism," and "EFQM in Tourism" (European Foundation for Quality Management) to promote cooperation. In 2010, 2024 was the only article of the year included in the search. Qualitative and quantitative research is considered essential to sustainability and effectiveness in the education system as a whole.
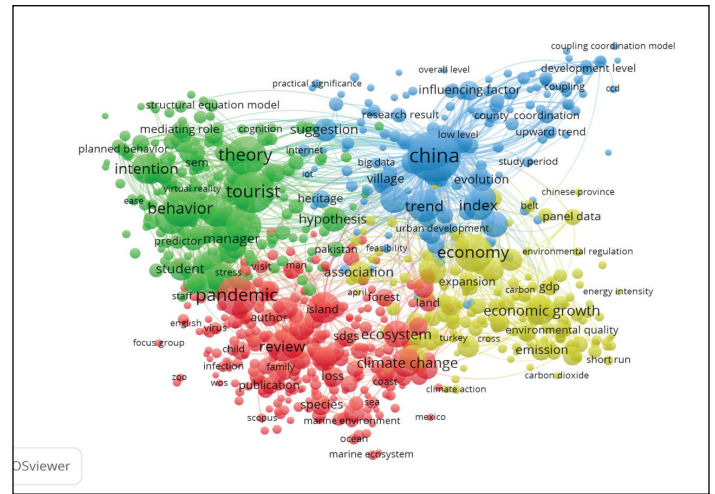
*Source: PRISMA Flow Chart of Screening Process*

**Table 1.  The Number of Research Paper Discovered**

| S. no | The Online Publishers' Databases | No of Research Paper Found |
|---|---|---|
| 1 | Web of Science (webofscience.com) | 213 |
| 2 | Scopus | 167 |
| 3 | Google Scholar (googlescholar.com) | 157 |
| 4 | Research Gate (researchgate.com) | 97 |
| 5 | Science Direct (sciencedirect.com) | 216 |
|  | Total | 850 |

## Approaches to Literature Identification and Screening

The review process followed the PRISMA (Preferred Reporting Items for Systematic Reviews) framework, which ensures a systematic, transparent, and reproducible literature choice technique (Page et al., 2021). Key steps of the technique PRISMA for identity, screening, eligibility, and inclusion have been meticulously accomplished to ensure that the best extremely good research relevant to the study goals was protected. The identification process consisted of searching Scopus, Web of Science, and the online databases Science Direct, Research Gate, and Google Scholar through reputable academic journals and service-related industry reports. This study used a systematic literature review (SLR) approach following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) structure, with the aim of

providing a comprehensive analysis of tourism. Energy saving and sustainable hospitality practices PRISMA's structured approach guarantees transparency and rigor. It allows for a systematic synthesis of existing research to reveal practical principles, benefits, challenges, and gaps. Each step of the PRISMA-focused process has been meticulously documented. This allows for reproducibility and reliability of both results.



*Source: Co-occurrence map for Sustainable Hospitality and Tourism Education for Emerging Economies.*

## Discussion

The discussion from this study highlights the importance of integrating sustainability and business excellence frameworks in hospitality and tourism education. To develop industry experts who can tackle environmental challenges. Society and Economics Schevens and Biddulph, 2018).This paper suggests an interdisciplinary approach. The curriculum does not consider sustainability as a distinct subject. Instead, it gives students thorough knowledge and useful abilities (Dredge et al., 2018), making future graduates more capable of managing tourist operations in line with tourism objectives. Sustainable Development (UNWTO, 2023) a key finding of the literature review is the value of integrating business excellence models but also ethical decision-making and environmental responsibility (Jamal et al., 2022) by using a business model that promotes continuous improvement. Students will learn to strike a balance between profitability and sustainability. This is an important capability in today's tourism industry where competitiveness in the market depends on more responsible practices (Gössling et al., 2020).

Experiential learning has become an important teaching strategy for sustainability education, internships, and fieldwork and collaborative projects with local

communities help students apply theoretical knowledge in real-world settings. Promoting deeper engagement with sustainability concepts (Dredge et al., 2018), the success of such projects in Costa Rica and the Philippines Emphasis is placed on ecotourism and community tourism. Demonstrating the effectiveness of hands-on studying in selling sustainable tourism practices (Jamal et al., 2022), those tasks additionally highlight the importance of stakeholder engagement. This is because nearby groups aren't passive beneficiaries. But it is a accomplice in growing sustainable tourism. However, the problem continues. Especially in the context of emerging economies many classrooms face financial challenges. Lack of infrastructure and limited access to the era it contributes to sustainability related initiatives (Sheyvens & Biddulph, 2018). The institution is recognized for its understanding of sustainability and tourism. Lack of these also makes these problems worse. It limits students' exposure to modern knowledge and practices (Dredge et al., 2018). In addition, cultural resistance and skepticism create barriers to the implementation of sustainability education in some areas. To overcome these demanding conditions Academic institutions need to meaningfully collaborate with business stakeholders and policymakers to foster an environment to support sustainable projects.

This study also highlights the need to build stronger partnerships between academia and industry to promote sustainable practices. Businesses play an important role in providing internships, case studies, and other experiential learning opportunities. While educational institutions can help businesses adopt innovative practices (Gössling et al., 2020), this mutually beneficial relationship contributes to building a workforce that is both skilled and committed to sustainable development. Looking ahead Rapid technological advances provide new opportunities to expand sustainability education. Virtual simulation online courses and digital tools can remove geographic barriers and enhance student learning experiences especially in rural areas or resource-poor areas (Jamal et al., 2022). In addition, tourism education must be developed to address emerging problems such as climate change. Graduating students can adapt to new problems by being prepared for calamities and over tourism. In summary, the development of highly skilled professionals who are accountable and self-assured depends on the integration of sustainability and professional excellence in tourist education. This is particularly true in developing nations. Promising solutions are provided by recent partnerships between the educational and technology sectors. Consequently, the future of the sector is significantly shaped by sustainable tourism education social responsibility and environmental management in with economic growth.

## Practical Implications

Integrating sustainability into hospitality and tourism education provides a number of practical benefits for industry and society. Graduates with knowledge of sustainability are more likely to drive environmentally responsible practices within tourism organizations, such as waste reduction, energy conservation, and carbon management (Gössling et al., 2020) for emerging economies. Sustainable tourism education aids in the promotion of tourism by supporting regional tourist development and providing a connection to the Sustainable Development Goals (SDGs). It safeguards natural and cultural resources while fostering economic progress (ONUTO, 1999, 2023). Additionally, integrating ethical and sustainable practices enhances student leadership and entrepreneurship. Business, such as that found in the EU curriculum, is a prime example. The framework can also promote collaboration with industry stakeholders to achieve a balance between social responsibility and profitability (Jamal et al., 2022) through field projects and internships. It helps students gain better experience in managing sustainable businesses (Sheyvens & Biddulph, 2018). These partnerships leverage tourism businesses by promoting innovation and sustainable strategies that increase capacity in the long-term competition. Tourism education plays an important role in shaping responsible personnel who can promote sustainable development and, in the face of global environmental and social challenges, the resilience of the tourism industry.

## Limitations and Scope for Future Study

This research goes beyond providing a valuable perspective on how to integrate sustainability and business ethics into hospitality and tourism education. First, most of the academic publications included in the formal literature review system (SLR) are written in English. Although regional data from developing countries or other languages mayding to Sheyvens and Biddulph (2018), this restrict considered the results may be applied provide insight (Jamal et al., 2022), SY is still considered. The fact that issues and methods can differ greatly among settings and establishments present another challenge to the division of educational contexts. According to Sheyvens and Biddulph (2018), this restricts how broadly the results may be applied. Lastly, the research on the long-term impacts of sustainability education on academic results may be scant. This makes keeping an accurate check on the efficacy of research challenging. Future studies can deal with those barriers through engaging in cross-cultural comparative research to have a look at how sustainability schooling fits across exclusive regions and cultures. Longitudinal

research looking at the career paths of tourism college students is also needed to verify the lengthy-time period impact of sustainability schooling on industry practices. In addition, researchers should explore the role of digitization in sustainability studies. It focuses on technology such as virtual simulation, augmented reality, and online platforms and how learning can be improved (Dredge et al., 2018). Further studies could also explore policy frameworks and incentives that encourage educational institutions and tourism businesses to adopt sustainability principles especially in low-income and developing regions. Expanding research to examine how education can respond to emerging issues such as climate change Disaster preparedness and how can it is over tourism. It will be helpful in creating flexibility in the tourism industry.

## Conclusion

Sustainable hospitality and tourism education is essential to fostering a workforce that can address the complex challenges these industries face. In emerging economies where tourism plays an important role in economic development. A sustainability-focused education equips graduates with the skills and mindset needed to promote responsible tourism. Although challenges such as financial barriers, cultural resistance, and limited infrastructure will remain in place same as time Socio-economic phase: Educating future change makers in hospitality and tourism will be critical to achieving environmental goals. This study highlights the importance of integrating principles of sustainability and business excellence in hospitality and tourism education. This research emphasizes how crucial it is to include professional excellence and environmental concepts into hospitality and tourism education. This is particularly true for developing nations. This is due to the fact that tourism plays a significant role in propelling global economic expansion. This is because tourism is an important factor in driving economic growth around the world. Therefore, studies should address the environmental and social impacts associated with this industry. To ensure long-term sustainability (UN, 2023), the document recommends integrating sustainability into the curriculum. There is an individual focus on continuous improvement. Instead, it will prepare students with the knowledge and skills to lead sustainable tourism practices. Judgment of performance and quality (Jamal et al., 2022) these experiences not only build technical competence but also an understanding of local culture and the importance of stakeholder cooperation in sustainable tourism (Dredge et al., 2018). However, challenges remain. This is especially true in areas with limited resources, which have limited financial resources and infrastructure and lack of qualified teachers. This hinders the full adoption of sustainability-focused learning (Sheyvens & Biddulph, 2018) and, with it, industry collaboration. Innovation therefore offers promising solutions. Virtual online platforms and blended learning systems can enhance learning. Particularly in low-resource areas (Gössling et al., 2020), future education programs will need to adapt to emerging challenges such as climate change.

## References

Arrobas, F., Ferreira, J., Brito-Henriques, E., & Fernandes, A. (2020). Measuring tourism and environmental sciences students' attitudes towards sustainable tourism. *Journal of Hospitality, leisure, sport & tourism education, 27*, 100273.

Aytuğ, H. K., & Mikaeili, M. (2017). Evaluation of Hopa's rural tourism potential in the context of European Union tourism policy. *Procedia Environmental Sciences, 37*, 234-245.

Azzopardi, E., & Nash, R. (2013). A critical evaluation of importance–performance analysis. *Tourism management, 35*, 222-233.

Brundtland, G. H. (1985). World commission on environment and development. *Environmental policy and law, 14*(1), 26-30.

Bustami, S. Y. (2024, April). The Role of World Bank in Development of Jelojok Market in Supporting Achievement of Sustainable Development Goals in Central Lombok, West Nusa Tenggara. In *Proceedings of The International Conference on Strengthening Capacities of Multi-Sectors Toward Sustainable Development*. 333-343.

Canton, H. (2021). World Tourism Organization—UNWTO. In *The Europa Directory of International Organizations*. 393-397

Chomiak-Orsa, I., & Martusewicz, J. (2023). Creating good practice in effective sustainability management by implementing the EFQM model. *Procedia Computer Science, 225*, 3517-3526.

Cooper, C., & Shepherd, R. (1997). The relationship between tourism education and the tourism industry: Implications for tourism education. *Tourism recreation research, 22*(1), 34-47.

Daniel, A. D., Costa, R. A., Pita, M., & Costa, C. (2017). Tourism Education: What about entrepreneurial skills?. *Journal of Hospitality and Tourism Management, 30*, 65-72.

Darcy, S. (2011). *Accessible tourism: Concepts and issues*. Channel View Publications.

Day, J., Morrison, A. M., & Coca-Stefaniak, J. A. (2021). Sustainable tourism in urban destinations. *International Journal of Tourism Cities, 7*(4), 881-886.

Dredge, D., Airey, D., & Gross, M. J. (2018). *Tourism education and global mobility: Perspectives from the experience economy*. Routledge.

Edelheim, J. (2020). How should tourism education values be transformed after 2020? *Tourism Geographies*, *22*(3), 547-554.

Fang, W. T., Lien, C. Y., Huang, Y. W., Han, G., Shyu, G. S., Chou, J. Y., & Ng, E. (2018). Environmental literacy on ecotourism: A study on student knowledge, attitude, and behavioral intentions in China and Taiwan. *Sustainability*, *10*(6), 1886.

Fonseca, L. (2022). The EFQM 2020 model. A theoretical and critical review. *Total Quality Management & Business Excellence*, *33*(9-10), 1011-1038.

Gössling, S. (2002). Global environmental consequences of tourism. *Global environmental change*, *12*(4), 283-302.

Gössling, S., Scott, D., & Hall, C. M. (2020). Pandemics, tourism and global change: a rapid assessment of COVID-19. *Journal of sustainable tourism*, *29*(1), 1-20.

Hales, R., & Jennings, G. (2017). Transformation for sustainability: The role of complexity in tourism students' understanding of sustainable tourism. *Journal of Hospitality, Leisure, Sport & Tourism Education, 21*, 185-194.

Hall, C. M. (2021). Climate change and tourism: Emerging transformations. In *Emerging transformations in tourism and hospitality*. 18-34

Hall, C. M., & Amore, A. (2022). Tourism and the new regional governance of 'Pacific large ocean states': From governance and development to metagovernance and resilience. In *Routledge Handbook on Tourism and Small Island States in the Pacific*. 44-55.

Iddawala, J., Shaja, M. M. M., & Yapa, C. G. Sustainability Education for Tourism Undergraduates: Assessing The Impact of Incorporating a Sustainable Tourism Module on Student Literacy.

Jamal, T., Robinson, M., & Abreu Novais, M. (2022). Transformative tourism education for sustainable development: Learning through experience. *Journal of Tourism Futures*, *8*(2), 156-172.

Lans, T., Blok, V., & Wesselink, R. (2014). Learning apart and together: towards an integrated competence framework for sustainable entrepreneurship in higher education. *Journal of Cleaner Production, 62*, 37-47.

Leal Filho, W. (Ed.). (2018). *Handbook of sustainability science and research*. Springer International Publishing.

Mason, P. (2020). *Tourism impacts, planning and management*. Routledge.

Miller, M. C., Boluk, K., & Johnson, C. W. (2019). 'Lift off!': Employing an integrated curriculum design to increase student, faculty, and community engagement. *Journal of Hospitality, Leisure, Sport & Tourism Education, 25*, 100203.

Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & PRISMA Group, T. (2009). Preferred reporting items for systematic reviews and meta-analyses: the PRISMA statement. *Annals of internal medicine*, *151*(4), 264-269.

Müller-Christ, G., Sterling, S., van Dam-Mieras, R., Adomßent, M., Fischer, D., & Rieckmann, M. (2014). The role of campus, curriculum, and community in higher education for sustainable development–a conference report. *Journal of Cleaner Production*, *62*, 134-137.

Öztemur, H., Karabağ, A., Öcel, M., & Zengin, O. (2024). Exploring the Horizons of Education: Insights from Unesco's 2030 Agenda. *International Journal of Eurasian Education and Culture*, *9*(25), 167-179.

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., & Moher, D. (2021). The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *bmj*, *372*.

Rieckmann, M. (2022). UNESCO's publication "Education for Sustainable Development Goals: Learning Objectives". In *Conference: Workshop "Teaching sustainable development: from a disciplinary to a learning outcome approach"*, Ecole des Ponts Paris.

Rizal, P. (2023). Re-Ranking of Tourism Economies of The World for Sustainable Development and Management of Tourism Industry. *Rizal, Praveen & Thakuri, Bikash" Re-Ranking of Tourism Economies of The World for Sustainable Development and Management of Tourism Industry"*, *European Economic Letters*, 2323-5233.

Satta, G., Spinelli, R., & Parola, F. (2019). Is tourism going green? A literature review on green innovation for sustainable tourism. *Tourism Analysis, 24*(3), 265-280.

Scheyvens, R., & Biddulph, R. (2018). Inclusive tourism development. *Tourism Geographies*, *20*(4), 589-609.

Seraphin, H., & Gowreesunkar, V. G. (2021). Tourism: how to achieve the sustainable development goals?. *Worldwide Hospitality and Tourism Themes*, *13*(1), 3-8.

Sharpley, R. (2018). *Tourism, tourists and society*. Routledge.

Ting, D. H., & Cheng, C. F. C. (2017). Measuring the marginal effect of pro-environmental behaviour: Guided learning and behavioural enhancement. *Journal of hospitality, leisure, sport & tourism education, 20*, 16-26.

UNWTO. (2023). *Tourism and the Sustainable Development Goals – Journey to 2030*. United Nations World Tourism Organization.

Zientara, P., Bohdanowicz-Godfrey, P., Whitely, C., & Maciejewski, G. (2020). A case study of LightStay (2010–2017)—Hilton's corporate responsibility management system. *Energies, 13*(9), 2303.