



INCOME Tourism

WP9: 1st Thematic Discussion Summary Report (Portugal)

Report compiled by
Polytechnic Institute of Viana do Castelo



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Contents

1. Introduction.....	1
2. Main Outcomes of the Round-table Discussion	1
3. Conclusion	4
Appendix.....	5
Appendix 1: Event Agenda.....	5
Appendix 2: Information Leaflet.....	6
Appendix 3: Attendance Sheet	8
Appendix 4: Photos	10

1. Introduction

The 1st Thematic Discussion was held on the 9th of November 2018, at the School of Hospitality and Tourism of Lisbon and was attended by 40 participants (twenty-two female and eighteen male).

In addition to the invited guests: Turismo de Portugal, Academias do Conhecimento (Fundação Gulbenkian), RIPTUR, Forum Turismo, Confederação do Turismo de Portugal, Grupo JASE; The Operational Committee (two associated partners, PPLL Consult and CEVAL) and the students and some professors of the Master in Tourism, Innovation and Development of the IPVC, were present.

The aim of the event was to bring together key players in the tourism sector in Portugal, from academia, industry and public sector, to discuss the role of soft skills in the tourism education context, at different levels, namely high education level and vocational level. It was also an objective, to discuss how to address the apparent gap between what soft skills are being taught in the tourism curricula at higher educational institutions in terms of soft skills, and the requirements of the tourism industry.

2. Main Outcomes of the Round-table Discussion

The session began with the presentation of the Turismo de Portugal School with a special emphasis on the courses, on the admission criteria and on market perception and recognition. The Director recognizes that the market is increasingly valuing soft skills and the contact of the students with the companies at early stages, along with practical classes, are fundamental to students' education and preparation. A key idea was highlighted to reinforce the importance of soft skills, namely: "Tourism is all about people".

Afterwards, the INCOME Tourism project was presented and the presence of the invited organizations/participants was contextualized. An information leaflet was also provided, which provides details about the project (Appendix 2).

The Academias do Conhecimento (Fundação Gulbenkian), which have a very specific reality, with regard to the ambition to promote soft skills, started this year (2018) and have four axes of intervention. The first axis is closely related to an investment in next generation talent/professionals. The representative of the Academies program said that a gap has been identified: more and more employers are asking for soft skills and schools are now starting to take the first steps from the point of view of intensive training based on the evidence of these competencies. He also considers that being a recent area of knowledge/concern, it is very little known how these competences can actually be learned, how they can be assessed, how they are visible to a trainer and how they are

transferable from a training context to a work context. In addition, it was mentioned that these competences are likely to be taught / trainable, although it cannot be considered a specific content or theory *per se*. Gulbenkian program aims at identifying innovative methodologies, which then demonstrate to be widely acknowledged as scientific methods. Each of the academies has a consortium or an expert or consultant or a university that rigorously evaluates the development of those competencies with an experimental design. "If there are Olympiads for hard skills, we also need to give visibility to soft skills." Because it is a recent area, an issue arises: How do you promote and learn soft skills in a work context? The representative stated that there is an aspect that might be considered as a constraint, which is not exclusively Portuguese, that is: 99.5% of Portuguese companies are very small or small, and therefore, it is extremely difficult to create learning dynamics in an organization with 10 employees, for example. In addition, there are already some approaches, but often delivered in traditional methods (classroom, PowerPoint, teacher on one side and students on another).

For the Academies, whoever is applying for funding can choose one of two options: a) go to the menu of scientifically validated methodologies and already have curricula developed as: Torrance center for the promotion of creativity; incredible years for children with the issue of adaptation and emotional self-regulation; Arco-íris related to commitment and responsibility; b) use new methods and demonstrate which results they have obtained.

The same representative said that to make an organization a place of learning, one needs "to think outside the box", well beyond the National Qualifications Framework and far beyond the traditional curricula. People are no longer available for theoretical approaches and long hours training programs.

After Gulbenkian, a representative of RIPTUR, which brings together 17 institutions of Polytechnic Higher Education with courses in Tourism and Hospitality, intervened and acknowledged that these organizations, currently are facing great concern in terms of strengthening, improving, modernizing and adapting to the needs of today's higher education in Tourism. They intend to optimize the existing offer, both in terms of facilities and curricula. Moreover, it was said that teaching needs to fit and correspond to political goals such as Strategy 2027 and are working with Turismo de Portugal with the aim of linking vocational education and higher education, creating not only conditions for students to have a perspective throughout the continuity of their studies, but also creating very concrete objectives and work plans. Portugal has about 330 courses registered in the DGES on tourism, which reflects a sufficient supply, the problem being to rationalize and optimize this offer: to improve the aptitude and skills of the teachers; programs and curricula directed to the needs of the sector, its stakeholders; including new technologies in the courses curricula; reinforcement of e-learning. The representative of this network also pointed out that it does not make sense to have programs that do not correspond to the current needs because they work for

the market and there are also courses of Tourism very based on paper and pencil. He added that tourism is an activity that needs practice and that today it is vital that courses are able to respond to a happy combination between the more traditional functions and more innovative ones. It reinforces the idea that soft skills are truly essential skills for tourism today.

The most significant difficulty mentioned by the representative of a hotel group (JASE) is the hiring of qualified people who want to stay in a region that is not well developed. It considers that all the people that are qualified (with a degree and / or masters) when entering a company must pass through the various sections and functions, in the case of the hotel industry: services of floors, office, housekeeping ... in a short time to have a notion of how companies work. This allows us to have a broader idea of tourism, what can be done, which tasks can be performed, and what are the challenges professionals will likely have to deal with. It would also contribute to the student's perception of what they want to do, in the future, as professionals. As potential managers, students would need to have a more comprehensive idea and, therefore, to be able to make coherent and knowledgeable decisions. Another participant, representing the HEIs, reinforced that in different sectors, different skills are needed.

In addition to what had already being said, Forum Turismo representative highlighted the fact that students need to have a clear perception of the self, and of one's most valuable attributes and skills. It will make a difference when applying for a job, putting an emphasis on what one is good at, or more talented. Undoubtedly soft skills need to be at the forefront of those talents. It was also suggested that, in order to be more competitive, young professionals need to be focused on the problems and needs of the companies, and proactively work on its solutions.

Ana Paula Pais, the General Director of Escolas de Hotelaria, has generally addressed the Hospitality and Tourism Schools and their commitment with quality, namely the Tourism Training Talent program, awarded in 2018 by the World Tourism Organization. Its distinctive approach is based on courses privileging learning in the work context (about 2/3 of the workload) of the courses that were already very practical, but in the context of the School, and now in the company premises. She also praised the choice of the School for the visit of the IPVC and for the discussion session, showing the similarity of the positioning of the institutions and projects presented, and the potential for articulation and promotion of synergies.

After the end of the session, Luís Araújo, President of *Turismo de Portugal* made a presentation with a special focus on the theme "Building a Travel & Tourism International Hub for Innovation", where the innovation of tourism in Portugal, the creation of the Center for Innovation in Tourism, Strategy 2027, promotion with digital campaigns, were some of the topics addressed. According to the President, one has to think about three types of people: tourists, residents and professionals (those who work

in the tourism sector). Additionally, the current and expected main tourism markets for Portugal (in the future) were identified and a link to the needed skills to work with these markets was presented.

3. Conclusion

All participants emphasized that more and more the so-called soft skills are fundamental and sought by employers. They also considered that there is a need to adapt training to market needs.

As a recent area, questions arose during the session, such as:

- How can they be learned?
- How can they be evaluated?
- How are they visible to a teacher / trainer?
- How are they transferable from a training context to a work context?
- How do you promote and learn soft skills in the workplace?
- How do you get a qualified person in an undeveloped area?

With the session, the main gaps identified were: the offer is still very much formatted according to traditional methodologies and not adapted to the needs of the market as well as the fact that only now the schools begin to take the first steps in this area.

It was suggested:

- Contact with industry: need to go through the various areas covered by tourism, sections and functions;
- Change in curricula;
- Give visibility to soft skills;
- Make organizations into places of learning;
- Self-knowledge.

In conclusion, it was very interesting to note that there is a close relationship between the INCOME project and the other initiatives / programs presented during the session. It was a very enriching discussion, gathering representatives from several, relevant organizations, including the President of the Turismo de Portugal, which is the most relevant tourism organization, at national level. Opportunities and express wishes of collaboration among all were also identified.

With this session we believe to have launched the conditions to take INCOME project to a wider level, nationwide, and sectorwide, and to the establishment of a strong network.

Appendix

Appendix 1: Event Agenda



Instituto Politécnico
de Viana do Castelo

1st Thematic Discussion:

Soft Skills in the Tourism

Industry

Friday 9th November 2018

10:45hrs

Escola de Hotelaria e Turismo de
Lisboa (do Turismo de Portugal),
Rua Saraiva de Carvalho, nº 41

10:45hrs	Opening Remarks: Ilda Fiadeiro e Ana Moreira (School's Director)
11:15hrs	Tourism Training Talent: Dr. Ana Paula Pais, Director Coordinator in Tourism of Portugal
11:30hrs	Introduction to the Income Tourism Project. Debate: How to respond to labor market trends - the skills of tourism professionals. Coordination of Goretti Silva. Invited to the debate: Academias do Conhecimento (Fundação Gulbenkian); RIPTUR (Rede de Instituições Públicas do Ensino Superior com Cursos na área do Turismo); Confederação do Turismo de Portugal; Grupo JASE; Forum Turismo.
12:30hrs	Building a Travel & Tourism International Hub for Innovation: Dr. Luís Araújo - President of Portugal Tourism
13:30hrs	Lunch in the canteen of the Escola de Hotelaria e Turismo de Lisboa.



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**INCOME
Tourism**

**Creating an innovative cooperative
– between HEIs and businesses –
learning model for tourism**

SESSÃO DE DEBATE

O futuro do ensino superior (em Turismo) passa pelo reforço da aprendizagem em contexto de trabalho e das competências transversais (soft skills)...

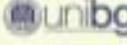
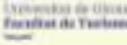
OCDE, 2018



09 nov 2018
ESCOLA DE HOTELARIA E TURISMO
Turismo de Portugal/Lisboa

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of the European Union

**The partners
Higher Education
Institution (HEIs):**

-  Instituto Politécnico de Viana do Castelo
-  unibg
-  Maastricht University
-  DHBW
-  University of Gävle Faculty of Tourism
-  iSpit

Businesses:

-  CEVAL
-  GVA
-  MBB
-  onserrat
-  TLAS



Background

Tourism employers recognise the relevance of soft skills as businesses' performance and competitiveness. However, there is a large gap between market needs (e.g. interpersonal, leadership and communication skills) and what European HEIs with tourism degrees offer.

Learning trios

The learning trio plays an important role in the new cooperative learning model.



Goal

The INCOME Tourism project aims at developing a new learning approach based on a cooperative learning process joining higher education and tourism businesses applied to soft skills learning to be incorporated in the last year of the Tourism Bachelor (BSc) U.

Although some efforts can be found in different higher education contexts, there is still the need and potential to bring academia and industry together in a new cooperative learning model to get a curriculum focusing on soft skills and with learning outcomes adapted to the real, evolving and demanding needs of the industry, which is the ultimate purpose of INCOME Tourism.

Aim

The project will contribute to improve the quality and relevance of higher education, key priorities of the EU Agenda for the modernization of Higher Education and Education and Training 2020, based on a long-term partnership of academia, business and educational partners from different European countries.

Soft skills

The Competency Domain Model (Cardwell, 1998) divides competencies into five domains: Soft skills, Hard skills.

- | | |
|-------------------------------|--------------------------|
| 1. conceptual/creative domain | 4. administrative domain |
| 2. leadership domain | 5. technical domain |
| 3. interpersonal domain | |

The purpose of the five domains is to help managers identify pertinent competencies and categorise them for specific jobs. This project will focus on soft skills.

Expected results

- A soft skills needs assessment report, linking the skills gaps between tourism industry requirements and tourism curriculum.
- A standardised soft skills curriculum that will overcome the plurality of understandings and approaches on soft skills.
- A new cooperative learning model, fostering collaboration between HEIs and companies.
- Graduates with higher employability potential, due to the matching skills assessed and the work-based model.
- Promotion of greater integration of young people into the labour market and consequently reducing their unemployment.
- Dissemination events to raise awareness and reach stakeholders across Europe.
- A basis for the creation of the European Forum for Dual Higher Education.

Key facts

- Erasmus+ | Action: Knowledge Alliances

- EU grant:  PPE-018
- Beneficiaries:  40 students  30 Companies  5 HEI tutors
- Project duration:  2019-2020
- Portugal | Croatia | Germany | Italy | Malta | Spain

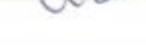



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ATTENDANCE SHEET
[INCOME - Innovative Cooperation Business - HEI learning model for Tourism] – Thematic Discussion – Turismo de Portugal

Venue: EHT Lisboa

Date: 09 / 11 / 2018

	Name	Organization	Signature
1	PEPEO CUNHA	CAJOUSTE GULBANKIAN FUNDATION	
2	Bárbara Barreira	Viv'Experiencia	Bárbara Barreira
3	Ana Gonçalves	CEVSE	Ana Gonçalves
4	Antonio Carlos	Restaurant Pavullo	
5	Flávia Oliveira	IPVC	Flávia Oliveira
6	JOSÉ ANTONIO LIMA	RIPTR	
7	Miguel Amaro	TP	
8	Isabel Amorim	PPIC CONSULT	Isabel Amorim
9	Filipa Sequeira	PPIC CONSULT	Filipa Sequeira
10	Leandro Dantas Rodrigues	Escola Superior de Hotelaria e Turismo (EHT)	Leandro Dantas Rodrigues
11	António Miguel Neto Machado	Forum Turismo	António Miguel Neto Machado
12	Daniela Valente	IASE	
13	Alexandra Comar	IPVC	
14	António Silva Pinheiro	ETP	
15	Esmeralda Oliveira	IPVC	
16	ANA PAULA PAIS	TURISMO de Portugal	Ana Paula Pais
17	Ana Margarida	" " ESCOLA HOTELARIA	
18	Gonçalo Silva	IPVC	
19	Fátima Fidalgo	EHT Lisboa	
20	Carlos Fernandes	IPVC	

	Name	Organization	Signature
1	Catarino Sousa Carvalho		Catarino
2	Diogo Almeida		Diogo Almeida
3	Luís Sousa (IPUC)	IPUC	Luís Sousa
4	Catarina Ferreira		Catarina Ferreira
5	Luís Miguel Soares		Luís Miguel Soares
6	Diogo Sampaio Esteves	IPUC	Diogo Sampaio Esteves
7	Sónia Vasco Barbosa Guerreiro		Sónia Vasco Barbosa Guerreiro
8	José Manuel Maia Castro		José Manuel Maia Castro
9	Maria João Pereira	PPLL Contact	Maria João Pereira
10	Sónia Filipe Pereira		Sónia Filipe Pereira
11	José Moreira		José Moreira
12	Luís Rodrigues		Luís Rodrigues
13	Ricardo V. Rodrigues		Ricardo V. Rodrigues
14	Helena Koberav		Helena Koberav
15	Catarina Cunha		Catarina Cunha
16	Sandra Roque		Sandra Roque
17	Silvia Silva		Silvia Silva
18	Marta Costa		Marta Costa
19	Diana Silva		Diana Silva
20	Ricardo Alvaro		Ricardo Alvaro

