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Roundtable Recap:

Driving Generational Change in Climate Action for Travel and Tourism Education Worldwide

by Megan Epler Wood, Monica Mic, and Mark B. Milstein

Introduction: Navigating the Complex Terrain of Tourism and Climate Action

Climate Week NYC

This report is a synthesis of the 2024 Climate Week NYC session, *Driving Generational Change in Training and Education in a Climate-constrained World,* which was convened as part of the Sustainability in Travel, Tourism, and Hospitality Roundtable organized and hosted by Cornell University's Center for Hospitality Research and the Center for Sustainable Global Enterprise. The session was convened to critically examine practical pathways forward for increasing expertise in climate action to create sustainable tourism education to address capacity gaps in climate action at all levels of the travel and tourism industry and governments given that the tourism sector faces urgent and multifaceted challenges as it confronts the climate crisis.

Session participants included invited senior sustainability leaders from major hotel brands, destination marketing organizations, and protected area management agencies, as well as professors and lecturers specializing in sustainable tourism, hospitality, accounting, and regional planning. The group represented a unique convergence of executive, academic, and field-level expertise. This diverse and experienced cohort enabled a practical, solutions-oriented discussion that dovetailed with contemporary research and academic insights.

Roundtable participants identified critical knowledge and skills gaps across the sector's workforce and agreed there is a need for systemic changes in the educational system for travel and tourism. Evidence presented during the session echoed recent scholarship that has highlighted a "global ambition gap" that has consistently left the international travel industry's pledges to lower GHG emissions unfulfilled.[1] Although the 2023 Djerba Declaration, 2007 Davos Declaration, and 2022 Glasgow Declaration set out pathways to lower greenhouse gas (GHG) emissions from the travel and tourism economy in a globally coordinated fashion, all have failed to reach those goals, largely because changes in national and regional policies have rarely been considered or enacted upon the completion

[1] Scott, D. and Gössling, S.. (2025) "Beyond ambition: a review of tourism climate change declaration outcomes and prospects from Baku," Journal of Sustainable Tourism, 1-22.

While efforts are being made to change curricula in the field, the need for training a new generation of tourism professionals is becoming pressing.

of these international events.[2] Additionally, educational commitments made to help local leaders take on this responsibility have also been slow to come to fruition. Research has found that nearly 25 percent of sustainable-tourism-related courses in 83 hospitality programs made no mention of climate change, and only 5 percent integrated climate content across multiple courses.[3] Future tourism professionals and policy makers have, in many instances, not been trained to understand climate impact, mitigation, and adaptation strategies, or how changing climate conditions will influence operations, destination safety, and demand patterns. Roundtable participants indicated that while efforts are being made to change curricula in the field, the need for training a new generation of tourism professionals is becoming pressing and will require a clear foundation in climate-related competencies. These include climate impact assessment, risk analysis, GHG accounting, mitigation strategies to reduce emissions and operational risk, and adaptation strategies that enable more resilient tourism development. Ultimately, session participants identified the following six interlocking pathways to support the integration of these skills across training systems.

1. Operational Realities and Uneven Capacity: The Frontline Challenge

Session participants noted that while the demand for GHG emissions accounting has long been understood to be a new and important mission for the travel and tourism industry, it is often felt to be "technically" out of reach, especially among SMEs. Representatives from the hospitality industry made it clear that frontline employees require simple, actionable guidance that can be seamlessly integrated into a range of existing responsibilities. At the management level, sustainability education at prominent educational institutions worldwide in the hospitality and tourism fields has often been left to professors who must add this to their existing courses, rather than creating a new area of required concentration, leaving graduates with "limited exposure to sustainability in hospitality and tourism curriculums."[4]

Research has suggested the "global ambition gap" identified in tourism climate pledges is likely closely related to the persistent educational gap in climate training and the lack of institutional frameworks to apply these skills in practice.[5] While climate change is rapidly becoming a core focus in the curricula of finance, public health, engineering, and urban planning programs, it remains largely peripheral to tourism education. Highlighting how other fields are advancing could help contextualize tourism's current trajectory and emphasize the urgency of reform.

Data indicate that few university-level programs exist to train tourism management in sustainability, climate action, and accounting for the field of travel and tourism. Despite the urgency suggested by climate science and growing issues with overcrowding and overuse of cultural and natural assets, curricula devoted to sustainable tourism management have not proliferated, giving students few chances to hone their skills or find professional opportunities if they do.[6]

Participants indicated that unless young professionals are trained in tourism sustainability fundamentals, the travel and tourism field will continue to fall short in addressing its global footprint. Ensuring workers have skills in climate literacy, climate impact assessment, risk analysis, and GHG accounting will be required for a greater percentage of graduates of global travel, tourism, and hospitality curricula worldwide.

Training graduates to integrate monitoring systems into regional planning tools potentially using GIS would facilitate contributions to national GHG emis-

[2] Scott and Gössling, 2025.

[3] Mínguez, C., Martínez-Hernández, C., & Yubero, C. (2021) "Higher education and the sustainable tourism pedagogy: Are tourism students ready to lead change in the post pandemic era?" Journal of Hospitality, Leisure, Sport & Tourism Education, 29, 100329.

[4] Zhang, X., & Tavitiyaman, P. (2022) "Sustainability courses in hospitality and tourism higher education: Perspectives from industry practitioners and students," Journal of Hospitality, Leisure, Sport & Tourism Education, 31. https://doi.org/10.1016/j.jhlste.2022.100393.

[5] Scott & Gössling, 2025.

[6] Epler Wood, M. (2017) Sustainable Tourism on a Finite Planet: Environmental, Business and Policy Solutions, Earthscan from Routledge Press, Abingdon, Oxon, UK.

sions reporting for nationally determined contributions (NDCs)—a fundamental measurement system for all nations part of the Paris Agreement. Tourism impact monitoring has to be paired with training on the sector's specific GHG emissions sources and actionable mitigation and adaptation strategies, all of which are part of the unaccounted-for costs of managing tourism destinations (i.e., the invisible burden of tourism).[7] Decarbonization efforts require understanding the factors that increase and decrease carbon emissions on a regional basis due to tourism development and expansion, and the range of carbon-management actions available. Nevertheless, knowledge of the macro-factors that drive carbon emissions remains limited in the destination management world (DMO).[8] Informed approaches to improving resilience and lowering GHG emissions via working with national authorities and regional governments on improving energy grids and municipal infrastructure can result from accounting for the costs of managing energy requirements for tourism expansion and development and investing in lowering the resulting impacts.[9]

At present, there are few dedicated regional climate and destination management programs prioritizing action on the management of climate.[10] Session participants emphasized that destination marketing organizations often lack the institutional capacity to lead climate action, due to persistent gaps in staffing and skillsets. A May 2025 LinkedIn search appeared to support this concern: among 673 U.S.-based DMO job postings, none included roles for a sustainability manager or referenced climate-related responsibilities.

2. Audience-Specific Training Needs: Building Competency at Every Level

Participants' discussion revealed the necessity of differentiated approaches to training based on roles and responsibilities, as follows:

- Frontline staff members require practical, embedded training on how to implement sustainable practices directly in their jobs;
- Mid-level managers need contextual knowledge to align business imperatives with sustainability actions; and
- Senior leaders and owners need to develop strategic literacy to manage climate risks, meet reporting requirements, and understand systemic decarbonization pathways.

The climate crisis appears to intensify the need for high-level teams, but more expertise is needed.

Session participants indicated that the climate crisis appears to intensify the need for high level teams, but that more expertise is needed in the sector. An increasing number of reporting requirements internationally was seen as a catalyst for recent hires of climate accountants who can work to guide corporate reporting. However, historical attitudes within the industry impede progress. While many dedicated efforts to advance sustainability within multinational hospitality companies has occurred, one representative of a branded, international hotel chain described that for years, "sustainability positions were viewed as a *nobody's' job*" leading to an exit of those professionals from the sector over time.

An international analysis of the readiness of the travel and tourism industry to manage upcoming requirements for climate compliance and disclosures concluded "…more education and internal expertise on sustainability will be needed across organizations." The analysis further noted that "…companies are struggling to reconcile the investment needed in new data collection capability with investment to reduce emissions and meet environmental, social, and governance goals."[11]

While session participants agreed that new types of professionals had to be recruited to undertake climate

[7] Epler Wood, M., Milstein, M.B., and Ahamed-Broadhurst, K. (2019) Destinations at Risk: The Invisible Burden of Tourism, The Travel Foundation, Cornell University & EplerWood International. See https://www.thetravelfoundation.org.uk/invisible-burden/.

[8] Guix, M., Babakhani, N. and Sun, Y.-Y. (2024) "Doing all we can? Destination management organizations' net-zero pledges and their decarbonization plans," Journal of Sustainable Tourism, DOI: 10.1080/09669582.2024.2357377.

[9] Epler Wood, Milstein & Ahamed-Broadhurst, 2019.

[10] Guix, Babakhani & Sun, 2024.

[11] WTTC. (2023) "Is travel and tourism ready for mandatory emissions reporting?" September 25, https://wttc.org/news/is-travel-and-tourism-ready-for-mandatory-emissions-reporting.

Despite improvements, education systems still lack alignment with climate action requirements at the industry level.

action initiatives and accelerate the transition to using standardized GHG emission metrics as a system to inform departments across their corporations, it was also noted that recruiting high-level sustainability professionals for hospitality teams is not that easy. Anecdotal evidence suggested that most sustainability professionals are not seeking to work with hospitality corporations.

Recent work has mapped skill needs in more detail—from carbon management and resource efficiency for frontline teams to ESG literacy and systems thinking for executives.[12] Research has also suggested that vocational training must align with day-to-day operational demands or the training risks being sidelined as abstract.[13] Thus, mapping out climate-related competencies at all levels will be essential for industry-wide transformation.

3. Generational Change, Systemic Literacy, and the Demand for New Skills

A generational shift is reshaping climate preparedness in the tourism sector. Session participants emphasized the growing demand—particularly among students and early-career professionals—for training that is not only climate-focused, but also technically rigorous.

Interest is shifting decisively toward applied sustainability skills such as measurement and management of GHG emissions,[14] resource efficiency, circular economy principles, renewable energy integration, and sustainability-focused tourism operations.[15] Tourism professionals also must develop competencies in climate risk assessment and resilience planning.[16] This reflects a broader recognition that the sector needs to move beyond accounting for GHG emissions alone and must include the physical impacts of climate change on business continuity, destination viability, and effective economic development strategies. Such accounting would incorporate economic justice for local economies endangered by climate risk, especially tourism-dependent island nations.

This trend reflects a broader frustration with tourism and hospitality education programs that still treat sustainability as a marginal or elective topic that is outdated and fails to deliver integrated, interdisciplinary learning capable of preparing professionals for the scale of climate challenges ahead.[17] These gaps were echoed during the session where education systems were described as "ill-equipped" to provide future professionals with actionable competencies.

Participants also cautioned that technical knowledge alone is insufficient. Systemic literacy—the capacity to connect data with decision-making, stakeholder engagement, and long-term climate planning—is increasingly seen as essential, underscoring the need to embed climate action into governance frameworks and long-term tourism development strategies.

Bridging the generational divide would require intentional redesign of both curricula and institutional leadership strategies. Mentorship was mentioned as a particularly promising avenue: pairing technically skilled younger professionals with senior leaders who can contextualize those skills within policy, operations, and investment frameworks. This perspective was consistent with calls for meaningful reform which would

[12] Silva, S., Silva, C., and Oliveira, M. (2025) "The value of skills for a sustainable tourism and hospitality industry," Tourism and Hospitality (Basel) 6 (1): 14-. https://doi.org/10.3390/tourhosp6010014.

[13] Syafruddin, S., Syarif, E., Sukandar E.R., and Kustiyono, K.. (2025) "Bridging the skills gap: The role of vocational education in developing competent human resources for sustainable tourism." The Journal of Academic Science, 2(1): 290-299.Syafruddin, S., Rahman, A., & Malik, H. (2025) "Bridging the skills gap: Vocational education for sustainable tourism," Tourism Review International, 27(3).

[14] Silva, Correia, & Pinto, 2025.

[15] Syafruddin, Rahman, & Malik, 2025.

[16] See Ballotta, L., Fusai, G., Kyriakou, I., Papapostolou, N. C., & Pouliasis, P. K. (2020) "Risk management of climate impact for tourism operators: An empirical analysis on ski resorts," Tourism Management, 77, 104011; and Strong, S., Stewart, E. J., Espiner, S., & Hanly, K. (2023) "The Tourism Adaptation Classification (TAC) framework: An application to New Zealand's Glacier country," Frontiers in Human Dynamics, 5, 1130918.

[17] See Tri, N.M. (2024). "Education about sustainable tourism in the context of climate change," ***CLLiENT*** (Culture, Literature, Linguistics, and English Teaching), 6(1): 1-23.; and Fernández-Villarán, A., Guereño-Omil, B., & Ageitos, N. (2024) "Embedding sustainability in tourism education: Bridging curriculum gaps for a sustainable future," *Sustainability*, 16(21), 9286.

Interest is shifting decisively toward applied sustainability skills.

include co-design of curriculum with industry so that competencies reflect actual workplace demands.[18]

Bridging the generational divide would require intentional redesign of both curricula and institutional leadership strategies. Offering specialized training for senior leaders may be necessary to equip them with the latest climate knowledge and frameworks, enabling them to effectively collaborate with technically skilled young professionals who bring new expertise. Together, they can better contextualize and apply these skills within policy, operations, and investment environments.

To meet this need, education and training systems would have to pivot from offering "green electives" to embedding climate and sustainability literacy into foundational levels of professional development. Achieving net zero goals depends on equipping professionals with not only awareness, but also agency—providing the tools to act on climate goals with accountability and precision.[19] Without trained professionals, even the strongest climate pledges are likely to fall short of ambition due to lack of rigorous execution.[20]

4. The Role of Guests: From Passive Consumers to Active Participants

While much attention was placed on workforce training, participants also noted that guests also play a role in climate-responsive tourism. Examples included the following:

- Wyndham's Grand Rio Mar youth eco-program, which integrates environmental learning into guest experiences;
- Puerto Rico's post-disaster community initiatives, which engage youth and visitors in sustainability practices; and
- Opt-out and back-of-house systems at hotel corporations, which nudge guests toward sustainable behaviors without being intrusive.

These approaches highlight that climate education can extend beyond staff to include travelers, fostering more responsible and conscious approach to tourism. This aligns with UNESCO guidance on "whole-of-society" climate learning, which emphasizes the role of informal and experiential education in shifting behaviors—not only among students, but also across the tourism value chain.[21] At the same time, certification-led approaches may not resonate strongly with consumer behavior and reinforce the need to embed sustainability through more indirect and experiential pathways. According to Booking.com, while 83 percent of travelers value sustainable travel, only 52 percent expressed interest in certifications—a sharp drop from 69 percent the previous year.[22]

5. Localized Learning and Community Leadership: Spreading Impact

Session participants emphasized the need for localized and peer-to-peer learning models, including:

- Train the trainer initiatives, which help multiply knowledge and adapt training to specific community contexts;
- Community workshops, which strengthen local capacity and resilience, particularly in post-disaster recovery; and
- Cross-generational learning, in which young leaders often champion technical and systemic innovations.

These approaches echo calls for participatory, community-centered education models that empower local residents to shape climate learning in context.[23] They also point to the potential of train the trainer

[18] Fernández-Villarán, A., Guereño-Omil, B., & Ageitos, N. (2024) "Embedding sustainability in tourism education: Bridging curriculum gaps for a sustainable future," Sustainability, 16(21), 9286.

[19] Conefrey, A., Hanrahan, J., McTiernan, C., Carty, J., and Byrne, D. (2024) "Curricula, sustainable literacy and decarbonisation: The Net-Zero challenge for tourism educators in Ireland," Tourism and Hospitality Research, 14673584251320310.

[20] Scott & Gössling, 2025.

[21] UNESCO. (2024) Greening curriculum guidance: Teaching and learning for climate action, https://www.unesco.org/sites/default/files/medias/fichiers/2024/09/Greening%20curriculum%20guidance%20Teaching%20and%20learning%20for%20climate%20action.pdf.

[22] Booking.com. (2024). Sustainable travel report 2024, https://news.booking.com/download/904910bb-db77-4886-9ead-accbf87ad891/sustainabletravelreport2024.pdf.

[23] Nguyen, 2024.

systems as scalable tools to decentralize sustainability education and expand impact.[24]

6. Harmonization, Networks, and Collective Action

Session participants underscored the growing importance of standardization and the development of professional networks for knowledge exchange. For example, the Sustainable Hospitality Alliance is an industry-wide organization fostering alignment on metrics and training materials.[25] In that regard, session participants noted that corporate buyers increasingly require standardized emissions reporting and improved internal capacity.

Nevertheless, education systems still lack alignment with climate action requirements at the industry level.[26] Greater coordination between academe and industry—through curriculum co-design and sectoral alliances—could help to close that gap.[27] This will likely require long-term structural reform to ensure that research, curriculum development, and professional training systems are created to match the climate related education needs of the entire travel and tourism sector.

Conclusion: Hopeful Signals and Pathways Forward

Session participants concluded that there is much to be done for the travel and tourism industry to improve climate-related training and education. Despite the challenges, however, a number of examples gave participants hope that the hospitality sector, which represents 10 percent of the global economy, could respond effectively.

1. Several models integrate climate learning into daily operations, guest experiences, and community engagement. Participants shared experiences as DMOs which have experimented with certified sustainable event training for their teams and hands-on business training toolkits. Other examples included one-on-one coaching and short workshops for industry (e.g., 15-minute internal climate literacy modules for a multinational hospitality company's employees).
2. Younger generations and local leaders are energizing the movement with new technical ambitions and ethical perspectives. Some destinations (e.g., Puerto Rico) are seeing innovations in intergenerational learning exchanges as young leaders play an active role in sustainability education, particularly through peer-led workshops that combine technical training with community-based ethical priorities such as care for elders and post-disaster resilience.
3. Collaborative industry platforms (e.g., WSHA, WTTC, GBTA) are helping scale education and align sustainability practices across the sector.
4. Local programs (e.g., Park City's Green Business Initiative) are working directly with tourism operators to implement toolkits and peer-based training.
5. Digital education has increasingly been tapped as a means of bringing high level competency in tourism sustainability and climate action to a wider professional audience (e.g., Cornell University's online Sustainable Tourism Destination Management program).[28]

While the scientific case for urgent climate action in tourism is unequivocal, institutional responses remain constrained.

Session participants echoed the necessity for climate literacy to be systemically integrated not only into academic programs, but also into institutional and industry training for resilience.[29] Strategically meeting the needs of real professionals with sustainability-focused courses was seen as an opportunity. Currently, 11 percent of UN Tourism Online Academy offerings relate to sustainability with plans to design more in the future.[30]

[24] Günay & Bakir, 2023. "Integrating suståainability in hospitality education: Training the trainer models for climate change preparedness, Journal of Hospitality Education, 15(1).

[25] WTTC, 2023.

[26] Conefrey, O'Brien, & Walsh, 2025.

[27] Fernández-Villarán, Guereño-Omil, & Ageitos, 2024.

[28] Sustainable Tourism Destination Management, (2022), https://ecornell.cornell.edu/courses/hospitality-and-foodservice-management/sustainable-tourism-destination-management/

[29] UNESCO, 2024.

[30] Tourism Online Academy. (2025) Course listings available at https://www.unwto-tourismacademy.ie.edu/.

To accomplish this change, a background in climate action in the educational world of travel and tourism is required. This would include climate impact assessment at the industry level with strategic evaluation of risk for new development, GHG accounting for ongoing operations and reporting at industry level, strategies that lower risk (mitigation) at the destination level, and more resilient tourism development strategies (adaptation) such as sustainable infrastructure, all of which would need to be applied by senior professionals working together with young professionals to adapt knowledge to specific destinations and industry cases worldwide. ■

About the Authors

Megan Epler Wood is the Managing Director of the Sustainable Tourism Asset Management Program (STAMP) at Cornell University in the Center for Sustainable Global Enterprise at the SC Johnson College of Business, where she is the lead lecturer for a comprehensive 40-hour, self-paced, 2022 digital course "Sustainable Tourism Destination Management" and leader of a multi-year research effort on sustainable destination management in the El Yunque region of Puerto Rico.

Her 2017 book, *Sustainable Tourism on a Finite Planet* is used as a text worldwide and reviews the sustainability strategies for each sector of the tourism industry. She was also lead author of the 2019 foundational report, "Destinations at Risk, The Invisible Burden of Tourism," which is the basis for research programs at Cornell STAMP.

She was with Harvard University from 2010–2021 leading courses at Harvard Extension's Graduate Sustainability Department and led a research program at the Harvard School of Public Health on sustainable tourism and sustainable destination management.

She led the international consulting firm EplerWood International (EWI) 2003–2021 to design sustainable, regional tourism development projects working in 40 countries with support from the World Bank, IFC, IDB, GIZ, and USAID. As a founder of the field of ecotourism since 1990, she has spent her career working with local people to achieve net positive results for the environment and local well-being. Her work is dedicated to designing and implementing a wide range of inclusive sustainable tourism development solutions with local counterparts.

About the Authors

Monica Mic, PhD is an academic practitioner at the intersection of tourism policy and environmental governance. Her doctoral research at the University of Waterloo explored international ecolodge certification systems and investigated how small tourism businesses navigate sustainability regulations across global contexts—drawing on interviews with experts from over a dozen countries. Her work connects theory and practice with a focus on bottom-up innovations, inclusive metrics, and the ethics of tourism design.

She is particularly interested in the role of international standards in shaping sustainability communication and environmental claims, which informs her engagement with the Standards Council of Canada (SCC) as part of the Canadian Mirror Committee to ISO/TC 207 SC 3 – Environmental Labelling. Her applied interests also extend to sustainability education and regenerative tourism practices, where she has collaborated with pioneering initiatives in Costa Rica to explore how academic insights can translate into practical learning and consulting contexts.

Fluent in English and Spanish, Monica brings a multilingual, cross-cultural perspective to sustainability and policy design.

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His applied research has been funded by the US Forest Service, MasterCard Foundation, Rockefeller Foundation, Johnson & Johnson, the National Science Foundation, the World Bank, and the Bill & Melinda Gates Foundation among others. Professor Milstein's work and perspectives have been featured in the media, including *The New York Times*, MSNBC, CNN, CNBC, *Forbes*, and *The Guardian*. His writings have appeared in a number of journals including *Science, Academy of Management Executive,* and *Sloan Management Review*. Professor Milstein is a frequent speaker, advisor, and consultant on the topics of strategy, organizational change and innovation related to business and sustainability.

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