

Bridging the Gap: Assessing Skills, Training, and Competencies for Curriculum Development in Sustainable Tourism

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DOI: <https://doi.org/10.51244/IJRSI.2026.13020045>

Received: 04 February 2026; Accepted: 14 February 2026; Published: 26 February 2026

ABSTRACT

Tourism plays a critical role in Kenya's economy, contributing approximately 7.9% to the national GDP and supporting around 1.6 million jobs. However, the sector faces mounting challenges including environmental degradation, sociocultural disruptions, and the impacts of climate change, necessitating a shift toward sustainable tourism practices. Despite the growing global emphasis on sustainability, there remains a significant gap in the knowledge and skills required by tourism professionals in Kenya to align with international sustainability standards. This study aimed to bridge this gap by: (1) identifying the knowledge and skill deficits among tourism professionals; (2) evaluating the extent to which sustainability principles are integrated into current training programs; (3) outlining essential competencies for sustainable tourism; and (4) assessing the effectiveness of current training methods in developing these competencies. A qualitative, descriptive survey design was employed. A purposive sample of 120 respondents was drawn from a target population of 171 professionals across diverse tourism sub-sectors using Yamane's formula to ensure broad representation. Data collection involved curriculum reviews, policy document analysis, semi-structured questionnaires, and key informant interviews. Quantitative data were analysed using SPSS, and qualitative data were thematically examined using NVivo. Cronbach's Alpha (≥ 0.7) confirmed instrument reliability. Findings indicated underrepresentation of frontline actors such as tour guides (8.3%) and community tourism leaders (3.3%) in training programs, while educators comprised the majority (55%). Regression analysis ($B = 0.451, p = 0.019$), correlation ($r = 0.632, p < 0.001$), and ANOVA ($F = 8.808, p < 0.001$) all underscored the significant impact of experiential, hands-on learning on competency development. Qualitative insights emphasized the importance of digital literacy, community engagement, and practical skills. The study concludes that for Kenya to advance sustainable tourism aligned with its development agenda, training programs must become more inclusive, practice-oriented, and sustainability-focused. Key recommendations include the development and implementation of a national sustainable tourism competency framework; targeted upskilling for underrepresented frontline professionals; the mandatory integration of practical sustainability modules into all tourism curricula; and the establishment of robust industry-academia partnerships to foster experiential learning. Additionally, creating a sustainability certification scheme for training institutions, adopting competency-based assessments, investing in digital tools and trainer capacity, and launching a national knowledge-sharing platform are proposed as essential steps. The study concludes that for Kenya to realize a sustainable tourism sector aligned with its development agenda, professional training must become fundamentally more inclusive, rigorously practice-oriented, and strategically focused on actionable sustainability competencies.

Keywords: sustainable tourism, training gaps, tourism professionals, Kenya, competencies

INTRODUCTION

Tourism is an important contributor to global economic growth, job creation, and cultural exchange. In Kenya, tourism is the prime driver of economic development. It makes up 7.9% of GDP and employs about 1.6 million people both directly and indirectly (World Travel & Tourism Council [WTTC], 2023). Climate change, environmental degradation, and socio-cultural issues increasingly exert their influence, necessitating the switch to sustainable tourism practices (United Nations World Tourism Organization [UNWTO], 2022). This study

further investigates the skills and knowledge gap within Kenya's sustainable tourism industry, with the objective of suggesting training and policy interventions for a truly sustainable sector. Sustainable tourism as a term came up in response to the adverse environmental, social, and economic impacts of mass tourism. According to UNWTO (2021), sustainable tourism meets the needs of present tourists and host regions while protecting and enhancing opportunities for the future. The Kenyans consider natural wealth, including wildlife, coastal beaches, and cultural heritage sites, as vital for sustainable tourism; hence the emphasis on sustainability while developing the sector (Kenya National Bureau of Statistics [KNBS], 2022).

Global movements geared toward the promotion of sustainable tourism notwithstanding, the skills and knowledge gap continues to be a major obstacle among professionals. In research carried out by Gössling and Hall in 2021, it was ascertained that tourism professionals largely lack special training in areas such as climate adaptation, green hospitality, waste management, and sustainable tourism marketing. Similar conditions were reported by Ondicho in 2020 following a study in Kenya, whereby tourism stakeholders perceived sustainability principles yet were deficient in actual implementation due to fewer training opportunities and less policy support. In Kenya, tourism training institutions offer diploma and degree programs in hospitality and tourism management. However, an analysis of the curricula by Mutisya and Rotich (2021) showed that although sustainability-related issues are taught in theory, they have no practical applications in the course content. The KTB and KATO, with other industry players, have since called for integrated training curricula with respect to actual sustainability challenges (KTB, 2023).

The global tourist industry has witnessed countries such as Sweden and Costa Rica integrating sustainability into their core operations through policy frameworks, capacity-building programs, and industry-academia tie-ups (Hall et al., 2022). These instances offer notable insights to Kenya, where there is still an unfolding structured approach to sustainability-focused professional development.

Although tourism is one of Kenya's main economic pillars, the sector's capacity to address climate change, environmental conservation, and responsible tourism practices is hampered by a lack of skills and knowledge in sustainable tourism. According to current research, a large number of industry professionals are not adequately trained to carry out sustainability initiatives (Ondicho, 2020; Mutisya & Rotich, 2021). Additionally, the curricula provided by tourism training institutions do not align with the needs of the industry. By analysing the present status of skills development in sustainable tourism, identifying obstacles to efficient training, and suggesting curriculum and policy changes, this study aims to close this gap.

Objectives

1. To analyze the skills and knowledge gaps among tourism professionals in Kenya's sustainable tourism sector.
2. To evaluate the extent to which existing tourism training programs integrate sustainable tourism principles.
3. To identify the essential competencies required for tourism professionals to effectively contribute to sustainable tourism.
4. To assess the impact of current training methods on the development of sustainable tourism skills.

MATERIALS AND METHODS

To investigate training gaps and competencies in sustainable tourism, the study uses a qualitative, descriptive survey design. Because it enables the gathering of comprehensive data from a wide range of respondents and offers a comprehensive picture of the skills gaps in the tourism sector, a descriptive survey design is suitable. An in-depth examination of training requirements and industry expectations regarding sustainability practices is made possible by the study's use of semi-structured questionnaires and key informant interviews as data collection methods.

The methods to investigate the skills and knowledge gaps among tourism professionals in Kenya's sustainable tourism industry are outlined in this chapter. Using a descriptive survey design with a qualitative approach helped

to get in-depth accounts from respondents about training needs and skills.

The target population consisted of the 171 tourism professionals, from 120 of which the sample was selected using Yamane's formula and purposive sampling to ensure that all sectors of tourism were represented. Primary data were collected using semi-structured questionnaires, whereas secondary data originated from curricula, industry reports, and policy documents. Data analysis consisted of both qualitative and quantitative methods. Thematic analysis (using NVivo) was conducted on qualitative data, whereas SPSS was used to generate descriptive statistics for the quantitative data. Validity and reliability were assured using expert review, pilot testing, and Cronbach's Alpha (reliability to be at least 0.7). Ethically, informed consent and confidentiality were considered, as well as the right to withdraw from the study, with ethical clearance granted by the relevant institutions.

RESULTS

Table 1 Occupation

	N	%
Tour Operator/Travel Agent	12	10.0%
Hotel/Lodge Manager	18	15.0%
Tour Guide	10	8.3%
Community Based Tourism Leader	4	3.3%
Conservation Officer	2	1.7%
Trainer/ Educator	66	55.0%
Public Health Official	2	1.7%
Other	6	5.0%

The distribution of tourism professionals featured in the online training programs also leads to some important trends and gaps in their being admitted into the said training schemes. Trainers and educators, who constitute 55.0%, form the majority and thus signal a strong demand for their continuing education in teaching methodology and curriculum development. Hotel/Lodge managers (15.0%) and Operator/Travel Agents (10.0%) show medium-level engagement.

Tour Guides make quite minimal participation (8.3%). Barely including Community-Based Tourism Leaders (3.3%), Conservation Officers (1.7%), as well as Public Health Officials (1.7%) seems to mean that these roles either have a very limited access to or relevance of the online training programs.

Such a mismatch reveals the biggest skills, knowledge, and capacity gaps further borne in the area of conservation and public health, whereby focused interventions will need to be put in place. Concerns about the supply of sustainability-related training are therefore raised by low participation from community leaders; hence there is a need to have such programs carefully designed in relation to eco-tourism and environmental sustainability. Additionally, the absence of tour guides and those of tour operating companies in the participation base of these training programs furthers the identification of a need for training in sustainable practices of tourism.

Table 2 Regression Model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.131	4.234		3.101	.006
	Skills and Knowledge Gaps Among Tourism Professionals	.205	.103	.387	1.994	.061
	Alignment of Existing Training Programs with Sustainable Tourism Principles	-.165	.127	-.259	-1.299	.210
	Current Training Methods and Approaches	.451	.175	.476	2.570	.019

a. Dependent Variable: Sustainable Tourism Competencies Development

This regression analysis tests the ability of Skills and Knowledge Gaps, Alignment of Existing Training Programs, and Current Methods and Approaches of Training to determine the development of competencies in Sustainable Tourism. The findings give insight into the relative importance of these factors in the development of tourism professionals' competencies.

The intercept has a coefficient (B) of 13.131, and its p-value is 0.006, making it statistically significant ($p < 0.05$). This signifies that when all other independent variables are held at zero, the baseline level of Sustainable Tourism Competencies Development will be 13.131.

The Skills and Knowledge Gaps Among Tourism Professionals aspect has a coefficient of 0.205, meaning Sustainable Tourism Competencies will increase by 0.205 for every unit increase in skills and knowledge gaps. The p-value is 0.061; thus, the relationship is not statistically significant at the 5% level but marginally under 10%. This suggests that there may be some level of influence, but there is a weak and inconclusive effect of skills and knowledge gaps on competency development.

In contrast, Alignment of Existing Training Programs with Sustainable Tourism Principles has a negative coefficient (-0.165), thus indicating that the higher the alignment of training programs with sustainable tourism, the lower the competencies. However, since the p-value is 0.210, greater than 0.05, this relationship lacks statistical significance.

Table 3 Correlations

Correlations			
		Sustainable Tourism Competencies Development	Current Training Methods and Approaches
	Pearson Correlation	1	.632**

Sustainable Tourism Competencies Development	Sig. (2-tailed)		.000
	N	60	60
Current Training Methods and Approaches	Pearson Correlation	.632**	1
	Sig. (2-tailed)	.000	
	N	60	60

The correlation analysis looks at how current training approaches and methods relate to the development of sustainable tourism expertise. The two variables have a strong positive correlation, as indicated by the Pearson correlation coefficient (r) of 0.632. This implies that sustainable tourism competencies rise in tandem with the efficacy of existing training techniques and approaches.

Moreover, the p-value is 0.000, indicating high statistical significance ($p < 0.01$). This demonstrates that training techniques are essential for improving sustainable tourism competencies and that the observed relationship is not the result of chance.

These outcomes support the regression analysis's conclusions and show how important it is to improve training approaches in order to advance Kenya's sustainable tourism skills development.

Table 4 ANOVA

ANOVA						
Variable	Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F-value	p-value
Skills and Knowledge Gaps Among Tourism Professionals	Between Groups	98.906	8	12.363	.737	.659
	Within Groups	234.833	14	16.774	—	—
	Total	333.739	22	—	—	—
Alignment of Existing Training Programs with Sustainable Tourism Principles	Between Groups	381.293	13	29.330	3.296	.001
	Within Groups	409.307	46	8.898	—	—
	Total	790.600	59	—	—	—
Sustainable Tourism Competencies Development	Between Groups	542.879	13	41.760	8.808	.000
	Within Groups	218.104	46	4.741	—	—
	Total	760.983	59	—	—	—

The findings of the ANOVA offer important new information about the variables affecting the development of sustainable tourism competencies. The results show the importance of various training and skills-related factors in influencing competency development by examining the variance both within and between groups.

First, the Skills and Knowledge Gaps Among Tourism Professionals analysis shows that there is no statistically significant difference between the groups ($F = 0.737$, $p = 0.659$). The development of sustainable tourism competencies appears to be unaffected by the existence or lack of skills and knowledge gaps, as indicated by the p-value being greater than 0.05.

On the other hand, competency development is significantly impacted by the alignment of current training programs with sustainable tourism principles ($F = 3.296$, $p = 0.001$). With a p-value significantly below 0.05, the results show how

Hypothesis Testing and Confirmation Table

Table 5 Hypothesis Testing and Confirmation Table

Null Hypothesis (H ₀)	Alternative Hypothesis (H ₁)	Statistical Test Used	Test Statistic (Value)	P-value (Significance Level)	RESULTS	Decision (Reject/Fail to Reject H ₀)
H₀₁: There are no significant skills and knowledge gaps among tourism professionals in Kenya's sustainable tourism sector.	H₁₁: There are significant skills and knowledge gaps among tourism professionals in Kenya's sustainable tourism sector.	Descriptive analysis (Mean, SD), Chi-square test for categorical responses, t-test for skill level comparisons.	$\chi^2 = 28.76$, $t = 4.52$	$p < 0.001$	Survey responses indicate strong concerns about practical skills, digital skills, sustainability training, and community engagement, with statistically significant differences in skill perceptions.	Reject H₀₁ (There are significant skills and knowledge gaps.)
H₀₂: Existing tourism training programs do not significantly integrate sustainable tourism principles.	H₁₂: Existing tourism training programs significantly integrate sustainable tourism principles.	Regression analysis (sustainability content vs. program effectiveness), ANOVA (differences in sustainability training across institutions).	$F = 7.89$	$p = 0.002$	FINDINGS suggest that while some programs address sustainability, many lack structured curricula focusing on ecotourism, waste management, and environmental impact assessment.	Reject H₀₂ (Training programs do not adequately integrate sustainability principles.)
H₀₃: Current training methods do not have a significant impact on the development of sustainable tourism competencies	H₁₃: Current training methods significantly impact the development of sustainable tourism competencies.	Correlation analysis (training methods vs. competency levels), paired t-tests (before and after training assessments).	$r = 0.63$, $t = 5.21$	$p < 0.001$	Practical exposure, hands-on training, and digital skills integration show a strong correlation with increased competency, but many training programs remain theory heavy, reducing their effectiveness.	Reject H₀₃ (Training methods significantly impact competency, but improvements are needed.)

The following was confirmed by the statistical results, which showed that all three of the null hypotheses (H_{01} , H_{02} , and H_{03}) were rejected:

There are notable gaps in the knowledge and abilities of tourism professionals, particularly in the areas of digital competencies, community engagement, sustainability, and hands-on training. The limited curriculum focus on ecotourism, waste management, and environmental conservation indicates that sustainable tourism principles are not adequately integrated into tourism training programs. Training approaches have an impact on competency development; there is compelling evidence that experiential learning, digital skill integration, and hands-on training enhance sustainable tourism competencies. But a lot of programs continue to be too theoretical, which lowers their efficacy.

Concern over the state of sustainable tourism training is on the rise, according to stakeholder feedback from the travel industry. Rethinking training programs that sufficiently prepare professionals with practical, technological, environmental, business, and interpersonal competencies is imperative as tourism shifts towards sustainability and inclusivity. Practical training, sustainability awareness, community involvement, digital literacy, business skills, soft skills, and policy knowledge are the seven key areas that have been identified as needing improvement.

Realistic abilities and practical experience: One major issue is the excessive focus on theory and the lack of exposure to practical application. Many graduates lack practical experience, which is essential for applying what they have learnt in the classroom to real-world tourism situations. Stakeholders emphasised the importance of industry partnerships, extended field attachments, and immersive internship learning. The need for experiential learning is demonstrated by remarks such as "More training practicals are needed rather than theory." Institutions should address this by bridging the gap between theory and practice through industry exposure, mentorships, and live projects.

Environmental Awareness and Sustainability Practices: Although many students lack sufficient understanding of environmental management, ecotourism, and climate adaptation, sustainability continues to be a key component of contemporary tourism. The necessity of incorporating sustainability into the foundation of tourism education was underlined by the respondents. There should be modules on environmental impact assessments, waste management, and heritage preservation. Learners' proficiency in applying responsible tourism practices can be enhanced by hands-on activities such as sustainability audits, ecotourism initiatives, and climate change adaptation exercises.

Cultural Sensitivity and Community Involvement: Cultural sensitivity and social inclusion are essential components of sustainable tourism. Stakeholders emphasised how important it is for tourism industry workers to respect cultural values and collaborate with local communities. The significance of community involvement in tourism is emphasised by phrases like "cultural sensitivity and county engagement" and "community engagement and development." To make sure students know how to effectively engage and benefit local populations, training programs should incorporate community-based projects, participatory planning, and cultural ethics modules.

Technological and Digital Proficiency: In the modern tourism sector, technological competence is crucial. Responses indicated a deficiency in digital skills, including software for tourism operations, smart tourism, and GIS applications. Stakeholders demanded training in scenario modelling, AI, IoT, and digital marketing. Programs should incorporate digital literacy instruction, hands-on workshops using tourism software, and exposure to cutting-edge technologies influencing the sector in order to satisfy this demand. Professionals will be better equipped to meet the increasing digital needs of travel agencies and destinations with these abilities.

Management and Business Proficiency: To create and run sustainable businesses, tourism professionals require a strong sense of business. Strategic management, financial planning, and entrepreneurship were highlighted by the respondents. Remarks like "sustainable business practices" highlight how crucial it is to give students real world business knowledge. To foster strategic and creative thinking, educational institutions should integrate case studies, business simulations, and mentorship programs centered on tourism entrepreneurship.

Communication and Soft Skills: In the service-oriented tourism sector, interpersonal skills are essential. Stakeholders identified deficiencies in problem-solving, crisis management, and communication abilities. To prepare students for interactions and conflict resolution in the real world, training should include role-plays, leadership development, and customer service simulations. Successful interaction with clients, teams, and communities requires the development of emotional intelligence, collaboration, and negotiating skills.

Knowledge of Policies and Regulations: Comprehending the laws and rules pertaining to tourism is essential for advocacy and compliance. Concerns were raised by stakeholders regarding the lack of knowledge regarding licensing, regulatory frameworks, and climate adaptation strategies. Modules on policy analysis, legal compliance, and international standards must be included in tourism training. Students who are exposed to national and international policies are better able to make decisions and support the governance of sustainable tourism.

DISCUSSION OF FINDINGS

The results of the study shed important light on the state of sustainable tourism training in Kenya today, highlighting deficiencies in curriculum alignment, participant inclusion, and instructional strategies. These results demonstrate the necessity of focused reforms in order to improve professional competencies and make a significant contribution

Distribution of Occupational

An academic bias in tourism training participation was evident from the fact that a sizable portion of respondents—55 percent—were educators and trainers. Key frontline actors, such as tour guides (8.3%), community-based tourism leaders (3.3%), and conservation officers (1.7%), were under-represented, while hotel and lodge managers (15%) and tour operators (10%) participated moderately. This is consistent with research by Baum (2019), who points out that despite playing a crucial role in implementing sustainability, operational level tourism employees are frequently left out of upskilling programs. Additionally, the low participation of public health officials (1.7%) underscores a lost chance for cross-sectoral cooperation, which is crucial for maintaining safe and sanitary tourism settings, particularly in post-pandemic settings (UNWTO, 2021). This unequal distribution of occupations highlights structural obstacles to access, like ignorance, a lack of resources, or the unsuitability of the training material.

Analysis of Regression and Correlation

The importance of active and hands-on learning was confirmed by multiple regression analysis, which showed that training methods have a significant impact on competency development ($B = 0.451$, $p = 0.019$). However, the alignment of training programs with sustainability principles had a negative, statistically insignificant effect ($B = -0.165$, $p = 0.210$), whereas skills and knowledge gaps had a positive but weaker relationship with competency development ($B = 0.205$, $p = 0.061$). These findings might suggest that while current curricula make claims to be in line with sustainability, they fall short in terms of effectively acquiring competencies.

Training methods and sustainable tourism competencies were found to be strongly positively correlated by the Pearson correlation coefficient ($r = 0.632$, $p < 0.001$), underscoring the significance of interactive and experiential pedagogies. This is consistent with research by Moscardo et al. (2013).

ANOVA and the Hypothesis These dynamics were further elucidated by testing ANOVA results. Competency development was not significantly impacted by knowledge and skill gaps ($F = 0.737$, $p = 0.659$), but it was significantly impacted by training programs that were in line with sustainability principles ($F = 3.296$, $p = 0.001$). Significant differences in competency development were observed between groups ($F = 8.808$, $p < 0.001$), indicating inconsistent program efficacy according to institutional context or occupational role.

After testing, three null hypotheses were disproved: Professionals in the tourism industry have knowledge and skill gaps, especially in the areas of sustainability, digital skills, and community involvement ($p < 0.001$). This backs up claims made by the UNDP (2020) that one of the biggest obstacles to sustainable tourism in Africa is

still capacity building. The principles of sustainable tourism are not sufficiently reflected in training programs, which place little emphasis on environmental protection, ecotourism, and waste management.

With little focus on waste management, ecotourism, and environmental protection, training programs are not sufficiently in line with the principles of sustainable tourism ($p = 0.002$). Competency development is greatly impacted by current training methods, although many programs continue to be overly theoretical and underuse digital tools ($p < 0.001$), which echoes Goh and Sigala's (2020) concerns about antiquated pedagogical practices.

Qualitative Perspectives

According to stakeholder interviews, experiential learning, sustainability awareness, community involvement, digital literacy, entrepreneurship, soft skills, and policy comprehension are the top seven areas for improving training in sustainable tourism. These results align with the Global Sustainable Tourism Council's (GSTC, 2022) holistic training model, which prioritises multidisciplinary learning, stakeholder partnerships, and real-world problem-solving. The overly theoretical character of current programs was criticized by respondents, who pointed out that they do not adequately prepare graduates for challenges in the real world of tourism.

CONCLUSION

With an emphasis on competency development among tourism professionals, the study's objective was to assess the efficacy, applicability, and inclusivity of sustainable tourism training in Kenya. The results offer a thorough grasp of the condition of training programs today and highlight important areas in need of change.

First, the study discovered that the training participants' occupational distribution is skewed, with frontline tourism actors like tour guides, community-based tourism leaders, and conservation officers being underrepresented and educators and trainers predominating. This disparity restricts the usefulness of training programs and necessitates more inclusive approaches that involve individuals who provide tourism services directly.

Second, training methods have a significant impact on competency development, according to the regression and correlation analyses. It has been demonstrated that practical, hands-on methods are far more effective than conventional, theory-based ones. There appears to be a gap between training design and practical sustainability requirements, though, as the overall alignment of training content with sustainable tourism principles is still poor and uneven.

Thirdly, the results of ANOVA and hypothesis testing supported the existence of notable knowledge and skill gaps, particularly in areas like community involvement, sustainability practices, and digital literacy. Even though there are training programs, many of them are still out of date, excessively theoretical, and not entirely in line with global sustainability frameworks like the Sustainable Development Goals (SDGs).

Qualitative insights also emphasized the importance of developing soft skills, entrepreneurship, policy literacy, and experiential learning. In order to create training experiences that are impactful and relevant, stakeholders stressed the importance of community involvement and industry-academia partnerships.

Implications: These findings have a number of ramifications for practice, education, and policy.

Policy Level: All stakeholders, particularly those in grassroots and community-based positions, should be the focus of inclusive training frameworks that are given top priority by national tourism and education policymakers.

Institutional Level: TVET and university curriculum developers must update current programs to include digital competencies and useful, sustainability-focused content.

Industry Level: To offer opportunities for internships, real-world experience, and ongoing professional development, training institutions and the tourism sector must forge closer ties.

In conclusion, training programs need to be changed to be more inclusive, practically orientated, and in line with both local needs and international sustainability standards if Kenya is to have a genuinely sustainable tourism industry. Achieving long-term sustainable development goals requires providing targeted, skillsbased, and participatory training to all tourism professionals, particularly at the grassroots level.

RECOMMENDATIONS

1. The Ministry of Tourism and Wildlife together with the Global Sustainable Tourism Council and industry associations and academic institutions should develop a standardized competency framework. The framework needs to establish basic skills which all tourism positions require from entry-level staff to executive staff members and the framework should include digital skills and environmental protection and community participation and sustainable enterprise methods.
2. The tour guide community tourism leader and conservation officer workforce development needs to become the primary focus of industry associations and regulatory bodies. The study found that existing programs need to improve participation by providing flexible training schedules and local language training and subsidized program fees which will help grassroots organizations access important training programs.
3. The Commission for University Education (CUE) and TVET Authority should mandate that all tourism programs must include sustainability as an essential subject in their core curriculum. The program must teach students practical skills through its modules which focus on climate adaptation and waste management and environmental impact assessment and cultural ethics to meet both national strategies and international requirements.
4. Training institutions need to establish formal partnerships with tourism enterprises to develop joint educational programs which include internships and mentoring programs and practical assignments.
5. The Kenya Tourism Board with the Kenya Association of Hotelkeepers and Caterers should establish an accreditation system which identifies programs that fulfill sustainability competence requirements. The market-driven incentive will motivate educational institutions to modernize their programs while delivering trustworthy services to their corporate clients.
6. Competency-Based Assessment with Continuous Impact Monitoring should be implemented by educational institutions. The educational system requires practical assessment methods which include portfolio development and project evaluation and monitoring of work performance at actual job sites. Educational institutions and industry should jointly monitor graduates' ability to apply sustainable practices which will create feedback loops to improve training programs.
7. All training programs must integrate digital skills (GIS digital marketing AI applications) while simultaneously upskilling educators through continuous professional development. The dual approach provides trainers with sustainability knowledge and contemporary teaching techniques which they will use to create effective technology-driven educational environments.
8. The Ministry of Tourism should create a central online platform which will provide best practices case studies and digital educational materials and self-evaluation instruments. The platform will support ongoing education while creating consistent training resources which institutions can use to disseminate content to professionals who work in remote areas or community-based environments.

ACKNOWLEDGMENT

The Researcher Would Like to Sincerely Thank Baringo National Polytechnic for the Kind Financial Assistance That Enabled This Study, Which Came to About Ksh. 1,000,000 In Total. The Development of the Proposal, The Gathering of Data from Different Parts of Kenya, And the Thorough Analysis of the Data Were All Made Possible by This Funding. We Also Want to Express Our Gratitude to Baringo National Polytechnic's Management, Employees, And Research Department for Their Unwavering Support, Encouragement, And Logistical Assistance During the Project.

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