



ECO-ORIENTED EDUCATIONAL PRACTICES IN THE PROFESSIONAL TRAINING OF HOSPITALITY SPECIALISTS IN LEADING EUROPEAN COUNTRIES

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Abstract

Relevance. The relevance of the research is determined by the orientation of the modern hospitality industry towards sustainable development and its significant impact on the environment due to excessive consumption of resources, waste production, and CO₂ emissions. This determines several important trends: in EU countries, consumers increasingly choose environmentally friendly products and services; in leading European countries, the training of hospitality industry specialists includes eco-oriented educational practices on energy conservation, waste management, and resource provision; environmental education enables future specialists to understand this impact and master methods of environmentalization; the environmental competence and culture of hospitality industry specialists determine the competitiveness of their enterprises; the introduction of eco-oriented practices promotes innovations in the hospitality industry, improves the quality of services, and reduces energy and material costs; the European experience of training hospitality industry specialists is open to the Ukrainian system of vocational (vocational-technical) education and requires thorough study.

The aim is to analyze the experience of leading European countries regarding the use of eco-oriented educational practices in the professional training of hospitality industry specialists and to develop relevant recommendations for vocational (vocational-technical) education institutions in Ukraine that train specialists for this industry.

The methods include analysis and synthesis methods for outlining the conceptual basis of the research, a search method for formulating general conclusions, and a prognostic method for substantiating ways to use innovative ideas from the experience of leading European countries in the professional training of hospitality industry specialists in Ukraine.

The results show that eco-oriented professional training in leading European countries aims at achieving sustainable development goals and enhancing the competitiveness of hospitality industry specialists in the international labor market; the use of eco-oriented practices, exemplified by leading European countries (Denmark, Norway, the United Kingdom, Spain), demonstrates the advantages of integrating eco-oriented skills into educational programs for training hospitality industry specialists, indicating their compliance with global environmental standards and leadership in sustainable development.

The conclusions, based on the analysis of the experience of training hospitality industry specialists in leading European countries (Denmark, Norway, Spain, the United Kingdom), provide recommendations for improving the professional training of these specialists in Ukraine by introducing European eco-oriented educational practices (integration of environmental management principles such as "Green Key", "Eco-Lighthouse"; inclusion of practice-oriented modules on energy conservation, waste management, and resource provision into educational programs; establishment of unified standards for eco-oriented practices; support for innovation; response to consumer demand for sustainable development strategies; monitoring and evaluation of eco-oriented professional programs).

Keywords: *hospitality industry, hospitality industry specialist, educational practices, eco-orientation, European Union countries.*

Introduction. The hospitality industry reflects rapid and qualitative shifts in the goal-setting vector, particularly the strengthening of

environmental responsibility and the growing demand for sustainable practices and measures to prevent environmental pollution. In leading

European countries, state policy is currently focused on fostering consumer environmental awareness, which has correspondingly influenced the concept of professional training for hospitality specialists and has given impetus to the development of eco-oriented education.

In the educational context, this process involves the implementation of eco-oriented practices in professional training, specifically in the comprehensive familiarization of future hospitality specialists with effective sustainable development strategies. These educational practices are characterized by a broad thematic spectrum, ranging from water and energy conservation to waste management and resource provisioning. They allow future specialists to thoroughly analyze successful eco-oriented initiatives and outline their own paths for practical implementation.

At the same time, it is essential to emphasize the practical significance of eco-oriented educational practices, as they provide future hospitality specialists with necessary eco-oriented skills and competencies and form their professional experience in utilizing greening mechanisms according to the requirements of the time. For example, such practices may include studying the experiences of international hotel chains and restaurants in reducing carbon emissions or adhering to zero waste strategies. These examples testify to the conceptual relevance and timeliness of eco-oriented professional training for hospitality specialists in leading European countries.

Thus, a detailed study of the experiences of leading European countries in applying eco-oriented educational practices will highlight the specific features of professional training for future hospitality specialists in light of today's environmental challenges. Meanwhile, Ukrainian specialists can leverage the positive aspects of this experience to improve the professional training of hospitality specialists within the domestic professional (vocational-technical) education system.

Sources. Recently, the problem of implementing eco-oriented practices in the professional training of hospitality specialists has been the focus of many studies in both domestic and international scientific discourse. Legrand et al. (2023) analyzed pressing issues related to

sustainable development and the hospitality industry. Their research predominantly addresses sustainable tourism and hospitality management. Salem et al. (2019) substantiated sustainable development practices in the hospitality industry and the effectiveness of fostering eco-oriented behavior. Font (2002) revealed the importance of corporate social responsibility. Pantelidis (2014) examined the state of development of environmental responsibility among future hospitality specialists. Ahuja et al. (2023) studied the effectiveness of eco-oriented educational practices in the context of improving eco-oriented skills and competencies among future hospitality specialists. Cavagnaro & Curiel (2022) identified the influence vector of eco-oriented practices on sustainability education. In particular, they emphasize the importance of experiential learning and real-life examples in forming eco-oriented behavior among future hospitality specialists.

According to O. Haiduk et al. (2022), "ways to harmonize the relationship between humans and nature (the environment) occur primarily through the transfer of necessary environmental experience, knowledge, and skills in environmental conservation through educational means" (p. 5). Thus, eco-oriented pedagogical technologies serve as an effective tool for addressing new environmental challenges of civilization by qualitatively updating the content of professional (vocational-technical) education in Ukraine, particularly in the professional training of hospitality specialists.

Simultaneously, as noted by A. Kalenskyi (2023, p. 25), "the preparation of cases is a labor-intensive process that occurs with the help of creativity, so the preparation of cases requires financial and time resources and significant intellectual costs; this method requires significant investment of intellectual creative labor not only in the creation of the case but also in working with it."

Thus, the aforementioned scholars significantly expanded the strategic approach to integrating eco-oriented practices into the professional training of hospitality industry specialists, in particular, they identified and substantiated the possible challenges and opportunities of the studied process. However, the raised problem of studying the potential of leading

European countries in promoting eco-oriented educational practices in professional education requires more detailed study.

Therefore, **the purpose of the article** is to study the experience of leading European countries regarding the use of eco-oriented educational practices in the professional training of hospitality industry specialists and to present appropriate recommendations for the system of professional (vocational-technical) education in Ukraine.

Research methods: To achieve the outlined purpose of the article, the following methods were used: analysis and synthesis – to outline the conceptual basis of the research; the search method – to formulate general conclusions; the prognostic method – to substantiate ways of using the innovative ideas of the experience of leading European countries in the professional training of hospitality industry specialists in Ukraine.

Results and discussion. The Green Key Programme – Denmark. Denmark's leadership in sustainable development is largely demonstrated by the international eco-certification program for hotels, "Green Key" (Green Key – Green Dreams, 2024). In Denmark, Green Key standards are organically integrated into the content of educational programs in the hospitality industry. Students are introduced to the basic principles of energy saving, waste management, and resource provisioning. For example, at the Copenhagen Hospitality College, the training modules are based on eco-oriented practices, allowing future hospitality industry specialists to minimize their ecological footprint in daily activities (Copenhagen Hospitality College, 2024). Graduates are able to effectively apply Green Key standards in practice, making them in demand among environmentally conscious employers. The Green Key program has led to a significant reduction in energy consumption and waste generation in participating establishments.

Eco-Lighthouse Certification – Norway. In Norway, the Eco-Lighthouse certification serves as a vivid example of eco-oriented education (Eco-Lighthouse, 2024). It is a recognized standard of environmental management and is implemented in various industries, including the hospitality industry. For instance, the Norwegian School of Hotel Management integrates Eco-Lighthouse principles into its educational programs (The University of

Stavanger, 2024). The training includes seminars and practical sessions on sustainable practices such as efficient resource use, pollution reduction, and biodiversity promotion. Hospitality professionals educated under this program are competent in achieving and maintaining Eco-Lighthouse certification for their employers. This has led to the wider adoption of sustainable practices in the hospitality industry in the country.

The Association of Eco-Oriented Restaurants (The Sustainable Restaurant Association – SRA) – United Kingdom. The Association of Eco-Oriented Restaurants (SRA) in the United Kingdom is foundational for sustainable development in the public catering sector. Its certification encompasses a wide range of ecological aspects, from resource provision to waste management (The Sustainable Restaurant Association, 2024). British educational institutions successfully integrate the Association's guidelines into hospitality programs, such as at the University of West London. Students participate in projects that include auditing and enhancing the eco-orientation of local restaurants, gaining practical experience in implementing eco-friendly practices (The University of West London, 2024). They also acquire skills in fostering a culture of sustainable development in the hospitality sector, particularly by assisting restaurants in obtaining the Association's certification. In turn, this increases the number of eco-oriented restaurants and reduces the overall environmental impact of the public catering sector.

The European Sustainable Hospitality Club (The European Sustainable Hospitality Club – ESHC) – Spain. The European Sustainable Hospitality Club (2024) is a network promoting sustainable development in the hospitality sector across European countries, with significant involvement from Spain (The European Sustainable Hospitality Club, 2024). Spanish educational institutions, such as the Escuela Superior de Hostelería de Sevilla (The Escuela Superior de Hostelería de Sevilla, 2024), actively collaborate with ESHC and implement sustainable development principles in their curricula. These programs cover a wide range of topics, including sustainable architecture, renewable energy use, and sustainable tourism practices. Graduates of such programs contribute to the growth of environmentally friendly

businesses in the hospitality sector within the country. The influence of ESHC has stimulated innovations in ecological construction and the promotion of sustainable tourism.

It is worth noting that the current eco-oriented professional training of hospitality specialists in the aforementioned leading European countries faces some challenges, such as:

1. Lack of standardization. A significant challenge is the absence of unified European standards for eco-oriented practices within the professional training of hospitality specialists. This inconsistency complicates the implementation and monitoring of measures aimed at achieving sustainable development goals.

2. High implementation costs. The financial burden associated with implementing and maintaining eco-oriented practices can be prohibitively high for some educational institutions. These costs include investments in sustainable technologies.

3. Variability in awareness and acceptance. The level of awareness and acceptance of eco-oriented practices varies across European countries, which may hinder the widespread adoption of sustainable practices.

At the same time, leading European countries offer excellent opportunities for the development of eco-oriented educational practices in the hospitality sector:

1. Financial support. European governments provide funding and support for sustainable development initiatives. This financial assistance enables educational institutions to overcome economic barriers to implementing eco-oriented practices.

2. Growing consumer demand. There is a growing demand for eco-orientation in the hospitality sector. This demand can stimulate the adoption of eco-oriented educational practices as businesses strive to meet consumer preferences.

3. Potential for innovation. The hospitality sector has significant potential for innovation in sustainable technologies and practices. This potential can lead to the development of new, more efficient methods of reducing environmental impact.

Thus, eco-oriented training of hospitality specialists in leading European countries is the key to achieving environmental goals and maintaining

competitiveness in a market increasingly driven by sustainable development principles. The examples of Denmark, Norway, the United Kingdom, and Spain demonstrate that despite existing challenges, the benefits of integrating eco-oriented practices into the professional training of future hospitality specialists are significant. They provide future specialists with eco-oriented skills and competencies necessary for adhering to modern environmental standards, thereby positioning these countries as leaders in sustainable development.

Conclusions. Based on the study of the professional training experience of hospitality specialists in leading European countries (Denmark, Norway, Spain, the United Kingdom), recommendations have been formulated for improving the professional training of such specialists in Ukraine by implementing a range of successful eco-oriented educational practices.

1. Adoption of the positive experience of leading European countries:

✓ Integration of the "Green Key" program. It is recommended to collaborate with relevant stakeholders regarding the integration of principles from effective eco-oriented programs, such as "Green Key", into the educational programs for training hospitality specialists in Ukrainian vocational education institutions.

✓ Certification model "Eco-Lighthouse". It is important to thoroughly study and adapt the "Eco-Lighthouse" certification model to develop similar standards that can be applied in Ukrainian vocational education institutions.

2. Development of eco-oriented educational programs:

✓ Modules built on sustainable practices. It is essential to introduce modules on energy saving, waste management, resource provision, and environmental management into the educational programs for training hospitality specialists in Ukrainian vocational education institutions.

✓ Practical training. Special attention should be given to practical classes where students can apply eco-oriented practices in real hospitality settings.

3. Cooperation and partnership:

✓ Cooperation between the hospitality industry and the education sector. Developing partnerships between educational institutions that implement

training programs for hospitality specialists and representatives of this industry is crucial for ensuring compliance with industry needs and standards.

✓ European partnerships. It is important to explore opportunities for cooperation with European institutions or organizations, such as the European Sustainable Hospitality Club (ESHCLUB), for the exchange of best practices and knowledge.

4. Overcoming challenges:

✓ Promotion of standardization. It is vital to work on establishing unified standards for eco-oriented educational practices in the hospitality industry in Ukraine, particularly through cooperation with leading European countries.

5. Innovations and projects:

✓ Encouragement of innovations. Innovation and sustainable development in the hospitality industry in Ukraine should be integrated through grants.

✓ Pilot projects. It is recommended to support pilot projects to test and implement new eco-oriented initiatives in Ukrainian hospitality settings.

6. Consumer engagement:

✓ Response to consumer demand. It is essential to respond to the growing consumer demand for eco-orientation in the hospitality industry by integrating eco-oriented practices into the educational programs of vocational education institutions training future hospitality specialists.

7. Systematic improvement:

✓ Monitoring and evaluation. It is important to implement mechanisms for monitoring and evaluating the effectiveness of eco-oriented educational programs in the context of professional training for hospitality specialists.

The prospects for further research lie in studying ways to implement eco-oriented educational practices in the professional training of hospitality specialists in leading Asian countries.

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ЕКООРІЄНТОВАНІ ОСВІТНІ ПРАКТИКИ У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ ФАХІВЦІВ ГАЛУЗІ ГОСТИННОСТІ У ПРОВІДНИХ ЄВРОПЕЙСЬКИХ КРАЇНАХ

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Реферат:

Актуальність дослідження визначається орієнтацією сучасної галузі гостинності (hospitality industry) на сталий розвиток та її значним впливом на навколишнє середовище через надмірне споживання ресурсів, виробництво відходів і викиди CO₂, що визначає низку важливих тенденцій: у країнах ЄС споживачі все більше обирають екологічно чисті продукти і послуги; у провідних європейських країнах підготовка фахівців галузі гостинності охоплює екоорієнтовані освітні практики з енергозбереження, управління відходами та ресурсозабезпечення; екологічна освіта дає змогу майбутнім фахівцям усвідомити цей вплив і опанувати методи екологізації; екологічна компетентність і культура фахівців галузі гостинності визначає конкурентоспроможність їхніх підприємств; упровадження екоорієнтованих практик сприяє інноваціям у галузі гостинності, покращує якість послуг, зменшує витрати на енергію та матеріали; європейський досвід підготовки фахівців галузі гостинності є відкритим для української системи професійної (професійно-технічної) освіти і потребує ґрунтовного вивчення.

Мета: проаналізувати досвід провідних європейських країн щодо використання екоорієнтованих освітніх практик у професійній підготовці фахівців галузі гостинності та сформулювати відповідні рекомендації для закладів професійної (професійно-технічної) освіти України, які здійснюють підготовку фахівців для цієї галузі.

Методи: методи аналізу та синтезу – для окреслення концептуальної основи дослідження, пошуковий метод – для формулювання загальних висновків та прогностичний метод – для обґрунтування шляхів використання інноваційних ідей досвіду провідних європейських країн в професійній підготовці фахівців галузі гостинності в Україні.

Результати: екоорієнтована професійна підготовка у провідних європейських країнах спрямована на досягнення цілей сталого розвитку і підвищення конкурентоспроможності фахівців галузі гостинності на міжнародному ринку праці; використання екоорієнтованих практик на прикладі провідних європейських країн (Данія, Норвегія, Велика Британія, Іспанія) демонструє переваги інтеграції екоорієнтованих умінь і навичок в освітні програми підготовки фахівців галузі гостинності, свідчить про їхню відповідність світовим екологічним стандартам та лідерство в галузі сталого розвитку.

Висновки: на основі аналізу досвіду підготовки фахівців галузі гостинності у провідних європейських країнах (Данія, Норвегія, Іспанія, Велика Британія) розроблено рекомендації для покращення професійної

підготовки цих фахівців в Україні через упровадження європейських екоорієнтованих освітніх практик (інтеграція принципів екологічного менеджменту «Green Key», «Eco-Lighthouse»; включення до освітніх програм практико-орієнтованих модулів із енергозбереження, управління відходами та ресурсозабезпечення; встановлення єдиних стандартів екоорієнтованих практик; підтримка інновацій; реагування на попит споживачів щодо стратегій сталого розвитку; моніторинг і оцінювання екоорієнтованих професійних програм).

Ключові слова: *галузь гостинності, фахівець галузі гостинності, освітні практики, екоорієнтованість, країни Європейського Союзу.*

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