Abstract

This chapter is based on the fact that innovation in education has been the subject of extensive studies for at least two decades, thus bringing to the surface the need to diversify the ways and means by which education is provided by educators and acquired by learners, society in general, and business and economic activity in particular. Accordingly, the research leads to the estimated benefits for all stakeholders involved in the process, creating an accumulated perception of innovation in education. Hence, the chapter proposes a visual model that is likely to contribute as a roadmap for incorporating simulation tools in Continuous Vocational Education and Training (CVET) in tourism Small Medium Enterprises (SMEs).

1. Introduction And Research Context

The recommended book chapter lies on the ground that innovation in education has been a subject of extensive studies for at least two decades, hence, bringing to the surface the need for diversifying the ways and means that education is delivered by educators as well as acquired by learners, society in general and in particular the business and economic activity. Therefore, the particular suggested research will lead to the estimated benefits for all stakeholders involved in the process, creating an accumulated perception of innovation in education (Blouin et al., 2009; Serdyukov, 2017; Rubia-Avi, 2022). Prenger et al. (2022) enhance this argument by supporting that innovation in education not only is crucial for continuous development of all stakeholders, but most importantly, focusing on the issue requires strategies that will ensure innovation's sustainability, and ability to adapt the educational emerging needs. Furthermore, the implementation of innovative teaching methods requires the clarification of specific parameters such as the individuals' needs, curriculum characteristics, the organisational context, and collaboration between all parties in order to ensure a sustainable operational environment (Stirman et al., 2012). The role of innovation in education is gaining an increasing role, therefore, requiring from all stakeholders to ensure its uninterrupted development at all stages (Zhurakovskaya et al., 2020).

Based on this context, training should take into consideration the emerging impact of Green Human Resource Management (GHRM) which has reshaped the way that sustainability and climate protection should be addressed (Prodromou et al., 2024; Papademetriou et al., 2024). Moreover, the current book chapter aims to propose a new model of how VSBT should effectively be integrated into CVET in the tourism SMEs in order to enable SMEs to become more competitive through active, innovative, and diversified training of their labour force. Considering the effects of the post-pandemic on the tourism SMEs (Wang & Le, 2022), it is crucial for the sector's SMEs to establish a new business model that will focus on the human asset as a source of resilience (Rastegar et al., 2023). Such strategic choices should be developed within the context of nation branding, hence, enable a country to fully develop and effectively market its brand image within the current globalized environment (Masouras et al., 2024; Sophocleous, 2023). The need for such actions has intensified following the recent pandemic's negative consequences in which tourism SMEs have faced serious problems in several operational fields, hence, requiring a more extrovert approach (Prodromou et al., 2024). More specifically, the current chapter proposes a visual model that will contribute as a roadmap for incorporating simulation tools in CVET in tourism SMEs, as this constitutes an essential step forward for tourism SMEs and can substantially increase both workforce performance and customers' experience (UX) (Lobinger & Mele, 2021).