

RESKILLING AND UPSKILLING FOR SUSTAINABLE EMPLOYABILITY IN TOURISM AND HOSPITALITY: A SYSTEMATIC LITERATURE REVIEW AND RESEARCH AGENDA

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Abstract

The rapid transformation of the global tourism and hospitality industry, accelerated by Industry 4.0 technologies, digitalization, and post-pandemic workforce disruptions, has intensified the need for reskilling and upskilling to ensure sustainable employability. This study systematically reviews the existing literature on reskilling and upskilling within the tourism and hospitality sector to examine their role in workforce sustainability, future employability, and organizational adaptability. Using the PRISMA framework, 113 peer-reviewed studies published between 2009 and 2023 were identified and analyzed from major academic databases including Scopus, Emerald, EBSCOhost, ScienceDirect, and Google Scholar.

The findings reveal that reskilling and upskilling significantly contribute to employee adaptability, career resilience, workforce productivity, and sustainable organizational performance. The review further highlights that the emergence of Industry 4.0 technologies, automation, artificial intelligence, and digital tourism ecosystems has widened the skill gap between existing workforce competencies and evolving industry requirements. The study identifies experiential learning, industry-academia collaboration, vocational training, soft-skill enhancement, and technology-oriented learning as critical drivers of future employability in tourism and hospitality.

The review also demonstrates a substantial increase in scholarly attention toward workforce reskilling and employability after the COVID-19 pandemic, emphasizing the growing importance of sustainable human capital development in service-intensive industries. Drawing upon Human Capital Theory, the study proposes that continuous skill development serves as a strategic mechanism for improving organizational resilience, employee retention, and long-term industry competitiveness.

The paper contributes to the literature by synthesizing fragmented knowledge on sustainable employability within tourism and hospitality and by proposing a future research agenda focusing on AI-driven workforce transformation, green skills, digital competencies, and sustainable human resource development. The findings provide practical implications for policymakers, educational institutions, tourism enterprises, and human resource managers seeking to build a future-ready and sustainable workforce.

Keywords: skills, employability, training, industry 4.0, employee

Introduction

With the rapidly changing nature of work, there is an increasing need for reskilling and upskilling through training the current personnel for their future well-being (Agarwal et al., 2022). Most industries all over the world have incorporated cutting-edge technology into their manufacturing processes and operations in response to the pace of digital transformation (Li, 2022). It is essential that this trend be supported with proper training that meets particular requirements in order to understand how people view the rising introduction of digitalisation, the practices that are necessary, and the individuals participating in it (Cavagnetto et al., 2022). To link this skill gap, the emphasis must be given to training design, which can be beneficial in identifying knowledge, performance and skills gaps (Agarwal et al., 2022), providing the support and necessity of reskilling and upskilling to cope with the variations of current and future business trends (Wahab et al., 2021).

In addition, organisations across industrial sectors should have a suggested action plan in place for handling such changes due to the benefits of organisational and personnel growth, which in turn promotes effective customer relationship management and service delivery (Suhasini & Santhosh, 2019). Reskilling and upskilling must be prioritised by both individuals and organisations, where career progression must be a crucial part of the workforce of the future (Li, 2022). Reskilling and upskilling are critical to development as they increase revenue, boost output, and support the general expansion of the business organisation (Ray et al., 2022). Within the workplace, espousing reskilling and upskilling can enhance morale and employee capability and foster a higher degree of loyalty (Wahab et al., 2021).

The Travel and Tourism sector is one of the fastest and largest growing economic sectors globally (Chaudhary & Islam, 2023; Subash, 2015). The World Travel & Tourism Council (WTTC) found that the travel and tourism industry's direct, indirect, and induced effects were responsible for one-fourth of all new jobs created worldwide, 10.3 per cent of all jobs (333 million), and 10.3 per cent of global GDP (US\$9.6 trillion) (WTTC, 2019). This suggests that tourism is one of the most labour-intensive industries, where travel agencies and reservation services, passenger transportation, food and beverage businesses, and lodging are a few of the tourism-related industries (UNWTO, 2022).

Building upon the above discussion, this study seeks to address the following objectives through a systematic literature review of reskilling and upskilling within the Tourism and Hospitality Industry. The objectives are:

- i. To explore the significance of reskilling and upskilling for future employability.
- ii. To evaluate how reskilling and upskilling impact the Industrial 4.0 human resource requirement.

Research Methodology

Theoretical foundation

The study used the Theory of Human Capital pioneered by Becker, (1962) to explain the theoretical orientation of upskilling and reskilling. The theory suggests that investing in human capital increases the value of highly trained personnel as assets for companies and will result in higher levels of productivity (Lopes et al., 2021). It will not just increase the productivity of an individual but also increase income which enhances their quality of life (Gangotia & Bhatt, 2023; Janjua, 2011). It is critical to understand the 'capital' of skilled workers, which includes not just educational achievement but also tacit knowledge (acquired through experience) and specialized skill sets (Lopes et al., 2021).

In this regard, the Human Capital Theory backs the goal of skilling to increase the future workforce's ability to effectively and efficiently handle uncertainty (Mohanty & Mohanty, 2019). Additionally, theories of employability and human capital claim that skill development is essential to a person's employability and career advancement, which could benefit the society and country as a whole, since it will have more highly qualified human resources (Alam et al., 2022).

Methodology

The PRISMA -Preferred reporting items for systematic reviewed meta-analyses (Olaitan & Mavuso, 2022) methodology framework is used to define and give a precise way of selecting appropriate studies information and reaching a conclusion. A total of *n*-119 articles were finally selected out of the initially searched 7970198 articles, which were systematically reviewed following 4 phases: identification, screening, eligibility, and inclusion (details in Figure 1). Five major databases; Emerald, Science Direct, EBSCOhost, and Scopus peer-reviewed articles, were used to search and select the articles; the search included the articles matching keywords in the title, abstract and keywords mentioned in the articles; "Skilling AND Industrial 4.0",

“Employee AND Skilling”, “Skill Development, Skilling AND Tourism”, “Skill Gap AND Tourism, SMEs AND Skill Development”, “Tourism AND Sustainable Employability”, “Reskilling AND Upskilling”, “Upskilling AND Tourism SMEs” in the articles and has been maintained in all the databases. Further, the time period has been considered between 2009-2023 to select the publications, as skill development was emphasized in India from 2009 through the introduction of the National Skill Development Policy (Ministry of Skill Development and Entrepreneurship, 2009) (Mullan & Rolleston, 2020).

Table I presents the Summary of the exclusion and inclusion criteria used for the literature review. Firstly, the articles published before 2009 and in languages other than English have been eliminated. Figure 1 explains the PRISMA model with its 4 steps.

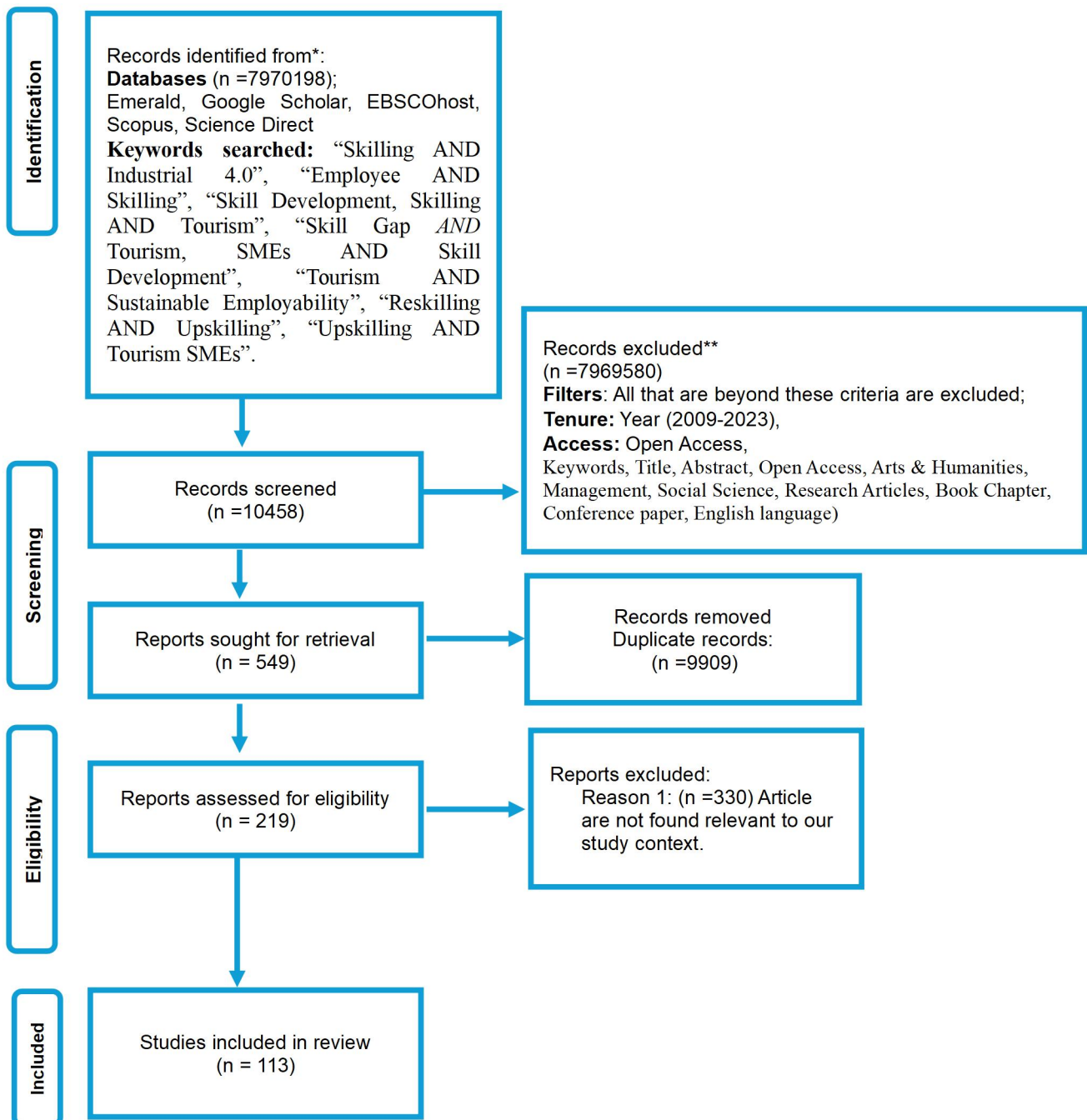


Figure 1. PRISMA Model

Table 1. Summary of Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion criteria
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YEAR (2009-2023)	Before 2009 and After February 2023
Open Access, Area (Arts and Humanities, Social Science and Management)	Limited Access, Area (Science, Computer Science, Engineering, Earth and Planetary Science, Finance and Accounting)
Documents (Articles, Book chapters, Conferences)	Documents (Review, Books, Editorials, Notes, Short Surveys)
Languages (English)	Languages (Spanish, French, Chinese, German, Russian)
Databases (Google Scholar, Ebsco, Science Direct, Emerald database and Scopus peer-reviewed)	Database (Web of Science, PubMed, Eric and Core, etc.)

Literature Review

Reskilling, Industrial Revolution 4.0, and Employers

The involvement of employees plays a vital role in the upskilling of the workforce (Felstead et al., 2010). Hence, industries need to encourage their employees to develop and groom to contribute to the organisational overall effectiveness (Vinayan et al., 2020). Along with the development of competencies as per the employer's need, there is also a requirement to prepare potential employees (students) in demanding areas such as information and communication technology (ICT) and communication, etc., for future requirements (Gangotia & Bhatt, 2023). Olaitan & Mavuso, (2022) indicated 4 key factors: curriculum updating, equipment and funding for vocational education and training, global collaboration, and development of soft skills, which influence the skills for futuristic technology-driven jobs in a 4th Industrial Revolution (4IR) economy. Skill-based learning is no longer an option but rather a necessity due to the significant gap between graduation outcomes and industry requirements, which can only be solved by reskilling and upskilling processes (Sawant et al., 2022). According to Li (2022), reskilling and upskilling should be easily available and affordable for the workforce, and organisations should make great efforts in this direction. Along with upskilling and training, Manyati & Mutsau, (2021) added that sustainable working practices and better management are necessary to remain viable in informal manufacturing. As a result, there is a need to move beyond the development of skills through a dichotomy of demand and supply, adding the influence of skills on improving work and business performance, as well as demands to integrate demand and supply (Sakamoto, 2019). Today, the Fourth Industrial Revolution is reshaping the world in every industry (Agarwal et al., 2022). The Information Age, the Industrial Internet of Things, the robots age, Industry Plus (+), and the Fourth Economy are some of the titles that are frequently used to characterise this transition (Olaitan & Mavuso, 2022). Ivaldi et al., (2022) suggested that for the 4th industrial revolution, sustainability is the key to balancing strengths and threats, which can be attained with investment and promotion of organisational learning. Previous studies described that Industry 4.0 (I4.0) technologies, along with sustainable human resource management practices (employee empowerment, participation, and training flexibility), can improve the competencies and skills of employees to fulfil the needs of future organisations (Sharma et al., 2022). Furthermore, Sustainable Development Goals (SDGs) also emphasise the need to address the challenges arising from automation and the I4.0 (Agarwal et al., 2022). For Industrial Revolution 4.0 (IR4), the implication of upskilling and reskilling will increase cost-effectiveness and employee competitiveness in the long term (Wahab et al., 2021) and will play a critical role in the future of work (Gichobi, 2022). Therefore, employers need to take the lead to facilitate upskilling and reskilling to preserve jobs in the future, since IR4 demands higher skills in jobs (Maisiri & Van Dyk, 2021). Hence, Reskilling and upskilling is crucial for employee learning and development to encourage and enhance productivity, and human resource development where professional must understand their mounting roles in technology advancement and designing virtual learning atmospheres to thrive in the world powered by Artificial intelligence, robotics, etc. (Bennett & McWhorter, 2021; Chaudhary & Islam, 2023).

Sustainable Employment and Skill Development

To promote employment for sustainable development, the practitioners should develop competencies and skills through formal higher education and short-term courses and on-the-job learning through expansion learning across the organisational units (Rosenberg et al., 2018). As per Gardas et al., (2019), there are three main obstructions to sustainable human resources: lack of training, uncertain career growth, and industry

dynamism. Whereas development of skills can be deemed as an essential necessity for sustainability in every aspect of a country, as well as in the achievement of sustainable development goals (S. Alam & Dhamija, 2022; Comyn, 2018). There is a need for innovative thinking to sustain quality in skill development as the innovation ecosystem better matches the demand and supply, resource availability, and utilisation for higher economic growth (Shrotriya et al., 2018).

The alliance and commitment of stakeholders are vital for the success of skill development programs (Arthur-Mensah, 2020). Through continual cooperation and collaboration within the network, knowledge and skills can be increased (Fajsi et al., 2017). A wider social agenda with a focus on retaining and attracting young trainees for the skill development process can channelise the resources to develop skills as per the needs of organisational goals (Arthur-Mensah, 2020). Due to the rapid change in technology, jobs are becoming more knowledge-skill intensive, and hence need for constant investment in the education and training of employees (Stanciulescu & Bulin, 2012).

Braun et al., (2022) found that job profiles, skills, trends, machines, training items, and tasks play important roles in filling the skill gap. In addition, the authors suggested that learners, educators, institutions, employers, human resources, and policymakers need to be included in the process of bridging the skill gap. Shamzzuzoha et al., (2022) study strengthened this, which found that proper education and training environments help in supplying a skilled workforce, which helps to fill the skill gaps. As per AlDhaen, (2023), it is visible that Higher educational institutes require a unified understanding and commitment to education skills for sustainable development. The impact of workplace variables and employee traits on training outcomes has been studied by Felstead et al., (2010). The authors mentioned the significant impact of employee involvement on the upskilling process. Pandita & Ray, (2018) discussed the role of the employee in the skill development process. The authors described the importance of employee engagement in learning and in the talent development programs; employees who are engaged have a higher spirit of learning, which leads to updated skills and reskilling as and when required. Moreover, developing economies and future growth heavily rely on a skilled labour force (Sanghi & Srija, 2015). Since, job environments are becoming more dynamic, there is a need to redefine and mandate the upskilling and reskilling for the welfare of the current workforce (Agarwal et al., 2022).

Reskilling and Upskilling in Hospitality & Tourism

In the tourism sector, Small and Medium Scale Enterprises (SMEs) face issues due to a lack of knowledge, skills, training on business operations, and a lack of support in tourism promotions (Jaafar et al., 2011). However, they make significant input in employment generation and to the national economy (Coetzer et al., 2012). Practical learning is important for the students, and specialised education programs or practical lab instruction influence their choice of future job (Kim et al., 2016). The conventional use of a talent pool is unreasonable for small-medium enterprises due to their limited capabilities and resources (Jooss et al., 2023). However, with an exclusive approach to developing talent in hospitality and tourism, SMEs with a strong commitment between education, industry, and government, along with cooperation through inter-organisational talent pools, can sustain talent management in the industry (Johnson et al., 2019). Mohanty & Mohanty (2019) study revealed a significant gap between institutions' offerings and employers' expectations, suggesting the need to restructure the curriculum with a focus on skill development in the tourism industry. Thus, the current education system needs to be overhauled to enable a skill-based learning system where industries will be keen to take part in support of skilling initiatives like CSR activities (Munjal et al., 2019). Arifah & Arifin, (2019) suggested that Vocational parties should play the role of providing training and knowledge, and also assist the communities to upgrade with 21st-century skills. Mathew & Sreejesh, (2017) have also suggested that starting vocational and technical institutes in tourism destinations will help in developing a favourable tourism perception that will lead to the increasing success of the skill development programs by developing a skilled tourism workforce. In addition to enhancing skills and abilities for sustainability and destination-related competitiveness, tourism professionals need to include a skills curriculum in accordance with industry standards (Andrades & Dimanche, 2019). Adeyinka-Ojo, (2018) defined 14 employability skills which are highly valued but lacking in rural hospitality and tourism; These skills include verbal and listening communication skills, motivational skills (the capacity to lead and inspire others), social and interpersonal relationship management skills, and aesthetic skills (the ability to portray oneself in a way that employers find appealing). Since, English is a universal language; hence, along with

other employability skills and competencies, language training in higher education needs to be focused (Singh & Jaykumar, 2019).

Besides that, studies mentioned that employers play a vital role in employee’s career endeavours. Employee retention in the hospitality business is impacted by employee’s career perception, which is influenced by the way employer treat their employees (Chang & Busser, 2020). Even the presently employed people were seen struggling sometimes due to lack of appropriate skills and experiences, and limited opportunities to upskill and career progress in the tourism industry (Booyens, 2020) . Enhancement of skills will increase the competencies of the employees and, therefore, increase opportunities for cross-sector mobility. Huang et al., (2021) explained that enhancing soft skills in hospitality will help in the cross-sector mobility of employees, which will further help to reduce unemployment. Thus, more focus is needed on skill development to accelerate vertical movement in the tourism workforce through skilling, together with mentorship programs as a pathway to the labour market (Booyens, 2020). The tourism industry requires a workforce with multiple skills and competencies to meet and exceed customer expectations (Kimeto, 2021) . Thus, Reskilling and upskilling can be used to measure human resource skill development considering the technological changes in the tourism and hospitality industries.

Results and Discussion

To draw the results of the study and have a clear understanding, the authors have analysed 113 (n=113) articles. The analysis was performed based on year-wise article publications, region-wise and industry/sector-wise publications, citation analysis, and theory-level analysis of the theories reflected in the studies, to examine the emphasis on reskilling and upskilling trends. Figure 2 shows the keyword clusters used for screening of the articles.

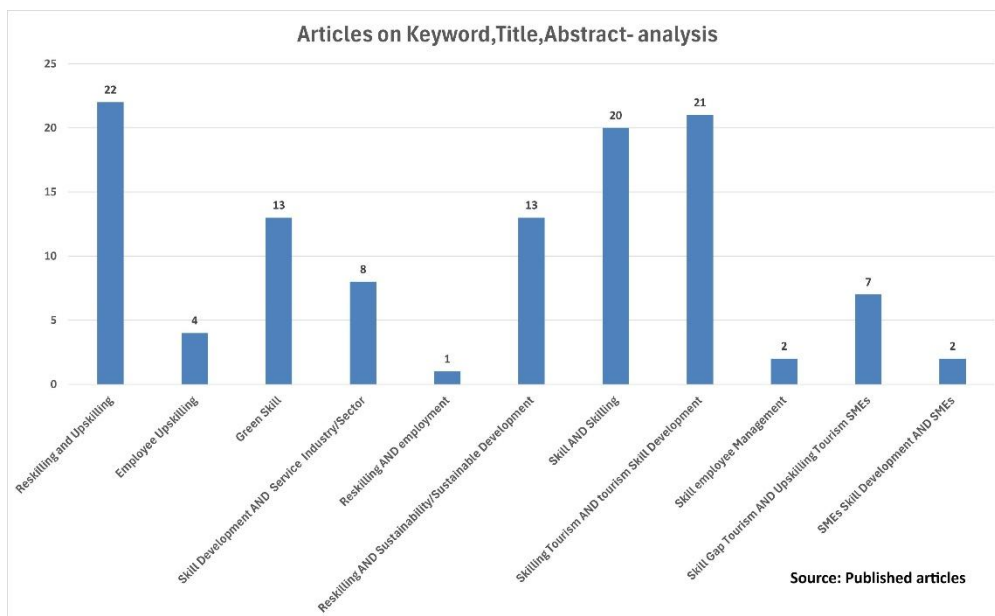


Figure 2 Analysis of articles on keywords Title and Abstract

From Figure 2, we can see that primarily the articles focus on keywords ‘reskilling and upskilling’ and ‘Skilling tourism and Tourism Skill Development,’ which is approximately 38 per cent of articles identified in this study. Secondly, the year-wise publication of articles has been analysed to understand the year’s emphasis on these themes from the researchers’ point of view. The description is provided in figure 3.

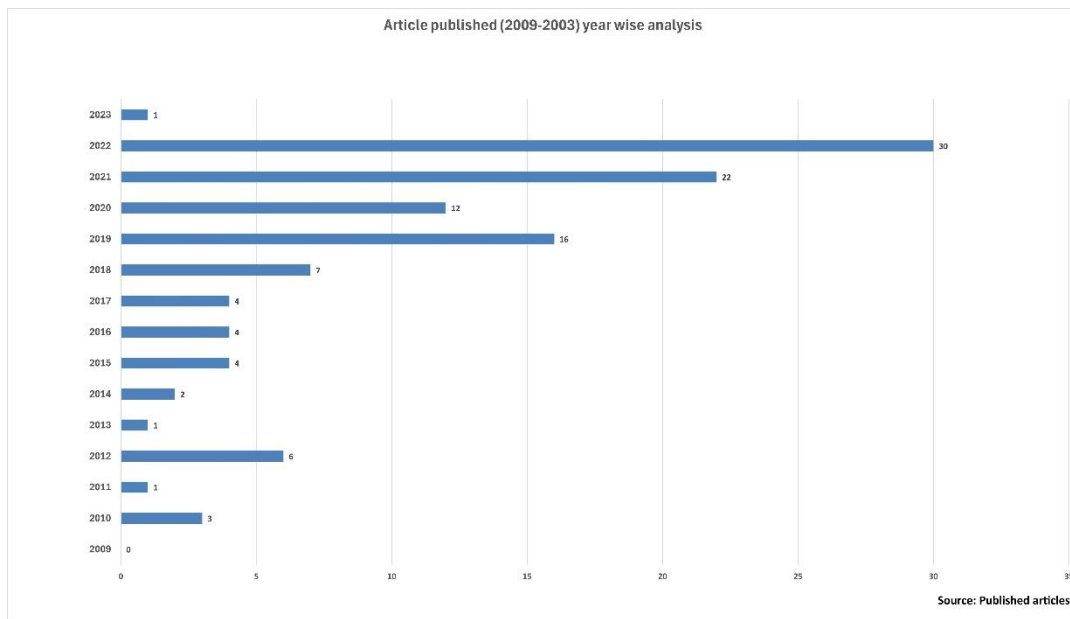


Figure 3 Analysis of articles published between 2009 to 2023

Figure 3 reflects that out of 113 articles, the maximum no. of articles was published between 2021 (26.54 per cent) and 2022 (19.46 per cent), which reflects that skill development, reskilling and upskilling have received more emphasis after the Covid crisis. While the concept was studied earlier as well. However, the findings show the increasing importance of these concepts post-pandemic period. This suggests that reskilling and upskilling can be useful for future employability and sustainable development and are more significant in crisis situations (Maisiri & Van Dyk, 2021).

Thirdly, the analysis has been done to know the region-wise understanding of concerns related to reskilling, upskilling and skill development studies. Figure 4 presents the geographical region-wise analysis.

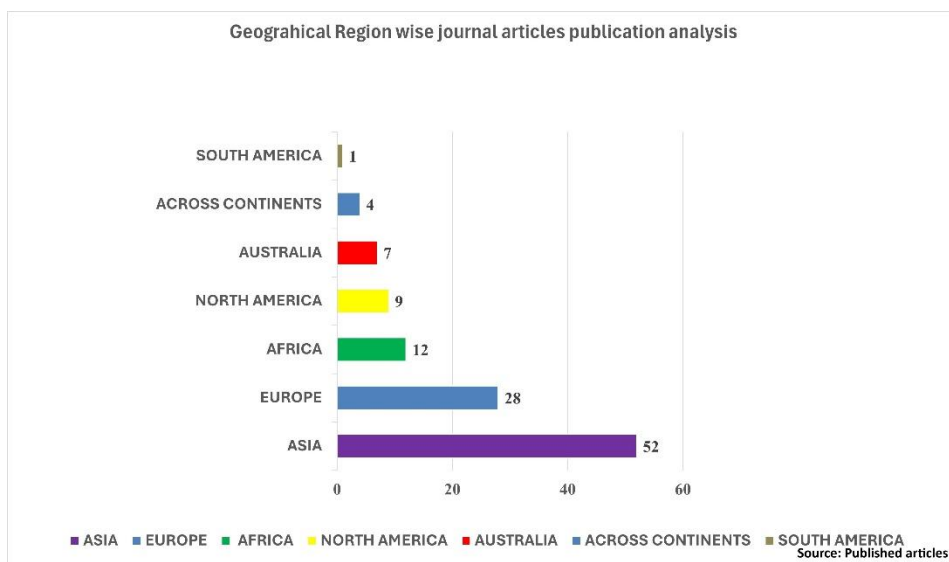


Figure 4 Geographical analysis of articles based on origin of study

The above analysis reflects that the maximum number of studies (52) were primarily done in the context of Asia’s geographical regions that include majorly Southeast Asian nations; out of which, 44 per cent (23 articles) of studies were on the Indian sub-continent context, mostly focusing on the northern part of India. Furthermore, the authors proceed with further analysis to understand the sectors that are doing significantly well in reskilling, upskilling, and skill development. The sector-wise analysis is presented in Figure 5.

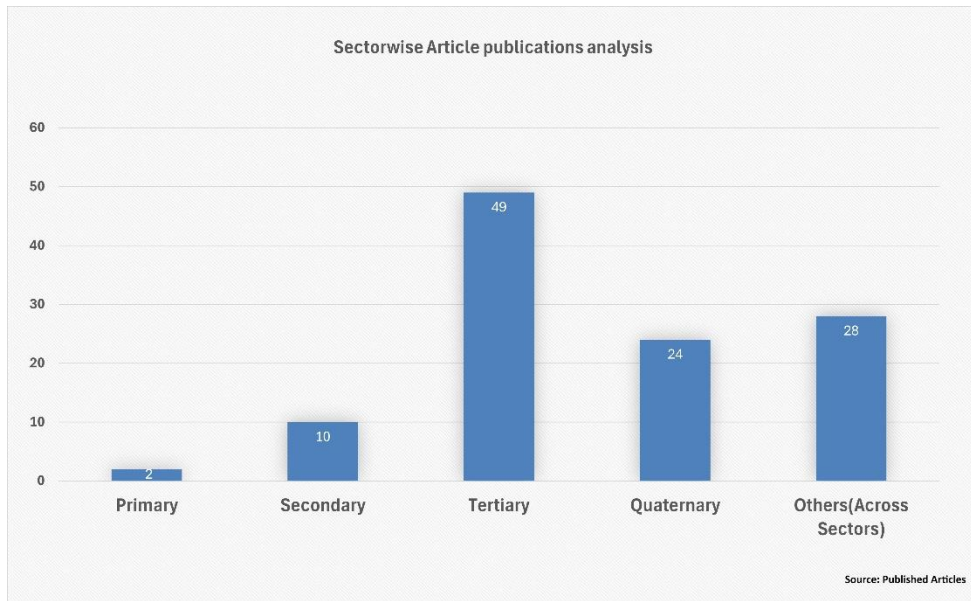


Figure 5 Sector wise analysis of article publication

The results reflect that studies are spread over 43.36 per cent in the tertiary sector, 24.77 per cent in others, 21.23 per cent in the Quaternary sector, 8.84 per cent in the secondary, and 1.76% in the primary sector. This indicates that significant stress has been given in the tertiary sector in relation to skill development. Moreover, to have much in-depth lucidity, further analysis has been done to identify the prominent industry in the tertiary sector that focuses on reskilling and upskilling employees, presented in Figure 6.

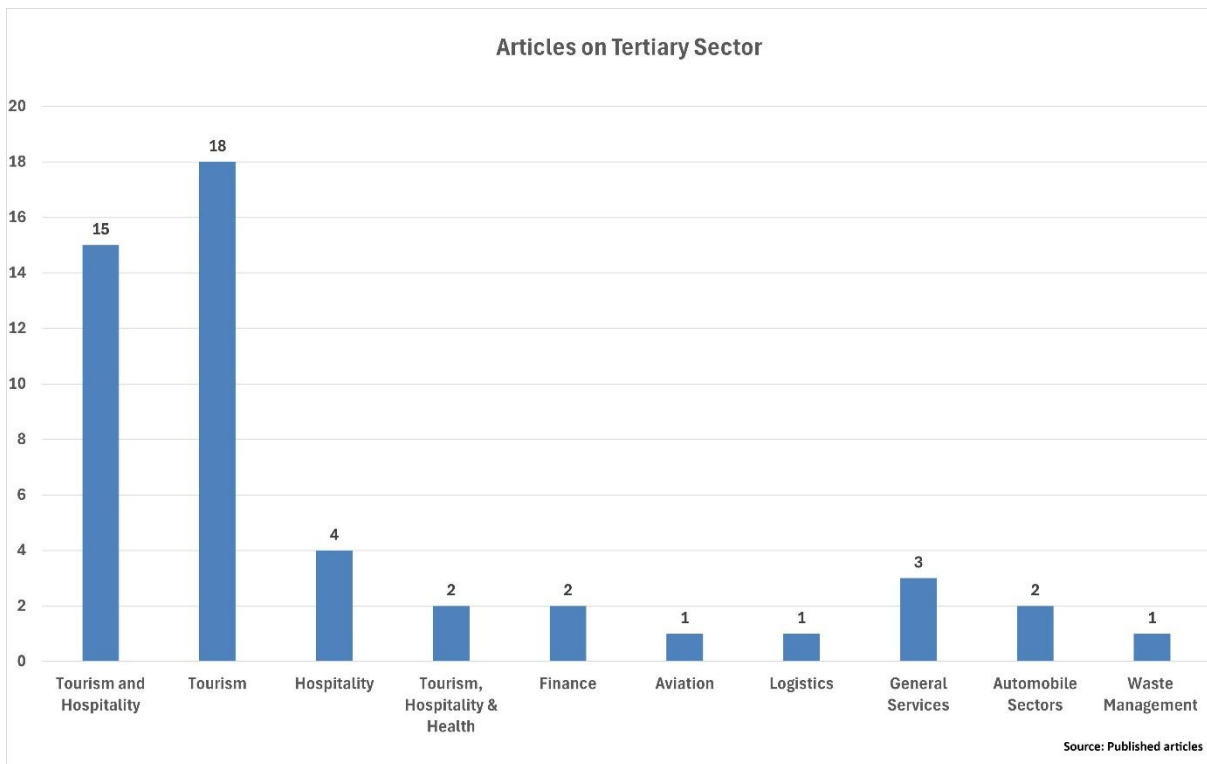


Figure 6 Industry wise Analysis of tertiary sector

Furthermore, the findings show that out of 18 studies on tourism, 6 (33 per cent) are especially focused in the north and central region of India, followed by 2 (11 per cent) in Europe, as shown in Figure 7.

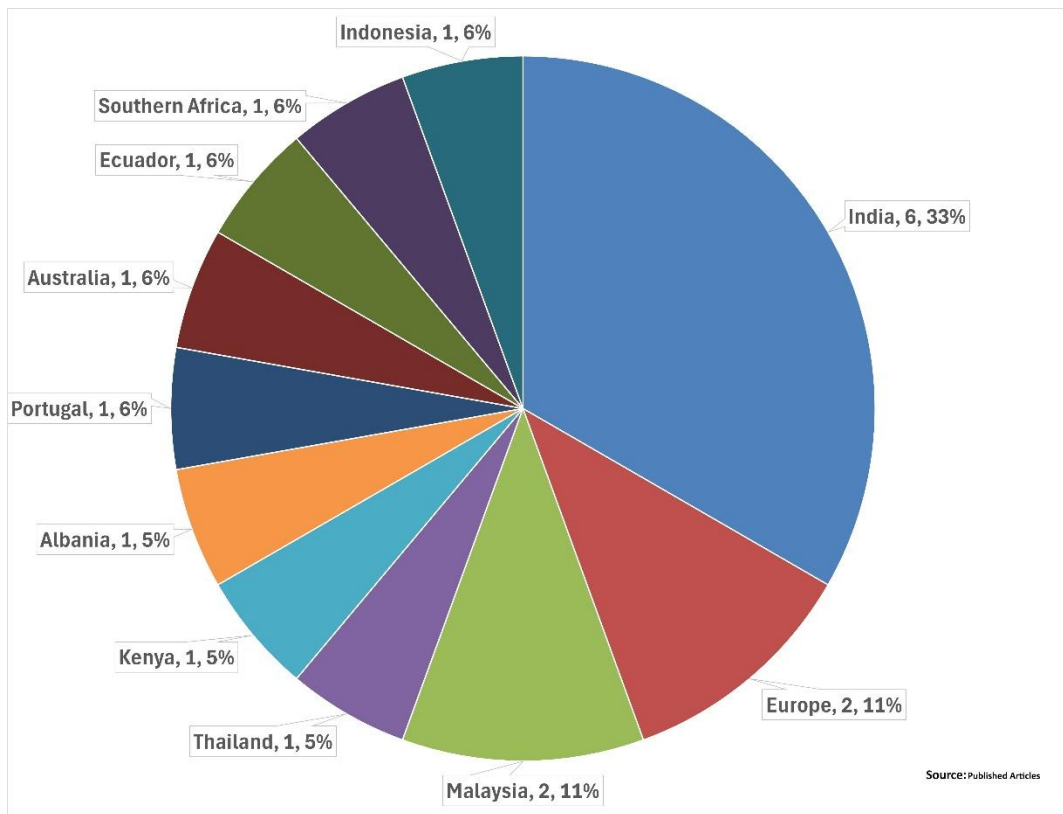


Figure 7 Analysis of articles focused on skill development region wise

The findings highlight that in the field of tourism, for sustainable development and future employability, reskilling and upskilling of manpower are essential. Moreover, Studies predicted that after the COVID-19 crisis, the hospitality and tourism industry shifted to mass automation, which increased the demand for skill development (Yan Huang et al., 2021;Nagar and Mathur, 2023). According to (Lopes et al., 2021) Reskilling and upskilling of employees to gain specific skills will immunise them against unemployment during a crisis. Therefore, hospitality and tourism workforces need to upgrade their technological skills to improve their employability (Huang et al., 2021) . Hence, the remedial measures to improve the skilled workforce and to meet future demand, reskilling and upskilling are crucial, which will not only tap employment opportunities but will also offer benefits to local economies as well (Youssef & Mohamed, 2022).

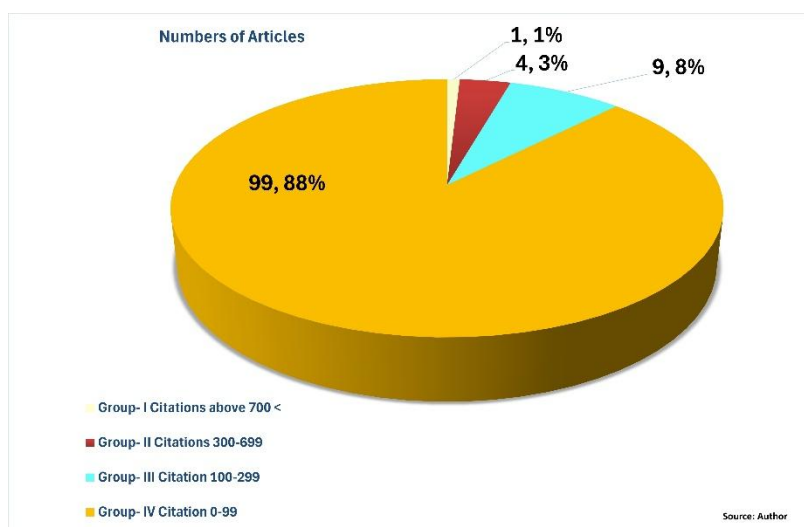


Figure 8 Articles Citation Analysis

				<ul style="list-style-type: none"> ▪ Economic growth. 	productivity depend upon the skilled workforce.
	2014	Maclean and Jagannathan (2014)	Employability Skill	<ul style="list-style-type: none"> ▪ Sustainable development, ▪ Skill development, and ▪ Green economies 	Study reveals that sustainable growth, and a green economy can be achieved by developing good employability skills among the workforces.
2015-2018	2015	Sanghi and Srija (2018)	Reskilling and Upskilling	<ul style="list-style-type: none"> ▪ Productivity, ▪ Growth, and ▪ Economy 	The study indicated that labour reskilling and upskilling are critical to a nation's economic development, growth, and productivity.
	2016	Kim et al., (2016)	Student's Preferences for Practical Learning	<ul style="list-style-type: none"> ▪ Career Preferences, and ▪ Employment 	Study indicates that students prefer careers that have more practical components and have realistic needs. They are interested in practical learning rather than scholastic pursuits.
	2016	Bozkurt and Stowell (2016)	Skill Training and Skill Utilisation	Better work output.	Study indicates that if skills are not used to their full potential, skill training will not result in the desired outcome at work.
	2017	Fajsi et al., (2017)	Skill development	<ul style="list-style-type: none"> • Employee knowledge & • Skill, and • Working environment 	Study stated that employees can increase their knowledge and skill through skill development, ultimately impacting the quality of the working environment.
2019-2023	2019	Cabral and Dhar (2019)	Reskilling and Upskilling	Skill gap	Author suggested that reskilling and upskilling can bridge the gap and remove the socio-economic barrier by generating interest among youth and venerable groups toward blue-collar jobs.
	2019	Hamid et al., (2019)	Green skill	Future employment	Author stated that for future employee recruitment the employers will look for green skills among the employees.
	2022	Youssef and Mohamed (2022)	Reskilling and Upskilling	<ul style="list-style-type: none"> • Employment, • Local economy 	The study found that improving skills can tap employment and can put a significant benefit for local economies.
	2022	Álvarez-García et al., (2022)	Training Competencies	Sustainable Development	Study results suggests that competence training is important for sustainable development

The outcomes of the trend analysis indicate the transition from foundational training to advanced workforce initiatives is seen in the progression of skill training between 2009 and 2023. Initially, from 2009 to 2014, most studies discussed and addressed skill development as a significant independent variable for human resources' overall future employability, and also emphasised skill training as a core component of employee development, with a particular emphasis on its role in employability, economic growth, and managerial skills. On the basis of this, the author proposed that skill development is crucial for future employability. Additionally, Reskilling, upskilling, and hands-on learning are becoming more essential. Studies found that students picked practical professions and that skill utilisation was critical to training success. Organisations saw skill development as a way to improve employee expertise and work conditions. Further, this shows the trend has shifted to skill development, upskilling, and reskilling, where productivity and the green economy emerged as new concepts depending on it as we go forward in 2015–18. Similarly, studies conducted during the 2019–23 (COVID–19 crisis era) aimed at bridging skill gaps, including green capabilities, and leveraging skill development for economic sustainability. Studies emphasised the importance of reskilling and

upskilling in closing socioeconomic disparities and enhancing job opportunities. Employers are increasingly seeking sustainability-oriented capabilities. As a result, the author asserted that retraining and upgrading one's skills will improve the chances of finding employment in the future and managing during a crisis. Furthermore, because of the Industrial Revolution 4.0 and the move towards information and digital technology, the study suggests that focusing on reskilling and upskilling of human capital will increase the opportunities for future employability of the people, specifically, in the field of hospitality and tourism business due to its dynamic nature and huge growth potential in India.

Implications

Theoretical Implications

This paper aligns with Huang et al., (2021); and Lopes et al., (2021) findings, highlighting the need for reskilling and upskilling for employees for future employability and sustainable development. The future paper also emphasises a mutual approach by industry and educational bodies for effective skill development and future-ready employees. This strengthens the previous studies that talked about the industry and academia collaboration for an industry-ready workforce (Vinayan et al., 2020; Mohanty & Mohanty, 2019). This is also strengthened by the human capital theory by Becker, (1962), which claims skills are the most essential factor for workforce productivity, either developed from formal education or practical experiences (Hayat et al., 2022). Furthermore, to strike an appropriate equilibrium between company profitability and the transformations triggered by Industrial 4.0, it is imperative that current employees be given learning opportunities and assistance in developing their skills rather than acquiring new personnel (Agarwal et al., 2022).

Furthermore, when employability is examined, theories of human capital and human development come to the forefront. Human development and human capital are terminology used to define individuals' quality, including the level of ability and knowledge that individuals bring to their employment, in the perspective of human development theory and human capital theory (Alam, et al., 2022).

Practical Implication

The study's findings highlight that Sustainable employability is contingent upon continual skill development, or reskilling and upskilling, as these support the productivity and effectiveness of the workforce. The findings emphasise the importance of reskilling and upskilling for future employability and performance, reinforcing the need for training focused on skill enhancement. Additionally, the findings suggest that organisations need to adapt their strategy to remain competitive in today's changing business environment by providing employees with the opportunity to learn through experience, thereby reskilling and upskilling their current workforce. Therefore, the emphasis placed on skill development for existing employees is more cost-effective than hiring new staff, and this strategy can enhance the organisation's adaptability and improve employee retention (Booyens et al., 2020).

Further findings suggest that investing in further developing employee skill sets qualifies an organisation's HR resource(s) to be more sustainable in its development and lowers its overall risk for failure as an organisation. The study emphasises the role of various stakeholders, including managers, policymakers, and training providers, in promoting reskilling and upskilling initiatives for future workforce development. This aligns with previous research calling for organisations to implement skill-building programs that address workers' needs while considering the role of technology adoption (Huang et al., 2021). Lastly, the authors recommend that policymakers integrate effective, industry-driven reskilling and upskilling curricula into educational programs. This will provide learners with ample opportunities to prepare for future employability. Upskilling and reskilling also help the local population engage in regional economic growth by enhancing the region's skill set (Sakamoto, 2019).

Conclusion

The research elucidates the importance of retraining or training for new jobs within Tourism & Hospitality in India, focusing on economic growth and adjusting to technology in the marketplace. Furthermore, it illustrates that to take advantage of Tourism as a monetary resource, workers must be developed through proper skill enhancement and training programs, especially within the resource-rich areas of northeastern India. Therefore, it is essential for the government to monitor the various skill development programs to ensure that Tourism can grow as an industry in these regions.

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