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EHT Student-Led Eco-Campus

Inclusive and Sustainable Hospitality and Tourism Vocational Training

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Photos :
©École d'Hôtellerie et de Tourisme Paul Dubrule (EHT) vocational school in hospitality and tourism.

OVERVIEW

Implementing institution(s)	École d'Hôtellerie et de Tourisme Paul Dubrule (EHT) vocational school in hospitality and tourism.
Country and / or localities where practice has been implemented	Siem Reap, Cambodia
Timeline (first year of implementation - last year of implementation)	February 11, 2022 – ongoing
Target group	EHT students, teachers and staff, Cambodian youth, employers in hospitality and tourism and local community
Total cost incurred / Resources required	School's operating budget

INTRODUCTION

According to the United Nations Framework Convention on Climate Change (UNFCCC, 2019), travel and tourism generated 10.4% of global GDP in 2018 but also accounted for around 8% of global greenhouse gas emissions. The hospitality and tourism sector contributes significantly to global energy consumption (10.6%), water use (5.8%), air pollutant emissions, and material extraction (World Travel & Tourism Council, 2023).

THE PRACTICE

Context

Founded in 2002 in Siem Reap, Cambodia, École d'Hôtellerie et de Tourisme Paul Dubrule (EHT) is a TVET provider in hospitality and tourism education committed to fostering a culture of well-being and environmental responsibility, aiming to develop individuals who are not only skilled professionals but also conscious and engaged global citizens.
Towards this effort, some students still lack the knowledge, skills, and positive mindset regarding sustainable practices within the hospitality and tourism sector; some teachers lack expertise to integrate green elements into learning materials, teach new skills and provide practical training while many hospitality establishments and suppliers lack knowledge, support and motivation for establishments to make changes towards more sustainable practices.

Aims

Hence, the implementation of EHT Student-led Eco Campus aims to:

- Bridge knowledge gaps within the hospitality industry to mitigate environmental impact.
- Increase awareness by greening school operations (Inspired by ISO 14000)
- Empower Environmental Stewardship & Green Curriculum

The eight theme action plan is led by a student committee including staff and community stakeholders assigned to sub-teams of: Equity & Equality, Biodiversity, Pollution & Climate Change, Food & Supply Chain, Resource Consumption & Water Sanitation, Waste Management, Health and Wellbeing, Education - Communication & Global Citizenship.

Implementation of the Practice

The committee formed of 25 members (19 students, 6 staff) across faculties meet monthly during "Sustainability Hour," to plan, manage and evaluate the daily execution of the sustainable ecocampus towards successful Green Flag Assessment criteria.
The Foundation for Environmental Education (FEE) as the global accreditor, provides the Seven-Step framework that guided EHT's planning to ensure the program meets international sustainability standards.

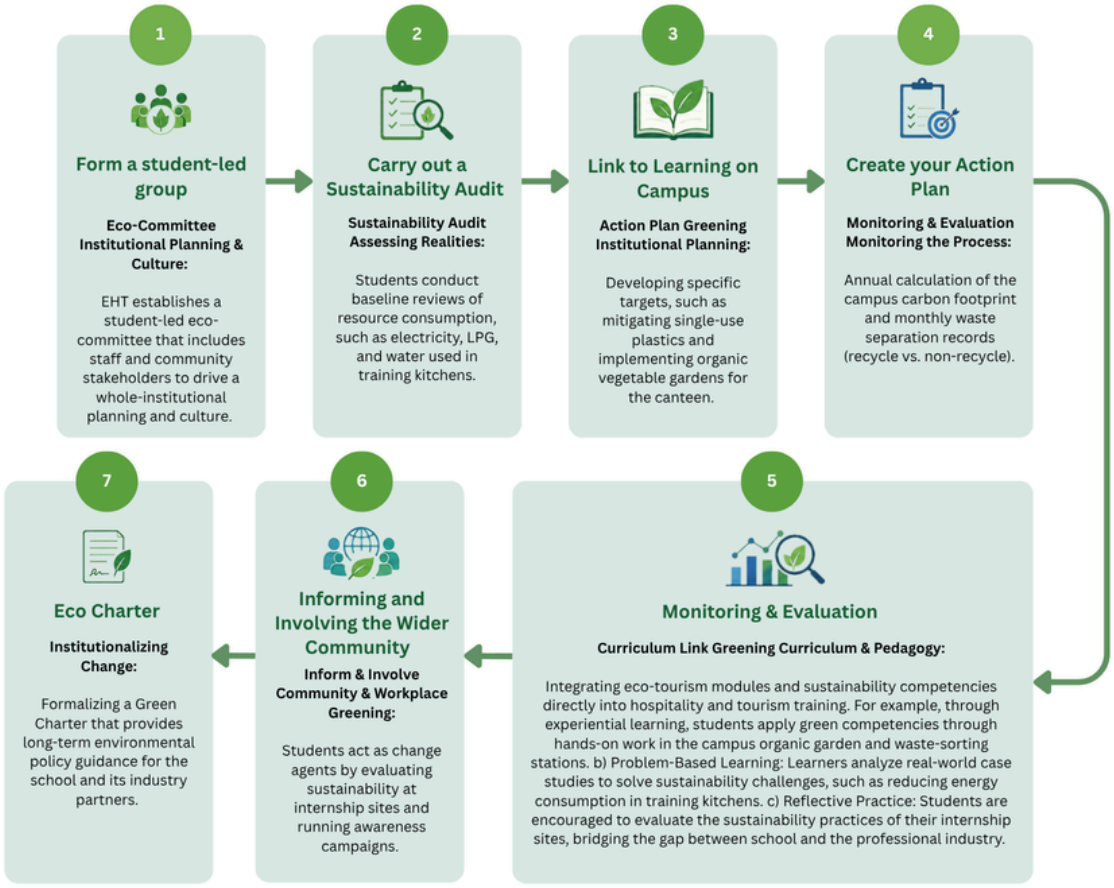

Figure 1. Eco-Campus Seven-Steps framework

IMPACT

In November 2023, the school earned the Green Flag Certification from the Foundation for Environmental Education (FEE), becoming the first educational institution in Asia and the first TVET school in the world to receive this prestigious recognition that is student-led. Additionally, in 2025, the school successfully renewed its Green Flag Certification, showing its continued efforts towards global sustainability goals.

Regular environmental audits to monitor monthly waste separation, water usage, and carbon footprint (CO_2 calculations), integration of sustainability into internships and the curriculum such as the weekly sustainability hour, the inclusion of sustainability elements in more than half of all course handbooks, integrating "green learning" modules into the standard hospitality and tourism curricula, ensuring that students acquire practical green skills like sustainable food management and energy conservation, ensuring that learners develop not only technical expertise but also environmental consciousness.

The reputation of École Paul Dubrule as a regional leader in sustainable vocational education extends beyond the campus as they observe principles of the eco-charter in their engagement with suppliers, ministries, and community stakeholders. EHT spreads its impact through outreach activities such as distributing reusable metal bottles and organizing community clean-ups in Siem Reap. Also, functioning as eco-tourism hub supporting projects together with international partners such as "Destination Eco-Talent," providing training in eco tourism and sustainable practices for the broader community.

LESSON LEARNT

A number of challenges during implementation were student-related factors, students' time management in balancing EcoCampus activities with academic commitments, continuous capacity building, knowledge transfer, leadership development since students typically serve a one year term which presents challenges for long-term continuity.

Hence, faculty support is essential where teachers could provide perspective as mentors and advisors in the EcoCampus teams, help align sustainability activities with academic programmes, provide technical guidance on project planning, monitoring, and evaluation, facilitate communication between students and university management, ensure continuity when student leaders change.

Staff from the Foundation for Environmental Education (FEE) and national programme coordinators also guide the:

- Training on the EcoCampus methodology and seven-step framework.
- Implementation of sustainability actions and preparing for certification.
- Regular mentoring, monitoring, and feedback throughout the programme.
- Resources, best practices, and networking opportunities with other EcoCampus institutions.
- Support during application and assessment for EcoCampus awards.

REPLICABILITY AND FUTURE OUTLOOK

The Green Flag award aim to showcase not only dedication to sustainability but also the transformative potential of the Eco-Campus Programme. By leading through example, EHT inspire other TVET centers to embrace similar practices. The sol community remains committed to continuous improvement, fostering the well-being of both local community and the broader society. It is an inspiring example on how sustainability is embedded not only in operations, but also in curriculum, internships, community engagement, and daily student life. The leadership shown by the Eco-Committee, particularly through its eight student-led thematic working groups, reflects a mature and genuinely participatory approach to Education for Sustainable Development.

In TVET, The EHT model is highly adaptable to sectors like Construction, Automotive, or Manufacturing and others by refocusing the 7-Step framework on different resources, for example:

- Resource Flow Auditing: Audit for electricity and water can be adapted for raw material waste in construction or chemical management in automotive training.
- Circular Economy Workshops: TVET institutions can implement "repair and reuse" modules in mechanics or electronics, shifting the curriculum from simple replacement to sustainable maintenance.
- Campus as a Living Lab: Campus can be used to test green technologies (e.g., solar panels, rainwater harvesting) where students maintain the systems as part of their practical training.

EHT's success serves as a catalyst for systemic change across ASEAN's TVET response to sustainability in greening the campus, greening the curriculum and training greening institutional culture, greening the community and workplace (UNESCO UNEVOC, 2017). EHT's green charter which requires industry and supply partners to meet specific environmental standards could be used to green supply chain, workforce and wider community.

Finally, EHT's social inclusion in sustainability reinforces the social pillar of ESG (Environmental, Social, and Governance), which is often overlooked in greening efforts.

CONCLUSION

The implementation of the student-led EcoCampus framework at École d'Hôtellerie et de Tourisme Paul Dubrule (EHT) in Cambodia with shared mentorship by staff and capacity building and quality assurance by FEE has positioned the younger generation students and interns as main change agents, where environmental and societal responsibility is fostered in preparation for the future green workforce.

As a TVET Ecocampus, EHT is transforming the landscape of sustainability in the hospitality and tourism industry in Cambodia through their sustainability and Eco tourism training, modelling the embedding of environmental stewardship in training a green workforce; including setting new standards in inclusive sustainability, where visually impaired students from Discover Your Possibilities (DYP) School are provided tangible culinary skills to bridge the gap between basic education and independent employment.

REFERENCES

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FURTHER INFORMATION

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ABOUT GOOD PRACTICES

"Good Practices" are chosen according to selection criteria that have been created by a working group. They aim to serve as benchmarks for transformation towards quality TVET.However, they reflect on the individual circumstances of the submitting country and may only be adopted with context specific modifications.

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