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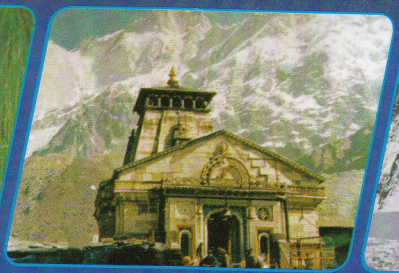

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Preface

Welcome to this Special Edition of *Journal of Tourism* on Tourism Education!

Tourism education is nascent in many national contexts and is a dynamically evolving phenomenon. Tourism practice might be as old as the social life of mankind, but avenues for higher education in the area of tourism are still very limited in many countries.

Given the differences in the initial conditions that facilitated the genesis of tourism education and the peculiarities of the environments that nurtured tourism programs, one will easily notice a wide variety of tourism educational products around the world. Often, traditional university departments such as sociology, history, economics, etc., floated tourism programs and give these programs the parent department's dominant orientation. Even when relatively more interdisciplinary schools like business, ecology, future studies, etc., offered tourism programs, the courses included were a random mix of courses from contributory areas. In other words, there was no overarching framework that gave directions for inclusion or exclusion of courses into the tourism curriculum.

However, in the academic world, the recent past has witnessed an increased awareness of tourism as an independent entity worthy of its own meta-disciplinary existence and its paramount importance as a contributor of our economic and social wellbeing. Along with this paradigmatic shift, we can find an increasingly large number of academicians who would identify themselves primarily as tourism educators or researchers.

In many countries from where we got contributions for this special issue, tourism programs were started at the behest of governments who found demand for trained personnel in the burgeoning tourism industry. These were generally worker training and management development programs. Evidently, instruction of principles or development of theory was not a focal area for these programs. Yet, with the increased internationalization of higher education, universities in these countries have begun to adopt the tourism education models developed in the more developed countries in Europe, North America, and Australasia. In fact, this has become a major trend since the last decade of the 20th century.

While the authors who contributed to this special issue examined specific issues, they have taken pains to provide the nuances of their broader national contexts as the background of discussions. Learning about the particular ways by which tourism education is being developedin Africa, Asia, and Latin America is interesting for a number of reasons:for instance, it helps us to understand how the socio-cultural, political,economic, and technological environments shape the nature of the tourismeducational policies and practices. Also, it will be enlightening to compareand contrast the tourism educational practices in these countries with those the more developed world.

The first paper in this special issue, titled "Enhancing the employability of and level of soft skills within tourism and hospitality graduates in Malaysia: Issues and challenges" by Jennifer Kim Lian Chan discusses the critical issue of employability of tourism graduates in the Malaysian context. Soft skill training is of paramount importance in tourism professional education but is at the same time difficult to impart. The author proposes a conceptual framework to achieve this objective and thereby increase graduate employability.

The second paper, titled "Tourism education in Botswana: A contested issue: by HaretsebeManwa, TsitsiChipfuva, and DellyMahachi, examines the extent to which tourism educational establishments address Botswana'sevolving human resource needs and priorities. One of the biggest challenges in the context of Botswana is to bring together competing interest groups and make them agree on a common platform for tourism education, the authors observe. They also touch up on problem areas such as educational quality control.

The paper authored by S.C. Bagri and A. Suresh Babu titled "Historical development of tourism education in India: the case of the Himalayan State of Uttarakhand" follows in the list. In this paper, the authors provide glimpses into the historical development of tourism in India. The State of Uttarakhand(formed from Uttar Pradesh) has championed in the sphere of tourism education in India and hence is a good choice for a case study. Despite the fact that a large number of universities in India have undergraduate, graduate, and doctoral programs in the area of tourism, not one of them has grown to be at par with their counterparts in the Western world. With a huge student base to cater to and with the historical resistance to change, the Indian academia has not been able to deliver the best.

The next paper in the list is titled "Importance of social sciences in the tourism studies curriculum: The Argentine context" by Maximiliano

E. Korstanje addresses the issue of exclusion of fundamental social science disciplines from the list of courses offered as part of typical tourism programs. Sadly, a view along the line of 'education as training for the present needs of the industry and as a way to grab a job immediately' has permeated all across the academic world. The author reflects up on the danger associated with trivializing social sciences and proposes ways and means to counter this state of affairs.

The penultimate research paper is authored by Eddy K. Tukamushabaand Roselyne N. Okech and is titled "Tourism education, community empowerment, and participation in tourism development: The case of Uganda." This paper explores the interrelationship between tourism education and community empowerment in the context of Uganda. In many underdeveloped countries, tourism is a weapon for exploitation and the role of education as a means of empowering destination communities and the workforce assumes huge significance. While tourism education might not directly translate into community participation in the decision making process, introducing community empowerment as a mediating variable in the model can explains the relationship.

The last research paperincluded in this volume, titled "Hospitality and tourism management graduates expectations: Future implications for the educators" is an examination of the expectations of tourism students about the educational services they receive and how they plan to make use of the knowledge, skills, and attitude in the future. Education has for so long been considered a 'credence service', meaning, the customer (a.k.a. student) expertise to judge its quality is considered to be very limited. With the marketization of higher education in the recent past, this thought has changed substantially. This paper is an eye-opener to what tourism students think about what they get as consumers of education.

This special volume also includes a research note from Argentina: titled "Is tourism science a pseudonym for 'educating fun'? A View from Latin America", this note laments the way tourism is taught in many universities. The tourism industry seeks only service performance skills and consequently there is no incentive for learners to master conceptual knowledge, critical thinking, or research methods. Nicolas Montironi, the author of this note, calls for disciplines contributing to tourism to come forward and take a more proactive role in addressing this issue.

We feel proud to be able to bring out a special issue like this with contributions from Asia, Africa, and Latin America. It was not easy:

While the contributors had excellent ideas to present, manyof them did not have sufficient command over written English and this posed a major problem for the editors. If we declined contributions based on syntax and semantics, we would be left with very few choices. This is an issue addressed by our contributors from Latin America in their papers, too. Wherever possible, we assisted them with language edition which solved this problem to some extent. Another issue that we faced while editing this issue was a query from many potential contributors: almost all of them wanted to know if the journal had a print issue. We were taken by surprise to 'learn' that a print issue would somehow enhance the quality of a journal. We thank all our contributors who did not buy this 'logic' and came forward to be part of this venture.

Finally, we thank Dr. Bagri, S.C. the Chief Editor of *Journal of Tourism* for constantly encouraging us. Without his sincere support, we would not have been able to do such a wonderful job of editing this special issue.

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Research Paper

Enhancing the employability of and level of soft skills within tourism and hospitality graduates in Malaysia: The Issues and challenges

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Abstract: *The quality of tourism and hospitality graduates from the local universities in Malaysia has often been critical from the aspects of employability and attainment of soft skills, such as communication skills, social skills, mastery of the English language and thinking skills. This paper examines the key issues of graduate employability and their attainment of soft skills within the higher learning institution. It highlights the importance of soft skills and the lack of the same amongst graduates when seeking employment. Subsequently, it discusses the implementation and attainment of soft skills with reference to the tourism and hotel management programmes. It also points out that Malaysian local universities or educators must ensure the attainment of soft skills by graduates via teaching and learning activities, the application of the student centred learning approach and the provision of adequate opportunities for undergraduates to communicate, develop higher order thinking skills and solve real-life problems. The paper shares a conceptual framework of soft skills and methods as well as common approaches to develop soft skills among graduates; recommendations for enhancing graduate employability are proposed. It suggests that incorporating soft skills into the academic curriculum is vital. Simply, soft skills are perceived as critical skills for employment in Malaysia, as they enhance the employability of the graduates within the tourism and hospitality industry. Generally, the employers tend to employ a holistic human resource that is not only knowledgeable but also competent in both technical and interpersonal/ human skills. This implies that local universities must recognise that the core knowledge, professionalism and functions of tourism and hospitality management are vital to the employability of tourism and hospitality graduates. The challenges faced in enhancing employability include the pedagogy, implementation and assessment of soft skills by the teaching staff, quality and training of teaching staff as well as the perception of soft skills by the graduates. Aside from introducing soft skills within the curricula, educators must ensure that the teaching and learning take into consideration the student centred learning approach and provide adequate opportunities for undergraduates to communicate, develop higher order thinking skills and solve real-life problems.*

Keywords: Graduate employability, soft skills, tourism and hospitality, student centred learning, Malaysian local universities

Introduction

In an ever increasingly globalised world and knowledge-based economy, producing competent human resources who are knowledgeable and

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equipped with technical and human skills is a challenging task for higher learning institutions. It is generally accepted that universities should enhance graduate employability and that employability depends on four factors: basic knowledge; skills and attitudes; application and presentation of knowledge, skills and attitudes as well as the context of the employment (Hillage and Pollard, 1998). Efforts in designing curriculum which is more relevant to both academics and practitioners are a challenging task for the educators (Richards-Wilson, 2002). The revisit to the existing curriculum to identify gaps is important in order to produce human resource which match the needs of the industry and job market. Simply, educators or education management must realise that their task is to produce graduates who are knowledgeable in technical and human skills, both of which are equally important for the graduates to become a better human resource in the work force. Indeed, in addition to academic qualifications, specific types of soft skills are demanded by the industry and in the employment context. Hence, this means that the educators must know what the industry or job markets are looking for in terms of job skills. More importantly, educators or academics must work closely with the private industry in order to train the local graduates to be competent in accordance with industry needs. The main challenge for universities is to produce "ideal" graduates with the capacity to integrate across disciplines and skills (hard and soft skills) (Hagmann & Almekinders, 2003). Accordingly, the development and implementation of key soft skills is perceived as a major challenge for both disciplinary and technically oriented universities. Evidently, there is a close linkage between the quality and employability of graduates and the attainment of soft skills.

Over the last few years, there has been an increasing demand from the industry sectors that higher learning institutions produce knowledgeable and skilled based competent human resource. It was reported in the last few years that the unemployment rate amongst the local graduates was relatively high. The lack of soft skills had contributed greatly to graduate unemployment, besides other factors such as low proficiency in English and lack of work experience (Hariati, 2007; Cruez, 2005). The employability agenda in Malaysian higher education has become an important one to address, just like other universities worldwide, for example in the United Kingdom, Australia, USA and Canada. In fact, many universities have given strong emphasis on enhancing graduate employability, as it is important for higher learning institutions to prepare their students for work in the global economy. Hence, it is necessary to identify specific generic competencies that graduates should develop to enhance their employability. This implies

that employability is a set of competencies – knowledge, skills and personal attributes - that enable an individual to be employed and be successful in his chosen job or occupation. Employability is important for any graduate as it resonates with the requirements set by professional bodies and the industry, and thus Malaysian employers have high expectations that local graduates are able to exhibit key attributes in performing the respective jobs or have the ability to perform the job well. More importantly, employers generally expect that universities should enhance graduate employability (knowledge and skills) which are part and parcel of teaching and learning**.** It is widely agreed that to a large extent, the majority of academicians and Malaysian employers observe that undergraduates are not given the opportunity to develop higher order thinking skills, solve real-life problems and appreciate the arts. Ideally, the students should (among other things) be able demonstrate good communication skills, think critically and acquire the necessary skills in their respective fields.

On the other hand, many of the local universities and academicians are still strongly of the traditional view that universities should focus on disciplinary knowledge, and that the focus on employability skills may reduce the value of academic learning. To many academicians without industry working experience, the inclusion of employability skills at the higher learning institution interferes with the dissemination of disciplinary knowledge; they perceive that the purpose of education should be fixated on "learning " and not "earning" and that educationists should not align to the marketplace (Dzulkifli, 2009). To some extent, these academicians are of the opinion that higher learning institutions should not be accountable for producing "work-ready" graduates. Hillage and Pollard (1998) also argued that individual employability depends on four factors – individual's knowledge, skills and attitudes, the ways these are being used and deployed, the presentation to employers and the context within which the individual seeks work.

Tourism and hospitality are relatively new academic disciplines that have no consensus on the scope and exposure (Ottenbacher, 2009). Simply, *both tourism and hospitality are broad terms or constructs, consisting of a diverse group of industries. This situation creates substantial issues and raises the question of whether unique and identifiable dimensions of hospitality exist which separates it as an independent field of study from the other social sciences. In fact, it is argued that the lack of definitional consensus on the term hospitality significantly impairs the pedagogical integrity, thus affecting the ability to establish the*

epistemological roots of the new and emerging of tourism and hospitality discipline (Ottenbacher, Harrington & Parsa, 2009). In the same vein, there has been a growing concern pertaining to tourism and hospitality graduate employability and the attainment of generic or soft skills of the graduates in Malaysia. In line with this, the national education policy has outlined specific objectives to introduce seven dimensions of soft skills to be part of the requirements within the tourism and hospitality academic curriculum at higher learning institutions in Malaysia.

For all the talk about the enhancement of graduate employability and quality human resource, especially the attainment of relevant soft skills that meet the needs of the tourism and hospitality industry in Malaysia, there seems to be little understanding as to what extent the higher learning institutions have been successful in this respect. The paper pursues this question in the study of graduate employability and attainment of softskills, and selected Universiti Malaysia Sabah as a public higher learning institution study case. This paper also aims to provide an insight into the issues and challenges faced. Specifically, it discusses issues on graduate employability and the attainment of soft skills within the tourism and hospitality programme. It also delves into the importance of soft skills in relation to graduate employability, the types of soft skills sought by Malaysian employers in the tourism and hospitality industry, and the implementation of soft skills in the curriculum. Subsequently, it highlights the challenges faced and the need for a paradigm shift in the tourism and hospitality programme curricula design within the higher learning institutions in order to produce well accepted and competent human resource.

Evidence on the lack of soft skills and graduate unemployability in Malaysia

In the Malaysian context, a wide range of empirical studies have documented the lack of soft skills from the employment perspective. Nurita et al. (2004) pointed out that local graduates are generally well-trained in their areas of specialisation but lack soft skills. The lack of personal and interpersonal competencies, including thinking skills, was presented in an employable skill study done by Norman Mohd Dali (2005). Similarly, studies have pointed out that the lack of soft skills is one of the main reasons for graduate unemployment; for example, Knir (2006) pointed out that the lack of both technical knowhow and generic skills led to unemployment. A Malaysian government survey has shown that poor English and communication skills (The Star Malaysia, 2005) and poor English proficiency resulted in 30,000 local graduates taking up casual and temporary work

(New Strait Times, 2005). It was also found that significant numbers of graduates are without appropriate skills and right attitudes (Saidfudin, 2008). Furthermore, a survey on human resource personnel and bosses by JobStreet.Com (a Malaysian employment agency) in 2005 indicated a lack of soft skills resulting in unemployed graduates. Also, it was recorded that in the last few years the unemployment rate amongst the local graduates was relatively high (Knir, 2006), and it was estimated that about 70% of the graduates from public universities and institutions of higher learning are still unemployed, as compared to 34% of the foreign graduates and 26% of the local private graduates (Suresh, 2006).

The issue of unemployment among graduates raises the key question of what went wrong with higher education, in particular the approach undertaken in higher education planning and its teaching and learning. Of course, there are many reasons or factors associated with the issue of unemployment. Focusing on educational planning approaches will enable the education providers to be better prepared and provide viable educational programmes capable of addressing the issue of unemployment. In line with this, there was a call for greater opportunity for learning soft skills and the fusion of both domains of specific knowledge and generic skills in the Ninth Malaysia Plan (Jailani et al., 2006). Hence, the introduction of the seven soft skill dimensions and the teaching and learning of soft skills have become compulsory for all higher education institutions (MoHE, 2005); and that higher education should prepare students for future employment.

Definition of soft skills from the Malaysian perspective

Soft skills generally refer to "those attributes that enable effective teamwork, communication, presentation, leaderships, customer services and innovative problem solving (James & Baldock, 2004). They are not job-specific but are valued across a variety of jobs, fields and organisations regardless of position or title. There is no universal acceptable definitive list of soft skills, and there are wide ranges of definitions for soft skills from different countries. The Malaysian Ministry of Higher Education regards it as an inclusive generic skill aspects of cognitive elements associated with non-academic skills, namely positive values, leadership, team coordination, communication and continuous learning. In United Kingdom, it is considered as core skills, key skills and common skills. In New Zealand it is considered as essential skills; in Australia they refer to key competencies, employability skills and generic skills. In USA, soft skills refer to basic skills, necessary skills and workplace knowhow. Soft skills refer to transferable skills in France and key qualifications in Germany (http: www.never.edu.au).

Specifically, the Ministry of Higher Education has defined and introduced soft skills based on seven dimensions which include communication skills, critical thinking and problem solving, teamwork, lifelong learning and information management, entrepreneurship, ethics and professional moral and leadership. It was found that these dimensions are sought by Malaysian employers, and that they correspond well with the soft skills being implemented in other countries.

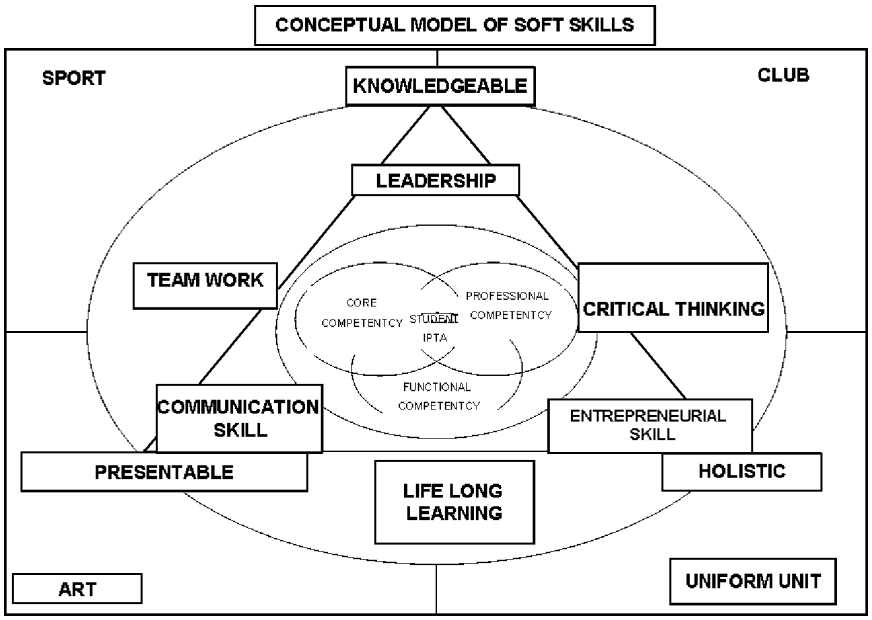
Conceptual model of soft skills learning at higher learning institutions in Malaysia

The Ministry of Higher Education (MOHE) realised that the local graduates lacked the soft skills demanded by society and the competitive job market. Consequently, soft skills were officially launched on 22 August 2006 by the Ministry of Higher Education Malaysia as part of the "needed skills" to add value to local graduates. The introduction of the seven soft skill dimensions and the teaching and learning of the same have become compulsory for all higher education institutions (MOHE, 2005). The primary aim of attaining these soft skills is to enhance the employability of local graduates who are equally intelligent, and possess excellent attitudes with high ethical and moral values (Salih, 2008), aimed to develop a holistic human resource that is not only knowledgeable but also competent in both technical and interpersonal/human skills, and to ensure that graduates possess the core knowledge and professional and functional competencies in all the respective disciplines. Indeed, the seven soft skills are deemed vital for graduates to seek employment as these are inclusive generic skill aspects of cognitive elements associated with non-academic skills. Consequently, a conceptual model for soft skills (Fig. 1 below) and methods of learning and teaching soft skills were introduced in 2006 together with the seven dimensions of soft skills. This was aimed at producing more holistic graduates at the higher learning institutions in Malaysia. The concept of student centred learning is stated in the programme standard guide (COPIA, 2008) and has affected the existing teaching activities in higher learning institutions.

In 2007, the Ministry of Higher Education directed all public universities to establish "finishing schools" to conduct soft skills courses aimed at enhancing graduate employability. In the subsequent year, a more structured internship programme for final year students was set up in public universities to provide more opportunities for students to have early exposure to the workplace environment.

At the education institutional level, these seven dimensions of soft skills are evidenced and elaborated clearly in the Universiti Malaysia Sabah

Fig 1: Conceptual model of soft skills at higher learning institution in Malaysia.



Source: Model of soft skills develpoment for Higher Learning Institution of Malaysia, page. 46

educational goals and reflected in its mission. The educational goals and mission reflect the crucial elements of the processes and outcomes of higher education in line with national and global development: "The mission of UMS is to strive in achieving academic excellence in various fields by gaining international recognition through learning and teaching, research and publication, social services and a balanced specialisation of knowledge and personality development of students resulting in high productivity and quality in the context of the society and the nation" (UMS prospectus, 2010).

Attainment and inculcation of soft skills in curricular design and delivery

The conceptual model of soft skills (Fig. 1 above) was developed to explain how core knowledge, and professional and functional competencies can be achieved via the training of the seven dimensions of soft skills. It is postulated that the students will become knowledgeable, holistic and presentable in the work environment via the training of these soft skill dimensions. Predominantly, the learning and training of the soft skills can done through: a) academic programmes; b) support programmes with an academic focus such as English language support programmes or with a

non-academic focus such as those based on extra co-curricular activities; and c) student activities via clubs, associations, sports and student accommodations (MOHE, 2006), as reflected in the conceptual model of soft skills in Fig. 1. Three approaches were suggested for the teaching of soft skills, namely: a) embedded in the courses or as a stand-alone subject; b) via academic support and non-academic support programmes (co-curriculum); and c) via student accommodation within the university campus. These are also regarded as ways to inculcate soft skills at higher learning institutions. Hence, it is argued that graduates are given sufficient opportunities to learn soft skills on campus. Likewise, the learning experience could take place during the industrial practical training performed off campus, related fieldwork activities and hotel in-house training (this applies to the hotel management programme). This implies that ample opportunity for learning soft skills are given to the students.

In the same vein, the implementation of soft skills at higher learning institutions can be done through formal and informal approaches. The formal approach involves training through the teaching and learning process, which is academically-based and done at programme, course or subject levels. The academically-based soft skills training can be embedded into the existing subjects or taught as stand-alone subjects as suggested by the Ministry of Higher Education. Another way of implementing the soft skills is presented by Maria Salih (2008) using three models which are based on: a) formal teaching and learning, b) support programmes, and c) campus life. In short, the methods or approaches to the training and learning of soft skills can take place in several ways, in line with Hagmann and Almekinders (2003, p. 23), who stated that "the classroom is an ideal learning ground, where one can practice alternative ways of dealing with people, and facilitating learning and transferring knowledge in an interactive rather than prescriptive form". Other ways include lectures, tutorials, student centered learning, case studies, projects, laboratory sessions and modules as shown in Fig. 2.

Presumably, university courses and programmes are designed to ensure that the graduates produced not only possess the core knowledge, and professional and functional competencies but also the seven dimensions of soft skills which are deemed needed for the industry. In most cases, the attainment of soft skills has been through curriculum design, teaching–learning methods and the implementation of the respective educational goals of higher learning institutions such as Universiti Malaysia Sabah. It is well-documented and acknowledged that the attainment of soft skills appears in the curricular programme. The educational policy exemplifies

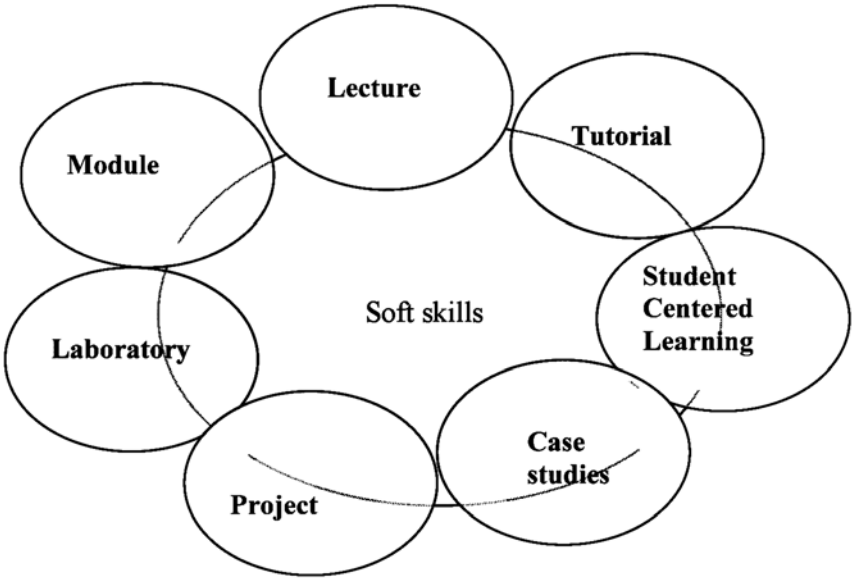


Fig 2: Methods of training soft skills at higher learning institutions.

the programme design and course delivery incorporating the seven key aspects of soft skills dimensions. The learning outcomes of the programme and course also incorporate the three domains: cognitive (knowledge), affective (attitudes, beliefs, and values), and psychomotor (physical skills). This is further supported by Pavesic (1993) who stated that a well–rounded curriculum is essential for holistic student development towards socially responsible and ethical citizens and managers. The development of a curriculum takes into consideration knowledge or specialisation, and technical and human skills. This is documented and described in the programme guide book issued by the Malaysian Qualifications Agency. This implies that both the course and programme structures do provide student with opportunities to learn soft skills. Moreover, the curriculum design and teaching-learning methods ensure the attainment of the programme outcomes, encourage students to take active participation for their learning, and prepare students for lifelong learning. The latter would involve teaching how and where the students would acquire knowledge, mastery of skills, and develop attitudes and behaviour in preparation for their learning, individual growth and future work.

In short, based on the above evidence presented, it is suggested that students are given sufficient opportunities to learn soft skills as indicated in the curriculum design, the teaching methods of soft skills as well as the emphasis given within the higher education policy, as mentioned above.

However, it is argued that although these clearly reflect the need for acquiring soft skill dimensions, higher order thinking skills, the ability to solve real-life problems and appreciation of the arts, the attainment level of such skills and the assessment and evaluation of the same remain questionable and debatable. This has been echoed by much empirical evidence (on the lack of soft skills and graduate unemployment) in previous research.

In this context, it is argued that the attainment of soft skills does not solely depend on the provision of sufficient opportunity during teaching. One should look beyond this scope. The opportunity for learning soft skills is closely related to other issues related to teaching and learning which encompass aspects of the student learning experience resulting from the content, pedagogy, psychology and the scholarship of teaching and learning (SOTL). Student attributes, just like lecturer attributes, influence the attainment of soft skills. As pointed by Ziegler (2007), students may perceive soft skills to be secondary or even unimportant. Although the student learning experience may seem subjective and individualistic, there are key elements that influence an effective student learning experience: learning programme/course outcomes, good teaching (content, pedagogy and psychology)/scholarship of teaching and learning, attributes of lecturer, learning methodology and student centered learning (being an active learner). Each of these elements influence and affect the higher order thinking skills of the students to some extent. Nevertheless, the extent to which the scholarship of teaching and learning (SOTL) has been practised among the academic staff and the extent of the assessment and evaluation of soft skills still remain questionable. Also, the relevancy and appropriateness of teaching techniques have not been properly evaluated or addressed in relation to the attainment of soft skills by graduates. It is also perceived that the university is a place for higher education and this implies that students are required to be active learners; learning should be effected through inquiry rather than simple absorption.

Soft skills for tourism and hotel management graduates

Ideally, students of tourism and hotel management programmes should, among other things, be able demonstrate good communication skills and be able to think critically. Generally, there are four clusters of skills in the tourism and hospitality industry (Bach & Milman, 1996; Lu, 1999). The first cluster of skills are: a) business functional areas – accounting, finance, marketing and tourism and hospitality functional areas – accommodation, food service, tourism and travel; b) personal skills - leadership, communication, teamwork, language, problem solving; and c) analytical

and conceptual skills and practical work experience - internship/hands-on experiences, technical and human skills. However, it was found that students generally lack higher order thinking skills. This is due mainly to the curriculum design and teaching and learning methods within the hotel management programme, which do not permit student exposure to the higher order thinking skills. Basically, the attainment of personal skills and practical work experience are the two most important skills outlined in the programme and course learning outcomes. The critical thinking element is not emphasised in any course outcomes since this is not deemed as a compulsory skill within the hotel industry. However, higher order thinking skills prepare graduates to become effective managers in the later part of their careers, and may be useful in line with the highly competitive and globalised business environment. It is suggested that the project–based learning method is suitable to acquire critical thinking skills as the project is set to engage students in making analysis, synthesis and evaluation of the activities performed.

The course portfolio design which includes learning outcomes, course rationale, implementation and impact must clearly show the attainment of higher order thinking skills. The course outcomes clearly reflect the highest level of course learning outcome and taxonomy. This indicates that students are required to achieve the level of analysis, synthesis and evaluation for the existing subject matter based on project-based learning. This also implies that students must be deeply involved at the cognitive, psychomotor and affective levels to some extent, based on the Bloom's learning taxonomy (learning domains) used to develop the programme learning outcomes. Students are encouraged to explore, develop, reflect and construct their own knowledge and create their own learning content while the instructor plays the role of a coach and facilitator of their learning. Individual reflections, process reports and group evaluations are submitted at the end of the course together with the written report in relation to the steps taken in achieving higher order thinking skills. Students are found to be able to personalise their learning when they are given opportunities to work with real projects and solve real problems. This is reflected in Fig. 3 below.

The group project aims to enable students to explore, identify/explain, evaluate, analyse and synthesise the use of the hospitality marketing mix, or the "8Ps" (product, price, people, place, partnership, packaging, programming, promotion) in real life situations. It requires students to develop inquiry-based and lifelong learning to search for the most relevant examples

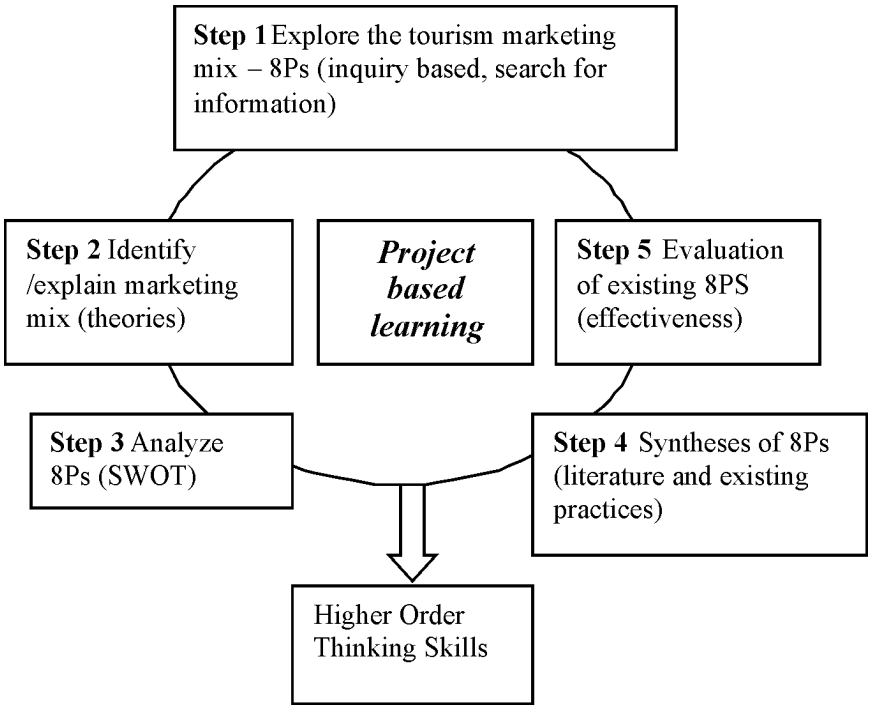


Fig 3: Model of project based learning for the tourism marketing subject.

of hospitality marketing projects (related to 8Ps) from various sources: fieldwork, articles/journals, tourism magazines/news, online hotel websites, newsletters from professional bodies and associations (e.g. MHA, Malaysian Promotion Board, e-newsletters, hotel magazines) and free information (e.g. Reeds Business Information). Students are required to apply basic knowledge, hospitality concepts and skills to perform the relevant evaluation, in-depth analysis and synthesis amongst various projects on 8Ps.

The project based learning involved a group-based project accompanied by a series of instructions for students. Students are required to follow the outlined steps and perform the activities in accordance the steps presented in Figure 3 above:

(a) Step 1: Form a group of 3 or 4 students, students search for existing 8Ps and generate ideas, perform online search, develop lifelong learning and teamwork, use ICT.

(b) Step 2: Identify relevant ideas, explain the concept and reasoning of using 8Ps and links to relevant tourism marketing concepts and application of theories, knowledge and skills.

(c) Step 3: Analyse the effects of 8Ps and their implications on the company/industry via critical thinking skills, application of theories to practices, problem-solving.

(d) Step 4: Synthesis of ideas – link literature to current practices, critique of 8Ps, presentation of ideas and new discovery, generation of new arguments, especially those pertaining to theories versus practice.

(e) Step 5: Evaluation of project – oral and written work comprising findings and recommendations, suggestions of further improvements, student's self-reflection and review of project effectiveness, assessment and feedback to students, access to internal and external reviewers for continued improvement.

In short, for the inculcation and attainment of soft skills and higher order thinking skills, one should ensure a good application of student centered learning as documented in the Malaysian Qualifications Framework, good teaching practices, good lecturer attributes and the practice of student reflection as well as the scholarship of teaching and learning. Critical review of the programmes involves peer review/continual improvement made by industry representatives and external reviewers.

The paper shares a few approaches which are recommended in order to enhance the attainment of higher order thinking skills and soft skills. The approaches are as follows:

(1) It is suggested the SOTL should be widely used by all academic staff within the universities.

(2) Existing learning outcomes should be revisited and revised, and linked to higher order thinking skills and other soft skills.

(3) Instructional project-based learning should be developed to inculcate higher order thinking skills.

(4) Methods of assessment of higher order thinking skills via student self-evaluation and reflection on the ability to think critically should be developed; the level of attainment may be measured by the use of Likert scales and identification of areas for improvement.

Conclusion and contributions

The paper presents the importance of soft skills in relation to graduate employability. It describes the types of soft skills preferred by Malaysian employers; the need to inculcate and the approaches to develop such soft

skills among graduates are also described. It is suggested that incorporating soft skills in the academic curriculum is vital. Simply, soft skills are perceived as critical skills for employment in Malaysia - they enhance the employability of graduates within the tourism and hospitality industry. Generally, the employers tend to employ a holistic competent human resource that is not only knowledgeable but also competent in both technical and interpersonal/ human skills. This implies that local universities must recognise that core knowledge, and professional and functional competencies within the tourism and hospitality management industry are vital to the employability of tourism and hospitality graduates. The challenges faced in enhancing employability include the pedagogy, the implementation and assessment of soft skills by the teaching staff, the quality and training of teaching staff as well as the perception of soft skills by the graduates themselves. Aside from introducing soft skills within the curricula, Malaysian local universities and educators must ensure that the teaching and learning should be student-centred and provide adequate opportunity for undergraduates to communicate, develop higher order thinking skills and solve real-life problems. In summary, this paper provides an insightful understanding into the enhancement of soft skills and employability of local graduates in the tourism and hospitality programmes, and adds to the understanding of the types of soft skills needed by Malaysian graduates and the attainment of soft skills at higher learning institutions in general.

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Research Paper

Tourism education in Botswana: A contested issue

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Abstract: *An appraisal of Higher Educational Institutions (HEIs) offering tourism and hospitality degrees is presented in this paper to determine the extent to which these institutions address the country's human resource needs and priorities. The method of data collection involved interviewing heads of departments in tertiary institutions. Secondary data in the form of literature on tourism and hospitality education, curricula from Botswana's private and public institutions, government documents and policies were reviewed. Tourism education in Botswana faces numerous challenges; diverse stakeholders with competing interests, different types of technology in teaching and learning and no platform for the stakeholders to map out the future of tourism education in the country. Botswana's development in tourism and hospitality hinges upon an educated and trained human resource base. Critical, therefore, is the need for quality control by the Tertiary Education Council, and a change of mindset amongst tourism stakeholders regarding tourism education and training.*

Keywords: Tourism curriculum, tourism education and training, stakeholders, developing country, human resource development, tourism education in Botswana

Introduction

Botswana has for a long time relied on mineral wealth especially diamonds. However, the volatility of diamond prices on the international markets and the non-renewable nature of mineral resources have forced Botswana to seek alternative ways of diversifying its economy (Republic of Botswana, 2000). Tourism now ranks second to minerals at 4.5% in its contribution to the country's Gross Domestic Product (GDP) (Department of Tourism, 2010). Tourism has, therefore, been seen as a viable way of diversifying the country's economy (Ministry of Finance and Development Planning, 2010). Indeed Botswana has a wealth of tourism resources. It is a haven for wildlife especially the big five mammal; it is a home to one of the largest inland deltas, the Okavango delta, and world famous national parks, such as the Moremi Game Reserve, Chobe National Park, Makgadikgadi Pan and Nxai National Park.

Tourism is a service industry, which requires qualified employees who are able to satisfy customer needs and wants to guarantee a thriving business if it is to be competitive (Yoon and Uysal, 2005). Educational institutions

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play a key role in this regard. World Travel and Tourism Council [WTTC] (2007) highlights the importance of Botswana's investment in tourism and the development of human resources in the tourism and hospitality industry. Affording citizens the relevant education and training will increase their opportunities for involvement in the tourism industry. Currently, Batswana are employed in menial jobs because of their lower education levels and training (Mbaiwa, 2002).

The Botswana Tourism Board [BTB] (2009) has revealed several gaps in tourism education and training. For the safari sector most employees lack basic education and training and therefore their progression in tourism and hospitality education and training becomes limited. In addition, it was also noted that many of the institutions offering tourism and hospitality training do not provide adequate practical training because of absence of specialist trainers in food cost and control as well as menu planning. The other constraint on tourism education and training is that tourism has been identified as a relatively new industry in the country and as such there are no adequate mentors to do the training, which explains why tourism education and training has been lagging behind in the country (BTB, 2009). Tourism education is also associated with negative perceptions as most people in the country view it as a field for those who do not have good passes at high school.

The purpose of this paper is to evaluate the extent to which tourism programmes in the country have addressed human resources needs in the tourism industry. The paper is therefore structured as follows: the first section reviews related literature, the second section traces the historical development of the education policy in Botswana and this is followed by section three, which discusses the methodology used. Part four of the paper presents the results of the study and discusses these in relation to the aims of the study. The paper concludes by making recommendations for policy change in order to improve the industry.

Literature review

The tourism industry holds the key for unlocking the competitiveness of countries globally (Raj, 2008). Hence, many countries have devoted a lot of resources to develop tourism as a meaningful economic activity (Munar, 2007). What makes tourism attractive for many countries is the fact that the consumer travels to the destination in order to consume the product. This makes possible the development of other industries to complement tourism. For example, crafts/souvenir and food outlets can be developed as small enterprise organisations at a tourist destination (Ashley, Boyd & Goodwin, 2000).

Another important element of tourism as espoused by Ashley et al. (2000) is that tourism is labour intensive and therefore contributes to the reduction of unemployment. Because of the low-skill requirements for jobs in the tourism industry, people with low level skills especially women, are able to secure jobs in the industry. What is significant about the tourism product is that it is intangible, as there is no transfer of goods or ownership but destinations sell the experience (Manwa, 2011).

Because of the unique nature of tourism, the quality of service is what differentiates one destination from another. Since people are at the core of service, it is important to have qualified and experienced staff at the front line who can give tourists a memorable experience that will result in repeat visits. Because of its potential to grow, this has led to a mushrooming of tertiary institutions offering tourism programmes to meet the requirements of the tourism labour market (Hall, 2005; Walmsley, 2007).

Compared to other fields of study, the provision of tourism and hospitality education and training worldwide is a recent development, which has taken long to evolve (Edgell, Allen, Smith & Swanson, 2008). Though some pioneering institutions like George Washington University (USA) and University of Surrey (United Kingdom), have offered tourism and hospitality degree programmes since 1973, the provision of tourism and hospitality at university level is largely a product of the 1980s and early 1990s (Cooper & Sherpherd, 1997). Because of its newness in the academic discourse, tourism as an area of study is still to be recognised as a discipline (Coles, Hall & Duval, 2006; Goeldner, 2001; Tribe, 1997). Hence academics in tourism are still grappling with issues which would be considered mundane in other disciplines. Issues which have occupied the interest of scholars in tourism include tourism as an academic discipline, location of tourism education and training at an institutional level, human resource planning/ strategy, accreditation and quality assurance, curriculum design and content, stakeholders in curriculum design, work experience/industrial placement and technology enhanced teaching.

Location and recognition of tourism in the academic discourse

The study of tourism is constrained by various factors such as not being well placed in any field, and as a result tourism studies are often located in different departments which assume differing nomenclatures (Robinson & Phipps, 2007; Zagonari, 2009). The fact that tourism is multifaceted further complicates definitional issues (Goeldner, 1988; Mayaka & Akama, 2007; Platenkamp & Kropff, 2007). Because of that, it has been

argued that tourism lacks theoretical underpinnings to be considered a legitimate field of study (Amoah & Baum, 1997; Busby & Fiedel, 2001).

The supposed lack of theoretical underpinnings has meant that tourism studies are offered in different faculties depending on each university's focus. For example, in some countries it is offered in the business faculties, whilst in others it is part of Science, Humanities and Physical Education (Gunn, 1998; Mayaka & Akama, 2007). This has meant that students have difficulties in identifying the competencies relevant to future tourism employees (Gunn, 1998). One approach that has been adopted to ensure that tourism becomes a recognized field of study is theming of tourism education so that it can have clearly defined boundaries and be able to expand as a recognized field of study (Dale & Robinson, 2001). Despite the limitations on its recognisability, others see it as being multi-disciplinary. Graburn and Jafari (1991, p. 7–8) advance an important point about the uniqueness of tourism as a field of study: 'no single discipline alone can accommodate, treat or understand tourism; it can be studied only if disciplinary boundaries are crossed and if multidisciplinary perspectives are sought and formed'.

Human resource planning/strategy

Many governments have developed tourism policies to guide the development of the industry. However, in most cases, there is no link between national policies and human resource development. This has resulted in a gap between educational institutions' products and human resource requirements for the industry (Amoah & Baum, 1997; Baum, 1994; Manwa, 2009; Mayaka & Akama, 2007; Tribe, 2001). For example, the Australian government does not have a master plan for graduates. Instead, graduates' employability influences the sustainability of tourism courses/programmes (Pearce, 2006). South Africa also presents an interesting case. The Tourism, Hospitality, Sport Education and Training Authority (THETA) is the authority established under the Skills Development Act number 97 of 1998. THETA's mandate is to provide the training needs for the tourism industry (Kaplan, 2004). Kaplan further observes that there is a lack of coordination between the Department of Labour which is responsible for skills development and the Department of Education responsible for higher education.

Accreditation and quality assurance

The importance of quality assurance in tourism has led to the creation of quality assurance bodies such as the United Nations Tourism

Organisation (TedQual) (Ring, Dickinger & Wober, 2010). Ring et al. (2010) have also noted that the creation of quality assurance bodies responsible for accreditation of tourism programmes has become a common phenomenon in both the United Kingdom and the United States of America. In Europe, the 1997 Lisbon Convention on the recognition of Qualifications Concerning Higher Education in Europe provides a formal structure for the acceptance of equivalence of higher education across European countries. In South Africa, the National Qualifications Framework is responsible for recognising both formal and informal qualifications (Kaplan, 2004). Botswana is not an exception in this regard. It has two bodies responsible for the accreditation of tertiary qualifications. Botswana Training Authority (BOTA) is responsible for the accreditation of all trade certifications whilst the Tertiary Education Council (TEC) is responsible for the accreditation of university programmes.

Curriculum design and content

After two decades of debate on what constitutes a tourism curriculum, we still have not managed to resolve the issue (Echtner & Jamal, 1997; Dale & Robinson, 2001; Morgan, 2004; Pender & Sharpley, 2005; Sheldon, Fesenmaier, Woeber, Cooper & Antonioli, 2008). Researchers are battling with what constitutes a core tourism curriculum (Wang & Ryan, 2007; Raj, 2008; Scott, Puleo & Crotts, 2008;). One of the advantages of coming up with a core tourism curriculum is the comparability amongst programmes which makes it possible to control effectively the quality of the programme (Dale & Robinson, 2001; Tribe, 2002).

There are competing stakeholders on tourism curriculum such as employers, employees, academic staff, students, administrators, governments, the general public, professional associations, the international research and scholarly community and funding bodies (Acolla, 2006; Zagonari, 2009). The multiplicity of stakeholders makes it difficult to agree on what constitutes a core tourism curriculum. Raybould and Wilkins (2005) advocate more cooperation between universities and industry in coming up with an appropriate curriculum, instead of students and academics focusing on skills which are not valued by employers. After all, the majority of programmes offered in universities are aimed at preparing students for employment in the tourism industry (Stuart-Hoyle, 2003).

Also, there have been other people who advocate that universities should impart a mixture of sector –specific and generic skills (Baum, 2002). In most cases industrialists', students' and educators' concerns dominate the

design of the curriculum (Morgan, 2004; Inui, Wheeler & Lankford, 2006; Manwa, 2009). Sheldon et al. (2008) have suggested the skills which they consider to be critical. They list stewardship, political, ethical, enhanced human resource and dynamic business skills as vital. Tribe (2001) advocates the inculcation of independent thought whereby students would be proactive to the changing needs of the tourism industry.

Other countries such as Zimbabwe have prioritised the attainment of entrepreneurial skills for future graduates. Entrepreneurship was made an integral component of all polytechnic programmes in Zimbabwe since 2002 (Ministries of Education, Sport and Culture and Higher and Tertiary Education, 2004:18). The aim is to produce graduates who are capable of creating employment for themselves and others and open up new employment opportunities in the economy.

Many universities have, more or less, come up with a model of core curriculum content for tourism degrees (Smith & Cooper, 2000; Pearce, 2006; Ring et al., 2010). Smith and Cooper (2000) further suggest that a tourism curriculum should reflect the social, cultural, and economic setting of the course, which they refer to as "curriculum that is context-related and not context-bound".

Work experience/industrial placement

Work placement has been identified as a critical factor in tourism education and training, in order that internees can gain work experience (Di Micelli, 1998). Other benefits include making available to students the opportunity to choose careers (Charles, 1992).

Robinson and Cooper (2007, p. 67) criticise the traditional work placement model. Their view is that they are based on "conflict of objectives- the industry partner is often seeking cheap labour- the educational institution is seeking a structured training experience for the student". They encourage the adoption of the University of Queensland model: "the Executive Shadow Program" (ESP) which allows only high performing students to compete for the opportunity to shadow a senior executive of a tourism establishment for 60-80 hours.

Whilst this might be a noble idea, the programme faces problems of finding a true match between students' academic programme and industry organisation (Ram, 2008). Furthermore, assessment procedures for work placement vary a great detail, which may not be a true reflection of the student's achievement and quality of industrial experience.

Technology enhanced teaching

The majority of universities in developed countries have incorporated technology in their teaching (Dale & Lane, 2004) which has its own pros and cons. For example, the technology can complement traditional classrooms by integrating traditional and online learning (Bailey & Morais, 2004). Some of the weaknesses of online teaching and learning outlined by Zhao (2003) include failure by some online courses to meet quality standards, technical problems such as bandwidth limitations and browser problems. Lomine (2002) contends that face-to-face learning should not be completely discarded. Instead, it should be complimented by technology-enhanced learning.

Historical Development of Higher Education in Botswana

The Ministry of Education has the responsibility to oversee education and training in the country apart from being responsible for general education (Tertiary Education Policy, 2008, p. 4). The success of the Ministry of Education is dependent on the National Credit and Qualifications Framework, Botswana Examinations Council and the Human Resource Development Council whose roles include ensuring quality in education, proper conduct of examinations and Human resource planning respectively (Ministry of Education and Skills Development, 2009, p. 27). In the structure are sectoral committees whose mandate is to develop and monitor specific human resource development plans. In addition, the Human Resource Advisory Council (HRAC) is responsible for skills training and development and tertiary education. HRAC reports directly to the Ministry of Education (Ministry of Education and Skills Development, 2009, p. 29).

In 1994 the Government of Botswana revised the 1977 education policy which focused on general education and access of Batswana to basic education. Presently, the education sector in Botswana is guided by the Revised National Policy on Education [RNPE] (1994) anchored on the need to have an educated and informed nation (Botswana Federation of Trade Unions, 2007, p. 1). The purpose of the education policy, among other aspects, is to address the issue of improving access and equity, adapting general education and training to the needs of the market and also to improve the quality of education at all levels (Republic of Botswana, 1993). However, the education system of the country has been heavily criticized for being more academically oriented than focusing on imparting relevant skills to the graduates and thus leading to high unemployment levels (Ministry of Labour and Home Affairs as cited in Botswana Federation of Trade Unions, 2007,

p.1). To address the skills gap the RNPE (1994) emphasizes the need to focus on skills training rather than general education in order to meet the country's development objectives (Republic of Botswana, 1997).

The RNPE (1994) emphasises the need to develop a tertiary education policy and an integrated national training system. To achieve the intended objectives, BOTA and TEC were established. BOTA guides the development of vocational education in the country and the establishment of a National Vocational Qualifications Framework that accredits vocational qualifications. TEC, on the other hand, guides the development of the tertiary education sector.

The development of the Tertiary Education Policy is attributed to the Revised National Policy on Education's (Republic of Botswana, 1994) recommendations regarding the development of tertiary education. The policy seeks to address, among other things, the quality and relevance of the programmes offered and the need for access and equity in tertiary education (Tertiary Education Policy, 2008). The policy on tertiary education is based on national priorities. The policy also stresses the need for congruency between private and public education so that tertiary education in the country is unidirectional. It is this policy that has guided the development of tourism education and training as there is no specific policy for the development of tourism education and training.

Despite the development of the Tertiary Education Policy in the country, there are some sticking problems that still need to be addressed particularly with regard to tourism education. Tourism education and training in Botswana is provided by private and public institutions as well as in house training by companies (Botswana Tourism Board [BTB], 2009, p. 20). The report states that the major weakness associated with in- house training is that it is only larger establishments that are able to offer formal training. A major drawback of in-house training programmes is that they are not accredited by the Botswana Training Authority or Tertiary Education Council. A special Tourism Industry Training Fund has been set aside to assist with training of persons in the tourism industry The Department of Tourism has selected appropriate trainers who will impart their skills to employees in the tourism and hospitality industry (BTB, 2009, p. 27).

Methodology

Data for this paper were collected through both primary and secondary sources. Primary data were collected through interviews with heads of

departments in Universities in Botswana which offer tourism and hospitality courses. The Interviews lasted between 30 – 60 minutes and covered the following topics: information on the institution, when it started offering courses in tourism and hospitality, department/faculty that offers the courses, accreditation and quality assurance, curriculum design and content, stakeholders in curriculum design, work experience/industrial placement and technology enhanced teaching. Although there are 21 tertiary institutions offering tourism and hospitality education in Botswana (TEC Internal records), the data in this paper were collected from universities offering tourism and hospitality courses in Botswana. Only five universities (one public and four private), are currently offering tourism and hospitality related programmes. Secondary data were obtained through a review of existing literature on tourism and hospitality education in Africa, the UK and USA, Australia. Curricula from Botswana's public and private institutions, government documents and policies were also reviewed.

Results and discussions

The results are presented under the following sub-headings: status of tourism and hospitality education in Botswana, typologies of tourism and hospitality curriculum, aims and objectives of tourism and hospitality programmes, content of tourism and hospitality curriculum, technology enhanced instruction and work placement. A discussion of the findings follows thereafter.

University Tourism and Hospitality Education in Botswana

In Botswana, as in many other parts of Southern Africa (Manwa, 2009), the provision of tourism education is still in its infancy with the first Bachelor's degree in tourism and hospitality only introduced in 2006 by the University of Botswana (University of Botswana, 2009 prospectus, p. 19). Presently, different institutions offer similar programmes with different nomenclature and this exacerbates the levels of disaggregation in tertiary education.

Tourism is offered in the Faculty of Business either as an independent department or as part of an established Business Studies department at all the universities. These results did not differ from those observed in the literature reviewed. In Kenya for example, Mayaka and Akama (2007) noted diversity in location of tourism departments. Similarly, Manwa (2009) noted that similar trends were also prevalent in Zimbabwe where there is no uniformity in the location of tourism programmes.

Typologies of Tourism and Hospitality Curriculum in Botswana

Two typologies of curriculum have emerged from tourism and hospitality programmes offered at university level in Botswana. The first typology, which for the purpose of this paper, is referred to as a non-franchised curriculum and is offered by the public university refers to curriculum developed by an institution in Botswana. In this instance, the institution can be both an awarding and/or hosting institution. The second typology offered by the private universities is a franchised curriculum, awarded by a non-hosting institution (Machado dos Santos, 2000) and a non-Botswana institution. Franchising in higher education occurs when a higher education institution (franchisor) from one country grants another institution (the franchisee) from another country to provide the franchisor's programmes/qualifications in the franchisee's host country (Machado dos Santos, 2000). Franchising is not unique to Botswana. South African private institutions also offer franchised programmes (Department of Education, 1997, Chapter 2, Section 2.54).

Aims of tourism and hospitality programmes

The major aims of the programmes reviewed were to prepare students for eventual absorption by the tourism and hospitality industry (Table 1). This is consistent with the aims of tourism educators in Indonesia (Ernawati & Pearce, 2003), Jordan, Middle East (Cooper, 2002) and the United States (Ring et al, 2010) for instance. However, the extent to which programmes actually meet skills requirements of the Botswana tourism industry is minimal (Botswana Tourism Board, 2009, p. 79). The irony, however, is that BTB (2009) has identified training needs which are critical for the hospitality and tourism industry in Botswana but which the programmes fail to address fully.

Table 1: Programmes aims (N=5)

Program Aims	Frequency	%
Equipping students for the tourism and hospitality Industry	5	100
Preparation of students for further education and training	5	100
Gain of a recognizable qualification	5	100
Equipping graduates for self employability and entrepreneurship	2	40
Provision of quality vocational training	1	20

Two of the universities interviewed had programmes associated with development of entrepreneurial skills of the graduate, in line with the government's prioritised objectives of entrepreneurial development through vision 2016 (Swartland, 2008). The other two universities were offering Association of Business Executives Tourism and Hospitality Programmes which do not have an entrepreneurial component. The fifth university offers a travel and tourism programme franchised from Boston City Campus and Business College, which has no emphasis on entrepreneurial skills.

According to the Botswana Tourism Board (BTB (2009, p. 19) the Botswana tourism industry lacks the following key skills:

- core business skills
- knowledge of the tourism industry
- safari and camp management
- ecological sustainability
- information technology
- knowledge of global issues
- entrepreneurial skills
- food and beverage
- national policies and legislation
- practical and research skills
- marketing skills.

The programmes of the universities under investigation were, however, silent on the skills that they aimed to equip students with. This was contrary to what prevailed in developed countries like Australia where Pearce (2006) noted that universities were required to identify core skills to develop in students.

Objectives of Tourism and Hospitality Curricula in Botswana

Although all universities had clearly outlined the objectives of their programmes, three institutions had objectives not tailored to their specific institutional demands and requirements. Instead the institutions used objectives as prescribed from their franchisors. To the contrary, any franchise arrangement should allow for some translation to reflect local needs (Yorke, 1993). Yorke (1993) further suggests that a franchised programme should have a comparable experience, and not identical to that running in the franchisor institution, and upon completion of the programme, students should

have attained comparable learning outcomes. The franchised programmes in most cases fail to address the education and training needs of the local industry as they are not tailored to the local needs.

It should also be noted that though some of the institutions offered dual tourism and hospitality programmes, the hospitality component remains greatly obscured in the course structure and in practical training. This is contrary to Gunn's (1998) observation that many curricula emphasise hospitality at the expense of the full scope of tourism. The programme offered by the Association of Business Executive (ABE) Travel, Tourism and Hospitality ascribes no learning outcomes or objectives to hospitality, greatly incapacitating graduates from such a programme. Ironically, in spite of its shortfalls the ABE Travel, Tourism and Hospitality programme continues to be a very popular franchise programme offered in Botswana.

Core Tourism and Hospitality Curriculum Content

The study revealed a general thematic approach to core course content organisation, with a greater emphasis on generic tourism and hospitality knowledge. A thematic approach which is largely attributed to the multidisciplinary nature of tourism education (Goeldner, 2001) was evident in the public university offering a Bachelor's degree programme in Botswana.

Interestingly, the findings show that the Bachelor's degrees offered by two universities incorporated within their core courses contemporary tourism such as ecotourism and sustainable development, tourism business law and ethics, strategic tourism management, wildlife conservation and management, and service quality. This was consistent with the literature reviewed that tourism curriculum content varies from one institution to another. Surprisingly, only two courses, cultural tourism and events, identified as some of the country's tourism diversification options (Republic of Botswana, 2000, p. 71, 94-96) are offered in only two universities. The ABE programme offered in the other two universities has courses which are not tailored to the needs of the tourism industry in Botswana.

The number of core tourism and hospitality courses over a four year Bachelor's programme also varies significantly. A maximum of 23 core tourism and hospitality courses out of 51 courses in total was identified for one institution, for instance. For the ABE programme there are a total of 24 courses on offer up to an advanced diploma level and of these only 8 are core tourism and hospitality courses. The variability in the organisation of the core content relative to other courses is largely attributed to the multidisciplinary characteristics of tourism.

Technology enhanced instruction

Unlike in developed countries where online teaching and learning is extensively used (Zhao, 2003), in Botswana only one university emphasised the use of Blackboard/webct to enhance teaching and learning. Interestingly, though, most lecturers at this university only use the Blackboard for basic downloading of notes and communication with students. In addition, not all the facets of the Blackboard were used. Surprisingly, in one private university, Blackboard is available, but lecturers and students are not well versed on how to utilize it for learning purposes. For the remaining three universities the mode of instruction is restricted to PowerPoint presentation and the use of traditional whiteboard.

Information technology, especially the use of the Internet as one critical and emerging area in tourism education (Zehrer, Pechlaner and Raich, 2007) is fully utilized in all universities. The use of Microsoft Disk Operating Systems (MS-DOS) or Microsoft Windows based travel and hospitality software is not used in any of the above mentioned institutions. However, one institution is in the process of acquiring these for use in specific tourism and hospitality courses like Front Office Operations, Housekeeping, Food and Beverage Control, Conferencing and Travel Agency and Tour Operations.

Work placement

Work placement was mandatory in all universities interviewed except one. This supports modern pedagogy which emphasizes the integration of theory and work placement training (Inui et al., 2006; Ram, 2008). However, in all the universities studied the lack of a clearly structured work placement programme deprives students of the opportunity to make informed career choices (Tooman & Jeret, 2008). The same sentiments were echoed by the BTB (2009) which:

> "expressed concern at the manner in which several academic institutions monitor and evaluate the practical aspects of their curriculum – particularly 'attachments' that students are required to complete as part of the course. It appears that most of these attachments are not really structured nor managed correctly and therefore, students do not acquire the relevant competencies" (p. 19).

Assessment of practical training, in the form of Industrial Based Learning (IBL) differs from one institution to the other in Botswana. In the institutions interviewed, a report or 'written submissions of personal learning goals and objectives' (Ram, 2008), upon completion is submitted

to the educational institution and in some cases a report is also sent to the industrial institution offering work-based training. Ram (2008) also contends that assessment of IBL is usually only based on technical competencies. This is reflected in all the tourism and hospitality institutions interviewed in Botswana. Currently no form of portfolio assessment is undertaken for tourism and hospitality training in Botswana.

Discussion

Tourism education and training in Botswana does not appear to reflect the needs and priorities of the industry, community, and government. The study has shown that curriculum development in Botswana is either franchise oriented or reflects the educational institutions' interest with very little or no input by other key stakeholders - the tourism industry, students, the community, and government. What complicates matters is that tourism in Botswana is foreign owned (Mbaiwa, 2005). This makes interaction with stakeholders difficult.

E-learning is a new phenomenon in Universities in Botswana. Universities have not yet completely embraced technology- enhanced teaching and learning. Little is known about how to design, and implement effective e-learning systems.

The accreditation process for all tertiary institutions in Botswana is a sign of commitment to quality control in the education sector. However, the accreditation process seems to be meant only for the private and not for public universities (Thobega, 2010). If quality control is to be a reality, it is necessary that the yard stick for control be impartial in its application. In addition, accreditation and quality control is the responsibility of the Botswana Training Authority and the Tertiary Education Council depending on the level of qualifications concerned. Such fragmentation in quality control and assurance results in the non-unification of quality standards in tourism education and training. The purpose of institutional accreditation in Botswana is to ensure that the programme has a planned impact on learners, the economy and the larger society of Botswana (Thobega, 2010). However, quality control remains in doubt as the accrediting bodies have accredited institutions offering franchised programmes which do not address the local needs.

Recommendations

In the interest of progress and development of Botswana's tourism and hospitality, this paper recommends some actions to be taken which include, inter alia, the development of a national tourism education and training

strategy and an increased stakeholder interaction and involvement in curriculum design and development.

Development of a National Tourism Education and Training Strategy

Any region or country competing in the international tourism market requires a well-developed tourism training and education strategy (Mayaka & Akama, 2007, p. 303). In line with the country's National Human Resource Development Strategy, there is need to create a sectoral tourism training and education strategy (Ministry of Education and Skills Development, 2009). The aim of such a strategy is to ensure provision of an efficient and well-skilled workforce for the tourism industry (Mayaka & Akama, 2007). The strategy should, therefore, be the first point of call for the sectoral committee mandated through the National Human Resource Development Strategy to spearhead the development of an appropriate human resources base for the country.

Skills audits of tourism and hospitality graduates

Kapungu (2007) recommends conducting an analysis on an annual basis of university graduates in order to receive information on training and jobs that students have been exposed to. A forum should be created for the Botswana Tourism Board and the Ministry of Education to audit the level of tourism and hospitality skills acquired by graduates. Presently no national database exists in Botswana of the total number of graduates in tourism and hospitality and their levels of competency.

Increased Stakeholder Commitment and partnerships

Little stakeholder engagement is evident in Zimbabwe's higher education curriculum (Kapungu, 2007; Manwa, 2009), a trend also evident in Botswana. This is a deep-rooted weakness that is also evident in many countries (Zagonari, 2009). Tourism programmes should provide an opportunity for linking the student who is the central stakeholder in tourism education to a number of stakeholders. Currently few organisations in Botswana offer work placement for tourism and hospitality students due to limited capacity. As previously mentioned, little stakeholder involvement is also attributed to a dominance of foreign ownership in the tourism industry. There is need for an increased representation of stakeholders in the tourism industry, in curriculum design and its development. Personnel from industry can be invited to serve on departmental/university advisory boards.

International and national partnerships are also important in order to ensure the quality of learners that will meet the demands of the tourism industry. In addition to increased stakeholder commitment in curriculum design and development, tourism education and training stakeholders are encouraged to form strategic partnerships nationally and internationally.

Accelerated use of ICTs in instruction

In a global economy the acquisition and utilisation of ICT is commonplace. Botswana should encourage its private tourism and hospitality institutions to apply technology related instruction without completely discarding traditional instruction techniques. If Botswana's tourism and hospitality institutions are to become internationally acclaimed centres of excellence, then the use of ICTs is indispensable.

Autonomy of Accreditation

The fact that tourism and hospitality education and training accreditation is a dual responsibility between the Botswana Training Authority and the Tertiary Education Council clearly shows how fragmented training in Botswana's tourism education is. If tourism and hospitality institutions receive accreditation autonomy through an independent board reporting to the Ministry of Education, the chances are that accreditation procedures will be standardised. An independent accreditation authority for tourism and hospitality training and education is therefore recommended for the country.

Conclusion

The purpose of the paper has been to evaluate the extent to which tourism programmes in the country address human resources needs in the tourism industry. The study has confirmed the gap between tourism curriculum and the tourism industry skills requirements. The paper has demonstrated the critical role that the Tertiary Education Council can play in ensuring that relevant and quality programmes are offered by higher educational institutions in Botswana. In addition, the paper suggests that industry players are invaluable partners in the training and development of human resources for the Botswana tourism industry. In short, the paper suggests that if all the strategic partners can work in concert the chances are that Botswana's tourism and hospitality industry can easily outdo its competitors, especially considering the unique tourism attractions it offers.

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Research Paper

Historical Development of Tourism Education in India: The Case of the Himalayan State of Uttarakhand

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Abstract: *Having acknowledged with prominent share in education sector both domestically and globally, the subcontinent of India is exploring possible opportunities in positioning itself as an admired educational destination. Incidentally with respect to tourism education, India does not shine and share maximum benefits as its counterparts in the other continents enjoy. The present paper is an attempt to showcase the roadblocks found in Indian tourism education with special emphasis on the mountainous Uttarakhand state. With its unsurpassed beauty the whole of the state is itself a tourism treasure and the need for tourism education have become imperative to develop and to promote the same. The study was based on primary and secondary data collected during December 2009-March 2010 in Garhwal Himalaya of the Uttarakhand state. Necessary statistical tests like ANOVA, Mann Whitney etc are employed to arrive out meaningful results. A structured questionnaire were used as an instrument for collecting primary data from students (150) & faculty members (50) and the review of journals, reports, information material serves the need of secondary data accordingly. The output elucidates the failure to concentrate on certain significant areas by educational service providers put the state and country much behind than its western counterparts. The study further clearly explains the drawbacks possessed by the country and state when compared to other benchmarked countries. It also conveys the need for robust change in tourism education system of the subcontinent especially in the identified state to position as an admired destination for tourism related education.*

Keywords: Leisure, opportunities, recreation, sub-continent, tourism

Introduction

India, one of the developing economies in the Asian continent is emerging as a major hub and making its presence in all sorts of developmental activities. It is becoming a favored destination for all sectors due to the positive environment and the untiring human resources. The presence of successful educational institutions educating the necessary manpower would take sufficient credit to get acclaimed as a most favored destination. The

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role of educational institutions in this regard is spellbinding by housing century old educational institutions across length and breadth of the country. From long past, the subcontinent is renowned for its education in all diversified disciplines and it is changing its position in accommodating the newer courses across upcoming disciplines. India is becoming a panacea for many limitations in terms of development of study programmes in upcoming disciplines by supplying the skilled manpower to the developed nations. In that run, having blessed with the divergent unsurpassed beauty, India keeps attracting tourists from far and near of all shades of the society, is well understanding the needs of tourism education to retain the name "*must see destination*" for long run. Though, tourism in India is an old and fabulous experience from long back, the need of having a training school to develop the human resources to deliver services to tourists doesn't found space during those times. Gradually, the time has come to give value to the money being spent by tourist in a destination, accordingly the expectations among the tourists also increased, which leads to satisfaction and delight stages which the tourism service provider intends to grab and experience.

The panacea for developing the desired skills for service deliveries through educating them in a formal way has gained significance later and the same is been paid attention by the think tanks from academics and industry stakeholders. The result of the desired exercise has taken its shape in terms of diploma programme in tourism in 1970's and slowly it gained significance through the acceptance and popularity from the industry. Slowly, many universities have come forward to offer tourism course at diploma, PG diploma level. The success of the course has motivated almost 20 -25 universities across the vast sub-continent to offer tourism course at varying levels. Government of India under its tourism ministry wing has initiated an autonomous Indian Institute of Tourism & Travel Management (IITTM) in Gwalior during 80's. In this row many private colleges and universities (Deemed) are also in the race of offering tourism related course presently.

Tourism Education-*Past, Present and Future*

Tourism education is viewed as the driving force in developing tourism for any country and it is given high momentum by the developing countries to develop tourism, but most of the developing countries could not create conducive environment for tourism education. It is often perceived that tourism education is almost based on international perspective. Many experts view tourism education towards local perspective which also ensures the local development of region and community (Burkart and Medlik, 1974; Tribe, 1997 & Bergsma, 2000). Having gained brief background about

tourism education, the development and existence of tourism education in Indian sub-continent explores in three stages (i.e. *Past, Present and Future).* It is very difficult to differentiate between past and present as India started offering tourism course only in the recent past of some 3 decades back. The past of tourism education as mentioned in the preceding paragraph, used to be vocational in nature. There was no degree and higher level of education in this field as only diploma and PG diploma course was found. Though the need of the past was served through the then found course, through few visionary leaders and academicians the diploma programs have been reshaped and upgraded into degree programs and slowly there happen to be much confusion in this regard.

The commonly raised confusion includes what could be the modules, does any literature exist to frame the necessary modules, from where does the knowledge arise, what is the guiding way and stepping stone etc made academicians to work out. It is almost known as a professional course and sufficient development has arrived and ended at a space of interdisciplinary approach, getting varied subjects from various courses and still it is found to be multidisciplinary in nature (Bagri, 2007). The next assignment for the academicians was to identify the modules and subjects for various programs of different levels. The subjects from management, commerce, finance, history, geography, geology, and economics have been borrowed to frame the course curriculum as expected by industry, leaving the image of vocational course to certain extent (Kukreti, 2007; Bansal, 2006). With the development of such interdisciplinary modules in tourism education, it has expanded its wings to mold the students in varied aspects. Industry has also developed and expanded in many ways. Incidentally, there is a notion that the course offered by the universities does not comply with the expectations of the industry, being considered as the limitation for the present curriculum (Bharadwaj et al., 2006; Bagri, 2010). The tourism education of the past could be considered as an introductory stage where the absence of educational institutions offering tourism education was found and common in nature. However, in a due course, Indian subcontinent had changed its position with its visionary leaders contributing to frame tourism curriculum.

Though tourism education has attained a respectable position in India by having various modules for the desired degree, it has also left some of the confusions like to which discipline it belongs, since nomenclature and framework of the degree keeps varying from university to university. Incidentally, more management oriented subjects are inducted into tourism education and leads to award MBA (Tourism), still there are universities

offering tourism degree as Masters of Tourism Administration (MTA), Master of Arts in Tourism (MA-T), Master of Tourism Management (MTM) and M.Sc in Tourism too. This is one of the major confusion among the students in opting course in tourism education and accordingly the employability after completing those courses varies. Variation in syllabi across universities, approval and recognition patterns by governmental bodies, eligibility criteria all put together to create wide gap in the present form of tourism education. It even fails to pull the specialized students to engage in this education, may be the awareness created among the students was less compared to other conventional courses. Many private colleges find harder to have students for tourism courses; may due to the absence of expected infrastructure and the failure to fulfill the promises of getting them placed with respectful packages fuelled the condition of tourism education to unhealthy state comparatively (Sajnani and Goswami, 2002).

Nature of Tourism Education

Being one of the service oriented sector and interdisciplinary in nature the nature of tourism education is unique in nature. It involves more discussion on the cross-cultural aspects and its implications on tourism. It is more apart from prescribed readings as the nature of tourism business is volatile. Since it volatile, the tourism course needs continuous change in curriculum which is being almost obsolete in certain universities. The main characteristic of tourism education should be more practical and creative in manner; unfortunately the present form of education does not possess the balance between academia and trade. The development of extra-disciplinary knowledge among the students is very much in at this hour which comes from outside the academic domain. The other important characteristic of tourism education being is adopting unorthodox teaching methodology for stimulating interest among the learners. As Tribe (2002) opines tourism education should encompass and viewed not only as vocational/professional courses but also like liberal/emancipator course which should be vocational action, vocational reflection, reflective liberal, and liberal action.

The rapid increase in tourism education though viewed as a growth, do invites concern on this unhealthy growth (Evans, 1993). The need for core body of knowledge as a basis for all tourism degree is highly envisaged. However the present form of tourism education fails and no efforts have been initiated by most of the colleges (Bagri and Babu, 2010) towards the same which leads to employ non-tourism graduates by potential employers. The reason behind this approach among the employers is due to the obsolete

situation of the course in not travelling with the nature and pace of the industry (Formica, 1996; Amoah and Baum, 1997).

The distance in relationship between the classroom teaching and expected is also a reason to its unhealthy form. Tribe (2002) explains tourism education should possess different knowledge, skills and attitudes. Tourism curriculum should provide space to get influenced from stakeholders with diverse interest to have positive impact on tourism education of the country.

The significance of stakeholder is significant in curriculum planning through strategic direction and to measure the performance. Bernstein (1971) explain the terms curriculum framings as "the degree of control teacher and pupil possess over the selection, organization and pacing of knowledge transmitted and received in the pedagogical relationship". Fig. 1 explains the relationship between various stakeholders towards curriculum framing.

Fig 1: Stakeholders with curriculum space.

<table>
<tr><td>Accommodation sector</td><td>Students</td><td></td><td>NGO</td><td>Local community</td></tr>
<tr><td>Attraction sector</td><td colspan="3" rowspan="2">CURRICULUM SPACE
(ALL TOURISM KNOWLEDGE)</td><td>Environmentalists</td></tr>
<tr><td>Academics
Business Subjects</td><td>Academic
Critical Subjects</td></tr>
<tr><td>Professional bodies</td><td>Travel bodies</td><td></td><td>Government</td><td>Other interested parties</td></tr>
</table>

Source: Adapted from Tribe (1999) Tourism Industry Courses Critical Tourism Courses

Present form of tourism education has limitations in its offerings and clearly states the long way to go. While analyzing the offerings presently, it is found that the exiting courses do create differences in terms of subjects when compared to foreign universities offering tourism education at bachelors and master levels (Bagri and Babu, 2009). The absence of certain subjects in our education acts as a measuring point and leads to compare with the benchmarked country's education system which is clearly defined in the Table 1. Crispin and Robinson (2001) suggests to have three domain model of tourism education such as generic degrees (tourism management), functional degrees (tourism marketing, IT in tourism, etc) and market and product based degrees (ecotourism, adventure tourism etc) for the betterment as a reviving process.

The above table clearly states the difference in subjects being focused by Indian universities and their foreign counterparts. Specialized subjects like Tourism Psychology, Anthropology of Tourism, Tourism Professionalism,

Table 1: Comparison of focused subjects between Indian and foreign universities offering tourism education

S.No.	Focused subjects by Indian Universities	Focused Subjects by Foreign universities
1.	Tourism concepts and theories	Strategic management for tourism and hospitality enterprises
2.	Tourism resources	Cultural tourism
3.	Organizational behavior	Indigenous tourism issues
4.	Travel agency and tour operations	Tourism policy and planning
5.	Ecotourism	Festival & Event management
6.	Sustainable tourism	Managing urban tourism
7.	International tourism	Behavioral studies in tourism
8.	Principle of management	Tourism psychology
9.	Marketing for tourism	Anthropology in tourism
10.	Destination management	Sociology of tourism
11.	Meetings, Incentives, Conferences and Exhibitions (MICE)	Analysis of tourism resources
12.	Entrepreneurship in tourism	Tourism research analysis
13.	Ticketing	Special event management
14.	Tourism geography	Recreation and tourism planning management
15.	Foreign language	Professionalism in tourism
16.	Computer application in tourism	Global issues and multicultural community management
17.	Business communication	Conference & convention management
18.	Research methodology	Recreation and park management
19.	HRM	Special Interest Tourism
20.	Airport and airlines management	Sports Tourism

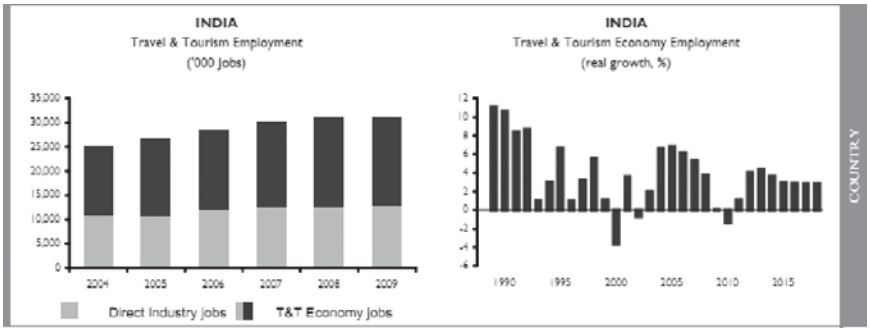
Behavioral Studies in Tourism, Indigenous Tourism Issues and Sociology of Tourism clearly showcase our backwardness in tourism education.

Being this as the present situation, the future of tourism education arises as a major question in developing and creating a standard for it as expected. It could be achieved only with the stakeholder's interest. Having, World Travel and Tourism Council (WTTC) (2009) envisaged the travel and tourism

economy employment to India as 31,105,000 jobs in 2009, 6.4% of total employment, or 1 in every 15.6 jobs. By 2019, this should total 40,037,000 jobs, 7.2% of total employment or 1 in every 13.8 jobs as explained in the figure II. With this massive forecast compared to the present supply, the need for more training institute is learned. While learning from the foreign counterparts, tourism education is being considered as forerunner in developing the industry and it should be well planned to meet the demand accordingly and thus could end up with good experience. The situation of India is not satisfactory as discussed in one of the preceding part of the paper. The reason behind the setback is the absence of more training institutes and unorganized courses which really do not equip the aspirant to ensure berth in getting job.

The Fig. 2 exclusively depicts the future need of employment in tourism and travel and serves as source to compare with the total employment needed for the sub-continent.

Fig 2: Future need of Manpower in tourism.



Source: Travel and Tourism Economic Impact (India), WTTC-2009

Uttarakhand Tourism Education- A Case Study

Uttarakhand was carved out of Uttar Pradesh and given an independent status as the tenth Himalayan state and the twenty-seventh state of the Indian Union on 9th November, 2000. The state of Uttarakhand is bounded by Nepal in the east, the Tibet Autonomous Region of China in the north, Himachal Pradesh in the west and Uttar Pradesh in the south. The natural attractions of the state allure commendable number of visitors from far and near. The varied geographical features of the state is itself an attraction on its own and the peculiarity of the geography implies that only a few specific sectors have growth potential in these backward areas such as tourism sectors (Negi, 1994). Most importantly however, the chances of success in

this specific sector will depend on the development of physical infrastructure of allied sectors. Thus the inclusive growth policies must emphasize the development of the allied sectors in the hilly regions of the state. Considering Uttarakhand size and unparalleled diversity-natural, geographic, cultural and artistic, there is vast room for growth in tourism industry. Many authors including (Sati and Sati, 2000; Dewan et al., 2005; Aggarwal et al., 1995; Mehta, 1999) highlighted the need of long term educational reforms to develop human resources of the study area and the state as whole.

In order to develop tourism sector to its fullest, the pertinent need of quality manpower to plan and organize has been well gauged by few eminent scholars of the area and developed tourism diploma in one of the existing university way back in 1978's and today it is serving the aspiring students by offering master and doctoral program in tourism. Though the state itself is a treasure for tourism, due to the non-existence of necessary manpower to develop and the less interest among the people of Uttarakhand it takes time to receive its prominent share in tourism market. The tourism education in the state can be claimed as a nascent stage except HNB Garhwal University. The recent initiative by Kumaon University, Nainital in starting tourism course in Master level shows the state's progress towards developing tourism. But, there are miles to go to create a unique niche in tourism education in the state (Bagri, 2010). Government of Uttarakhand state should start tourism programs in all degree colleges so that the required manpower shall be developed. The existing institutes offering tourism programs do have some limitations which act as a barrier. The absence of necessary infrastructure, faculty members, varying modules etc put together to have a blur picture on tourism education of the state.

Literature Review

Very less research attempt is done on tourism and hospitality education with respect to Uttarakhand state except (Bagri, 2005; Bagri and Babu, 2009). Tourism education is always viewed as a factor in tourism development of the region (Bagri and Babu, 2009). Tourism education is of vital importance in developing right kind of manpower which in turn can make better planning and bring required professionalism to industry (Bharadwaj, 2002). However, tourism education is not been widely accepted as a tool in development of tourism in Indian subcontinent as the existing situation reveals (Bagri and Babu, 2009). The issues around tourism education such as the lack of uniformity and standardization of courses (Airey and Johnson, 1999; Christou, 2000) contributes dilemma among students and employers and accordingly welcomes problem for

the students (Christou, 2000). The variableness in terms of curriculum and resultant products restricts the healthy way for employment prospects (Bagri and Babu, 2009); failing to meet the expectations of the employers (Baum, 1995). Quality of students in India is not up to the international standards. A curriculum either implies or manifests certain patterns of learning and teaching, and then, finally, it includes a program of evaluation of the outcomes (Bagri, 2003; Bartlett et al., 1998; Breiter and Clements, 1996; Lefever and Withiam, 1998; Lewis, 1993). Umbreit (1992) argues that educators must take the lead in providing their students with a relevant curriculum for the next century. He believed that changing the curriculum is imperative so that the graduates can be successful in the industry facing a wide range of changes, such as impact of mergers and acquisitions, deregulation, layoffs, the recession, and the declining service productivity. The drawback with the education system offered in India is the lack of updating (Bagri, 2005). Haywood (1989) notes "the aims of professional education are no longer clear, faculty is unprofessional; educational programs aren't rigorous; integration among programs is lacking; physical facilities are inadequate or unavailable; appropriate educational materials are out-of-date or not provided". The interrelationship between education and training plays a pivotal role in the human resource development in tourism sector (Doswell, 1994).

Objectives

- To discuss the present form of tourism education in the country and the state of Uttarakhand
- To study the satisfaction of students studying tourism education across Garhwal region of Uttarakhand state
- To identify the shortages possessed by hospitality institutes of the region

Methodology

The present study includes primary data collection using a structured questionnaire from faculty members (50) and students (150) from Garhwal region of a predominant mountainous tourism area of India, the State of Uttarakhand. The structured questionnaire has two parts. Part A focuses on faculty members and part-B focuses on the Students. Part B of the questionnaire was filled by the students of the training institutes from where part A questionnaire was filled. Data were collected from Dehradun, Haridwar and Pauri Garhwal districts of Garhwal region of the Uttarakhand state. These districts are typically considered as the primary places where

training institutes were found. Collectively these three districts form the unofficial educational hub for various courses of the state; thus they were selected for this study.

A set of structured questionnaires containing mostly close-ended and few open-ended questions were given to faculty members and students from these three districts. Participation in this study is voluntary and resources were not available for any incentives. Prior permission was sought from the management and higher officials of the training centres. Data was analyzed and presented in Tables 2-8.

Based on the information collected from the face to face interviews, another questionnaire was developed. This developed questionnaire was pre tested for reliability and validity and mailed to the participating faculty members and students.

This questionnaire included various aspects leading to measure satisfaction. Fifty faculty members who were willing to participate in this study were asked to rate the importance of these dimension on a scale of 1 -5 as their satisfaction on various attributes. The questions were anchored by a five point Likert-type scale. The topics covered in the research questionnaire included freedom given to modify the syllabus, freedom given to faculty members in the concerned institution, salary structure, infrastructural facilities, students etc and regarding teaching, infrastructure, facilities from students to study their satisfaction from the participant. It was a convenient sample as many institutes in this part were often less willing to participate in surveys for the fear of confidentiality.

Analysis and Interpretations

From Table 2, it can be seen that the mean satisfaction score is 3.12, 2.80 and 3.17 for faculty members in Dehradum, Haridwar, Pauri. The mean score reveals that majority of the respondents' opinion tend to be at neutral level (value = 3). The calculated F value for difference in group means is very meager and insignificant. This further envisages that the faculty members in all three places of Garhwal region are neither dissatisfied nor satisfied with their institutions.

With respect to the statement "The level of satisfaction of faculty members with students" as shown in table, the mean value for faculty member group in Pauri is 3.67, which is above 3.50, indicating that the number of respondents with "satisfied" opinion are higher than that

Table 2: Level of Satisfaction of Faculty Members with various attributes

ATTRIBUTES/ PLACE		Mean	Standard Deviation	Test Statistic	Value
Level of Satisfaction of Faculty Members with Institution	Dehradun Haridwar Pauri	3.12 2.80 3.47	1.36 1.48 1.41	F	0.70^{NS}
Level of Satisfaction of Faculty Members with Students	Dehradun Haridwar Pauri	3.20 2.80 3.67	1.38 1.32 1.40	F	1.24^{NS}
Level of Agreement of the Faculty Members regarding "Enough freedom to teach and modify the syllabus according to the need of the industry"	Dehradun Haridwar Pauri	3.24 3.10 3.40	1.54 1.20 1.30	F	0.14^{NS}

those with other low level opinion (from highly dissatisfied to neutral level). However, from mean values, 3.20 and 2.80 for those in Dehradun and Haridwar, it is apparent that the number of "neutral" opinion cases is higher. But, the F values for the differences in group mean values are insignificant. Hence, it is deduced that the faculty members in Garhwal region are neither satisfied nor dissatisfied with tourism & hospitality students.

Regarding freedom given to faculty members to teach and modify the syllabus according to the need of the industry, it can be observed from table that mean agreement level of respondent group ranges from 3.10 for Haridwar, 3.24 for Dehradun and 3.40 for Pauri. This in turn shows that the majority of the faculty members are neither disagree nor agree with giving enough freedom to teach and modify the syllabus. It is understood that the faculties are neutral in giving their opinion regarding the above. Moreover, the test-statistics, F value and t-value are insignificant. Hence, it is found from the entire scenario that the faculty members are in dilemma in agreeing with that "faculties should be given enough freedom to teach and modify the syllabus according to the need of the industry", and above tendency remains in all places of Garhwal regions.

In order to identify major common problem faced in the institution, the faculty members in the sample are asked to rank the various items related to common problems in the order of their preference, and their ranking perception are analyzed with Friedman ANOVA and Kendall Coefficient of concordance to ascertain the validity of the ranking perception. The

ranking data is considered to be valid if there has been agreement in ranking the items among respondent groups. The Kendall coefficient of concordance value, '0' implies perfect disagreement and '1' indicated perfect agreement. The statistical significance of the "W" value is fitted with chi-square distribution using Friedman ANOVA.

Table 3: Common Problems Faced in the Institution-Results of Friedman ANOVA and Kendall Coefficient of Concordance

Common Problems	**Average Rank**	**Sum of Ranks**	**Order**
Infrastructure	1.45	109.0	1
Faculty shortage	2.43	182.5	2
Salary	2.95	221.0	3
Pressure from management	4.09	307.0	4
No necessary teaching aids	5.13	385.0	6
No financial support	4.94	370.5	5
Kendall Coefficient of Concordance (W)		0.6146	
Friedman ANOVA		230.46***	

Source: Primary Data, ***Significant at 1% level

As per table, the Kendall's W is 0.6146 with significant Friedman ANOVA chi-square value of 230.46 ($p < 0.01$). This implies that there has been an agreement in ranking the items 61.46 per cent of the cases. So, the ranking data is considered to be valid and the average rank scores can be used to identify the most common problem. From ordering of items based on the average rank scores, it becomes evident that lack of required "infrastructure" is the top most problems in hospitality institute followed by "faculty shortage", "salary".

Table 4 shows the results of cross tabulation analysis with KW-test results comparing the opinion of the students about "comfortable with available facilities" across three places in Garhwal region. It can be observed from table that half of students in Dehradun, 66.0 per cent in Haridwar and 58.0 per cent of the students in Pauri have been comfortable with available facilities in the places of tourism importance. In the entire sample, majority of the students are found to be comfortable with available facilities in the hospitality institute. The KW test statistic value ($H = 2.61$) is insignificant, indicating that the opinion of the students in this regard is same in all three places of Garhwal region. Hence, based on the distribution of students in

Table 4: Comfortable with Available Facilities – Comparison across Places in Garhwal Region

Places in Garhwal Region	Yes	No	Total	Kruskal Wallis Test	
				Rank Sum	H Value
Dehradun	25 (50.0)	25 (50.0)	50 (100.0)	4075.0	
Haridwar	33 (66.0)	17 (34.0)	50 (100.0)	3475.0	2.61^{NS} (2, N=150)
Pauri	29 (58.0)	21 (42.0)	50 (100.0)	3775.0	
All Places	87 (58.0)	63 (42.0)	150 (100.0)		

Figures in brackets are percentages to Row total. NS – Not Significant

the entire sample, it is found that the students have felt comfortable with various facilities available in the hospitality institutes in Garhwal region.

From table, it can be seen the lab facilities / class rooms are perceived to be sufficient by 50 per cent and 52.0 per cent of the students in Dehradun and Pauri of Garhwal region. However, 62.0 per cent of the students in Haridwar have perceived them as not sufficient. Though there is no significant difference between number of 'yes' and 'no' opinion cases across places, from the distribution of students in the entire sample, it is inferred that the lab facilities / class rooms are not sufficient for hospitality students in Garhwal region.

Table 5: Sufficient Lab Facilities / Class Rooms - Comparison across Places in Garhwal Region

Places in Garhwal Region	Yes	No	Total	Kruskal Wallis Test	
				Rank Sum	H Value
Dehradun	25 (50.0)	25 (50.0)	50 (100.0)	3650.0	
Haridwar	19 (38.0)	31 (62.0)	50 (100.0)	4100.0	2.29^{NS} (2, N=150)
Pauri	26 (52.0)	24 (48.0)	50 (100.0)	3575.0	
All Places	70 (46.7)	80 (53.3)	150 (100.0)		

Figures in brackets are percentages to Row total. NS – Not Significant

From Table 6, it is evident that 72.0 per cent, 70.0 per cent and 60.0 per cent of the students in Dehradun, Haridwar and Pauri have accepted that there are sufficient qualified teachers to teach the subjects respectively. On the while, 70.0 per cent of the students have said 'yes' that are sufficient qualified teachers to teach the subjects. The KW test H value is insignificant, in turn indicating that the opinion of the students in all three places of Garhwal region is similar. Therefore, based on the distribution of respondents in the entire sample, it is concluded that the qualified faculties to teach the syllabus is somewhat sufficient in Garhwal region.

Table 6: Sufficient and Qualified Faculties to teach the Subjects - Comparison across Places in Garhwal Region

Places in Garhwal Region	Yes	No	Total	Kruskal Wallis Test	
				Rank Sum	H Value
Dehradun	36 (72.0)	14 (28.0)	50 (100.0)	3600.0	
Haridwar	35 (70.0)	15 (30.0)	50 (100.0)	3675.0	1.87^{NS} (2, N=150)
Pauri	30 (60.0)	20 (40.0)	50 (100.0)	4050.0	
All Places	105 (70.0)	45 (30.0)	150 (100.0)		

Figures in brackets are percentages to Row total. NS – Not Significant

Pertaining to students' satisfaction with teaching methodology adopted in the institution, it can be observed from Table 7 that the mean perception score is 2.20, 2.30 and 2.28 for the student groups in Dehradun, Haridwar and Pauri respectively. From mean values, it is apparent that number of "somewhat dissatisfied" cases is more among the student groups in all three places of Garhwal region. Further, the test statistics values (F and t) are insignificant for Garhwal region. Hence, it become apparent that the hospitality students in all selected places of Garhwal region are dissatisfied with teaching methodology adopted in their institutions. From the perusal of the mean values reported in Table 7, it is evident that the number of cases having "dissatisfaction" with institute is more in Dehradun (Mean = 2.60) and Haridwar (Mean = 2.42) while number of cases having "neither dissatisfaction nor satisfaction" in Pauri.

About meeting the expectation of the students in faculties, teaching, empathy training, motivating, extracurricular activities and facilities /

Table 7: Level of Students' Satisfaction with various attributes

ATTRIBUTES / PLACE		Mean	Standard Deviation	Test Statistic	Value
Level of Students' Satisfaction with "teaching methodology adopted in the institution"	Dehradun Haridwar Pauri	2.20 2.30 2.28	0.99 0.95 1.11	F	0.13^{NS}
Students' Level of Satisfaction with Institute	Dehradun Haridwar Pauri	2.60 2.42 3.02	1.37 1.43 1.33	F	2.50*

Table 8: "Meeting the Expectations of the Students in Various Areas" - Comparison of "Yes" Opinion Cases across Places in Garhwal Region

Places in Garhwal Region	N	Faculties	Teaching	Empathy/ Hearing	Motivating	Extra curricular activities	Facilities and Infrastructure
Dehradun	25 (60.0)	30 (44.0)	22 (60.0)	30 (54.0)	27 (66.0)	33 (74.0)	37
Haridwar	10 (44.0)	22 (46.0)	23 (50.0)	25 (50.0)	25 (56.0)	28 (62.0)	31
Pauri	15 (42.0)	21 (64.0)	32 (46.0)	23 (76.0)	38 (44.0)	22 (48.0)	24
Kruskal-Wallis ANOVA 'H'	3.87	4.82*	2.07	8.11**	4.88*	7.09**	
All Places	50 (48.7)	73 (51.3)	77 (52.0)	78 (60.0)	90 (55.3)	83 (61.3)	92

Figures in brackets are percentages to Row total. NS – Not Significant
*Significant at 10% level. **Significant at 5% level.

infrastructure by hospitality institutes", the number of students with 'yes' opinion across places are given in Table 8.

As high as 60.0 per cent of the students in Dehradun have said 'yes' that their expectation regarding faculties are met out by the institute, whereas the number of students with such opinion is less than 50 per cent in other two places. Regarding expectation about teaching, 64 per cent of the students in Pauri have said "yes" while the students with such opinion is less that 50 per cent in other two places. Pertaining to "empathy / hearing", 60.0 per cent and 50.0 per cent of the student respondents in Dehradun and Haridwar have perceived positively. As much as 76.0 per cent of the students in Pauri, just more than 50 per cent of the students in Dehradun have stated

that their expectation in respect of motivating is met by the institute. In respect of "extracurricular activities" and "facilities / infrastructure", majority of the student respondents in both Dehradun and Haridwar have said "yes". The opinion of the student group across places differ significantly with regard to "teaching" ($H = 4.82$, $p < 0.10$), "motivating" ($H = 8.11$, $p < 0.05$), "extracurricular activities" ($H = 4.88$, $p < 0.10$) and "facilities / infrastructure" (H value = 7.09, $p < 0.05$). So, meeting out the expectation of the students pertaining to "teaching", "motivation", "extracurricular activities" and "facilities / infrastructure" differ from one place to another place in Garhwal region. On the other hand, expectations with regard to "empathy / hearing" are met out whereas it is not so in the case of "faculties" in Garhwal region.

Discussion & Conclusion

The continuously increasing expectations by travel and tourism sector in terms of service are certainly expected from the students who pursue travel and tourism education across various institutes in the state. It is pertinent that the envisaged staff's are molded by the faculty members of the concerned institution, becoming the real contributors in shaping the future employees. The effectiveness of faculty members ensures the success of the students in all expected deliverables. Going away with the results, faculty members of the study area are of not satisfied with various factors including infrastructure, salary and many times it is considered as a significant area to concentrate as the how the unfavorable environment exhibit and cultivate all necessary skills to the aspiring students. Qualified faculties to teach the trade is not satisfactory in the study area reveal the response. As the inconveniences do not rests with faculty member alone, the accountability is also duly shared by the students. So it is necessary to pick right students who possess real interest to get molded effectively. However few activities extended by the institute shall change the average students also. It is learned for the analysis that institutes develop students by conducting extracurricular activities. Extracurricular activities such as extra coaching classes, group discussion for developing leadership skills and communication skills are found to be practiced by various institutions across the study area. However, the nascent industry needs dynamic coaching to put the industry forward, which is missing across the institutes.

It is of the opinion that faculty members should be given enough freedom to teach and modify the syllabi accordingly. But this freedom is not extended to faculty members by most of the institutions though the syllabi are framed and finalized by the university comprising various senior subject experts in

the committee formed for the purpose. However, it failed to do so as the study claims. Simultaneously there is also a difference of opinion among faculty members in agreeing towards the freedom to teach and modify the syllabus. Faculty members of the study area, tend to be neutral in this regard. It is inferred from the results that faculty members are in dilemma in agreeing in this regard across study area. Since institutions lacks in infrastructure, pay package and the presence of average students collectively did not met the expectations, faculty members in all three places of Garhwal region are neither dissatisfied nor satisfied with their institutions.

Having found the limitations from all the involved significant stakeholders, the role of student community has its own impact on development and existing situation of hospitality enterprises and the industry on the whole. Much valuable information from the student and their perception is well learned from them. With regards to teaching methodology, students are dissatisfied which actually gives message to faculty to work hard and it is found that the faculties are expected to work hard to impart quality education to hospitality students. Hence, based on the distribution of students in the entire sample, it is found that the students have felt comfortable with certain facilities available in the hospitality institutes in Garhwal region, however, the lab facilities / class rooms are not sufficient and welcomes up gradation and development reveals the study. It is apparent that number of "somewhat dissatisfied" cases is more among the student groups in all three places of Garhwal region. Since tourism is a major activity with enormous opportunities to reap the benefit, provided considerable development of various components of its services, exclusively people who are the primary resource in ensuring effective service delivery takes place. In the era of advanced technology and increased competition, the range and variety of products and services is likely to undergo considerable change. In this context, the quality of human resources will be even more vital. In this crucial context, the need and demand for quality students to work as employees becomes pertinent. But the present situation of tourism education in Indian sub-continent and Uttarakhand state in particular is not healthy as compared to other state in the vast India.

The educational institutes offering tourism education in Uttarakhand is limited and only small number of government institutes extends training on tourism management. Accordingly, the predominating part of qualification services for tourism sector is provided at university level. The absence of vocational training courses in tourism may be considered as the reason for the existing situation of the state's share in tourism education. The

introduction of vocational training courses in tourism may enhance the existing situation of the state's tourism sector, which shall be introduced in the existing government institute. One of the largest deficits is mainly the lack of practice relevance of the educational measures, which is extremely important, in particular due to the explicit client orientation in the tourism sector. The education and advanced training of the teaching and management staff has not been structurally developed in a continuous way and it has not been institutionally incorporated either. In particular for the advanced training of the teaching staff (teachers, trainers), there is a large need for systematically structured qualification in the sense of personnel development and according to the Lifelong-Learning principle. While reviewing program courses and content, many of the programs indeed did not address these concepts and topics. Educators seemingly need to consider the level of importance that recruiters are indicating that softer skills such as leadership and thought based skills like strategic planning are more important than topical technical skills. The question that surfaces centers on hospitality programs adjusting their curriculum to accommodate the need for this new skill sets in their programs. In universities and colleges, most programs undergo on a scheduled basis. In higher education the cycle can be as short as one year or as long as two years. Study emphasize that most changes in curricular content of courses occurs in the instructional approach as opposed to developing new courses. Tourism education must provide the tools industry expects for students or they face being ignored by industry. Further going ahead in developing hospitality professionals, the certificate courses of this trade should be initiated at intermediate level to create interest among the students.

Since the present Indian tourism education system is far behind than its foreign counterparts in terms of courses, degrees, admission procedures, pedagogy and in general the *modus-operandi* for tourism education, which collectively put India in a worrisome stage. So the future should focus on developing standard modules, acknowledging the changes happening in the interests of tourists and accordingly course should be framed. Collection of relevant literature and opening a nodal centre for tourism research would fill the gap for developing new modules. Developing individuals pertaining to different form of tourism should be an appropriate measure for the future of both state and Indian sub-continent. The acute shortage of trainers in study area would further get accentuated with the rapid expansion of industry both in the study and the state. It is therefore of utmost importance that "train the trainer" programme develop a pool of trainers. There should be compulsory training for the faculty members who teach curriculum every

year and it should be legalized by the affiliating agency (i.e. AICTE & University) to ensure the learning process of teachers and to keep them updated. This practice is hardly followed by the colleges and many institutes do not have this practice. It should be made mandatory, however liability lies with the colleges to ensure this happens without fail to develop the state by offering quality professionals for tourism sector.

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Research Paper

The importance of social sciences in the curricula of tourism students

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Abstract: *As the one of largest industries of the world, Tourism not only has been developed in many countries as a mainstream activity but also has transformed in an academic discipline at universities. With the passing of years, more and more tertiary institutions and universities adopted tourism as a fertile alternative for training human resources and professionals for tourism work-force. Based on the assumption that managerial literature and business has historically exerted a considerable influence in the creation of programmes, the present paper explores to what an extent the Social Sciences has been excluded from the formation of syllabuses and programmes. For so doing, we present important evident that shows how in Argentina Social Sciences are trivialized to secondary position in educating the future human resources. Even though it is important next practitioners hold knowledge related to management and business for the advance of the industry, no less relevant seems to be the inclusion of scientific-research the student's curricula. Otherwise, like this was in the case of Argentina, the advance of this new discipline runs a serious risk to become stagnant.*

Keywords: Social Sciences, Management, Curricula, Education, Tourism and Hospitality

Introduction

Since the crippling financial crisis of 2001 where Argentina has been rushed to abandon its convertibility system, tourism and other related industries have experienced an unfettered growth. The numbers of hotels ranged from 6.970 in 1999 to 9.229 in 2005 showing an accumulated rate of growing of 2.88% annually[1]. In 2004/2005 Buenos Aires city showed an occupation rate of 47.75% seconded by other traditional tourist destination as San Carlos de Bariloche (39.35%) and Iguazu (45.74%)[2]. In addition, Buenos Aires situated as the main tourist destination with more than 3.806 travel-agencies headquarters representing almost the 83% of the entire volume of tourism-related companies in Argentina. Under such a context, it is important to question how has been evolved the education and its potentialities that scientific-research can do in the advance of the discipline. This begs interesting questions that serve as points of entry in this intriguing debate, what do the tourism-related students learn?, what importance has

[1]Source. Market and Statistics Department. Secretary of Tourism. 2006.
[2]Source: Anuario Turistico, Secretary of Tourism Ciudad de Buenos Aires, 2006.

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the Social Sciences in this process?, what titles are the top best-sellers books list in tourism and hospitality?.

The goals of this research are twofold, a) to demonstrate that education in tourism characterizes by the predominance of a managerial perspective and b) measuring the connection between education and published books at libraries. Based this investigation on dataset facilitated by the Secretary of Tourism and syllabuses self-collated from the five top universities of Argentina (Moron, Salvador, Palermo, Universidad Argentina JFK, and National University of Mar del Plata) as well as secondary information inherit of Librerias Turisticas, -Tourist Bookstore-, we start from the premise that management and business play a pivotal role in how are building the content of syllabuses than Social Scienes or other scientific disciplines. This means no other thing than tourism as a discipline shows a strong managerial viewpoint which is reflected in the published books tourism-students and lecturers read.

Education in a new Millennium

Originally, education has been considered as a much broader symbolic influence exerted over the youth generations with the end of stimulating, and developing certain abilities to be recruited within a work-force. This suggests the belief that the existent ways of production in local economies are inextricably intertwined with an educational infrastructure. Problems and issues in education should be understood in accordance of glitches of production. As the previous argument given, education seems to be functional to the modes and means of production (Durkheim, 1993, 1999). By the way, V. Schmitt and W. Reich (1998) warn that education corresponds with the needs of subject to acquire further knowledge and power. This psychological penchant is enrooted in an ancient need of possession that equals education to businesses and the art of war. This would explain the recent expansion of management as a new discipline in upper-education, even in Tourism. Human resources are shaped following a criterion of excellence and quality in the educational capital which refers to the conversion of knowledge in goods to be sold and consumed (Bourdieu, 2003). In this vein, one might realize education allows weaving a net of entangled nets which give as a result the conformation of a status-quo. Aristocracies are often aimed at making the most important decision to overcome unexpected troubles that may affect the society, and for doing so needs from the best education (Granoveter, 1985; White, 1992). For that reason, university plays a crucial role as institution to transform the skills of subject and provide to society the necessary work-force for enabling

successfully her economy. By replicating the material asymmetries that resulted from the modes of production, education nourishes a discourse in order to reduce the degree of inter-class conflict (Shooter, 1981; Bernstein, 1989). Therefore, as Shooter put it (1981), the evolution of societies seems to be associated to the evolution of education and their capacities to correct those troubles the same system engenders. This means that education can be deemed as a strategy of adaptation.

The Social Sciences in the Curricula of Tourism and Hospitably

In tourism and hospitality, otherwise, the content of education lacks of certain discipline. Unlike other long-simmering careers, the subject of tourism as a discipline still remains fragmented and of course will give serious problems to conform a coherent framework in next years (Tribe, 2010). In recognition to this, some scholars contend that tourism education is decisively focused on vocational training instead of sociological training (Jafari and Ritchie, 1981; Airey and Johnson, 1997; Churchward and Riley, 2002) (Busby, 2001; Busby, 2003; Tribe, 2001; Morgan, 2004; Korstanje, 2009). Employment opportunities play a pivotal role for students at time of thinking in tourism as a graduate option. Therefore, to what a extent the curriculum is diversified or concentrated in management issues has been of paramount importance in the advance of tourism as an independent discipline (Smith, 1980; Bondar, 1990; Busby et al, 1997; Freeland, 2000; Smith and Cooper, 2000; Schluter and Winter, 2003; Moira et al, 2004; Kang et al, 2005; Aitchinson, 2003; Airey, 2005; Ring et al, 2009; Busby and Gibson, 2010; Korstanje, 2008; Wang et al, 2010). Nonetheless, Busby (2001) explains convincingly how current programmes[1] are being drawn following the vocational perspective because it facilitates a latter recruitment after graduation. In this vein, Inui, Wheeler and Lankford go on to say "*schools have developed strong connections with the industry as a result of internship and industry specific education. Students have benefited because they are very employable, with management knowledge, experience and related interpersonal skills. Students have the expectation of high employability because of the vocational emphasis in tourism programmes* (Inui, Wheeler and Lankford, 2006: 26-27).

M. Stuart-Hoyle emphasizes on the previous Jafari's concerns according to the separation of tourism, hotel and hospitality as three types of higher-education not only due to their nature and perspective but by gaining further recognition in how tourism works (for further details see the analogy of human body). Although the specialization of this discipline leads students to focus in a certain aspect of this activity, Stuart-Hoyle (2003) recognizes

that the current undergraduate programmes should contain courses that present tourism as an all-encompassed object of study. Following this, it is clear in UK more than 60% of institutions structures tourism within a faculty of management or business. Whilst the rest 40% changes the name of faculty, involving programmes are being created with roots in courses as management and business. Per the study of Stuart-Holy, the discussion opens two alternatives in H.E. (higher-education), tourism-related programmes are aimed at shaping would-be experts who see tourism as a whole system or only operational aspects of a business. The academic and theoretical issues are not important for educators, what becomes apparent is the main goals of tourism-careers in educating students is associated to the need to insert human resources in the industry. However, the role of management and internships to develop the necessary skills to be accepted upon graduation in tourism industry associates to a further pragmatism that social sciences wholly lack (Busby, 2003). What is not clear here is if the predominance of management in curricula is a result of student's bottom-up demands or top-down policies to shape one-sided human resources. In addition, Busby and Gibson (2010) convincingly argue that the vocational curriculum in tourism derives from the development of internship as a form of professional promotion and "bridge between academic curricula and industry". Management provides, in some extent, to students with necessary skills to be successfully recruited at market (Busby et al, 1997). Moira et al suggest that private sector and tertiary unofficial degree predominates in Greece over other programs and graduate options. This reveals the fragility of tourism in higher-education circuits beyond the US and UK (Moira et al, 2004). Similarly in Argentina tourism poses as a faster way of employability relegating social sciences to a secondary role.

Based their observation on Turkey, Yesiltas, Ozturk and Hemmington (2010) stated that formal education is of paramount important in any case but first and foremost when upper-education can be expanded to whole population. They consider four sub-types of modes are being adopted, a) 2 year associated degrees, b) 4 years bachelors degrees, c) masters and d) doctorates and Philosophy doctorates. Since tourism has been historically a familiar industry in Turkey which does not asked for formal education, now it is very hard to find specialized-workers and practitioners at upper-management levels with Masters and doctorates. Low salaries, labor turnover, poor career structures, family unfriendly shift patterns and limited free time make certainly that many students abandon the career or simply

[3]Programme means the set of courses that comprise the whole degree in tourism.

they opted not to work in tourism and hospitality as originally planned generating negative and frustrating sentiments against this activity.

Basically, A. Maher (2004) recognizes that the provision of vocational education is related to the need of enhancing the existent student employability. After all, how to interpret the tourism issues beyond being inserted the environment where the activity evolves. These are the primary concerns of would students at time of being recruited and also their bottom up demands for the education infrastructure (Ross, 1991). It is unfortunate in Argentina Social Sciences graduates face serious problems to be installed in the workforce. Many of them, as graduates should be contracted in opinion poll companies or as survey taker at low salaries. The CONICET – Council of Science and Technology-, does not incorporate students unless their Ph D is being completed. This situation pushed many sociologists and anthropologists in a hard position. This seems to lead students in a quandary based on the binomial: vocation vs. profession.

In other corner of this debate, M. Barretto (2010) calls into question about the need to see tourism as something else than an opportunity for successful businesses. Tourism, as a social institution, traverses the cross-national cultures and becomes in a universal issue which needs from many disciplines to be understood. Sociology and Social Sciences, among other discipline, would play an important role in paving the ways for the advent of a new body of knowledge capable to comprehend the tourism as it really is. The "tourismology" has posed as a valid alternative in last years to understand those forces and underlying meaning that shape tourism as a total-social institution. If mobilities and migrations are interpreted as a universal vehicle for emancipation that historically transcended the boundaries of nations, there is no reason to think tourism is less important. For that reason, the study of tourism merits inter-disciplinary endeavors with the end of understanding to what extent agency and structure connects.

Problems with Scientific Research in Argentina

Students in Ph. D. consider the research and derived publications as the primary benefits of their learning. The thesis defended at viva synthesizes not only a process of apprentice where personal "transferable and writing skills" are combined, but opens the door for becoming in effective researchers (Godfrey, 2005). Therefore, it is of paramount importance to determine the doctorates degree qualities, their problems and approaches to the extent to know beforehand the state of higher-education of countries.

This section explores the concrete problems that face a would-be researcher in tourism and hospitality at time of soliciting an appointment at university as lecturer as well as the limitations of tourism to be posed a scientific-discipline in Argentina. Tourism is still a concept that is hard to fully grasp. Mass tourism is still a relatively new development – it was not until after World War II that mass tourism emerged. What is clear from this development seems to be the temporary migration for pleasure that may be deemed to be a universal phenomenon simply because it is practiced by almost all cultures in the world, or at least affects a whole portion of the globe. This suggests that tourist activity varies by culture and takes different shapes in different societies. One might speculate that the boundaries of science or knowledge are not flat – they are being moved all time in different directions. Undoubtedlly, tourism exerts considerable influence on societies creating new setting of behaviours and of course new frameworks to interpret their practices (Barretto, 2010).

In an earlier work, Korstanje (2008) argues that one of the expectative of students in tourism and hospitality is often associated to be a future owner once graduated. They are recruited in these types of career moved by meeting other places and people but have no background or interest in scientific research. Tourism is a term that they preconceive enrooted into other stereotypes as utility, instrumentality, geography, pleasure, or resting. These types of believes stem from the high-school and accompany to the would-be students during the first years of their career. In this token, interviewees believe tourism offers a short and slothful performance respecting to other careers as "medicine or psychology". From their point of view, tourism is aimed at preparing human resources to be immediatelly and systematically recruited by companies. Of course, no need to say sometimes these previous assumptions do not match with reality and students abort their studies due to frustration and despair. In some extent, the profile of Tourism BA graduate needs from an inter-disciplinary formation ranging from geography to literature but one point is clear, the economic prosperity is a key concept to understand the organization of student curricula. For that reason, it is not surprising that management plays a hegemonic role not only in the education of students, but in the curricula.

It is safe to admit that education and economy are inextricablly intertwined. Recently, an increasing number of books and paper focused on the decline of the Argentinean education, even higher-education. Unlike the rest of the world wherein tourism seeks to pose as a scientific discipline, this advances with considerable paucity in Argentina. Our

argument here is that the State plays a pervasive role because for one hand it promotes tourism as a fertile source for economy highlighting its importance to the multiplier effect but at the same time, State does not consider tourism as a scientific career at the Argentine Council of Technology and Scientific Research. This, of course, represents a serious constraint for the advance of tourism pushing many researchers to migrate abroad in search of opportunities. Once again, one of the problems a research face is the lack of a wide-range of post-graduate options in their Ph Doctorate studies beyond the classical disciplines as sociology, biology, geography or psychology we are accustomed to see in public universities. To some extent, the philosophy doctorate degree in Tourism and Hospitality are not a valid post-graduate career for students neither practitioners who are interested in their academic self development. This evidences a clear disinterest by State to promote the scientific research in tourism and hospitality. The CONICET (Argentine Council of Technology and Scientific Research) does not contemplate tourism under the scopes of scientific research. In order for readers to have this clear, let remind that CONICET not only articulate the potential projects for research by means of investments and loans but also contains the almost 80% of every scientific development and technical findings across Argentina. As a part of State, CONICET mandatory asks to solicitants a doctorate degree to enroll within its staff. In Argentina, few projects are supported and financed by Government. This not only closes the door for many would-practitioners who would like to conduct local-research but also lead them to study careers that warrant a faster recruitment.

Aside from this, one realizes that the design and quality of curricula is more than significant to educate future professionals in developing and developed countries. Social Sciences in some extent are less practical or too much theoretical to be digested for those students who lack of a sociological-background. Nonetheless, it is worthwhile to mention that sociological background provides to would-be practitioners an insight and all-encompassed framework as to how tourism has been evolved in the line of time as well as its perspective within the society. Following this, themes and content of what is being written in papers, congresses and published books reveals the focus of a discipline. In next, we will examine not only the programmes of top-five universities in Argentina but also compare thee relevant aspect of published bibliography in tourism and hospitality: a) the themes of books, b) the number of published books, and c) their prices. This information has been collated, after a self-tabulation, from Librerias

Turisticas (Tourist Libraries), a bookstore with fully dedication to sell tourism-related books in Buenos Aires town.

Methodological Discussion

Sampling has been conformed meeting the following points: 1) tourism is one of their first graduate careers, 2) the number of students, 3) prestigious given by the ranking Web of Universities elaborated by CSIC, Consejo Superior de Investigaciones Ciéntificas, Superior Council of Scientific research, Ministry of Science and Technology, Madrid, Spain. The Information is available at http://www.webometrics.info/about_es.html. Next, we collected from the offices of these universities the pertinent programmes along with the career of Hospitality and Tourism BA. Depending on the perspective of every course and its content, the involved dataset was self-tabulated in a table where courses were selected in fives sub-types: Social Sciences, Management, Economy, Foreign Idioms, and law Practices. Since no programmes were available at time of consult, Universities of La Plata and National of Quilmes were excluded from the original sample. In addition, it is worthwhile to mention Librerías Turísticas (Tourist Libraries) is the most important specialized bookstore in tourism-related books of Buenos Aires. By means of catalogue available at http://www.librosdeturismo.com.ar/, we constructed from our end a table classifying every title according to the theme as well as the number of titles available for readers and their appropriate average price[4]. Ultimatelly, total amount field refers to the multiplication between number of titles and average price. Not only total amount field reveals the best-selling genre but the most expensive samples depending on the range of affordable titles. For example, in Table 3 we note that Gastronomy ($ 97500), Hospitality ($ 21560) and Arts ($ 10393) are the books more consulted and sold of this bookstore. Other interesting point seems to be the scarce number of titles in Architecture and Event and Festivals. However, whilst the latter shows a cheaper average price, the former is sold to an average of ARS $ 164. This means that books sold under the Architecture's genre are indefectible imported from abroad. In perspective, this denotes implicitly the lack of interest of argentine scholars to write about the architecture of tourism.

[4]To be more precisely, the average price is a concept that denotes the interest for scholars for some books, the hypothesis is the more expensive the average price, the greater the attractiveness for the book. This field has been created by dividing the total sum of all books at stock in the catalogue by the number of titles. Example, the 23 titles under the genre TRAVEL AGENCIES sums $ 2778.4. This amount is finally divided by 23 giving as a result an Average Price of $ 120.8

Similar comments can be done respecting to Human Resources and Geography. We opted for this innovative methodology because Deans or lecturers are prone to respond overtly that student's curricula should combine vocational and academic courses to provide would-be professionals a balanced-view of tourism. However, in fact these programmes or syllabuses at question are drawn according to other corporative interests based on profit issues. In foregoing, this is the reason behind classical methodologies as open or close-ended questionnaires, interviews or Delphi method have been discarded in this research.

Data Analysis

A brief introduction suggests that in Argentina tourism and hospitality have been remained as two independent disciplines in higher-education. Following this classification, we have short-term and long-term careers. The difference between them relates to the years each one takes. Whilst the former is based in a more concrete plan of study with concentration in management and business (tertiary education), the latter refers to a much more abstract content where converges a set of other disciplines or faculties as psychology, geography and sociology (university). With the benefits of hindsight, Table 1 shown below reveals that a whole proportion of educational institution (regardless their classification) are situated in Buenos Aires (46), and 161 in the rest of Argentina. This means that Buenos Aires accumulates almost the 29% of the whole system of education of Argentina. Furthermore, it is important to note that Tertiary education comprises almost 18% in Tourism and 28% in hospitality while the university covers 20% in tourism and 35% in hospitality.

Nonetheless, these ciphers change if we delve into this information separating Buenos Aires from Argentina all. The Table 2 shows of 207 establishments situated across Argentina, 103 are aimed at dictating tertiary careers, almost the 50% of total while universities only cover less than

Table 1: Tertiary Education and Universities / Buenos Aires

	Tourism		**Hospitality**		
	Tertiary	**University**	**Tertiary**	**University**	**Total**
Argentina	103	40	50	14	207
BAIRES	19	8	14	5	46
Porcentaje.	18%	20%	28%	35%	

Source: Statistics extracted from Secretary de Tourism, self-tabulation. 2006

Table 2: Number of Establishments in Argentina

Tourism		Hospitality		
Tertiary	**University**	**Tertiary**	**University**	**Total**
103	40	50	14	207
50%	19%	24%	7%	100%

Source: Statistics extracted from Secretary de Tourism, self-tabulation. 2006

19% in tourism and 7% in hospitality. This suggests that there is a great hegemony of tertiary careers in Argentina respecting to the number of universities where tourism and hospitality can be studied.

In Buenos Aires, rather, the number of universities are 8 (17%) in tourism and 5 in hospitality (12%) of 46 establishments. The percentage of universities according to tertiary education is major in Buenos Aires than the rest of Argentina.

As the previous ciphers given, one might realizes that a) tertiary education predominates in almost a 71% over universities in Buenos Aires (see for further details table 3 where Tertiary percentage in tourism and hospitality sums 71% or Table 2 where this totalizes 74%); b) in Buenos Aires, 58% of establishments offer careers linked to tourism BA while 42% to hospitality. This validates our earlier assumption that tourism represents a most faster-alternative to be immediatelly recruited at work-force, even though the conditions were not the best. After further examination, the dataset suggests two tendencies: on one hand, students are prone to select tourism and hospitality as a short-term career (in most cases these careers are no longer than 2 years old and provide to students with basic skills to work at a hotel or in an agency travel, even the necessary law-background to lead a tourist project). On another hand, Buenos Aires concentrates a great segment of educational Establishments in tourism and hospitality. In next, we will explore how are structured the courses of five top-ranking universities as Mar Del Plata, Moron, John F. Kennedy, Palermo and El Salvador.

Table 3: Number of Establishments in Buenos Aires

Tourism		Hospitality		
Tertiary	**University**	**Tertiary**	**University**	**Total**
19	8	14	5	46
41%	17%	30%	12%	100%

Source: Statistics extracted from Secretary de Tourism, self-tabulation. 2006

The Examination of Courses

Table 4 shows that in the programmes of Tourism Bachelor the managerial courses (105) gain more predominance over other options such as Social Sciences (35), Idioms (22), and Economy (19). The universities of Moron and John F. Kennedy accumulate together the majority of courses based on management (41), followed by El Salvador (40), Palermo (34), and The National University of Mar del Plata (32). Of 41 courses, 59% is dedicated to management and marketing in the university of Moron while in El Salvador and The National university of Mar del Plata such a percentage declines to 42% and 40% respectively. In addition, it is interesting to see The University of Palermo lacks of courses with a sociological basis. Rather, El Salvador garners a huge cipher of Social Sciences graduate Courses. The National University of Mar del Plata concentrates a greater amount of economic courses. Ultimatelly, the courses dedicated to foreign idioms have a stronger presence in the University John F. Kennedy than other as Palermo or Mar del Plata. Here the predominance of managerial respecting to sociological courses is evident.

Table 4: Types of Courses by University - Tourism Bachelor Career

		Tourism				
Courses	**Morón**	**Salvador**	**Palermo**	**Kennedy**	**M.D.P.**	**Totals**
Social Sciences	6	13	0	10	6	35
Management	*24*	*17*	28	*23*	13	105
Economy	4	3	0	3	9	19
Foreing Idioms	5	5	6	4	2	22
Law Practices	2	2	0	1	2	7
Totals	41	40	34	41	32	

Source: Programmes in Tourism and Hospitality. Self Elaboration. December 2006. Buenos Aires.

As shown above in Table 5, the examined syllabuses for the career of Hospitality demonstrate how managerial courses overwhelm to Social-Science-based courses too. Basically one realizes management-related courses are 79, followed by economy 19 and foreign idioms 14. Social sciences scarcely play a modest role in the preparation of curricula in students of Hospitality graduate career. At University of Moron Management represents the 68% of whole courses, while this increases to 80% in Palermo and 61% in John. F. Kennedy. Even though it is clear

Table 5: Types of Courses by University - Hospitality Bachelor Career

		Hospitality				
Courses	**Morón**	**Salvador**	**Palermo**	**Kennedy**	**M.D.P**	**Totals**
Social Sciences	1	0	0	3	0	4
Management	29	0	25	25	0	79
Economy	8	0	0	7	0	15
Foreign Idioms	4	0	6	4	0	14
Law Practices	1	0	0	2	0	3
Totals	43	0	31	41	0	

Source: Programmes in Tourism and Hospitality. Self Elaboration. December 2006. Buenos Aires.

how each institution draws a different profile of its students, the fact is that management seems to be more than useful in the course-contents which encompass not only the Tourism but also hospitality bachelor graduate career.

Table 6 exhibits a classification of the different books affordable in Tourist Libraries for practitioners and students. Clearly, the gastronomy pivots the major number of titles (750), Hospitality (196), Arts (102), and Buenos Aires sightseeing (88). By the way, the books based on human resources as primary concern are on the top of average price ($ 184 per unit), followed by Geography ($ 181), and Architecture ($164). It is important to clarify that the average price per unit does not represent the volume of sales but gives certain insight along with the prestige and importance they have for the libraries and potential consumers. It is unfortunate that sociological works are not listed because they do not represent a serious offer for Tourist Libraries. Only history exerts a modest influence with 53 titles at an average price of Ars $ 65 per unit.

Conclusion

After further examination, it is safe to say that Social Sciences, as a discipline, have been trivialized to a secondary or tertiary position in the design of programmes and curricula in tourism and hospitality career. In order for readers to gain further understanding, findings of this investigation can be synthesizes as follows:

1. There is a strong liaison between the education of tourism and industry.

Table 6: Books Per Theme (PRICES IN ARS).

	Number of Titles	Average Price	Total
Travel Agencies	23	120,8	2762
Event and Festivals	13	72	925
Architecture	13	164	2132
Art	102	102	10393,6
Buenos Aires	88	32	2809
Maps and Geography	44	23	1010
Management	57	136	7699
Ecology	39	82	3186,6
Lore and Heritage	31	81	2489,6
Gastronomy	750	130	97500
Geography	12	181	2161
History	53	65	3445
Hospitality	196	100	21560
Idioms	46	27	1203
Human Resources	35	194	6756,13
Transport	46	111,8	5142,8

Source: Available stock of titles at Tourist Libraries, Self-Tabulation, Buenos Aires 2006

2. State plays a pervasive role in the promotion of tourism advance because for one hand it trivializes the importance of tourism as a scientific research while for the other encourages about the benefits of industry and its impacts on economy.
3. The whole content of graduated Bachelors programs in tourism and hospitality maintains a managerial perspective.
4. The themes of published books do not take sociology or social sciences as a topic of research.
5. The student's curriculum seems to be further vocational than academic in tourism and hospitality fields.

By the way, this investigation gives support to the previous assumptions and concerns of other scholars as Bondar (1990), Busby (2001), Tribe (2001), Freeland (2000), Stuart-Hoyle (2003) and Morgan (2004). In this conjuncture, this research was aimed at shedding light

on an issue that has been underexplored by academy in last years, a point of debate that should be expanded in other studies: the hegemony of management as a discipline in tourism-related research and the published books. Top-urgent implications emerge at time of thinking in tourism as an academic discipline in Argentina. One of them, perhaps the most important is the need to create critical intellectuals who envisage tourism as a total act, as a part of a broader system which traverses cultures and nation-hoods instead of a mere industry. In so doing, Social Sciences would be useful and illustrative. Nonetheless, one limitation has been found in the development of this work, the content paper published at specialized journals has not been taken into consideration. Sometimes, the advance of a discipline is not only determined by what is learned at educational establishments or the published-books but also by peer-reviewed journals.

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Research Paper

Tourism training and education, Community empowerment and Participation in tourism planning and development. A case of Uganda

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Abstract: *This paper develops a model that explains the relationship between tourism training and education, community empowerment and participation in tourism planning and development in communities around protected areas in Uganda. Data was collected using a survey conducted in communities around Queen Elizabeth National Park in the western part of Uganda. The study focused of adult members in households following Uganda National Bureau of statistics guidelines of 2002 population census. A total of 310 questionnaires were distributed and 294 were utilized for data analysis. Qualitative data was also solicited through interviews with selected residents. Results indicate that tourism training and education together with community empowerment are strong predictors of community participation and involvement in tourism planning and development. Community empowerment was found to have a greater impact on the outcome variable.*

Conducting research into this important area of community participation and involvement tourism planning and development is expected to contribute knowledge towards the body of research in tourism growth and development in developing countries. When Communities living near the protected tourism resources are empowered to make investment decisions in tourism ventures through tourism education and training, it is likely to motivate them to get involved in planning and development of tourism. This study is one of the first in attempting to develop a model that explains the relationship between tourism education and training, community empowerment and participation and involvement in tourism planning and development in a Uganda setting.

Keywords: Tourism education and Training, community Empowerment, Tourism, Planning and development, Uganda.

Introduction

In the recent past tourism has been known as the world's largest and fastest growing industry. This fast growth means that tourism constitutes a major feature of world economy and can thus act as a tool for poverty reduction in developing countries (Dieke, 2003). Despite of this trend,

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there has been little effort done to educate communities living around tourist attractions on how to harness the benefits from tourism in Uganda. People in communities around protected areas continue to wallow in abject poverty in Uganda.

Studies that have been conducted indicate that tourism has a significant economic, social and environmental effect at both macro and micro levels (Buckley, 2004; Gerosa, 2003; Muhanna, 2007; Torres and Momsen, 2004;). The possibility of tourism having the varying levels of flexibility to link with other sectors makes it an industry capable of pulling an economy out of poverty (Sinclair, 1998).

To enhance the involvement of the poor in tourism, and at the same time the quality of tourism services, governments have to undertake action for the provision of adequate educational, technical and professional training programmes. Relly and Koch (2002) showed that tourism education should be extended to school children so that they can appreciate, right from childhood, the 'wonders of nature'. Moreover, training and education can be done in several areas such as communication, environmental health, nature conservation, business, traffic safety, motor mechanics, and social work (Relly and Koch, 2002). According to the Africa Foundation (2000), the trainers should at least deliver motivational talks all community members in order to be effective.

Although tourism has strengthened the economic performance of countries in Europe, America and East Asia, Africa's share has been the smallest yet it is the continent with highest poverty levels. According to the Uganda National Bureau of Statistics (UNBOS, 2008), Uganda received 844,000 tourists in 2008 compare to about 200,000 tourists in 2001. This increment has contributed to employment, revenue generation and development of the various tourism and hospitality sub-sectors. However, over the same period, absolute poverty in the country has only reduced from 45% to 39%.

According to the Ministry of Trade Tourism and Industry (2003) the Uganda Tourism Policy suggests that Uganda's tourism has been hampered by inadequacies in the enabling environment, low government commitment to the industry, limited community involvement and participation, and less than desired indigenous human resource capacity. The resulting effect has been underdevelopment of the sector, a trend that has limited its effect on poverty reduction. The indigenous people have not been empowered to fully participate in tourism, leave alone having the will to support tourism

development. The few indigenous firms operate on small-scale and for most of them, life is a daily struggle, with many operating at the margin of survival. They also lack the requisite experience to run tourism business along modern management principles.

Furthermore, since the country largely depends on rural-based tourism, it would be conceivable that considerable benefits from the sector accrue to the rural poor. However, the rural people have not been involved in tourism activities to the effect that its contribution to their welfare has remained meager, hence rampancy of rural poverty. The gravity of this problem can be appreciated if it is understood that over 85% of Uganda's population lives in rural areas (Uganda Bureau of Statistics, 2002).

In view of the above discussion, it was necessary to conduct a study aimed at establishing the relationship between tourism training and education, community empowerment and Participation in tourism planning and development in communities living in and around of the protected areas in western Uganda.

The rest of the article is organized as follows: Section 2 reviews the existing literature on the relationship between tourism training and education and community empowerment and how these influence community participation in tourism planning and development in a Ugandan perspective. A model is then suggested for testing the relationships. Section 3 presents the approach that was used to conduct this study. Section 4 presents the empirical findings and sections 5 and 6 concludes the study and suggestions for further studies are made.

2.0 Literature review

Anecdotal evidence suggests that there is lack of the necessary commitment and political will of the government to use tourism as a tool for poverty reduction in communities around protected areas. The enabling environment in terms appropriate policies and strategies for human resource development, security and infrastructure, marketing and promotion appears to be inhibitive of tourism growth. Community involvement and participation in tourism planning and development seems to be limited and partnerships between government and private sector to enhance tourism entrepreneurship are also likely to be lacking. As a result protected areas in Uganda remain underdeveloped and have not had a significant effect on community welfare. Despite of increased tourism activities in the protected areas, poverty still is high in communities around them.

Given the plethora of challenges as outlined above, this study main objective was to establish whether there was a relationship between tourism education and training and community empowerment and how these in turn influence the ability of people living around protected areas to participate and get involved in tourism planning and development.

Tourism Education and Training and community empowerment

There is evidence that enhancing the involvement of the poor in tourism activities, governments have to undertake action for the provision of adequate educational, technical and professional training programmes (Ladkin, 2005). This has been found also to improve the quality of tourism services (Charles, 1997). Relly and Koch (2002) showed that tourism education should be extended to school children so that they can appreciate, right from childhood, the 'wonders of nature'. Training and education can be done in several areas such as communications, environmental health, nature conservation, business, traffic safety, motor mechanics, and social work (Relly and Koch, 2002). According to the Africa Foundation (2000), the trainees should at least deliver motivational talks other community members.

Sinclair (2005) reveals that tourism education has a lot of benefits including enhancement of leadership skills of administrators; development of planning capabilities; strengthening of skills in the area of tourism marketing; development of basic accounting knowledge; enhancement of knowledge in group dynamics and organizational psychology; development of skills in tourism project preparation and writing; and development of IT literacy.

O'Leary and Deegan (2005) observed that tourism education has a pivotal role to play in ensuring that a balance exists between the needs and wants of employers and learners. In order to attract, train and maintain high quality tourism staff, O'Leary and Deegan recommended better communication between educators and employers so that a satisfactory understanding of industry needs exists. To them, this would assist in the provision of focused, market-driven programmes; thereby achieve a streaming of adequately prepared graduates directly into the industry. They also recommended development of realistic expectations amongst learners, through their programme of study (real life scenarios, work placement, industry guest speakers), regarding potential job opportunities in the industry.

Martin and McEvoy (2003) showed that simulation is an effective method of training that cultivates practical skills into the learners. This type

of training develops an understanding of operations, tactics and strategy, while recognizing the potential conflicts among the various stakeholders involved within tourism. It provides an exciting and effective alternative to straight lecture and case-study courses. To them, simulation provides good hands-on learning experience that is challenging and dynamic, encouraging analytical thinking, decision-making and problem-solving ability. The findings of Martin and McEvoy concurred with those of Rosenorn and Busk (1998) who also concluded that simulations create a suitable environment that can nurture life long skills development.

Watson and Drummond (2002) commended that tourism has significant linkages with other sectors and training the people that run the industry is an integral part of its development. They reported that tourism training and education helps to improve attitudes, enthusiasm and involvement of stakeholders in tourism development.

Hanqin and Terry (2004) suggested that for training to be done a thorough environmental analysis should be done to develop a general strategic direction for human resource development. In order to create indigenous capabilities, they proposed on-the-job training; training of the trainers; and certifying educators and improving research skills. To them improvement of research capabilities would be one of the best ways to upgrade the effectiveness of teaching and learning. Howel and Uysal (1987) emphasized that developing countries need professionals who have a holistic perception of the industry, people who are able to understand it as a whole, its inter-relationships, and its impact, and professionals who are able to find a way to avoid the inadequate forms of development of tourism within a country.

However, Echtner (1995a) acknowledged that the development of tourism education is not an easy task because of the segmented nature of the subject. Tourism is inter- and multi-disciplinary in nature, something that generates conflicts and makes its understanding difficult. In spite of the complexity of the sector, Knowles, Teixeira and Egan (2003) noted that much of the tourism training and education in developing countries is based on material from the developed countries. Material from developed countries cannot be wholly followed because, according to Blanton (1981), there are differences between the students' profiles, background, learning styles, attitudes concerning tourism, working context and the qualification of lecturers which affect the usefulness of material.

Knowles *et al.* (2003) concluded that in the developing countries there does seem to be a lack of awareness of the skills developed by tourism

degrees particularly as regards the development of appropriate management skills, with employers where they show a preference for graduates, appearing to make little distinction between degree subjects. The authors concluded that vocational training, professional education, and entrepreneurial development are fundamental to the tourism education in developing countries. However, like O'Leary and Deegan (2005), O'Mahony and Sillitoe (2001) stated a multiple of perceived barriers to participation in tertiary education among hospitality employees that were classified as informational, situational, financial, institutional and dispositional in nature.

Community Empowerment and Participation and Involvement in tourism planning and development

Community empowerment is deemed to influence communities to participate in tourism planning and development. Horton (2003) noted that participation can be facilitated through surveys, focus groups and charters which can set down the rights of the community. This promotes collaboration, transparency and accountability. Rhodri and Huw (2006) noted that if local tourism policies are to be effective, community members need to be part of decision making.

Bramwell and Sharman (1999) noted that active involvement in tourism policy making offers significant benefits to all destination stakeholders since its ultimate goal is to build consensus about tourism related policies. Involvement of the local community creates a bond through mutual understanding and trust. It thus helps to reduce potential conflicts and all the costs associated with their resolution.

It is also noted, especially from a political perspective that collectively developed policies are more likely to be accepted and gain stakeholder buy in. Mason (2003) argued that active involvement of the community results in dialogue, negotiation, and consensus building which ultimately results in proposals and policies, about the development of tourism, that are mutually acceptable. Such policies that people develop to promote tourism in their areas can be economically, environmentally and socially sustainable (Jackson, 2006). This is because all stakeholders have a chance to lobby on their own behalf during the policy making process. Hence they cannot engage in activities that are detrimental to tourism development (Butler and Boyd, 2000). However, if this is to be achieved, the people must have the required skills and competencies to actively participate (Jamal and Getz, 1995).

Sinclair (2003) argued that community involvement should entail deciding the number, duration, frequency and schedules of visits, locations to be visited, the payment of visitor fees, and the location of visitor accommodations. To him meaningful community involvement in every stage of tourism ensures greater possibility that tourism planning and development would be on the community's terms and developed at a pace and character endorsed by the villagers. Sinclair concluded that unless there are clear policy prescriptions that recognize, respect and safeguard indigenous sovereignty over the resource that is the basis of indigenous tourism, community empowerment cannot occur. Local sovereignty must take precedence over any other imperative that drives indigenous tourism operations.

Jackson (2006) developed a framework to foster the process of community participation and involvement in tourism development. He showed that the process begins with identification of key stakeholders and interest groups, establishment of communication mechanisms and information flow channels among stakeholders. Jackson recommended that effort has to be made to show community members that they have shared power and an equal say in the process of tourism planning and development. This can be done through appointment of a committee that represents stakeholders in negotiations and planning activities.

Community members should participate in the identification of tourism resources and how such resources can be developed to benefit them. Experts should be used in the process, but everything should have agreement of the local people. Goals, objectives and action plans can be set. But before the plans are implemented, the committee should develop a code of responsible conduct. The code would guide current and future behaviors in development and other tourism related activities. If the code is to be effective participation of all the key stakeholders must be ensured. The code should be crafted to encourage self-regulation of behavior in the interest of ecological sustainability. The process driving the code's conception, development and utilization should be more important than the actual guidelines themselves. This community-based process should help to facilitate communication and strengthen important social ties between the operators. To secure buy in from stakeholders, policy makers and government officials must emphasize the fact that it is in the best interest of all parties to work collaboratively and make compromises as in the long term, it will ultimately lead to economic benefits, and a high level of prosperity in host communities. Further, emphasis must be placed on the fact that economic, ecological and social imperatives are inseparable as they pertain to tourism development.

It is evident form Jackson's (2006) model that community participation increases community empowerment. Empowerment is the mobilization of the individual's inner capacity to generate productivity (Scott and Jaffe, 1995). It helps to overcome the crisis of will and crisis of skill. It allows for development of the competencies, the capabilities, and attitudes that make individuals successful in the new tourism business. To further nurture empowerment, government authorities have to delegate duties and authority to cultivate community capabilities, and should endeavor to pay attention to each community needs, and treating them as people worthy of respect. They have to ensure intellectual inspiration that involves offering new ideas to motivate community members to rethink old ways of doing things, encouraging them to look at tourism from multiple ways and fostering creative advances.

It is noted that investment in tourism, growth of indigenous capabilities and community empowerment lead to investment in tourism related sectors which in effect lead to reduction in poverty. Kandampully, Mok and Sparks (2001) showed that tourism is embedded within other sectors of the economy. The other sectors which support and are supported by tourism include; manufacturing, retailing, cleaning, telecommunication, construction, wholesaling, insurance, medical, printing, financial, entertainment and agriculture (Burkart and Medlik, 1981). It is thus evident that growth and development of tourism would lead to investment in all these sectors to create a strong multiplier effect. More jobs, income, and resource use would result from such ventures thereby contributing to poverty reduction in communities. Accordingly it is hypothesized that:

3.0 Methodology

A cross sectional study design adopted using communities around the protected areas of Bushenyi district in Uganda. The main theme of the study was to establish how tourism can be used in reduction of poverty in communities living around protected areas in Uganda. The research further examined the relationship between education and training, community empowerment and how these influence participation and involvement in tourism planning and development. Quantitative methods were mainly used but not exclusively.

The study population was 1600 individuals who at the time of the study were residents in households around wildlife protected areas of Queen Elizabeth National Park and the Kalinzu Forest Reserve Ecotourism Site.

Individuals in the study population were residents, business owners and developers, as well as non-government organizations such as environmental and conservation groups within those areas.

The sample size was 310 respondents out of a population size of 600 and which was found to be representative of the different stakeholders that included Uganda Wildlife Authority, Uganda community Tourism Association and household communities in the study area. The sample size was arrived at using Krejcie and Morgan (1970) table that give a basis for making accurate decision to select a scientific sample size for a given population. **(See Appendix i)**

A three stage clustering sampling design was used. The first stage involved identifying three sub-counties within Bushenyi district. The district was chosen purposively because it houses a big part of Queen Elizabeth National Park and Kalinzu Forest Reserve Ecotourism Site the major tourist centers in the country. The second stage involved selection of six parishes from the selected counties. The third stage involved selection of twelve wards from which the study sample was selected. Each ward provided an equal number of respondents as others. The selection procedure of the respondents in these wards was simple random sampling. Here, the researchers obtained a list of households from the Uganda National Bureau of Statistics (UNBOS) within these communities and the households were assigned numbers, which were put in a box and selected randomly.

The data used in the study was gathered from both primary and secondary sources. The primary sources consisted of a combination of questionnaires, interviews and field observations which constituted empirical data. In addition, scheduled interviews and structured dialogue were conducted with selected private and public sector representatives, local community leaders and politicians. Secondary sources used involved consultation of documented information from Uganda Wildlife Authority (UWA), Uganda Community Tourism Association (UCOTA) and Uganda National Bureau of Statistics (UBOS).

Structured questionnaire of closed ended type based on Likert's five point scale model was used. The questions covered the different variables of the study and the findings were used to measure relationships. This method was appropriate because it allowed the researchers to get the genuine views of the respondents since respondents were answering immediately and the response choices were straight. This method was because the respondents were from communities with little education

background and would find it difficult answering the questionnaires on their own without being assisted. This also made the exercise more quicker and additional qualitative data to be captured using a tape recorder through the interactions with the respondents. This saved time and increased response rate to around 95%.

To measure Community involvement and participation in tourism planning and development, a scale was developed basing on the content of Jackson's (2006) model for community involvement in tourism development 25 items. Community empowerment was measured using items developed from conducting content analysis of the Uganda Tourism policy (2003) and 23 items were used and training and education, Hanqin and Terry (2004) recommendations were followed and 17 items were used.

In order to ensure reliability, the questionnaire was pre-tested using 30 respondents before the actual surveys, and the findings subjected to the Cronbach Alpha test to measure internal consistence. For Community participation and involvement in tourism planning and development (á = .9216), Community Empowerment (á = .8763) and Tourism Training and Education (á = .9368). The reliability scores got meant that the items used to measure the variable under study consistently reflected the construct they were measuring. In order to check for validity of instrument, the researchers carried out face validity by consulting tourism and community welfare experts who advised on the appropriateness of the instrument. Pearson Correlations were also done and results showed significant relationships with less than 0.01 probabilities that a correlation coefficients got would have occurred by chance in a sample of 30 respondents.

Data Analysis

Quantitative data was entered into computer using EPIDATA software and manipulated using Statistical Package for Social Scientists (SPSS) version 16. The researchers conducted Pearson's correlation and multiple regression analyses. These measures are reliable in determining relationships between independent variables and the dependent variable and the strength of the relationship between the variables respectively (Field, 2009). Qualitative data was analyzed using Strauss and (Corbin 1998) recommendations and common themes that emerged from the interview process are reported.

4.0 Findings

This section presents the empirical findings of the study. First descriptive statistics are presented followed by inferential statistics. The presentation

of the findings follows the objectives of the study which were; to examine the relationship between tourism education and training and community empowerment and relationship between community empowerment and participation and involvement in tourism planning and development.

Demographic Characteristics of the study

Majority of respondents (73.7%) were found to be in the age group 51-60 years had education level that was below secondary and (13%) had secondary education. However, among the respondents aged 41-50, majority had secondary education compared to respondents above 51 years of age. Generally young people were more educated than older people in the sample considered in this study. Majority of respondents (43.8%) had secondary education and were farmers. In addition majority of respondents had University education (46.2%) and were traders. Overall, most respondents (42%) were farmers. This finding indicates that the fairly educated people were in trade while majority of the less educated individuals did farming and other activities.

Correlation Analysis

In order to determine the relationships between independent variables and the dependent variable, correlations had to be performed. Pearson correlation analysis was used to measure relationships between tourism training and education, community empowerment and community participation and involvement in tourism planning and development. The findings are summarized in Table 4.1 below.

The relationship between tourism education and training and community empowerment

The first objective of the study was to establish the relationship between tourism education and training and community empowerment. According

Table 4.1: Pearson Correlations

Scale	1	2	3
1.Tourism Training and education	-		
2.Community empowerment	.512**	-	
3.Community participationand involvement in tourism planning and development	.426**	.611**	-

**.Correlation is significant at the 0.01 level (2-tailed). Sample size (n = 294)

to the results in table 4.1 above, there was a significant positive relationship between tourism education and training and community empowerment (r = 0.51, $p < .001$). This statistic implies that when tourism education and training improves, community empowerment is achieved. It also shows that if tourism training is not carried out, community empowerment cannot be achieved. This observation was made at the 99% confidence level meaning that there was less than 0.01 probability that a correlation coefficient this big would have occurred by chance in a sample of 294 respondents.

The Relationship between community empowerment and participation and involvement in tourism planning and development

The second objective of the study was to establish the relationship between community empowerment and participation and involvement in tourism planning and development. According to Table 4.1 above, a strong positive relationship existed between community participation and involvement in tourism planning and development and community empowerment (r =.61, $p < .001$). This means that community empowerment and community involvement and participation in planning and development were related. This further means that community empowerment may improve community participation in tourism planning and development.

The findings also indicate that there is a positive relationship between tourism training and educations and community involvement in planning and development of tourism (r=.43, $p <.001$). Carrying out training and educating communities is likely to improve their ability to participate in planning and development of tourism.

Regression Analysis

Having established that there were relationships between the explanatory variables and the dependent variable, it necessary to test the extent to which such variables predicted the dependent variable. In order to achieve this, a multiple linear regression model was used with specific interest in the adjusted R-squared values, the F-statistic and the t-tests of individual explanatory variables. The results are summarized in Table 4.2 below:

Table 4.2 shows the F-statistic of 93.192, sig. ($p < .000$) and this reveals that tourism training and education and community empowerment were good predictors of community participation and involvement in planning and development of tourism in communities in and around protected areas. The Durbin-Watson statistic of 1.648 is greater than 1and less than 2 which

Table 4.2: The Regression Analysis

Model Summary[b]				
Model				
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.625[a]	.390	.386	.45398
[a]. Predictors: (Constant), Tourism Training and education ,Community empowerment				
[b]. Dependent Variable: Community participation and involvement in tourism planning and development				

Model Summaryb						
Model	Change Statistics					
	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.390	93.192	2	291	.000	1.648

[b]. Dependent Variable: Community participation and involvement in tourism planning and development

Table 4.3: The summary of the ANOVA test

ANOVA[b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.413	2	19.206	93.192	.000a
	Residual	59.973	291	.206		
	Total	98.386	293			
[a.] Predictors: (Constant), Community empowerment, Tourism Training and education						
[b]. Dependent Variable: Community participation and involvement in tourism planning and development						

Coefficients[a]						
ModelUnstandardized CoefficientsStandardized Coefficients						
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.152	.148		1.024	.307
	Tourism Training and education	.181	.062	.154	2.892	.004
	Community empowerment	.686	.069	.532	9.985	.000

[a.]Dependent Variable: Community participation and involvement in tourism planning and development

means that the assumption of independent errors has been met. This is further supported by the adjusted R-square which shows that 38.6% of the variation in community participation and involvement in planning and development of tourism was explained by tourism training and education and community empowerment.

To test the hypotheses, ANOVA was done and the model indicates F-ratio of 93.192 which is very unlikely to have happened by chance (p <.000). The t-test reveals that all the independent variables were significant in explaining the level of community participation and involvement in tourism planning and development. For tourism training and education (t (291) =2.892, p < .004), and community empowerment (t (291) = 9.99, p < .000). This further indicates that community empowerment in the model has a greater impact on the contribution in predicting community participation and involvement followed by training and education. The combination of these variables significantly has ability to improve community involvement in the tourism planning and development if carried out consistently.

Discussion of the findings

This section discusses the findings as presented in section four in relation to the objectives of the study and review of related literature. Conclusions, recommendations and areas for further research are made.

The relationship between tourism education and training and community empowerment

The first objective of the study was to establish the relationship between tourism education and training and community empowerment. There was a significant positive relationship between tourism education and training and community empowerment (r = 0.512, p< 0.01). This statistic implies that when tourism education and training improves, community empowerment is achieved. This finding is consistent with the views of Sinclair (2005) who revealed that tourism education helps to improve capabilities of local communities. This comes in form of benefits such as enhancement of leadership skills of administrators; development of planning capabilities; strengthening of skills in the area of tourism marketing; development of basic accounting knowledge; enhancement of knowledge in group dynamics and organizational psychology; development of skills in tourism project preparation and writing; and development of IT literacy (Sinclair, 2005).

However, it was noted from the study that tourism education/training was something that had never been conducted in the surveyed communities. No effort had been made by management of the protected areas to teach local communities about the importance of tourism and how they could tap from its opportunities. This was the case despite the fact that the Uganda Tourism Policy (2003) and the Kalinzu Forest Reserve Ecotourism Project proposal (2001) emphasized the need to train communities adjacent to protected areas as a way of encouraging them to appreciate tourism in such places.

Community members revealed that whereas they would be interested in participating in such trainings, no one had ever made a step to train them. This was evident even among those that operated small lodges and eating facilities. Their view of quality was far from what any tourist would expect. Therefore, they would only sell to local communities. While Relly and Koch (2002) showed that tourism education should be extended to school children to appreciate the 'wonders of nature', in Bushenyi, children attended primary school and only studied conventional subjects. In fact, interactions with some school children revealed that majority did not understand what tourism or even wildlife management was about. Like the adults, young people in the area understood tourism in terms of 'white people' coming around and taking photographs.

The local leaders highlighted on existence of occasional workshops by the Uganda Wildlife Authority (UWA). However, no facilitation in terms of transport would be provided yet workshops would be far from their residences. They therefore would not attend these workshops. Attending such workshops would expose local leaders to motivational talks, which, according to the Africa Foundation (2000) would help communities appreciate the role of tourism in local community development.

At a national level, tourism education was emphasized in Universities and other tertiary institutions but this did not have any direct effect on the growth of indigenous capabilities within the surveyed communities. This is because young people that left for further education would not return because avenues for employment were not available back home. This further point to the poor quality of education that does not favor tourism entrepreneurship in rural communities and yet enormous opportunities exist. The current education system in Uganda produces more of job seekers than job creators who cannot return to rural areas to initiate their own businesses.

Near Queen Elizabeth National Park there is Jacana Safari Lodge, Kingfisher lodge, and other four lodges including Serena Lodge which was soon opening up by the time of the survey. However, local communities viewed these establishments as an 'invasion' by foreigners out of which they did not see any benefit. Indeed, interviews with the staff at Kingfisher lodge revealed that none of the workers came from communities around the facility.

Whereas Watson and Drummond (2002) concluded that tourism training and education helps to improve attitudes, enthusiasm and involvement of stakeholders in tourism development, the communities around Kalinzu Forest Ecotourism Site, Queen Elizabeth National Park and Kyambura George had completely negative attitudes towards tourism. They showed bitterness against wildlife to the extent that many viewed UWA staff as 'merciless killers' who cared more about animals than people. Primates' invaded people's crops and little effort had been made by UWA to develop a sustainable remedy.

The absence of tourism training and education has crippled the ability of communities living around the protected areas. This is true because people living adjacent to areas that are visited by thousands of tourists have not taken any initiative to create some kind of business to tap income from them. Instead, it was people from areas far from the protected areas that bought land and built structures to accommodate tourists. Community members were not even able to form community drama groups, cultural groups and other groupings to perform for visitors from where they could get some income to improve their welfare. The individuals that operated bars, lodges and eating places did not understand properly what market they were targeting. It should therefore be said that communities remained 'asleep' as tourism business boomed largely because of lack of training, sensitization and education on how they could tap from tourism.

The Relationship between community empowerment and participation and involvement in tourism planning and development an

The second objective of the study was to establish the relationship between community participation and involvement in tourism planning and development and community empowerment. The findings indicate that there was a strong positive relationship between community participation and involvement in tourism planning and development and community

empowerment ($r = .611$, $p < 0.01$). This means that community empowerment was related to community involvement and participation. This finding concurs with that of Rhodri and Huw (2006) who recognized that community members must be part of decision making if tourism is to effectively benefit local communities.

However, the study confirmed that local community participation and involvement in tourism planning and development was non-existent in the surveyed communities. This therefore implies that community members were not empowered through tourism education and training which help them fully participate in tourism activities. The lack of involvement created disharmony between communities and management of protected areas, a finding that is not consistent with the findings of Horton (2003) who observed that involvement promotes collaboration, transparency and accountability. Community members were aware of the 20% income that UWA remitted to local communities but they denied having benefited anything out of it. The local council leaders commented that the money was enjoyed by the top district authorities but nothing reached the grassroots. Hence the elements of accountability and transparency were lacking.

The consensus which Bramwell and Sharman (1999) noted that arises from active involvement in tourism policy making did not exist in Bushenyi community members. There was no recognized mutual understanding between local communities and UWA because communities were not involved in anything to do with tourism planning or development. In fact there was conflict, which could even be detected from the way people talked about UWA and wildlife: One respondent in an area in Kichwamba, Kyambura, Kayanja and Kyamuhunga communities was quoted in the following extract:

> We have bitterly complained to Uganda Wildlife Authority about monkeys and chimpanzees that constantly invaded our crops. We have been denied access to water, herbs, and firewood within the protected areas yet we do not see any benefit from these protected areas. The management of protected areas has not given us alternatives but came in to deny people access to resources they had considered theirs for centuries.

By the time of the survey a fuel tanker had had an accident and fallen in the only lake Rutoto where people collected clean water. The fuel spoilt it but community members were not allowed to step in the

Kalinzu forest in search of water. This scenario creates disenchantment among local residents which was vividly captured by the following remark of another a local resident around this lake:

> Members of this community eat only one meal a day because they did not have firewood. Asked on whether these policies of UWA and the National Forestry Authority (NFA) had been reached through consensus, community members denied knowledge of any workshop, seminar or meeting where they had been invited to discuss such issues.

The study confirmed that communities were powerless regarding planning and development of tourism in the protected areas. They were not involved in anything to do with tourism planning. They would only see developments, policies and decisions coming from above to be implemented. They therefore did not have the inner drive and motivation to promote tourism. At Kazinga channel, the fishing communities at Katunguru village complained of beatings and brutality of UWA personnel regarding usage of the water. UWA did not consider the fact that policies that people develop to promote tourism in their areas can be economically, environmentally and socially sustainable (Jackson, 2006). Instead people engaged in activities that were detrimental to tourism development (Butler and Boyd, 2000). Key of these activities was wildlife poaching, and killing of monkeys and other animals that were found in gardens. In the end, there is crisis of will among community members to actively support tourism.

ANOVA tests confirmed al the hypotheses. Tourism training and education (t 2.89 sig. 0.000), community empowerment (t 9.99 sig. 0.000), were statistically significant predictors of community participation and involvement in tourism planning and development. Indeed the adjusted R-square showed that about 39% of variation in community participation and involvement in tourism planning and development was explained by these factors. This implies that if community participation and involvement in tourism planning and development is to improve in the communities around protected areas, effort to train and educate them about how they can benefit from tourism activities must be carried out. This in turn helps in empowering them have the ability to get involved in the tourism planning and development.

Conclusions

The study revealed that there was a strong positive relationship between tourism education and training and community

empowerment. Despite of the fact that Training of community about the importance of tourism, environmental management and about tapping of tourism opportunities was important, it was not being done. There was little sensitization of people on the importance of having tourism activities in their communities. Lack of tourism training and education has made people have no justification for existence of protected areas. They remained 'asleep' as tourism took place in the protected areas as they could not take initiative to exploit the opportunities arising from the industry. Part of the reason was that people were not involved in planning of tourism activities. The study established that a strong positive relationship existed between community empowerment and participation and involvement in tourism planning and development. However people in communities around the protected areas were not empowered to make decisions that would enable them exploit or even support tourism activities. This was made worse by lack of a strong government political will and commitment to enable community members to benefit from tourism by way of establishing tourism support infrastructure. In the end, tourism in the protected areas did not significantly contribute to reduction of poverty in the local communities.

Recommendations

In order to enable local communities to benefit from tourism in the protected areas and therefore yield sustainable tourism business, the following needs to be done:

There is need to sensitize local communities about the importance of tourism and wildlife in the development process. People should be educated so that they realize why protected areas exist. This will help to build positive attitudes, harmony and eventually indigenous capabilities will grow as people begin to form community tourism groups to benefit from the industry. UWA may also have to give tourism education scholarships to community members with the view that in the future such people will be used as UWA ambassadors to the local communities.

Involvement of local communities in planning and development of tourism activities should be encouraged. This may have to be done through organisation of community workshops, and seminars where people should be invited to share their views. Decisions as to how much people should access the resources in the protected should be mutually

agreed to avoid resistance and conflict. Alternatives like firewood and medicine should be agreed upon jointly if poaching of resources in the protected areas is to reduce. For example, tree planting campaigns may be started to ensure that in the longer term, people have enough firewood from their gardens.

Government should make sure that it gets committed to seeing local communities benefit from tourism. For example, the 20% which UWA remits to local communities should be channeled directly to the adjacent communities in the form of medicine and medical equipment to the local health centers, local school support and establishment of other necessities that may be lacking in communities. This would be better than sending the money to district authorities who never even explain to local communities what the money is used for. It is posited that if community members begin to see direct benefits coming from the protected areas, their perception of tourism may change and this create sustainable tourism business in local communities.

The public relations department of UWA may have to come up strongly to explain to communities why the UWA staff harasses communities when they get them in the protected areas. Because of UWA staffs wear army green uniforms and always carry guns, local communities fear them and interpret their actions as inhuman. Indeed those who speak Kiswahili understand clearly that UWA means "Kuwuwa" which means to kill and communities think that is the reason UWA exists. Therefore, UWA may have to change its image among local community members. If this is done, harmonious management of protected areas may be achieved. More to the Jackson's (2006) ameliorative model should be adopted to encourage community participation in tourism.

Basing on Uganda tourism policy, this study only considered three variables and the relationship between them. Only 39% of the variance has been explained. Other constructs need to be established in the future research. For example, the effect of government support, infrastructure development and welfare of communities and how these affect community participation and involvement in tourism planning and development in communities living around protected areas.

Because this study considered only one protected area, the study can be replicated in other communities to validate the findings. Therefore the findings of this study are limited to the area of study considered.

Appendix I : Table showing how a sample was determined.

TABLE FOR DETERMINING NEEDED SIZES OF A RANDOMLY CHOSEN SAMPLE FROM A GIVEN FINITE POPULATION OF *N* CASES SUCH THAT THE SAMPLE PROPORTION *p* WILL BE WITHIN ± .05 OF THE POPULATION PROPORTION *P* WITH A 95 PERCENT LEVEL OF CONFIDENCE

Population Size	Sample Size	Population Size	Sample Size	Population Size	Sample Size
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

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Research Paper

Hospitality and tourism management graduates expectations: Future implications for the educators

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Abstract: *The tourism sector is growing rapidly worldwide from the last two decades while globalization has brought a rapid increase in this area. Being an intensive work-market based on services, the continuous need for increasing the level of education with the formation of professional aptitudes and personnel quality, the present educational curriculums and courses hold a vital position in achieve the excellence in the tourism field. To provide the formal and modernized training to the tourism and hospitality professional is as important as build the infrastructure and superstructure for tourism well-being. If the present tourism and hospitality professional trained and educated in a specialized manner then the future of these professional would definitely excel. In the meantime, synchronization between academia and industry also hold a unique position because the pass-out professionals, in the majority of the cases, will enter there for facing the real time situations. This study undertakes a literature search and review to draw out the present scenario of tourism and hospitality education. Further, the satisfaction and expectation level of the students pursuing tourism and hospitality courses will be gathered and subsequently analyzed. Then, based on the literature review and tourism professional's feedback, the future implications of tourism and hospitality education will be summated. The conceptual framework will also be suggested so that the excellence in tourism and hospitality training and education would be achieved. The approach adopted in framing the academic curriculum should be realistic with a vision to achieve the excellence in trained and educated the present and potential tourism and hospitality professionals. Based on their present satisfaction level and expectation from the Tourism and Hospitality courses, the futuristic approach would be framed so that excellence in Human Resource would be achieved.*

Keywords: Tourism and Hospitality; Synchronization between Academia and Industry; Futuristic Approach; Excellence in Human Resource

Introduction

The Tourism and Hospitality Sector is growing worldwide at a rapid rate especially from the last two decades. The travel and tourism industry

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is one of the largest and most dynamic industries in today's global economy expected to generate about 9% of total GDP and provide for more than 235 million jobs in 2010 representing 8% of global employment (en.mercopress.com, 2010). The Pacific Asia Travel Association (PATA) released preliminary tourism arrival statistics for Asia and the Pacific for calendar year 2010, showing a gain of 11% year-on-year. South Asia reported the strongest sub-regional arrival growth for the year, with an aggregate gain of 14% reaching an inbound volume count of just over 8.4-million. International arrivals to Southeast Asia were 12% higher for 2010 as compared to a year earlier, reaching a volume count of more than 72 million (eturbonews.com, 2011). As per the Travel and Tourism Competitiveness Report 2009 by the World Economic Forum, India is ranked 11th in the Asia Pacific region and 62nd overall on the list of the world's attractive destinations while the Indian Travel and Tourism Industry ranked 5th in the long-term (10-year) growth and is expected to be the second largest employer in the world by 2019. The hotel and tourism industry's contribution to the Indian economy by way of foreign direct investments (FDI) inflows were pegged at US$ 2.24 billion from April 2000 to November 2010, according to the Department of Industrial Policy and Promotion (DIPP) (IBEF, 2011).

At present, Tourism and Hospitality Education offers worldwide and especially in the Asia Pacific region the tourism and hospitality education is at its peak. Several post graduate degrees, graduate degrees, diplomas and even doctorate degree programmes are offers by the universities in Asia Pacific region. The main goal behind in providing the tourism and hospitality education to students is to assist their long-term career development. According to Torres & Adler (2010), a common human resource management cliché states that "people are your best asset". Arguably an organization's success or failure will depend in large part on the quality of its talent pool. Recruiting the best talent is important to an organization's success, especially when it comes to professional and managerial personnel. However, an organization's human resource can also be a major liability for employers. From an organizational perspective, it is in the "how" a business manages their talent that will account for success or failure. While Cecil et. al, (2010), found that the academic programs in all disciplines must show evidence of progressive student-learning to ensure the students are prepared for careers in their respective fields. Many times administrators and faculty members identify and validate core competencies in the profession and collect stakeholder feedback on student competency performance, but do not systemically use the information to enhance the program's curriculum or to drive student advising. Hence, the professional training also be provided

sidewise with the classroom teaching to the students for their overall development and prepare them for the professional world. The demand for professional human resource has been increasing due to the continuous growth of tourism and hospitality sector. To cover the Human Resource demand, several new universities introduced the tourism and hospitality courses.

This study undertakes a literature search and review to draw out the present scenario of tourism and hospitality education. Further, the satisfaction and expectation level of the students pursuing tourism and hospitality courses will be gathered and subsequently analyzed. Then, based on the literature review and tourism professional's feedback, the future implications of tourism and hospitality education will be summated. The conceptual framework will also be suggested so that the excellence in tourism and hospitality training and education would be achieved. This study will make significant contribution towards the comprehension of tourist and hospitality education. The investigation of the satisfaction and expectation level of the students undergoing tourism and hospitality trainings will help us in understanding the relationship between satisfaction and expectation level of the students which will further help us in developing better strategies for tourism and hospitality education.

Review of Literature

The literature review includes the existing research on the scenario of tourism and hospitality education with the expectation and satisfaction level of students who are pursuing the tourism and hospitality courses.

Changes in the higher educational environment are having a tremendous impact on the education process, curricula, learning outcomes and instructional practices. The exploitation of modern technologies and the development of information literacy and knowledge management skills are the two major issues that universities need to consider in the future (Sigala & Baum, 2003) for upgrading the tourism and hospitality education. Evaluating the popularity of majoring in the Hospitality and Tourism Management (HTM) field in various countries is thought to be useful. Although the issue of higher education for international students studying in the HTM field is interesting enough to attract the attention of researchers, educational institutions and other stakeholders, numerous questions including international students' motivation, their motivation to study abroad, country preferences, and field of study preferences within HTM, remain unanswered (Kim et. al., 2005). According to Bushell et al. (2001), high school graduates or university graduates are attracted to undergraduate or graduate degrees

in an HTM program because the industry provides benefits through its contribution to cultural enrichment and economic growth, and provides challenging and exciting career opportunities for people with a variety of talents and interests.

The students, who receive tourism education, are generally employed in the tourism industry. Thus, it is of great importance to train the students, who receive tourism education, in line with the needs of the industry. In addition, students' satisfaction with the education provided is also an essential element that affects the success of education and, therefore, the expectations of the industry. Students' satisfaction with their department is of importance in their attitudes towards school. When it is considered that the students, who receive tourism education at universities, are also consumers of the education service provided at the departments, it is necessary to determine the factors that affect student satisfaction (Atay & Yildirim, 2010). McKercher (2002) and Tütüncü & Dogan (2003) reported that student satisfaction is important in terms of education-instruction quality. The factors affecting the education and satisfaction of students have been put forth by various studies (Eom, 2006; Swan, 2001; Jiang and Ting, 2000). Also in studies on tourism education, it has been put forth that student satisfaction is important in terms of education instruction quality (Scotland, 2006; Tütüncü and Dogan, 2003). Kotler et. al., (1999) states that enterprises attach importance to customer satisfaction in order to have advantage over their competitors. Universities also have to consider student satisfaction so as to be preferred by better students in comparison to competing universities and to train successful students. The relationship between expectation level and the realization level of the expectation determines satisfaction level. While choosing universities, students choose their departments with various expectations and students' satisfaction or dissatisfaction occurs according to the level the school meets the expectations concerned in the education-instruction process. Waryszak (1999) put forth that students had a high expectation from the tourism programs where they received education. In the study, it was found out that the students had high expectations concerning their preparation for professional life by the institutions providing tourism education for the professional life after school. Such an expectation concludes that the institutions providing tourism education have close relationships with the sector. Thus, it appears that active education-instruction is necessary for practice. Tas and Dopson (2004) suggested a practical approach for hospitality curriculum development. They stated that a curriculum review and revision process should go through a list of standard steps to develop program competencies, develop a competency grid and

match the contents of all courses to desired outcomes of the program, compare and contrast the curricula of the top 10 to 25 hospitality programs that are similar to the one being reviewed, and, among the others, identify the structure of the curriculum. Lam and Ching (2007) advocated that hospitality internship programs could be enhanced by incorporating the components of a well-defined and cohesive triangular network among different stakeholders, a collection of information about the needs and interests of students and employers by school, the involvement of industrial mentors and experienced program administrators and job rotation and autonomy for student trainees.

The satisfaction level of individuals during the tourism and hospitality courses is the important factor that affects their job preferences, accordingly. Determining satisfaction levels of students receiving tourism education during their courses and making suggestions of solution to this end will give an idea about what has to be done for the employment of students in tourism and hospitality industry after the completion of their respective courses. This study aimed at determining the satisfaction of students, receiving graduate tourism education and the level of influence of the variables that affected their satisfaction. The determination of students' dissatisfaction will accelerate the elimination of deficiencies in educational institutions and the studies for improving quality of tourism and hospitality education.

Research Methodology

To fulfill the purpose of this study, data was collected from 120 randomly selected Master Degree students' who are pursuing tourism and hospitality courses from the North Indian Universities. In order to reach to aims of this research, a research questionnaire was used and distributed among the respondents. The questionnaire consisted of the items (so that find out the satisfaction and expectation level of the respondents) taken from an accepted 5 point Likert scale.

Research Findings

Table 1 shows the demographic profile of the 120 respondents. Among the respondents, 47 (39.1%) were male and 73 (60.9%) were female. The majority (62.5%) were in the age group of 20 to 25 years and one-third (n=40) were in the age group of 25 to 30 years. In terms of monthly family income, there was a fairly even distribution among the first three income groups while 83 respondents belong to INR 10,000 to INR 30,000 and rest of the 37 respondents belong to INR 30,001 and above.

Table 1: Demographic Profile of the Respondents

Demographic	Variables	Frequency Percentage
Gender	(n=120)	
Male	47	39.1
Female	73	60.9
Age	(n=120)	
Below 20	2	1.7
20-25	75	62.5
25-30	40	33.3
Above 30	3	2.5
Family Monthly Income	(n=120)	
INR 10,000 or below	30	25.0
INR 10,001–INR 20,000	28	23.3
INR 20,001–INR 30,000	25	20.8
INR 30,001–INR 40,000	16	13.3
INR 40,001–INR 50,000	14	11.7
INR 50,000 or above	7	5.9

Table 2: Satisfaction & Expectation Level of the Respondents Satisfaction from the course activities

1=Very un-satisfy, 2=Un-satisfy, 3=Neutral, 4=Satisfy, 5=Very Satisfy

Activities (n=120)	Mean	Standard Deviation
Written assignments	3.65	1.01
Class discussions/question areas	3.18	1.06
Readings	2.86	1.02
Lectures and notes	4.33	1.00
Individual projects	3.49	1.11
Self-tests/module tests/final exams	3.98	1.15
Group projects	3.68	1.49
Overall Mean	3.59	0.17

As a whole, the respondents viewed the included activities as somewhat important (mean = 3.59). Specifically, the Written assignments, Class discussions/question area, Individual projects, Self-test and Group

projects received mean values of 3.65, 3.18, 3.49, 3.98 and 3.68 respectively whereas the corresponding value for Readings is 2.86 while Lecture and Notes received 4.33 as the mean value. Hence, the satisfaction from the core activities broadly bifurcated in three parts where the first part in which the mean values comes between 3 and 4 indicating that the respondents are satisfies with these activities while the second part where the mean value is come less than 3, need further improvement and the third part where the mean value is more than 4, somehow highly satisfied the respondents.

Table 3: Expectation from the course activities
1=Highly not expected, 2=Not expected, 3=Neutral, 4=Expected, 5=Highly Expected

Activities (n=120)	Mean	Standard Deviation
Written assignments	3.76	0.86
Class discussions/question areas	3.47	0.72
Readings	3.18	0.70
Lectures and notes	4.33	1.00
Individual projects	3.68	0.78
Self-tests/module tests/final exams	4.11	0.95
Group projects	3.97	1.08
Overall Mean	3.78	0.14

Here, the respondents expected the included activities as somewhat important (mean = 3.78). Specifically, the Written assignments, Class discussions/question area, Readings, Individual projects and Group projects received mean values of 3.76, 3.47, 3.18, 3.68 and 3.97 respectively whereas the corresponding mean values for Lecture and notes and for Self-test received 4.33 and 4.11 respectively. Hence, the expectation from the core activities broadly bifurcated in two parts. In the first part, where the mean values comes between 3 and 4 indicating that the respondents are expected with these activities while in the second group, the activities in which the mean values are more than 4 are highly expected from the respondents side.

Overall, no activity was considered as unimportant because the respondents although give the response less than 3 (mean value) but responds to each activity included in the questionnaire. This shows the fairly positive view of the respondents towards the inclusion of these activities.

Conclusion

The overall satisfaction and expectation level of the students pursuing tourism and hospitality courses are somehow between the mean values of 3 and 4 indicating that the activities which are presently included in the majority of the tourism and hospitality courses running in the North Indian Universities are above the neutral level and fall near towards the satisfaction and expected levels of the students. To know about the results, the educators and the policy makers in tourism and hospitality education field need to update their overall course curriculums. Although, the present batches of the students are satisfied but there is a need to enhance the overall activities included in the courses of tourism and hospitality by knowing the expectation level of the students. After the conclusion of these courses, the majority of the students will join the corporate world and exposure during these courses would also enhance the overall personality of these students.

Limitations of the Study

The major limitation of this study was that it only took into consideration the satisfaction and expectation level of the students who responded to the survey. There is currently no accountability for the satisfaction and expectation of learning experiences and interactions with others in the learning environment from the viewpoint of the students who did not respond to the survey or officially withdrew from the course before the end of the semester. Other limitations include that only the Master Level students are included in this study while Bachelor Level and even the undergraduate level students can be included for the future study. The geographical area of the study is limited to the North Indian Universities because of the time and financial constraints, furthermore, the future study can expanded the geographical area to know more about the overall result criteria.

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Is Tourism Science a Pseudonym for "Educating Fun"? A View from Latin America

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Abstract: *This research note explores the limitations and opportunities that faces tourism education in the coming years as it poses for a dominant role the in Latin American educational scenario. Basically, following J. Tribe's contributions, the existent lack of order and predominance of fragmentation and indiscipline in the specialized body of knowledge prevents the advance of scholars and researchers in integrating tourism in an all-encompassed framework to create and preserve its own method of study. As a result of this, and also due to a symbolic dependence between the peripheral and the central countries, tourism and hospitality studies encounter serious problems while making important advances. Weak local state of the art institutions, accompanied by the problems to publish in international journals due to language barriers might stagnate the growth of tourism knowledge in the Latin American countries.*

Keywords: Indiscipline, Fragmentation, Theory, Tourism, and Latin America

Introduction

Whenever lecturers examine the student-related researches in tourism and hospitality, important failures and epistemological limitations are found. That way, a wide range of flaws surfaces not only as a result of deficiencies in education but also they are deep-seated issues of other broader problems. Under such a context, it is of paramount importance to understand epistemologically where the problem lies. Generally, some studies and a whole part of specialized literature emphasize on question related to heritage, development, sustainability but without or scarce basis of what it is being studied. Of course this does not mean that these projects lack of scientific interest or validity but starting from the belief that the maturity of tourism as scientific discipline is far, this short commentary piece has a primary goal to place the current state of research under the lens of scrutiny.

To some extent, the existent body of knowledge lacks of an all-encompassed framework to consolidate tourism and hosp. as a discipline and in other circumstances their capacity to explain the manner how the complexity of some social issue are being circumscribed to the paradigm bestowed from other older disciplines. Therefore, it is not surprising to see in students certain deficiencies to make theory and to investigate within

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and beyond the university. In addition, an ongoing penchant to fragmentation stressed by many scholars, leads us in outcomes with scarce applicability to day to day basis.

Need for Rigor and Interdisciplinary Orientation

It is necessary to expand the current understanding of tourist issues adopting other new techniques, knowledge and methods. Basically, it is time to see and comprehend the tourism as it really is, a social phenomenon enrooted in leisure that exerts a considerable influence on society. Ranging from a systemic towards a hermeneutical approach, a society not only can be studied but also disclosed by the way of making tourism. Even though in past, scholars of the caliber of Jafari, Claire, Acerenza Butler, Molina, Jimenez-Guzman and Gunn devoted efforts and attention to pave the pathways for the emerging of a new discipline, it is unfortunate how the existent studies has been disaggregated and atomized under a climate of indiscipline (Tribe). From this perspective, every discipline as sociology, geography, anthropology even psychology took tourism (as a new form of leisure) as their object of study by prioritizing their own methods. To some extent, the trivialization and reluctance sociology and anthropology showed to accept tourism as a new discipline should be in accordance to a supposed lack of criticism and optimism tourism-related scholars had respecting to its activity. The knives anyway can have two edges and more than speculations, one might realize the problem of tourism is associated to the absence of a proper method.

Following this, tourism would be placed in dialogue with other sub-disciplines interacting and exchanging their own conceptual views. On another hand, it is important not to loose the sight similar problems can be seen in students and tourism-related education. Disconnected syllabuses and scarcity for sociological perspectives in Curricula pushes students often to find in managerial perspective an efficient instrument for potential recruitment in labor work-force. Nonetheless, once graduated practitioners and professionals have serious problems not only for being connected with theory of tourism but also in envisaging how tourism works beyond the hegemony of management and managerial perspective..

At least, it is troublesome to create a new paradigm quite aside from other classical wisdoms but what remains clear hereby is that knowledge and practice should be integrated by means of the conformation of new syllabuses and lecturers. Conceptually, these new paradigms and theories would be the core of an ethos wherein the led-

practices and tourist-theories have to converge. As the previous argument given, current tourism-education should set the pace to the introduction of tourismology in universities and tertiary academies. The evolution of tourism as an "independent" discipline depends upon the connection of theory and practice to evaluate the potential problems, challenges and opportunities of tourism in next years. Obstacles a professional should face during his/her working life seems to be related to their ability to follow resilient strategies and adopt a positive spirit. The process of training plays a pivotal role in the formation of potential professionals and their success once introduced at work-force. But while the theories and wisdoms still linger disconnected the aforementioned point will be no other thing than a dream.

Argentina as an Example

Typically, in Argentina like many other developing countries, the situation is not better than United States and Europe. Still, the cultural dependency of Argentina respecting to other centers respecting to scientific advances seem to be one of the most important problems we have to resolve immediately. Even though languages play a crucial role in the process of ethno-genesis, it is clear to see how in tourism and hospitality fields English has posed as a universal tongue necessary to publish papers and proceedings worldwide (Korstanje, 2010).

Scholars and researchers in peripheral countries have serious problems to gain access to English-written papers simply because currency exchange and lack of financial resources for research goals. In perspective, argentine researchers are aimed only to citing the abstracts of what they see pinned out at journals without reading the entire work. Cynically, the universities and centers of studies encourage research to submit papers in English in international journals but without support in such a language (Ryan, 2005a; Ryan 2005b). The overemphasis of universities (by means of scoring system that over valorizes the English-related publications) drives students and lecturers to adopt North-created theory for their studies. Of course, the growth of tourism in last decades drew the attention of many scholars who saw in this activity an object of study. Whilst some think tourism will never become in a scientific discipline because it lacks of a coherent theoretical consistency and a pertinent method along with the object of research, others consider the discipline may evolve if the current obstacles and deficiencies are overcome (Dartnall and Stone, 1990; Goeldner, 2005; Ryan, 2005a; Ryan 2005b).

A Call to Classical Disciplines

Once again, the Classical sociological disciplines such as psychology, anthropology and Sociology trivialize the tourism only as a form of hedonist escape or event as an activity enrooted in the hedonist search of profitability. However, in last years, valuable efforts have tried to expand the understanding of what tourism means (Jimenez-Guzman, 1986; Hogan, 1984; Acerenza, 1991; Kadt, 1992; Munné, 1999; Stuart, 2002; Kozak, Kozak and Uysal, 2007; Dann, 2009; Tribe, 2010; Jafari, 2005; Dusansky and Vernon, 1998; Sinha and Macri, 2002; Ryan, 2005b; Ledwith and Seymour, 2001; Sheldon, Fesenmaier and Tribe, 2009). Under such a context, we are obliged to rethink how worked the supremacy of English in academy (Korstanje, 2010).

As previously explained, languages play a pivotal role in the configuration of our social realm. Not only it represents our previous beliefs, stereotypes and meaning in regards to how we understand the events in environment, but also gives certainness in a World characterizes by the advent of chaos and random. In few words, languages are the prerequisites for other social institutions (Saphir, 1941; Bram, 1961; Schutz, 1974; Keen, 1982; Hall, 1989; Chomsky, 1988; Searle, 1997; Korstanje, 2010). Nonetheless, there is a tight line wherever skills in languages become in a mechanism of indoctrination and hegemony. Throughout his book *The Leisure Class,* T. Veblen (1974) initially argued that the language works as an instrument of social distinction. Elites and aristocracies in the World have historically characterized by the natural adoption of a second foreign idiom in order for them to maintain the psychological boundaries with the populace. The ancient Roman aristocrats loved to hear poems in Greek while Russians preferably inclined to speak French and so forth (Bram, 1967). In this respect, R. Ortiz (2009) convincingly argues that the globalization conjugates a tension between what one can consider as global or local. Whilst now English poses in a privileged role in the world, paradoxically, local idioms re-emerge with more emphasis. Statically speaking, in spite of the abundance of films and TV programs broadcasted in English, few people really dominate the language in the peripheral countries. What one can consider is a liaison of subordination of one global language over others (local) becomes in an unfettered cultural supremacy imposed to other countries.

Rather, Mancini-Ross, Backman and Baldwin (2009) warn that language differences can be key factor to boost the intercultural communication. Even though the majority of literature emphasizes on language barriers

from a negative perspective, these authors consider the lack of profiency in a certain idiom shorten the gap between guests and hosts. However, Ramburuth and Tani (2009) suggest that language can be an important aspect that encourages discrimination and self-isolation for many reasons. Similarly, language can be deemed as a mechanism of learning that permeates communication but always taking into consideration that non native speakers experience serious problems to decode the linguistic configuration of natives. Also, the cultural interaction between native and non native speakers can be troublesome under certain conditions.

Conclusion

The interests of local universities in Latin America for posing their researchers and studies at the core of central English-speaking countries face serious linguistic barriers. This means that the existent admiration of argentine scholars of what is being elaborated at North lead them to adopt not only low-qualified studies without criticism but also in replicating the conceptual paradigms engendered in United States and Europe at the risk of forcing the empirical evidence collated from field-work. Locally, we are witness of how well-recognized Latin American experts emphasizes on question related to heritage, scientification of tourism, staged-authenticy, development and sustainability following the mythical archetypes of valuable works created for other contexts. Ultimately, this situation corresponds with a serious concern that balks the advance of scientific research in tourism and hospitality in Argentina. The thesis that aims the old division of labors in economy is being replicated in education seems to be unquestionable whenever one dwells on the connection of local knowledge and specialized literature. For that, one might realize that local universities should be aimed at educating students taking not only the managerial paradigm as the only one instrument but adopting a wide-range of other disciplines that allows them expanding their perception along with the tourism's potentialities.

The tendency to write in a foreign language without an adequate support, the needs to citing English-written works, coupled with a considerable influence of managerial literature give as a result a one-sided gaze of tourism that sometimes finds problems to be locally adjusted. Under such a context, it is strongly needed to rethink in erecting the fortress of new discipline for studying tourism-related issues; the tourismology would articulate valid and valuable efforts taking tourism as something else than an industry, prioritizing local needs with scientific-research.

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Author has been a lecturer-researcher at University of Palermo and University Abierta Interamericana for more than 10 years. His major research interests are the sociology of education in tourism and hospitality as well as concerns related to epistemology. Two of his noteworthy publications are “The mirror of Argentina” and “Tourist Policy in counties and civility”, He is member of the Center for the Study of Tourism and Hospitality at University of Palermo Argentina and adviser of different companies at tourist market.

News and Views

Quality manpower shortage big blow to booming hotel industry

By Ruchika Chitravanshi & Nivedita Mookerji

The growing hospitality industry has been hit hard by a manpower shortage. Industry estimates indicate a shortfall of 30 to 40 per cent in the supply of quality workforce. While hotels are trying to cope with internal means, with many more expected to come up, the manpower concern will only multiply.

"Hotels are expanding at the rate of 20-25 per cent every year. The shortage is being felt not just at senior levels, but even in the lower rungs," said Manav Thadani, managing director, HVS India.

According to a recent Deloitte report, there are at least 400 projects involving 70,000 branded rooms under various stages of development in the next couple of years. These are spread across the country. With more projects in the process of being announced and room inventory expected to almost double in the next five years, the demand for trained manpower will rise dramatically. Currently, there are about 150,000 branded rooms in the country. Add to that another 300,000 rooms in the unorganized sector.

Industry experts say the training provided by various institutes is outdated and requires an upgrade of curriculum. Most hotels resort to an extensive internal training programme to meet their requirements. "Many of the institutes do not have classes which teach and inculcate the science of external as well as internal grooming. At Leela, we have a finely-tuned management training programme in which 600 hours of classroom training is imparted to the selected candidates," said Mohan Rao, vice-president, Human Resources, Leela Palaces, Hotels and Resorts.

Dearth of quality manpower has also hit the hotel kitchens. Specialised chefs are certainly in short supply, confirmed industry representatives. Head hunters get specific demands; say for English- speaking Japanese sushi chef. "Typically, Chinese, Thai and Sushi chefs are sourced internationally. We largely rely on Oberoi Centre of Learning and

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Development for developing specialist chefs by focusing on specific cuisine training," said Amrita Bhalla, executive vice-president, human resources, The Oberoi Group. The Group provides three two-year management training programmes for guest services, housekeeping and kitchen management. Rajan Khurana, regional director of sales (India and West Asia), Lebua Hotels & Resorts, said the industry growth and demand for quality manpower has far exceeded the supply. "The sector has grown rapidly in the recent past, but trained manpower is scarce. It is very difficult to get quality people now. Chefs are also in short supply," he said. Khurana pegged the short supply of quality people in the hospitality industry at 30 to 40 per cent.

Mid-term salary revisions and extraordinary raises are among ways the industry is attempting to retain efficient employees. The Oberoi group is learnt to be among the luxury chains to have given handsome raises recently to address the concern. "The availability of skilled and trained manpower is a challenge in long-term development and sustainability due to high level of competition and increasing pay scales," Bhalla pointed out. On whether expats are increasingly being recruited by hospitality chains, Khurana said the trend was visible at the level of GM or above. "Expats will have a different level of salary expectations," he said.

Another representative of a luxury chain pointed out that although the country has institutes specifically for the hospitality industry, big hotels prefer to rely on their in-house courses and training. Groups like Oberoi, Taj and ITC offer multiple training programmes, both short and long-term. Giving an example, she said, of a class of 30 at a hotel's training programme, 10 may get absorbed in the chain itself.

Hospitality research company HVS India is now planning to enter the hospitality education space due to the huge demand for trained manpower. According to HVS India reports, India's rank in world tourism arrivals is 41, with a potential to be in the top 20. India today hosts about five million tourists annually, which is expected to be 18 million by 2016. India's domestic market is also growing, with 540 million domestic travellers a year. There is a rapid increase and growth of luxury and international brands of hotels in India, creating great demand for highly skilled and experienced staff.

For hotels in safe places, it's a boom amid the bust

By Sara Hamdan

Even as unrest has shut down tourism in much of the Arab world, hoteliers are enjoying a boom in the hospitality industry in relatively safer havens in the region. Analysts say leisure, business tourism and big conferences are being redirected from places like Egypt and Bahrain to Dubai and Doha.

"Business has been affected in Yemen, Syria, Bahrain and Jordan operationally, and on the development front, we have a few projects on hold in these countries," said Guido DeWilde, regional director of Middle East operations for Starwood Hotels & Resorts. "The downside in those countries has been offset by strong performance in the Gulf, and in particular, in Dubai."

Occupancy rates for Starwood hotels in Dubai averaged roughly 85 percent for the first quarter of the year, Mr. DeWilde said. The same was true for the Fairmont hotels, running at 82 percent occupancy for the first five months of the year, said Phillip Barnes, regional vice president and general manager of Fairmont Dubai.

A number of new hotel projects in Tunisia, Libya and Egypt, where unstable political conditions still prevail, have been put on hold by developers that are instead pushing ahead with projects in the Gulf. The Dubai hospitality sector has had its share of struggles, however. With the onset of the financial crisis in early 2009, demand for luxury hotel rooms dropped dramatically there while supply continued to grow, forcing prices down. Revenue per room went from highs of $150 during the boom times in 2007 to $60 in 2009, PRTM Consultants reports.

In the process, Dubai became more appealing to customers who once found it too expensive. With destinations like Egypt and Bahrain on the back burner, analysts said interest in Dubai from Chinese, Indian, Saudi and European tourists has intensified. "What has happened in the region in the past 120 days has brought a new level of demand," said Mr. Barnes of Fairmont Dubai. "It's not that strategies have shifted dramatically from our side. It's that appeal from these markets has broadened again due to unrest in other parts of the Arab world."

Starwood operates 63 hotels in the region and will have an additional 23 by the end of 2014, most of which are in the Gulf. This year the hotel operator plans to open a St. Regis in Doha, a St. Regis on Abu Dhabi's Saadiyat Island and a Westin in Abu Dhabi. Similarly, the Fairmont aims to create 1,615 rooms across the Middle East by 2014, including the Fairmont Palm Jumeirah next year after lengthy delays because of the financial crisis. The Ritz Carlton that opened in January next to the Dubai International Financial Center has registered 50-percent occupancy levels.

North Africa remains an underserved market in the hospitality sector that offers good opportunities for long-term investors, said analysts at Jones Lang LaSalle, but as long as uncertainty continues, focus will remain on other markets, particularly the Gulf.

"In Tunisia, for example, there is a capacity for 110,000 more hotel rooms to be developed, but right now the focus is not on new projects," said Chiheb Ben Mahmoud, head of hotel advisory for Jones Lang LaSalle Hotels in the Middle East and North Africa. Morocco's $13 billion hospitality industry also has growth potential. A Jones Lang LaSalle report says that 55 percent of hotel rooms are 4 or 5 stars, leaving much room for development lower down the luxury scale. The same is true in Libya, where the opening of a JW Marriott was aborted days before the unrest erupted there, Mr. Mahmoud said.

Mr. Barnes confirmed that several North African projects in the pipeline that have not yet been announced have been slowed or stopped. "We're now focusing our energies on projects that are already agreed upon," he said. "There are no new investments for now." Big conferences have been canceled in Egypt and Bahrain and moved to Dubai. A big effort is also being made to attract tourists from China and India.

"By 2015, 400 million people from these two strong feeder markets will have the financial means to travel," Mr. DeWilde said. "We are only just starting to see the extent of inbound tourism."

Asian Development Bank to finance for tourism promotion projects

Asian Development Bank would finance for tourism promotion projects worth Rs. 426 crore and Awah-devi temple complex would be developed from religious tourism point of view .This was stated by Prof. Prem Kumar Dhumal, Chief Minister, while laying the foundation stone of beautification of historic and ancient Awahdevi temple complex estimated to cost of Rs. 44 lakh at Awahdevi in district Hamirpur today, after he dedicated new police Chowki constructed at a cost of Rs. 38 lakh to the people of the area. He said that State Government had submitted a detailed project report to the ADB with regard to the development of many unexplored tourism destinations in the State. He said that the budget was likely to be spent on development of basic infrastructural facilities in all the upcoming tourism destinations in the State. He said that the State had received 1.32 crore tourists during preceding financial year which was double to the population of the state. He said that the number of tourists was likely to increase further with the creation of better and improved infrastructural facilities. He said that tourism needed to be made a household \affair which had vast employment potential since against an investment of Rs. 10 lakh and 48 persons were getting employment directly or indirectly.

Chief Minister said that Awah-devi temple complex was historic and related to the era Pandava who were believed to have built the same. He said that it was a prominent shrine of the devotees from Kangra and Mandi besides Hamirpur. He said that lakhs of devotees throng the place round the year to seek blessings of the Goddess. He said that with the construction of the new complex, devotees visiting the shrine would be facilitated with all basic amenities they required. He said that the height of the new temple would be 63 feet and to be a combination of all faiths. He said that the main temple complex would not be disturbed. He said that it was bound to give boost to the religious tourism in the area.

Prof. Dhumal appealed to the devotees to donate liberally towards the construction of temple complex which would add to the beautification of the complex. He was also presented a draft of Rs. 21,000 by Shri Om Prakash of temple committee as contribution

towards CM Relief Fund. Shri Om Prakash Sharma, Chairman of Awahdevi Temple Committee welcomed the Chief Minister and other dignitaries and thanked him for laying the foundation stone of the new temple complex.

Shri Gulab Singh Thakur, PWD and Revenue Minister, Shri I.D. Dhiman, Education Minister, Shri Baldev Sharma, MLA, Smt. Sarla Sharma, Chairperson, Zila Parishad, Smt. Maya Sharma, President, District Mahila MOrha, Shri Narender Atri, President, state BJYM, Shri Des Raj Sharma, President, District Hamirpur BJP. Shri Pyare Lal Sharma, Chairman, APMC, Shri Rasil Singh Mankotia, Chairman, Kangra Central Cooperative Bank, other prominent dignitaries, DC. SP and other senior officers were present on the occasion.

Not a white elephant: The world bank invests in Mozambique Ecotourism

Mozambique offers plenty for the visitor: a fascinating culture, historic architecture, spectacular scenery, and wildlife. Once a compelling tourist destination, Mozambique has faced its challenges the past three decades. A fifteen civil war caused tourism to cease, and even after the war's ending in 1992, tourism has not increased until the last five years. Meanwhile, wildlife conservation took a huge hit, and Mozambique's tourism industry to this date lags behind most of its neighbours.

Tourism and travel still face obstacles: the country of 23 million is still relatively isolated; air connections are few and flights are expensive. Visas are still a requirement for most foreign nationals. And Mozambique's diverse wildlife, one of the biggest reasons for visiting this south eastern African country, is still recovering after decades of neglect and destruction. To that end, ecotourism could be a tool for growing both sustainable development and economic opportunity. Now World Bank is entering Mozambique's ecotourism market.

The World Bank and Mozambique's Ministry of Tourism signed an agreement that will develop and operate an ecotourism project that aims to both create jobs and pave the way for locals to participate in the tourism sector. Partnering with an association of 850 people from three communities, the agreement will lead to the construction of a lodge in the Maputo Elephant Reserve, a wildlife park that is also layered with stunning beaches, just 20 miles south of the country's eponymous capital.

The agreement is important for a few reasons. Many outsiders cry with dismay over the destruction of Africa's wildlife habitats because of development and of course, poaching. The engagement of locals will involve them the management of their country's natural resources, while taking a step to reduce poverty that induces some folks to illegally poach wildlife in the first place. Finally, the US$3 million investment will not solely be a commercial venture, but instead, be part of a community-private-public partnership that will create at least 50 jobs. Rather than being employees, local residents will also become business partners if the plan stays true to form.

The World Bank's involvement stems from its partnership with the Anchor Program and the International Finance Corporation. The three organizations work with Mozambique's government to identify tourist sites that can support tourism with a minimal environmental impact, while grooming Mozambique's government to make the country more business friendly. If the results do end up with a site that encourages tourism without the destruction that can come with over-development, this community-based partnership could be model for other ecotourism plans elsewhere in Mozambique, Africa, or even across the world.

Tourism and poverty alleviation in Namibia

Namibia is one of the most sought after tourist destinations in Africa, owing to its vast wildlife and natural resources. This is because the country's parks and game reserves have enjoyed a long spell of no serious poaching, thanks to strong measures by the Ministry of Environment and Tourism.

A number of countries in Southern Africa have recently seen an escalation in poaching. Recent cases have shown that those involved have become more sophisticated in the way they carry out these illegal activities. In anticipation of an escalation of poaching, the Namibian Government has introduced a number of activities to counter the possible increase in illegal hunting.

Strengthening of the Protected Areas Network Project (SPAN) aims to improve park management in Namibia. It has contributed significantly to Namibia's national and local economy through park tourism. It is funded by the Global Environment Facility (GEF) through the United Nations Development Programme. The 6-year project began January 2006 and has been tackling park management issues.

Over the past four years SPAN has invested in training personnel to better manage security of parks. 85 staff have been trained in law enforcement courses offered jointly by the Ministry of Environment and Tourism and the Namibian Police. The course comprises of both theoretical and practical sessions on how to conduct investigations of wildlife crime. The course is accredited and successful participants and appointed as Peace officers.

The project has made progress in its effort to secure sustainable financing for Protected Areas (PA). Economic analysis of the PA system indicates that it contributed up to 6 percent of the GDP through park based tourism only, without including other ecosystem services values. Using these study results, the Government increased the annual budget for park management and development by 310 percent in the last four years.

The study also led to successful mobilization of a large amount of additional donor funding for PAs, including the $67 million from the US

Government's Millennium Challenge Account (MCA) with $40.5 million direct investment in Etosha National Park management infrastructure. This is testimony to the MCA's recognition that park management effectiveness has a great impact on poverty alleviation.

The project also co-funds the upgrading of the radio system in Etosha National Park together with the Game Product Trust Fund (GPTF). This involves the purchase of communication radios, installation of two towers and servicing of radio systems. This project will improve coverage in the park and the surrounding areas. Once completed, the system would allow easy communication between main stations and staff members carrying out patrols and other related duties.

Two rubber duck boats for Etosha National park were purchased last year as part of the Project Innovation Grant. The boats are useful in reaching an area in the park that is annually cut off from the rest of the park by heavy floods. Because the area was not reachable, law enforcement was very minimal and there was an increase in poaching, cutting of trees, cattle grazing in the park and other illegal activities inside the park. The two boats allow staff members to effectively patrol the area that had been inaccessible to vehicle and on foot. Each boat can carry up to 4 people and is powered by a battery engine. They are noise free and have also been used in research of the parks eco-system.

University News

News from Centre for Mountain Tourism & Hospitality Studies, HNB Garhwal University (A Central University) Srinagar Garhwal, Uttarakhand India

A two-days training programme was organized by National Afforestation and Eco-development Board (NAEB), Ministry of Environment and Forest (MoEF), Govt. of India on 28-29 June, 2011in collaboration with centre for Mountain Tourism and Hospitality Studies, HNB Garhwal Central University Srinagar Garhwal in Ghuttu region of Tehri Garhwal. Two training programmes were identified for the community members of villages in Ghuttu region. On 28th June, 2011 training programme was held on Sustainable Development of Natural Resources and Capacity building of the people of Ghuttu region of Tehri District, Uttarakhand for promoting ecotourism. The programme was attended by villagers from Chaitwan *gaon*, Jogiara, Chakra *gaon*, Satiyala, Rishidhar, Gangi, Niswali Bhat *gaon*, Dewanz, Pujar *gaon*, and Gawana. Community stakeholders, village representatives besides the invited delegates were also present Prof.S.C.Bagri from HNB Garhwal University and Shri. K.K. Bhandari, Range Officer inaugurated the function.

During the inaugural function, in his introductory speech Shri K.K. Bhandari, Range Officer of Ghuttu region expressed his happiness that such training programmes would definitely be beneficial from ecotourism perspectives where not only conservation and preservation of natural resources and forest wealth would be given top priority but also ensured that local are able to sustain their well-being. He stressed on the fact that different approaches to safeguard the nature are essential without which seeking local people participation in forest management would not be possible. Such programmes have given due importance to community members so that they can partake in this valuable and action-oriented workshop.

Dr. Narendra Baduni, Team Leader, RC: NAEB, New Delhi read theme paper and concept note of the training programme and addressed the villagers on the study commissioned by NAEB to CMTHS, HNB Garhwal University to prepare action plan of ecotourism promotion and development in Ghuttu region. He said that ecotourism must be flourished and flowed

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freely, so as to conserve and nurture the nature, environment and natural resources of the region. He also highlighted the aims and objectives of the programme and remarked that in the age of highly volatile and global world, conservation of natural resources is pervasive and sustained development leads to a better life for community stakeholders.

Dr. Gayatri Mahar, NAEB presented a slide show on ecotourism and biodiversity and gave various examples of floral and faunal wealth flourishing in various parts of India. She highlighted such tourism activity which is holistic in nature and which can induce the cultural resources/ assets in naturally-rich biodiversity area like Ghuttu region. She said that concerted effort is needed to address the issues of tourism growth. She differentiate the mass tourism and alternative tourism and said that Ghuttu region where biodiversity is in full bloom can become ecotourism hub if little effort is put forth by community members. She further said that we need to understand the core element of ecotourism and community orientation. She quoted an example of national parks and wildlife sanctuaries and various in-situ and ex-situ conservation measures to protect these vital assets in India.

Dr. Sanjay Mahar gave the detailed description of the action plan prepared in reference to the ecotourism potential in Ghuttu region. He said that this action plan was a result of a study conducted during December 2009 and January 2010 and was prepared on the basis of the data collected and responses generated from each village. Action plan was a detailed road map educating how to start ecotourism activities, who will do it and how many people will be involved in a council formed at an initial stage. The council will be known by Ghuttu Ecotourism Council having different wings Tourism Development Body, Tourism Marketing and Promotion body, Training Cell and Financial Body. He told that why this entire concept of homestay accommodation was given the name of *Kutumbshree Paryatan*. *Kutumb*, as the name signifies is the entire family where every member is required to give their whole-hearted support to make a big success of ecotourism activities. Here in the action plan for Ghuttu every member be it marginalized, vulnerable, poor and down-trodden are expected to act like a *Kutumb*. He further gave emphasis on the promotion and development with the help of website creation and formation of Ghuttu Interpretation Centre so that tourist can be welcome either at Ghansali or Ghuttu and can be educated about the tourist resources of each village. It will act like Centre of Environmental Education so that balance strategies could be chalk out

in view of the community participation and preservation and conservation of natural resources. He stressed on the need to incubate new ideas to propose something unique by major stakeholders of the region. An example of Gurung Community in Sirubari village was explained by him to run all village-based activities by Tourism Management Development Committee (TMDC) formed by local in joint business association with Nepal Village Resort (Kathmandu based business agency). It is a great commercial success said Mr. Sharma. Appreciative Participatory Planning and Action (APPA), product knowledge, price and quality control, lodge management disadvantage group, originality, simplicity, campsite management are few of the preliminaries to become a successful operator in the field of Community-based ecotourism. At last, he said that CMTHS is all prepared to support Ghuttu community if they are well prepared to start ecotourism venture jointly under Ecotourism Council.

Shri.Jeevan Lal Verma, President Rural Organization for Social Elevation (ROSE) (www.rosekanda.org) screened a power point presentation where different slides were shown to the local Ghuttu people like introduction to the concept like voluntary tourism, community participation, ecotourism products, education and learning, sustainable development, social work and so on. He said that how difficult it was to start this NGO in 1980s where every thing was to be accomplished by own effort. Now things have changed and communities are given more priority in every activity. If ROSE, Kanda can receive satisfactory number of tourists, then why Ghuttu cannot? Ghuttu is a powerhouse of tourism resources like Panwali Kantha, Khatling Glacier and beautiful villages. Even the region is well-supported by various institutions like HNB Garhwal University and MoEF. He said that how foreign tourists re appealed towards homestay accommodation is highlighted by Mr. Verma through pictorial diagram (PPT). What kind of problems are there in running these units at the beginning and what formalities are required to start such community-based operations is told to the audience. How ROSE is successfully running ecotourism activities for the last 15 years, following all govt. rules and regulations and how to involve local people, was explained in detail. Shri. Shiv Singh Rauthan, native of Satiyala village raised a question on the functioning of such voluntary concept and the ambience provided by ROSE to foreigners and problems faced therein, Mr. Verma was quick to point out that it is just simple food and simple living style as ROSE do maintain amidst originality. We believe in its naturality, points Verma. Our daily work is commonly shared

by tourists also. Few others also asked similar questions which was amply answered by Mr. Verma.

At the end of the first day training programme, Dr. Baduni, RC: NAEB thanked all villagers and expressed the hope that training programme would have certainly provided new things to the villagers on the concept of sustainable development of natural resource and capacity building of the people of Ghuttu. The first day programme was ended with Tea.

Second day training programme on June 29, 2011 was related to Skill development of Community for promoting ecotourism and convergences with the schemes of tourism and other line departments in Ghuttu, Tehri Districts. Programme was started with the introductory note by Dr. Baduni, RC: NAEB where he read themes paper and introduce communities on the concept of skill development and schemes of various line departments in general. Afterwards, a film on Valley of Flowers was screened to educate local people on the concept of sustainable tourism development, community well-being and ecotourism promotion and development. The film was related to the efforts of Ecotourism Development Council (EDC), Bhyundar under the supervision of Mr. Bharat Singh Chauhan which takes into consideration all activities like garbage disposal, tourist service, maintenance of road and running homestays. It was admired by the villagers of Ghuttu.

Prof. S.C. Bagri, Dean School of Management, HNBGU in his keynote address said that ecotourism has become a common word and every rich region is experiencing a mass transition to become ecotourism destination. He expressed his happiness in between that Ghuttu houses every kind of ecotourism resources provided that local people sincerely yearns for it. Community participation in ecotourism is one of the focal point of planning in order to make the local people self-reliant but not at the cost of its negative consequences. Various examples were quoted by Prof. Bagri to let people aware that you are known just because of your Ghuttu Valley. If it is no more, then the very existence of ecotourism cannot be thought of. He compared two huts and said that homestay is only possible where phenomenon of natural setting existed with the similar kind of atmosphere in village. He advised local people to construct their houses in a single pattern in Ghuttu so that tourist can be attracted the moment they reach here. He further explained the role of product marketing and it's branding, packaging and designing. Tourism product is common to all but how to showcase it's beauty to the tourists depend upon promotional strategies

and marketing, said Prof. Bagri. He was of the opinion that travel agents association (TAAI) and tour operators body (IATO) can be reached to include the name of Ghuttu Ecotourism in their directory so that mass generation could know about it's assets. He expressed his hope that this training programme would prove to be beneficial for the development of vulnerable and marginalized people in villages. People interchangeably define the concept and meaning of ecotourism which is widely differs conceptually. For few of the people it is a means to generate money and for other it is a new holistic way to conserve and nurture environment and to look into the drudgery of disadvantaged groups of communities. Today's tourism is nature-based tourism and tourist is expected to be a natural over, off-beat without any awkwardness and showiness. There should not be any exaggeration, rather ecotourism is claimed to be in the best form with its' originality and purity. There is a need to associate ecotourist (market) with ecotourism activities. Prof. Bagri said that CMTHS can help local people to form Ghuttu Ecotourism Council (GEC) by supporting them financially and academically. Further, community members were educated on the various schemes of tourism bodies and other line departments like Veer Chandra Singh Garhwali (VCSG) paryatan schemes and financial subsidy given to the beneficiary in Uttarakhand. At last, Prof. Bagri said that given the active participation of local and their interest, CMTHS have decided to hold the next workshop of UGC-SAP either at Ghuttu and Gangi in the month of September where mass publicity would be given to the region.

Speaking on the occasion, Mr. Vijay Bhatt, Research Scholar working in UGC-SAP programme said that why we need tourism, why sustainability, why community-orientation and what is Pro-poor tourism. The moral duty and obligation to utilize our natural resources in a proper manner is only of local people, no other can help them. He said that people can only help them. If they think that this training programme would bring them financial benefit they are wrong. Yes, if they start their own venture, CMTHS can help them and other bodies working in tourism can come forward to assist them actively. He further questioned on what will be the future if there are no resources available. Everything is linked with each other so ecotourism can not be left in a isolated manner. Natural resources are very rich and can meet the requirement of tourist. Glaciers, lakes, vegetation, meadows, and other natural attractions, if not conserved, may be hampering the overall growth of Uttarakhand State. Floral and faunal wealth is decreasing; there is a

mounting pressure on earth. He apprehensively gave a thought that if large number of tourist influx is experienced, it would certainly damage the very sensitivity and fragility with retrospective affect on floral and faunal wealth. Then there would be no ecotourism. There is a need to come up with few solid and strong programmes. Also, without knowing the desire and willingness of tourist, it is a great task to cope up with such jeopardy situation. Government policies for local people are greater concern and we have to keep in mind what are the policy perspectives, How to sell tourism product, lessons must be learnt from other people, who have given a whole-new meaning to the concept of employment generation and sustainable well-being.

In between few questions were asked by local people on the concept of sustainability; Dr. Gayatri Mahar said that once you start the momentum, things will lead to a sustainable development. For further details please contact: prof.bagri@gmail.com

Journal of Hospitality & Tourism Education (JHTE)
Call for Papers

JHTE Call for Papers

Special Double Issue: 24(2/3) – 2012

Instructional Technology - Teaching to Engage Hospitality Students

Featuring Guest Editors:

Dr. Jeff Beck, Michigan State University and Dr. Mike Sciarini, Grand Valley State University

The world of hospitality has changed with the advent of new technologies, changes in consumer preferences, and the development of the global economy. Hospitality education has mirrored these changes in both the use of e-technologies such as course management tools, web applications, and student response systems, but also instructional technologies such as problem based learning, group projects, simulations, games, and other strategies that engage students. The goal of this special edition is to identify how e-learning and/or instructional technologies are being used to engage the hospitality student both in the classroom and the online world. Both empirical and applied manuscripts are welcome. Papers should conform to standard Journal formatting and guidelines. Please submit papers for consideration to Drs. Beck and Sciarini at: intechspec@gmail.com.

Deadline for initial submission is 1 September 2011.

Guidelines for submissions in response to the Call for Papers for the 2012 Special Double Issue: Volume 24, Number 2/3 of the Journal of Hospitality and Tourism Education are as follows:

1. All tables, figures, etc. should be included at the end of the manuscript, and not incorporated into the body of the paper. The number of tables, figures, etc. should be limited to not more than a total of four.

2. Manuscripts submitted normally range between 15-20 pages (5-6 pages in the Journal). However, the length of an article should be dictated by its subject and audience.

3. In the submission process, please include three documents: 1) includes the article title and the authors' full names, titles and designations; full mailing address; telephone; FAX; and email addresses, 2) includes ONLY the article

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title and a 50-100 word abstract – NO author identification, and lastly, 3) article title and full manuscript – again NO author identification.

4. When appropriate, each paper should include a thorough literature review of the topic it covers.

5. The co-editors strongly advise that you study two or three back issues of the Journal of Hospitality & Tourism Education before submitting your work.

6. American Psychological Association (APA 6.0) style is used for articles submitted for publication. Please submit your manuscript in MS WORD format.

7. All manuscripts considered for publication must be typed and double-spaced with one-inch margins.

8. It is assumed that the works submitted to the Journal of Hospitality & Tourism Education have not been submitted or published elsewhere, unless the author indicates otherwise. The Journal of Hospitality & Tourism Education ordinarily assumes the responsibility of obtaining the copyright for works it publishes under a publication agreement at the time of submission.

9. Manuscripts are reviewed both by the Journal of Hospitality & Tourism Education's co-editors and by reviewers from the Board of Consulting Editors. Evaluation is performed under a "double-blind" system, whereby the author's identity is not revealed to the reviewers and the author is not apprised of the reviewers' identities. Reviewers' comments are shared with authors when they may be of use. The entire review process averages five to six weeks.

Criteria for Evaluation Include

Appropriateness for the themed Special Issue of the Journal of Hospitality & Tourism Education

Significance in contributing to hospitality and tourism education

Technical adequacy

Logical organization

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Journal of Hospitality Management and Tourism (JHMT)

JHMT- Call for Papers

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JHMT welcomes the submission of manuscripts that meet the general criteria of significance and scientific excellence in this subject area, and will publish:

- Original articles in basic and applied research
- Case studies
- Critical reviews, surveys, opinions, commentaries and essays

We invite you to submit your manuscript(s) to jhmt.journal@gmail.com for publication. Our objective is to inform authors of the decision on their manuscript(s) within four weeks of submission. Following acceptance, a paper will normally be published in the next issue. Instruction for authors and other details are available on our website; http:// www.academicjournals.org/JHMT/Instruction.htm

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List of Conferences and Seminars

MONTH	CONFERENCE PARTICULARS	WEBSITE
SEPTEMBER-2011	Second International Conference Tourism and Business TB-2011 3 & 4 September 2011 Sofia, Bulgaria	http://www.psp-ltd.com/conf_TB_2011.htm
	4th Advances in Tourism Marketing Conference 6 to 8 September 2011 Maribor, Slovenia	http://www.institute.si/atmc-2011/
	Adventure Tourism Conference 14 to 15 September 2011 Fort William, United Kingdom	http://www.whc.uhi.ac.uk/september-2011-adventure-conference
	Ecotourism and Sustainable Tourism Conference 19 to 21 September 2011 Hilton Head Island, South Carolina, United States	http://www.ecotourism conference.org
	2011 Peace, Environment and Tourism Conference 20 to 21 September 2011 Pokhara, Nepal	http://www.pet conference.org.np
	Turkey Hospitality Summit 21 to 22 September 2011 Istanbul, Turkey,	http://www.turkey hospitality.com/EventContent/Home.aspx?id=138&new=1
	International Tourism Sustainability Conference 2011: Embracing Social and Environmental Change -- The Influence and Role of Tourism 21 to 24 September 2011 Balaclava, Mauritius	http://www.utm.ac.mu/sustainabilityconference
	2nd International Conference for Mountain Areas Research 22 to 24 September 2011 Gilgit, Gilgit-Baltistan, Pakistan	http://www.kiu.edu.pk/2nd-International-Conference.htm
	International Congress Tourism, Leisure and Culture - Destinations, Sustainability & Competitiveness 27 to 29 September 2011 Coimbra, Baixo Mondego, Portugal	https://www.uc.pt/fluc/cegot/ctlc2011coimbra/ctlc2011/

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	The First International Conference on Tourism Management and Sustainable Development (TMSD) 29 to 30 September 2011 marvdasht, Fars, Iran	http://congress.miau.ac.ir
	Contemporary Trends in Tourism and Hospitality - Via Danube, the main street of Europe 29 to 30 September 2011 Novi Sad, Vojvodina, Serbia	http://www.dgt.uns.ac.rs/ctth/
	First International Symposium on Tourism and Hotel Management 29 September 2011 to 1 October 2011 Konya, Turkey,	http://www.utos11.com
OCTOBER-2011	12th International Joint World Cultural Tourism Conference 7 to 9 October 2011 Istanbul, Istanbul, Turkey	http://kasct.co.kr/eng/index.htm
	Engendering Growth: Sustainable Development in Business, Hospitality and Tourism Management 12 to 14 October 2011 Runnaway Bay, Jamaica	FOBM_Conf/index.html
	Innovation & Tourism International Seminar 20 to 21 October 2011 Palma de Mallorca, Balearic Islands, Spain	http://web.visitinnovation.com/index.php/noticias/ver_todas_noticias/en
	Conference on Social Media in Hospitality and Tourism 21 to 22 October 2011 Verona, Italy	http://www.cpe.vt.edu/mpd.htmsocialmedia/index.html
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	International Conference on Tourism & Management Studies - Algarve 2011 26 to 29 October 2011 Faro, Algarve, Portugal	http://www.esght.ualg.pt/conferencia/index.php
	3rd Global Geotourism Conference 30 October 2011 Muscat, Oman	http://omantourism.gov.om

NOVEMBER-2011	Tourism Futures 2 to 5 November 2011 Leeuwarden, Friesland, Netherlands	http://www.etfi.eu/conference
	Global Eco Asia-Pacific Tourism Conference 7 to 10 November 2011 Sydney, NSW, Australia	http://www.globaleco.com.au
	2nd Regional Conference on Tourism Research 2011 22 November 2011 Penang, Malaysia	http://www.soctrans.usm.my/rctr/index.html
	International Tourism Congress 23 to 25 November 2011 Peniche, Portugal	http://www.citurismo.ipleiria.pt
DECEMBER-2011	Technology in Hospitality and Tourism 2011 9 December 2011 Sydney, Australia	http://mundus.com/forum/index.htm
	World Research Summit for Tourism and Hospitality 10 to 13 December 2011 Hong Kong, Hong Kong	http://www.tourismandhospitalitysummit.com/
	4th International Congress of Environmental Research (ICER-11) 15 to 17 December 2011 Surat, Gujarat, India	http://www.icer11.jerad.org
JANUARY-2012	9th ITC National Tourism Congress 6 January 2012 to 8 January 2102 Tezpur, Assam, India	http://www.indiantourismcongress.org/docs/9th%20ITC%20National%20Tourism%20Congress.pdf
	ENTER 2012 'eTourism Present and Future Services and Applications' 24 to 27 January 2012 Helsingborg, Sweden	http://www.enter2012.org
FEBRUARY-2012	India International Hotel, Travel & Tourism Research Conference: "Technology Trends and Innovations" - 2012. 1st to 3rd February 2012 New Delhi, New Delhi, India	http://www.bcihmct.ac.in/download/Campus/India%20International%20Hotel,%20Travel%20&%20Tourism%20Research%20Conference-F
MARCH-2012	Belgrade International Tourism Conference : Contemporary Tourism - Wishes & Opportunities (BITCO 2012) 22 to 24 March 2012 Belgrade, Serbia	http://www.bitco.rs