

Tourism and Education : Its Contemporary Development

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Introduction : Tourism science or studies has been taught at the higher level because it could contribute to customer satisfaction and the competitiveness of tourism business. There were increasing number of universities in the world which focus on hospitality and Tourism Programs. Tourism education were developed for preparing the human resources at the tourism business/industries. Thus, many universities have attempted to link and match the curriculums and modules with the industrial needs. Hjalger (2003) have studied the students motivation in learning tourism and hospitality management. The result indicated that there were three motivations, such as: 1) going to school to gain the work experience 2) increasing value programs in tourism industries and 3) preference to work people. The students also wanted to be more professional in the tourism work environment.

Developing tourism Education : Tourism has become a major science taught in higher education. At the first time, tourism education has been taught in the form of vocation school then in the development it evolved to be taught as a study in more academic nuances. This means that tourism education has been developed to balance the tourism development demand for fulfilling the broader perspective of managing tourism. The industry needs more comprehensive analysis than just providing the skilled graduates to be able to work in the tourism business. "Balancing the vocational and liberal aspects of tourism education is vital to producing a well-rounded graduate. This balance develops students who are broadly educated and knowledgeable about, and responsible in, tourism development as well as occupationally functional in tourism. Concentrating on just the vocational impoverishes students and renders them less likely to be able to

respond to stakeholders in a developing tourist society."

Since there are a number of stakeholders in tourism management, the industry has called for graduates with more academic insight to solve tourism management problems in the society. Thus, the need for developing tourism education with academic perspective has been increased. However, though the tourism education has been developed in emphasizing concept learning in academic point of view, there were still the needs of understanding for the occupational knowledge. Hence, the tourism education was also dealing with internship or on-the job training program for the students.

One of the issues in developing curriculum for sustainable tourism development is by experiencing the real condition of tourism development. The aim was educating the students to identify and understand problems existance in sustainable tourism development. Hence, one of learning method developed to fulfill the need for experiencing the real condition is through field study or field trip. The activities has been created into the form of tourism called as education tourism (edu-tourism) or tourism activities that were proposed to gain better knowledge and understanding for scholars.

Edu-Tourism : Defined education tourism or edu-tourism "to any program in which participants travel to "location as a group with primay purpose of engaging in learning experience directly related to the location" The form of edu tourism consists of ecotourism, heritage tourism, rural/farm tourism, and student exchanges between educational institutions. Those activities were incorporated to learning method and curriculum of the scholars. The objective of those activities

were integrated with the subject of students at their schools. Thus, in managing the edu-tourism destination, the management need to understand the scientific contribution for the scholars who visited the place.

This understanding emphasized that the tourists of the edu-tourism are those who were in academic institution. It could be students, teachers, researchers, or academic staffs. Guo (2000, pp.4-6) noted that Education-Tourism is “a kind of special short-term tourism whose purpose is learning and knowledge gaining and whose major participants are students with minor participants teachers”.

In the broader context, Ritchie (2009) defined educational tourism as “Tourist activity undertaken by those who are undertaking an overnight vacation and those who are undertaking an excursion for whom education and learning is a primary or secondary part of their trip”. His definition open the wider understanding that edu-tourism is not just travel arrangement made for scholars, but also for people in the society.

Tourism Education :

Developing Tourism Education : Tourism science or studies has been taught at the higher level because it could contribute to customer satisfaction and the competitiveness of tourism business. There were increasing number of universities in the world which focus on hospitality and Tourism Programs. Tourism education were developed for preparing the human resources at the tourism business/industries. Thus, many universities have attempted to link and match the curriculums and modules with the industrial needs. Hjalger (2003) have studied the students motivation in learning tourism and hospitality management. The result indicated that there were three motivations, such as: 1) going to school to gain the work experience 2) increasing value programs in tourism industries and 3) preference to work people.

Holistic Tourism Education : Holistic Education examines the inter-disciplinary relationships

between various branches of knowledge.

All of IHTEC's programs contain systemic thinking through a Global Sustainability Curriculum. These include the two primary values, life and procreation, that foster a biocentric worldview, and include the two pillars of sustainability, peace and resources. These are linked with the values of the Credo of the Peaceful Traveler to complete the GSE concept.

The core curriculum consists of concepts around a “Culture of Peace through Tourism” as a central or “pivot curriculum.” The curriculum is linked through the International School Peace Gardens, which also links to GSE curriculum in the following ways:

1. Environmental Integrity = environmental studies
2. Social Integrity = conflict resolution, inter-cultural understanding
3. Earth Charter = Environmental Bill of Rights and local laws, National laws, UN conventions, agreements and international laws
4. School Curriculum = language arts, performing arts, science, math, geography, history, technology, etc.

Global Sustainability Education in the ISPG Program : International School Peace Gardens (ISPG) Curriculum began in 1993. On February 14, 1995, Eric Foster and members of the school planted the first School Peace Garden that was linked to the launch of the Environmental Bill of Rights (EBR), in Ontario. The EBR tree became the “Peace Tree” in their peace grove or Bosco Sacro, a place for conflict resolution.

The practical application of Global Sustainability Education includes the Earth Charter and can be implemented through the ISPG Curriculum as follows:

Environmental Integrity :

- ❖ Link to your local, national and world heritage parks as the knowledge base
- ❖ Conflict resolution using “Friendship Benches”
- ❖ Knowledge of what grows in each area (“Life

Zone Biodiversity”) is vital to the survival of all species. e.g., Carolinian Life Zone, Desert Life Zones

- ❖ Food security, i.e. planting foods that suit local soils (ISPG)
- ❖ Species support, i.e. planting food supplies for migrating species and creating water supplies (Creature Corridors)
- ❖ Water and soil protection (Watershed Peace Pathways)
- ❖ Oceans and coastal areas (Marine Peace Parks)
- ❖ Rainforests (Rainbow Rainforests Rock)

Global Education is Dimming : The global educational IQ may be dimming as a result of our carbon-based energy use and the current climatic changes. Earth’s citizens are currently in a “war-based economy.” It is hoped that a “peace-based economy,” using alternative energies, such as solar, wind and geothermal, will change the paradigm of a war-industrial society to a peaceful-sustainable society, especially through the tourism industry (as a culture of peace).

IHTEC has been working on solutions that have been developed to give existing curricula some support. IHTEC supports the Ontario Ministry of Education in their initiatives for positive action in communities, such as eco-schools and the Education Alliance for a Sustainable Ontario.

IHTEC’s modules in “Global Sustainability Education” teach how to clean up and try to never create the same crisis on earth again. Young people need a message of hope and something positive to help them make the transition from the “entitlement generation” to a “peaceful generation.”

Conclusion : Will a new energy source stop climate change, resource depletion and economic poverty and war? There is always hope, but it will take a major crisis to get everyone working together. How will we change the outcome from a “Culture of War” to a “Culture of Peace”? IHTEC hopes that

we can all work together and make the changes that are needed. As in the Cool Planet Pod, we must protect the web of life, keep all biodiversity and local vegetation and pay careful attention to water.