

The Role of Educational Institutions in Greening Education and Ensuring Sustainability-The Case Study of Faculty of Tourism and Hotels-Fayoum University

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Sustainable development concept is the best economic approach to involve environment and to confront negative impacts of development. Also, it is the concept that will pursue along the 21st Century; as being the pioneer approach for all sorts of development including tourism. Also, environmental economics, as a new field within economics science, is the framework by which economists have added to the economic methods of valuation for environmental problems. Education is a key element in the process of environmental protection and resource enhancement; as it creates awareness and a better understanding of environmental issues. It should encourage initiative, a sense of responsibility and commitment to sound tourism development.

This study aims to: demonstrate the outstanding features of experience of the Faculty of Tourism and Hotels – Fayoum University in greening education and serving the community, and provide a proposed project to enhance the environmental awareness in tourism sector in Egypt and particularly in Fayoum. The results reveals that principles of responsible tourism- economic, social, and environmental- are adopted and applied at a reasonable level at the Faculty of Tourism & Hotels; Fayoum University. But, in other faculties of tourism in Egypt the level of adoption and achievement policies of greening education and ensuring sustainability is limited.

KEYWORDS: *Responsible Tourism, Green Education, Faculties of Tourism, Fayoum University.*

1. INTRODUCTION

The Summit of the Third Millennium was held at the United Nations Headquarters in 2000. It has eight aims which all countries should achieve a progress in them by 2015. These goals are: (1) Reducing of poverty and starvation in allover the world to half; (2) Prevailing the primary education for males and females; (3) Supporting women; (4) Cut down rates of death pertaining to children without five years by two thirds; (5) enhancement the health of mothers with three quarters rate; (6) Overcome Serious diseases; (7) Ensuring environmental sustainability; and (8) Making international partnership for international development (Faber et al., 1998, pp: 263-264 and Faculty of Social Work, 2006).

Moreover, recognizing that responsible tourism takes many forms, the different destinations and stakeholders

will have different priorities, and that local policies and guidelines will need to be developed through multi-stakeholder processes to develop responsible tourism in destinations (Al-Eisawi, 1997 and Fabricius, 2002). Natural environmental conservation has become one of the priorities for almost all tourism basic destinations. These origins take into consideration the concept of environmental friendly projects and adopt it in its whole plans and activities (Al-Rafei, 2003, p: 42 and Holden, 2000, p. 161).

Principles for Responsible Tourism

Responsible tourism seeks to maximize positive impacts and to minimize negative ones. Compliance with all relevant international and national standards, laws and regulations is assumed. Responsibility, and the market

advantage that can go with it, is about doing more than the minimum. Below is a list of symbolic standards which originated in the UNWTO's Global Code of Ethics in 1999 and the 2002 Cape Town Declaration on Responsible Tourism in Destinations. But this list is not exhaustive and that multi-stakeholder groups in diverse destinations should adapt these principles to reflect their own culture and environment as follows (Fabricius, 2002):

Guiding Principles for Economic Responsibility

- Assess economic impacts before developing tourism and exercise preference for those forms of development that benefit local communities and minimize negative impacts on local livelihoods (for example through loss of access to resources), recognizing that tourism may not always be the most appropriate form of local economic development
- Maximize local economic benefits by increasing linkages and reducing leakages, by ensuring that communities are involved in, and benefit from, tourism. Wherever possible use tourism to assist in poverty reduction by adopting pro-poor strategies
- Develop quality products that reflect, complement, and enhance the destination
- Market tourism in ways which reflect the natural, cultural and social integrity of the destination, and which encourage appropriate forms of tourism
- Adopt equitable business practices, pay and charge fair prices, and build partnerships in ways in which risk is minimized and shared, and recruit and employ staff recognizing international labor standards
- Provide appropriate and sufficient support to small, medium and micro enterprises to ensure tourism-related enterprises thrive and are sustainable

Guiding Principles for Social Responsibility

- Actively involve the local community in planning and decision-making and provide capacity building to make this a reality
- Assess social impacts throughout the life cycle of the operation – including the planning and design phases of projects - in order to minimize negative impacts and maximize positive ones
- Endeavour to make tourism an inclusive social experience and to ensure that there is access for all, in particular vulnerable and disadvantaged communities and individuals

- Combat the sexual exploitation of human beings, particularly the exploitation of children
- Be sensitive to the host culture, maintaining and encouraging social and cultural diversity
- Endeavour to ensure that tourism contributes to improvements in health and education

Guiding Principles for Environmental Responsibility

- Assess environmental impacts throughout the life cycle of tourist establishments and operations – including the planning and design phase - and ensure that negative impacts are reduced to the minimum and maximizing positive ones
- Use resources sustainable, and reduce waste and over-consumption
- Manage natural diversity sustainability, and where appropriate restore it; and consider the volume and type of tourism that the environment can support, and respect the integrity of vulnerable ecosystems and protected areas
- Promote education and awareness for sustainable development – for all stakeholders
- Raise the capacity of all stakeholders and ensure that best practice is followed, for this purpose consult with environmental and conservation experts

PRACTICAL STUDIES

1. The project of collaboration among some European Universities (Bramwell, 1996, PP: 307-308).

Initiatives

- University of Deusto (Ana Goytia); Spain.
- Loughborough University (Ian Henry and Guy Jackson); UK.
- Sheffield Hallam University (Bill Bramwell); UK.
- Tilburg University (Greg Richards and Van der Straaten); The Netherlands.

The Key Objective

It is encouragement of the incorporation of the issues of sustainability into tourism management and related courses.

Activities

- A consultation process with relevant practitioners and policy makers in tourism and related fields in different European countries on the potential content of management education in sustainable tourism.

- The survey included issues, approaches, and techniques of sustainable tourism management education.
- The development of a theoretical framework to assist understanding and to analyze the issues, principles and approaches surrounding sustainable tourism management education.
- Examination of eight detailed case studies, which illustrate practical applications of sustainable tourism management as examined in the theoretical analysis.
- A number of guidelines for management educators on revising their own courses suited to their own specific needs and circumstances.
- The promotion of the sustainable management education guidelines included dissemination of the resources through the network of members of the European Association for Tourism and Leisure Education (ATLAS).

2. College of Education and Social Service, University of Vermont, USA (Vargas, 2000, PP: 377-396).

The Key Objective

Exploration the role that the educational institutions can play in fostering sustainable development.

Determination the factors which challenge sustainable development

- Reconciling free-market policies and community-centered norms and practices.
- Integrating traditional knowledge and new technology.
- Respecting and understanding cultural heritage while acknowledging human rights.
- Educating to link environmental justice to an ethical imperative.
- Bridging international values with local values and cultures.

Alternative approaches to include sustainable development concepts and principles in educational programs

- Adoption of an interdisciplinary approach to education.
- A critical curriculum imbued with sustainability principles.
- Putting into practice the culture sensitive principle.
- Capacity-building: preparing professionals to foster a sustainable future.
- Creating political spaces through civil society and traditional associations.
- The continued need for research on sustainable development.

- Strengths of a culture sensitive model.

3. St.Petersburg University, Russia (Rodina et al., 2002, PP: 7-9).

The Key Objective

Introducing elements of sustainable development into the curriculum of the St.Petersburg University

Activities

- Compulsory courses relevant to sustainable development have been introduced or modified in most faculties.
- Environmentally oriented projects within and outside the university were given.
- A model for reforming the system of education was given to illustrate possible ways of achieving sustainability in education.

4. The faculty of tourism and hotels -fayoum university



FIGURE 1. A panoramic view of activities at the Faculty of Tourism & Hotels, Fayoum University

Theoretical Background

Faculty's Announced Objectives

The mission of the faculty is to produce efficient and qualified graduates. The aims of the faculty are as mentioned below (Faculty of Tourism & Hotels, 2007):

- Helping students to gain required knowledge and skills through distinguished courses and programs.
- Supporting students academically to grant a high quality education and to provide the tourism sector and other productive sectors with efficient and qualified graduates.
- Raising the society's conviction of the outputs of the faculty.

- Encouraging academic research and different academic activities.
- Having an effective role in local community.
- Providing proper human resources.

Center for Community Service, Training, and Free Studies

The community service and developing the local environment on the academic, cultural and tourist side are among the major purposes of establishing the faculty. These aims are achieved through the Free Studies, Training and Community Service Center which provides the following services (Faculty of Tourism & Hotels, 2007):

- Organizing conferences and conventions inside and outside the Fayoum University.
- Organizing specialized training courses.
- Running foreign language courses: English – French – German – Italian – Spanish – Russian – Japanese – Chinese.
- Computer Courses.
- Specialized courses in hotel management conferences and banquets.
- Running different courses in tourism and hospitality industries in collaboration with distinguish tourist companies and hotels.
- Organizing ecotourism programs for foreigners and Egyptians in Fayoum.
- Organizing honorary parties and graduation parties.
- Preparing feasibility studies for tourist and hotel projects.
- Cooperation's with the Fayoum Governorate, non-governmental societies and agencies and directorates of youth and sport to organize and run seminars related to their work and activities.
- Internet, telephone and fax services.

The Project of Eco-Tourism (www.ecotourism.edu.eg).

The governorate of Fayoum enjoys outstanding tourist landmarks and attractions including coastal, agricultural, and desert ones. However, this variety of attractions is not properly promoted.

The initiative idea of the project was proposed by our faculty and was funded with the offer presented by the American Aid Organization and that of the Egyptian Ministry of Information and Communication. 80 excursions were made to the famous places in Fayoum

with a report of each of the excursions both in Arabic and in English.

More than 4000 photos of the visited places were taken of which 500 were selected to be displayed on the project web site.

Examples of the project outputs are: A web site was created exhibiting the environmental tourist attractions and the other tourist facilities in Fayoum; and the required equipments such as server, firewall, routers, laptops, switches, and a network of 24 points have been installed.

The Special Education Program "Tourist Guide and Archeology" Its aims are (Faculty of Tourism & Hotels, 2008):

- Rehabilitation specialists in the field of tourist guide to keep the relics in the light of environmental protection.
- Training personnel for the exercise of tourist guide professionally to verify the continued development in the fields of tourism and monuments and other types of tourism based mainly on environmental and natural resources, industrial and archaeological sites.
- Set up a cadre of graduates with a bachelor's degree specializing in the field of "tourist guide and archeology" in accordance with the rules and regulations of sustainability. In addition to the preparation of training programs that emphasize the continuing revitalization of these graduates, which confirms their ability to facing the challenges and variables of the profession.

The Project named: Tourism Development in Fayoum- the Current Situation and Future Vision (Fayoum Governorate & Fayoum University, 2010)

- Based on the academic experience and field visits to the official organs of tourism in Fayoum; and foremost Tourism and Antiquities Police, Officials of Archeology in Fayoum, and the Officials of Regional Authority to promote tourism in Fayoum, there were an estimation of the current situation with a poll visions for future tourism development in Fayoum.

Examples of Academic Miscellaneous

Lecture's Topics Presented under Title: Tourism and Environment: the Mutual Relationship (Fayoum Governorate, 2007)

- Tourism and the environment- two sides of one coin.
- Glimpses of the global environmental concern.

- The definition of ecotourism and the definition of ecotourist.
- Product of eco-tourism in the tourist destination.
- Eco-lodges.
- Environmental management in hotels: addresses water, sewage treatment, waste management, energy, location and outdoor facilities, interior design, food, and recreational facilities.

Aims of a Study on Tourism Services Quality in Fayoum as an Egyptian Tourist Destination (Ghada, 2008)

- To define quality characteristics and indicators of tourism products, and destinations.
- To evaluate Fayoum region as a tourism destination according to quality management in tourism destinations.

The study named; "Domestic Tourism in Egypt: an Evaluation Study on Province of Fayoum" (Ministry of Tourism, 2008).

The aims of this study included: (1) definition of domestic tourism and stand on the important tourist destinations, (2) describe the current status of domestic tourism in Egypt, (3) case study is presented to one of Egypt's tourist regions (province of Fayoum).

The study titled: "Development of Eco-Tourism Markets to Attract New Tourist Segments: Application to the Fayoum Governorate". (Ministry of Tourism, 2008)

This study aims to develop eco-tourism in the governorate of Fayoum to become a center for eco-tourism in Egypt, which in turn is reflected to diversify the tourism product and increase Egypt's share of global tourism.

Examples of Compulsory Courses (Faculty of Tourism & Hotels, 2007)

- Tourism & Environment: in the Undergraduate level.
- Egyptian Environment: in the Undergraduate level.
- Environment Sciences: in Open Education level.
- Sustainable Tourism: in the Postgraduate level.

Definition of the Problem

The problem of the study is, in all over the world, while education deserves notice from political candidates and the general public, not one issue within this topic touches on the environment or "green" education, and there is no answer or guidelines for how to create this "green" state of mind, where the student becomes more aware and proactive with his or her surroundings (www.oedb.org, 2010).

Aim of the Study

This study aims to: Demonstrate the outstanding features of experience of the Faculty of Tourism and Hotels – Fayoum University in greening education and serving the community, and to provide a proposed project to enhance the environmental awareness in tourism Sector in Egypt and particularly in Fayoum.

RESEARCH METHODOLOGY

The present study is a descriptive analytical study that describes the phenomenon as it, in the real field distributing the questionnaire forms on both academic and field experts which are taken as research subjects, and the practical experience of the study's researchers during July-September 2010.

The researchers distributed 20 forms of questionnaire on a purposive sample that includes the relevant practitioners and policy makers in tourism and its related fields in Egypt and Fayoum Governorate. The aim is to evaluate the role of the Faculty of Tourism & Hotels in Fayoum compared with the others in all over Egypt in light of different joint stakeholders, on management education in sustainable tourism, 17 forms concerning all faculties & institutions of tourism in Egypt were answered, 12 ones related to the Faculty of Tourism & Hotels, Fayoum University, while three subjects do not return any response. Data were collected coded and analyzed using SPSS software version 18 under windows 7.

RESULTS AND DISCUSSIONS

TABLE 1. Respondents' answers about Greening Education in All Faculties of Tourism in Egypt including that of Fayoum

<i>Item</i>	<i>Yes %</i>	<i>No %</i>	<i>I do not Know %</i>	<i>Mean</i>	<i>S. Deviation</i>	<i>S. Error</i>
The Faculties and Institutions of Tourism incorporate issues of sustainability into tourism management and related courses.	11.8	64.7	23.5	2.12	0.600	0.146
2- The Faculties and Institutions of Tourism consult with relevant practitioners and policy makers in tourism and related fields on the potential content of management education in sustainable tourism.	-	76.5	23.5	2.24	0.437	0.106
The Faculties and Institutions of Tourism adopt issues, approaches, and techniques of sustainable tourism management education	29.4	64.7	5.9	1.76	0.562	0.136
The Faculties and Institutions of Tourism provide guidelines for educators on revising their own courses suited to sustainability needs and circumstances	41.2	52.9	5.9	1.65	0.606	0.147
The Faculties and Institutions of Tourism introduce compulsory courses relevant to sustainable development.	58.8	35.3	5.9	1.47	0.624	0.151
The Faculties and Institutions of Tourism conduct environmentally oriented projects within and outside their campuses.	29.4	64.7	5.9	1.76	0.562	0.136

Source: Own elaboration based on SPSS' analysis

From the table 1, one can find out that the alternative No (2) has the higher degree in most of respondents' answers, 5 answers from sum 6, in all Faculties of Tourism & Hotels in Egypt. The alternative yes (1) has the second center and the alternative I do not know (3) is in the last position. According the researchers' point of view, this matter back to the negligence of considering The Education is a key element in the process of environmental protection and resource enhancement. Moreover one can say that there is no national vision and policies adopted by the Supreme Council of Universities in Egypt to create awareness and a better understanding of environmental issues.

However, the alternative yes (1) has the higher position in only one of respondents' answers, which concerns introducing compulsory courses relevant to sustainable development in the Faculties and Institutions of Tourism in Egypt. Again, in most of educational tourism entities, it does not extent beyond the theoretical framework.

The results mentioned above, show that there is definitely a consensus among the respondents' answers. Also, the degrees of the Mean of the sample are matching up with those of the Mean of population. It is obviously supported through the degrees of both the Standard Deviation and the Standard Error. All these scores came less than number 1.

TABLE 2. Respondents' answers about Greening Education at the Faculty of Tourism in Fayoum

Item	Yes %	No %	I do not Know %	Mean	S. Deviation	S. Error
1-The Faculty of Tourism & Hotels, Fayoum University incorporates issues of sustainability into tourism management and related courses.	58.3	33.3	8.3	1.50	0.674	0.195
2 -The Faculty of Tourism & Hotels, Fayoum University consults with relevant practitioners and policy makers in tourism and related fields on the potential content of management education in sustainable tourism.	58.3	33.3	8.3	1.50	0.674	0.195
3-The Faculty of Tourism & Hotels, Fayoum University adopts issues, approaches, and techniques of sustainable tourism management education	58.3	33.3	8.3	1.50	0.674	0.195
4- The Faculty of Tourism & Hotels, Fayoum University provides guidelines for educators on revising their own courses suited to sustainability needs and circumstances	58.3	33.3	8.3	1.75	0.622	0.179
5- The Faculty of Tourism & Hotels, Fayoum University introduces compulsory courses relevant to sustainable development.	75.0	16.7	8.3	1.33	0.651	.188
6- The Faculty of Tourism & Hotels, Fayoum University conducts environmentally oriented projects within and outside the university.	75.0	16.7	8.3	1.33	0.651	.188

Source: Own elaboration based on SPSS' analysis

Table 2 shows that the alternative yes (1) has the higher degree in all of respondents' answers about greening education at the Faculty of Tourism & Hotels; Fayoum University. The alternative No (2) has the second center and the alternative I do not know (3) comes in the last position. These results, according the researchers' point of view, are compatible with the information stated in the theoretical section on the faculty.

The researchers see this pioneer position of the Faculty of Tourism & Hotels in Fayoum in ensuring sustainability is basically a result of some elements as follows:

- The belief of supreme consequent administrations of the faculty in service of local community and enhancement environment.
- The faculty has internationally efficient and qualified staff.
- The experience of the faculty with local and international agencies of fund.
- The high logistics of the faculty.

The figures mentioned in the table 2 clear out consensus among the respondents' answers and the degrees of the Mean of the sample are in the range of those affiliated with the Mean of population. More over, the degrees of both the Standard Deviation and the Standard Error, since all scores are less than number 1, give great support in this area.

CONCLUSION

From the display of information throughout the study, we conclude the presented principles of responsible tourism-economic, social, and environmental- are adopted and applied at a reasonable level at the Faculty of Tourism & Hotels; Fayoum University. But, in other faculties of tourism in Egypt the level of adoption and achievement policies of greening education and ensuring sustainability is limited. In addition, this conclusion can be gained from the comparison with the case studies presented in this current study.

In general as a future vision, the teamwork of the study debates that educational tourism institutions including that of tourism & hotels in Fayoum, should do their best efforts as the role of academic policy in innovation of greening education and ensuring sustainability, in the following areas:

1. Protected area management.
2. Green marketing policies.
3. Innovation of environmental management in hotel management.
4. Risk management in hotels and resorts.
5. Safety in tourism and hospitality.
6. Ethics in tourism and hospitality.
7. Sustainable Tourism Programs.
8. Financing sustainable tourism programs
9. Eco-lodges.
10. Sustainable museums
11. Measuring social value in tourism.
12. Valuating externalities of tourism.

Also, the teamwork propose a symbolic pioneer project titled: Enhancement the Environmental Awareness in Tourism Sector in Egypt

1 Environmental education at the educational institutions level (courses and field visits)

In this level variety of information will be provided to higher education students as expressed below:

1-1 Undergraduate Education

1-1-1 The Aim

In this case, the target students are the whole population of students at various faculties of Fayoum University.

1-1-2 The Level of Presented Knowledge

The level or standard of information is usually introductory courses such as Food Science, Public Health, and environmental sciences.

1-2 Postgraduate Education

1-2-1 The Aim

To provide specialized programs in environmental studies for any kind of postgraduate students.

1-2-2 The Level of Presented Knowledge

Courses that provide information on various aspects of total environment. Examples are: Environmental Impact Assessment, Laws and Legislations of Environment, Waste Materials (solid-water), Pollution Topics, Environmental Economics...etc.

2 Business Level (courses and field visits)

2-1 The Aim

The main goal is helping business institutions, specifically those of tourism sector to build strong stakeholder communities and to become more viable, profitable, and competitive.

2-2 The Level of Presented Knowledge

2-2-1 Teaching of Courses Related to the Following Areas

A The environment: ecological efficiency, restoration, ISO14000,etc.

B The community: involve community in decisions, local employment and economic opportunity, partnerships, etc.

C General public: good citizen, public involvement, etc.

D Shareholders: return on investment, stability, profits, etc.

E Employees: salary/pension, career training, work place health and safety, etc.

2-2-2 Training on Making Environmental Register According to International Standards in this Field.

3 The Project Period

The suggested duration of this project will range from six months to one year.

4 The Perspective Teamwork

All staff at Faculties of Fayoum University according to the major science.

5 Limitation of Place (teaching courses)

Faculty of Tourism and Hotels – Fayoum University.

6 Suggested Teaching Methods

6-1 Lectures

6-2 Small group discussions

6-3 Case presentation

6-4 Field trips

7 Suggested Teaching Technology

7-1 OHP transparencies 7-2 Video tapes

7-3 Charts 7-4 Printed materials (handouts, textbooks, etc.)

8 Project budget

100000 L.E (40% salaries, 30% equipment, and 30% other expenses).

9 Supposed Sponsors

International financial agencies

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