

## Integrating Sustainability into Education: At Egyptian Tourism and Hotel Faculties

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### Abstract

The aim of this paper is to: a) provide an overview of Education for sustainability (EfS), b) discuss the importance of implementing sustainability into education at the Egyptian tourism and hotel management faculties, c) explain the necessary changes within the curricula and teaching strategies and d) provide a framework for understanding Education for sustainability (EfS) in Tourism. The paper is built on the following hypotheses: a) Integrating sustainability into the curricula of tourism and hotel management faculties plays a major role in developing the Egyptian education system. b) Applying education for sustainability in tourism and hotels faculties will lead to socially and environmentally responsible generations

The research relied on, semi structured interviews with staff of different faculties of tourism and hotel management and a questionnaire form distributed to graduates who had completed tourism studies, tourism guidance and hotel management programs ( November/ 2018: January/ 2019). Relevant recommendations are made.

**Keywords:** Sustainability Education – Tourism Education – Education for Sustainable Development.

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### Introduction

Education for sustainable development (ESD) is recognized worldwide as a powerful tool of change, enabling learners to take the actions and decisions needed to build a fair and economically viable society respectful for both the cultural and environmental diversity. In response, Education for sustainability is placed at the center of the 2030 UNISCO agenda and its 17 Sustainable Development Goals (SDGs) (UNESCO, 2015)

The increasing importance of sustainability worldwide reveals the need for more corporate responsibility regarding sustainability within the tourism and hospitality industry as it continues to grow. Since students will become the leaders of the future, it becomes progressively significant to prepare them to cope with challenges that the industry faces in the 21<sup>st</sup>. Therefore, integrating sustainability into the hospitality and tourism curriculum considered a commendable topic of discussion (Boley 2011; Barber *et al.*, 2011).

Despite the close relationship between sustainability and tourism, there has been limited attention to education for sustainability in tourism. This paper aims to highlight the importance of education for sustainability and to investigate to what extent the faculties of tourism and hotel management in Egypt integrate sustainability into their curriculums.

### Review of Literature

According to (Schneider *et al.*, 2018) education for sustainability means “an education that enables people to think and act for the future”.

The objectives of education for sustainability can be detailed as (OECD, 2018): forming clear and purposeful goals, working with persons with different perspectives, finding untapped opportunities, identifying multiple solutions for problems, preparing young people for the world of work, and finally enabling students to become active, responsible and engaged citizens.

Education for sustainability has three general principles, which are: EfS goes beyond the classroom; EfS involves changing in the entire system and/or the whole institution; and EfS must respect sustainability principles (Moscardo and Benckendorff, 2015)

It is necessary to distinguish between education (for) sustainability (EfS) and education (about) sustainability as both terms are always confused. For instance, while education about sustainability focuses on knowledge of crucial issues such as climate change, the Education for sustainability includes such knowledge but also integrates a larger set of skills necessary to respond to these issues (McKeown, 2002)

### Education for Sustainable Tourism Development

Education for sustainable tourism development is not only a matter of gaining values, theories, and knowledge related to sustainable tourism but it also about the commitment of the lecturers towards sustainability, about using teaching methods that not only provide knowledge but also allow social learning for a sustainable tourism future. Existing courses and learning environments provided by most universities should apply this transformative method toward education. Education for sustainable development is strongly associated with dynamic and participatory learning activities, as it encourages learners to ask critical thoughtful questions, clarify values, visualize more positive futures and think systemically (Lund-Durlacher, 2015) . Previous studies suggested many strategies for integrating sustainability into curriculums. Among the tools that have been successfully used in sustainable tourism education are group discussions, problem-based enquiry, debates ,case studies, role play, experiential learning, projects with stakeholders and local communities, field trips, simulations, collaborative learning(Blewitt, 2004, 2013; Lake, 2012; Dawson, 2013).In addition, the internet, , social networks and interactive technologies are very significant tools for engaging students in learning about and for sustainable tourism(Liburdet *et al.*, 2011).

### Reorienting Curriculum to Address Sustainability

There are two types of education: a) Transmissive education: the traditional one that only provides students with knowledge and considers a one-way method of learning and b) Transformative education: which is student-driven, interactive ,encouraging critical thinking skills, training students to be able to address complicated challenges. Sustainable curriculum should be transformative rather than transmissive in order to provide the students with necessary skills and knowledge needed to make decisions based on their full economic, social, cultural and environmental implications (Sterling, 2013).

Sustainable curriculum is based on seven principles: transformation and change (not just knowledge), education for all and lifelong learning, systems of thinking (highlighting connections between environmental, economic, social and political systems), envisioning a better future (problem solving), critical thinking and reflection, participation (engaging groups and individuals) and partnerships for change (Scott,2009)

**Table (1): Summary of Main Features of Transformative Education for Sustainability**

Current approaches	Transformative approaches
<b>Objectives:</b>	
-Accumulation of Knowledge -Driven by short term needs of current economic system -Extrinsic values -Cognitive outcomes dominate	-Capacity building and self-development -Driven by long term human and environmental well-being -Intrinsic values -Cognitive, affective and skills outcomes in balance
<b>Teaching approaches</b>	
-Lecturer centered -One/few lecturer -Transmission of facts -Single “objective” perspective -Focus on theory	-Learner centered -Multiple participants learning together -Discovery of meaning -Multiple, relative, critical perspectives -Focus on practice and action
<b>Institutional systems</b>	
-Curriculum and structure organized by disciplines and content -Intellectual analysis of issues -Western models of education -Ignore informal learning	-Curriculum and structure organized by problems and skills -Analysis to support action -Distinctive cultural approaches -structure and use of informal learning
<b>Source:</b> Sterling (2004); O’Brien et al. (2013); Rowe and Johnston (2013); Ryan and Cotton (2013)	

#### **Methodology and Data Collection**

The research is based on a qualitative approach, semi structured interviews with professors, associate professors and lecturers from different faculties of tourism and hotel management and a questionnaire form was distributed to graduates from different faculties of tourism and hotel management that had completed tourism studies, tourism guidance and hotel management programs. the questionnaire was prepared and administered by in-depth personal interviewers, E-mails, Whats App and Facebook Messenger, using a random sample of (50) Professors, associate professors and lecturers and (350) graduates from different faculties of tourism and hotel management. Although this sample is not statistically significant because of the difficulty in determining the actual size of the total community, it is considered sufficient to provide broad indications . The survey was carried out from November 2018 to January 2019. A total of (50) and (350) questionnaires were distributed, of them (45) and (300) were valid.

#### **First: Field study applied to staff from different faculties of tourism and hotel management:**

##### **1- Academic Position**

**Table 1: Academic Position of Staff**

Position	Frequency	Percentage
professor	15	33.3%
Associate professor	21	46.7%
Lecturer	9	20%
<b>Total</b>	<b>45</b>	<b>100%</b>

##### **2- Scientific Department**

**Table 2: Specialization of Staff**

Department	Frequency	Percentage
Tourism Studies	25	55.5%
Tourism Guidance	12	26.7%
Hotel Management	8	17.8%
<b>Total</b>	<b>45</b>	<b>100%</b>

From table(2) it is seen that the majority of the sample (55.5%) are specialized in tourism studies, while (26.7%) in tourism guidance and (17.8%) in hotel management.

##### **3- Universities**

**Table 3: Universities of Staff**

University	Frequency	Percentage
Helwan	20	44.44%
Suez Canal	8	17.78%
Mansoura	6	13.34%
Minia	4	8.89%
Alexandria	3	6.67%
Fayoum	2	4.44%
South Valley	2	4.44%
<b>Total</b>	<b>45</b>	<b>100%</b>

Table (3) shows that (44.44%) of the sample are from Helwan University, (17.78%) from Suez Canal, (13.34%) from Mansoura, (8.89%) from Minia, (6.67%) from Alexandria, (4.44%) from Fayoum and finally (4.44%) from South Valley University.

#### **Teaching Subjects:**

According to the responses, the criteria of (tourism studies, hotels and tourism guidance) programs include important subjects, as follows: Tourism Systems and Information Technology- Tourism Marketing - Tourism Organizations - Tourist Souvenirs- Islamic History Of Egypt- Islamic Architecture In Egypt- Specialized Foreign

Languages -Tourism Legislation - Etiquette and Protocol- Accounting- Information Technology, Food Safety- IT and Food and Beverage - Revenue Management -Environmental Management-Eco Hotel-Ancient Egyptian History- Religion and Civilization- Tourism Planning-Tourism Market Research- International Tourism Destination Management-Tourism Economics- Tourism Development- Ancient Egyptian Language- Introduction to Tourism- Introduction to Aviation-Quality in Tourism Industry, Travel Agency Operation- Tourism Accounting -Ticketing and Aviation- Tourism Management- Tourism and Host Community- Visitor Management- Ancient Egyptian Archaeology- Ancient Egyptian Art- Tourism Guidance Skills- Heritage Management- Ancient Egyptian Heritage- Eco- Tourism -Crisis Management- New Trends in Development- Tourism and Environment - Event Management - Introduction to Hospitality Industry- Food Production - Tourism Sales Development.

### **Topics Included in the Syllabus**

**Table 4: Topics Included in the Syllabus**

<b>Topics</b>	<b>Frequency</b>	<b>Percentage</b>
Sustainability concepts and sustainable development.	18	40%
Education for sustainability concepts.	5	11.1%
Sustainable development goals.	13	28.9%
Social justice.	5	11.1%
Cultural diversity.	11	24.4%
Gender equality.	1	2.2%
Environmental protection.	16	35.6%
Personal development.	6	13.3%
Waste management.	3	6.7%
Food consumption and environment.	6	13.3%
Promotion health and environment.	6	13.3%
Climate change.	6	13.3%

There are important topics should be included in the tourism and hospitality curriculum such as: Energy efficiency, eco-design architecture, green marketing and branding, corporate social enterprises, environmental management systems ( Legrand, et al., 2013). From table (4) it is seen that there are many important topics included in the syllabus which are: Sustainability concepts and sustainable development (40%), Environmental protection (35.6%), Sustainable development goals (28.9%), Cultural diversity (24.4%), Personal development, Food consumption and environment, Promotion health and environment and Climate change (13.3%), Education for sustainability concepts and Social justice (11.1%), Waste management (6.7%) and finally Gender equality (2.2%).

### **Teaching Methods**

**Table 5: Teaching Methods**

<b>Methods</b>	<b>Frequency</b>	<b>Percentage</b>
Critical thinking,	18	40%
Problem solving,	13	28.9%
Debate and discussions,	23	51.1%
Dialogue between students and teachers.	25	55.6%
Discussion of habits and experiences with regard to environment, economy and society.	9	20%
Outdoor activities.	8	17.8%
Role play	9	20%
Simulation.	4	8.9%

Problem-based learning model is one of the teaching methods that encourage students to think critically through: Planning, arguing, stating questions and problems, and providing solutions to environmental, social and economic problems (Jeronen, et al., 2017). According to the findings, there are many methods used in the educational process such as: Dialogue between students and teachers (55.6%), Debate and discussions (51.1%), Critical thinking (40%), Problem solving (28.9%), Discussion of habits and experiences with regard to environment, economy and society and Role play (20%), Outdoor activities (17.8%) and Simulation (8.9%).

### **Integrating Sustainability into Education**

**Table 6: The Importance of Integrating Sustainability into Education**

<b>Importance</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	39	86.7%
No	-	-
Maybe	6	13.3%
<b>Total</b>	<b>45</b>	<b>100%</b>

Integrating sustainability into education can enhance students' skills for the future of society, environment and economy (Ofei-Manu and Didham, 2014). According to the responses, (86.7%) of the sample believe that it is important to integrate sustainability into tourism and hospitality education, while (13.3%) of the sample claim that it may be important to integrate sustainability into tourism and hospitality education (Table 6).

#### **8-Benefits of Integrating Sustainability into Education**

**Table 7: Benefits of Integrating Sustainability into Education**

Benefits	Frequency	Percentage
Oral communication.	24	53.3%
Leadership skills.	17	37.8%
Creativity.	27	60%
Team working skills.	25	55.6%
Research skills.	20	44.4%
Decision making.	18	40%
Problem solving skills	20	44.4%
Ethics.	21	46.7%
Negotiation skills	14	31.1%

Many studies and reports indicate that university graduates lack critical thinking and problem solving skills as they can get access to all the information through internet, without analyzing, interpreting and thinking critically as internet offers most of the solutions (Nold, 2017). It is apparent that there are many benefits of integration of sustainability into tourism and hospitality education as it enhance students' skills; (60%) of the sample mentioned creativity skills, (55.6%) stressed on team working skills, (53.3%) pointed to oral communication skills. (46.7%) of the sample mentioned ethics, (44.4%) focused on research skills and problem solving skills, (40%) indicated decision making skills, (37.8%) pointed to leadership skills, finally (31.1%) considered negotiation skills as a remarkable benefit of the integration (Table7).

#### **9- Difficulties Facing Staff in Integrating Sustainability into Syllabus**

**Table 8: Difficulties Facing Staff in Integrating Sustainability into Syllabus**

Difficulties	Frequency	Percentage
Financial problems	10	22.2%
Crowded curriculum.	6	13.3%
Number of students.	21	46.7%
Laboratories and halls not equipped with modern technological devices.	17	37.8%
Others	1	2.2%

Integrating sustainability into tourism and hospitality education requires the commitment of academics to provide efforts, motivation and innovative ideas, modernization of content and teaching methods (Leal Filho, et al., 2018). According to the findings, there are many difficulties facing staff to integrate sustainability into syllabus, namely: Number of students (46.7%), laboratories and halls not equipped with modern technological devices (37.8%), financial problems (22.2%), crowded curriculum (13.3%) and finally (2.2%) of the sample pointed to lack of time(Table8).

#### **10- Encouraging Students to Be Sustainable Citizens**

**Table 9: Methods to Encourage Students to Be Sustainable Citizens**

Methods	Frequency	Percentage
Sustainable use of resources ( i.e. paper, lights, wood, water..... etc.)	31	68.9%
Respectability of views.	43	95.6%
Justice in the classroom	45	100%
Linking teaching to local and global events.	23	51.1%

Lecturers play an important role through interactions with students, listening to their ideas and thoughts, as they have a great effect on students' behavior and personality (Tomul, et al., 2012). the methods to encourage students to be sustainable citizens are: Justice in the classroom (100%), Respectability of views. (95.6%), sustainable use of resources ( i.e. paper, lights, wood, water..... etc.) (68.9%), and finally linking teaching to local and global events (51.1%).

#### **11- Relevancy of Undergraduate Syllabus to the Term Education for Sustainability**

**Table 10: Relevance of Undergraduate Syllabus**

**To Education for Sustainability**

Relevance	Frequency	Percentage
Yes	21	46.7%
No	11	24.4%
Maybe	13	28.9%
<b>Total</b>	<b>45</b>	<b>100%</b>

From table (10) it is apparent that (46.7%) of the sample agree that undergraduate syllabus are relevant to education for sustainability, while (28.9%) of the sample believed that undergraduate syllabus maybe relevant to education for sustainability and finally (24.4%) of the sample mentioned that undergraduate syllabus are not relevant.

#### **Second: Field study applied to graduates from different faculties of tourism and hotel management:**

##### **1- Scientific Department**

**Table 1: Department of Graduates**

Department	Frequency	Percentage
Tourism Studies	146	48.7%
Tourism Guidance	49	16.3%
Hotel Management	105	35%
<b>Total</b>	<b>300</b>	<b>100%</b>

## 2- Graduates Universities

**Table 2: Universities of Graduates**

University	Frequency	Percentage
<b>Helwan</b>	89	29.67%
<b>Suez Canal</b>	45	15%
<b>Mansoura</b>	49	16.33%
<b>Minia</b>	33	11%
<b>Alexandria</b>	28	9.33%
<b>Fayoum</b>	37	12.33%
<b>South Valley</b>	19	6.34%
<b>Total</b>	<b>300</b>	<b>100%</b>

## 3- Awareness of the Term “Sustainability”

**Table 3: Awareness of the Term “Sustainability”**

Awareness of the term “sustainability”	Frequency	Percentage
Yes	234	78%
No	66	22%
<b>Total</b>	<b>300</b>	<b>100%</b>

The perfect way to spread and raise awareness of sustainability among people, organizations and societies is by education (Tomayess, et al., 2017). According to the responses, (78%) of the sample stated that they are aware of the term sustainability, while (22%) of the sample mentioned that they do not.

## 4- Sources of Information about the Term “Sustainability”

**Table 4: Sources of Information about the Term “Sustainability”**

Sources of information	Frequency	Percentage
Faculty	227	75.7%
Newspapers	37	12.3%
Internet	154	51.3%
TV	31	10.3%
Work	50	16.7%
Others	13	4.3%

There are different sources of information can be detailed as following: Internet, radio, TV, newspapers, books, magazines and colleagues (Dalton, 2014). It is revealed from the filed study that the sources of information about the term sustainability are: Faculty (75.7%), internet (51.3%), work (16.7%), newspapers (12.3%), TV (10.3%) and finally radio, friends, master thesis and courses (4.3%)(Table4).

## 5- Studying Subjects Related to Sustainability During (1st, 2nd, 3rd And 4th) Year

**Table 5: Studying Subjects Related to the Term “Sustainability”**

Studying subjects related to the term “sustainability”	Frequency	Percentage
Yes	168	56%
No	104	34.7%
Maybe	28	9.3%
<b>Total</b>	<b>300</b>	<b>100%</b>

Because of the growing importance of sustainability worldwide, there is a need to prepare students to deal with the requirements of sustainability within the hospitality and tourism industry (Boley, 2011). From table (5) it is apparent that (56%) of the sample stated that they studied subjects related to the term “sustainability” during (1st, 2nd, 3rd and 4th) year, while (34.7%) believed that they did not study any subjects related to “sustainability” during (1st, 2nd, 3rd and 4th) years and finally (9.3%) of the sample mentioned may be .

## 6- Subjects Included Topics Relating to Sustainability

According to the findings, there are many subjects including topics related to the term “sustainability” which can be detailed as follows: Sustainable Tourism Development, Tourism and Environment, Aviation, Tourism Marketing - Tourism Development - Crisis Management - New Trends in Tourism – Tourist Destination Management - Specialized Foreign Language - Contemporary History - Pharaonic Antiquities – Tourist Souvenirs - Skills of Tourist Guide - Hotel Industry – Practical Tourist Guidance, Eco-hotel- Hotel Maintenance.

## 7- Taking Private Courses that Include some Issues Relevant to a Sustainability

**Table 7: Taking Private Courses Related to the Term “Sustainability”**

Taking private courses related to the term “sustainability”	Frequency	Percentage
Yes	7	2.3%
No	293	97.7%
<b>Total</b>	<b>300</b>	<b>100%</b>

Table (7) illustrates that the majority of the sample (97.7%) did not take private courses related to the term “sustainability” as they did not know about this term or its importance, while (2.3%) of the sample took these at the University of Heliopolis and the American University.

## 8- Assignments or Projects Related to Sustainability

**Table 8: Assignments or Projects Related to the Term “Sustainability”**

Assignments or projects related to the term “sustainability”	Frequency	Percentage
Yes	131	43.7%
No	169	56.3%
<b>Total</b>	<b>300</b>	<b>100%</b>

Projects and assignments on topics of plants, animals, food, human rights, natural and cultural heritage, biodiversity, can be applied in accordance with the tourism and hospitality curricula (Thomas and Muga, 2014). According to the responses, (56.3%) of the sample did not do any assignments or projects related to "sustainability", while (43.7%) stated that they do many assignments related to "sustainability" during their studying years such as: researches about: Sustainable tourism in Egypt, green hotels, sustainable tourism in Tuna Elgabal, the impact of sustainable tourism on the Development Of Tourism, Health Sustainability In Aswan, Eco Hotels.

#### 9- Methods Used in Education

**Table 9: Methods Used in Education**

Method	Frequency	Percentage
Debate,	37	12.3%
Discussion,	129	43%
Dialogue between students and teachers.	103	34.3%
Classroom discussion of habits and experiences with regard to the environment, economy and society.	67	22.3%
Group work and exchange of experiences between students.	89	29.7%
Outdoor activities.	93	31%
Role play	38	12.7%
Simulation.	36	12%
Others	3	1%

Table (9) shows that there are a lot of methods used in the educational process as : Discussion (43%), dialogue between students and teachers(34.3%), outdoor activities (31%), group work and exchange of experiences between students (29.7%), classroom discussion of habits and experiences with regard to the environment, economy and society (22.3%) , role play (12.7%), debate (12.3%) and simulation (12%) and finally (1%) of the sample pointed to active learning.

#### 10- Interest in the Term "Sustainability"

**Table 10: Interest in the Term "Sustainability"**

Interest in the term "sustainability"	Frequency	Percentage
Yes	232	77.3%
No	57	19%
Maybe	11	3.7%
<b>Total</b>	<b>300</b>	<b>100%</b>

From table (10) it is apparent that the majority of the sample (77.3%) are interested in knowing more about the term "sustainability", while (19%) of the sample are not, and finally (3.7%) of the sample may be interested in knowing more about "sustainability"

#### 11- Interest in Sustainable Topics

**Table 11: Interest in Sustainable Topics**

Sustainable Topic	Frequency	Percentage
Sustainability concepts and sustainable development.	119	39.7%
Education for sustainability concepts.	97	32.3%
Sustainable development goals.	53	17.7%
Social justice.	34	11.3%
Cultural diversity.	83	27.7%
Gender equality.	17	5.7%
Environmental protection.	44	14.7%
Personal development.	87	29%
Waste management.	46	15.3%
Food consumption and environment.	49	16.3%
Promotion health and environment.	49	16.3%
Climate change.	41	13.7%

Biodiversity, climate change, sustainable use of resources, health and cultural heritage, are essential elements to be considered for sustainable society (Jeronen, et al., 2017).Table (11) shows the interest of graduates in sustainable topics; (39.7%) of the sample stated that they are interested in reading more about sustainability concepts and sustainable development, (32.3%) are interested in learning sustainability concepts, (29%) , in personal development, another important topic is cultural diversity (27.7%), beside sustainable development goals (17.7%), while (16.3%) of the sample stressed on topics such as: food consumption , promotion health and environment, (15.3%) pointed to waste management, (14.7%) stated environmental protection, (13.7%) mentioned climate change, (11.3%) focused on social justice, (5.7%) considered gender equality as important sustainable topics.

#### Research Findings

The research resulted as following:

- 1- Integrating sustainability into education is still in its initial stages at the Faculties of Tourism and Hotel Management and it is limited to individual initiatives and efforts of faculty members.
- 2- The methods of teaching are mainly based on traditional methods (i.e. lectures, researches ...) with some individual attempts of faculty members based on: interaction and integration with the society, debates, discussions, dialogues, outdoor activities, role play ...
- 3- The principles of education for sustainability can be integrated into the criteria of tourism studies, hotels and tourism guidance programs. Also topics like climate change, resource consumption, water and energy, heritage sites, protected areas, waste recycling...could be included in the syllabus.
- 4- There are some problems facing integrating education for sustainability in their curriculum such as lack of financial resources, number of students, laboratories and halls are not equipped with modern technological devices.

- 5- The vast majority of graduates have a strong desire to know more about sustainability, its principles and objectives and some of them have taken sustainability courses at Heliopolis University and the American University in Cairo.
- 6- Graduates mentioned that they have studied a lot of topics related to sustainability in syllabus such as: Tourism Marketing - Aviation - Sustainable Tourism Development - Tourism Development - Crisis Management - New Trends in Tourism – Tourist Destination Management - Specialized Foreign Language - Tourism and Environment - Contemporary History - Pharaonic Antiquities – Tourist Souvenirs - Skills of Tourist Guide - Hotel Industry – Practical Tourist Guidance- Eco-hotel- Hotel Maintenance.
- 7- There are many important topics related to sustainability included in the tourism, hospitality and tourism guidance syllabus which are: sustainability concepts and sustainable development, environmental protection, sustainable development goals, cultural diversity, personal development, food consumption, promotion health, climate change, education for sustainability concepts, social justice, waste management and finally gender equality.
- 8- The majority of faculties' staff believe that it is important to integrate sustainability into tourism and hospitality education, to enhance students' skills.
- 9-The majority of graduates are interested in knowing more about “sustainability”.

#### **Recommendations**

- 1- Cooperation between Egyptian universities and international organizations such as UNESCO in the field of education for sustainability.
- 2- Holding conferences to raise awareness and encourage the application of education for sustainability in all Egyptian faculties.
- 3- Universities' professors, employees and students should be friends and sponsors of sustainability with its economic, social and environmental dimensions.
- 4- Evaluating the curricula and syllabus of tourism and hotels management faculties and developing them by integrating with the concepts of sustainability.
- 5- Identifying problems faced by faculty members in integrating sustainability in curricula and syllabus.
- 6- Incorporating and integrating some issues related to water resources, agriculture, social justice, biodiversity and energy into the curriculum.
- 7- Cooperation between Ministries of Education, Higher Education and the Ministry of Environment in the field of sustainable education.

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### **دمج الاستدامة في التعليم: بتطبيق على بعض كليات السياحة وإدارة الفنادق المصرية**

نيفين منصور - جيرمين حسين

يهدف البحث إلى: 1- توضيح مفهوم التعليم من أجل الاستدامة. 2- ابراز أهمية دمج مصطلح الاستدامة في التعليم في كليات السياحة والفنادق. 3- شرح أهم التعديلات واستراتيجيات التعليم التي يمكن تبنيها والتي تتماشي مع مفهوم التعليم من أجل الاستدامة.

ويرتكز البحث على المنهج الوصفي؛ نمط الدراسات المسحية، حيث تم عقد مجموعة من المقابلات الشخصية مع مجموعة من الأساتذة والأساتذة المساعدين والمدرسين من مختلف كليات السياحة والفنادق مع توزيع استقصاء على عينة من الخريجين من مختلف كليات السياحة والفنادق في الفترة من نوفمبر 2018 إلى يناير 2019.

و من خلال البحث تم التوصل إلى ما يلي:

1- لا زالت عملية دمج الاستدامة في العملية التعليمية بكليات السياحة والفنادق تقتصر على المبادرات والجهود الفردية من أعضاء هيئة التدريس.

2- كما اتضح انه من خلال المعايير التي تتبناها برامج (الدراسات السياحية و الفندقة والإرشاد السياحي) يمكن أن يتم تضمين فكرة ومبادئ التعليم من أجل الاستدامة في هذه البرامج من خلال مراعاة الاعتبارات البيئية والمناخية واستهلاك الموارد والمياه والطاقة، الحفاظ على واحترام الواقع (الأثرية، التراثية، البيئية، المحميات الطبيعية)، تدوير المخلفات وتوصى الدراسة بالآتي :

1- إنشاء وحدة للتعليم من أجل الاستدامة في جميع الكليات و الجامعات المصرية.

2- التعرف على المشكلات التي تواجه أعضاء هيئة التدريس في كليات السياحة والفنادق في دمج الاستدامة في المناهج والمقررات الدراسية.

3- العمل على وضع دليل إرشادي يعتد به في تضمين التعليم من أجل الاستدامة في المناهج الدراسية لكليات السياحة والفنادق

**الكلمات الدالة:** التعليم المستدام- التعليم السياحي - التعليم من أجل التنمية المستدامة.