

Excellence in Tourism Education and Capacity-Building for Employability: The Case of Faculty of Tourism and Hotels, Fayoum University, Egypt

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Abstract Generally, there have been constant complains about a supposed mismatch between graduate competence and competence required by potential employers. The background of this mismatch - or discrepancy problem is complex. This problem tends to be a general one, regardless of geography or subject matter area. The background to the problem seems to be related to the qualifying and stratifying functions of higher education, to the development of the tasks of higher education over time.

Any country competing in the international tourism market requires a well-developed tourism training and education strategy. The aim of such training strategy should provide an efficient and well-skilled workforce for the tourism industry. Global tourism indicators demonstrate, rising skills demand among employers and a recognized need for skills development among job seekers across all skill levels and career pathways.

The story of successful tourism enterprises is one that is largely about people – how they are recruited, how they are managed, how they are trained and educated, how they are valued and rewarded, and how they are supported through a process of continuous learning and career development. None of this happens by accident.

Recently, August 2016, Faculty of Tourism and Hotels at Fayoum University has been accredited by the National Authority for Quality Assurance and Accreditation of Education (NAQAAE). Being the first accredited faculty of tourism education in Egypt, it is chosen as the key case for the topic of the current study. The research depends on the descriptive approach and the convenient sample. The internal assessment based on the critical view of the researcher and the faculty staff's points of view is conducted. Primary data is analyzed by SPSS program. The general finding is the leadership of the Faculty of Tourism and Hotels at Fayoum University is evident in practical and training areas such as languages and global distribution systems.

Keywords: Tourism Education, Capacity-Building, Employability, Education Partnerships, Skills Competencies

INTRODUCTION

The educational institutions are the backbone for societal development of any country (Sharma, 2015, P: 7).

There are some questions we should ask regarding employers when they are looking for employees: Do they want graduates?, Do they want tourism generalists, or graduates with a functional specialty?, Do they know what a tourism

graduate can do?, Is it possible to profile a tourism graduate?, Do graduates need the same skills for every type of job in the tourism industry?, and what is it that students value about their courses? (Olsson and Martinsson, 2008, P: 1).

Tourism industry is very various and so knowledge and skills needed also differ from sub-sector to other sub-sector e.g., hotels-travel agencies (Donina and Luka, 2014, P: 305). In additions, the existing tourism and hospitality

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curriculums output graduates with confined views of the tourism industry. They should place themselves as pattern employees and citizens and advance their understanding of the interrelationship between tourism industry and acquired tourism knowledge (Wattanacharoensil, 2014, P: 18).

The affront for universities is to ensure tourism programs still engaging, sustainable and to manage the expected hectic competition in the tourism field work. Further, hospitality and tourism organizations are looking for work-ready employees who are creative, dynamic, responsive, strategic and proactive to customer demand (Cox, 2015, P: 3).

Problem of Study

There is significant argumentation between academics and employers about the predictors for success to work in tourism and hospitality industry. Also, the challenge for tourism higher education and tourism industry is to check out the learning environment and to seek ways to upbringing passion for tourism in students (Cox, 2015, PP: ii, iii). Moreover, there is a growing requirement for qualified, highly educated professionals qualified with professional knowledge and employability skills (Donina and Luka, 2014, P: 303).

Objectives of Study

This study aims to:

- Anatomize relationship between tourism education and field work in terms of capacity - building for employability.
- Evaluate how Faculty of Tourism and Hotels - Fayoum University contribute to employability in light of its academics as an internal assessment.

REVIEW OF LITERATURES

Employability (background and concept)

Employability first showed in the typecast dated back to 1909 (Kabir, 2014, P: 10). Other view sees that the concept of employability was initially subedited since 1950s but did not have a real impact till the terminus of 1990s (Olsson and Martinsson, 2008, P: 1). This speech is in fit with Donina and Luka (2014, P: 306), saying that the term employability skills appeared in literature recently.

According to Kabir (2014, P: 11) though the common use of the term employability, it lacks lucidity and accuracy as an operational concept. Other literature, based on uncertain and unstable nature of job markets challenges, recognizes the importance of lifetime employability alternative to lifetime employment as a new phenomenon in the labour market (Sels and Forrier, 2003, P: 103).

Australian Chamber of Commerce and Industries (ACCI) in 2002 (P: 3) defined employability as “Employability skills are skills required not only to gain employment, but also to progress within an enterprise so as to achieve one’s potential and contribute successfully to enterprise strategic directions.

Another definition by Yorke and Knight (2006, PP: 5-8) means employability as a set of achievements including skills, understandings, and personal attributes, which makes university graduates more likely to gain employment and be successful in their occupations. They created the “USEM” employability model that contains four broad areas: Understanding; Skills, Efficacy beliefs; and Metacognition.

The “CareerEdge” model presented by Pool and Sewell (2007) proposes that students with five essential components; Career, Experience, Degree subject knowledge, Generic skills, and Emotional intelligence; will be in higher levels of self-efficacy, self-confidence, and self-esteem that is the crucial links to the employability.

Employability as Skill and Competence and Beyond Skill

The nature of work has changed from its mainly technical basis to comprise a range of complicated generic skills covering areas like languages and information and communication technologies (ICT) as well as emotional and aesthetic competencies (European Commission et al., 2005, P: 1; Baum, 2006, P: 131; Cox, 2015, P: 2). As such, capacity building draw concern to a general policy metamorphose from “access for all” to “skills for all”, and to strategies for beneficent skills employability (European Commission et al., 2005, P: 2).

There are two constructions of employability both have as goal to increase employability among tourism graduates; the first is called Skills-based and the second is called beyond skills (Knight and Yorke, 2004; Olsson and Martinsson, 2008, P: 1).

Employability skills can be defined by a researcher, a university or an industry enterprise, on the basis of a common method that includes a specified collection of skills appropriate for the requirements of tourism industry (Donina and Luka, 2014, P: 307).

Competence is defined as the necessary or appropriate ability and quality to function and develop in a certain way, and in a more collective meaning to get tasks done (Olsson and Martinsson, 2008, P: 4).

According to Martin and McCabe (2007b), Skills can be divided into personal qualities, core skills and process skills.

The use of expressions like “core”, “key”, “transferable”, and “generic” skills is only a couple of ways of describing

employability as a result of higher education. Furthermore, it is used to measure employability in terms of how many graduates had got a job on a certain level and a specified period of time after graduation (Olsson and Martinsson, 2008, P:5).

The employability skills specified by many academics vary in the way they are organized. Examples are Selvadurai et al. (2012) stated five categories comprising 16 skills and Dhiman (2012) recognized 35 proficiencies in one category.

The construction of employability beyond skills is about learning to learn, development of agency or empowerment as well as the ability of critical reflection. This has consequences for how curriculum is developed (Olsson and Martinsson, 2008, P: 6).

Partnership and Employability

Partnerships must develop employability, entrepreneurship and skills for local economies, capacity-building of higher education (British Council, 2011, P: 2).

Tourism Education and Employability

Before 1990s, numerous tourism education establishments exist around the world- in the UK, North America and Europe; and curriculums tended to link tourism with recreation and business travel was only seen as a marginal area of tourism sector (Wattanacharoensil, 2014, P: 10).

During the period 1990s to 2000s, the tourism curriculum was based on core body of business knowledge rather than considering it as a whole template which consists of processes and outcomes. This manner formed unease for non-business elements. At the terminus of this phase, a claim for standardization in tourism education manifested (Wattanacharoensil, 2014, P: 11).

Since the 2000s till now the overall goal is to assure tourism higher education plays a basic part in generating and enhancement the competitiveness of the economy implying an open policy level to engage with liberalism as a dominant ideology. Further studies suggested lacking in the tourism curriculums in the themes of sustainability, ICT, and the creation of philosophic practitioners (Ayikoru et al., 2009, P: 209; Wattanacharoensil, 2014, P: 12).

Tourism education had its beginnings in technical or vocational schools (Wattanacharoensil, 2014, P: 9; Sharma, 2015, P: 3). However the prevalence of tourism and hospitality education, debates have focused on the curriculum and the tendency it should initiate (Inui et al., 2006, P: 26; Wattanacharoensil, 2014, P: 9).

It is substantial to intern tourism and hospitality students in a manner matching with the requirements of field work (Yildirim and Atay, 2010).

Meeting the industry's requirements and expectations is still the basic aim in developing tourism curricula (Donina and Luka, 2014, P: 304).

Tourism education began at the end of the 19th century. At first it was training courses for staff in specific strips like hotel management. These courses thereafter led to the incorporation of technical and vocational schools, which in turn, have incubate into undergraduate and graduate tourism education programs (Ring et al., 2009, P: 107; Donina and Luka, 2014, P: 304).

According to Abdel Azim (2012, PP: 315-316), incompetence in foreign languages and there is a necessity for non-familiar languages courses like Japanese besides familiar ones as English; and lack of experience are great problems for graduates. However, most tourism graduates get job quickly. Moreover, there is importance of generic capabilities, personal attributes, multiple intelligence abilities, and passion as predictors for success in tourism industry.

In additions, tourism education institutions should be ensure that learning offerings and credentials of e-skills they accord remain in fit with the requirements of tourism industry (European Commission et al., 2005, P: 2).

Lawrence (2006, P: XIV) and Kabir (2014, PP: 18-23) summarizes the most common employability skills needed to be learned are:

- *Knowledge and understanding* (most commonly referred elements for employability).
- *Generic skills* (whole development and apart from one's occupational training).
- *Emotional intelligence* (ability to control one's and other's feelings and emotions to guide his/her thinking and actions).
- *Career development learning* (combination of self-awareness, opportunity awareness, decision making skills and transition skills).
- *Work experience* (employers extremely value experienced people due to their distinctive and tangible benefits of previous work).
- *Reflection and evaluation* (to provide graduates with opportunities for assessment of learning experiences that have already taken place; so as to achieve personal development planning-PDP).
- *Self-efficacy, self-confidence, and self-esteem* (People's levels of achievement are influenced by how they feel about themselves and how they project themselves to the outside world).

- *Social capital* (attributes that count for daily life, which includes social networking, personal contacts, and awareness).
- *Attitude* (attitude is concerned with elements like attitude towards the work, adaptability and flexibility, geographical mobility, wage flexibility etc).

EXPERIENCES

British Council through 2008-2011 in Africa

• Outcomes

- Employment entrepreneurship and skills training programs for African students leading gainful employment.
- Sustainable capacity developed at Sub-Saharan African colleges through contribution to the development of staff, their professional skills and international competencies in the areas of employability skills, social enterprise and entrepreneurship.
- Engagement of employers and social enterprises in education partnerships
- Models of good practice for education co-operation between English and African education institutions.

Faculty of Tourism and Hotels, Minia University (Abdel Azim, 2012, PP: 299-321)

• Job situation

Classification was: Employed, unemployment, work actually in the field of tourism.

• Work in fields other than tourism

Compilation was: teacher, salesman, and employee in governmental sector, co-coordinator in a society, superior studies student, and in a cyber net.

• Usefulness of academic courses in light of actual work

Tabulation was: not useful at all, not useful, useful to some extent, useful, and very useful.

• Job application and its times

Sorting was: yes or no, once, twice, three times, four times, more than four times.

• Reasons for the refusal of tourism employers

Distribution was: shortage of experience, weak performance during interview, weakness of academic results, incompetence in foreign languages skills, incompetence in IT, and others.

• The period taken from the graduation till getting work

Classification was: less than six months, from six to one year, from one year to one year and half, from one year and half to two years, and more than two years.

• The field of work in tourism and hospitality industry

Listing was: hotel, travel agency, tourist guidance, bazaar, tourist organization, etc.

• Job description of work in tourism and hospitality industry

Compilation was: tour guide; tour leader; Tourist programs organizer; receptionist; waiter, captain and chef; housekeeping; steward; salesman in a bazaar; employee at the Egyptian general authority for promoting tourism; a public relation employee at a company of tourist development; employee at the public administration of tourism in Minia; demonstrator at the Faculty of Tourism and Hotels-Minia University; and teacher in the hotel school.

• Difficulty in obtaining a job and its nature

Installment was: yes or no, mediation, lack of experience, incompetence in foreign languages, financial costs to prepare oneself after graduation, appearance, courtesy, new laws of labor force, discrimination between graduates based on faculties, security reasons, and no confidence in recent graduates.

• Qualifications to get a job in tourism

Classification was: academic results, the ability to persuade, the spirit of initiative, enthusiasm, desire to learn, performance during the interview, speaking many foreign languages, communication skills, punctuality, awareness of the nature of work in the tourism field, and competence in IT.

METHODOLOGY

Place and Time of the Study

This study was managed in the period from August 2016 to January 2017 at the Faculty of Tourism and Hotels, Fayoum University. All academic and non-academic programs are under analysis in this current research.

Faculty Establishment (Faculty of Tourism & Hotels, 2007; Wafik et al., 2011, PP: 71-72; www.fayoum.edu.eg, 2016)

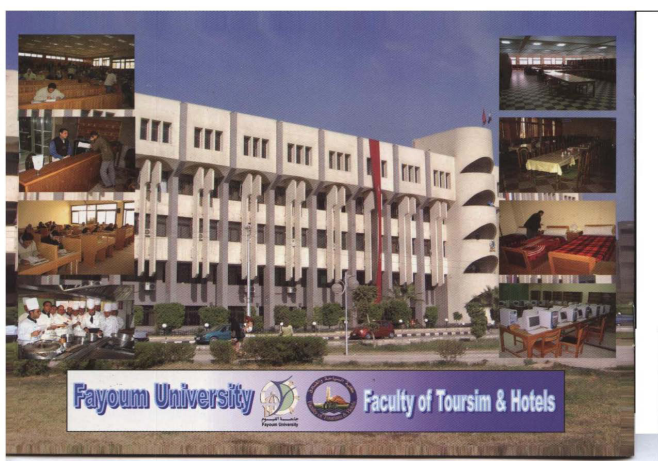


Fig. 1: A Panoramic View of Activities at the Faculty of Tourism & Hotels, Fayoum University

- On September 23rd of 1993, a republican decree was issued to establish the Faculty of Tourism and Hotels in Fayoum as a branch of Cairo University. This came in accordance with a proposal made by Cairo university council headed by Professor Mamoun Salama, the former president of Cairo University and Mohammad Said Solayman, the former vice-president of Fayoum Branch as a member. Studies began with the beginning of the academic year 94/95 in one of the buildings of the Faculty of Engineering, which is presently the Institute for Research and Strategic Studies of Nile Basin Countries.
- In 1994 a resolution was passed by Professor Mufid Shehab, the former president of Cairo University, to appoint Professor Mahmoud Hewedi as the first dean of the faculty. In the same year, the first class which amounted to 276 (47 females, 229 males) joined the faculty.
- In 1998 Dr. Farouk Ismael, the former president of Cairo University, attested the results of the B.Sc. of examinations of the first class of graduates.
- In 2001 Professor Mufid Shehab, the former minister of Higher Education and Scientific Research and Professor Naguib Al-Hilaly Gouhar, the former president of Cairo University, inaugurated the training hotel which is attached to the faculty and is considered as one of the best fully-equipped training hotels in Egyptian universities.
- On March 27, 2002 Professor Nashaat Essayed Mortada was appointed vice-dean of education and students' affairs. He has actively participated in founding and furnishing the new faculty building which is the most unique one of all Tourism and Hotels faculties' buildings in Egyptian Universities.

- In 1999, postgraduate studies began for the assisting teaching staff in the faculty and at the beginning of the academic year 2005/2006, registration for postgraduate studies in fields of specialization began for graduates holding B.Sc. in Tourism and Hotels. In the same academic year (2005/2006), studies for the two-year diploma program in one of the three fields of specialization (tourism, hotels, tourism guidance) began for graduates of different faculties and equivalent higher institutes.
- The building of the Faculty of Tourism and Hotels is within the university campus. Construction costs amounted to more than 14 million pounds. The building consists of 6 storeys and a fashionable modern training hotel attached to it.
- Faculty logo includes ancient Egyptian monuments discovered in Fayoum as well as governorate's tourist attractions (Qaroon Lake – Fayoum Waterwheel – Sinosert Obelisk – Lahoon Pyramid).

The 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; Wafik et al., 2011, PP: 71-72; www.fayoum.edu.eg, 2016):

1. Helping students to gain required knowledge and skills through distinguished courses and programs.
2. Supporting students academically to grant a high quality education and to provide the tourism sector and other productive sectors with efficient and qualified graduates.
3. Raising the society's conviction of the outputs of the faculty.
4. Encouraging academic research and different academic activities.
5. Having an effective role in local community.
6. Providing proper human resources.
- 7 *The faculty's main academics units are: the Unit of Quality Assurance and Accreditation; the Unit of Assessment Systems promotion; the Unit of Management Information Systems; the Unit of Graduates Follow-Up; and the Unit of e-Services.*

The Unit of Quality Assurance and Accreditation

(www.fayoum.edu.eg, 2016) The unit works on upgrading the quality of tourism education and its continuous development in accordance with the national standards for structuring, and systems, resources and ethics of the educational process, scientific research and community-based environmental services. Moreover, the unit seeks to gain the community's confidence in the faculty's graduates to achieve competitive advantage locally and regionally. Newly, August 2016,

Faculty of Tourism and Hotels at Fayoum University has been accredited by the National Authority for Quality Assurance and Accreditation of Education (NAQAAE), and has become the first endorsed faculty of tourism education in Egypt (figure 2).



Fig. 2: NAQAAE's Certification Accredited for the Faculty of Tourism & Hotels, Fayoum University

Center for Public Service, previously named 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 Public Service Center which provides the following services (Faculty of Tourism & Hotels, 2007; Wafik et al., 2011, PP: 71-72; www.fayoum.edu.eg, 2016):

1. Organizing conferences and conventions inside and outside the Fayoum University.
2. Organizing specialized training courses; such as Amadeus reservation system.
3. Running foreign language courses: English – French – German – Italian – Spanish – Russian – Japanese – Chinese.
4. Computer Courses.
5. Specialized courses in hotel management conferences and banquets.
6. Running different courses in tourism and hospitality industries in collaboration with distinguish tourist companies and hotels.
7. Organizing ecotourism programs for foreigners and Egyptians in Fayoum.
8. Organizing honorary parties and graduation parties.
9. Preparing feasibility studies for tourist and hotel projects.
10. 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.

11. Internet, telephone and fax services.
12. *The center's main units and departments are: the Teaching Hotel and Ancillary Units; the Unit for Training and Human Resources Development; the Unit for Conferences and Events; the Unit for Selling Products and Services Outlets; and Unit of Tourism Services.*

The Project of Eco-Tourism (www.ecotourism.edu.eg, 2008; Wafik et al., 2011, P: 72).

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 equipment 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; Wafik et al., 2011, P: 72):

1. Rehabilitation specialists in the field of tourist guide to keep the relics in the light of environmental protection.
2. 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.
3. 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; Wafik et al., 2011, PP: 72-73)

- 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 developments in Fayoum.

The Training Course Named: Amadeus Reservation System (the researcher as the trainer)

This training program includes:

- Sign in and sign out.
- Encoding and decoding.
- Amadeus air (Amadeus information system, timetable, and availability).
- Passenger Name Record (PNR).
- Optional and modification of a PNR.
- Fares display.
- Pricing PNR.
- Ticketing.
- Voiding ticket.
- Revalidation.
- Reissue.
- Refund.

The Training Course Named: Sabre Reservation System (the researcher as the trainer)

This training program includes:

- Sign in and sign out.
- Encoding and decoding.
- Sabre air (timetable, and availability).
- Passenger Name Record (PNR).
- Optional and modification of a PNR.
- Fares display.
- Pricing PNR.
- Ticketing.
- Voiding ticket.
- Revalidation.
- Reissue.
- Refund.

The Training Course Named: Galileo Reservation System (the researcher as the trainer)

This training program includes:

- Sign in and sign out.
- Encoding and decoding.
- Galileo air (timetable, and availability).
- Passenger Name Record (PNR).
- Optional and modification of a PNR.
- Fares display.
- Pricing PNR.
- Ticketing.
- Voiding ticket.
- Revalidation.
- Reissue.
- Refund.

Other under Processing Special Academic Programs (the researcher as a member of the committee to set up these programs)

- Vocational Diploma and Bachelor in Tourism and Hotels Management.
- Aviation and Tourism Management.

Research Paradigm and Methodology

The research is descriptive and analytical as it investigates the situation and analysis it. This type of research is selected to explain the relationship between variables. The research technique is convenience sample. 25 academics from the Tourism Studies, Hotel Studies and Tourism Guidance departments answered the questionnaire. The dichotomous questions are used. The SPSS program is used in analyzing the primary data.

FINDINGS AND RESULTS

This section includes a detailed presentation of the results of the study in light of questions put forward, which aimed to detect slum tourism and its impact on the local community, also includes a discussion of the results of the study and interpreted according to the sequence of questions. Below is a detailed presentation of the results of the study and discussed.

Reliability Analysis

Reliability Analysis is used to the questionnaire items. The value of Cronbach's Alpha is (0.909), which indicates that questionnaire items are highly related to each other. Furthermore, an overall index of the repeatability and internal consistency of the questionnaire as a whole.

Table 1: SPSS Results About Assessment of Industry Demand for Workforce Skills And Community Awareness about Tourism

Item	Frequencies	Mean	Std. Error of Mean	Std. Deviation	F Sig.
The labour market categories needed by tourism sector now and till 5 years in future	7 (28%)	1.72	0.092	0.458	0.647
The Specific skills within high-demand positions to mastering in them	13 (52%)	1.48	0.102	0.510	0.031
Raising awareness about tourism at the pre-university school levels	16 (64%)	1.36	0.098	0.490	0.149
Asking youths about the interest to work in the tourism industry	13 (52%)	1.48	0.102	0.510	0.978
Asking youths about trying to get a job in tourism sector	18 (72%)	1.28	0.092	0.458	0.236
Asking youths about the type of a preferred job in tourism	14 (56%)	1.44	0.101	0.507	0.035

Table 1 shows that the role of the Faculty of Tourism is clear in the promoting awareness about tourism in the local community in Fayoum. The best examples are the orientation and familiarization trips for schools students-

primary, preparatory, secondary - in the faculty and in Fayoum attraction sites. Moreover, the faculty staffs conduct lectures in Fayoum schools about tourism.

Table 2: SPSS Results Pertaining to Assessment Tourism Students' Education and Training

Item	Frequencies	Mean	Std. Error of Mean	Std. Deviation	F Sig.
2-1 Which of the following tourism domains the Faculty of Tourism and Hotels, Fayoum University covers in its academic programs? (You can choose more than one option).					
Accommodation (hotels, motels)	15 (60%)	1.40	0.100	0.500	0.301
Restaurants (fast food, coffee shops)	18 (72%)	1.28	0.092	0.458	0.145
Travel services (travel agencies, tour operators)	21 (84%)	1.16	0.075	0.374	0.003
Attractions (museums, monuments, protected areas)	21 (84%)	1.16	0.075	0.374	0.439
Transportation (airlines, car rentals)	15 (60%)	1.40	0.100	0.500	0.863
Retail services (Souvenir shops, boutiques)	8 (32%)	1.68	0.095	0.476	0.586
Events (conferences, conventions)	19 (76%)	1.24	0.087	0.436	0.276
Others (please state)	5 (20%)	1.80	0.082	0.408	0.647
2-2 Which of the following technical and core skills the Faculty of Tourism and Hotels, Fayoum University covers in its academic programs? (You can choose more than one option).					
Business management	12 (48%)	1.52	0.102	0.510	0.577
Health and Safety	14 (56%)	1.44	0.101	0.507	0.016
Legal basics	18 (72%)	1.28	0.092	0.458	0.699
Management and organization	21 (84%)	1.16	0.075	0.374	0.469
History, culture and Geography	20 (80%)	1.20	0.082	0.408	0.402
Accounting and financial management	18 (72%)	1.28	0.092	0.458	0.001
Entrepreneurship	16 (64%)	1.36	0.098	0.490	0.241
Environmental awareness	19 (76%)	1.24	0.087	0.436	0.276
Marketing	22 (88%)	1.12	0.066	0.332	0.365
Pricing	19 (76%)	1.24	0.087	0.436	0.268
Product development	15 (60%)	1.40	0.100	0.500	0.337

Item	Frequencies	Mean	Std. Error of Mean	Std. Deviation	F Sig.
Public relations	19 (76%)	1.24	0.087	0.436	0.276
Risk analysis and management	15 (60%)	1.40	0.100	0.500	0.035
Quality management	12 (48%)	1.52	0.102	0.510	0.561
Sales and promotion techniques	15 (60%)	1.40	0.100	0.500	0.863
Performance evaluation	10 (40%)	1.60	0.100	0.500	0.799
Employability (working in teams, time management, etc.)	15 (60%)	1.40	0.100	0.500	0.433
Communication (speaking, writing, listening)	15 (60%)	1.40	0.100	0.500	0.035
Problem- solving	15 (60%)	1.40	0.100	0.500	0.433
Vocational/technical	6 (24%)	1.76	0.087	0.436	0.244
Information technology	14 (56%)	1.44	0.101	0.507	0.010
Life skills (self-esteem, career planning, grooming)	13 (52%)	1.48	0.102	0.510	0.068
Foreign languages (Please state)	14 (56%)	1.44	0.101	0.507	0.035
Customer service skills	14 (56%)	1.44	0.101	0.507	0.902
Creativity, innovation, and initiative	10 (40%)	1.60	0.100	0.500	0.549
Attitude skills like attitude towards the work...etc	11 (44%)	1.56	0.101	0.507	0.322
Reflection and evaluation (graduates' assessment of learning experiences)	4 (16%)	1.84	0.075	0.374	0.093
Others (please state)	6 (24%)	1.76	0.087	0.436	1.69

Table 2 displays that the Faculty of Tourism - Fayoum University is distinguished in educating and training students on travel services (travel agencies, tour operators, airline business), Attractions (museums, monuments, protected areas), marketing, public relations, events, and environmental awareness. This result is matching with what is mentioned in the part of the methodology. However, the faculty is in a modest level regarding educating and training students on performance reflection and evaluation

(e.g. graduates' assessment of learning experiences); and this finding is in contradiction with Kabir (2014, PP: 18-23) who summarizes the most common employability skills needed to be learned.

For more professionalism in education and training experience, the faculty in the phase of under processing new outstanding academic programs such as "Management of Tourism and Aviation", "Electronic Marketing" and "Vocational Diploma and Bachelor in Tourism and Hotels".

Table 3: SPSS Results Related to Assessment of Collaborative Activities with Employers in Tourism

Item	Frequencies	Mean	Std. Error of Mean	Std. Deviation	F Sig.
Organization for student and academic staff exchanges	15 (60%)	1.40	1.00	0.500	0.138
Creating opportunities for the staff's professional development	11 (44%)	1.56	0.101	0.507	0.472
Promotion of institutional capacity building- curriculum development, learning assessment, resource sharing	12 (48%)	1.52	0.102	0.510	0.195
Developing cooperative in-service training programs	20 (80%)	1.20	0.082	0.408	0.023
Offering teaching improvement programs like case studies.	14 (56%)	1.44	0.101	0.507	0.010
Using uniform occupational standards matching with curriculum	12 (48%)	1.52	0.102	0.510	0.021
Establishing quality assurance systems	17 (68%)	1.32	0.095	0.476	0.405
Inviting graduates to apply for job vacancies	10 (40%)	1.60	0.100	0.500	0.308
Others (please state)	6 (24%)	1.76	0.087	0.436	0.169

Table 3 points out that the Faculty of Tourism – Fayoum University is prominent in its concurrent activities with tourism employers in the areas of developing cooperative

in-service training programs and establishing quality assurance systems. However, the faculty is in a humble level concerning inviting graduates to apply for job vacancies.

Table (4): SPSS Results Connected to Assessment of Participation to Overcome Tourism Challenges

Item	Frequencies	Mean	Std. Error of Mean	Std. Deviation	F Sig.
Using of information technology to improve productivity	12 (48%)	1.52	0.102	0.510	0.726
Unethical practices or corruption	10 (40%)	1.60	0.100	0.500	0.549
Customer service	9 (36%)	1.64	0.098	0.490	0.149
Food hygiene and preparation	12 (48%)	1.48	0.106	0.511	0.538
Health and safety of staff	10 (40%)	1.60	0.100	0.500	0.232
Lack of tourism awareness by residents	15 (60%)	1.40	0.100	0.500	0.433
Lack of opportunities for staff development and training	22 (88%)	1.12	0.066	0.332	0.123
Preservation and conservation of natural and cultural heritage	11 (44%)	1.56	0.101	0.507	0.104
Publicity and marketing	15 (60%)	1.40	0.100	0.500	0.117
Impact of climate change	18 (72%)	1.28	0.092	0.458	0.150
Developing specialty/ niche tourism markets	15 (60%)	1.40	0.100	0.500	0.863
Collection and use of data to inform decision-making	14 (56%)	1.44	0.101	0.507	0.003
public legislation/policies pertaining to the tourism and hospitality sector	11 (44%)	1.56	0.101	0.507	0.029
Others (please state)	8 (32%)	1.68	0.095	0.476	0.883

Table 4 shows that the Faculty of Tourism – Fayoum University is distinguished in its activities to overcome tourism challenges especially in the area of Lack

of opportunities for staff development and training. Nevertheless, the faculty is in a plain level concerning the challenge of training on customer service.

Table 5: SPSS Results on Assessment of Participation to Participation to Beat Off Barriers to Get Jobs in Tourism

Item	Frequencies	Mean	Std. Error of Mean	Std. Deviation	F Sig.
Graduates' lack of good workplace habits	12 (48%)	1.52	0.102	0.510	0.978
Graduates' poor attitude to tourism	9 (36%)	1.64	0.098	0.490	0.659
Graduates' low wages jobs	14 (56%)	1.44	0.101	0.507	0.084
Graduates' lack of technical/vocational skills	10 (40%)	1.60	0.100	0.500	0.863
Graduates' poor customer-service skills	10 (40%)	1.60	0.100	0.500	0.433
Graduates' lack of work experience	6 (24%)	1.76	0.087	0.436	0.587
Graduates' social and sexual misconduct and substance abuse	13 (52%)	1.48	0.102	0.510	0.978
Graduates' distance to the job	11 (44%)	1.56	0.101	0.507	0.006
Graduates' difficult work schedules- long hours, late shifts	11 (44%)	1.56	0.101	0.507	0.665
Graduates' lack of family support in pursuing a tourism career path	11 (44%)	1.56	0.101	0.507	0.813
Graduates' lack of foreign language skills	13 (52%)	1.48	0.102	0.510	0.978
Graduates' lack of information on employment opportunities in tourism	8 (32%)	1.68	0.095	0.476	0.405
Others (please state)	-	2.00	0.000	0.000	-

Table 5 shows that the Faculty of Tourism - Fayoum University has a clear participation to overcome its graduates' low wages jobs and Graduates' lack of foreign language skills. This result is compatible with the reality and is contradictory to Abdel Azim (2012, PP: 315-316) saying that there is an incompetence in foreign languages and there is a necessity for non-familiar languages courses like Japanese besides familiar ones as English; and lack of experience are great problems for graduates. Since the Faculty of Tourism and Hotels - Fayoum University teaches multiple foreign languages in the campus (English - French, Spanish, Italian, German, Chinese, Japanese and Russian. But, the faculty participation to copegraduates' lack of work experience is still in a modestscale.

DISSCUSIONS AND CONCLUSION

This study investigates the role of the Faculty of Tourism and Hotels - Fayoum University as a leader example in tourism education and capacity-building for employability. The current research sheds light on the historical background of the employability concept; and it reveals that the beginning of employability concept was in commencement of the twentieth century. But the availability and the practical effectiveness of the concept has more debate. Also, there is an argumentation about the dimensions of employability connotation.

The manuscript looks about for the tourism education and its traceability for building capacity for employability in tourism and hospitality industry. The starting was in form of vocational courses in tourism and hospitality and the current state is undergraduate and postgraduate tourism education. Through this promotion in tourism education there has been controversial points of view about the degree of suitability of courses' templates with the field. Also, what are the best practices to build capacity for both employability and competencies of students?.

The experience of the Faculty of Tourism and Hotels – Fayoum University is pioneer in the tourism education so it has become to be the first accredited faculty of tourism in Egypt. The levels of its distinguish vary from one dimension to another.

For assessment of industry demand for workforce skills and community awareness about tourism, all results are fit in with real field information (Std. Error of Mean's values are less than the whole one) and no dispersion among respondents answers (Std. Deviation estimates are less than one). Finally, there is no significant difference among sub-means of the three departments (Tourism Studies, Hotel Studies, and Tourism Guidance) in the faculty. However, the outstanding efforts of the Faculty of Tourism and Hotels-Fayoum University, the current study reveals some ambitious processes to be adopted by the committee of environmental

affairs and community service such as: presenting a package of job and career chances for youths in case of joining in the tourism education. Furthermore conducting youth's survey on the tourism industry workforce. This survey should include questions about interesting in the tourism and hospitality industry, available jobs suitable for his/her living conditions, his/her readiness to work under load and pressure and so on.

With respect to assessment tourism students' education and training, all outcomes are fit in with real field information (Std. Error of Mean's values are less than the whole one) and conformity among respondents answers (Std. Deviation estimates are less than one). Eventually, there is significant difference among sub-means of the three departments (Tourism Studies, Hotel Studies, and Tourism Guidance) in the faculty about six items of education and training process. The current study displays that the faculty is in the right way in the education and training students. This is clear through the direction of the faculty to adopt many of the scholar programs, which is dominated by vocational dye, as mentioned in the study's methodology section. Moreover, there is sought to change the faculty's name to the Faculty of Tourism and Management to include many vocational sectors of the Egyptian labor market.

Concerning assessment of collaborative activities with employers in tourism, the study's outputs are compatible with real field information (Std. Error of Mean's values are less than the whole one) and accord among respondents answers (Std. Deviation estimates are less than one). Lastly, there is significant difference among sub-means of the three departments (Tourism Studies, Hotel Studies, and Tourism Guidance) in the faculty about three items of cooperation with employers. There are a number of agreements and joint action between the faculty and the institutions of the tourismbusiness. For example, the partnership between the faculty and the Foundation ofAmadeus Egypt, Foundation Sabre Egypt, EgyptAir, Mina Tours company, Cairo International Airport, and the Hotel Mercure Pyramid.

Pertaining to assessment participation to overcome tourism challenges, findings are compatible with real field information (Std. Error of Mean's values are less than the whole one) and no dispersion among respondents answers (Std. Deviation estimates are less than one). Lastly, there is significant difference among sub-means of the three departments (Tourism Studies, Hotel Studies, and Tourism Guidance) in the faculty about two items of cooperation with employers. The researcher believes that the biggest challenge for the faculty lies in its leadership for the institutions of tourism university education in Egypt as the first faculty of tourism and hotels accredited by the Egyptian National Authority for Quality Assurance and Accreditation of Education (NAQAAE). Also, Executive Office of the Arab Ministerial Council for Tourism guardian at its

seventeenth session in Sharjah, the United Arab Emirates to grant the award in the field of quality of university faculties of education and training for tourism Faculty of Tourism and Hotels, Fayoum University.

In light of assessment participation to beat off barriers to get jobs in tourism, findings are compatible with real field information (Std. Error of Mean's values are less than the whole one) and agreement among respondents answers (Std. Deviation estimates are less than one). In final, there is a plain significant difference among sub-means of the three departments (Tourism Studies, Hotel Studies, and Tourism Guidance) in the faculty about one item inside the table. The faculty is seeking to take advantage of all its potentials logistical and human to overcome any obstacles to teaching and training, and community service.

The current study has many benefits on different areas:

- Scientific: where it provides a comprehensive framework of ideas and different methodologies for tourism education compatible with the labor market in terms of teaching, training and skill building.
- Applied and Community: the study provides a successful experience of the Faculty of Tourism and Hotels- Fayoum University in serving the community and build partnerships with businesses in the tourism industry.

Based on these findings, the study merely recommends:

- The Faculty of Tourism and Hotels - Fayoum University to pursue for regional and world accreditation.
- The other Egyptian faculties of tourism to benefit from the experience of the Faculty of Tourism and Hotels – Fayoum University as a leader example of tourism education in tourism.

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