

Estimating the influence of obsolete curricula on the effective tourism education implementation

^[1]Gaby Khoury, ^[2]Georges Bellos

^[1] Lebanese International University, ^[2] Lebanese International University

^[1]gaby.khoury@liu.edu.lb, ^[2] 61610009@students.liu.edu.lb

ABSTRACT

This research, in terms of introductory comments, while effectively implementing tourism education programs, is intended to reveal the importance of practical training in tourism curricula. The purpose of this investigation, as such, is to see how within the context of the Lebanese pedagogical approach, tourism education can be most effectively taught through focusing on vocational and academic curricula in both public and private schooling systems. The main objective of this research is to find out ‘how effective these curricula are at preparing students in being engaged in their careers if they choose the tourism industry as an employer’. Preliminary research in this venture has shown that vocational schools provide effective instructions of the needed market skill sets, which are lacking in some of the academic programs relying on obsolete educational approaches. While the tourism industry is constantly modernizing and restructuring itself at a very fast pace since the beginning of 2020 due to the Pandemic outbreak. This has caused major changes in the industry as it faced multiple crises.

Whether the tourism education programs at the public vocational schools is outdated as well will require further investigations. However, the literature review does confirm that private schools are more effective in teaching students about phenomena based on more recent curricula, as they need to be updated. In terms of research methodology, the study was conducted using interpretive philosophies, reliable hypothetico-inductive methods based on interviews as a mean to collecting data. In terms of study results, the research findings point out that indeed the outdated Lebanese curricula affect the effective implementation of tourism education. However, this will absolutely require a modernizing upgrade of the Lebanese educational programs and tourism education curricula, resulting in a major contribution towards uplifting the Lebanese tourism industry.

Index Terms— Lebanese curriculum, Skills building, Tourism education.

I. INTRODUCTION

This research aims to investigate the growth and development of tourism education in Lebanon, through analyzing its curricula. A gap in the literature review was identified whereby noticing a lack of documented sources to discuss the current situation. As such, it was noticed that this issue has received relatively limited attention in Lebanon, as compared to the well documented sources in countries where the tourism industry is well advanced like Europe and the United States of America.

Tourism education was formerly defined and studied as the way in which tourist destinations prepare the human resources to be able to work professionally in developing the prospective employees’ needed skills in this ever-changing industry. However, with its static and outdated current curriculum, Lebanon is unable to meet such needs, though vocational and academic hospitality institutions all over the country graduate each year an ever-increasing pool of students but with skills that don’t match the societal demand.

Over the years tourism education has developed from relatively humble origins to that of a subject taught in a wide variety of educational institutions [1]. It examines what objectives are sought to be achieved in terms of knowledge skills development and seeks to prepare students to meet the labor needs of the tourism industry. It also reflects on where tourism education is going in terms of courses, course philosophy, levels of study, subject content, and instructing-and-learning strategies. A number of key themes or issues, which are important to the tourism education program designers, will be highlighted too. These encompass an evaluation of curricular models, the importance of developing technical, academic, and key transferable skills, as well as the urge to want to valorize people’s resources, and to create more jobs in the future. Although it is a common practice in the West to appreciate valorizing one’s resources, with up-to-date programs, it is seriously lacking in Lebanon now [1, 2, 3]. A point worthwhile to discuss is the necessity for the curricula to be in phase with the student and/or market demands so that the tourism education programs can be effectively deployed, so as to make this industry more attractive [1, 2, 4]. Given the fact that historical sites constitute a large part of the Lebanese tourism industry and protecting them is a high priority and is conveniently valuable to the collapsing Lebanese economy, we need to emphasize the issue pertaining to valorizing and preserving the potentials of urban and rural touristic sites.

Yet, Tourism education plays a major role in preparing students to gain professional and practical skills required by the tourism industry. In particular, practical training is an important part of tourism education programs where students figure

out their role as potential employees in the real workplace as well as gain skills and abilities in their field of expertise. With tourism education courses seemingly necessitate modern approaches, it is undeniable that a large professional building skills component must be integrated together with valorization based theoretical concepts to give students a broader perspective to learn from real life cases thus developing abilities needed by the industry. Consequently, curriculum specialists ought to reflect on and push for reforming the Lebanese National Curriculum on tourism education, unmodified since 1997 to include the proceeding changes.

A. Aims and objectives

This study aims to reveal the importance of incorporating practically oriented courses and skill training in tourism education. As such, a qualitative research model was used to collect in-depth data from academics, school teachers and professionals involved with tourism education curricula, through semi-structured interviews, targeting them purposively. The experts were contacted based on their knowledge of either or both of the public and private institutions' curricula and how they react to the needs of students, namely in terms of professional formation, guidance counseling and career orientation.

However, the success or failure of any research pertaining to education is dependent on whether or not the authorities are willing to consider reforming the system. Policy makers should above all believe in the power of education as a changing tool influencing the country's future generations. The recent economic down spiral in Lebanon should encourage the reforms of those curricula especially in terms of new trends in sustainability as a potential national economic asset that will contribute towards Lebanon's economic recovery. This among other questions this study aims to answer.

B. Problem statement

The current Lebanese curriculum may be considered open ended, or inherently adopting hidden programs, in which the educator can to a large extent reflects her/his personal knowledge in the information relayed to the students. With such approach, question arises about these "hidden programs", since the investigators need to find out 'how effective they can be in preparing students following the '21st century skills requirements. This leads directly to the problem to be investigated of: *How much these curricula influence the effective implementation of tourism education?* Furthermore, the teachers in the various tourism programs (at schools or in college) must consider reforming their instructional best practices if they actually need to espouse their learners to effective tourism education curricula. Besides, this should be done as a prelude to help institutions encourage future students in joining tourism education programs

C. Research Questions

For the purpose of this study, the following questions shall be addressed: *Firstly*, 'the investigation needs to find out if the current curriculum as set by the Lebanese Ministry of Education and Higher Education (MEHE) actually delivers what it is intended to'. *Secondly*, 'the current Lebanese curriculum (in both public and private schooling systems) is in need of some kind of reform'. *Thirdly*, the research addresses if the 'current secondary school and university curricula actually provide students with sufficient tools for them to choose and excel in their appropriate careers' [1, 2].

The main research question (RQ) is stated as follow: *Is there a relationship between using outdated curricula and the effective implementation of tourism education courses?* It is posed to address the level of relationship between the independent variable of outdated curricula, and the dependent variable of effective implementation of tourism education.

D. Context of the Study

According to several curriculum design and educational philosophy experts, the Lebanese National curriculum needs to move from a rigid and traditional state to a more fluid and progressivist one. As reforming the system needs to start from its base, or, the essence of the pedagogic system, per se [28, 30, 31, 32]. In the context of educational system reform, this study seeks to measure, whether or not enhancing tourism education will be actually be beneficial for the country. Yet, it is set to discuss the effectiveness of outdated curricula in instructing tourism education courses properly. This is hinted out in the importance of presenting issues to students about valorizing natural and cultural sites for tourism through education. This will only be possible after updating the curriculum, as it becomes important to discuss this through a curriculum design aspect. A curriculum reform of tourism education in Lebanon has been under discussion for more than a decade with no changes materializing to date. [28]. This is mainly because the curriculum was not properly reviewed, even if it had been revised in the late 1990s [33].

The study helps in assessing the current situation regarding the quality of the labor force. Experts assert that there is an ineffective match with outdated programs and implementing proper tourism education courses. This research also points out that tourism pedagogists need to stress that valorizing any site benefits the economy as well as it should be a catalyst for raising awareness amongst future generations to be more vigilant towards preserving those sites in the future [25, 26]. In terms of Tourism Education, this study intends to set groundbreaking ideas for the entire tourism, cultural and educational sector to adopt, as these industries need to work hand in hand as worldwide tourism is expected to boom post COVID-19 Pandemic [2, 18, 27, 28, 29].

II. LITERATURE REVIEW

The literature review will summarize the outcome of previously done research for the identification of the effects that outdated curricula (independent variable) have on properly implementing tourism education programs in schools and in universities (dependent variable). Other peripheral issues will be addressed as well. Preliminary research in this venture has shown that vocational schools provide effective instructions for the needed market skill sets. They are lacking in some of the academic programs relying on obsolete program contents, while the tourism industry is constantly modernizing and

restructuring itself since the early 2020 due to the Pandemic outbreak. This has caused major changes in the industry as it faced multiple crises based on the UN World Tourism Organization (UNWTO) statistics deficits in the order of a trillion USD in lost revenues [11, 12, 13, 14, 15].

This is something that triggered the industry to find ways to regain these losses, to revamp economies and to jump start the industry in the next 5 years through recovery plans [11, 12]. New materials that must be taught in tourism schools, as new trends in the industry in terms of aviation, ticketing, reservation, sanitation, tourist profiling, and so on, as the world pre Covid is not the same as now. Besides, post Covid strategies must be considered as of now, and globally through institutions such as the International Air Transport Association (IATA), and the World Travel and Tourism Council (WTTC), among others [11, 15]. To some extent, they all represent the industry globally.

A. *Tourism /education*

Since tourism education specialists believe that any natural, cultural, or touristic site is worthwhile protecting and valorizing, these issues need to be properly addressed to students as they provide insight as to preserving any destination's touristic resources [22, 23]. As a result, the success or failure of tourism in Lebanon depends on how current students are being educated in schools of tourism nationwide. Therefore, whether they are technical or academic is not important, since the purpose is to evaluate which is better for education programs to be implemented. And to see which one is outdated, or is up to date in terms of educational programs as they shape the future of the industry in terms of having students that graduate from those schools each year [24].

B. *Curriculum*

The points pertaining to the Lebanese curriculum in tourism education and related programs are discussed through three statements. As such, in Lebanon, *are its curricula outdated?* It was found that yes, since the Center for Educational Research and Development's (CRDP) version of the curriculum is still in use by the MEHE [33]. Yet, *providing a curricular reform is inevitable, to what extent should it be modified?* Recent studies show that they must be radically modified as they are absolutely outdated as they don't respond to the youth's or to current societal demands [1, 2].

As there seem to be a link between curricular reforms and effectively implementing tourism programs, enhancing the necessary curricular reforms should trigger the authorities to modernize the tourism education programs [28]. The experts in pedagogy and tourism sciences seem to confirm this. Previous studies denoted that the Lebanese curriculum needs to be updated to fit the students' needs and interests. Therefore, the ways for a remarkable shift in the curriculum to make the students more involved in the society confirm that once they get hands on experience, have field trips, and get exposed to simulations, among other methods of instruction besides theoretical lessons. This is as the current curricula aren't giving the students clear ideas and opportunities to choose their appropriate career [1, 2].

Although the given information about tourism in unspecialized courses is providing insufficient vision to be engaged in this field, one must focus on evaluating the current state of the curricula and to investigate their current outlooks [1]. Therefore, as previous studies denoted, the insertion of a specialized course in the curriculum at the secondary and college levels, indeed, was found to be a better way to orient the students toward the tourism industry [1, 2, 32].

The evaluation of the Lebanese Curriculum seems to be a low-quality program, since it students are improperly instructed and assessed based on outdated assessment techniques [32, 33, 34]. It is not engaging, teacher centered, as all activities revolve around the instructor teaching skills to students, where student participation in the progressivist sense is discouraged, learners are not involved in the learning process [2]. It ignores cultural diversity, and has a narrow focus and is not worthwhile. As there is no self-assessment, learning is demonstrated to the teacher and assessment is contrived, this stresses the poor quality in terms of both instructional, and assessment indicators [32, 34]. As such, the Lebanese curriculum is mediocre and is obsolete in terms of progressivism since it is still following traditional principles [32, 34, 35, 36]. Progressivists follow a different educational model and focus more on students and learners, and less on teachers. This deserved further study, since now the advent of Online Education in 2020 changed the entire way in which education is transmitted from pedagogists to learners, especially during the Pandemic [29].

So, *is the Lebanese curriculum currently up to date and responds to the youths' needs?* According to recent studies, it is currently quite outdated since the CRDP program, which is still in use since 1997, is 20 years behind and fails to meet the actual societal needs and demands [2, 33]. This is in total contradiction to the new world trend where focus is on blended learning and 21st Century Skills, as well as other learning styles that emphasize project-based, phenomenon-based learning, guided practice and/or many other types of self-assessment [2, 34].

C. *Summary*

This section presents the importance of studying the relationships that curricula have with implementing educational programs. We chose to discuss this based on the needs of implementing tourism education curricula in Lebanon, and if the current curriculum using the initial CRDP reform actually is beneficial or harms the effective application of those programs. Thus, through some investigation we noted that they do more harm than good [33]. This is why their drastic change must be considered.

Therefore, the issue at hand, pertaining to the dynamism of the tourism industry in the selected study was briefly reviewed as well as was the Lebanese Curriculum, and the lack of motivation of the Lebanese state to valorize Lebanon natural and cultural resources [1, 2, 18, 36, 37, 38, 39].

III. METHODOLOGY

The problem at hand was addressed through the mono qualitative study design that was proposed through using interviews

as means of collecting data, while specifying the importance of defining non single realities. The selection of the methodology was done for the purpose of reaching out to the eighteen interviewees that were approached by the researchers (in various fields such as tourism, archeology, pedagogy and sustainable development) for the purpose of collecting their opinions regarding the questions at hand.

This research did adopt an interpretivist's view, since it is evaluating the experts' opinions, in order to consider possible hypotheses to be used for future studies that will discuss the importance of these views as well. This is mainly because the study needs to interpret the expert arguments about the effectiveness of the curricula in conveying the needed information to students. As a result, the authors chose to adopt hypothetico-inductive approaches as they need to be formulating a posteriori argument [31, 41, 42].

Since the data collection time was very limited and not spanning over an extended period of time, a cross sectional time horizon was used. Also, the researchers selected purposive sampling as their data collection sampling strategies, since they best define qualitative sampling.

IV. FINDINGS

Besides confirming the negative influence of obsolete curricula on the effective implementation of tourism education, the open curricula were found to be very effective at preparing students to follow the '21st Century skills' requirements. Also, the teachers in tourism education (at schools or in college) must consider reforming their instructional best practices methods if they need to actually espouse their learners to effective tourism education curricula. even if they have to perform double efforts, and instruct the classes twice, once for the information required for official state exams, and the other for giving the students insights about the recent trends in the field pertaining to the IATA, UNWTO, WTTC, and other international standards [1, 2]. On the other hand, teachers and academic institutions as well have to continuously address, and whenever possible, the issue of valorizing natural and cultural sites for its immense benefit on all stakeholders starting with students, to faculty, schools, tourism industry and the national economy as a whole.

A. Interview Results

The results of the eighteen interviews were summarized here into general statements pertaining to the overall discussion of each relevant question. Interpretations will be strictly aimed at discussing the interviewees' arguments within the context of the study.

Discussion statement 1 *"there is a link between tourism education and resource valorization, whether or not tourism education enhancement in Lebanese curricula could encourage the authorities to effectively valorize these resources"*. According to most interviewees there is a link with resource valorization and tourism education, as both are related to each other. While, they also agree that the authorities are not concerned in resource valorization as they made no attempt in improving economic development of touristic sites. Also, all interviewees agree that *education curricula are related to valorisation* in the sense that once outdated curricula are employed, or adopted, tourism education programs will not be effectively implemented. In terms of our discussion, outdated programs don't benefit any one and here we see countries using outdated curricula regress instead of progressing, showing a clear sign of conservatism [2].

Discussion statement 2 *"the Lebanese curriculum is outdated (in terms of tourism education curricula), or getting more progressivist in nature and, if it needs to be updated to fit the students' careers needs and interests pertaining to their future orientations"*. Most if not all interviewees agree that the Lebanese curriculum is currently outdated and must be reformed, since the available various tourism programs cannot be effective in preparing students for the 21st Century world. At the same time, pedagogists should consider how to effectively implements such updated programs.

Discussion statement 3 *"there are specific ways for a remarkable shift in the curriculum to make the students more involved in the society"*. The majority of interviewees agree that *students indeed need to be more exposed to the real world* through seminars, guest lectures, and workshops, as well as to have required internships, give them chances to go through community service, and other exposures to the job market. This is much needed in terms of furnishing our future students the right skills.

Discussion statement 4 *"the secondary level or tertiary/university curriculum is giving the students clear ideas and opportunities to choose their appropriate career (including the tourism and/or other service industries)"*. A large number of the interviewees saw that the current programs (to some extent both public and private) don't give them sufficient vision to be engaged in the field, and don't encourage them through providing opportunities, such as entrepreneurship skills trainings, workshops, and scholarships.

Discussion statement 5 *"the current tourism education courses provide students with the impetus to want to valorize our resources in the future"*. Many interviewees agree that *the curricula are not encouraging with the current outdated programs* Yet, inserting courses (specialized or not) may help orient students to the field of tourism. At the same time, the courses offered in the current traditional curricula don't respond to youth's needs, while, updated courses will encourage student involvement and help in improving valorization. Finally, indeed, teachers need to be effectively encouraged to advocate adding value to any resource before convincing their student to do so as well, in the future.

Discussion statement 6 *"there is a link between effective resource valorization and enhancing tourism activities in Lebanon, and what these activities are"*. As tourism education and valorization are related, they will both show a link with tourism activities. Consequently, the three variables have a positive reciprocal relationship. Yet, this carries implications of effective Curriculum implementation, since outdated syllabi do not help in carting out such programs effectively.

Discussion statement 7 “*valorizing the cultural and natural assets of the Lebanese Sahel will enhance the tourism potential in those areas*”. The vast majority of interviewees agree that all coastal sites are worthwhile to valorize in order to enhance tourism activities. Furthermore, they attested that the valorization of the Lebanese Sahel archeological sites as well as all cultural and touristic sites will be helpful in the long run and greatly contributes to the Lebanese economy.

Discussion statement 8 “*which one of the archeological periods are most worthwhile to preserve, or valorize in terms of tourism potential*”. Most interviewees agree that all periods, and not just any specific one, ought to be preserved as they present the collective identities of all our ancestors. Preserving all of those archeological periods will be a way for us to present our cultural identity as being a product of all these previous societies. While some agree that especially the Egyptian, the Phoenician, the Medieval and the Ottoman periods specifically ought to be preserved, over the others.

Discussion statement 9 “*the valorization of resources will aid in the development of tourism in Lebanese coastal (or other) sites*”. The vast majority of the interviewees will take a stance to defend their heritage and are aware of the importance to valorize them. They all mostly agree to protect and to valorize their heritage in their areas, and that this helps in economic activity. Yet, not all of them agreed on who should be responsible for paying the maintenance dues.

Discussion statement 10 “*the DGA (Department of Antiquities) and the DGU (Department of Urbanism) should work together as one unit to enhance valorization and to avoid any mishaps arising from one-sided action*”.

Most if not all of the interviewees, and in line with previous findings, agree that the Directorate General of Antiquities (DGA) and Directorate General of Urbanism (DGU) collaborate, and work together on issues pertaining to effective valorization, since ultimately, the Ministry of Tourism (MOT) will benefit [37]. While one of the interviewees suggests that the tourism industry needs to be decentralized.

Discussion statement 11 “*in terms of either tourism education or resource valorization Lebanon is truly concerned in developing this industry or investing in proper tourism programs*”. Most interviewees agree that Lebanon (state level) is not involved, and that both variable sets linking respectively tourism education, and valorization as well as resource valorization and tourism activities have a link. In terms of educating people, this deserves very critical attention from the MEHE in charge of The Lebanese curriculum and those in charge of updating the Tourism Sciences programs at the MOT.

B. Interpretation

The significance of valorizing one's resources for the benefit of tourism education and the community at large was discussed before. This shows agreement between all interviewees that *there is link between curricula reforms and effectively implementing tourism programs*. Thus, as the curricula were deemed to be outdated, the programs were ineffectively taught, as they still rely on the 1997 CRDP program as set by the MEHE without much improvements since [33]. They also agreed that indeed *providing a curricular reform is inevitable, and must be modified to a great extent*. It has been attested that they must be radically modified as the *current state of the curricula don't answer the current youths' or societal demands*.

After securing the curricular reforms, the programs (that will be implemented) should give proper vision to the students to join the tourism sector as a potential employer. At the same time, instructors should encourage active participation through progressivist methods in order to motivate students in finding interest in taking these courses, or get basic knowledge to serve them later on in life, as a glimpse of hope for better times ahead [1, 2, 21].

Currently, *the tourism education at the secondary/tertiary level responds to the youth's needs to a low extent*. Presently, no alternative solutions for future careers exist, and there are no awareness campaigns to date, on the tourism industry as a potential solution for employment in the tourism sector. As a result, the future generations expect the programs to be made more up to date, knowing that sustainable tourism era, and the era contributing to sustainable development in general is what Lebanon currently needs [15, 21].

Therefore, after reforming the general curricula, the tourism sciences programs also need to be modernized in order to present the current industry best practices to the students, and perhaps henceforth needs yearly updates if it truly desires to meet the ever-changing demands. Curriculum updating coupled with continuous programs modernization, taught through progressivist means is only way to keep up with the dynamism of the tourism sector. Consequently, this may ultimately trigger the government to valorize its resources [1, 2, 31, 37]

V. C. Summary

The findings as a result, compel us to realize that proper tourism education curricula ought to be pragmatist in nature. Until the curricula get updated from the 1997 CRDP version, and the programs modernized, teachers need to adapt their techniques following the “open” or “hidden” curricula. At the same time, schools must work on improving the delivery of courses by providing instructors with all necessary instructional technology, and promote other peripheral means of teaching such as seminars, workshops, and field trips. Meanwhile, educational institutions should also help instructors stay abreast with the new advancement in their fields through periodic professional development programs. This is to be coordinated with the main stakeholders in the tourism industry, who could assist with major technical and financial contributions. The implementation of all preceding points, will cater to the students' needs, and lead to site valorization, as well as subsequent economic development of the tourism industry.

VI. CONCLUSION

A. Concluding statements

It is clear that the interviewees who were approached to take part in this study agreed that *there is a link between curricula and effective implementation of tourism education programs*. However, the more the tendency to go for outdated curricula,

the less effective implementing proper educational programs can and will be.

As introducing updated, non-specialized tourism education courses in the secondary and university level curricula, has a link with valorization, and tourism programs promotion. Education specialist should ensure that such courses are integrated in the updated curricula. Though, further studies are needed in order to effectively study this link. However, this study can conclusively confirm that students are being taught about specific phenomena in tourism education using outdated curricula. Thus, presently, and as a result of that, the youths are not necessarily aware of the best practices about preserving and valorizing our resources. This reflects full agreement with other relevant studies in the literature review [1, 2, 3, 37].

As for student orientation and program promotion, our youths are currently being exposed to domains such as business, engineering, law, and medicine. In particular, they also need to be equally exposed to tourism education as this will entice them to choose this sector for a future career in tourism.

B. Limitations

The research was to be conducted under strenuous circumstances due to the short time allocated for data collection and the challenging restrictions on movements and meetings during the pandemic. Both constraints compelled us to undergo more desk research and less fieldwork, and hence less field data were collected. However, the authors were able to present quality results as they selected sound data collection methods. Another major limitation is that the selected sample did not target enough experts from other countries, where tourism education curricula are highly advanced, as the targeted interviewees were selected from a pool of local specialists.

C. Recommendations

It is recommended for the MEHE to consider updating the obsolete CRDP general education curricula, to match adopted by other countries with well-developed tourism industry. *Secondly*, updating the various tourism programs and teaching methodologies for effective curriculum implementation. Also, teachers should prepare their students for the skills required by the tourism industry. It is of great importance that schools should orient students to join the tourism sector and consider it as a serious future career option. At the same time, they should hold awareness seminars for their students to teach them how to preserve and valorize their touristic sites.

Recommended too is that the tourism industry must contribute in creating the opportunities for the schools and the students to be aware of the various options the sector entails in terms of future careers. Coupled with that, a type of Helix Model approach needs to be considered, whereby governments, schools and the industry (tourism sector) collaborate in terms of the state providing the policies and strategies, the schools, to provide the human capital, and the industry to fund and create the opportunities in order to enhance job creation necessary to entice youth involvement. *Lastly*, student needs and faculty development need to be considered for optimal learning outcome.

In summary, a full implementation of the preceding points will ultimately lead to the development of the tourism industry leading to a much needed national economic growth.

D. Future study,

Further research to complement this work may address students' points of view in terms of curricula and tourism education course implantation. Besides, more research is needed in order to investigate the tourism industries' best practices, such as assessing and monitoring the actual effectiveness of the current tourism curricula.

Future researches may also, consider testing related hypotheses through a priori means since this research relied on interpretive methods, a posteriori hypotheses, using the hypothetico-inductive approach are needed, and were built as a conclusion for this study. Another point needing further discussion is 'how effective these tourism education curricula are at preparing students in being engaged in their careers if they choose the tourism industry as a future employer.

REFERENCES

- [1] J. Bou Melhem. "Implementing the culture of tourism in the secondary stage curriculum". Research Thesis Project submitted at the Lebanese International University for the Master's Degree of Educational Management and Leadership, Beirut, Lebanon, June, 2021.
- [2] G. S. G. Bellos, V. Hassan, and L. Abdallah. "Using Tourism Education in Valorizing Heritage for Improving Tourism and Economic Activities in Lebanon and NW Syria". *International Journal of Business Marketing and Management (IJBMM)*, Volume 6 Issue 11 November 2021,
- [3] P. G. Goul. *Empowering Communities Through Archaeology and Heritage: The Role of Local Governance in Economic Development*. Bloomsbury, (2018)
- [4] C. Arcodia, and C. Dickson. "ITHAS: An Experiential Education Case Study in Tourism Education", *Journal of Hospitality and Tourism Education*, 21:1, 37-43, 2009
- [5] Saule, M. (2004). Rural Tourism as a tool for Local Development, Diagnosis of the French area of Haute-Corrèze. Master's Thesis, Bournemouth University. Dorset, UK.
- [6] Corluka, G. et al.. "Classification of tourist season in costal tourism". *UTMS Journal of Economics*, 7 (1): 71–83, 2016
- [7] Al-Sawi, M. (2018). "The Effective Valorization of Resources for the Economic Development of Tyre". MBA Thesis presented at The Lebanese International University, Tyre, Lebanon, Spring 2018.

- [8] U. Sekaran, and R Bougie. *Research Methods for Business: A skill-building approach* (7th Ed.), John Wiley and Sons, 2016
- [9] G: Corey. *Theory and Practice of Counseling and Psychotherapy*, 9th Edition, Cengage Learning, 2012
- [10] Airey, D., and Tribe, J. (2006). *An international handbook for tourism education*. Routledge.
- [11] UNWTO (2020a). "International tourism growth continues to outpace the global economy," Retrieved from: <https://www.unwto.org/international-tourism-growth-continues-to-outpace-the-economy>.
- [12] UNWTO (2020b). COVID-19 Related Travel Restrictions: A Global Review for Tourism. Retrieved from <https://webunwto.s3.eu-west1.amazonaws.com/s3fspublic/2020-04/TravelRestrictions - 28 April.pdf>.
- [13] UNWTO (2020c). World Tourism Organization Underscores Tourism's Importance for COVID-19 Recovery in Audience with the King of Spain. Retrieved from <https://www.unwto.org/news/unwto-underscores-tourisms-importance-for-covid-19-recovery-in-meeting-with-the-king-of-spain>.
- [14] UNWTO, (2020d). "Impact assessment of the covid-19 outbreak on international tourism." Retrieved from: <https://www.unwto.org/impact-assessment-of-the-covid-19-outbreak-on-international-tourism>.
- [15] UNWTO. (2021). *Sustainable Development* Retrieved from: <https://www.unwto.org/sustainable-development>.
- [16] J. Chaaban. "Lebanon Needs a Budget for Its People, Not is Ruling Class". *Beirut Today*, April 23, 2019.
- [17] F. El-Bacha, (2019). "Beyrouth, 4^{ème} ville la plus chère de la region", Retrieved from: <https://libnanews.com/liban-beyrouth-cout-vivre/>.
- [18] Rogoff, K. (2020). *Mapping the COVID-19 Recession*. Retrieved from: <https://www.project-syndicate.org/commentary/mapping-covid19-global-recession-worst-in-150-years-by-kenneth-rogoff-2020-04>.
- [19] Chatterjee, S. Ed., (2022). *COVID 19: Tackling Global Pandemics Through Scientific and Social Tools*, Elsevier.
- [20] J. Saphier, M. Haley-Speca. and R. Gower *The Skillful Teacher: Building Your Teaching Skills* (6th Ed.), Research for Better Teaching, Inc., 2008
- [21] H. Youness. *Trends of Business* (1st Ed.), Beirut. 2017
- [22] Hachem, S. (2020). Conserver, restaurer et mettre en valeur les ports phéniciens du Liban. Retrieved from: <https://libnanews.com/conserver-restaurer-et-mettre-en-valeur-les-ports-pheniciens-du-liban-scandre-hachem/>.
- [23] M. Gómez-Martín. "Hiking Tourism in Spain: Origins, Issues and Transformations". *Sustainability*, 1-4,7. 2019
- [24] T. Tichaawa, and O. Mhlanga, (2015). "Residents' perceptions towards the impacts of tourism development: the case of Victoria Falls", *African Journal of Hospitality, Tourism and Leisure*, 4, 1-15.
- [25] T. Horst). "Tourism and Economic Development in Mountain Regions an Economic Assessment". *Annals of Faculty of Economics*. 4. 858-860.
- [26] K. Abu Aliqah, and A. Al-Rfou'. The Role of Tourism Sector on Economic Development in Jordan during the Period (1990-2008). *European Journal of Economics, Finance and Administrative Sciences*, 18, 173-180, 2010
- [27] C. Cooper, and R. Shepherd. "The Relationship Between Tourism Education and The Tourism Industry: Implications for Tourism Education", *Tourism Recreation Research*, 22(1), 34-47, 1997
- [28] P R. Fidgeon. "Tourism education and curriculum design: A time for consolidation and review"? *Tourism Management*, 31(6), 2010
- [29] International Commission on the Futures of Education. *Education in a post-COVID world: Nine ideas for public action*. Paris, UNESCO, 2020
- [30] H. A Ozmon. and M. Craver, S (). *Philosophical Foundations of Education*, 7th Edition, Prentice Hall, 2003
- [31] P. F. Olivia. *Developing the Curriculum*, 6th Edition, Pearson, 2012
- [32] A. C. Ornstein, and F. P. Hunkins. *Curriculum: Foundations, Principles, and Issues*, 7th Global Edition, Pearson, 2018
- [33] CRDP (1997). "Les curricula de 1997 Le décret no 10227/ 97", *CRDP*, Retrieved from: <https://www.crdp.org/fr/curriculum-target/173/418>
- [34] Stiggins, (). "Assessment Through the Student's Eyes", *Educational leadership: journal of the Department of Supervision and Curriculum Development*, N.E.A, 64(8). 2007
- [35] S. Suleiman: Examining the Impact of Competency- Based Education on Science Achievements of Cycle Three Students: Implications on COVID-19. Project Thesis Submitted to the Lebanese International University, Saida Campus, Spring 2021.
- [36] A. C. Ornstein, and D. U. Levine: *Foundations of Education*. Houghton Mifflin. 2008
- [37] G. S. G., Bellos). *Estimating the Impact of the Effective Valorization of Cultural and Natural Resources for the Economic Development of Beirut*. MBA Thesis Submitted to the Lebanese International University on Sept. 2nd 2019.
- [38] C. Mitrut, and D. Constantin. *Quantitative and Qualitative Dimensions of Tourism contribution to Regional Development in Romania*. The Case of Cultural Tourism presented at the 48th Congress of the European Regional Science Association, University of Liverpool, U.K. 27 – 31 August 2008.
- [39] G. S. G. Bellos, (2020). La valorisation efficace des ressources culturelles et naturelles du Liban pour son développement économique: Un aperçu". Retrieved from: <https://libnanews.com/la-valorisation-efficace-des-ressources-culturelles-et-naturelles-du-liban-pour-son-developpement-economique-un-aperçu/>.

- [40] J.-W. Creswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (4thEd.), Pearson. 2012.
- [41] A. Brynman. *Social Research Methods*. (4th Ed.), Oxford University Press. 2012
- [42] M. C., Edson, P. B. Henning, and S. Sankaran. *A Guide to System Research*. (2nd Ed.). USA: Springer, 2017.
- [43] M. N. K., Saunders, Lewis, and A. Thornhill. *Research Methods for Business Students* (8th Ed.), Pearson, 2019