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A Proposed Framework for Tourism Education and Training in Ghana

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Abstract

The paper presents a proposal for tourism education and training in Ghana. The expansion in Ghana's tourism industry has brought to the fore the need for trained manpower for the industry. Based on personal observation and published material this article proposes a framework to address weaknesses in tourism training in the country some of which are: (a) lack of co-ordination among employers, training institutions and government; (b) inability of training institutions to strike a balance between the 'thinking' and 'acting' aspects of their curricular; and (c) the low practical experience of tutors. For an effective training programme the suggested model demands collaboration among stakeholders, from curriculum design through the setting of competency standards to training and assessment.

Over the past two decades Ghana's tourism sector has made tremendous strides, measured in terms of all the major indices, namely international arrivals, receipts, stock of tourist accommodation, number of tour operators, travel agents and car rental firms. This much has been well publicised. Missing from newspaper headlines and from academic discourses, however, are discussions of the sector's manpower needs. Yet the success or failure of the industry hinges on its human resource base. Any policy aimed at promoting tourism in a country depends on adequate number of trained people being available at all levels of the industry.

The rapid expansion of Ghana's tourism and hospitality sector in recent times has brought the human resource needs of the industry also to the fore. A high quality workforce can be achieved only through high standards of tourism education and training. As the World Tourism Organisation (1987) puts it, the future of any country's tourism depends on that country's readiness to educate tourism employees. '*Employees*' in this context covers both workers and proprietors. Moreover, in this day

and era when 'value for money' has become a popular cliché, a well-trained workforce in the sector does not just ensure the delivery of quality service but also allows a tourism enterprise -and a country as a destination- to gain an advantage in the highly competitive tourism marketplace.

Though formal tourism education and training in Ghana have improved somewhat over the past decade, the parameters of such a programme are yet to be properly mapped out. At workshops and seminars, industry practitioners frequently gripe about the calibre of trained personnel from the universities and polytechnics; the educational institutions, in turn, complain about inadequate facilities for practical instructions.

Moreover, in their various curricula, educational institutions have had to contend with the age-old debate on 'acting' (practice) versus 'thinking' (theory). That is, how much of tuition should be devoted to 'analytical thinking and the understanding of conceptual issues, and how much should be concerned with delivering practical knowledge, skills, and techniques (Cooper, Fletcher, Gilbert, & Wanhill, 1993). Or as Go (1994) puts it "what abilities and concepts should a programme of tourism education impart?" (p.332).

Owing to the nature of the tourist industry, there are no clear-cut answers to some of the issues raised above. For one thing, tourism comprises a myriad of diverse enterprises, "a vast, complex network of businesses engaged in lodging, transportation, feeding and entertainment of the traveller" (European Institute of Education and Social Policy, 1991). Each of these mostly private, commercial firms concerned with the actual delivery of services to consumers requires certain vocational skills. There is also the public sector organisation, termed the National Tourism Administration (N.T.A), which is engaged in policy formulation, development planning, and monitoring. Ghana's N.T.A is the Ghana Tourist Board (G.T.B.). But, as in other developing economies, the country has other public institutions in charge of tourism development at the national level. These are examined below.

Consequently, tourism's manpower requirements are as varied as its constituent parts; they range from operatives such as ticketing and reservation clerks, tour guides and cooks to highly trained personnel in the policy-making and management levels. Certain skills are either learnt informally on the job "by observing the supervisor" or formally in

educational institutions. A good number of employees in the operative and vocational categories do not necessarily have to acquire the relevant skills in formal settings. At the upper levels, however, policy makers and administrators are invariably university products in the social sciences.

The objective of this article is to examine the current system for tourism education and training in the country with the view to proposing a framework for strengthening the system to produce an efficient workforce. Hopefully, it would generate further discussion among academia, industry practitioners and the general public about an area in the emerging tourism sector, which has not received due attention.

Education and Society

Across the globe, educational curricula keep on changing to strike a balance between the "eternal values and cultural objectives (achieved by the study of literature, science, history, mathematics, art and music) with the need to respond to the social, economic and industrial demands of the age" (Wallace, 1985, p.3). While the former category of disciplines or 'pure education' must be acquired by every developing human irrespective of society or environment, changes in a nation's industrial and commercial needs demand that her educational provision must "embrace vocational – and technical- elements and aims".

In most countries the public educational set up allows students at higher levels to specialise either in 'pure academic' or vocational and professional courses. The reality is that pure academic courses are facing decline as students opt for professionally oriented courses in the hope of enhancing their chances on the job market. The rapid decline of classical studies from the middle of the 20th century attests to this. This occurred because their vocational prop -producing statesmen, administrators and colonial governors- was "removed and no one worked out a justification for their inclusion in the curriculum on other grounds".

Schools are increasingly being tasked "to produce manpower according to the needs of society and the demands of the labour market" (Townsend, 1994, p.20). According to Wallace (1985), technical and vocational education has made a 'strong' appearance on the curriculum debate in Britain because "it has government backing" and "evokes a

response from pupils and parents who have anxieties about employability and the relevance of some things which schools do to the needs of the young "(p.2).

As curricula the world over tend to embrace vocational elements, how should such programmes be organised? How do the major stakeholders, namely the state, training institutions and industry, comprising employers and employees' associations, collaborate in training that calibre of manpower that can stand on its own in the highly competitive global market place?

The hospitality and tourism industry is one that lends itself to evolving a training framework whose graduates will be the joint efforts of academia and industry with superintendence by the state. It is a multifaceted sector involving a wide range of activities; it is global in scope and comprises businesses that range in size from small souvenir retailers to giant multi-national companies operating hotel chains. It is a labour-intensive industry with diverse manpower requirements. In some establishments highly skilled personnel dominate; in others such as accommodation facilities, "senior management posts are scarce, compared with low-skill employees" (Cooper et al, 1993, p131). Manpower education and training entails a curriculum that achieves a balance between 'thinking' and 'acting'.

This paper examines the current tourism education and training structure in Ghana before putting forward a framework, which seeks to balance practical skills with intellectual development in the curriculum, through greater dialogue between the key players.

Tourism education is used in the article to mean "the encouragement of analytical thinking and the understanding of conceptual issues in order to contribute to the professional and intellectual development of a person" in a formal setting. Tourism training, on the other hand, is the delivering of practical knowledge, skills and techniques needed to work in the tourist industry (Lavery, 1989). *Tourism* and *hospitality* are used here to refer to one and the same industry.

Tourism Education and Training: A Review

Tourism as an academic discipline is of recent origin, emerging only in the post World War II era. As a phenomenon that cuts across sectors, its education -and research methods have been influenced by a

large number of scholars from such "neighbour disciplines of the social sciences" as sociology, psychology, geography, anthropology and economics. On the other hand, the adaptation of methods from the natural sciences to tourism has led to very limited insights (Kasper, 1989).

From the very beginning the concern was with costs and benefits of tourism to man, mostly socio-economic and lately environmental. Thus, though tourism is a labour- intensive activity, concern with manpower requirement came late partly because it is only in recent years that governments have recognised the value of tourism to their economies, and have linked manpower training and education with competitiveness in the industry (Go, 1994).

All tourism resources, as the saying goes, are the result of human development. The tourist may hike, go sight-seeing and bathing; he or she may do mountain climbing, and wine and dine. But throughout all these activities and experiences it is their interaction with the service provider that tends to have the most profound impact on them. (Interaction with members of the host community is equally important but that requires public education whose modalities are outside the purview of this article.) Tourists' impressions and experiences of a product or destination have consequences for the patronage levels of destinations or facilities. It is estimated that some 96% of dissatisfied customers complain not to the organisation or facility operators concerned but to relatives and friends (Go, 1994). Tourists' impressions, therefore, enhance or diminish an organisation or destination's marketing efforts through word-of-mouth publicity.

Davidson (1993) is of the view that "managers and owners of tourist facilities, as well as governments all over the world, realise that the people employed in tourism play a major part in determining the success or failure of the industry" (p.131). In other words, unlike the case of tangible products like automobiles or oranges, the calibre of employees play a determinate role in the marketing of hospitality services.

Lavery (1989) is of the view that a trained, quality manpower does not only enhance service delivery but also gives an enterprise an edge over its competitors. This has resulted in changes in curricula. In the U.K., for instance, colleges have since the late 1960s offered courses designed to provide not just essential skills, but a broader knowledge of the industry and the world of business generally (Lavery, 1989).

In underscoring the importance of the human factor in the tourism industry, Cooper et al. (1993) put it simply that "it is the people who make the difference" (p.274). The '*people*' here means not just employees but also tourists and the host community. The latter's attitude towards tourism development in their locality can make or mar the industry (Cater, 1988). Host populations and tourists, therefore, need to be educated on the importance of conservation and on inter-cultural relations.

This is a view also shared by the World Tourism Organisation (WTO) which has observed that there is the need to educate not only tourism employees, but also tourists and the population of tourist-receiving areas so as to impart an adequate level of general culture and etiquette which is essential for all concerned in this wide-ranging and rapidly growing sector (World Tourism Organisation, 1987).

The benefits from a well-trained workforce in the hospitality industry cannot be overemphasised. According to Copper et al, (1993) good education and training:

1. adds value to the industry, raises the quality of personnel and infuses a sense of professionalism and ownership;
2. ensures that workers in the industry tend to understand the interrelationships of the sectors and begin to perceive business opportunities;
3. provides skills and practical knowledge to boost the performance and productivity of personnel;
4. allows the actors to gear the needs of the sector with the output of tourism institutions; and
5. helps to retain staff, provide a career path for employees and, overall, achieve a better use of human resources in the tourism industry (p.274).

Whereas the need for trained manpower for the hospitality industry is not in dispute, opinion is divided on the curriculum. For a long time the approach to training in private sector firms was 'a sectoral one'. Travel agencies, tour operators, catering outfits and hotels, which constitute the sector's core enterprises, focused on "narrow job-specific abilities", which were primarily concerned with training the staff to become competent (Holloway, 1994). On his part, Lavery (1989) stresses the need to go beyond the mere acquisition of job-specific skills; a destination needs qualified people to prepare and implement development plans, manage

and regulate the industry, and staff the diverse firms that make up the industry. But even as these essentially vocational courses held sway, the question of balance between job-specific skills and broader conceptual knowledge has long taxed employers and educationists alike.

Current Trends in the Ghanaian Tourist Market

Ghana's tourist industry, like that of other developing countries, is basically a receptive one, that is, one oriented mostly towards attracting and caring for the vacation or business traveller. Like other developing countries, Ghana generates very little leisure travel owing to the generally low levels of disposable incomes (Cater, 1988; Lea, 1988; Oppermann & Chon, 1997).

Though heavily dependent on in-bound travel, it is nevertheless, worth noting that Ghana is not a mass tourist destination. (The characteristic feature of a mass tourist destination is the arrival en masse of tourists at a destination, usually by chartered flights during certain seasons. A traveller pays far less for the total cost of the trip than he/she would do on an independently organised trip. Low budget travellers tend to patronise mass organised tourism). In other words Ghana, as a destination, attracts for the most part the well-heeled traveller or those in the middle-to-upper income brackets. This category of visitors places premium on value for money, hence the need for trained, efficient manpower providing quality service.

Tour operations, which constitute a key indicator of the level of leisure travel in a country, and which thrive in major source or generating countries such as those of Europe and North America, is the least developed component of Ghana's tourism industry. As the Ghana Tourist Board puts it, most of the country's tour operators merely "deal in air ticketing and do very little in organising excursions and tours. They hardly direct or stimulate incoming tourism from the generating markets" (Ghana Tourist Board, 1987, p.15). Though there has over the past decade been an appreciable increase in the number of tour operators in the country, organised leisure travel, particularly among domestic patrons, is still very negligible. Except for those organised by schools and peer organisations, travel is mostly independently planned and, consequently, party size is very small. There is, therefore, very little involvement by tourism institutions in the domestic holiday market.

Another feature worth mentioning is the relative size of the public sector. At independence the state's involvement in direct productive activities was necessarily extensive, encompassing tourism, too. The Ghana Tourist Board, as mentioned above, has been around since the 1970s as the chief public agency for tourism policy formulation and implementation. Since the creation of a Ministry of Tourism in 1994, it has taken over the policy formulation function as well as exercising oversight responsibility for tourism development in the country.

The Ghana Tourist Development Company is another public sector institution. Established in the mid-1980s, it manages the state's investments in tourism facilities and mobilises financial and technical assistance for small-scale private tourism enterprises (Ghana Tourist Board, 1996). To these bodies can be added the tourism desks being established by some district assemblies to develop and promote tourism at the district level as envisaged by the country's 15-year (1996-2010) Tourism Development Plan. The employment structure in these public sector organisations is such that the state remains the leading employer of high-level manpower in the tourism industry.

These public servants are, as it were, not engaged in direct service delivery but in policy formulation, development planning, marketing, conservation, monitoring and other functions such as consumer protection. Working under the ambit of the larger government administration, such bureaucrats would not have necessarily had education in tourism development and promotion.

Competition in the global market place is now the order of the day. Along the coast of West Africa a great deal of similarity exists in the tourism products of the countries. The tropical climate and palm-fronted, sandy beaches are common to all the countries. Ghana's ecological heritage, specifically, the rainforest and savannah grassland are also available elsewhere in the sub-region. Ghana, indeed, has the largest number of castles and forts from which large numbers of slaves were shipped across the Atlantic, but Senegal has a large castle on its Goree Island, which is extremely popular not only among African-Americans but also French and German tourists. Also the cultural artefacts among countries in the region are very identical. Accra is currently enjoying a boom in conference and business travel (Ghana Tourist Board, 1999) but the volume of that traffic cannot be compared to that of Abidjan, the capital of la Cote d'Ivoire. In short, the similarity between our major

tourism products and those of our neighbouring countries intensifies the level of competition in the West African sub-region. If Ghana is to remain in the competition, a trained manpower becomes imperative.

The current structure of Ghana's accommodation stock also comes into play. Across the globe, the accommodation sector tends to engage those with the lowest educational qualifications (Cooper et. al., 1993). In Ghana, the predominance of family- owned accommodation units or what Rodenburg (1980) describes as 'craft-operated' hotels worsens this situation. Based on scale of operation, that is relative size and capitalisation and the relative level of bureaucratisation or degree of industrial operation, Rodenburg puts hotels (in the island of Bali) into three categories, namely, large-industrial, small industrial and craft or family-operated hotels. The first two categories, typically 3 to 5-star facilities, tend to have a higher per room employment rate and also employ the bulk of trained manpower in the private sector. But these form a very small percentage of the country's accommodation stock. The preponderance of craft-operated or family-owned hotels in Ghana limits the capacity of the accommodation sub-sector to engage highly trained manpower.

This overview cannot end without this observation: the topmost positions of the country's leading hotels are either occupied by foreigners or by Ghanaians trained abroad. The latter category of managers can also be grouped into two: those who self-financed their studies and former employees of the then State Hotels Corporation, the umbrella company that managed the dozen or so state-owned hotels, who were sponsored by the state to study hotel management and related courses abroad. Given the rapid expansion in the industry over the past two decades, it can be said that the establishment of a well co-ordinated tourism education and training programme in the country is not only long overdue, but can also be justified on the basis of the foreign exchange savings that will accrue to the country.

Tourism Education and Training in Ghana Today

Unlike agricultural, educational, or industrial policies, which every regime must, *willy-nilly*, contend with, tourism development is a chosen policy. It is not a policy forced upon a reluctant regime by political pressures (Richter, 1985). In Ghana the state can be said to have made the choice in 1986 when tourism was declared 'a priority sector'. It is

therefore gratifying that the nation has during such a relatively short period witnessed an expansion in tourism education and training.

Several commentators have stressed the need for a well-educated and trained manpower in the country's tourism sector. In a 1990 report on tourism development in the Central Region, a foreign consultant called for a crash programme to train and provide international exposure to tourism officials in the areas of tourism administration, marketing, research and product development; and design a publication of destination brochures. He also advocated training of tour guides and tour operators (Tourism Development Scheme for the Central Region, 1990).

As recently as 1999, a study undertaken by the Department of Geography and Tourism, University of Cape Coast (UCC), in collaboration with the University of Maryland, Eastern Shore (UMES) and the Central Regional Development Commission (CEDECOM) into the hotel industry of the Central Region, bemoaned the low educational and training levels among employees in the region's hotel sub-sector. This situation, no doubt, holds for the country as a whole.

While on the job training can be said to have started in 1956 with the opening of Ghana's first modern hotel, Ambassador Hotel in Accra, formal tourism-related education can be traced to the country's four pioneer polytechnics (Accra, Kumasi, Takoradi and Ho) which have since the 1960s offered courses in catering and institutional management. The bulk of their products were absorbed into educational and health institutions with only a small fraction finding jobs in the few industrially operated hotels. Upgraded since the mid-1990s to provide tertiary education in the field of manufacturing, science and applied social sciences, polytechnics can now be found in all the ten regional capitals. At the moment Accra, Cape Coast and Sunyani Polytechnics have moved a step further, offering tourism as a course in itself.

In 1991 a Hotel, Catering and Tourism Training Institute (HOTCATT) was established in Accra to provide vocational training in basic skills aimed at developing and enhancing qualified manpower in the tourism industry (Ghana Tourist Board, 1996). The Institute also offers short time courses to upgrade skills for employees. Prominent in the programme are front desk house keeping, food production and tour guiding; the programmes of HOTCATT emphasise practical work.

The country's first university level programme in tourism was started at the Department of Geography and Tourism, UCC in 1996. Run from a multi-disciplinary perspective, the courses include Marketing, Personnel Management, Principles and Practice of Tourism, Statistical and Research Methods. The University of Ghana has for some time now had plans to begin an Executive M.B.A in Tourism Management but this is yet to materialise.

Beside their recent origins, a cursory look at the curricula of the institutions offering tourism or tourism-related courses in Ghana reveals an interesting dichotomy. In HOTCATT and the polytechnics, courses tend to be fairly vocational in orientation, emphasising *training* over *education.* At UCC, on the other hand, the programmes in both under-graduate and graduate levels belong more to tourism *education* as defined above. There is very little practical work, though this is not by design as logistical constraints make practical experience impossible for now. Moreover, an industrial attachment component meant to provide students with practical training during the long vacation is run with difficulty as business organisations are not very enthusiastic about taking on the student trainees.

Yet, in any 'solid tourism curriculum' the 'thinking' (theory) aspect must complement the 'acting' (practical) component (Go, 1994). In Ghana, this act of delicate balancing between theory and practice is yet to be realized. The causes are manifold: Logistical constraints and channels for practical experience have already been mentioned. There is also the problem with literature and teaching staff. Literature, where available, is mostly Euro-centric. The majority of teaching staff, except for older courses such as Catering and Institutional Management, are by and large foreign-trained. Invariably, they themselves lack practical experience in industry. But these problems are superficial.

The real problem facing tourism education and training which this paper seeks to address is structural: it is the lack of co-ordination among the key players, namely industry, training organisations and government. Consequently, courses taught are the result of academic endeavours rather than the expressed demands of industry.

As tertiary institutions, the universities, polytechnics, and accredited private institutions have a common forum in the National Council on Tertiary Education (NCTE), which has oversight responsibility for these institutions. There is also the Committee of Vice-Chancellors and

Principals, which brings together the chief executives of public tertiary institutions. HOTCATT on the other hand is not a tertiary institution and, therefore, has hardly any formal links to the other public training institutions. It is to address some of these bottlenecks that the framework below is put forward.

The Proposed Framework

The model (Figure 1), refer to appendix, is an adaptation of one that is termed Competency-Based Training (CBT), which has been adopted by the Ministry of Education for technical education in Ghana (JICA/Ministry of Education, 2001). The model is a radical improvement upon the 'traditional approach' to education in which training institutions provide what they (the institutions) 'believe' to be good for students to know.

According to the model the formulation of broad policy outlines for tourism education emanates from the collaboration between a ministerial council and the tourism and hospitality industry. The Ministerial Council consists of the Ministry of Tourism, the Ministry of Education, and the new Ministry of Employment and Manpower Development with input by the Wildlife Department, which manages the national parks. Industry, as used in the model encompasses enterprises, employers and employees in tour operations, travel agencies, accommodation and catering facilities. Though transport is an integral part of tourism, owing to the current low levels of tourism-specific transport in the country, enterprises in that sub-sector are overlooked in the model. In addition to offering policy advice, Industry also provides avenues for attachment and retraining of teachers as well as training and employment of students.

Located in the GTB, or preferably in the Ministry of Education, the Tourism Education and Training Office (TETO) is envisaged to be the body within the country's educational system that will oversee and co-ordinate tourism training and education. It will formulate guidelines on tourism education and training and be the forum for tourism-related departments of both public and private institutions.

Training Organisations, are institutions that provide education and training of manpower in the hospitality sector in a formal setting. These tourism-training organisations are the universities, polytechnics,

HOTCATT and the numerous private institutions offering tourism courses particularly in Accra. Industry Advisory Boards are specialised organs of the TETO with expertise in their individual enterprises such as catering, accommodation, tour operations, car rental and travel agencies. They also advise the National Accreditation Board (NAB) which is presently the statutory body that determines the qualifications framework and competency standards of training organisations. NAB also determines the suitability of programmes, teaching staff and standards of all institutions, private or public, seeking authorization to offer tertiary level courses in tourism. In addition, it assesses the Ghanaian equivalencies of certificates or programmes pursued in overseas institutions. Students or the products of the training organisations are not just school leavers but also people already in employment and who are eager to improve upon their skills and academic qualifications.

The greatest strength of the model is that tourism education and training will be the collaborative efforts of government, industry, and educational institutions. Industry, thus, contributes to the development and review of the curriculum of training organisations. Manpower training in the tourism and hospitality industry will thereby be 'demand-driven' and not 'supply-oriented'. The model also incorporates a systematic monitoring mechanism through course feedback by students, job offers and through the graduates. These are all achieved through establishing and strengthening linkages between the educational institutions and industry.

With vocational skills, it is essential for teachers to have practical knowledge and exposure to current trends in the trade. The collaboration between industry and training organisations offers that opportunity to teachers through industrial attachment. Like all other aspects of our technological and socio-economic development, tourism education at all levels is confronted with bottlenecks whose solution can be realised through such co-operation. In this instance faculty members or teachers are trained in specific skills in an industrial setting, sometimes in company training schools (Wallace, 1985). In addition, such collaboration will afford industrial visits for students and work experience for members of academia.

A major weakness of the model, though, is its emphasis on occupational skills or 'acting' while playing down the 'thinking' aspect of the curricula which involves the "analytical thinking and the understanding of conceptual issues". This is not surprising given that the original model was designed for technical education. In tourism education the 'thinking' component is as important as the 'acting' aspect, and must be given due recognition in any fully-fledged curricula. Mitigating this imbalance will require faculty members insisting on 'their pound of flesh', namely, that intellectual development or 'pure education' of the individual is as of paramount importance even in technical or vocational courses.

Achieving a blend of the 'thinking' and 'acting' components of a discipline has several advantages. First, a programme can be the terminal for a student who can either join the labour force or set up on his own as entrepreneur or self-employed. As explained above the tourism industry comprises a diversity of enterprises, which allow for a large number of employees and entrepreneurs as well as generalists and specialists. To this end the general aspect of education will include basic courses in entrepreneurship. Alternatively, with good foundation in general education the graduate at any stage of the system will be better placed to proceed on further education and training either in the same field or some other related profession. Again the 'pure education' component of the curriculum should be organised from a multi-disciplinary perspective. "As the tourism system is embedded into super-ordinate systems (economic, social, technological, political and ecological environments) a multidisciplinary approach becomes imperative" in tourism education (Kasper, 1989).

Finally the framework also facilitates 'paper' qualification for lowly educated, employees who have acquired enough experience to be appropriately acknowledged and certified. Such 'adult learners' will easily fit into the training programme. Polytechnics or other training organisations can organise short-term courses for that category of trainees.

Conclusion

The need for a trained manpower for the country's hospitality industry cannot be overemphasised. For an emerging destination like Ghana, the need for a local tourism education and training programme has more than economic justification. In tourism the country is showcasing not

only its natural and historical resources but also its cultural heritage. Ghana's educational system is best placed to offer a training programme that incorporates the country's cultural values and mores as well as the preparation of our unique cuisine.

The broad outlines and structure of tourism education in Ghana shall occupy stakeholders for sometime. Even in established destinations like the U.K. and continental Europe the "infrastructure of tourism education is still being put into place" (Cooper, 1991, p274) and more so for a newly emerging destination such as Ghana. Fortunately, tourism development does not make severe demands on a country's educational resources. Unlike say, mining, agriculture and engineering where large doses of equipment and logistics are needed such as teaching and learning aids, tourism education, by and large, makes use of existing structures. Indeed the framework proposed above relies on the existing educational system, which nevertheless, is in dire need of serious refurbishment and rehabilitation, especially the public sector.

The thrust of the model, though, is on the dialogue among the major stakeholders, that is government, training institutions and industry. Such co-operative efforts, currently lacking, will help address the many bottlenecks facing tourism education in the country. When such cooperation is formalised the logistical constraints facing academic institutions would have been somehow addressed. This would help not only in promoting individual facilities and Ghana as a destination but also in raising productivity levels of the industry as a whole.

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Appendix

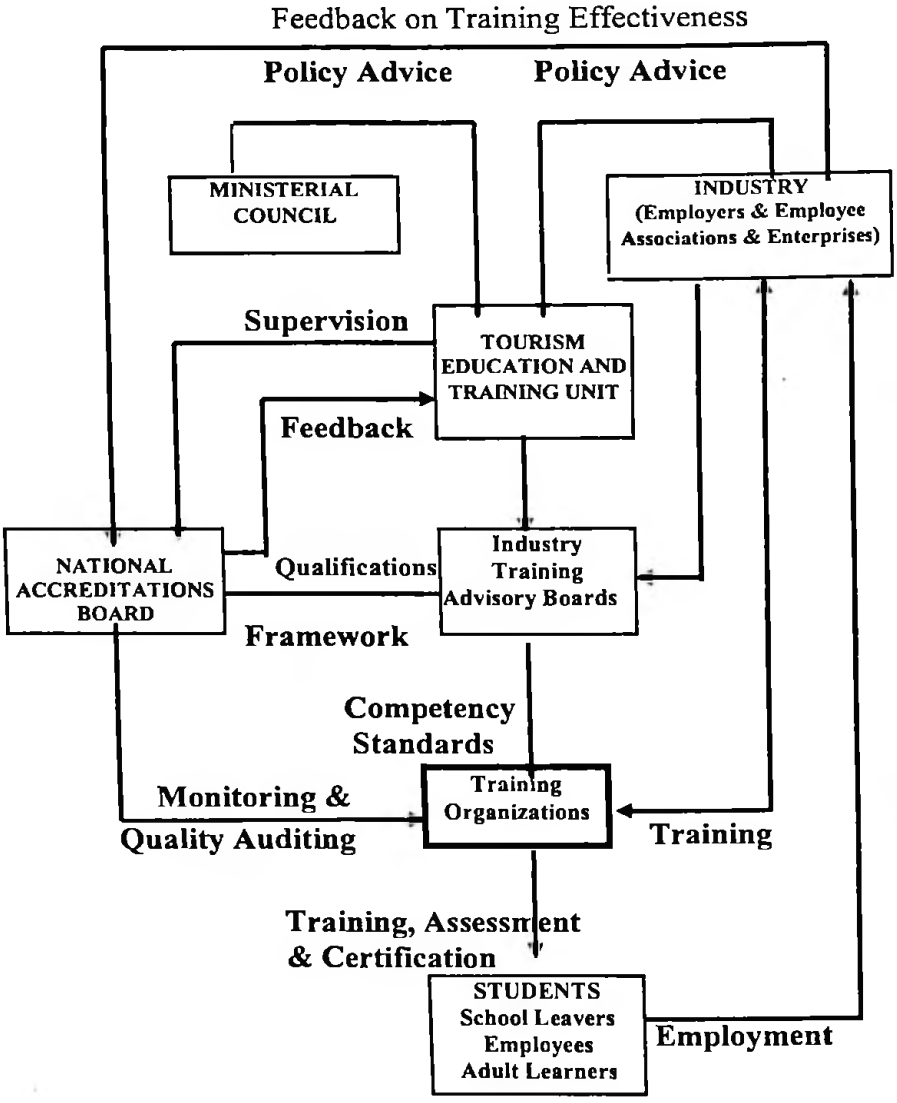

Figure 1: Proposed Framework for Tourism Education and Training in Ghana Adapted from JICA/MOE (2001): Master Plan for Technical Education in Ghana.