

## **Attitudes Towards the Inclusion of Tourism and Hospitality as a Subject in the Secondary School Curriculum in PNG<sup>1</sup>**

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### **Abstract**

This paper explores the opportunities and importance of including tourism and hospitality in the secondary school curriculum for Papua New Guinean students. It is estimated that 85% of students will not find employment in the formal sector of the economy and will need to consider other ways to be productive citizens contributing to PNG's development. Tourism and hospitality can provide numerous exciting opportunities for individuals and communities to generate income. The school curriculum can enable students to develop the appropriate knowledge, skills and attitudes to seize these opportunities. The inclusion of tourism and hospitality in the secondary school curriculum is timely at this stage as discussions are taking place about reforming the curriculum so that it is more relevant to the needs of contemporary society.

### **Introduction**

Tourism education is seen as very important to governments, industry operators and educators who realise the positive contributions of tourism to nations, their economy, their people and their resources. The idea of a tourism curriculum was suggested by Stear (1987), who highlighted the essential elements that an Australian-based tourism curriculum needed to have. In PNG the National Department of Education is now seriously looking into this with the assistance of the Syllabus Advisory Committee (SAC).

In a meeting with SAC members in Port Moresby in March 2005, curriculum and assessment matters affecting the implementation of the Education Reform in the Lower Secondary School (Grades 9 and 10) curriculum were discussed and recommendations were sent to the secondary Board of Studies (BOS). It was noted that for the first time, tourism and hospitality was to be included as a component in the design and technology course in the lower secondary school curriculum.

It was agreed that there was a need to conduct a survey that would involve key stakeholders. The objective of the survey was to gain data on the attitudes of the parents, students, teachers and tourism and hospitality industry operators regarding the need for tourism education in the secondary school curriculum in PNG including Grades 11 and 12. Moreover, the curriculum would emphasise

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<sup>1</sup> The findings of this research were presented as recommendations to the National Department of Education of Papua New Guinea

tourism education that was relevant for Papua New Guineans. The results and recommendations from this research are expected to assist the Department of Education in their reform of the secondary school curriculum and to build upon knowledge and skills gained in the 'Making A Living' upper primary subject.

### Background: the tourism industry in PNG

#### General statistics

The total number of visitor arrivals to PNG in 2004 increased by an average of five percent, representing a rise from 56,185 visitors in 2003 to a 59,013 visitors in 2004. This increase could be related to the stabilising of the economy by the current government and its efforts in creating a conducive environment for foreign investment.

Tourism growth is supported by an increase in the major source markets such as Australia (5.5%), China (24.9%), Malaysia (16.7%), Germany (30.8%) and USA (11.4%). Other markets that also recorded increases were India (1.4%) and Africa (26.2%) (PNG Tourism Promotion Authority, 2005).

PNG's more stable economy can be related to a number of developments in business that took place in the last two to three years such as:

- The signing of the Ramu nickel mine for China to carry out operations
- The Econet wireless deal to partially sell Telikom
- The Queensland gas pipeline project
- The visit of the former Malaysian prime minister to PNG
- Support shown by foreign donor agencies such as Australian Aid agency (AusAID) and European Union (EU).

**Table 1. Visitors to PNG in 2004 by country of residence and purpose**

Country of residence	Purpose of visit				Total 2004	Total 2003	Change	%+/-
	Business	Holiday	VFR	Other				
Australia	22072	7131	2844	243	32290	30609	1681	5.5
New Zealand	1367	298	162	31	1858	1952	(94)	-4.8
Oceania	1468	197	268	41	1974	2095	(121)	-5.8
China	790	107	157	20	1074	860	214	24.9
Japan	809	2584	52	29	3474	3789	(315)	-8.3
Malaysia	1678	304	115	9	2106	1805	301	16.7
Philippines	2253	169	192	43	2657	2772	(115)	-4.1
India	516	48	44	22	630	621	9	1.4
Other Asia	1688	655	165	22	2530	2384	146	6.1
United Kingdom	750	696	112	23	1581	1459	122	8.4

Germany	343	771	45	13	1172	896	276	30.8
France	61	91	10	2	164	206	(42)	-20.4
Other Europe	716	949	134	23	1822	1653	169	10.2
USA	1716	2630	311	91	4748	4261	487	11.4
Canada	330	204	40	12	586	560	26	4.6
Other America	40	57	4	5	106	72	34	47.2
Africa	199	26	16	-	241	191	50	26.2
Total 2004	36796	16917	4671	629	59013	56185	2828	5.0
Total 2003	35545	14817	5388	631				
Change	1251	2100	(717)	(2)				
%+/-	3.5	14.2	-13.3	-0.3				

*Source:* 2004 Visitor Arrival Statistics supplied by the Research & Statistics Division, Papua New Guinea Tourism Promotion Authority, Port Moresby.

The larger portion of the increase for Germany was for holiday visitors, which seemed to be the trend for the majority of the source markets. Japan, which is an important source market for PNG, recorded decreases in visitor arrivals for 2004 compared to 2003. This could be a result of the negative publicity for PNG received from both local and international media concerning the lawlessness experienced in certain provinces in the aftermath of the last national elections. Another reason could be the return of normalcy to popular tourist destinations such as Bali and lowering of fear of terrorism.

**Table 2. Length of stay of visitors to PNG in 2004**

Purpose of visit	Length of stay							Total 2004
	1-3 days	4-7 days	8-14 days	15-28 days	29days-3months	Over 3 months	Not Stated	
Business	3759	7739	5218	5853	7636	6531	60	36796
Holiday	2806	4568	5492	2279	1570	201	1	16917
VFR	136	730	1214	993	1415	183	0	4671
Other	32	70	64	59	136	264	4	629
TOTAL	6733	13107	11988	9184	10757	7179	65	59013

*Source:* 2004 Visitor Arrival Statistics supplied by the Research & Statistics Division, Papua New Guinea Tourism Promotion Authority, Port Moresby.

For those visiting friends and relatives (VFR's), the majority spent 29 days-3 months followed by holiday visitors on 8-14 days and business visitors on 4-7 days. It is generally considered that business visitors spend more in a short time

visit compared to VFR's who tend to spend more time in a destination but spend less. Further, it could be said that there is less distribution of income between industry operators and between the different levels of community. Business visitors tend to spend more time with big operators in one place compared to VFR's and holiday visitors who tend to visit more than one location and wander into villages and use local resources.

**Table 3. Main areas visited and purpose of visit**

Main Areas	Purpose of Visit				Total 2004
	Business	Holiday	VFR	Other	
Western Province	1342	124	65	10	1541
Gulf Province	341	19	20	5	385
Central Province	181	286	58	2	527
NCD (POM)	19,840	7284	2551	284	29,959
Milne Bay Province	253	616	126	10	1005
Oro Province	201	548	56	13	818
SHP Mendi	1894	258	28	16	2196
Enga Province	3220	46	19	4	3289
WHP Mt. Hagen	947	621	129	19	1716
Simbu Province	35	27	9	3	74
EHP Goroka	1107	523	264	80	1974
Morobe Province	3631	1296	375	64	5366
Madang Province	1218	1146	193	32	2589
ESP Wewak	364	453	106	25	948
WSP Vanimo	107	65	38	1	211
Manus Province	80	133	27	3	243
NIP Kavieng	1932	796	159	17	2904
ENBP Rabaul	592	614	207	7	1420
WNBP Kimbe	440	964	85	19	1508
NSP Buka	170	98	56	15	339
Not Stated	1	0	0	0	1
<b>TOTAL</b>	<b>37,896</b>	<b>15,917</b>	<b>4571</b>	<b>629</b>	<b>59,013</b>

*Source:* 2004 Visitor Arrival Statistics supplied by the Research & Statistics Division, Papua New Guinea Tourism Promotion Authority, Port Moresby.

Port Moresby had the highest number of visitors. This can be linked to Port Moresby being the administrative capital as well as the business centre of PNG. It is also the gateway to PNG with major ports for inbound and outbound travel. Morobe Province, which is commonly referred to as an industrial centre, recorded the second highest number of business visitors of 3631, followed by the resource-rich province of Enga with 3220 visitors.

After Port Moresby, Morobe Province recorded the second highest number of holiday visitors of 1296 followed by Madang Province with 1146 visitors. Both these provinces are popular tourist destinations and also have easy accessibility. Morobe Province also recorded the highest number of VFR's of 375 visitors, followed by Eastern Highlands Province (EHP) with 264 visitors and East New Britain Province (ENBP) with 207 visitors. The reason may be that the former three have bigger towns with a bigger educated and expatriate population, whereas the nature of visits to ENBP could be related to the second world war (WW2), for those wanting to visit old friends.

Simbu Province recorded the lowest number of 35 business visitors and 9 VFR visitors while Gulf Province had the lowest number of 19 holiday visitors. Both provinces face communication and accessibility problems and are small towns. Security fears may also be an influence on lower numbers of visitors.

It should be noted that there are a lot of domestic tourism happening whereby Papua New Guineans travel to different places within PNG and engage in various tourism activities. An example are visitors from the Highlands coming down to Madang who hire local boats to visit the many nearby islands and buy locally printed-shirts from the local markets. This is an important sector of the industry that is not included in studies such as the Annual Visitor Survey Reports done by the Tourism Promotion Authority.

### **Industry situation in PNG**

The National Government of PNG is increasingly recognising the tourism and hospitality industry as an economic sector. This is evidenced by the increase in budget allocations for tourism activities whilst some other departments experienced budget cuts. There is support for the tourism industry by government and non-government organisations such as community policing and wildlife management and conservation areas.

Current skill development in tourism and hospitality seems to be the work of Non Government Organisations (NGO's) and occasional short training programs carried out by PNG Tourism Promotion Authority (TPA) or related government department training officers. These cannot be conveniently accessed by secondary school leavers. Steven Pupune, a self-employed village businessman, argued during the 2004 Good News Conference at Divine Word University about the importance of looking after and benefiting from the land, and suggested that school children visit his farms to learn how they work.

Nelson Paulias, the Tourism Executive Officer of the East New Britain Tourist Bureau, indicated that tourists of the 21<sup>st</sup> Century would be more educated and professional and would prefer professional treatment from well trained staff in areas such as tour guiding and housekeeping. The South Pacific Tourism Organisation (SPTO) conducted such short tourism training courses in 1998 and 1999 for Rabaul participants but this was not repeated on a regular basis. An alternative is to include tour guiding and housekeeping in the secondary school curriculum to allow for continuity in developing tourism skills.

Not all tourists are interested in the traditional four S's of tourism activities: Sun, Sand, Surf and Sex and tend to focus more on optional tourism such as indigenous (cultural) tourism and untouched attractive locations. Recent newspaper articles such as 'Weaving a life' (The Post-Courier, 2005a) and 'Crabby delight' (The Post-Courier, 2005b) revealed creative entrepreneurial activities such as weaving cane baskets and selling lime gourds and juicy crustacean crabs to both local and international tourists. The teaching of such skills in secondary schools can create an income-earning opportunity for those who cannot make it into the formal sector. About 15% of school leavers find work in the formal sectors whereas the 85% miss out and need skills to develop projects to generate an income for themselves.

Complaints of poor customer service, lack of basic hygiene, not understanding customer needs, communication barriers and lack of knowledge and skills for tour guiding, and bad press overseas and within PNG are some problems the industry faces (Manolakis 2002). Furthermore, another problem the industry is facing is people's attitudes within the country. PNG has more tourism resources than most well-known tourism destinations in the world but it is the people's attitudes that need to be changed to make tourism work successfully. There is also lack of product knowledge, development, marketing and selling techniques, which need to be learned (Manolakis, 2002). Since the National Government's recognition of tourism as an economic sector and since the industry provides a sustainable way to support the government's export driven policy, it makes sense for students to study tourism and hospitality as a subject in secondary schools in PNG.

### **Education in tourism and hospitality: a global perspective**

Tourism and hospitality education has only evolved recently as an academic discipline and it is addressed in different ways due to its multidisciplinary nature.

- Vocational competency based courses offering skills training have recently been popular especially in regions of recent tourism development.
- Educational programs in tourism and/or hospitality stand alone as disciplines.
- Educational courses in tourism or hospitality are used as enrichment of traditional disciplines such as business, management, administration, sociology, marketing and economics with majors in either tourism or hospitality (Manolakis 2002).

### **Education in tourism and hospitality in PNG**

A formal course in tourism and hospitality started at Divine Word University in 1998 leading to a Diploma in Tourism and Hospitality Management. Other tertiary and commercial institutions including Lae Technical College, Business Training Institute (BTI) in Port Moresby, Commercial Training College (CTC) in Lae, Hohola Youth Development Centre (HYDC) in Port Moresby and International Education Agency (IEA) in Lae offer diploma and certificate courses in tourism and hospitality. The University of Technology in Lae and the University of PNG in Port Moresby offer degree specialisations. A degree program is planned for Divine Word University in Madang.

During a SAC meeting in March 2005 in Port Moresby, members of the National Education Department announced the inclusion of tourism and hospitality as a subject in the design and technology course in the lower secondary curriculum. This can be also included in the upper secondary school curriculum which is yet to be reformed. This will mean that tourism knowledge and skills which have been taught only at tertiary or university level can now be taught during the earlier stages of education. This is expected to change the level of education for students in PNG and their attitudes and abilities to contribute to the tourism industry in this nation.

### **Research methodology**

Sixty (60) questionnaires were distributed to four groups (parents, students, teachers, tourism industry operators) in or close to the town of Madang. Respondents were selected to represent town, village, highlands, coastal and islands locations in PNG. Of the sixty distributed questionnaires, forty-nine (49) were returned.

The quantitative data collected from the questionnaire were compiled and tabled. The method of analysis of the data obtained through primary sources was through percentages and averages and the final results were combined with the qualitative data from the same questionnaire. The primary research instrument was the 'Research Questionnaire on Tourism Education in the Secondary School Curriculum'.

This study was only conducted within the Madang Province for the sake of convenience and cost. This might be a limitation for some who find the suggestions not suited for their particular needs. It is realised that specific provinces/areas in PNG may need to identify specific tourism practices that are suited to their environment and the resources and capabilities that they have, or they may opt to pursue other recreational and commercial ventures not related to tourism. Other studies will be needed to uncover those aspects.

### Definition of terms

Although many people are now familiar with the notion of tourism, for academic reasons and since it is an established industry and body of knowledge, it is necessary to clarify a number of concepts.

Stear defines *tourism* as

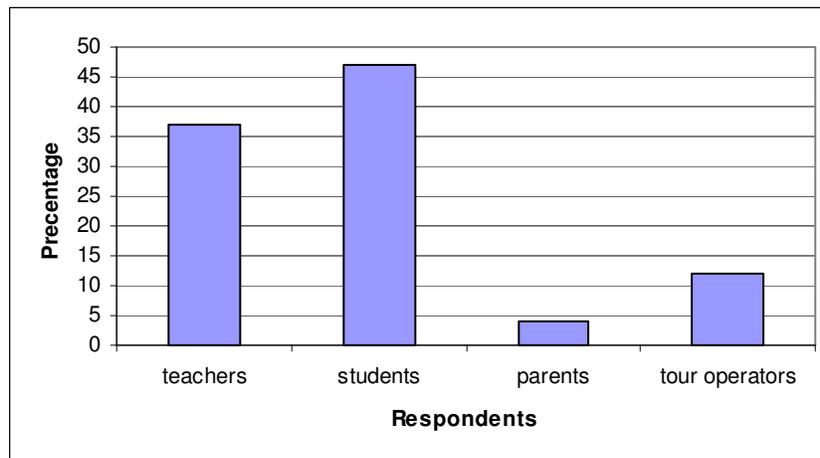
‘travel and temporary stay, involving at least one night away from the person’s usual domicile, which is undertaken with some expectation of satisfying leisure, pleasure, or recreational needs which are perceived as being unable to be so well satisfied by remaining in the region of their usual domicile’ (1987, p. 81).

Tourism may be conceptualised as a broader term that also covers *hospitality*, which means ‘looking after guests well’ (Collin 1994, p. 122). So a tourism and hospitality subject is a structured set of teaching and learning activities concerning *tourism and hospitality* that could be introduced in the secondary school curriculum in PNG. According to the current Education Reform in PNG, the secondary schools educate Grade 9 to 12 students. Therefore the secondary school curriculum refers to this group of students.

### Survey findings

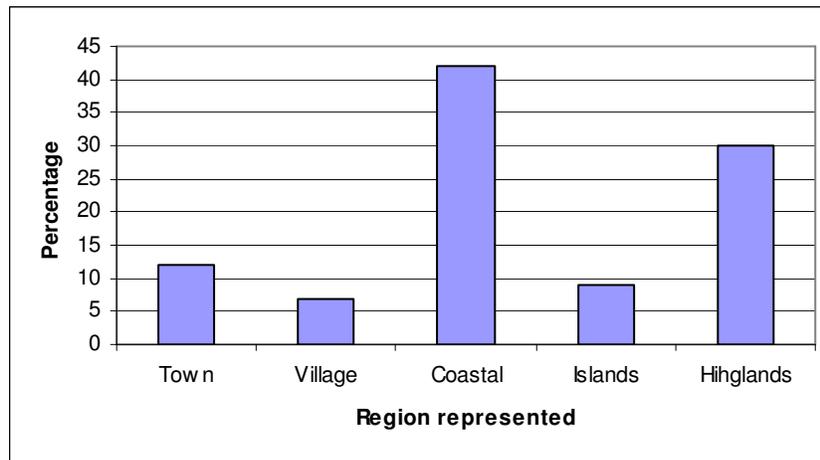
Respondents included students (47%), teachers (37%), tourism operators (21%) and parents (4%). Students came from university, secondary and upper primary institutions in or close to the town of Madang. Teachers were from university, secondary and primary levels. The tour operators were from the two major airlines (Air Niugini and Air Link), hotels and small-scale industry operators in Madang. The parents were those who sent their children to school.

**Chart 1: Status of respondents**



It is noted that teachers, industry operators and some students can also be parents whose children are attending school. It is usual for Papua New Guineans to reside in two or three different places following cultural connections, which will have implications on the type of tourism activities that can be undertaken there. Those who indicated 'coastal' areas could also be in town and likewise for other areas indicated. Respondents came from town, village, highlands, coastal and islands locations in PNG.

**Chart 2: Regions represented by respondents**



**Respondents' views on the inclusion of tourism education in the secondary school curriculum in PNG**

The questionnaire contained twelve statements to which respondents were asked to indicate the extent to which they agreed with the statements.

Statement 1: Many students will not get jobs in the formal sector after completing secondary school. Result: 80% of the respondents agreed and 20% were uncertain or disagreed. The finding shows that people are aware of the need for developing employment opportunities in the informal sector of society.

Statement 2: The curriculum should prepare students to be productive citizens in society. Result: 98% of the respondents agreed and 2% were uncertain. This has implications for the curriculum to be practically oriented and further emphasises the need for the curriculum to be relevant for PNG.

Statement 3: The purpose of education should not be seen as a passport to paid employment. Result: 84% of the respondents agreed and 16% were uncertain or disagreed. This means that education has to be planned to prepare students to be productive future citizens in both the formal and informal sectors of society.

Statement 4: Tourism provides opportunities to generate an income for people from all sectors of society. Result: 90% of the respondents agreed and 10% were uncertain or disagreed. The result indicates that people are realising that tourism provides an opportunity for income generating activities.

Statement 5: Tourism promotes economic growth of the national economy. Result: 96% of the respondents agreed and only 4% were uncertain or disagreed. Virtually all the respondents could see the benefit of tourism to the national economy.

Statement 6: Tourism develops community initiatives Result: 90% of the respondents agreed and 10% were uncertain. This reflects the close association tourism activities have with other community initiatives such as wildlife conservation, preservation and promotion of culture and other traditional activities, small-scale village based businesses such as farming, healthy living concepts and creative art.

Statement 7: Tourism skills gained by students can be passed on to less educated family or community members. Result: 92% of the respondents agreed and 8% were uncertain or disagreed. The result indicates a strong belief that knowledge and skills gained at school could be transferred to benefit other family and community members.

Statement 8: Students can undertake pilot tourism projects at school that could be undertaken in later life. Result: 76% of the respondents agreed, 22% were uncertain and 2% disagreed. This item rated less positively than any other item on the questionnaire. This possibly reflects respondents' uncertainty about the type of pilot tourism projects that could be undertaken in different schools and concern about human and physical resource constraints.

Statement 9: Tourism education would enable students to explore innovative ways of using available resources. Result: 94% of the respondents agreed and 6% were uncertain or disagreed. This result highlights the need for curriculum tasks to be flexible and innovative in making use of locally available resources. It emphasises the need for a tourism curriculum to be practical and relevant to Papua New Guineans wherever they live.

Statement 10: The curriculum should provide students with income generating skills if they do not get jobs. Result: 92% of the respondents agreed and 8% were uncertain or disagreed. This result highlights the need for a diversity of vocational subjects as well as academic subjects in the secondary school curriculum.

Statement 11: Tourism education could be an elective subject in the curriculum for interested students. Result: 80% of the respondents agreed, 8% were uncertain, and 12 disagreed. Further analysis indicated that some of those that disagreed wanted tourism to be a compulsory rather than an elective subject.

Statement 12: Tourism education will enable students to develop positive attitudes towards achieving tourism goals. Result: 88% of the respondents agreed and 12% were uncertain or disagreed. Clearly respondents perceived links between school learning having a positive influence on tourism activities outside of the school environment.

Generally from the above responses the majority of respondents had a highly positive attitude towards the inclusion of tourism education in the secondary school curriculum in PNG. Results show that this is appropriate for PNG and will benefit the nation. The concerns were that tourism education must be practical and relevant to the needs of PNG, and for human and physical resources to be taken into consideration and properly planned for.

### **Respondent attitudes to introducing tourism education into the secondary school curriculum**

The next item on the questionnaire was open-ended and required respondents to state what they felt about introducing tourism education into the secondary school curriculum.

24% indicated that a tourism curriculum would impart knowledge and skills about:

- Gaining an understanding of what tourism and hospitality is
- Having tourism as basis for further studies
- Increasing chances of self-employment or employment in other areas if one cannot continue studies
- Improving understanding and acceptance of other cultures
- Improving communication barriers
- Enabling appreciation of culture & natural beauty, protection and conscious use of natural resources
- Enabling development of right attitude and a sense of empowerment
- Enabling one to be productive and contribute meaningfully to the community.

15% indicated that tourism education would increase their chances of becoming employed, whether that be self-employment or working for someone else. It would develop their business acumen at an early stage and provide survival skills that can be used later in life.

14% believed it would bring community benefits through the following ways:

- Young people will be educated and have the relevant knowledge and skills to be productive in the community
- Become innovative and creative in ways that bring development to the community
- Become responsible citizens
- Develop pride, self-respect and respect for other people
- Conscious use of society's scarce resources
- Pride and participation in the way of life of the community including upholding the community's identity

- Reduction in law and order problems
- Develop spin-off benefits such as infrastructure, business activities, etc
- Contribute to other community initiatives

16% believed it would develop right attitudes in students in ways such as:

- Appreciation of other cultures and respect for self and others
- Making wise use of scarce resources and maintaining the natural environment
- A sense of responsibility and usefulness
- A positive attitude towards contributing usefully to society
- Avoiding trouble and involvement in law and order problems
- Lowering rural-urban migration

3% felt that there needed to be serious Government support for tourism education in ways such as:

- Providing funding and other necessary resources
- Possibility of introducing tourism education in primary schools
- Empower nationals to determine the appropriate curriculum at each level of education
- Proper planning and creating a conducive environment for students to put to use what they have learnt

10% pointed out implementation issues such as:

- Time spacing between units (subjects)
- Human resource considerations (specialists would be needed)
- Whether it should be a main (core) subject or as an elective
- Its relevancy considering the location, state of the industry and the needs of the country
- Financial and physical resources
- The feasibility of pilot projects that can be undertaken
- Requires specialised curriculum which is more appropriate at tertiary level education
- Can be incorporated into existing curriculum and existing subjects such as social science
- Curriculum to be decided and written by Papua New Guineans
- Further research and proper involvement by appropriate parties

8% did not comment.

### **Tourism and hospitality activities in different locations in PNG**

The last item on the questionnaire listed tourism and hospitality activities that could take place in different locations in PNG whether they were the village, in town, on the coast, on the island or in the highlands. The percentage of respondents indicating the suitability of the activities for different locations in PNG is shown in Table 4.

Other tourism and hospitality activities identified that are not included in the table were traditional burial ceremonies, modern/urban accommodation,

seafood markets, harbour cruise, picnic parks, traditional games, fishing, swimming, snorkelling, volcanic tours, traditional exchange (Barter), surfing, traditional legends, waterfalls & lakes, traditional music & instruments, sand painting and sightseeing.

It should be noted that the activities identified for each region can only be offered where there are suitable conditions and resources.

**Table 4: Percentage of respondents indicating suitability of tourist activities for various locations**

Tourist activity	Town	Village	Coast	Island	Highlands
War relics/museum	33	0	50	17	0
Village accommodation	9	9	36	16	30
Dyeing fabric	17	11	50	6	17
Screen printing	14	7	50	0	29
Bird watching	9	13	31	6	41
Caving	11	22	33	11	22
Diving	18	5	45	32	0
Traditional singing & dancing	11	11	36	13	29
Traditional cooking	5	18	33	13	33
Botanical/orchid farms	14	9	32	5	41
Plantation/tourist farm	13	4	42	13	29
Factory tourism	67	0	33	0	0
Wildlife sanctuary	13	13	37	3	33
Flora & fauna	10	17	34	10	28
Bush walks	7	17	36	10	31
Arts e.g. painting	15	10	30	5	40
Crafts e.g. bilum	9	14	33	14	30
Cycling	33	8	42	0	17
Mountain climbing	4	8	28	8	52
Canoeing	11	15	44	30	0
Water rating	6	17	44	6	28
Guided tours	11	14	31	11	31

The coastal and highland areas seemed to have potential for many tourism activities, with the coastal areas having a high response rate. This is because the coastal areas are connected to mainland tourism activities as well as water/sea-based tourism activities. The other reason being that most tourism activities and knowledge of these activities happen a lot on the coast compared to the highlands where there may be law and order problems and inaccessibility to certain areas at times.

Factory tourism was not mentioned for the highlands, village and island areas, which implies that the concept is still new. It is unlikely that factories would be found in small isolated villages or on small islands.

War relics/museum was not mentioned for village and highland areas, which can mean that not much emphasis is placed on this activity and that it is

uncommon. Likewise screen printing and cycling were not mentioned for island areas although cycling is quite common in some island destinations.

Cycling was identified as the most common activity for coastal and town areas. This is associated with a sense of security that cyclists may have with certain parts of these locations. Mountain climbing was identified as the most common activity in the highlands. Other common activities in the highlands were bird watching, botanical/orchid farming and art.

The most common activity on the islands was diving, followed by canoeing and water rafting, cycling and plantation/farm tours. Although war relics/museum, dyeing fabric and screen-printing activities had high percentages this was because it was uncommon for the other areas and reflects less on the number of respondents identifying those as common activities.

Caving was identified as the most common activity in the villages followed by traditional cooking, followed by flora and fauna, bush walks and water rafting. Factory tourism was identified as the most common activity in towns, since most factories are in town or closer to town, thereby making accessibility easier. Although it had the highest overall percentage this reflects less on the number of respondents identifying that as a common activity because it was uncommon for the other areas. Other activities identified as common were war relics/museum and cycling.

### **Recommendations**

The following recommendations are made based on the results of this research study into attitudes towards tourism education being part of the secondary school curriculum in PNG:

- That tourism education be included in the secondary school curriculum in PNG as it is relevant to the needs of PNG, providing survival skills, right attitudes, community benefits and economic growth
- That students implement pilot tourism projects at school that are suitable for each location
- That tourism education be an elective subject in the secondary school curriculum for interested students
- That tourism education be considered important due to the benefits it has for the nation and income generating opportunities for its people.

Recommendations regarding factors to be considered in introducing tourism education to the secondary school curriculum in PNG:

- That tourism education be practical, skill based and with skills being easily transferable, for learning to be relevant to the needs of PNG

- That practical aspects of tourism and hospitality education and pilot projects undertaken in schools be appropriate for each location according to available resources
- That the Government provides suitable materials and other necessary resources for the implementation of a tourism curriculum
- That the Government empowers nationals to determine the appropriate tourism curriculum for each level of education that is suited to the needs of students, the PNG environment and the world tourist industry
- That authorities do thoughtful planning and create a conducive environment for students to put to use what they learn, such as supporting the tourism industry and providing incentives
- That due consideration be given to time allocation, strands, sub-strands, outcomes and performance indicators for a tourism and hospitality curriculum
- That human and physical resources for tourism education be carefully considered and planned for, including funding and the feasibility of pilot projects that can be undertaken
- That the design of the tourism curriculum be relevant and appropriate at each level of education and that such activities be researched with wide consultation and involvement of appropriate parties
- That the tourism industry be promoted and developed in the highlands, coastal and island areas of PNG.

### **Conclusion**

Efforts were made by the researcher to ensure a balanced representation of different groups of people and various regions/locations in order to gain a sense of what might be relevant for the nation overall. The research methodology was explained and a background on the tourism industry in PNG was provided to highlight important points concerning the industry. Education in tourism and hospitality was provided from both a global and local PNG perspective. Finally the data were collated, compiled, analysed and evaluated and the findings were reported with recommendations for follow-up action and possible implementation. Where there may be weaknesses or gaps in the research, the opportunity is there for further investigation.

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