

Towards A Sustainable Hotel Education (An Analytical Strategic Study at The Faculty of Tourism and Hotels, Mansoura University - TOWS Matrix as A Model)

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Abstract

This research aims to identify the perceptions of both (bachelor/postgraduate) students, as well as faculty members and their assistants about hotel education for sustainable development, and to conduct an analysis of the internal and external environment (SWOT) to assess the department's readiness to achieve sustainable development and to develop strategies to facilitate the implementation of Hotel Education for Sustainable Development. In order to achieve the objectives of the study, a questionnaire form was adopted and distributed to (116 undergraduate students, 47 postgraduate students, 11 staff members in the department), and the field study for this research was conducted during the academic year 2020/2021. During the period from November 2020 to April 2021.

The questionnaire consisted of two parts: the first was divided into five dimensions, and the second included strengths, weaknesses and suggestions for improvement. The collected data was processed through the SPSS V.26 program. The results concluded that there is a neutral perception towards the concept of hotel education for sustainable development. The results also concluded that there are (3) main strategic alternatives that can be applied in order to achieve sustainable development, which are as follows: treatment strategy, integration strategy, and excellence strategy. Some of main recommendations were: Cooperating with organizations supporting sustainable development such as UNESCO, Ministry of International Cooperation and updating academic curricula to meet the faculty's needs and the labor market in light of the sustainable development goals and Egypt's vision 2030.

Key words: Education for Sustainable Development - Hotel Studies Department- strategic alternatives - Analysis of the internal and external environment (SWOT).

Introduction

Hospitality and tourism graduates entering and pursuing careers in the industry will need to be able to see various aspects related to sustainability and address economic issues, social and environmental issues facing the industry and the planet, to not only focus on economic issues and find ways to integrate different aspects of sustainability into their business over the long term and across different economic and political times. However, while sustainability has long been strongly promoted with a three-point approach, researchers recently found that hospitality students, in particular, pay little attention to sustainability in their educational programs. In the long-term future, however, it is essential and arguably what graduates may need to learn asked and remembered through their educational and internship experiences that sustainability requires balance, and

striking that balance is an ongoing challenge and opportunity. (Deale, CS, & Barber, N., (2012)

The main factor in the interest of sustainable development is that it is the main objective of the next stage in the various countries of the world. This goal should begin with attention to education in all its stages and pillars Especially students, teachers, staff, learning tools, and others, to raise the level of awareness of the university student and instill interest and loyalty to country and its future and encourage it to preserve the natural and economic resources and become an element within the community for the benefit of it and the surrounding society as well as the sector in which it works and thus benefit the national economy level this is the purpose of implementing sustainable development in higher education (Lotz-Sisitka, H., Wals, A. E., Kronlid, D., and McGarry, D, 2015).

Education is a top priority for contemporary countries to promote the concept of sustainable development for individuals and groups through the introduction of the principle of education for sustainable development to achieve sustainable human development that plays a major role in shaping their strategies in achieving the goals of sustainable development. (UNESCO. 2016).

Research's Problem

The research's problem is that necessary to pay attention to Sustainable development at higher education level which plays an important role in achieving the Sustainable Development Goals (SDGs). Higher education holds a great responsibility to increase the awareness and knowledge of students and staff members who will manage and develop resources. For the purpose of the sustainability of resources, awareness and knowledge of sustainable development are needed. This knowledge can be conveyed through Education for Sustainable Development (ESD) to achieve high education quality and equal access to education for women and men. Perception of ESD must be studied to gather information about the facts, problems and challenges faced by Faculty of Tourism and Hotel. Mansoura University to achieve SDGs, especially SDG 4 (Quality Education) and other related goals.

However, while sustainability has long been heavily promoted with a triple bottom line approach, researchers not too long ago found that hospitality students, in particular, received little attention to sustainability in their educational programs (Deale, C.S., & Barber, N., (2012). Yet, over the long-run on into the future, what is needed and arguably, what graduates perhaps need to learn and take to the heart through their educational experiences and internships, is that sustainability requires a balance, and creating that balance is an ongoing challenge and opportunity.

Research Questions

To analyze the way how SD concepts are incorporated into the hotel education sector, how students and staff members view and value them, the following research questions were formulated:

1. In what ways have the concepts of sustainable development been incorporated in higher education especially in the hotel education sector?
 - What are the strengths and opportunities that promote sustainable development applications in the Hotel Studies Department?
 - What are the weak points and threats that disable the application of sustainable development in the Hotel Studies Department?
 - What are the best strategies through which sustainable development can be implemented in the department?

Aim and Objectives of the Research

The present study aims to identify the perceptions of students (bachelor /postgraduate) and the staff members at the Hotel Studies Department hold about Education for Sustainable Development (ESD) through: Analyzing the concept of education for sustainable development ,Evaluating the readiness of the hotel studies department, to implement sustainable development through the questionnaires and SWOT analysis.

Limitations of the Study

There will be a set of study parameters, including the time and spatial determinants as well as the human and the following objectivity:

- A. Human Limits:** The sample of the study was limited to the students (bachelor /postgraduate) and the staff members of the hotel studies department at the Faculty of Tourism and Hotels at Mansoura University.
- B. Place Limits:** The study based on the Faculty of Tourism and Hotels at Mansoura University as a case study. It is located in Mansoura City, Dakahlia Governorate.
- C. Time Limits:** The field study for this research was conducted during the academic year 2020/2021 during the period from November 2020 to April 2021.
- D. Objective Limits:** The study is about the subject of analyzing the internal and external environment and developing alternative strategies for implementing and integrating sustainable development in hotel education in the Faculty of Tourism and Hotels, Mansoura University. UNESCO has identified seventeen goals for sustainable development, and this study has adopted only eight goals, which are the closest and most closely related to the subject of the current study, which are the goals(2nd/4th/5th/6th/7th/8th/12th/17th), which were addressed in the questionnaire forms of the research.

Importance of The Research

1. This study can be considered as a complement to the efforts of the senior departments and specialists in governmental and private institutions in Egypt in the tourism sector in general and the hospitality sector in particular.
2. This study will help decision-makers in the sample of the study in the application of some dimensions of the concept of sustainable development, Vision, Goals and Mission
3. This study will help in graduating a new generation of students who can apply sustainable development practices in their careers in the hospitality sector.
4. This study opens the way for decision-makers in the faculties of tourism and hotels in Egyptian universities as well as researchers to complete the application of all dimensions of sustainable development

Research Gap Analysis

Table 1: Research Gap Analysis

Research Gap	Research Aim	Sample/ Population	Results/ Recommendation
<p>Sustainability in Hospitality and Tourism Education: Towards an Integrated Curriculum</p> <p>BY: B. Bynum Boley (2011).</p>	<p>The purpose of this study is to move beyond examining the need to teach sustainability or whether or not stakeholders think it is important, the literature says both, to discussing how to implement teaching sustainability across the hospitality and tourism curriculum</p>	<ul style="list-style-type: none"> 72% of the hospitality educators at Warnell School of Forestry and Natural Resources University of Georgia 	<ul style="list-style-type: none"> The Sample indicated that they felt it was important for students to be taught about sustainable issues, but that at best, only 12% of them were actually teaching sustainability in the classroom This paper recommends that integrating sustainability into hospitality and tourism classes should be the goal
<p>Integrating Sustainability into Education: At Egyptian Tourism and Hotel Faculties</p> <p>By: Mansour, N and Abd El-Kafy, J, (2018).</p>	<p>The aim of this paper is to: a) provide an overview of Education for sustainability (EfS) provide a framework for understanding Education for sustainability (EfS) in Tourism</p>	<ul style="list-style-type: none"> The research relied on graduates who had completed tourism studies, tourism guidance and hotel management programs (November/ 2018: January/ 2019). 	<ul style="list-style-type: none"> Cooperation between Ministries of Education, Higher Education and the Ministry of Environment in the field of sustainable education. Cooperation between Egyptian universities and international organizations such as UNESCO in the field of education for sustainability Evaluating the curricula and syllabus of tourism and hotels management faculties and developing them by integrating with the concepts of sustainability.

<p>Perceptions and Attitudes towards Sustainable Development among Malaysian Undergraduates</p> <p>By: Balamuralithara Balakrishnan, Fumihiko Tochinai & Hidekazu Kanemitsu (2019).</p>	<p>The research reports the perceptions and attitudes towards sustainable development among Malaysian undergraduate.</p>	<ul style="list-style-type: none"> •The study was carried out involving 154 undergraduates from five universities in Malaysia •This research was conducted based on a survey whereby the respondents were given a questionnaire to gauge their perception and attitude towards sustainable development 	<ul style="list-style-type: none"> • The output of the analyses showed that the respondents have positive perceptions and attitudes towards all sustainability dimensions—environmental, economic, and social—except for economic and social bound issues • These findings suggest that the educators who are involved in sustainable development education needs to focus on economic and social bound aspects. • a holistic approach and action are required to be implemented across all higher education institutions to develop undergraduates who will maintain a strong sense of responsibility towards sustainability issues in Malaysia and other countries as well
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The studies shown in the previous table included two studies that drew attention to sustainable development in education in general, while one study emphasized the importance of integrating sustainable development into the curricula of the three faculties of tourism and hotels in its three departments. Strengths and weaknesses as well as opportunities and threats. Where the current study focused on the following:

- In-depth study of the Department of Hotel Studies, Faculty of Tourism and Hotels - Mansoura University.
- Analyzing the internal and external environment of the department (SWOT).
- Suggesting alternative strategies, which in turn contribute to achieving sustainable development in hotel education in the department.

Review of Literature

Sustainable Development Concept

According to Barth, M. (2015), Sustainable development is defined as 'Rationalization of the use of renewable resources in a way that does not diminish future benefit for future generations and includes the wisdom to use resources that are not renewed so as not to deprive future generations of benefit. Sustainable development also requires the consumption of non-renewable energy sources at a slow rate to ensure a smooth and gradual transition to renewable energy sources

As reported by the Ministry of International Cooperation (2016) Egypt has adopted an approach that is characterized by a high level of ambition, firm commitment and dynamic

innovation towards tackling this transformative agenda. In alignment with the 2030 Agenda, in March 2015, Egypt launched its strategy for sustainable development, “Egypt’s Vision 2030”. The Egyptian forward-looking strategy is unprecedented in its scope and significance at the national level. It spans over the three dimensions of sustainable development, namely; economic, social and environmental dimensions, and outlines the broader principles which will guide Egypt in pursuing its developmental goals. The overarching aim of the strategy is for Egypt to possess a competitive, balanced and diversified economy, dependent on innovation and knowledge, based on justice, social integrity and participation, in a balanced and diversified ecological collaboration system, investing the ingenuity of place and human capital to achieve sustainable development and to improve Egyptians' quality of life, in a state- driven process, with the full participation of all relevant stakeholders.

Integration of Sustainability into the Curriculum of the Hotel Sector

Even though the increased number of classes and majors focusing on sustainability is a welcomed trend evident of a growing tendency to teach sustainability within hospitality and tourism education, many within and without the field of hospitality or tourism suggested that full integration of sustainability across all classes and majors is the best educational option (Virginia Tech-Office of Sustainability,2021). In practice, Deale et al. (2014) results demonstrate that full integration of sustainability within hospitality classes is the least common approach to teaching sustainability. While it may be the least common approach, much of the literature surrounding sustainability in higher education calls for full integration of sustainability. The suggestion that full integration was the best tool for teaching sustainability is supported by Eber (2017) who wrote “it is important for a sustainability approach to be integrated into and across the whole curriculum – to do otherwise is to be teaching ‘unsustainable’ business and tourism!” Jurowski and Liburd (2018) echo this call for integration with the following quote: “When students are taught how these principles are related to specific management functions in various courses, they will be better prepared to apply them in the management of hospitality and tourism operations than if they were to learn the principles in a single course offering” . Full integration also allows all students within a hospitality and tourism program to benefit from the higher level of learning associated with sustainability.

A different view of how hospitality and tourism programs incorporate sustainability into the curriculum is provided by Busby (2015) who suggested that the British education model disseminates sustainable tourism knowledge along a continuum of approaches. According to Busby (2015), Boks and Diehl (2016), all hospitality degrees can be accommodated on the continuum that ranges from holistic approaches to incidental approaches, with incremental approaches in the middle. For example, a specific sustainable tourism degree like ecotourism is an example of a holistic approach; the incremental approach is shown in the degree of tourism management, and the incidental approach can be exemplified with degrees such as tourism and performing arts (Busby, 2015). What is missing in Busby’s model is that the incremental and incidental approaches do not ultimately strive for sustainability and it is unclear to what extent sustainability is integrated into the curriculum. Hospitality and tourism are still the contexts of interest and sustainability are only taught to supplement the area of emphasis. If hospitality and tourism programs are supposed to graduate students ready for all aspects of the workplace, then students need to be educated about sustainability

throughout the curriculum rather than only in a specific major or class. Of course, this is not meant to discount the need for specific classes that focus on sustainability, but suggested that even classes like human resources, food, and beverage, or strategy can benefit by teaching students about sustainability.

Difficulties with Implementing an Integrated Curriculum

Up to this point, the importance of teaching sustainability to undergraduate hospitality students has been presented, as well as the case for why cross-curriculum integration may be better than teaching sustainability-specific classes. While the integration of sustainability into the curriculum is suggested to be the best option, many challenges could potentially hinder the process. The main impediment to sustainability's integration across the curriculum is the inability to change the predominant ways of thinking about sustainability. Down, L. (2016) suggested that a paradigm shift needs to occur among academics for sustainability to gain ground as a significant worldview. and he also suggested that a paradigm shift is needed regarding the commonly held assumptions that:

- Humans are the dominant species and separate from the rest of nature.
- Resources are free and inexhaustible.
- The earth's ecosystem can assimilate all human impacts.
- Technology will solve most problems.
- All human needs and wants can be met through material mean.

Another difficulty with academics embracing sustainability is that sustainability is not a value-free initiative, but a contestable concept that lends itself to subjective interpretations Wals, A., & Jickling, B. (2015), They also believed that integrating sustainability will be difficult because it "runs counter to prevailing conception of education: it breathes a kind of intellectual exclusivity and determinism that conflicts with ideas of emancipation, local knowledge, democracy, and self-determination." To counter the embedded values of sustainability, educators need to be aware of their values and try to remove their values from the discussion so that students can use their values to guide the discussion.

Another noted challenge to sustainability's acceptance is its non-traditional approach to business that focuses on long-term profits instead of only short-term gains (Cortese, 2016). If hospitality and tourism businesses want employees that are only concerned with increasing short-term profits, teaching sustainability in the curriculum may not be advisable. Sustainability requires a long-term approach to profits, which recognizes that the current exploitation of resources now may limit the potential to be economically viable in the future.

In addition to these challenges, Velazquez, L., Munguia, N., & Sanchez, M. (2018). proposed a laundry list of challenges to the integration of sustainability that include lack of funding, a profit mentality, resistance to change, lack of interdisciplinary research, and the lack of standard definitions of sustainability.

Suggestions for Integrating Sustainability

With the challenges of integrating sustainability previously acknowledged, a few suggestions for successfully integrating sustainability into the curriculum are provided

below. The first suggestion is to create more opportunities for pedagogical discussions about sustainability's place within hospitality and tourism programs. An increase in the discussion of sustainability's importance to education will most likely result in it being taught more. Another suggestion is for hospitality and tourism programs to stay in tune with the demands of the hospitality and tourism job markets. If programs are aware of the increasing popularity of sustainable initiatives practiced by hospitality and tourism firms, then those programs that are trying to prepare their students for the job market will be more favorable towards integrating sustainability across the curriculum (Billett, S. 2014). Furthermore, Moore, J. (2017) recommended that increased transdisciplinary collaboration with other departments will likely expose the department to different epistemological views that can enrich one's view of sustainability. For example, sustainable tourism, like traditional tourism, is a very interdisciplinary topic. Collaboration among hospitality and tourism departments and outside departments, such as urban planning, geography ecology, natural resources, and anthropology will enrich hospitality and tourism departments' understanding of sustainability. These suggestions all hinge on whether or not the instructors of hospitality and tourism classes see the benefit of teaching sustainability to their students.

Research Methodology

As mentioned previously, this research originated from a need to study the possibility of implementing some of the dimensions of sustainable development in the hotel education sector and activating it in the Faculty of Tourism and Hotels Mansoura University. To achieve this aim, the researchers adopted an investigative approach that allowed for quantitative data to be obtained during the period from November 2020 to April 2021. A data collection method was developed which focused upon the use of the questionnaire form, as well as a comprehensive review of available literature and SWOT analysis.

The questionnaire form consisted of two parts: the first part is divided into five dimensions (The first one was about Good Hotel Education and Ensuring the Sustainability of the Educational Process, while the 2nd Dimension was about Hotel Education, Good Health for all and the Eradication of Hunger and Poverty, the 3rd Dimension discussed the Hotel Education, Water Supply and Sustainable Clean Energy, meanwhile the 4th Dimension was about the Hotel Education and it's relation with Sustainable Economic Growth, Productive Employment, Good Employment, Training and Gender Equality. The last dimension was about Hotel Education, Responsible Consumption and Production. The second part includes strengths, weaknesses and proposals for improvement. The instrument utilized a five-point likert-type scale (strongly agree - agree - neutral - disagree - strongly disagree) to determine the levels of agreement with statements investigated.

Population and Samples:

- The total number of the 4th grade was 123 students, A sum of 120 forms was distributed among the undergraduate students. The number of the returned questionnaires was 118 forms (98.33 %); only 116 forms (98.30 %) of the returned forms were valid for statistical analyzing.
- The total number of postgraduate students in the department (Old /New Regulation) was 86, A sum of 50 forms was distributed among the postgraduate

students. The number of the returned questionnaires was 48 forms (96%); only 47 forms (97.9 %) of the returned forms were valid for statistical analyzing.

- The total number of staff members in the department was 14, A sum of 11 forms was distributed among the staff members. The number of the returned questionnaires was 11 forms (100%); all the returned forms were valid for statistical analyzing.

Data Collection Method

Questionnaires

The purpose of the questionnaire is to collect the data that will help in finding the answers to the research questions (Bryman 2004).

Undergraduate Students', Postgraduate Students' and Staff Members' Questionnaire Forms

UNESCO, as the United Nations specialized agency for education, is entrusted with leading and coordinating the Education 2030 Agenda. It also aims to achieve 17 sustainable development goals by 2030. None of the 17 Sustainable Development Goals can be achieved without education. These include an education goal, Goal 4, which aims to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' (UNESCO, 2016). According to NAQAAE (2009), Manual of Standards for Postgraduate Programs. Tourism and Hotel Sector (2009), the framework for action provides the guidance needed to achieve this lofty goal and honor the ambitious commitments it entails especially in the hotel sector.

This research has adopted only eight goals, which are the closest and most closely related to the subject of the current study, which are the goals(2nd/4th/5th/6th/7th/8th/12th/17th), addressed in the questionnaire forms of the research. which could be clarified in the following figure 1:



Figure 1: Study Dimensions and aimed Sustainable Development Goals (SDGs)- Source: (adopted by the Researchers)

Results and Discussions

First Part: Data collected was presented in the following table:

Table 2: Perceptions of the Investigated Respondents Towards the research Dimensions

s	Statement	Undergraduates' Mean	Postgraduates' Mean	Staff Members' Mean
The First Dimension: Good Hotel Education and Ensuring the Sustainability of the Educational Process				
1	The student understands the importance of the role that lifelong teaching and learning opportunities play in improving people's lives and achieving sustainable development.	3.7414	3.3617	2.9091
2	The student can use participatory methods to motivate others to learn in the surrounding community.	2.7241	3.6383	2.8182
3	The student is aware of the intrinsic value of education for his personal development and is able to identify and analyze his needs and the purposes he seeks from the educational process.	3.8362	3.1277	2.5455
4	The student understands the role of his personal skills in improving his life, especially in finding jobs and starting different businesses	4.1552	3.8936	3.3636
5	Visits to surrounding schools are organized to inform them of the importance of sustainable development	2.0517	2.3191	2.0000
6	Faculty members use non-traditional learning patterns (collaborative learning - self-learning - distance learning	3.8448	3.6383	2.6364
The Second Dimension: Hotel Education, Good Health for all and the Eradication of Hunger and Poverty				
7	The student is aware of the need for sustainable agriculture to fight hunger, malnutrition and understanding of diets that lack basic nutrients	2.4397	3.7660	3.5455
8	The courses in the department help develop student awareness to think about how to cope with malnutrition and hunger	3.3362	3.2766	2.7273
9	The student learned about the diseases of malnutrition and hunger locally and globally and their main physical and psychological effects on human life and the knowledge of special groups	4.1724	3.4468	2.5455
10	The student can change his eating habits and food consumption pattern to contribute to the fight against hunger and promote sustainable agriculture	3.0690	4.0426	1.2727
11	Trips and field trips are organized to places where sustainable agriculture is applied	2.0776	4.1064	2.2727
12	Students are educated and encouraged to contribute to the service of the community and the development of the surrounding environment	2.6466	2.2340	3.1818
The Third Dimension: Hotel Education, Water Supply and Sustainable Clean Energy				
13	The student understands the danger of water pollution and the consequences of this	2.8879	3.9362	2.9091
14	The student is aware of the importance and methods of recycling sewage in the hotel sector and its use in the irrigation of fruit less crops	3.1638	3.1277	2.2727
15	The educational kitchen has guidelines of how to rationalize the consumption of water and electricity and the need to keep and maintain it	2.9655	3.2766	2.0000
16	The student learns about the most important green environmental practices used in the hotel sector	3.8190	2.8723	3.2727
17	Solar energy is used in the educational kitchen and educational restaurant in the department	1.8017	2.1064	1.2727
18	The student is aware of the impact of the hotel sector on the environment and how to reduce the risks of the sector	2.8017	3.5532	2.1818
The Fourth Dimension: Hotel Education, Sustainable Economic Growth, Productive Employment, Good Employment, Training and Gender Equality				
19	The student understands the concepts of economic growth and unemployment and its rates and its damage to society	3.6552	3.9149	2.4545
20	Training opportunities are provided with material return for students during the various educational years	3.8879	4.0851	2.3636
21	Workshops and seminars are held for the hotel sector and work on it during the various educational years	3.3362	3.6383	3.1818
22	Both boys and girls enjoy the same attention and training opportunities during the different educational years	3.1638	3.5106	4.0909
23	The department holds a day or forum for employment and hosts a number of industrialists	2.8707	4.0851	2.7273
24	Various community parties contribute to providing training and employment opportunities for students	3.2672	3.1277	3.4545
The Fifth Dimension: Hotel Education, Responsible Consumption and Production				
25	Courses include ways to produce food and beverages in sustainable ways and with the techniques used	2.4310	3.1489	3.0909
26	The student knows the sustainable practices in food consumption from rationalizing consumption as well as recycling food residues	2.7414	3.2979	3.0909
27	Enabling the student to feel responsible towards the environment and society through consumer and productive behaviors	3.4483	3.4681	2.9091
28	The student understands the methods of producing and managing waste by reducing the production of waste and recycling and reusing waste	2.2500	3.4681	2.6364
29	There is a special unit for the production and selling of various food products	2.5517	2.6383	2.6364
30	Agriculture is relied upon within the faculty building to provide the educational kitchen with some materials for practical courses	2.1121	2.1064	1.1818

Second Part: Strength, Weakness Points and Improvement Suggestions

Strength and Weakness Points

A. Strength Point

- The competence of the faculty members and their assistants in the department and their experiences in the hotel field
- Summer training has a role in enabling students to know what the hospitality sector is and raise their capabilities
- Many students are members of the Egyptian Chefs Association who are certified as professional chefs
- Using blended learning and problem-solving methods.
- Equality between males and females in the educational process.

B. Weak Points

- The number of students exceeds the space of the classes
- There is no chef and restaurant manager to teach the student the practical side of the study courses
- There is no regular follow-up to the summer training process
- There are not enough materials for the practical side of the courses
- The courses are outdated compared to the requirements of the labor market
- Educational trips to hotels are not organized during the semester and are limited to summer training only
- The study is limited to the Arabic language for the specialized courses of the department
- There are no cultivated areas to produce raw materials for practical courses in the department, and there are few green spaces in the faculty
- The lack of sufficient new technological capabilities for all students to keep pace with e-learning
- Decreased numbers of faculty members and their assistants compared to the number of students

Improvement Suggestions

- Concluding a cooperation protocol with hotels to provide continuous training and work opportunities for students and graduates
- Using a variety of teaching methods more than traditional ones in line with the information revolution
- Activating the exchange education system with the institutions of the hospitality industry
- Make the first year a general preparation in which students study all disciplines, and from the second year, they specialize in one field only (Kitchen/Restaurant/Reception /Housekeeping).
- Paying attention to the field aspect of postgraduate courses and making weekly scientific tours to raise students' awareness.
- Conducting monthly meetings with the students of the department to present their ideas
- Offer a discounted membership for students interested in the Hotel Studies Department of the Egyptian Chefs Association

- Organizing a forum that brings together academics and professionals in the hotel sector to exchange experiences
- Training of faculty members, their assistants, and students on sustainability in education.
- Updating teaching methods such as (simulation-style / learning style by games / cooperative learning style).
- Increasing the number of faculty members and their assistants in the department.
- Organizing trips to exhibitions specialized in the field of hospitality

Analysis of The Strategic Elements of The Internal and External Environment in the Department of Hotel Studies (SWOT) (Strengths, Weaknesses, Opportunities, and Threats)

Internal Environment Analysis (Strengths, Weaknesses)

First: Data and information collection:

Survey forms were distributed to:

- ❖ Staff Members
- ❖ Postgraduate Students
- ❖ Undergraduate Students

Second: Analysis and discussion of the results: where the good was analyzed from the survey forms and the strengths and weaknesses were identified in each form and on all axes.

Third: Determining the most important strengths and most important weaknesses: The internal strategic factors (the most important strengths and weaknesses) that need strategies, plans, and programs for strengthening and confrontation to achieve sustainable development in hotel education within the department have been identified.

Fourth: Determining the most important 10 strengths that contribute to the continued development and progress of the department towards achieving sustainable development goals in the educational aspect, at a rate ranging between 75% - 100%, as well as the most important 10 weaknesses that may negatively affect the achievement of hotel education for sustainable development in the department, at a rate ranging between 75%-100%.

Fifth: Preparing the matrix of the internal strategic factors (strengths and weaknesses): After the identification of the most important strengths and the most important weaknesses (the internal strategic factors) was completed, the strategic implications of the internal environmental analysis were extracted, by preparing the matrix of the internal strategic factors.

Sixth: Calculating the weighted weights for each of the strengths and weaknesses to reach the total weighted weight for the department as follows:

Determining a relative weight for each point of strength (a strategic factor) and for each point of weakness (a strategic factor), bearing in mind that the sum of the relative weights is 0.5 for the strengths and 0.5 for the weaknesses so that the sum of the relative weight of the strengths and weaknesses equals 1.0.

Arranging the internal strategic factors (strengths and weaknesses) in descending order so that the first order of the strength or weak point has the largest relative weight, while the last order is the strength or weak point of the smallest relative weight.

Calculating the weighted weight of each strength point according to the effect so that the effect is equal to (4) in the case of the department’s ability to benefit from the strength point by 90%-100%, and (3) in the case of the department’s ability to benefit from the strength point by 90%-75 %. The effect is equal to (2) if the department is able to overcome the weak point by 90%-100%, and (1) if the department is able to overcome the weak point by 75%-90%.

Obtaining the total weighted score, by summing the weighted scores for all items; The weighted score should not be more than 4, and the average will be 2.5, and the overall weighted score less than 2.5 will indicate that such an organization suffers from general internal weakness, while the overall weighted score of more than 2.5 indicates that such This organization enjoys a relatively strong internal position, as shown in table (3).

Table 3: The Matrix of Internal Strategic Factors (Points of Strength and Weakness)

S	Internal Strategic Factors	weight	Rank (Effect 3-4) *	weighted weight (weight x Effect)
	Strengths Points			
1	The efficiency of the faculty members and their assistants in the department, and the interest of some of them in the issue of sustainability in scientific research and scientific theses in the department	0.057	3	0.171
2	The presence of an educational restaurant and an educational kitchen in the department	0.055	3	0.165
3	Seeking to add a qualitative joint program between the department and the College of Nursing at the university entitled 'Health Hotels', which will open the field of joint cooperation.	0.054	3	0.162
4	Summer training for students in hotels and restaurants enables them to learn many skills specific to the hotel job market	0.052	3	0.156
5	The existence of a digital and paper library that includes many encyclopedias and scientific references in the field of sustainability and hotel education and its academic courses.	0.049	3	0.147
6	Updating the department's research plan to suit the needs and developments of the labor market with modern topics related to sustainability, digitization, entrepreneurship and modern trends in hospitality.	0.049	3	0.147
7	Gender equality in the educational process and training opportunities, as well as employment opportunities, if they exist	0.048	3	0.144

8	Many students join associations such as the Egyptian Chefs Association, and the students' experience in the professional field qualifies them to compete in the local market.	0.048	3	0.144
9	The use of blended learning and problem-solving method in some graduate courses, updating the list of graduate studies in the college and applying credit hours	0.047	3	0.141
10	The courses contain topics such as (environmental practices of hotels - nutrition and malnutrition diseases - food and public health - economics - production of food and beverages)	0.041	3	0.123
		0.5		
S	Weakness Points	weight	Rank (Effect 1-2) *	weighted weight (weight x Effect)
1	The presence of a quantitative and qualitative deficit in the classrooms and the processing of laboratories, buildings and facilities in general, with the failure to activate the infrastructure maintenance plan.	0.053	1	0.053
2	The decrease in the number of faculty members and their assistants in the department, and there is no teacher of culinary art and service art on a permanent basis to train students in the department, and the inadequacy and efficiency of the administrative staff in the department	0.052	1	0.052
3	There are no partnerships between the department and local or international institutions to employ graduates and to train students, faculty members, and their assistants in the field of sustainability in hotels.	0.052	1	0.052
4	The food and beverage production unit at the college is not operational, and there is a lack of financial resources and support for scientific research and training	0.051	1	0.051
5	Solar energy is not used in the educational kitchen and educational restaurant in the department	0.051	1	0.051
6	There is no waste recycling and reuse system	0.051	1	0.051

7	Agriculture is not relied upon inside the college building to supply the educational kitchen with the materials needed for practical courses, and there is no cooperation between the department and the surrounding industrial and agricultural bodies.	0.051	1	0.051
8	Organizing introductory visits to neighboring schools and colleges to introduce them to sustainable development, and no trips for department students to places where sustainable agriculture is applied.	0.049	2	0.098
9	The courses are not up-to-date in line with the sustainability issues in hotel education, with only some traditional methods in most of the courses.	0.046	2	0.092
10	The courses do not include sustainable food and beverage production and the techniques used for this. Some traditional methods of teaching	0.044	2	0.088
		0.5		0.639
	Total Weight	1		2.139 **

* Effect equals (4) if the division is able to utilize the strength point by 90%-100%, and (3) if the section is able to utilize the strength point by 75%-90%. The effect is equal to (2) if the department is able to overcome the weak point by 90%-100%, and (1) if the department is able to overcome the weak point by 75%-90%.

** The higher the number and the closer to (3), the greater the capacity and vice versa.

The Result of The Analysis of The Matrix of Internal Strategic Factors:

It is clear from the previous matrix that the total weighted weights (2.139), which means that they are less than the average, meaning that the department suffers from a general relative internal weakness, and this is an indication that the impact of weaknesses is greater than the impact of strengths, which calls for overcoming weaknesses and strengthening strengths.

External Environment Analysis (Opportunities, and Threats)

- Determining a relative weight for each opportunity and each threat, taking into account that the sum of the relative weights of the opportunities is (0.5) and the sum of the relative weights of the threats is (0.5), so that the sum of the relative weight of all the factors of the external environment (1).
- Calculating the weighted weight of each opportunity by multiplying the relative weight by the number (4) in the case of the department's ability to exploit it by 90%-100%, and multiplying it by the number (3) in the case of the department's ability to exploit the opportunity by 75%-90%.

- As for calculating the weighted weight of each threat, it is by multiplying the relative weight by the number (2) in the case of the department's ability to deal with it by 90%-100%, and multiplying it by the number (1) in the case of the department's ability to deal with the threat by 75% -90%.
- Collecting the weights of each of the opportunities points and the threats points to reach the total weighted weight for the department, and this number reflects the department's ability to deal with the factors of the external environment (the higher the number and approaching (3), the greater the ability and vice versa).

Obtaining the total weighted score, by summing the weighted scores for all items; The weighted score should not be more than 4, and the average will be 2.5, and the overall weighted score less than 2.5 will indicate that the department is unable to optimally exploit the available opportunities and confront threats, while the overall weighted score of more than 2.5 indicates that the department can take advantage of opportunities and circumvent threats as shown in table(4)

Table 4: Matrix of External Strategic Factors (Opportunities and Threats)

S	External Strategic Factors		Rank (Effect 3-4) *	weighted weight (weight x Effect)
	weight	Opportunities		
1	0.053	The university adopts Egypt's 2030 vision for sustainable development. The department gives an opportunity to present proposals for the applications of sustainability in hotel education in preparation for their implementation.	4	0.212
2	0.052	Some countries and organizations provide grants that members of the department can benefit from by conducting joint projects to activate sustainable agriculture, operate solar energy and recycle waste.	3	0.156
3	0.052	Benefiting from societal changes in developing new study programs that achieve environmentally, economically and socially sustainable development goals and meet the needs of the labor market	3	0.156
4	0.051	The existence of scientific journals and international research centers for sustainability in hotel education, whose experiences and results of studies can be benefited from.	4	0.204
5	0.051	Possibility of making a contract with the Colleges of Agriculture and Engineering to train faculty members, students, and department workers on sustainable agriculture and methods of exploiting solar energy and recycling the waste in preparation for their implementation.	3	0.153

6	The existence of a body to ensure quality and accreditation for education in Egypt, through which accreditation can be sought, which will benefit the department.	0.051	3	0.153
7	The college is the only government college in the governorate, which gives an opportunity for the department's students to excel and cover the supply of job opportunities in the market, which is an economic and social dimension.	0.051	3	0.153
8	The department members can provide hotel consultations to the internal and external community as economic, social and cultural dimensions.	0.049	3	0.147
9	Increasing the labor market demand for graduates of hotel studies departments in search of specialization, excellence and productivity.	0.046	3	0.138
10	Increasing the demand for blended learning, which achieves an economic return and thus achieves one of the dimensions of sustainable development and achieves technological and educational growth	0.044	3	0.132
		0.5		1.604
S	Threats	weight	Rank (Effect 1-2) *	weighted weight (weight x Effect)
1	Economic crises caused by political, environmental, and health conditions at the state and global levels	0.057	1	0.057
2	The low grades of student acceptance at the college, which is approved by the Ministry of Higher Education and Scientific Research, affect the quality of the new students in the department.	0.055	1	0.055
3	Expanding the establishment of similar governmental and private colleges and institutes for hospitality in various Egyptian governorates increases competition and attracts larger numbers of these institutions	0.054	1	0.054
4	The constant change in the needs of the labor market	0.052	1	0.052
5	The spread of the new Coronavirus epidemic may affect the educational process and the tourism sector	0.049	1	0.049

6	Reducing the budget allocated by the Ministry of Higher Education to universities, and thus the college and department	0.049	1	0.049
7	The reluctance of some partners to build a continuous relationship with the college reduces the chances of partnership with the department.	0.048	2	0.096
8	Poor salaries and bonuses for faculty and support staff may reduce loyalty at work.	0.048	1	0.048
9	Weak general culture, trust and awareness of the importance of the tourism and hotel sector 'in general' due to the sensitivity of the sector	0.047	2	0.0944
10	The lack of connection between the department and the community parties in organized meetings through seminars or periodic meetings aimed at sustainability in hotel education	0.041	2	0.082
		0.5		0.6364
	Total Weight	1		2.240 **

* The effect is equal to (4) in the case of the department's ability to take advantage of the opportunity by 90%-100%, and (3) in the case of the department's ability to take advantage of the opportunity by 75%-90%. The effect is equal to (2) in the case of the department's ability to meet the threat at 90%-100%, and (1) in the case of the department's ability to meet the threat at 75%-90%.

** The higher the number (total weighted weights) and approached (3), the greater the capacity and vice versa.

Result of the External Strategic Factors Matrix Analysis:

It is clear from the previous matrix that the total weights of the external strategic factors are (2.240), and this indicates that the impact of opportunities is somewhat greater than the impact of threats, although the threats represent problems that must be confronted so that they can be overcome in the long run, and to take advantage of opportunities in a better way.

Design and Formulating Alternative Strategies (TOWS)

After completing the description, diagnosis, and analysis of the current situation of the internal and external environment, and preparing the internal and external strategic factors matrix, the third step is to propose a matrix of alternative strategies and to prepare this matrix, the TOWS matrix method has been relied upon.

The basic idea of the TOWS matrix is to write a number of strategies in four different groups by matching the strengths with opportunities, weaknesses with opportunities,

strengths with threats, and finally weaknesses with threats to form four groups containing different strategies.

It is important to study each group in detail in order to determine the best of them that suit the organization in the department at the present time and help it achieve more success and growth, and of course, each group has a different importance, and for this reason, defining the optimal option requires great awareness and insight into the future by the decision maker. The TOWS matrix includes strengths, weaknesses, opportunities and threats, but the addition here is to reconcile four cases, each of which includes a combination of two sets of points (Jeffrey, 2010; Kendrick, 2011), **which are as follows in figure (2):**

1. Strengths Enhancement Strategies and Taking Advantage of External Opportunities (S-O)
2. Strategies to enhance strengths and avoid external threats (S-T)
3. Strategies for Overcoming Weaknesses and Taking Advantage of External Opportunities (W-O)

Strategies for Overcoming Weaknesses and Avoiding External Threats (W-T).

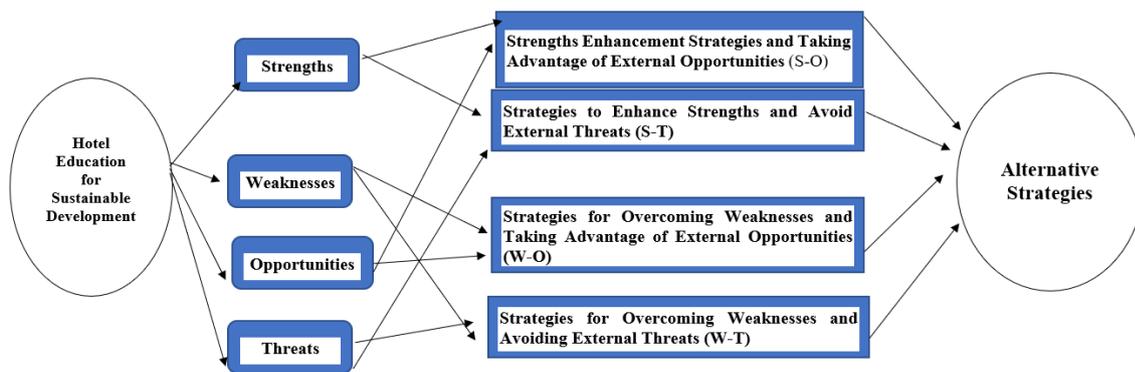


Figure 2: Design and Formulating Alternative Strategies (TOWS) - Source: (adopted by the Researchers)

Determining the Best Alternatives to Deal with The Strategic Situation

As noted by Belbachir, F, (2015), there are a number of strategies available to the institution to choose from. The institution may follow the same current approach, and thus it follows the stability strategy, and the institution may be available and assisted by some circumstances, so it follows the strategy of growth and expansion, and the institution may follow the strategy of contraction, due to the misfortune of some circumstances and internal and external factors or both, and among the alternatives, The strategy that can be chosen to deal with the strategic situation is as follows in table.

Table 5: Matrix of Alternative Strategies Using TWOS Method

	STRENGTHS	WEAKNESSES
(TOWS) ANALYSIS	<ul style="list-style-type: none"> • The efficiency of the faculty members and their assistants in the department, and the interest of some of them in the issue of sustainability in scientific research and scientific theses in the department • The presence of an educational restaurant and an educational kitchen in the department • Seeking to add a qualitative joint program between the department and the College of Nursing at the university entitled 'Health Hotels', which will open the field of joint cooperation. • Summer training for students in hotels and restaurants enables them to learn many skills specific to the hotel job market • The existence of a digital and paper library that includes many encyclopedias and scientific references in the field of sustainability and hotel education and its academic courses. • Updating the department's research plan to suit the needs and developments of the labor market with modern topics related 	<ul style="list-style-type: none"> • The presence of a quantitative and qualitative deficit in the classrooms and the processing of laboratories, buildings and facilities in general, with the failure to activate the infrastructure maintenance plan. • The decrease in the number of faculty members and their assistants in the department, and there is no teacher of culinary art and service art on a permanent basis to train students in the department, and the inadequacy and efficiency of the administrative staff in the department • There are no partnerships between the department and local or international institutions to employ graduates and to train students, faculty members, and their assistants in the field of sustainability in hotels. • The food and beverage production unit at the college is not operational, and there is a lack of financial resources and support for scientific research and training • Solar energy is not

	<p>to sustainability, digitization, entrepreneurship and modern trends in hospitality.</p> <ul style="list-style-type: none"> • Gender equality in the educational process and training opportunities, as well as employment opportunities, if they exist • Many students join associations such as the Egyptian Chefs Association, and the students' experience in the professional field qualifies them to compete in the local market. • The use of blended learning and problem-solving method in some graduate courses, updating the list of graduate studies in the college and applying credit hours • The courses contain topics such as (environmental practices of hotels - nutrition and malnutrition diseases - food and public health - economics - production of food and beverages) 	<p>used in the educational kitchen and educational restaurant in the department</p> <ul style="list-style-type: none"> • There is no waste recycling and reuse system • Agriculture is not relied upon inside the college building to supply the educational kitchen with the materials needed for practical courses, and there is no cooperation between the department and the surrounding industrial and agricultural bodies. • Organizing introductory visits to neighboring schools and colleges to introduce them to sustainable development, and no trips for department students to places where sustainable agriculture is applied. • The courses are not up-to-date in line with the sustainability issues in hotel education, with only some traditional methods in most of the courses. • The courses do not include sustainable food and beverage production and the techniques used for this. Some traditional methods of teaching
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<p>OPPORTUNITIES</p>	<p>S\O STRATEGIES</p>	<p>W\O STRATEGIES</p>
<ul style="list-style-type: none"> • The university adopts Egypt's 2030 vision for sustainable development. The department gives an opportunity to present proposals for the applications of sustainability in hotel education in preparation for their implementation. • Some countries and organizations provide grants that members of the department can benefit from by conducting joint projects to activate sustainable agriculture, operate solar energy and recycle waste. • Benefiting from societal changes in developing new study programs that achieve environmentally, economically and socially sustainable development goals and meet the needs of the labor market • The existence of scientific journals and international research centers for sustainability in hotel education, whose experiences and results of studies can be benefited from. • Possibility of making a contract with the Colleges of Agriculture and Engineering to train 	<ul style="list-style-type: none"> • Linking the vision, mission, and goals of the college and its counterparts to the university, so that the college adopts the vision of 2030 for sustainable development • Benefiting from the grants offered by Arab and foreign countries and bodies for the exchange of students and faculty members to increase efficiency and activate the exchange of cultures in order to achieve the social and cultural dimension of sustainable development in hotel education. • Signing joint cooperation protocols between the Faculty of Tourism and the Faculty of Engineering and Agriculture, Mansoura University, to supervise the training of students and faculty members and implement rooftop cultivation, as well as the work of a solar panel network to operate the educational kitchen, educational restaurant and some buildings belonging to the department and faculty. • Optimizing the 	<ul style="list-style-type: none"> • Attempting to assign and increase the number of faculty members and their assistants in the department to reduce the burdens on the current members and improve the quality of the educational process in order to achieve the cultural goal of sustainable development. • Exploitation of the educational kitchen and the educational restaurant by appointing a chef and a service art teacher on a permanent basis in the college to ensure the sustainability of the training process for students to raise their practical efficiency as a cultural aspect of sustainable development. • Updating academic curricula to meet the needs of the labor market in light of the sustainable development goals, Vision 2030, and the standards of the National Authority for Quality Assurance and Accreditation in Egypt. • Using solar energy in the educational kitchen and educational restaurant as a sustainable environmental aspect as clean, renewable

<p>faculty members, students, and department workers on sustainable agriculture and methods of exploiting solar energy and recycling the waste in preparation for their implementation.</p> <ul style="list-style-type: none"> • The existence of a body to ensure quality and accreditation for education in Egypt, through which accreditation can be sought, which will benefit the department. • The college is the only government college in the governorate, which gives an opportunity for the department's students to excel and cover the supply of job opportunities in the market, which is an economic and social dimension. • The department members can provide hotel consultations to the internal and external community as economic, social and cultural dimensions. • Increasing the labor market demand for graduates of hotel studies departments in search of specialization, excellence and productivity. • Increasing the demand for blended learning, which achieves an economic return and thus achieves one of 	<p>capabilities of the department's staff, including bachelor's and postgraduate students, members of the Egyptian Chefs Association and workers in the hotel sector, in developing the department's research plan and participating in setting the department's bylaw.</p> <ul style="list-style-type: none"> • Participation of all members of the department in hotel consultancy services through a work team in order to achieve the economic dimension of sustainable development, as well as community participation with the local labor market. • Exploiting the existence of the Quality Assurance and Accreditation Authority for Education by holding training courses for the department's employees to spread the culture of sustainability in university hotel education. • Activating a plan for summer training for boys and girls to hone their skills and create an employment and training forum for them to achieve the social and economic dimension by providing job 	<p>energy, with long-term economic feasibility.</p> <ul style="list-style-type: none"> • Activating the cultivation of roofs to provide raw materials for the practical side of the department's decisions and to achieve an economic return through selling the department's products in the hotel products sale unit in the college. • Activating field visits to places where sustainable agriculture is applied to transfer expertise and experiences to apply them to the department's farm in the college. • Exploitation of some classrooms in some neighboring colleges so that the students of the department receive lectures there due to the inadequacy of the classes in the college in terms of capacity for the number of students of the department. • Activating the department's societal and cultural role to educate students of neighboring schools and colleges to raise awareness of sustainable development and its applications in daily life and education. • Training the administrative staff within the plan to develop the skills of the department's
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<p>the dimensions of sustainable development and achieves technological and educational growth</p>	<p>opportunities for them after graduation.</p> <ul style="list-style-type: none"> • Activating the role of the college library in improving the students' level of reading and reading in the field of sustainable development in hotel education by achieving the cultural and social dimensions. 	<p>employees to raise the efficiency of the department.</p>
<p>THREATS</p> <ul style="list-style-type: none"> • Economic crises caused by political, environmental, and health conditions at the state and global levels • The low grades of student acceptance at the college, which is approved by the Ministry of Higher Education and Scientific Research, affect the quality of the new students in the department. • Expanding the establishment of similar governmental and private colleges and institutes for hospitality in various Egyptian governorates increases competition and attracts larger numbers of these institutions • The constant change in the needs of the labor market 	<p>S\T STRATEGIES</p> <ul style="list-style-type: none"> • Urging investors to participate in supporting the educational process, employment, and training for the department's students in light of periods of economic crises and widespread epidemics. • Reconsidering activating the partnership between the department and some partners to ensure the continuous relationship to achieve the social and economic dimension of sustainable development. • Attempting to focus on the department's competitive advantage to fill the gaps in front of modern institutes and colleges in the hotel sector in attracting students. • Submitting a proposal and request to increase the college's allocations from the Ministry of 	<p>W\T STRATEGIES</p> <ul style="list-style-type: none"> • Conducting an integrated feasibility study to be submitted to institutions that support sustainability in education with the aim of financing the educational aspect and increasing the department's financial resources. • Request to allocate a special budget to support the department's integrated marketing plans. • Relying on reciprocal education between the department and hospitality institutions to activate the social, cultural, and economic dimension and provide learning and work opportunities for both genders. • Attempting to establish a special unit for hotel education for sustainable development, which monitors all problems, analyzes proposals and

<ul style="list-style-type: none"> • The spread of the new Coronavirus epidemic may affect the educational process and the tourism sector • Reducing the budget allocated by the Ministry of Higher Education to universities, and thus the college and department. • The reluctance of some partners to build a continuous relationship with the college reduces the chances of partnership with the department. • Poor salaries and bonuses for faculty and support staff may reduce loyalty at work. • Weak general culture, trust and awareness of the importance of the tourism and hotel sector 'in general' due to the sensitivity of the sector • The lack of connection between the department and the community parties in organized meetings through seminars or periodic meetings aimed at sustainability in hotel education 	<p>Higher Education, which will benefit the department to ensure the sustainability of the educational process and to increase the loyalty of the department's employees and reduce the chances of polarization.</p> <ul style="list-style-type: none"> • Attempting to link the department and the community parties in introductory meetings and a periodic employment forum, which ensures the sustainability of training and employment for all graduates and students. • Conducting exploratory studies through postgraduate students about the needs of the labor market constantly to equip students with optimal processing, which provides them with suitable employment opportunities. • Develop a plan for the department to face crises and disasters and hold seminars on climate change and global warming and the role of the hotel sector in reducing these risks. 	<p>presents solutions to them.</p> <ul style="list-style-type: none"> • Submitting proposals to address the problems of lack of food resources, clarifying the role of the hotel sector in this. • Activating the department's role in recycling waste, similar to the Faculty of Medicine, Mansoura University, through the Vice Dean for Community Service and Environmental Development.
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General Conclusion

- The results concluded that there is a neutral perception of both faculty members, undergraduate and graduate students towards the concept of hotel education for sustainable development and its applications.
- There are (3) major strategic alternatives that can be applied in order to take advantage of opportunities and strengths, as well as confront threats and overcome weaknesses in the department, in order to achieve sustainable development in hotel education, which are as follows:
 1. **Treatment Strategy:** (there are great opportunities that cannot be exploited due to internal weakness)
 2. **The Integration Strategy** (through a sub-strategy, which is the diversity strategy): it starts from the organization's need for an alliance to achieve goals that it does not achieve alone and diversity to avoid low demand and high competition, so it diversifies activities)
 3. **Excellence Strategy:** (creating the characteristics of the product that make it different, distinguished, and of high quality).

Recommendations

The results of the study concluded that the external threats and opportunities facing the application of sustainable development in hotel education can be compatible with the internal strengths and weaknesses of the department, resulting in a set of strategic alternatives that the department can pursue to achieve the three dimensions of sustainable development (economic - environmental - social and cultural). The study concluded a number of recommendations, which are:

Suggested Recommendations to Overcome Weaknesses and Take Advantage of Opportunities:

- ❖ Exploitation of the educational kitchen and the educational restaurant by appointing a chef and a service art teacher on a permanent basis in the college to ensure the sustainability of the training process for students to raise their practical efficiency as a cultural aspect of sustainable development.

Updating academic curricula to meet the needs of the labor market in light of the sustainable development goals, Vision 2030, and the standards of the National Authority for Quality Assurance and Accreditation in Egypt.

- ❖ Using solar energy in the educational kitchen and educational restaurant as a sustainable environmental aspect as clean, renewable energy, with long-term economic feasibility.
- ❖ Activating the cultivation of roofs to provide raw materials for the practical side of the department's decisions and to achieve an economic return through selling the department's products in the hotel products sale unit in the college.

Suggested Recommendations to Overcome Weaknesses and Avoid Threats:

- ❖ Relying on reciprocal education between the department and hospitality institutions to activate the social, cultural, and economic dimension and provide learning and work opportunities for both genders.
- ❖ Attempting to establish a special unit for hotel education for sustainable development, which monitors all problems, analyzes proposals and presents solutions to them.
- ❖ Conducting an integrated feasibility study to be submitted to institutions that support sustainability in education with the aim of financing the educational aspect and increasing the department's financial resources.
- ❖ Activating the department's role in recycling waste in coordination with the Vice Dean for Community Service and Environmental Development

Suggested Recommendations to Enhance Strengths and Take Advantage of External Opportunities:

- ❖ Signing joint cooperation protocols between the Faculty of Tourism and the Faculty of Engineering and Agriculture, Mansoura University, to supervise the training of students and faculty members and implement rooftop cultivation, as well as the work of a solar panel network to operate the educational kitchen, educational restaurant and some buildings belonging to the department and faculty.
- ❖ Activating the role of the college library in improving the students' level of reading and reading in the field of sustainable development in hotel education by achieving the cultural and social dimensions.
- ❖ Linking the vision, mission, and goals of the faculty and its counterparts to the university, so that the college adopts the vision of 2030 for sustainable development
- ❖ Benefiting from the grants offered by Arab and foreign countries and organizations like UNESCO and Ministry of International Cooperation for the exchange of students and faculty members to increase efficiency and activate the exchange of cultures in order to achieve the social and cultural dimension of sustainable development in hotel education.

Suggested Recommendations to Enhance Strengths and Avoid External Threats:

- ❖ Conducting exploratory studies by students about the needs of the labor market constantly to equip students with optimal processing, which provides them with suitable employment opportunities.

- ❖ Develop a plan for the department to face crises and disasters and hold seminars on climate change and global warming and the role of the hotel sector in reducing these risks.
- ❖ Urging investors to participate in supporting the educational process, employment, and training for the department's students in light of periods of economic crises and widespread epidemics.
- ❖ Attempting to link the department and the community parties in introductory meetings and a periodic employment forum, which ensures the sustainability of training and employment for all graduates and students.

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