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Academia–Industry Partnerships for Hospitality and Tourism Education in Tanzania

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ABSTRACT

This article examines approaches to partnership between the tourism industry and educational institutions in the provision of tourism education. It assesses how partnerships facilitate the development of skills in Tanzania and recommends a framework for effective collaboration. The study utilized focus group discussions and interviews with tourism industry and training institutions. A total of 356 respondents participated. It was revealed that internships, practical training, graduate employment, and financial contributions by industry in the form of skills development levy and tourism development levy are the major approaches to partnership for the provision of tourism education. A low level of understanding among students explained by language barriers, inadequate training facilities, a shortage of qualified educators, poor enforcement of national curricula, and limited internship and placement opportunities are the major challenges to skills development. The article proposes a framework for effective partnership among key stakeholders in the industry.

KEYWORDS

Partnership; skills gaps; stakeholders; tourism industry; tourism training institutions

Introduction

The tourism sector has been recognized in many developing countries as an opportunity for accelerating socioeconomic development, particularly as a supplier of foreign exchange and job opportunities (United Nations Conference on Trade and Development, 2008; World Tourism Organization, 2008) and contributor to the formation of gross capital, the transfer of technology and managerial expertise, as well as improvements in quality of life (Anderson & Nicodemus, 2016). Tourism also serves as an escape route for many African countries given the economic constraints they have been facing for many years, including low output from agriculture and mining sectors. For example, given the difficulties encountered in other economic sectors such as agriculture, tourism remains a viable alternative for economic growth in Tanzania (Ministry of Natural Resources and Tourism, 2015).

Tourism contributes 18% of the country's gross domestic product and 30% of export earnings and accounts for 10.9% of total employment and 9.5% of total investments in Tanzania (Anderson, 2015a; World Travel and Tourism Council, 2013). The sector offers enormous potential for future national development and is well poised to grow at a faster pace in the coming years if backed by a well-trained workforce. Nevertheless, the sector faces serious constraints, one of which is a shortage of skilled labor at all levels (Association of Tanzania Employers [ATE], 2011; United Republic of Tanzania, 2010; Tourism Confederation of Tanzania [TCT], 2010). According to Anderson (2015b), mismatches in both quantitative and qualitative skills hamper the sector's good performance.

The mismatch in qualitative skills is expressed in terms of the gap between the quality of skills required by the industry and what is being supplied, whereas the mismatch in quantitative skills is expressed by the number of employees demanded by the industry compared to the total number of qualified job seekers in the labor market. Tanzania, which ranks fourth in terms of natural resources endowment, ranks 93rd on the Travel and Tourism Competitiveness Index 2015 (Crotti & Misrahi, 2015). Shortages of appropriate specialized and skilled personnel in the sector as well as poor planning for human resource development and investment are among the critical problems the tourism sector is facing, like in many other developing countries (Di Gropello, Tan, & Tandon, 2010; Sondergaard,

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Murthi, Abu-Ghaida, & Rutkowski, 2012; World Bank, 2012). According to Schwab & Sala-i-Martín (2013) and J. Wang, Ayres, and Huyton (2010), if any destination wants to be successful in terms of hospitality and tourism, upgrading the tourism educational system is imperative. This is mainly because the hospitality and tourism sector is personnel intensive (Baum & Kokkranikal, 2005).

One of the areas identified as critical to the provision of hospitality and tourism education is collaboration between stakeholders, including tourism educators, students, tourism service providers, and government authorities (Cooper, 2002; Solnet, Robinson, & Cooper, 2007). In many developing countries, this area remains unexplored in both applied and academic research. As a result, each side (i.e., industry and academia) continues working under presumptions that the other side knows what is required in the sector. The sector is currently facing a serious shortage of specialized managerial and operational skills in Tanzania (e.g., Anderson, 2015b, 2010; ATE, 2011). One of the main sources of this shortage was identified by ATE (2011) as a poor match between what is provided by hospitality and tourism education and what is expected by hospitality and tourism providers.

Baum and Kokkranikal (2005) suggested that the development of skills to meet the needs of the tourism industry has to be a partnership between industry and training providers. Unfortunately, studies using stakeholder theory are scarce in the mainstream literature and almost nonexistent in the context of developing countries despite the critical role that partnership plays in the provision of education (Anderson, 2015a). In addition, according to Fleming and Hickey (2013), the lack of shared understanding of the meaning, purpose, expectations, and motivation for collaborations in the provision of education among stakeholders is a major drawback. Collaboration in this context requires communicative processes in which tourism stakeholders engage and work interdependently to address problems (Keyton, Ford, & Smith, 2008).

This article aims to examine approaches to partnership between the tourism industry and educational institutions in the provision of tourism education in Tanzania. Specifically, it highlights the types of skills demanded by the tourism industry, explores collaborative strategies, and explores how links facilitate the development of skills. It also identifies challenges faced in the provision of tourism education and recommends a framework for effective collaboration. It is expected that the findings may provide insights into the usefulness of industry–academia links in the tourism industry. The main thrust of the article is that human resource skills gaps can be minimized if the industry–academia link is improved. The argument being advanced here is that effective collaboration among stakeholders can enhance the quality of education, thus resulting in quality graduates who meet the needs of the tourism industry. The subsequent sections cover the literature review, the research methods, the findings, and finally the conclusion.

Literature Review

Stakeholder Theory and Management Approach

There is a general consensus among scholars (e.g., Anderson, 2009; J. Wang et al., 2010) that collaboration or partnership is a mechanism for the pooling of resources among two or more individuals or groups to solve a problem or create an opportunity that neither party can address individually. Freeman (1984), who is generally credited with the formalization of the stakeholder management approach, defined a *stakeholder* as "any group or individual who can affect or is affected by achievement of the organization's objectives" (p. 25). In that sense, the importance of partnerships in the provision of hospitality and tourism education is drawn from the stakeholder management approach. In this case, tourism and hospitality stakeholders seek to operate and compete successfully in the global market, and, because tourism is a labor-intensive sector, human resource development forms a key part of the competitive strategy formulation. Therefore, effective collaboration between tourism education providers and tourism service providers will enhance the quality of education and result in quality graduates who meet the needs of the tourism industry.

The stakeholder management approach postulates a formalized relationship and a common understanding of meaning, expectations, outcomes, and responsibilities among stakeholders (Fleming & Hickey, 2013). Advocates of this approach emphasize active and conscious participation, cooperation, and collaborative interaction among stakeholders in a given plan or project (Solnet et al., 2007). Therefore, stakeholder analysis provides important strategic insights into the pursued plan or project. Stakeholder analysis is the process of identifying individuals or groups of people who have something to gain or lose through the outcomes of certain actions or practices. On this, J. Wang et al. (2010) identified the key individuals or groups in hospitality and tourism education, including students, employers, and funding bodies. In that

sense, good communication between the key stakeholders is needed in order to provide meaningful education.

Meaningful education can be provided only if collaborations are built on mutual trust between different stakeholders (e.g., academia, industry, and government authorities; see Figure 1). In his examination of the relevance of collaboration in planning and developing a hospitality curriculum in the Caribbean, Lewis (2005) concluded that stakeholders' involvement in curriculum planning and development is pivotal because it has implications for a holistic tourism education. If sustainable collaboration between partners is necessary in order to improve the quality of tourism education then a stakeholder-integrated approach is suggested (Cooper, Orel, & Bowden, 2010).

In Tanzania, there has been an outcry among tourism service providers that graduates of local tourism training institutions are not competent enough to meet the needs of the industry (ATE, 2011; TCT, 2010). Thus, some service providers prefer job applicants from neighboring countries to local Tanzanians, and some employers prefer graduates from foreign institutions, mainly in Kenya and South Africa, to locally trained tourism graduates (TCT, 2010). All of these have been issues of concern among members of the Tanzanian community, hence the need for research. This study therefore provides an avenue for exploring the nature of the provision of tourism education in Tanzania from a stakeholder perspective. The stakeholder approach provides an appropriate lens for looking into the links between different stakeholders in Tanzania's tourism industry (including students, academics, tourism service providers, government officials, and members of the community in general) and also how such links may address the skills gaps in the industry.

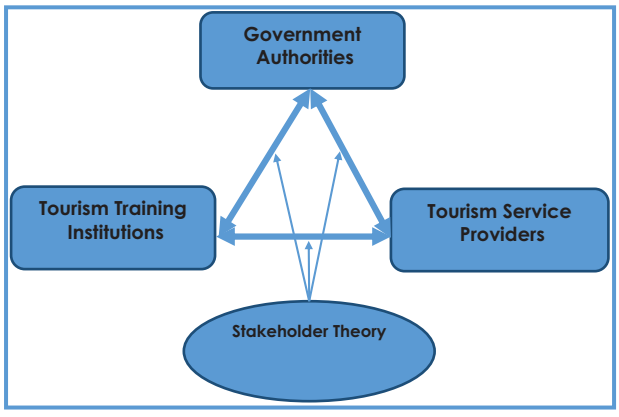


Figure 1. Partnership in skills development: Stakeholder theory.

Models for Linking Tourism Industry with Academia

Tourism education has, as of today, become a major area of increased academic and managerial inquiry (Barber, Deale, & Goodman, 2011; Millar & Park, 2013; Y. Wang, 2016). In this same regard, various models or strategies of stakeholder collaborations for the provision of quality training/education programs exist in the literature (e.g., Fleming & Hickey, 2013; Sigala & Baum, 2003). Linking industry with academia can be done through internships, visiting lectures, giving input into curricula development, and so forth. For instance, work-integrated learning or internship is the traditional strategy that combines classroom-based instruction and one or more periods of relevant experiential learning in work settings (Fleming & Hickey, 2013). Constituting advisory boards to oversee training programs is another documented strategy. Normally advisory boards comprise successful and well-experienced businesspersons in the specific industry.

Involving practitioners as visiting lecturers or tutors is another suggested strategy for enhancing the learning experience among graduates (Sigala & Baum, 2003). In other situations, industry gets involved in the design and delivery of the tourism curriculum (Koh, 1995). All of these models suggest the merging of theory and practice, which, as suggested by Fleming and Hickey (2013), is essential for the development of generic and special skills among students.

To understand whether tourism education merges theory and practices as discussed, this study captured the extent of collaboration between the tourism industry and academia and addressed the specific objectives defined previously. The ultimate goal was to develop a good framework that can ensure effective provision of tourism training and education capable of improving the skills of employees working in the industry. The next section describes the study methodology.

Research Methods

In order to capture stakeholders' perspectives to guide us in developing the framework for effective collaboration, we adopted a qualitative approach based on grounded theory (Glasser & Strauss, 1967). Surveys were e-mailed out and focus group discussions were conducted in the four main tourist zones (i.e., the Coastal Zone, Lake Zone, Northern Zone, and Southern Highlands) of Tanzania between February and May 2015. The guiding questions for e-mailed surveys and focus groups included the following: (a) "What critical skills and knowledge gaps are most visible in your current employees?" (b) "In which

employee category are skills and knowledge most lacking?" (c) "What new skills or training needs would your organization need in the next 5 to 10 years?" and finally (d) "Propose a way in which the education sector could work with the industry in enhancing/providing tourism and hospitality training?"

The key players in the tourism sector in Tanzania are the Ministry of Natural Resources and Tourism, TCT (with 12 member-associations), the Tanzania Association of Tour Operators (with more than 200 members), and the Hotel Association of Tanzania (with more than 250 members; Anderson et al., 2017; Pasape, Anderson, & Lindi, 2013). The questionnaire was e-mailed to all members belonging to these associations through the respective chief executive offices of the Hotel Association of Tanzania, Tanzania Association of Tour Operators, and TCT. Thereafter, fieldwork was conducted to interview members who did not return the e-mailed questionnaire, complemented by one focus group discussion per zone.

The study respondents were categorized into accommodation (hotels, motels, guesthouses, lodges, campsites, hostels, home stay and apartments), food and beverage (restaurants, fast food sales, cafes, coffee/tea specialty shops), pubs and nightclubs, transport (airline, vehicles, bus/coach operators), travel services (travel agents, tour operators, airline/airport workers, event management agencies, taxicab associations), visitor attractions (game, nature and leisure parks, theaters, museums, galleries, monuments), direct retailers to tourists (curios, artefacts, tourist clothing, gear and equipment), tourism authorities at the destination (policymakers, marketing, facilitation, advocacy), and training institutions offering tourism (universities, technical and vocational educational institutions).

The list of tourism training institutions was obtained from the Tanzania Commission for Universities (2014), National Accreditation Council for Technical Education (2014), and Vocational Educational and Training Authority (VETA; 2014). Various topics related to academia–industry collaborative initiatives, including types of partnerships existing at present, challenges experienced in the collaborative effort, and ways forward for the improvement of partnerships and delivery of skills for the tourism industry, were considered during the interviews, which were conducted from February to May 2015 and June to September 2017. Purposive sampling was used to draw participants for focus group discussions across all subsectors in the tourism and hospitality sector, from business and education. The size of the focus groups was restricted to a maximum of 30 people representing various groups in tourism.

The total number of survey respondents was 264: A total of 148 completed questionnaires were from the tourism business sector, and 116 were from training institutions. The total number of participants in the focus group discussion sessions was 92: Of these, 14 were in the Coastal Zone, 20 in the Lake Zone, 28 in the Northern Zone, and 30 in the Southern Highlands. Altogether a total of 356 respondents participated in this study. Table 1 summarizes the respondent characteristics. More than 75% of tourism activities in Tanzania take place in the Northern and Coastal Zones (Anderson, 2011; World Bank, 2015). Therefore, at least 50% of respondents came from these two zones. Data analysis involved organizing raw data, placing them into logically meaningful categories, making sense out of the sorted data, and discovering what was important and what was to be learned and shared (Bodgan & Biklen, 1982) as study findings.

Findings

The Status of Tourism Education and the Labor Market

Tanzania's system of tourism training is still fragmented and regulated across a number of government agencies. During the study period, there were at least 116 registered tourism and hospitality training institutions in Tanzania: 7.7% were universities registered under the Tanzania Commission for Universities (2014), 13.8% were technical colleges under the National Accreditation Council for Technical Education (2014), and 78.5% were vocational centers under VETA (2014). The average number of students graduating from these institutions each year is slightly more than 1,000, which is insufficient to meet the demands of the industry.

The tourism and hospitality sector supports 1.2 million jobs (direct, indirect, and induced), of which 500,000 are direct jobs in Tanzania (World Bank, 2015). A large majority (about 75%) of lower level tourism training institutions in the country are privately owned, mostly ill equipped (in terms of training facilities, training agreements with industry, programs, and qualified workforce), and thus failing to produce the skills greatly needed by the industry. Moreover, there is still no cohesive professional organ at the national level to coordinate their general activities, particularly in terms of student professional hands-on training as a key element of quality service delivery.

Regarding the labor market in the hospitality and tourism sector in Tanzania, it was revealed that, as expected, employees with university degrees are employed in managerial and supervisory occupations,

Table 1. Characteristics of survey respondents (n = 264).

Characteristic	%
Category	
Tourism business sector (industry)	56.0
Training institutions offering tourism (academia)	44.0
Tourism Business Sector	
Accommodation (hotels, motels, guest houses, lodges, tented/ campsites)	52.3
Food and beverage (restaurants, fast food sales, cafes, coffee/tea specialty shops), pubs, and nightclubs	4.1
Transport (airline, vehicles, bus/coach operator)	8.0
Travel services and attractions (travel agencies, tour operators, airline/airport workers, game, nature, mountain climbing, museums, gallery, taxi cab associations, etc.)	16.8
Business tourism (conference/event organizers, destination management, incentives company, technical services/staging production)	5.4
Direct retailers to tourists (of curios, artifacts, tourist clothing, gear and equipment)	3.4
Tourism authorities (policymaking, marketing, facilitation, advocacy)	10.0
Training Institutions Offering Tourism	
Universities (regulated under TCU)	8
Technical colleges (regulated under NACTE)	14
Vocational centers (regulated under VETA)	78
Location	
Southern Highlands (Iringa, Mbeya, Morogoro, Mtwara)	20.2
Lake Zone (Mwanza, Mara)	14.2
Coastal Zone (Dar es Salaam, Coastal, Tanga, Zanzibar)	29.8
Northern Zone (Kilimanjaro, Arusha, Manyara)	35.8
Ownership	
100% local	80.5
100% foreign/international	10.1
Joint venture	9.4
Age of the Institution (in Years)	
≤5	32.9
6–10	21.5
11–15	16.8
16–20	4.0
Older than 20	24.8
Number of Employees	
1–4	16.1
5–49	54.4
50–99	13.4
100 or more	16.1
Gender of Employees	
Male	62.1
Female	37.9
Age of Employees	
Younger than 21	1.41
21–29	37.3
30–39	35.4
40–49	17.6
50–59	5.9
Older than 60	3.3

Note: The participants in the focus group sessions did not complete the surveys. The size of the focus groups was restricted to a maximum of 30 people representing various groups in the tourism industry and academia. TCU = Tanzania Commission for Universities; NACTE = National Accreditation Council for Technical Education; VETA = Vocational Educational and Training Authority.

which are fewer in number compared to operative occupations. In absolute counts, foreigners make up a relatively insignificant proportion of the total workforce, accounting for only 3% of employees in the sector. The proportion of foreigners to local employees rises sharply when the workforce is disaggregated into occupational levels. Foreign employees make up 28% of the total workforce at the managerial level and 4% at the supervisory level, which indicates a lack of necessary skills and experiences for local staff to be entrusted with higher positions in establishments. However, it was established that employees trained at the bachelor's and master's degree levels lack the required practical experiences and skills compared to those trained at technical and vocational institutions. According to one of the respondents, "The inadequacy of required job skills from within the local labor market has lead to 'importation' of skills especially for managerial job positions while at the same time leaving tourism graduates unemployed or seeking employment in other industries."

At the same time, workers with higher qualifications demand higher salaries, which most employers are not willing to pay, and hence employers find them unfit for the industry. Those with primary and secondary education are a source of cheap labor to the industry, albeit at the expense of a lack of skills. Most of these workers are found in operative occupations, which are also perceived as occupations whose jobs can be performed by anyone. A negative attitude toward tourism jobs as being cheap is a disincentive for better qualified workers to take up job positions in the industry. The average wage rate per month is between $75 and $250 USD. Although it was evident that the occupational level had a corresponding effect on qualifications and skills, this was not necessarily the case for all occupations.

We noted significant variations in qualifications and skills required within an occupational level depending on the complexity and range of tasks and duties involved. A notable example from the operative level is that of chefs. Employers indicated that chefs required more skills compared to other operatives. Similarly, the majority of highly skilled workers in the industry had obtained their skills as a result of practical experiences and informal training not higher educational qualifications. Employers preferred employing those with extensive practical experience in the industry, even when their qualifications were lower than those of graduates with higher qualifications and limited experience.

Tourism Industry Demands

The tourism and hospitality sector in Tanzania faces real challenges in matching its skills requirements to the changing labor market demands. The imbalance between the demand for and supply of generic skills is widespread. Skills gaps that cut across all tourism subsectors include communication (multilingual skills) and interpersonal skills (organizational, speaking, and public relations skills), customer care, marketing and sales skills, innovation and creativity skills, leadership and managerial skills, and basic knowledge of information and communication technologies.

Employees at the operational level have serious skills deficits compared to those at supervisory and managerial levels. The most problematic occupational areas were in the area of accommodation and food and beverage (cooks, chefs, reservation or front desk staff, food and beverage managers, and waiters/waitresses), travel services (professional guides), tourist attractions (professional guides and attraction managers), and direct retail to tourists (innovative and creative craftsmen, marketing and sales assistants). A deficit was also noticed in a number of emerging technical fields, such as hospitality architecture, business concept design, safety and hygiene standards, and other tourism-related technologies (including information and communication technology).

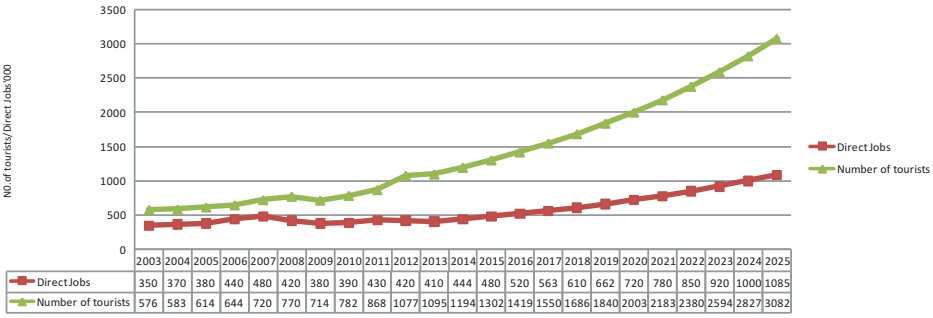
Inbound tourist arrivals are expected to reach 2 million in 2020 and 3 million by the year 2025 (see Figure 2). The 9% increase in tourist arrivals can be translated into 0.34 direct jobs for each additional arrival, equivalent to one job for every three additional tourists. Also, investments in tourism will continue to rise by 6.7% per year over the next 10 years. Accommodation and tour operation will still account for the majority (87%) of employers in the tourism and hospitality sector. The top five skills that will continue to be in demand for some time are (a) soft skills (e.g., organizational, communication and public relations, time management, attitude, problem-solving skills), (b) customer care, (c) innovation and creativity, (d) information and communication technologies, (e) marketing and sales skills. It was further established that employees recruited from local training institutions are incompetent. The general observation from employers' assessment is that most graduates are unmotivated to work, lack confidence, have a poor attitude, are insensitive to customer needs, have poor communication and language skills, and have a rampant inferiority complex. These problems essentially combine to result in poor delivery of tourist experience and performance in the tourism industry. The following is an example of a respondent quote:

> Improve the standards and availability of appropriate courses for the hospitality industry at all levels. Make sure that private colleges/schools offering hospitality and tourism guide courses are properly regulated and meet high standards.

Collaborative Initiatives Between Tourism Training Institutions and the Tourism Industry

In both the survey and focus group discussions participants were asked to identify the links that exist between the industry and tourism training institutions. In general their responses indicated some degree of collaboration between the tourism industry and educational institutions, including internships, practical training, and graduate employment.

With regard to internship and apprenticeship programs, the opportunity for student field attachment is the main link between the two. Specifically, 57% of the respondents indicated that tourism businesses accommodate between 10 and 25 interns per year. These findings are encouraging, as they indicate that students in tourism training institutions are assured of an opportunity to learn by practice whatever they learn in class. However, given the increasing number of graduates of training institutions there is an urgent need for tourism businesses to accept more students and lengthen the internship period. This argument is actually based on the assertion by tourism educators that it was difficult for them to secure places for their students' field attachment. The following quote from a tourism educator demonstrates this problem: "There is no guarantee that every student will get attached to a hotel, yet the hotel wouldn't guarantee adequate



	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Direct Jobs	350	370	380	440	480	420	380	390	430	420	410	444	480	520	563	610	662	720	780	850	920	1000	1085
Number of tourists	576	583	614	644	720	770	714	782	868	1077	1095	1194	1302	1419	1550	1686	1840	2003	2183	2380	2594	2827	3082

Figure 2. Projected numbers of tourists and direct jobs by 2025 in thousands ('000). Estimates based on the Bank of Tanzania, Ministry of Natural Resources and Tourism, Immigration Department, Zanzibar Commission for Tanzania (2014), The 2007-2013 International Visitors' Exit Survey Report. The Tanzania Tourism Sector Survey. Dar es Salaam, Tanzania.

exposure of the students to service areas in the facility." The solution to this problem is probably for training institutions to have demonstration facilities that would be more customized to meet students' training needs. The main constraint would be the huge cost associated with such an investment.

Regarding apprenticeship training, it was learned that a collaborative initiative between TCT, the Hotel Association of Tanzania, and the National College of Tourism brought to Tanzania the first accredited apprenticeship program in hotel operations since 2014. The program, which is funded by the International Labor Organization, aims to address skills gaps that are increasingly exhibited by new graduates joining the labor market. It basically focuses on improving the skills, appropriate workplace attitude, culture, and so on, of personnel mainly (i.e., 60%) in the workplace with short periods (i.e., 40%) of theoretical classroom training. It is too early to evaluate the impact of this program on the industry.

Through these industry–academia links, tourism operators have taken a leading role in the design, implementation, and financing of training programs and skills development courses required by their employees at various levels. Initiatives have also been supported by development partners in order to support local tourism training institutions in capacity building, train students who are enrolled in tourism programs, and train employees of tourism firms. Examples of such initiatives include an apprenticeship program in hotel operations (2014–2017) supported by the International Labor Organization, Dual Apprenticeship Program (2012–ongoing) supported by the Hamburg Chamber of Skilled Craft of Germany, and Education for Employment Program Tourism Training (2010–2013) supported by Nova Scotia Community College (Anderson, 2015b). These initiatives have been successful in (a) facilitating creative and innovative approaches to stimulating education/training provision; (b) enhancing the government's capacity to develop integrated solutions that effectively addresses public needs, in this case education; (c) reducing the costs of implementing and realizing quality education attributable to economies of scale and operating efficiency; and (d) accessing technical and managerial expertise, financial resources, and technology from the private sector.

Employment opportunities are an additional link between tourism educators and the industry. Many of the respondents to the surveys and participants in the focus group discussions endorsed the idea that employment is the most common element that brings together employers and educators. However, opposing concerns were raised by both parties. Whereas employers were concerned about the quality of locally trained graduates, educators alleged that tourism companies favored more foreign employees than locals.

On-the-job training and lifelong learning in tourism and hospitality, whereby tourism businesses are engaged in skills development through the provision of in-house training, were also revealed. For this to work effectively, modern facilities and qualified staff need to be accessible. This may include the provision of incentive packages for those engaging in the process, such as relief from taxes and levies on training programs. The majority of employers are of the view that they have paid the skills development levy (SDL) to the government. Therefore, they expect to see the value for their money. Some are even willing to increase their commitment to in-house training, although they remain unclear how such training would be funded and delivered in the long run.

Research and development is additional means through which industry links with training, whereby the industry provides a platform for scholars in training institutions to conduct research. The industry is normally ready to provide information needed by research institutions. However, there is a concern that the findings from such research studies are rarely used for improvement in management and policy formulation. Despite the evidence of existing links between the industry and tourism educators, the results indicate a convergence of opinion between the industry and education providers to the effect that there are gaps in the relationship between stakeholders in the industry.

The funding of skills development in Tanzania is mainly by development partners through the government budgetary process, employer contributions, the SDL, and tuition fees. The SDL[1] is a 5% charge on an employee's monthly gross emoluments, including salaries, wages, payments in lieu of leave, fees, commissions, bonuses, gratuity, any subsistence travelling, entertainment, or other allowances received by employees in respect to employment or services rendered. This levy is charged by all employers with at least

[1]The SDL is not applicable to any government department or public institution that is wholly financed by the government, diplomatic missions, the United Nations and its organizations, international and other foreign institutions dealing with aid or technical assistance, religious institutions whose employees are solely employed to administer places of worship or give religious instructions or generally to administer religion, or charitable organizations of a public character registered and solely engaged in relief of poverty or distress of the public and/or for the provision of education or public health (Tanzania Revenue Authority, 2016).

four employees in accordance with Sections 14 and 19 of the Vocational Education and Training (VET) Act of 2004. Of the total funds raised through the SDL, only 2% are channeled to a Vocational Education and Training (VET) fund (URT, 2014); therefore, the SDL has remained the major source of income for VETA. However, the 2012–2013 parliamentary decision to channel 4% of the SDL to the Higher Education Students' Loans Board did not go over well with technical and vocational stakeholders (see United Republic of Tanzania President's Office, Planning Commission, 2014). Their concern has been the fact that higher education is not a labor-driven market. However, the occupation of foreign employees in the supervisory and managerial levels of the accommodation industry (the major employer) in the country means that locals may continue to operate at the operational level (i.e., in lowly paid jobs—currently stands at 75%). In that view, the SDL should also contribute to capacity building at the supervisory and managerial levels. Furthermore, the Tourism Regulation on Tanzania Development Levy (TDL) was signed by the Minister of Natural Resources and Tourism in June 2012 and came into effect on October 1, 2013. The sources of this levy include 3% of Tanzania National Parks (TANAPA) gross revenue, 3% of Ngorongoro Conservation Area Authority (NCAA) gross revenue, a bed night levy ($1.50 USD) to be charged per guest per night, fees for the grading or regrading of accommodation facilities, and donations and grants. The principal objective of the TDL is to assist in financing the implementation of activities related to tourism development, including capacity building for the tourism sector. The National College of Tourism is one of the direct beneficiaries of the TDL.

Challenges Faced by Tourism Training Institutions and Tourism Service Providers

This study identified a number of challenges that tourism institutions encounter in providing tourism education and training. Inadequate teaching and learning facilities is the main challenge. As is well known, well-equipped teaching and learning rooms affect the quality of education (UNICEF, 2000). Quality education includes healthy learners who are ready to participate in the teaching and learning process; environments that provide adequate resources and facilities; content that is relevant to the acquisition of knowledge and skills; processes that facilitate learning; and outcomes that encompass knowledge, skills, and attitudes that are linked to national goals for education. Positive learning outcomes sought by an educational system happen in a quality learning environment that is made up of facilities (physical) and psychosocial and service delivery elements (personnel and processes). It is also important to note that the majority (around 75%) of lower level tourism training institutions in the country are privately owned. Unfortunately, because of low capital, most of these institutions are ill equipped (in terms of training facilities, training agreements with industry, and programs and qualified workforce) and therefore fail to produce skills greatly needed by the industry.

It was also revealed that the negative attitude toward tourism employment, especially toward job positions within the operational category, was a big issue. It was asserted that tourism training is pursued by many as a last resort after the person has failed to obtain admission to other fields. The perception that tourism jobs are low paying and poor working conditions were cited as key factors in such a wrong attitude. Because of the negative attitude toward tourism employment, educational institutions end up enrolling poorly qualified applicants. This has always had serious implications for the quality of graduates and their employability.

Moreover, educational qualifications were necessary but not sufficient. It is rather surprising that the main reason behind the inadequate performance of employees across occupational levels and subsectors was not necessarily a lack of expected educational qualification but, according to the employers, a lack of appropriate and sufficient training and experience. The level of qualification was not necessarily an issue in terms of workforce requirements for most occupations, but what was lacking was a match between the skill sets of the workforce and the skills required to perform the job to the desired standards. Employers further revealed that most employees possessed educational qualifications required for the job but still exhibited critical skills gaps and could not perform effectively even the simplest tasks in their occupational roles. The skills gaps were embedded in the poor educational system, which emphasizes producing graduates with clean and impressive certificates rather than adequate skill sets required for performing the duties of their occupations effectively. Employers who complained about skills gaps among first-time employees coming directly from technical institutions, vocational institutions, and universities concentrated their criticism mainly on inadequate training, lack of practical experience, and the poor attitudes of job seekers toward tourism jobs. For the first two reasons, the problem was more pronounced for graduates from higher education, whereas those trained in tourism technical and vocational schools had the advantage of practical skills.

Strategies for Developing and Maintaining Effective Academia–Industry Relationships

A common and consistent theme that arose from the study was that the current tourism education system in the country needs to be enhanced to supply the industry with skilled and competent workers. There was a general feeling that the system is not prepared to meet the skills requirements of the tourism sector. Numerous measures were proposed by employers. The development of national standard curricula is required for different occupations to ensure consistency in the provision of tourism education and quality graduates. A framework for recognizing and monitoring people who acquire skills through on-the-job training programs is also needed. In developing the curricula efforts must be made to ensure that all stakeholders take part in the process. The curricula may also serve as incentives for academia to provide tourism education and training. Poor enforcement of standard curricula for tourism programs stood as an issue of major concern among practitioners and educationists.

Tanzania does not have a dedicated national system for determining midlevel or high-level skills in tourism and other key sectors in the country. This has led to the mushrooming of private training colleges offering certificate and diploma-level skills programs. This model is not sustainable. The provision of skills development in the country is also fragmented. Three separate government agencies govern registered technical, vocational, and higher education/training institutions: VETA is responsible for coordinating, regulating, financing, providing, and promoting vocational education; the National Accreditation Council for Technical Education is responsible for coordinating, regulating, and accrediting technical institutions; and the Tanzania Commission for Universities is the responsible authority for coordinating and regulating university education.

In fact, VETA has been playing a dual role as a regulator and operator. This system falls outside commonly accepted international good practice, which unifies vocational and technical training into a cohesive technical and vocational education and training framework. Therefore, there is a need to develop an accreditation system for tourism programs in order to bring about some consistency. It was noted in the focus group discussions that currently there is a big difference in programs offered by different tourism institutions, and employers usually prefer graduates only from certain institutions in the belief that their programs are the best. There is also a common feeling among employers that tourism training institutions accept anyone who can pay regardless of whether they meet the minimum standards. This is what one of the respondents had to say:

> There are so many training institutions which are not coordinated, leading to differences in the quality of graduates who have studied the same programs. The government should make sure that colleges offering tourism courses are properly regulated and meet high standards. A lot of substandard places exist to the detriment of the industry and to the people that save and work so hard to pay for advancement.

Setting-relevant prerequisites for acceptance into training programs across the tourism education system are also required. There were also concerns that the current system is too loose, allowing all kinds of people to enroll in tourism programs. As a result, pursuing tourism studies is considered the last resort for many people in the country. There is also a need for standard curricula with close monitoring. The preparation of such curricula should involve all stakeholders, especially educators, representatives of employers, and policymakers.

Improvements to internship and apprenticeship programs were seen as important by all employers and educators. However, there was a concern with regard to the effectiveness of such programs. For example, one manager of a food and beverage establishment highlighted the importance of the internship to students:

> The internship component of the program is important. Students get experience in the field and they are also able to identify an aspect of the industry that they feel most comfortable. They are also able to recognize areas in which they would like to specialize. That being said, I think that there needs more consultation between the industry and the institution to ensure that students get a holistic experience in the industry.

Despite appreciating the vital role internships play, both educators and employers expressed dissatisfaction with the cooperation received from the other party regarding the placement of students for field practice. Whereas educators complained about the difficulties they faced in obtaining field attachment places for their students, employers accused educators of not training the right people for the development of the industry, as can be noted from the following quote: "Training institutions train just for the sake of making money. When admitting students they don't care about the applicant's intellectual ability and personality. As a result they give us people with the wrong endowments." The inability of students to transfer what they

have learned in class to the workplace has been established in previous studies, including one by Mayaka and Akama (2007), who found that there was a lack of proper academic understanding and focused on the theoretical framework of most tourism studies. Many of the students who go on attachment are not able to fit well into the industry because they are not able to apply what they have learned in the institution on the job. This engenders a lack of provision of clear directions in the teaching of tourism courses. Therefore, there is a need to develop guidelines to harmonize internship practices across the industry. The activities and roles of each of the stakeholders (especially the government, educators, businesses, and students) should be specified to encourage standard practices.

Improved research on areas of importance and specialization in certain training categories by incorporating professionals available in the country are vital for curricular improvement. Tourism educators have to cooperate with practitioners from the industry to research matters of importance in tourism education. For example, training needs assessments for programs that need to be introduced should involve people from the industry and national policymakers. The importance of participatory research among the key stakeholders is shown in the following quote captured in the survey of tourism service providers:

> . . . Currently Tanzania Tourist Board (TTB) are seriously working on Chinese and Arabian markets, but it is not known if our tourism establishment (e.g. hotel) and training institutions are really prepared for the clientele demand of this market. In the end, the market will end up being frustrated for ill prepared service delivery.

Government support is needed for adequate facilities, appropriate infrastructure, and a qualified workforce in order to improve the quality of education. Premises, information and communication technologies laboratories, practical demonstration facilities, library services, field tracks or buses, and electronic teaching aids require a huge investment well beyond the financial muscles of most training institutions. Periodic inspections and evaluation may also be necessary to assess their effectiveness in meeting the training needs of the industry. The government may also consider subsidizing training through budgetary allocations to training institutions, both public and private.

There was also a concern among tourism training institutions that only public institutions receive a portion of the TDL from the government, with private institutions receiving nothing despite having the lion's share in the provision of tourism education. Stakeholders are of the view that the proceeds of the TDL should be extended to all institutions depending on the number of students and programs each has. It was also suggested that the government should also play a guarantor role in supporting private institutions in acquiring loans from financial institutions to develop their training facilities. The following quote summarizes the cry for government support raised by one of the surveyed tourism educators: "While providing tourism education is very costly with training materials, facilities and the need for field visits expenses; colleges cannot charge high rates of fees given the financial conditions of the majority of Tanzanians."

Providing scholarship for Tanzanians to study at higher levels (bachelor's and master's levels) is another suggested area that needs government support. It sounds peculiar that tourism is the leading sector in terms of foreign earnings but there are only dozens of students enrolled at universities because of a lack of financial support. Certain professions in the industry, like pastry and bakery, completely lack qualified people to teach respective courses. The assertion was well put by an expert in the tourism industry who completed the survey: ". . . Many training centers lack teaching facilities and competent trainers, which on the one hand aggravate into poor output of the training system and poor quality of service offered by tourism establishments. . ."

Cooperation and networking among stakeholders is needed to address potential gaps in the provision of tourism education. Stronger platforms should be established for employers, training providers, and policymakers to deliberate on skills requirements on a continuous basis. Tourism service providers and training institutions should be involved in policy formulation for issues that affect tourism education and the industry in general. This may also include initiating annual week-events that may bring tourism stakeholders together to share knowledge and exhibit their activities/businesses. Practitioners in the tourism industry should be involved in the management of tourism training institutions. For example, practitioners from the industry may have representatives on management committees (e.g., advisory councils) in training institutions to provide their technical inputs of the industry, for example, regarding what is expected of a graduate in the field of hospitality and tourism education.

Another challenge revealed through the findings of the study was that many employers do not want to employ professionals, whom they would have to pay higher remuneration packages. As the literature points out, many employers in the tourism industry hire cheap labor (Mustafa, 2012). It was also noted that owners of tourism businesses do not consider investment in training

something important for their businesses. This is dangerous because a newly employed staff member cannot have all it takes to do a job from the college. In addition, given the pace at which technology and tourists' needs are changing, the skills and competencies of the existing staff also become obsolete with time. Furthermore, the demand for tourism education has been increasing over time. Therefore, to ensure an adequate supply of quality innovative skills in their businesses, enterprises must participate in skills development.

In view of this, there is a need for tourism educators to focus more on generic skills and competencies and for the tourism business to take care of the specific aspects of the profession. The results show that tourism service providers are positive about providing in-house training, which, if effectively implemented, could bridge the gap left by tourism training institutions. However, for them to run such programs effectively an enabling environment needs to be created. This includes exemption from the payment of certain levies associated with training activities. Among the various approaches by which tourism service providers could participate in skills development, worksite training and regional and international exchanges were the more highly appreciated ones.

All efforts made to improve the industry are mainly for the purpose of increasing employment among Tanzanians. However, there is a concern that because of the perceived poor quality of Tanzanian graduates, employers have developed a preference for foreign employees. For local training institutions to be trusted by the hospitality and tourism sector, academia needs to produce employable graduates. For instance, one respondent had the following to say: "Tourism and hospitality colleges and centers are churning out half prepared graduates … I have seen a newly employed member of staff shaking before the customer due to lack of confidence."

The findings from the study are similar to those of other studies conducted elsewhere, especially in Western and Asian developed economies. Most of the identified skills gaps have been established elsewhere, and many of the partnership strategies established in this study have been documented in the literature (e.g., Ernawati, 2003; Fleming & Hickey, 2013; Jayawadena, 2001; Reeve & Gallacher, 2005; Sigala & Baum, 2003). One way in which this study is different from those other studies is in the inclusion in the study of the challenges experienced in collaborative efforts among stakeholders, which were the basis for the framework for partnership in tourism training in Tanzania proposed in this study. The inclusion of government regulatory authorities in the framework is something that has been ignored in many similar studies.

A Framework for Partnership in Tourism Training in Tanzania

Based on the findings of this study, a framework for effective partnership between educational institutions, industry, and government authorities is proposed. As can be seen in Figure 3, the framework comprises the key stakeholders in the provision of tourism education. The development of skills to meet the needs of various stakeholders in tourism must be seen as a partnership between industry and education and training providers (vocational

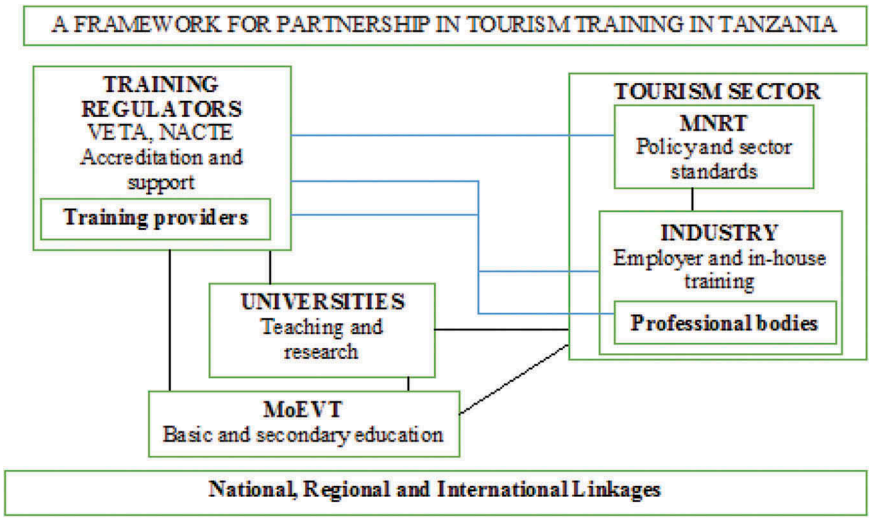


Figure 3. Proposed framework for effective collaboration.

centers, colleges, and universities). Society expects the government to take charge of developing national curricula for tourism education to be used by all training institutions; providing academia with necessary support, such as facilities, guidelines, and networks with international institutions; and providing academia with incentives to expand enrollment in tourism programs (e.g., providing employment opportunities, training of trainers, best student prizes, training facilities).

Also, the government is expected to carry out the monitoring and control of the adoption of national curricula through a central admission system, inspection, seminar, and surveys; develop internship and apprenticeship regulations and guidelines; enforce relevant labor laws to promote the employment of graduates; participate in the management of academia through representation on governing boards and committees; assist academia in developing and maintaining international links that encourage exchange programs; and support academia in undertaking research on tourism development issues.

Tourism and hospitality providers and consumers usually expect training institutions to participate fully in the development of national curricula for tourism education, develop and implement tourism programs based on national standard curricula for tourism education, take advantage of any available incentives, and establish and execute some institutional quality control mechanisms. Likewise, educational institutions are expected to manage internships and apprenticeship in accordance with established guidelines, have in place career placement programs that link graduates with potential employers, involve other stakeholders in the management of institutions, initiate and maintain links with training institutions in other countries, as well as conduct research and disseminate results relevant for the sector's development.

The roles expected to be played by the tourism industry include having representatives in the development of national curricula for tourism education; supporting academia through participation in teaching, management, and sending employees for training and accepting interns; providing academia with incentives such as employment opportunities, best student prizes, and special financial support; and providing feedback on the quality of academia's output (graduates). Also, the community expects the tourism industry to participate in the management of internships and apprenticeships while observing established guidelines, employ locally trained staff, participate in the management of academia through representation on governing boards and committees, assist academia in initiating and maintaining links with training institutions abroad, as well as apply research findings in managing their businesses.

Conclusions

The tourism industry has been playing a pivotal role in the socioeconomic development of many developing countries. Given Tanzania's abundant endowment of resources, there is potential for tourism to play a leading role in transforming the country from a poor to a middle-income country. However, some concerns need to be addressed to put the industry on the right track. One of these concerns is the quantitative (number of jobs) and qualitative (type of skills) mismatch related to both the demand for and supply of skills. It is argued that the competitive advantage of a tourism destination is by and large dependent on adequately trained personnel in the industry. Effective collaboration between tourism educators and tourism businesses is one of the best strategies to ensure the quality of human capital in the industry. This study set out to establish the level of collaboration between key stakeholders in the provision of tourism education in Tanzania, specifically tourism training institutions, tourism service providers, and government authorities in Tanzania. The focus was on the nature of existing links between stakeholders, existing skills gaps, challenges stakeholders confront in tourism education, and strategies for improving collaboration.

Improvement in the quality of tourism education and training in Tanzania can be achieved partly by addressing some issues pertaining to collaboration among stakeholders in the tourism industry. Results show that there has been minimal progress in developing linkages between the tourism industry and training institutions offering tourism in Tanzania. The existing collaboration centers mainly on students' internships and/or the employment of graduates. On the one hand, it is the training institution that manages internships by developing links with industry, communicating with students, allocating students, and assessing their development.

On the other hand, employers decide whom to employ in their tourism establishments and often seek cheap labor. Partnerships based on this model are said to have little chance of fully reconciling the interests of the educator, the industry, and the student of tourism education (Solnet et al., 2007). Although collaboration between stakeholders is poor, academia is faced with a number of constraints, including a lack of facilities, a shortage of qualified

personnel, a low level of understanding among students, the absence of standard curricula, limited employment opportunities, and poor supervision of interns. It is thus evident that academia alone does not hold the key to successfully training quality personnel. These findings are suggestive of the need for improvements in partnerships among stakeholders, especially tourism educators, tourism businesses, and relevant government agencies, so as to ensure sustainable quality of both the tourism workforce and the tourism services offered.

Elaborative collaboration among key stakeholders is required to enable the development of a common understanding of the expectations and outcomes of tourism education. It is recommended therefore that the tourism industry and educationists revisit their relationship to make it more effective and sustainable. Successful collaboration would result in a sustainable win–win situation between the two parties. While on the one hand educationists will produce employable people and thus have a chance to expand their enrollment, on the other hand the industry will have an opportunity to recruit quality employees and thus be in a position to sustainably improve their services and enjoy a competitive advantage. It is essential to integrate tourism education with work in order to enhance the employability of graduates. It is essential for academia and industry as well as government agencies to cultivate mutually beneficial relationships with one another.

To improve the quality of tourism education, government support is greatly needed in terms of creating an enabling environment, such as supporting physical infrastructure (training facilities), funding (e.g., loan guarantees), appropriate policies, and involvement in the management of tourism education. There is a need for the establishment of a professional accreditation body for the tourism industry or special tourism training accreditation bodies within the current regulators. Tanzania is believed to be one of the countries with the best labor laws in sub-Saharan Africa. Effective enforcement of such laws will guarantee more and better employment opportunities for citizens, which will in turn stimulate demand for tourism education programs.

For their part, employers must improve working conditions in terms of pay levels and incentive packages. Enhancing the status of tourism employment will evoke public interest in tourism education programs and entice people to work in the industry. Supervisors should have some training skills and experience in training students in their areas of specialization. Well-staffed and adequately funded training institutions are essential for skills development in the industry. Strong partnerships built on mutual trust between tourism stakeholders are the sine qua non for improving quality in education and addressing skills gap in the tourism industry both quantitatively and qualitatively .

Like many other studies, this study has its limitations. The tourism sector in Tanzania is still in its infancy relative to other competing destinations in developing countries (e.g., Kenya, Botswana, Rwanda, and South Africa). Consequently, this limits the generalization of the results to a few countries. However, the results can be applicable to most countries in sub-Saharan Africa. We could not interview the tourists who in fact are the ultimate consumers of tourism and hospitality businesses. Thus, future studies should involve tourists to get their views on areas for improvement in skills development. They may also consider assessing the contributions of different partnership strategies to the delivery of tourism training programs. Further study should focus on the type and nature of partnerships between educationists within the tourism and hospitality sector with the ultimate aim of establishing a good analytical foundation for guiding appropriate system expansion and intervention design that can ensure the realization of tourism development with an adequately skilled workforce.

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