

Revamping Tourism and Hospitality Management Education: A Qualitative Study on Curriculum Integration, Stakeholder Perspectives, and SDG Alignment

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Abstract:

Despite Egypt's rich cultural heritage and global reputation as a leading tourist destination, the demand for tourism and hospitality education remains surprisingly low. This study explores the underlying reasons for this disconnect and proposes a strategic framework for integrating tourism management and hospitality into business school curricula. Using a qualitative approach, the research draws on semi-structured interviews with stakeholders including faculty members, students, industry professionals, and policymakers from both public and private universities.

Findings reveal that limited awareness of career pathways, perceived instability in the tourism sector, and a mismatch between academic offerings and industry needs contribute to the low enrollment in tourism programs (Global Student Living Index, 2023). Stakeholders also highlight the lack of experiential learning and sustainability-focused content in current curricula (Mansour & Abd El-Kafy, 2019). The study emphasizes the importance of embedding tourism education within business schools to foster interdisciplinary learning, enhance employability, and promote innovation.

By aligning curriculum development with the United Nations Sustainable Development Goals—particularly Goals 4 (Quality Education), 8 (Decent Work and Economic Growth), and 12 (Responsible Consumption and Production)—the research advocates for a transformative educational model that supports global collaboration and sustainable tourism development (UNWTO, 2030). The paper concludes with actionable recommendations for curriculum reform, stakeholder engagement, and policy support to revitalize tourism education in Egypt and similar emerging markets.