Education for Sustainable Tourism: A Citizenship Approach

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ABSTRACT: *Sustainable tourism is a good option to attract tourism, protect nature, develop the region and preserve the cultural heritage. This perspective demands Human Resources able to assume effective leadership and act to help creating the desired sustainable development. Within the present global citizenship discourse, the ideas that converge most readily are related to responsibility, awareness, and engagement. This study is an exploratory work and aims to point out some clues concerning educational methodology for Tourism. A questionnaire survey was applied, during the scholar year of 2015-2016, to students from two Portuguese Higher Education Institutes and from two different degrees (bachelor and master). The conclusions seem to point out that students are not aware of their professional impact on sustainability, which allowed us to realize that intercultural communication, global knowledge and political matters should be also worked in High Education. Life is changing very fast in our independent world and students must recognize the growing complexity of it. Students also must be equipped with critical and active engagement with the challenges and opportunities of life.*

Keywords: Education for Sustainable Development, Global Citizenship, Sustainable Tourism.

I.   INTRODUCTION

The world is changing quickly and is more important than ever that people embrace values of sustainability, as they can act as a motor of change for creating and developing sustainable communities (Dieguez, Amador & Porfirio, 2012). Higher Education Institutions (HEI) have to prepare students and professionals able to face new challenges and prepare them to embrace the future with hope and desired competencies. Sustainable development (SD) and education for sustainable development (EDS) are complex issues.

For many researchers, sustainable development's definition appears as an umbrella of economic, social and environmental concerns (Theobald, 2005), but some of those definitions are mutually exclusive (Barkemeyer et al, 2011). The concept still remains polemic (Barkemeyer et al., 2011; Giddings et al, 2002; Hopwood et al, 2005) and the divergence of meanings and speeches since the Brundtland's report (1987) is always growing (Hopwood et al., 2005; Redclift, 2005). It collects concerns from various stakeholders (present, past and futures), namely society, governments, educators, organizations, environmentalists, among others. Sustainability is a buzzword presented in all domains of our lives (Dieguez et al, 2012), it is a longitudinal multidisciplinary issue (Dieguez et al, 2012) and has different meaning accordingly to different people (Henry, 2009; McFarlane & Ogazon, 2011; Hatipoglu et al, 2014). In this context, Education for sustainable development (ESD) demands a holist approach, where the multidisciplinary impacts must be considered within an interdisciplinary specialist's approach. It presumes to understand the worlds complexity and to manage the knowledge both in a local and global scale, having in mind a panoply of cultures, heritages, belongings, beliefs, problems and realities, among other factors. Due to the fact that ESD is a lifelong learning process, the importance of an education with quality must be understood not only to instill basic competencies but also to develop lifelong values that underpin sustainability, reinforcing people's sense of responsibility as global citizens and better prepares them for the world they will inherit.

The aim of this study is to present an exploratory case from Portugal, with students from tourism education of two HEI, during the scholar year of 2015-2016. The Global Citizenship Scale developed by Morais & Ogden (2011) was used in this survey instrument. The differences in global citizenship scores of learners along various dimensions of this scale are reported in the Results and Discussions section.

II.   EDUCATION FOR SUSTAINABLE TOURISM DEVELOPMENT

Tourism is a global sector, integrating new and complex activities, on a context where consumers are more and more exigent and critic. It has intrinsic relations with environmental concerns and competitiveness is high stimulated by increasingly sophisticated destinations. Responsibility is also demanded to all involved on the process, responsible for the tourism dynamics success concerning knowledge, innovation, professional training, development, stressing the contribution from the HEI (Fayos-Solá, 1995). Tourism is an activity with multidisciplinary, pluridisciplinary and transdisciplinary characteristics (Dieguez, 2015). Multidisciplinar because it includes several disciplines as economy, business, law, geography, sociology, urbanism, social psychology, history, art-history, computing, medicine, literature and so on. Pluridisciplinar because it comprises

the understanding from different scientific approaches and transdisciplinary as it assumes that the tourist gaze is inclusive, requiring that the multiple and plural disciplines intervene in symbiosis are inter-related and interconnected aiming to reach a broader tourism vision. However, given the nature of the activity, it comprises an open, dynamic, and complex system with numerous interacting components and different stakeholders (Gunn, 1994; Leiper, 1979; Mill & Morrison, 1997; Thanh & Bosch, 2010), and not all of its impacts are desirable. Its complexity makes it difficult to manage toward sustainability (Thanh & Bosch, 2010).

Accordingly, to the Center for Sustainability (2016), "Sustainable tourism contributes to a balanced and healthy economy by generating tourism-related jobs, revenues, and taxes while protecting and enhancing the destination's social, cultural, historical, natural, and built resources for the enjoyment and well-being of both residents and visitors". This concept of sustainable tourism compares pleasantly two definitions of sustainability that include the triple bottom line approach to social, economic, and environmental spheres (Sustainable Measures, 2016) and can also be seen in terms of capital (Bank, 2016). Achieving sustainable tourism systems is an ongoing process, demanding continuous examination of its effects and undertaking the necessary proactive and educational actions as necessary. Sustainable tourism needs to also provide high quality service and satisfy tourists, as guests, while ensuring that tourists participate in meaningful experiences that enhance their knowledge and understanding of sustainability. At the same time, sustainable tourism must inspire other travelers and tourism professionals to replicate best practices and do the same (UNTWO, 2016).

Tourism is a hallmark activity of the postmodern world and the same can be said for universities. The intersection of tourism and universities is a powerful nexus for tourism education in that both universities and tourism are products of the world – therefore, a paradox exist that they are both shaped by the world and have the potential to shape it. This paradox presents a challenge for tourism educators. Being part of the world, means that academics should offer participation as well as critique and so universities should not just become places of critique. They should contribute to a productive world by developing a highly skilled workforce. Being shaped by the world also means that tourism education faces a number of challenges (Prebežac, Schott & Sheldon, 2014). Through their education, students need to gain alternative values, knowledge and skills for integrating sustainability into their daily lives. According to Oxfam (2016) the education of young people for global citizenship is of paramount importance for preparing them to meet the social, environmental and economic sustainability challenges of tomorrow. Higher education institutions can play an active role in this transformation as they prepare future citizens and professionals to address the challenges of the 21st century.

III. GLOBAL CITIZENSHIP

Global citizenship is a contested concept in scholarly discourse (UNESCO, 2013). The notion of "citizenship" has been broadened as a multiple-perspective concept and it is linked with growing interdependency and interconnectedness between countries in economic, cultural and social areas, through increased international trade, migration, communication and so on. It is also linked with our concerns for global well-being beyond national boundaries and on the basis of the understanding that global well-being also influences national and local well-being (Lee &Fouts, 2005; Lee, 2012). This does not imply a legal status and it refers more to a sense of belonging to a broader community and common humanity, promoting a "global gaze" that links the local to the global and the national to the international (Marshall, 2005). It is also a way of understanding, acting and relating oneself to others and the environment in space and in time, based on universal values, through respect for diversity and pluralism. In this context, each individual's life has implications in day-to-day decisions that connect the global with the local and vice versa (UNESCO, 2012).

Global citizenship education (GCE) "highlights essential functions of education related to the formation of citizenship [in relation] with globalization. It is a concern with the relevance of knowledge, skills and values for the participation of citizens in, and their contribution to, dimensions of societal development which are linked at local and global levels. It is directly related to the civic, social and political socialization function of education, and ultimately to the contribution of education in preparing children and young people to deal with the challenges of today's increasingly interconnected and interdependent world" (Tawil, 2013). As a framing paradigm, components of GCE can be mainstreamed within existing education interventions. It is most productive to view GCE as trans-disciplinary rather than as a separate or overlapping discipline (Bracken, 2014). There are several scales that can be utilized to measure changes in global citizenship; the most often used are: i) The Global Competence Aptitude Assessment (GCAA), ii) the Global Perspective Inventory (GPI), iii) the Global Engagement Survey (GES) and iv) The Global Citizen Scale (GSC) (Hatipoglu, Ertuna & Sasidharan, 2014).

3.1 Global Competence Aptitude Assessment (GCAA)
The GCAA uses the knowledge, skills, attitudes and experiences required to become global. Accordingly, to Hunter (2004, p. 1), a definition of Global Competence is "Having an open mind while actively seeking to understand cultural norms and expectations of others, and leveraging this gained knowledge to interact,

communicate and work effectively in diverse environments". Visually represented by the Global Competence Model (fig. 1), it is based on the definition of Global Competence developed by Hunter (2004), having in mind that no single dimension can represent a "global competency" nor is one aptitude more important than another. Therefore, it is the synergy of all eight dimensions that collectively comprise global competence (Hunter, White & Godbey, 2006). The Global Competence Model illustrates "how one gains these capabilities over time, often adding new layers of ability. As one moves visually outward from the core to the outer rim of the model, the level of sophistication in one's abilities increases. For one to be globally competent, it is necessary to have strength in both the Internal Readiness and External Readiness aptitudes. Developing global competence is a life's journey and it takes time to hone each of the above skills" (Global Competence Model, 2016).

3.2   Global Perspective Inventory (GPI)
The GPI uses cognitive, intrapersonal and interpersonal dimensions for examining holistic global student learning and development. The GPI measures Global and holistic student learning and development, as well as Student experiences and perceptions of their campus environment. The GPI measures how a student thinks, views herself as a person with a cultural heritage and relates to others from different cultures, backgrounds and values. The GPI measures student experiences and perceptions in three areas and consists of three different forms: i) General Form -- for students at any stage of their college journey and is used as the Pretest for a Study Abroad experience; ii) New Student Form – for students entering college for the first time and includes questions about their high school experiences and iii) Study Abroad Form -- for students who have completed a study abroad program and asks specific questions about their experiences and engagement while studying abroad. The GPI is available in three forms to assess students' global perspective and experiences at critical points during college. The three forms share 35 core items that allow for consistent assessment. Each form also has additional items that align with its purpose (GPI, 2016).

3.3   Global Engagement Survey (GES)
The GES examines student's participation in global engagement activities. The GES survey uses five dimensions: civic engagement, knowledge production, philanthropy, social entrepreneurship and voluntary simplicity. The GES results from a multi-institutional effort coordinated through globalsl.org (GES, 2016). The GES survey includes 46 closed questions (strongly agree to strongly disagree), along with 9 opportunities for open-ended sharing.

3.4   Global Citizen Scale (GSC)
The GSC describes global citizenship in terms of three dimensions: i) Social responsibility, ii) Global competence and iii) Global civic engagement. Social responsibility is the perceived level of interdependence and social concern for others, society and the environment (Andrzejewski & Alessio, 1999; Braskamp, Braskamp & Merrill, 2008; Parekh, 2003; Westheimer & Kahne, 2004) The sub-dimensions are global justice and disparities, altruism and empathy and global interconnectedness and personal responsibility. Global competence is understood as having an open mind while actively seeking to understand others' cultural norms and expectations and leveraging this knowledge to interact, communicate and work effectively outside one's environment (American Council on Education, 2008; Deardorff, 2006; Hunter et al., 2006). The sub-dimensions of global competence are self-awareness, intercultural communication and global knowledge. Global civic engagement is understood as the demonstration of action and/or the predisposition toward recognizing local, state, national and global community issues and responding through actions, such as volunteerism, political activism and community participation (Andrzejewski & Alessio, 1999; Paige, Stallman & Josić, 2008). Students who are civically engaged contribute to volunteer work or assist in global civic organizations (Parekh, 2003). The sub-dimensions of global civic engagement are involvement in civic organizations' political voice and global civic activism. In other others, the scale development process identified three dimensions of global citizenship with six related sub dimensions. Accordingly, to Morais and Ogden (2011) even if efforts to refine and adapt this scale should be ongoing, the scale is theoretically grounded and has been empirically validated; therefore, it stands as a potentially useful tool to be readily used in education abroad outcomes assessment research and practice.

IV.   GLOBAL CITIZENSHIP
In the paper we present the results of a study conducted to analyze student´s perception about their professional impact on sustainability, in particular on areas as intercultural communication, global knowledge and political matters. It is also to understand if there are relevant differences between students, accordingly to their Higher School courses and grade. This study is an exploratory work and aims to point out some clues concerning educational methodology for Tourism. A questionnaire survey was applied, during the scholar year of 2015-2016.

Our analysis is then based on a case study, combining methods of obtaining data. Taking into account the available time, the sample is based on students taking degrees (bachelor or master) on two Portuguese Polytechnic Institutes where the researcher teaches: Polytechnic Institute of Porto (ESEIG-IPP) and Polytechnic Institute of Cávado and Ave (IPCA). The collected samples - 68 valid answers - represent 95% of all the considered universe and with a confidence level of 99% with a margin of error of 5% (Krejcie & Morgan, 1970). To measure global citizenship, it was applied a questionnaire survey, proposed and developed by Morais and Ogden (2011). The questionnaire has been translated into Portuguese and distributed during the classes context. The questionnaire contained about 43 questions (closed) and it was divided in 3 main areas regarding: i) Social responsibility, ii) Global competence and iii) global civic engagement. The items on the Global Citizenship Scale were declarative statements for which there are varying degrees of agreement with or endorsement of global citizenship; therefore, a 5-point Likert-type scale was used to measure responses to each item. The measurement ratings ranged from strongly disagree (1) to strongly agree (5). The best results will appear between scores 4 and 5 on the Likert-type scale.

4.1   Higher School and Degree
The sample is composed by 14 IPCA's students and 54 ESEIG-IPP's students (fig. 1), which represents respectively 25% and 75%. The students from IPCA are only master's students. The students from ESEIG-IPP are bachelor's (31 students representing 57%) and master's students (23 students representing 43%) (fig. 2). All the inquired students are from Tourism and Hotel management activities. Some students came from Professional Schools and specific Training courses.
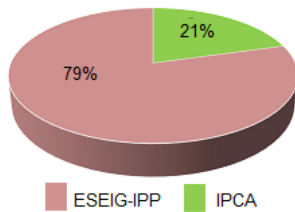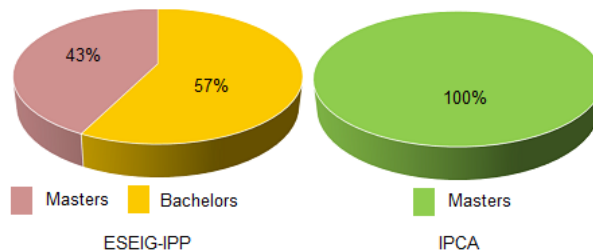

Figure 1 – Sample for HEI

Figure 2 – Sample for HEI and Degrees

4.2   Social responsibility (SR)
The data shows that the average of understanding between the three groups of students is similar concerning global interconnectedness and personal responsibility (fig. 3). The main coincidences are related to question referring completely agreement with "No one country or group of people should dominate and exploit others in the world". The Bachelor's students of ESEIG-IPP seems to be the group more aware to this dimension.

ESEIG-IPP: Bachelor's students

29%	0%	13%	10%	3%
13%	29%	13%	29%	16%
26%	32%	32%	6%	3%
29%	35%	16%	16%	3%
29%	52%	19%	0%	0%
3%	3%	13%	33%	47%
0%	7%	29%	46%	18%
23%	40%	17%	17%	3%
0%	0%	10%	55%	34%
3%	6%	13%	55%	23%
0%	12%	27%	48%	12%
3%	17%	37%	27%	17%
0%	3%	23%	60%	13%

ESEIG-IPP: Master's students

48%	17%	26%	9%	0%
9%	17%	17%	30%	26%
45%	32%	18%	5%	0%
26%	17%	26%	30%	0%
39%	30%	17%	13%	0%
0%	4%	0%	26%	70%
0%	18%	55%	23%	5%
27%	23%	32%	18%	0%
0%	0%	5%	32%	64%
0%	22%	9%	35%	35%
9%	14%	9%	36%	32%
0%	13%	30%	39%	17%
0%	0%	17%	52%	30%

IPCA: Master's students

|				
43%	43%	7%	7%	0%
7%	29%	21%	36%	7%
23%	69%	8%	0%	0%
43%	43%	7%	7%	0%
29%	36%	21%	14%	0%
14%	7%	7%	7%	64%
0%	15%	15%	31%	38%
14%	64%	14%	0%	7%
0%	0%	0%	69%	31%
0%	7%	36%	29%	29%
0%	0%	0%	85%	15%
0%	14%	57%	29%	0%
0%	18%	23%	38%	31%

Figure 3 – Social Responsibility

4.2.1.   Global justice and disparities
The data shows that the average of understanding between the three groups of students is not similar at all (fig. 4), except for completely agreement with "No one country or group of people should dominate and exploit others in the world". For ESEIG-IPP Bachelor's students the higher score (52%) was obtained for disagreement concerning the sentence "The world is generally a fair place". For ESEIG-IPP Master's students, total disagreement for "I think that most people around the world get what they are entitled to have" (48%) and for IPCA Master's student disagreement for "I think that people around the world get the rewards and punishments they deserve" (69%).
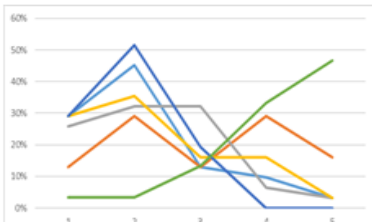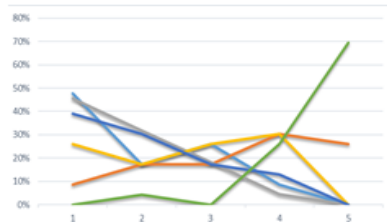
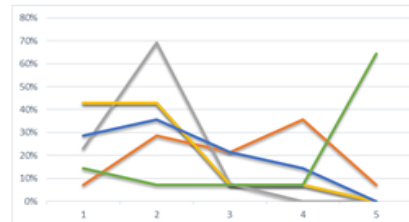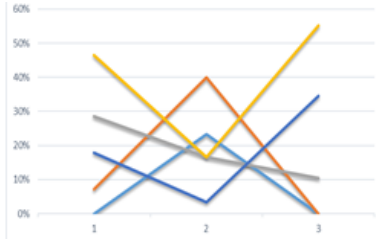| ESEIG-IPP: Bachelor's students	ESEIG-IPP: Master's students	IPCA: Master's students

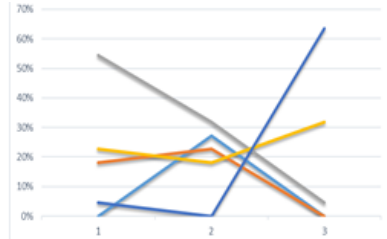**Figure 4** – global justice and disparities

4.2.2. Altruism and empathy

The data shows that the average of understanding between the three groups of students is not similar at all (fig. 5). For ESEIG-IPP Bachelor's students the higher score (55%) was obtained for agreement concerning the sentence "I respect and am concerned with the rights of all people, globally". Similar to ESEIG-IPP Master's students (64%). For IPCA Master's student disagreement for "I think that many people around the world are poor because they do not work hard enough" (64%).

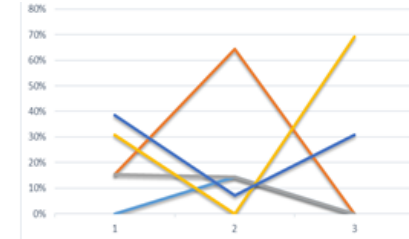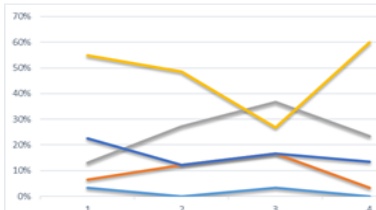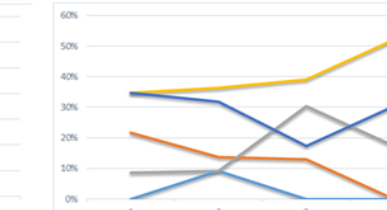| ESEIG-IPP: Bachelor's students	ESEIG-IPP: Master's students	IPCA: Master's students

Figure 5 – Altruism and empathy

4.2.3. Global interconnectedness and personal responsibility

The data shows that the average of understanding between the three groups of students is not similar at all (fig. 6). For ESEIG-IPP Bachelor's students and Master's students the higher for agreement with "I think in terms of giving back to the global society" (respectively 50% and 52%). For IPCA Master's students the agreement for "Americans should emulate the more sustainable and equitable behaviors of other developed countries" (85%).

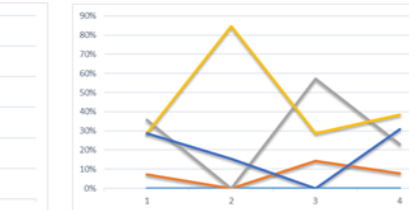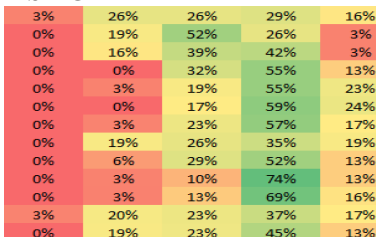| ESEIG-IPP: Bachelor's students	ESEIG-IPP: Master's students	IPCA: Master's students

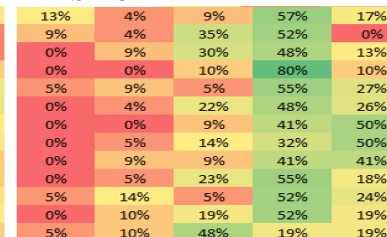**Figure 6** – Global interconnectedness and personal responsibility

4.3 Global competence (GC)

The data shows that the average of understanding between the three groups of students is similar (fig. 7), nevertheless their higher coincidence is related to agreement with "I am informed of current issues that impact international relationships". The ESEIG-IPP master's students seems to be the group more aware to this dimension.

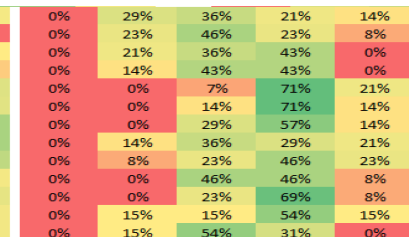| ESEIG-IPP: Bachelor's students					ESEIG-IPP: Master's students					IPCA: Master's students				
3%	26%	26%	29%	16%	13%	4%	9%	57%	17%	0%	29%	36%	21%	14%
0%	19%	52%	26%	3%	9%	4%	35%	52%	0%	0%	23%	46%	23%	8%
0%	16%	39%	42%	3%	0%	9%	30%	48%	13%	0%	21%	36%	43%	0%
0%	0%	32%	55%	13%	0%	0%	10%	80%	10%	0%	14%	43%	43%	0%
0%	3%	19%	55%	23%	5%	9%	5%	55%	27%	0%	0%	7%	71%	21%
0%	0%	17%	59%	24%	0%	4%	22%	48%	26%	0%	0%	14%	71%	14%
0%	3%	23%	57%	17%	0%	0%	9%	41%	50%	0%	0%	29%	57%	14%
0%	19%	26%	35%	19%	0%	5%	14%	32%	50%	0%	14%	36%	29%	21%
0%	6%	29%	52%	13%	0%	9%	9%	41%	41%	0%	8%	23%	46%	23%
0%	3%	10%	74%	13%	0%	5%	23%	55%	18%	0%	0%	46%	46%	8%
0%	3%	13%	69%	16%	5%	14%	5%	52%	24%	0%	0%	23%	69%	8%
3%	20%	23%	37%	17%	0%	10%	19%	52%	19%	0%	15%	15%	54%	15%
0%	19%	23%	45%	13%	5%	10%	48%	19%	19%	0%	15%	54%	31%	0%

Figure 7 – Global competence

4.3.1. Self-awareness

The data (fig. 8) shows higher agreement on "I am able to get other people to care about global problems that concern me" statement for ESEIG-IPP bachelor's and master's students.
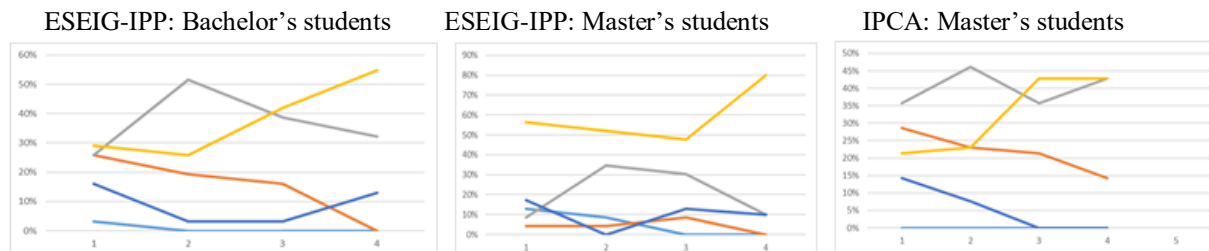

Figure 8 – self-awareness

4.3.2. Intercultural communication

The data (fig. 9) shows higher agreement from ESEIG-IPP students to the sentence: "I am able to mediate interactions between people of different cultures by helping them understand each other's values and practices". IPCA master's students show more agreement with "I unconsciously adapt my behavior and mannerisms when I am interacting with people of other cultures" and "I often adapt my communication style to other people's cultural background".
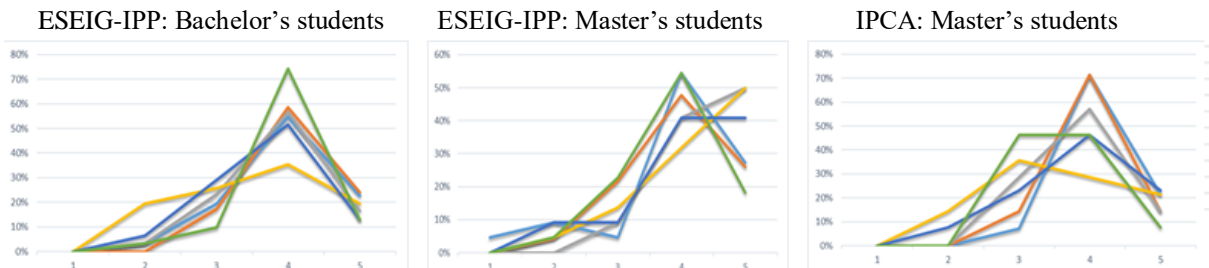

Figure 9 – intercultural communication

4.3.3. Global knowledge

The data (fig. 10) shows higher agreement from all the students concerning agreement about "I am informed of current issues that impact international relationships".
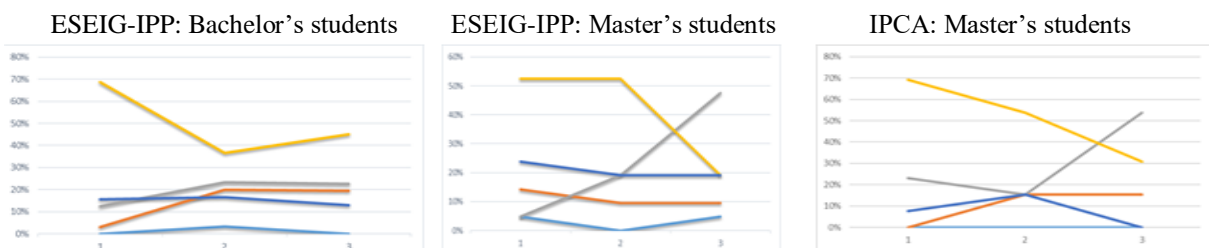

Figure 10 – intercultural communication

4.4 Global Civic Engagement (GCE)

The data shows that the average of understanding between the three groups of students is similar (fig. 11) and main answer are between "either agree or disagree". All the groups seem not to be aware at all to this dimension.
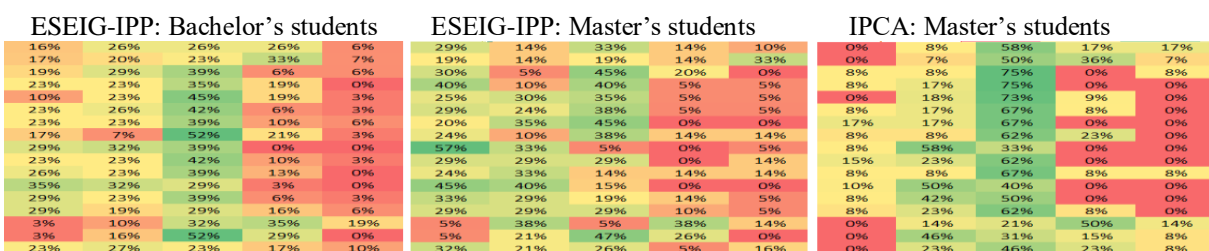

Figure 11 – global civic engagement

4.4.1. Involvement in civic organizations

The data shows that the average of understanding between the three groups of students is not similar (fig.12), except on don´t agree or disagree in most of the statements. Students are not used and don´t perspective to participate in civic organizations over the next six months.
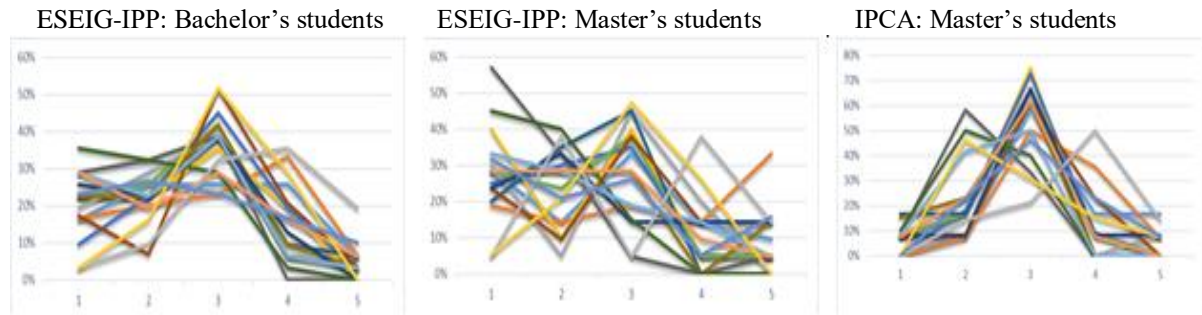
ESEIG-IPP: Bachelor's students   ESEIG-IPP: Master's students   IPCA: Master's students

Figure 11 – involvement in civic organizations

4.4.2. Political voice

The data shows that the average of understanding between the three groups of students is not similar (fig.12), except don´t agree or disagree in most of the statements. Students are not used and don´t perspective to be an active political voice on the next six months.
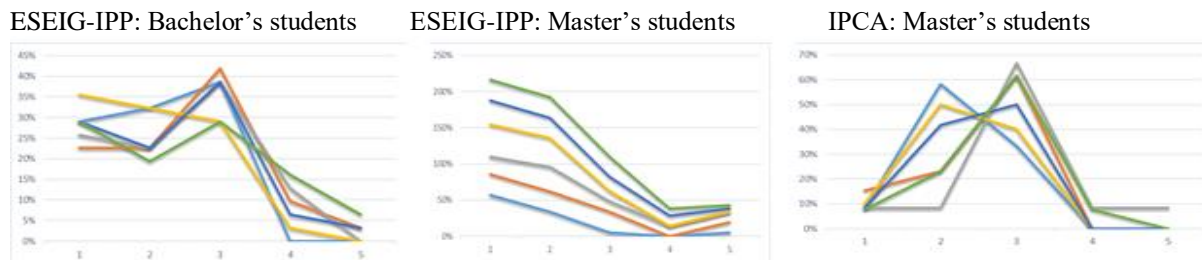
ESEIG-IPP: Bachelor's students   ESEIG-IPP: Master's students   IPCA: Master's students

Figure 12 – involvement in civic organizations

4.4.3. Glocal civic activities

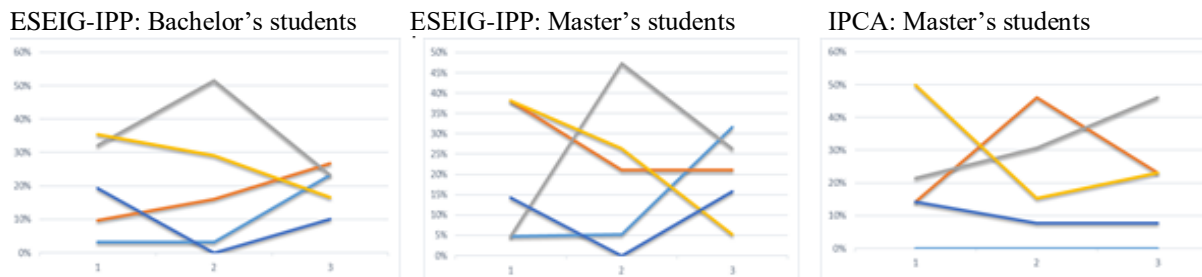The data shows that the average of understanding between the three groups of students is not similar (fig.13).

ESEIG-IPP: Bachelor's students   ESEIG-IPP: Master's students   IPCA: Master's students

Figure 13 – glocal civic activities

V.   CONCLUSIONS

The purpose of this study was to apply the Global Citizenship Scale, developed by Morais andOgden (2011), wichidentifiesthree dimensions of global citizenship with six related sub dimensions. Social responsibility seemed to be the most similar dimension in terms of understanding by the three groups. Students are aware of this thematic and ESEIG-IPP bachelor's students are on the top. This situation may be justified by the curricula, in particular due to the management units they have on their first year of classes on HEI. Global competence seemed to be the dimension where all students clearly identified their agreement according the need of being able to communicate as a citizen of the world. The reason may be a consequence from the recent phenomenon that Portuguese have been facing: unemployment increase in Portugal of high qualified human resources and need to go work abroad. All the groups are similar on this subject. Relating global civic engagement, students seemed neither disagree or agree and don´t seem to be aware of their professional impact on sustainability, which allowed us to conclude that intercultural communication, global knowledge and political matters should be also worked in High Education.

VI.   LIMITATIONS AND FURTHER RESEARCH

Master's students from ESEIG-IPP and IPCA don´t necessary took their bachelors on ESEIG-IPP and IPCA. The Global Citizenship Scale should always be adapted to the local context and preferentially designed with the local stakeholder's involvement. For further research we propose to use this methodology in the entering on the HEI and replicate it every year. The results should be measured and compared. Results should be associated to diploma's course. Dissemination of best practices coming from closer relation to the local stakeholders and more collaborative approaches to local NGO may be excellent ways of helping and knowing better activities that may benefit the community the most. As suggestions, we also propose to use this kind of visualization of data as it is an easy and quick way to diagnose, benchmark and improve methodologies and actions.

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