



The postulate for the systematic mainstreaming of impairments in Tourism Education in South Africa: A literature synthesis

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Abstract

This article seeks to ascertain the existence of a void in mainstreaming impairment issues and mild-physically impaired persons in tourism education. The insights were obtained from Afro-centric tourism studies on tourists with disabilities needs, motivations, expectations and wants (Breedt, 2007; Chikuta, 2015; Chikuta et al., 2017, 2018; Snyman 2002). Hence, the paper identifies the problem, ascertaining the extent of the gaps, and then making propositions to the tourism education. An extensive literature review was conducted through triangulating Tesch and Creswell's steps in qualitative data analysis. North-West University (Boloka) Institutional Repository, Scopus, Google Scholar, JSTOR, Emerald Insights Journals, Science Direct, SAePublications, Sabinet, Union Catalogue of Theses and Dissertations (1919-2001), NEXUS, National Electronic Thesis and Dissertations Portal, DART, Caltech Thesis and Theses Canada were the sources of texts. 10 000 articles were accessed and only 150 texts that dated from 1990-2018 (except for seminal theory) were set for this paper. The search scoped the usage of terms impairments, disability and tourism education as contextualised to policy and practice. The findings noted a void in mainstreaming impairments issues, and/or mild-physically impaired persons within the tourism education. This is prevalent in the global tourism village, hence a cause for tourism human resources' lack of capacity/aptitude to serve visitors with impairments. However, the current emphasis is on physical accessibility, though skewed towards the mobile impairments at the expense of other types of impairments. The problem comes in 'how can tourism/hospitality personnel behave and/ or which attitude should they exhibit while serving a visitor with impairment'. Such a dilemma may arise due to a lack of knowledge and interactive exposure among non-impaired tourism/hospitality personnel. To this effect, unsatisfactory service delivery is not an exception. The paper's propositions scoped the mainstreaming of impairments and mild-physically impaired persons in tourism education. Such would emanate from inter alia, the tourism education policy, tourism curricula, curricula content and the delivery/teaching and learning environs. Such aspects once considered effectively would bring capacity/aptitude in tourism human resources (either with or without impairments) to serve visitors with impairments in the pre-arrival period, and also during and post-tourism/hospitality service consumption process.

Keywords: Impairments, disability, universal accessibility, tourism education, South Africa

Introduction

African states entered into the International Rights of Persons with Disability Covenant (UNCRPD) in 2006. This was a signal towards nurturing citizens with impairments to access opportunities that bring socio-economic well-being (Choruma,2007; Manatsa, 2013); psycho-emotional well-being (Thomas, 2007:73; Reeve, 2012:26-28); and independence and tourism participation (Buhalis, 2005; Buhalis and Darcy, 2010; Chikuta, 2015; Chikuta, Du Plessis, and



Saayman, 2017, 2018). The aftermath of signing the covenant had a different rate at which it informed the development of domestic legal frameworks, which mainstream and/or bring non-discrimination of such persons (Manatsa, 2013; Mutanga, 2017:1). From this standpoint, there is considerable varying attention given to persons with physical impairments through inclusive approaches (Choruma, 2007). According to Foundation of Tertiary Institutions of the Northern Metropolis Project Report (FOTIM) (2011) and Mutanga (2017), South Africa has established Disability Units/Centers as a focal point that can serve the needs of learners with impairments at the higher education institutions. From a tourism human capital perspective, Breed (2007); Chikuta (2015:188); Chikuta et al. (2017; 2018) and Adnan and Hafiz (2001), have the same general view that there is a void in human capital capacity to serve visitors with impairments. This implicates the multi-faceted and experience-based tourism sector's failure to satisfy diversified tourism market needs. On the other hand, the tourism industry is sustained by human capital aptitude for the superb co-production and consumption of services (Pearce, 1993:26; Tribe, 2010:10). This void was also identified by UNWTO (2013; 2014; 2015; 2016) and Euromontana (2014), though from a 'reactive-quick fixing' way, established recommendations for in-house human capital empowerment for tourism human resources to serve access-need tourism markets. To this effect, the aims of this paper entail: i) to extensively review literature scoping on mainstreaming impairments issues, and the extent of mainstreaming mild-physically impaired persons in the tourism education in South Africa. ii) to make problem identification, for the establishment of themes in the context of mainstreaming persons with mild-physical impairments' participation in tourism education. iii) to establish an approach on means to alleviate the identified gaps towards mainstreaming of impairments within the tourism education; hence establishing a conceptual framework and propositions.

Approach

The literature search accessed 292 worldwide academic/scholarly journals and dissertations/thesis repositories including eBooks, EBSCO host, EBSCO Discovery Services, Emerald Insight Journals, Science Direct, Scopus, SAE Publications, Google Scholar, JSTOR, Juta, Sabinet Online, SAGE Journals etcetera; the South African Higher Education research database (National Electronic Thesis and Dissertation portal); Department of Higher Education and Training, and Department of Tourism policies, strategic plans and reports. The search was done through selection of disciplines such as Education, Tourism, Hospitality, Recreation, Leisure, Sports and Leisure, Travel, Tourism education, Special Education and Disability Studies. These disciplines were often found to be combined. However, within these disciplines, the search was narrowed and guided by terms including i) higher education and training and disabilities, ii) tourism/hospitality higher education and impairment, iii) universal accessibility of persons with impairments (persons with disability), iv) mild-physically impaired persons tourism needs/motivations/expectations and v) human capital development and disability. Sometimes the phrasing of the mentioned terms was interchanged in order to widen the search.

Ten thousand (10000) texts (peer-reviewed articles, policy and strategic plans and reports) were used for this study. One hundred and fifty (150) articles were directly aligned with the impaired persons and impairment issues as the context in tourism participation and general higher education. Within the hundred and fifty (150) articles, there is no peer-viewed article that scoped tourism education and impairments/disability, except for the UNWTO reports (2016) manual and procedures and the in-house training for Portugal Hotel Sector within Euromontana report (2014). Thus eight (8) dissertations and peer-reviewed articles scoped tourism industry's accessibility within the African perspective, though excluding human capital context, and ten (10) peer-reviewed and organisational research projects scoped general higher education and disability. 132 of the 150 articles were non-Afrocentric peer-reviewed articles, which scoped the tourism industry's accessibility, general higher education and disability.



The study adopted Tesch's eight-step process (Tesch, 1992:142-145) in triangulation with Creswell's six-step process (Creswell, 2014:196-200) as means to ensure the rigour of analysis of the literature. The problem identification literature review process as according to Tesch (1992) and Creswell (2014) brought 5 dominant themes, which overall pointed to the void in mainstreaming of impairments/disability issues and impaired persons in tourism education. These are as follows: i) gap in mainstreaming impairments/disability issues as related to the needs of tourists with impairments/access needs from a tourism education viewpoint; ii) the void in mainstreaming of impairments aptitude/capacity in tourism human resources; iii) the void in mainstreaming of mild-physically impaired/disabled's participation in tourism education through formal empowerment/human capital development; iv) unmet desires of visitors with impairments' tourism experiences to be served by professional and competent human resources; and v) existence of tourism education policy among other legislative frameworks that inadequately mainstream impairments/disability.

The identified themes produced categories and codes as set through the content and phenomena analysis process (Tesch, 1992:142-145). Thus, content and phenomenon analysis deductively identify and subjectively interpret themes necessitating the systematic mainstreaming of impairments in tourism education (Hsieh and Shanon, 2005:1278). Concluding evaluation of the data was conducted in each theme (category) in order to establish valid dormant variables for the propositions towards systematic mainstreaming of impairments issues and mild-physically impaired persons in the tourism education (Creswell, 2014:196-200). The theories and/or models of disability as anchored in ontological and epistemological philosophical lens fostered the purposively sampled sources dating from 1990-2018 (with exception of seminal theory). The published peer-reviewed articles, books and legalisation frameworks sustained the construct of tourism education as a means to empower human resources (mild-physically impaired and non-impaired persons) to serve visitors with impairments. The expedition funnels to the South African tourism education context.

Trustworthiness of the adopted approach was set through credibility, transferability, dependability and confirmability of results in line with contextual value (Morrow, 2005; Pandey and Patniak, 2014). This is supported by Lincoln and Guba cited by Shenton (2004)'s model of trustworthiness for qualitative data. Hence, the process bolstered credibility through the rigour of the data collection from published sources and data analysis process as guided by Creswell and Tesch's process (Elo et al., 2014). Transferability was ensured by sampling primarily contemporary Afro-centric sources (Loh, 2013). Dependability and confirmability were ensured by the following an explicit process in the concept from published sources (Shenton, 2014). Bias and subjectivity were alleviated by data triangulation which involves the convergence of the data from various authors to increase the validity of the results (Pandey and Patniak, 2014). The paper utilised data from multi-sources and diverse theoretical frameworks and methodologies which generated more informed insights for empirical inquiry (Golafshani 2003). This permeated expertise collaboration between the experts in qualitative researches as a means to further triangulation process (Tesch, 1992).

The conceptual framework

This paper developed a conceptual framework for mainstreaming impairments issues and mild-physically impaired persons in tourism education as derived from the problem identification process. The paper agrees with Burnett and Baker (2001) that persons with impairments' tourism buying behaviour. tourism-related lifestyles and livelihood are impacted by the sociological and psychological perspectives in tourism education. To this effect, such aspects are still under-theorised. Therefore, the paper proposes for development of research which upholds mainstreaming of such persons in tourism education. the paper opines in the same vein with Rains (2004; 2006a; 2006b; 2009a; 2009b) that impaired-persons accessibility initiatives in tourism industry should be embedded and augmented with the human capital

capacity to serve visitors and learner with impairments. From an Australian perspective, universal design has been co-opted in accessible tourism research agenda, which called the industry to ‘operationalise universal design and easy living principles within tourism product development’ (Darcy, 2006:6). Hence, the construe of literature brought this tourism education proposition for South Africa in Figure 1 below.

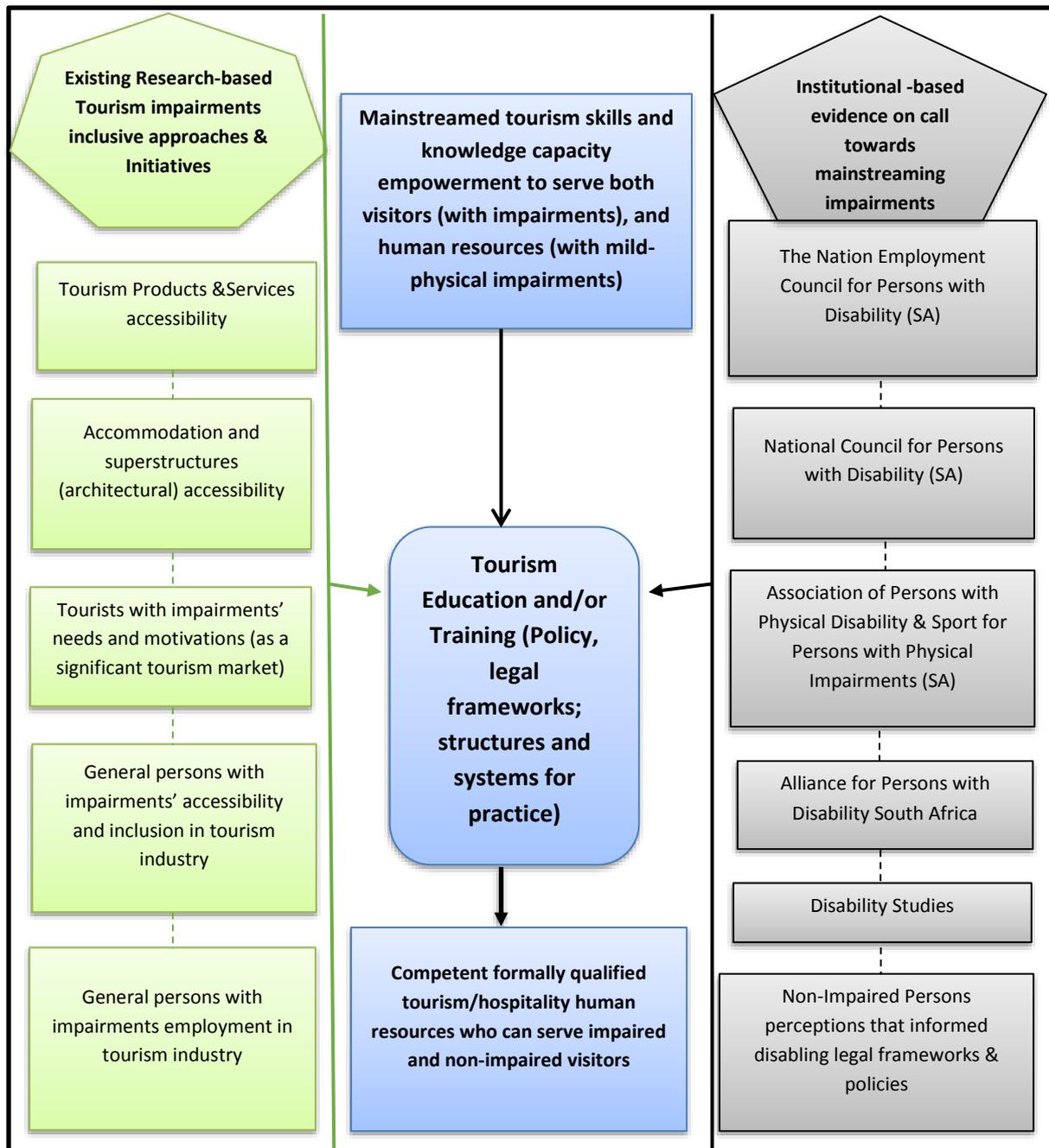


Figure 1: Conceptual framework for mainstreaming impairments in tourism education in the proposition
 Source: deduction set by authors of this article

Figure 1, presents three dichotomies in a systems approach as i) in the green segment with dotted lines that demarcate the interrelationships between the variables in the green boxes. ii) The black segment with dotted lines that demarcate the interrelationships between the variables in the black boxes. iii) The central segment in blue has line shows the input



relationship of the tourism skills and knowledge sets, and inputs from both green and black segments into the tourism education and training fraternity, which would lead to the development of human resources with the capacity to serve both impaired and non-impaired visitors. Such human resources may be composed by both mild-physically impaired and non-impaired persons. The issue on the study is a critic derived from the inclusive approach for visitors with impairments and/or 'access needs' initiatives in the tourism industry (Buhalis and Darcy, 2011; Darcy, 2010). This brought the creation of an institutional-based setting that caters for persons with impairments/disability such as National Employment Council for Persons with Disability as evidence that impairments does not thwart the need for socio-economic independent life. The study opines that socio-economic independence and dignified life is sustained by non-disabling access to both employable skills/knowledge and employment opportunities associated with the acquired expertise. In addition, persons with impairments in sports uses tourists facilities when travelling for sports participation, hence there is a need for tourism human resource to serve such in a professional capacitated manner. All these setting signal the need to mainstream and/or input into tourism education for the development of output (human resources) with the capacity to serve tourism markets regardless of with or without impairments. This would enhance the inclusive or universally designed facilities and super-structural (architectural) accessibility mechanisms at a tourism destination in South Africa and elsewhere.

Figure 1, reflects on the tourism/hospitality research-based initiatives that further inclusive perspective for the visitors with impairments as i) product and service accessibility (Chikuta, 2015; Naniopulos and Tsalis, 2015). ii) Accommodation and superstructural (architectural) accessibility to visitors with impairments (Chikuta, 2015; Darcy, 2007, 2010; Darcy et al., 2010; Snyman, 2002). iii) a one-stop shop for accessible tourism (Buhalis and Darcy, 2011; Buhalis, Michopoulou, Michailidis et al., 2005; Buhalis, Michopoulou et al., 2005; Buhalis, Michopoulou, Ambrose, et al., 2006; Europe for All, 2007a; 2007b). iv) Tourists with impairments' needs and motivations Breedt (2007); Chikuta et al. (2017; 2018). v) The market value of tourists with impairments (Bowtell, 2015; Buhalis and Darcy, 2011; Darcy, 2010), general accessibility and inclusion of persons with impairments (Buhalis, 2011; Buhalis et al., 2012; Cruces Portales, 2015; Gilloric and McIntosh, 2015). Zajadacy (2015) amongst other persons with disability theorists distinguished the evolution of models of disability. However, the literature review eminently provides numerous non-Afrocentric perceptions that point to the need to mainstream impairments issues and impaired persons in tourism/hospitality human capital development.

Figure 1, reflects this study's interpretation that persons with impairments institutional-based setting should be the key source and/or informant in influencing the alleviation of disabling attitudes and behaviours among non-impaired societal members. Such disabling cues have fostered disabling, discriminative and marginalizing policies and framework, which informs practices in both tourism education and industry. The dual centric-dialogue can enable mainstreaming of impairments issues and impaired persons in tourism as perpetuated by a mutual balance of opinions of non-impaired and impaired persons. To this effect, the blue section in Figure 1 shows the current formal tourism education, which in essence is void of legal frameworks/policy; structures and systems; guiding model/framework; disabling curricula, curricula content and delivery mechanism.

Therefore, this paper proposes mechanisms that can alleviate the gaps through mainstreaming impairments and impaired persons in formal tourism education in South Africa. Loi and Kong (2015) highlighted the absence of persons with impairments' voice in formal tourism education from policy to practice as a discouraging point for travellers with impairments. Otherwise, if ignored, the tourism human capital may continue to lack the capacity to serve visitors with impairments (Chikuta, 2015:188; Chikuta et al, 2017, 2018) throughout the tourism value chain. Figure 1, proposes for mild-physically impaired persons



to access the tourism/hospitality skills and knowledge sets in non-disabling shared space teaching-learning environs.

This would serve to bolster conventional and experiential academic/professional learning as augmented with socialisation and interaction between impaired and non-impaired learners. This would also bring tacit and explicit tourism knowledge, talent and capacity in tourism to materialise before, during and the aftermath of service /experiences co-production and co-consumption cycle for either visitor with impairment or human resource with and without impairments.

Results

The deductions and interpretations ascertain the magnitude of void and contextual similarities and interrelationships of variables that have contributed to disablement in tourism education. To this effect, propositions were set as a means to alleviate the disablement set through tourism education; hence such would uphold persons with impairments' accessibility to the tourism industry (Darcy, 2010). The literature review trailed the void in tourism education as effects of the following theories of disability.

Medical theory of disability

The literature review detected that a cause of disabling tourism education systems as informed by medical models of disability, which assumes that persons with impairments are professed to be sick (Berghs *et al.*, 2016:26). Consequently, preventive measures, rehabilitation and medical attention are the only ways to fix the deficits and deviations from 'normal' functioning as triggered by pathology (Berghs *et al.*, 2016:26). This 'sick-role' view nurtures seclusively confinement and institutionalisation is not acceptable (Kaplan, 2000:355). Vehmas' (2004:35) construes medical models of disability as explanations by scientific methods that uphold an individual's physiological or mental deficiencies only. However, Kras (cited by Berghs *et al.*, 2016:32) opines that sometimes it is not all about curing, preventing and rehabilitating the impairment only, living out the provision of environs that bolster discriminative cues from non-impaired peers' context of ability. To this effect, Shakespeare (2005:17) discourses impairments in a continuum with no clear demarcations on impairment and associated 'disability'. This paper posits the need to balance medical facilities requirements on certain impairments due to a health condition, and the societal re-arrangement so as to optimise the establishment of the non-disabling environs.

Kaplan (2000:357) asserts that societies mainstream certain impairment, while stigmatising and/or marginalising other impairments. Therefore, Kaplan (2000:355) interpreted that the medical models of disability influenced the policy and practice that deprives access and/or creates opportunities for participation in socio-economic activities such as tourism education. Kaplan (2000:355) orates that medical models of disability regard mainstreaming of mild-physically impaired persons in tourism education as an additional burden to the burden imposed by the impairment. Hence, Kaplan (2000:355) discourses that non-impaired societal members only pity the persons with impairments as 'inable'. Such ideology places the responsibility of the individual's deficits :i) to her/his misfortunes; ii) to his/her inadequate health practices; iii) to her genes, inevitable product of the individual's biological defects, illnesses, or characteristics; iv) to personal tragedy that results from the individual's pathological condition (Oliver, 1990; 1996:22). From medical models of disability standpoint, such persons merit seclusion in socio-economic activities, which includes higher education towards perceived 'noble' careers and jobs. However, Oliver and Barnes (1998; 2010) disagree with the notion that disability is 'personal tragedy' and is a product of diseases, trauma and illness. In the same vein, Parson (cited in Donoghue, 2003:200) opined that disabling conditions such as blindness, paraplegia were generally lumped together with other conditions that were not necessarily capable of causing disabilities.



This paper thus holds the view that medical perspectives on impairments might have led to the development of economic, social and moral marginalisation of persons with impairments, which bar impaired persons from full participation in societal activities (Vehmas, 2004:36) of which tourism education is in this predicament.

Deviant theory of disability

The deviance theorists' views are influenced by the medical models of disability, and Lemert (cited by Donoghue, 2003:202) made a distinction between primary deviance and secondary deviance as derived from impairments. The latter instigates societal rejection of the 'deviant' persons due to societal given label and stereotyping. In the same standing, Goffman (cited by Donoghue, 2003:203) discourses that 'abnormal' nature of people with impairments is the prime source of stigmatisation among the non-impaired counterparts. Consequently, stigma is a mark/sign that the person is different and perhaps harmful to the non-impaired persons (Donoghue, 2003:203). Friedson (cited by Donoghue, 2003:204) helped to popularise the notion that people with impairments are social deviants who need rehabilitation. This was reinforced by Longmore and Umansky (2001) research view that over-concentrating on rehabilitation as means to normalise permanent impairment; however, this paper opines that, such approaches may lead to an intervention that disempowers, marginalise and create dependency. Therefore, the literature review posits for an approach toward impairment issues, such entails creation non-disabling environs as augmented by rehabilitation when it is necessary. This argument is set in from a tourism education perspective.

The traditional theory of disability

The moral/traditional/religious theories are founded in traditions and religions which focus on individualistic-effect of impairments (Silver,1998; Hahn, 1998; Priestley, 1998). Such dogma interprets impairments as a disability that is taken as a sign of the moral flaws of an individual or her progenitors (Priestley, 1998:13). From such conception, an infant's impairment is blamed to parents' moral offences; if an individual is impaired later in life, his/her impairment is blamed on moral failures (Hahn, 1998:44). To this effect, visible impairment of an individual is regarded as retribution (Vehmas, 2004:35). In this context, impairment is directly seen as disability and is a disadvantageous state for one to be in. On the other hand, French's (1993) work addresses that, the restricted interactive and affective experiences faced by the persons with impairments is the foundation of disablement, as fosters ill-informed cues to non-impaired counterparts that persons with impairments are 'useless' and lack socio-economic potential and ability. Chikuta (2015); Chikuta et al. (2017; 2018); Choruma (2007) and Chataika et al. (2012), argue that impairments do not render an individual to be barred from accessing opportunities that bolster him/her to live a life of a human being, like non-impaired counterparts. From this standpoint, there need to mainstream impairments/disability issues in tourism human capital development.

Human Rights models of disability

The human rights model was incepted in 1948 and it was birthed by the Declaration of Human Rights (Berghs et al., 2016:32-33). The year 1976 witnessed the International Covenant on Economic, Social and Cultural Right and the International Covenant on Civil and Political Rights (Berghs et al., 2016). The international day of disabled persons was time-honoured in 1981; and then disability became an agenda for the United Nations that led to the creation of policy documents such as the Disability Rights Commission and Human Rights and Equality Commission in the 1990s (Berghs et al.,2016:32). Henceforth, the United States of America brought up the Americans with Disability Act in 1990 (Berghs et al., 2016:32; Chataika et al., 2012). The United Kingdom established the Disability Discrimination Act in 1995, which was



later incorporated in the Equality Act in 2010 (Berghs et al., 2016:33; Darcy 2010; Buhalis and Darcy 2011). In 2006, a shift from mere political and civil rights to a broader spectrum was set and states agreed on the Convention of Rights of Persons with Disability and the Optional Protocol (Berghs et al., 2016:33; Choruma 2007; Mutanga 2017). This study reveals the bleakness in mechanism to pursue non-disablement through mainstreaming in tourism education.

Social models of disability

According to Vehmas (2004), social models of disability are associated with geographical regions of origin. First, the English perspective entails social creationists such as Oliver (1996:22). Second, the North American perspective is composed of social constructionist such as Shakespeare and Watson (1997; 2001:2). Third, the Post-modernist perspective is comprised of Danforth (1997a; 1997b; 2000); Danforth and Rhodes (1997); Skrtic (1991) among others. The common emphasis in social models of disability is that disability is imposed on the persons with impairments through physical structural environs and behaviours, which bars full participation in society. Therefore, psycho-emotional, social relation, sociology of impairments, ethical perspective on impairments *etcetera*; all share the common objective of fighting social oppression (Berghs et al., 2016:35-36). The study interprets that social models of disability advocates distinguish impairments and social situation 'disability' set for persons with impairments.

To this effect, the paper construes that social models of disability-theorists characterised impairments as lacking all or part of limb and/or having a defective limb/organism/mechanism of the body (Danforth,1997a; 1997b; 2000; Danforth and Rhodes,1997; Oliver 1996; Skrtic, 1991; Shakespeare and Watson 1997; 2001; Vehmas, 2004; World Health Organisation and World Bank, 2011); while disability is taken as the restriction of participation in the mainstream of socio-economic activities because social organisation takes little or no account of persons with impairments (Danforth and Rhodes,1997; Oliver, 1996; Reeve, 2012; Thomas, 2007; Vehmas 2004). The persons with impairments are an oppressed social group, whose inferior status is a by-product of unjust social arrangement and not the natural effect of their impairment (Vehmas, 2004:36). Hence, the label disability is the material product of socio-economic relations developed within a specific historical context (Vehmas, 2004:36). Shakespeare (2005) and Shakespeare and Watson (2002) interpreted impairments as pushed to disability by the societal material arrangement. To this effect, there are discrepancies in mainstreaming impairments in the tourism higher learning structures and systems. Nevertheless, mainstreaming in tourism skills and knowledge would enable the human capital to have the capacity to serve impaired visitors' needs amicably; hence alleviating Chikuta (2015:188) identified setback in 'access need' visitors' experiences.

The discourse abstracts that disability is a social construct; hence, Taylor; Linton; Wendell (cited by Vehmas, 2004:37) accentuated on the implication of ideas; attitudes and language that is argued, produced, constructed and created to shape reality among the societal membership. However, all is determined by nature and significance of how the perceived differences are viewed and interpreted (Vehmas, 2004:37). The ethical model of impairment set by Vehmas (2004:210) and Thomas (2007) argues that social creations and constructions are intertwined in furthering assumptions and ideas of how human beings with impairment function within socio-economic environs built only for the non-impaired. Nonetheless, social constructions of a human being create the foundation for the material arrangements in society, thereby espouse disablement. From, this standpoint, the material arrangement of society influences how human beings and their capabilities are regarded. From this conception, disability can be addressed through social action, for collective societal environmental re-arrangement in all socio-economic facets such as tourism education.



Critical Disability Studies

Bergths et al. (2016:38) view Critical Disability Studies as a product of both post-modernists and post-structuralists' viewpoint. Post-modernists critique the supremacy of scientific knowledge that substantiates ontology and epistemology embedded in the moral of 'ordinary' and 'special needs' persons (Vehmas, 2004:37); hence science created two dichotomies: 'normal' and 'disabled'. From Vehmas (2004), i) there is no objective truth in humanity as a language constructs reality with the combination of biological, psychological and social worlds. ii) The labels to persons with impairments are demeaning and oppressive of humanity. iii) The naming of 'ability' versus 'disability' is a scientific derivative that should be replaced by language that does not classify some people as 'others' who would have deviated from 'normal' and 'full' humanity. Danforth (1997a; 2000) opines disablement to be re-addressed through open dialogues, which tap in and uphold the comprehension of, voices that do not 'speak the language of science' (individuals with impairments and their loved ones) are taken into account. The study views societal environs as a contributor to the intrinsic and extrinsic effect on persons with impairments' perception about themselves and other members of the society and vice-versa. From this standpoint, such societal disablement may be addressed through mainstreaming impairments in tourism education that create capacity in tourism human resources to serve visitors with impairment. This would be grounded in the notion that tourism is a multi-faceted industry that upholds interactions of different people while co-producing and co-consuming tourism experiences.

Impairments as an element of tourism education have limited attention because of impairments' association with health-related dysfunctioning (Donoghue, 2003:200). Hence, tourism education is void of mainstreaming or inclusive of impaired persons and impairments issue policy, structure, systems, and curricula. Regardless of such prevalence, universal accessibility in tourism goes beyond accessibility and inclusive practices (Buhalis et al., 2012:300); hence this paper posits for mainstreaming of impairments in tourism education for capacity development among the tourism human resources. From this standpoint, universal designs as set by Center for Universal Design (2009), would bolster universally designed products and environments as i) usable by all people, ii) are cheaper than accessible retrofitting, iii) usable to the greatest extent possible, without the need for adaptation or specialized design. Darcy (2002; 2006) confab that universal accessibility in tourism education has predominantly been left to its perspective and conceptualisation rather than its manoeuvre within tourism spheres.

This study identified Afro-centric tourism research work that scoped on disability, though such were set in different societal and economic perspectives. The Afro-centric tourism and disability researches provided pointers for the need to alleviate the void in capacity among tourism human capital. Hence, this paper posits to address the unattended gap through mainstreaming impairments issues and impaired persons' participation in tourism education. The researchers are as follows: i) Chikuta's (2015) harangues on the framework for nature-based tourism services and products to be accessed by persons with impairments. ii) Chikuta et al., (2017; 2018), orate on the persons with impairments' nature-based tourism motivations. iii) Breedt (2007) studied tourists with disability accessibility to accommodation/hotels. iv) Chikuta et al. (2018) scoped on the accessibility needs of tourists with impairment in Parks; Synman (2002) regarded all tourists with disability needs. v) Chikuta (2015) focused on persons with impairments' absence in the hospitality sector's policies. This implies that impaired persons' accessibility issues are gaining research-based attention in tourism/hospitality products and services (industry), though there is a need to bridge research, education/training and industrial policy and practices. This paper confirms that the void in the tourism higher learning has resulted in human resources' failure to satisfy visitors with impairment's tourism needs (Chikuta, 2015:188). Interestingly, the paper accentuated researches are done by Choruma (2007); FOTIM (2011); Manatsa (2013); Mutanga (2017)



among others, which also scoped disability and general higher education's inadequacy in attending to disability issues, though such had no referral to tourism.

Contextualising impairments and disability in tourism education

Impairment is a perceived and/or actual feature in/on the person's body or functioning that may result in limitation or loss of activity or restricted participation of the person in society with a consequential difference of physiological and/or psychological experience of life (White paper on Rights of Persons with Disabilities, 2015:8; World Health Organisation & World Bank, 2011:5). On the other hand, disability is a vestige of the interaction of health conditions with socio-economic environs and personal factors (World Health Organisation & World Bank, 2011:5). From this standpoint, Soder (1987) views disability as the relationship between a person with impairment and the environment's inaccessibility and not a person as per se. Hence, placing emphasis on the individual's 'loss/tragedy' as 'inability/lack of ability' is the source of disablement to persons with impairments (Darcy and Buhalis 2011:1). Oliver (1990) posits that the society bars the persons with impairments from full participation in society. Consequently, Reeve (2012; 2014) rants that disability is rather a social oppression than an individual's problem derived from the impairment. Therefore, labelling persons with impairment as disabled, de-personalise an individual to the extent of making self-identity to be subjective to culture, gender, environment, time and place (Gronvik, 2007:12). Hence, Gronvik (2007) phonates disability as i) subjectively defined; ii) administratively defined; iii) functionally defined; iv) relatively or environmentally defined, and v) socially defined. To this effect, Morris (1991:26-27), put it as the discriminative systems 'tells us that we are not wanted in the places that non-disabled people spend their lives – their homes, their schools, and colleges, their workplaces, their leisure venues'. Vehmas (2004:211) opines that the practical forms and meaning of disability are reinforced through socio-economic environmental contexts; hence, such overlooks psycho-emotional dimensional effect to the individual with impairment (Reeve, 2002; 2004:84; 2012). From this discourse, mainstreaming impairments in tourism education may be a platform to alleviate disablement through a societal change of the way they view and get exposure to persons with impairments.

The socio-economic rationale behind mainstreaming impairments in tourism education

Oliver (1996) and also Reeve (2004; 2006) perceive that individuals with impairments in one way or the other are more than half of the world population. The estimation of persons with impairment is six hundred and fifty million globally (Buhalis and Darcy, 2011:6). One can deduce that no-one in the global society is immune to have impairment within the human life cycle. This reinforces the interpretations that a person acquires impairments either temporary or permanent through i) life cycle stages (Mace et al., 1990:5) for instance, ageing (baby-boomers) and pregnant women; ii) health-related conditions (Darcy and Dickson, 2009; Yau et al., 2004:948) such as short-sightedness, childhood polio, and stroke; iii) life incidents and accidents (Darcy, 2010:10) such as broken hip and imputed hand/leg; and iv) born with impairment. According to Thomas (2007), the impaired from birth forms a very small portion of 2% of the total population of known statistics on persons with impairments. The deduction from this is that the general societal perception is negative on impairments because they do not pay attention to the reality of life (Darcy, 2010:10); hence, Shakespeare (2005) presented disability in a continuum. From a social capital perspective set by Corbett (2005), tourism higher learning platforms can influence changes in attitudes and behaviours, because tourism/hospitality education can influence changing societal views. Such can facilitate the alleviation of societal negative attitudes, marginalisation, stereotyping and stigmatisation that emanate from lack of interactive and shared teaching-learning space and interactive/socialising exposures, which lead to tourism human resources' tacit and explicit knowledge about life normalcy of humanity, regardless of impairments. Therefore, the



government and other stakeholders in the tourism/hospitality human capital development should consider this discourse with the socio-economic value-inspired lens.

Capacity development for tourism human resources to serve visitors with impairments

Darcy (2010) observed the need for more details about persons with impairments, to adequately position the tourism/hospitality industry's preparedness to cater for such market soon than later. The UNWTO (2013; 2016) recommended the tourism industry to view the market as having potential economic value and developed best practices. Portugal Hotel Association established informal human resources capacity development to cater to the access-need tourism market (Euromontana, 2014:2); however, such regarded the hotel sector only. Therefore, the formal human capital capacity would enhance visitors' satisfaction and uphold the positive word of mouth (Luiza, 2010:3) amongst their peers. This market has been marginalised; hence buying decisions are largely dependent on positive remarks from trusted sources. The interpretation set by this homily may facilitate for a paradigm shift towards a non-disabling tourism and hospitality education and training policy and practices.

The persons with impairments population have been quantified in comparison with non-impaired. Thus, i) Dobriansky et al. (2007:5), the United State National Institute of Ageing (baby boomers) estimated that five hundred million are in 65 +age cohorts, and made a projection of one billion by 2030 and two billion by 2050. Thus, the rate of growth is approximately half a billion per decade. On the other hand, Germany's projection of the population of persons with impairments was estimated to grow from 25,1% in 2007 to 35% by 2050; Japan's projection arose from 26,3% in 2007 to 41,7% by 2050 (Dobriansky et al., 2007:5). ii) Buhalis and Darcy (2011:193) perceived that America's 2000 census had 41,9% of the population have 65 + years, living with sensory, physical and mental impairments; however, only 3,3% of such population segment had serious physical impairments that needed the more concentrated attention of a caregiver. In addition, Australia had senior citizens in domestic tourism whose spending rate amounted to 21% of the total national tourism expenditure (Buhalis and Darcy, 2011:187). These statistics are set in developed economies that have significant tourism propensity of demand (Africa and South Africa's tourists source regions). Hence, the need for the strategic establishment of formal tourism education to address the human capital capacity for tourism/hospitality human resources efficacies when serving the access-need tourism market (visitors with either temporary or terminal impairments). Thus, the human capital capacity to serve such is of paramount value in making South Africa be a more hospitable tourism destination. This is supported by Luiza (2010:2-3) who gave a cue on monetary equivalency, thus, access-need tourism market in discussion takes longer stay at a destination, and their spending rate is high the since 50% travel with partners; 20% travel a child and 21-25% travel with companions.

Mild-physically impaired persons and tourism education

Lange and Luescher (2016) advocate for mild physically impaired persons' socio-economic active participation and involvement in South Africa, and the State departments are "chasing" the 2% disability target. However, the employment target is in the shortfall. There are less than 1% of students with impairments in the student body since 2010 (Mutanga, 2017:1; 2018:232). From a tourism higher learning perspective, in 2011, Europe was void of tourism education that mainstreams impairments, thus "...they concluded that no university tourism programs included any kind of courses or topics regarding people with disabilities..." (Bizjack et al., 2011:847). The deduction is that tourism education is disabling in essence as challenges faced by persons with mild physical impairments are prevalent in higher education. According to Chataika et al. (2012), southern African countries such as South Africa, Zimbabwe, Botswana, and Zambia among others have developed domestic laws, White Papers and constitutions that considers such persons, however, Higher Education and Training frameworks lack guide



to detail on mechanism to tap the persons with impairment experiences (Lange, 2017:39) and their voice in order to mainstream such issues in education.

The curriculum transformation in South Africa only affected teacher-education only (Lange, 2017:39). Therefore, human capital is largely non-standardised, anecdotal and dynamic, context-dependent and embodied in people within entities (Kucharcikova, 2011:61). This goes without say, that individuals cannot be separated from the skills and knowledge they possess. To this effect, tourism education has a role to play in empowering and mainstreaming impairment issues for human resources to serve visitors with impairments amicably. In the same vein, making the employable skills and competencies accessible at least by mild physical impaired persons would bolster such persons' socio-economic independence. Therefore, higher education institutions should coin their policies, co-opting researches that unveil the voice of persons with impairments. Accessibility auditing methodologies are skewed to mobility access only (Buhalis et al., 2012:302), because, such a stance is a product of non-impaired persons' view. Hence, this paper's proposition may be instrumental in bringing persons with impairment issues to be addressed in line with impaired persons' voice/opinions as blended to non-impaired persons' objective understanding reflected in policy frameworks. Nevertheless, such an aspect is missing in the tourism higher education and training policies that guide enrolment to actual registration process; the tourism curricula and its development process; tourism curricula content; and the tourism curricula implementation (system and mechanism) (Mutanga, 2017;2018).

Surprisingly, both tourism higher education institutions and the tourism industry itself, make an encouraging statement for such persons to apply, regardless of the current programmes and systems' disabling in its essence. This paper applauds the educational institutional financial support for persons with impairments (FOTIM, 2011). This paper views the financial support as a sign that the higher education and training admits that impairments do not necessarily render an individual to have inabilities/incapability to live a socio-economic independent life after acquiring employable skills for a decent job. From this juncture, the paper views that it is not in all cases that financial support alone can address the socio-psychological and emotional facets of an individual with impairment within the current teaching and learning environs. To this effect, the surfacing evidence exhibit low enrolment of such persons in the higher education and training, and drop-outs at the basic education level (Chataika et al., 2012; Choruma, 2007; Mutanga, 2017; 2018). This paper opines that the impaired persons' drop-outs might not send a loud message to both private and public education organizations as compared to the drop-outs by the non-impaired counterparts.

The paper implies for the development of non-disabling instructional strategies for the benefit of both impaired and non-impaired learners within non-discriminative tourism education learning environs (Scot et al., 2003:11), however, not in 'one-size-fits-all' approach. Scot et al. (2003:12) orate that these strategies are applicable when: i) developing new courses; ii) reflecting on practices in the existing class; iii) teaching issues reviews in the context of approaches to assess learners in the learning process, as broadening learning experiences as anchored by non-disabling climate. Such approaches alleviate 'special accommodation' and retrofitted changes to the learning environs within learning institutions without compromising on academic standards. To this effect, the paper proposes the establishment of the persons with impairment's voice into knowledge and skills sets, that can bring complementary value to approaches that sustain the creation of non-disabling tourism higher education and training. Such stride should bolster the configuration and compatibility to quality assurance and quality control standards within the tourism higher education and training.

Tourism education policy and non-disabling human capital development

Bizjack et al., (2011), views the United States of America, Europe, Australia (Oceania) and emerging economies' constitutions and legal instruments have been established to address



impairment issues. Nonetheless, this paper views such as 'almost there stance' within tourism education, because the tourism human capital development policies, structures and systems are still disabling. From a South African perspective, she ratified the UNCRPD and Optional Protocol in 2007 as the foundation towards the creation of non-disabling macro-environment (Parliamentary Monitoring Group, 2011). However, South Africa is lagging behind in domesticating legislation as guided by the UNCRPD and Optional Protocol established in 2006 (Dube, 2005). This paper deduces that countries that have set disability laws are in quandary at the implementation level within all socio-economic facets. The paper infers such challenges to the: i) lack of frameworks that inform and/or guide the policy formulation and implementation. ii) The attitude and mindset that view impairment issues as welfare or charity only; hence such has not been regarded as the government's concern in the context of socio-economic developmental policy, planning and practice through institutional arrangements. Consequently, there is a lack of budgetary allocations. iii) The ignorance of civil servants, parastatal and private institutional structures' responsible for the implementation of the non-disabling/discriminative policies that would have incorporated impaired person opinions and procedural bottlenecks. The mentioned challenges have been identified as the main causes of 'policy evaporation' within the South African context (Dube, 2005:9) This implicated tourism education, hence the existence of disabling tourism education, regardless of the industry's human resource need to address visitors with impairments travel and tourism needs. This brings a challenge in claiming the non-discrimination rights in the tourism industry, because of 'escape-goat' set by lacking relevant employable tourism/hospitality skills and knowledge.

A Statistic South Africa in 2011 census recorded 7,5% of the total population as living with a form of impairment (Statistics South Africa, 2014). 68% of the population of persons with impairments is in the working age, but have not been employed due to the inaccessibility of workplaces and disabling education systems (Statistics South Africa, 2014). Hence, Dube (2005:18-37) opine that vast legislations in South Africa have surface-glimpse on issues aligned with persons with impairments. This means that South Africa has not yet fully incorporated the international covenant on persons with impairments into the domestic legal framework (Dube, 2005); this implicates the void in South African tourism education.

Dube (2005:9) view policies such as the White Paper 6 on Special Needs Education in South Africa as disabling in that, such an inclusive approach signalises a 'second-class citizens' cues. To this effect, the implementation of such policies has a 'marginalising' impact on the majority of disabled people in South Africa. From a closer scrutiny, South Africa lacks comprehensive legislation and policy frameworks that are informed by day to day experiences and/or opinions (voice) of persons with impairments as a mechanism to alleviate prevalent challenges faced by such persons. A Zimbabwean opinion from Manatsa (2015:2) states that the implementation framework is bleak and the way education present impairments in 'special needs education' is disabling in itself. This is because the approach: i) upholds spatial exclusion on basis of impairments; and ii) deny exposure for both impaired and non-impaired persons to interact while acquiring the same education in the same learning environment. This distorts the reality of the workplace and the social life, especially from a tourism/hospitality perspective, because impaired and non-impaired persons needs are satisfied in the socio-economic environment that is 'universal' interactive. This paper construes the predicaments as having an overlapping effect on the tourism human capital capacity to serve visitors with impairment, because of disabling tourism/hospitality higher learning's disabling policy, structures, and teaching-learning environs.

Lange (2017:42) trailed on the Government's perspectives from 2001 to 2016 in line with teaching and learning issues in South Africa. Thus in 2010, the government appointed a Minister for the Department of Higher Education and Training, that developed Higher Education Policy aimed at resolving 2001-2009 ineffectiveness and inefficiencies in its delivery mechanism. From 2010 to 2016 an increase in demand for accountability and reporting to the government was the foundation for the production of White Paper in 2014; nonetheless, the



student protests on Higher Education and Training was the aftermath (Lange and Luescher, 2016). In all these, persons with impairments issues are overshadowed, the attended ones are in the discriminatory setting as 'special needs', which sends a message of not mainstreamed (Lange, 2017:42). On the other hand, the higher education legitimate approach has perpetuated a narrowed higher learning skills and knowledge development that is skewed towards societal perceived lowly esteemed skills like carpentry, brickwork and tailoring. Hence, the South Africa higher education legal charter foster disablement that deprives the impaired persons of making career choices and relevant the career paths. This narrows employment opportunity due to limited empowerment in a wide range of employable skills and knowledge such as tourism/hospitality. This is a contrast to the non-impaired peers.

The Council for Higher Education (CHE) reports (2002; 2004) to the Department of Education and Training were silent on persons with impairment issues. This silence and void is a voice on its own and has a deductive meaning that government through Department of Higher Education and Training, and Department of Tourism is not ready to give heed to impairment issues, from a tourism education lens. This has an implication on South Africa as a tourism destination that targets developed economies and emerging economies' ageing baby boomers. Such market requires similar if not all access tourism needs that are needed by impaired persons within the tourism industry (Buhalis and Darcy, 2011:300; Dobriansky et al., 2007:5). From an input-process-output systematic approach, South Africa's higher education and training (tourism education) is anchored in both constitutional standings, which propagates Labour Act No.11 of 2002, Higher Education and Training Act No.101 of 1997, White Papers (2013; 2014) among others. The paper posits that all the above-mentioned legal tools and policies scopes persons with impairment empowerment as overshadowed by other societal issues. Thereby, making tourism higher education and training discriminative and disabling; contrary, the tourism industry is encouraged by international organisations (UNWTO 2013; 2014; 2015; 2016; Euromontana, 2014), to be either reactive or proactive to empower human resources to serve disability/access-need tourism markets from in-house training approach, because there is no formal tourism capacity development. From a South African tourism industry perspective, the Department of Tourism has co-opted accommodation facilities grading as entailing architectural (infrastructural and superstructural) accessibility, however, this did not address the professional competence development in human resource in the tourism discipline (education, research, and industry) in a holistic manner.

Contributions

The literature review's contribution is set from the background of identifying a void in mainstreaming impairment issues and mild-physically impaired in tourism/hospitality education. From this standpoint, propositions have been set as anchored in literature evidence and empirical calls for mainstreaming from non-impaired opinions-research based evidence and the impaired persons' expressed opinions and desires to have access to opportunities which are accessible to non-impaired counterparts.

i) Tourism education policy

The proposition derived from the discourse is that South Africa's Department of Tourism through the Hospitality Education and Training Authority, and the Department of Higher Education and Training should collaboratively develop a Tourism Education Policy specifically set to address human capital development issues for the tourism industry. This is because tourism tacit and explicit knowledge is generated by people's dynamic tourism taste and preferences, for the hosting people to serve such visitors through various institutions and frameworks (Rumizen, 2002:8). Hence, the tourism education policy should explicitly mainstream impairment issues and bolster mild-physically impaired persons to access employable tourism skills and knowledge. Such may bring value and relevance for the legal standing spelt in terms of section 9 of the 1996 Constitution of South Africa for such persons



to claim for non-discrimination at the workplace as they would have been empowered with employable skills and knowledge. This argument may be augmented with the realignment of domestic legal frameworks to the 2006 UNCRPD and Protocol.

The literature analysis upholds socio-economic oriented cause-effect relationship between tourism education, tourism industrial practices, and societies. Such is supported by Goldin (2014:11) who opines education as virtuous; hence higher education institutions, employment (industry), society and the state have a role to play throughout the education spectrum. In the same vein, Rumizen (2002:60) states the view that, 80% of vital knowledge that bolsters organization's success is tacit knowledge and a such resists any codification. This can be true for tourism/hospitality organizations which are more dependent on staff know-how on serving visitors with impairments. However, such approaches lack consistency and are based on individual staff-member assumptions. This can be systematically addressed from a policy angle that would inform practices within the tourism education structures and systems. This would impact the industrial policies and practices in the 'long arm effect'.

ii) Tourism teaching and learning environs

The paper proposes for the extension of tourism curricula development and consultation's scoping in the context of opening a mutual involvement and participation in the tourism curricula development process. This would pave way for a systematic fusion of persons' opinions (voice) into tourism curricula content (subjects and/or modules), which foster capacity (knowledge and skills on impairments and aptitude to serve a visitor with such) development in the human capital within the tourism education. From this standpoint, the tourism educators/trainers would be empowered with a requisite aptitude, which would be possible to probe for application of teaching and learning universal instructional designs. This which would be anchored in non-disabling language (communication) and surrounding cues. The literature review provides insights for mainstreaming of impairments in the Tourism education curricula, curricula content and delivery mechanism in the higher education institutions (Niekerk, 2003:86), and legislative framework including policies and the practices that foster the curricula implementation (Thompson cited by Snyman 2002:35-36). Hence the National Qualification Framework was established as outcome-based qualifications that should be independent of Higher education institutions that deliver the qualification through curricula development and delivery mechanism Lange (2017:36). However, such a framework should uphold the non-disabling qualification endorsement.

From a pedagogical perspective, there is need to for tourism teaching and learning environs that bolster non-impaired and impaired shared-space, for instance, the classroom, practical (experiential learning) facilities and equipment, reading/studying material and communication systems (Haq, 2003; Lemaire and Mallik, 2008). This proposition implicates the teacher/trainer capacity/aptitude and approaches as anchored in tourism competence assessment/evaluation mechanism; quality control, monitoring, and assurance mechanism which are non-disabling. This would enhance the empowerment of tourism human capital to cater for visitors with impairments regardless of either human resources having or not having impairments. This concurs with Lange (2017:34) in that the National Qualification Framework has inadequately created impaired and non-impaired space integration of knowledge and pedagogy in the curriculum for all the national socio-economic and development goals. Ensor (2004:340) coincides with Lange (2017) on the gap between tourism education and/or training, research, industry knowledge and different knowledge sources for subject/module content within the academic domain. Hence, Allais (2012) presented a dilemma in Higher education institutions and National Qualification Framework in the context of developing knowledge and qualifications that meet the manpower needs of the South African industries. Interestingly, in all these forum and debates, persons with impairments' exclusion are prevalent. The paper's proposition is aligned to Marimuthu et al. (2009:266) who characterised human capital as



processes aligned to education, training and other professional initiatives aimed at increasing the knowledge, skills and abilities levels, values and social assets of a learner.

This paper's recommendation focuses on the creation of a learning environment that can enable learners (impaired and non-impaired) to learn together in a shared-teaching and learning space (Corbett, 2005:479). This can be a platform for individuals' transformative experiential learning through socialising within learning interactions. This would have the indirect and direct influence on the tourism labour market and the tourism markets (non-impaired and impaired potential and existing visitors) satisfaction (George cited by Synman, 2002:21). The paper propose that the existing approaches are disabling as they give connotations and/or cues that 'they' are trying to bring impaired persons into the world of non-impaired persons that was never set for them to take part (Morris, 2007). This on its own has a reinforcing effect on the psychological discriminative experience in the basic education where there is no spatial sharing within the teaching and learning in the name of 'special needs education'. Yau et al. (2004); Lee et al. (2012); Darcy (2010) and Ritchards et al. (2010) posits for more comprehensive details for persons with impairments for the development of accessible tourism skills; not for the barrier removal only, but more on bringing meaningful value to visitors with impairments. Kim and Lehto's (2013) research agrees that persons with impairments in their diversification can be articulated in formal tourism learning to the extent that non-impaired persons would be in a position to serve the impaired persons' travel needs from a professional human capital capacity lens.

iii) Education and awareness of impairments in tourism education

The literature review posits for the adoption of education and awareness workshops through opinion leaders and informal leaders in tourism education as means to alleviate the ill-informed and/or lack of adequate knowledge on impairment issues and impaired persons (Baron & Armstrong, 2007:5; Goldin, 2016:56) among human capital. This may impact positively on the attitudes, behaviours and aptitudes among both tourism educationists and learners, who could impact in their societies. Nhuta et al. (2015:72) coincide that tourism's systematic knowledge facets are buried in researches and intrinsic discovery within societal, and/or structural different environs for the tourism value extraction. This may alleviate persons with impairments' lack in tourism experiential learning while acquiring needed skills and knowledge at higher learning institution; hence this would remove any obstacles for such persons to access employment and career development (Feldman et al., 2012; Salleh et al., 2001:144).

iv) Tourism education as a means to address disability 'access need' tourism markets needs

The paper postulates for tourism education to mainstream impairments issues as neither charity nor social responsibility, but rather as a significant source of business in the tourism industry. Bi et al. (2007), Burnett and Baker (2001) and Genoe and Singleton (2009), have presented an increase in such access-need tourism markets from baby-boomers (ageing) who have resources for travelling/tourism consumption and the medical technological improvements perpetuate travelling. This implies that tourism human capital development should be geared to empower human resources with professional capacity to serve such access needs market. This notion is supported by Darcy (2010), Figueiredo et al. (2012) and Richards et al. (2010) who took cognizance of senior citizens accessible tourism needs, temporary and terminal impaired persons as having a common thread in their travel/tourism needs. Therefore, this may alleviate the setbacks, while upholding satisfaction of access tourism market needs as current tourism human capital lack of capacity to serve such at a destination (Chikuta 2015:188; Breedt, 2007; Snyman 2002). As a means to alleviate setbacks, Puttvisit and Madhyamapurush (2015:196) recommended the need for tourism higher education and training to develop the capacity that could fill such a void.



Conclusions

The goal of this study was to extensively review literature scoping on mainstreaming impairments issues, and the extent of mainstreaming mild-physically impaired persons in the tourism education in South Africa. This bolstered problem identification, and the establishment of themes in the context of mainstreaming persons with mild-physical impairments' participation in tourism education. Hence, this lack/void was established through the conceptual framework, which anchored the propositions towards mainstreaming of impairments within the tourism education. The research conceptual framework is both a pointer to a void in tourism education and platform to address the void, which can enhance and sustains satisfaction of disability 'access-need' tourism market needs through tourism human resources. The contributions of the research scope the South Africa's Department of Tourism through Hospitality Education and Training Authority, and the Department of Higher Education and Training should collaboratively develop a Tourism Education Policy specifically set to address human capital development issues for the tourism industry. Such would be augmented by a dual dialogue for a mutual involvement and participation of persons with impairments in the tourism curricula development. This would pave the way for a systematic fusion of persons' opinions (voice) into tourism curricula content (subjects and/or modules), which foster capacity (knowledge and skills on impairments and aptitude to serve a visitor with such) development in the human capital within the tourism education. There should be adequate education and awareness workshops in tourism education, and indeed all relevant education, as a means to alleviate the ill-informed and/or lack of adequate knowledge on impairment issues and impaired persons among human capital.

Tourism education should mainstream impairments issues as neither charity nor social responsibility, but rather view it as a significant source of business in the tourism industry. This may be one of the key responses to the void set through the conceptual framework; hence inclusive/accommodative approaches that the tourism industry is adopting needs to be taken further towards mainstreaming. This paper concludes that the tourism inclusive approaches would be complete and value-adding if augmented with mainstreaming approaches from the formal tourism human capital development perspective.

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