

**ANALYSIS OF THE HOSPITALITY TRAINING CURRICULUM AT
UNIVERSITY LEVEL. A CASE STUDY OF MAKERERE UNIVERSITY
BUSINESS SCHOOL AND NKUMBA UNIVERSITY**

BY

MUGOYA ARAJAB


REG. NO.2009/HD/006/MVP

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER OF
VOCATIONAL PEDAGOGY OF KYAMBOGO UNIVERSITY**

DECEMBER, 2010

Declaration

I, Mugoya Arajab declare that the content of this thesis is my own original work and has never been presented for any award of a degree in any university.

Signature.......... Date 18/01/2011

MUGOYA ARAJAB

Supervisors' approval

We confirm that this work entitled "*Analysis of the hospitality training curriculum at university level. A case study of Makerere University Business School and Nkumba University*" is the original work of Mugoya Arajab. It was carried out by the candidate under our supervision and is now ready for submission to the senate with our due approval.

Signature.......... Date 18/01/2011.....

Dr. M.A. Byaruhanga Kadoodooba

Department of Sports Science,

Kyambogo University

Signature.......... Date 18/01/2011.....

Grace Muhoozi

Department of Home Economics and Human Nutrition,

Kyambogo University



P. O. BOX 1 KYAMBOGO

Tel: 041 - 285001/2 /285037 Fax: 256-41-220464

Website: www.kyu.ac.ug

Kyambogo University Graduate School

CERTIFICATE OF CORRECTION OF THESIS

1. Student's Name: MUGOYA ARAJAB
2. Registration No: 2009/HD/006/MVP
3. Programme: MASTER OF VOCATIONAL PEDAGOGY
4. Department: ART & INDUSTRIAL DESIGN Faculty: VOCATIONAL STUDIES
5. Signature: [Handwritten Signature]
5. Title of Thesis/ Dissertation: ANALYSIS OF THE HOSPITALITY TRAINING CURRICULUM AT UNIVERSITY LEVEL: A CASE STUDY OF MAKERERE UNIVERSITY BUSINESS SCHOOL AND NKUMBA UNIVERSITY

DECLARATION BY SUPERVISOR OF CORRECTIONS

I have received the required four bound copies of the above named thesis (including the original). I have examined these copies and I certify that the corrections have been made as instructed by the Board of Examiners of this Faculty.

NAME: GRACE MUTTOZI (SUPERVISOR) SIGNATURE: [Handwritten Signature]

DATE: 18/01/2011

NAME: DR. WILLIAM FRUTKINE EPPEN (DEAN) SIGNATURE: [Handwritten Signature]

DATE: 19-1-2011

NB: This duly filled certificate should be forwarded to the Dean, Kyambogo University Graduate School through the Dean of Faculty.

Dedication

To my wife; Mariam Mugoya and children; Wananda Nasuru, Mugoya Saad; Kadiba Sarah and Mugoya Nasser for their encouragement and Dr. Liv Mjelde and Dr. Richard Daly for their commitment and love for all of us as pioneer students of the MVP programme in Kyambogo University.

Acknowledgement

This work is the product of a progressive pedagogical academic process which was characterized by inputs from mentors, professors and fellow students. I wish to acknowledge their invaluable inputs. Special thanks go to Dr. Nilsson Lennart, Dr. Liv Mjelde, Dr. Richard Daly, and Mr. Børge Skåland whose lectures, presentations, guidance were academically rewarding. I would like to thank the Norwegian Government and its people and Akershus University College for the sponsorship to this Masters in Vocational Pedagogy Programme. I am also greatly indebted to the mentors, Ali Kyakulumbye, Chris Serwaniko, Geraldine Namyalo Joan Kekimuri, Justine Nabaggala and Elizabeth Opit, Okello Benson and Grace Muhoozi. Their commitment to the entire learning and research process enabled faster learning and skills acquisition. I am also grateful to the administration, academic staff and students of MUBS and Nkumba universities for their cooperation and keen interest in the research work I was undertaking. I am particularly grateful to Mr. Sam Otengei, Head of the Department of Leisure and Hospitality, MUBS, Mr. Byalero, Mr. Kawere, Mr. Waako and Dr. Eric Edroma, Dean of School of Hospitality and Environmental Sciences, Nkumba University, together with his staff, Mr. Katanagi Enos, Mr. Sewakiryanga, Mr. Kaggwa and Mr. Wagongoba for their warm reception and assistance. I also thank management of Fairway Hotel and Kampala Sheraton for accepting me to carry out research within their institutions and for sparing time to participate in the study. Finally, I wish to thank my university supervisor, Dr. M.A. Byaruhanga Kadoodooba. His guidance, support, commitment and encouragement enabled me to complete the study report in time.

Abstract

This work entitled: “*Analysis of the hospitality training curriculum at university level. A case study of Makerere University Business School and Nkumba University*”; is an outcome of an investigative study undertaken with the purpose of assessing how the university hospitality curriculum addresses the industry skills demands. The study was conducted over a period of four months from April 2010 to July 2010 in two universities and two hotels. A total of 41 respondents, comprising of 26 students, eight trainers and seven hotel managers participated in the study. A qualitative approach to the problem under investigation was adopted using a descriptive research design. The main methods of data collection included interviews, documentary analysis, focus group discussions and participant observation. The study established that although the documented aims and objectives of the university hospitality curriculum reflected the areas of competence identified as desirable by the employers, in practice there was a mismatch. While hotel managers advocated for graduates with practical skills, universities produced graduates with more of wider knowledge and managerial skills than the hospitality craft skills needed by the employers. In the study findings, contrary to industry expectations, theoretical straight lecture methods took 65% of study time and only 35% study time was allocated to practicals. The industrial attachment period of three months was also found to be too short to provide the learners with meaningful industrial experience. These existing practices were contrary to the arguments put forward by vocational educationists that curriculum should reflect occupation needs. Vocational educationists emphasize pedagogical strategies that address the head, heart and body so as to equip the learner with the necessary knowledge, attitude and skills needed in the world of work. The dominance of straight theoretical lectures as a mode of instruction at universities

partially explains why Ugandan university hospitality graduates were considered unemployable. Lack of resources was established to be the major hindrance to effective curriculum delivery. Collaborative linkages with relevant stakeholders were also found lacking. While there were high female student enrollments at universities, hospitality establishments preferred employing men at managerial level. In view of the study findings, recommendations aimed at making university hospitality training more relevant to the industry demands included: making the programme more practical oriented, extending industrial attachment to at least six months, creating income generating activities at universities and strengthening institutional/ industry linkages.

TABLE OF CONTENTS

Declaration	ii
Supervisors' approval	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
List of figures	xi
List of Tables	xii
List of acronyms	xiii
CHAPTER ONE: INTRODUCTION	1
1.1 Overview	1
1.2 Background to the study	1
1.3 Statement of the Problem.....	3
1.4 Purpose of the Study.....	4
1.5 Specific Objectives of the study.....	4
1.6 Research Questions.....	5
1.7 Significance of the Study	5
1.8 Conceptual Framework.....	6
1.8.1 Interpretation of the conceptual framework	6
1.9 Limitations of the Study	7
1.10 Delimitations of the Study.....	8
1.11 Definition of key terms	8
CHAPTER TWO: LITERATURE REVIEW	10

2.1	Introduction.....	10
2.2	Hospitality training in a Vocational Education and Training perspective.	10
2.3	Aims, objectives, organization and content of curriculum.....	12
2.4	The mode of learning/teaching in training institutions.....	14
2.5	Training facilities in VET institutions.....	17
2.6	Challenges faced in vocational training institutions.....	17
2.6.1	The gender mainstreaming challenge.....	20
CHAPTER THREE: METHODOLOGY.....		24
3.1	Introduction.....	24
3.2	Research Design.....	24
3.3	Demography of Study.....	25
3.4	Sample and Sampling Techniques.....	25
3.5	Data Collection Methods, Processing and Analysis.....	27
3.5.1	Data collection Methods and tools used.....	27
3.5.1.1	Personal interviews.....	27
3.5.1.2	Participant Observation.....	27
3.5.1.3	Documentary Review.....	28
3.5.2	Data Collection Procedure.....	29
3.5.3	Data Processing and Analysis.....	30
3.5.4	Validation and reliability.....	30
3.5.5	The ethical dimension.....	31
CHAPTER FOUR: PRESENTATION, INTERPRETATION AND ANALYSIS OF RESULTS.....		32
4.1	Introduction.....	32
4.2	Design of the university hospitality curriculum.....	34

4.2.1	Evolution of hospitality curriculum in Uganda.....	35
4.2.2	Aims, objectives, organization and content of curriculum.....	35
4.3	Methods of learning/teaching and assessment.....	44
4.3.1.	Allocation of time to practicals and theory.....	50
4.3.2	Availability and appropriateness of resources.....	51
4.4	Challenges in hospitality training at universities.....	55
4.4.1	Attitudes towards hospitality as a profession.....	56
4.4.2	Mobilisation of training resources.....	57
4.4.3	Globalization and international competition.....	58
4.4.4	Gender mainstreaming in the hospitality profession.....	58
4.4.5	Institutional linkages in hospitality training.....	61
CHAPTER FIVE: SUMMARY DISCUSSION, CONCLUSIONS AND		
	RECOMMENDATIONS.....	62
5.1	Introduction.....	62
5.2	Summary discussion.....	62
5.2.1	Design of the university hospitality curriculum.....	62
5.2.2	Aims, objectives and content of hospitality curriculum.....	63
5.2.3	Methods of learning/teaching and assessment.....	66
5.2.4	Allocation of time and space to practicals and theory.....	67
5.2.5	Availability and appropriateness of resources.....	68
5.2.6	Challenges in hospitality training at universities.....	70
5.2.7	Attitudes towards hospitality as a profession.....	71
5.2.8	Training resources mobilisation.....	73
5.2.9	Globalization and international competition.....	74
5.2.1.10	Gender mainstreaming in the hospitality profession.....	75

5. 2.11 Institutional linkages in hospitality training	76
5.3 Conclusions	77
5.4 Recommendations	80
5.5 Suggestions for further research.....	81
References	83
Appendix i: Interview Guide (For instructors).....	88
Appendix ii: Interview Guide (For students)	91
Appendix iii: Interview Guide (Employers).....	93
Appendix iv: Letter of permission from MUBS.....	94
Appendix v: Introduction/Permission Letter.....	95

List of figures

Figure 1.1 Conceptual framework for hospitality training.....	6
Figure 4.1 A service practical training session at MUBS.....	46
Figure 4.2 Menu to be followed displayed on white board in the kitchen.....	46
Figure 4.3 A food production practical training session at MUBS.....	48
Figure 4.4 Pie-chart showing allocation of theory and practicals.....	50
Figure 4.5 Some of the kitchen equipment at MUBS.....	52
Figure 4.6 The demonstration kitchen at Nkumba University.....	52
Figure 4.7 Food materials for practical training ready for the session.....	53
Figure 4.8 Students in drinks service practicals.....	54
Figure 4.9 Top managers at Fairway Hotel by gender.....	59

List of Tables

Table 4.1 Programme structure of the Bachelor of Catering and Hotel Management Programme at MUBS. YEAR 1.....	38
Table 4.2 Programme structure of the Bachelor of Catering and Hotel Management Programme at MUBS. YEAR 2.....	39
Table 4.3 Programme structure of the Bachelor of Catering and Hotel Management Programme at MUBS. YEAR 3.....	40
Table 4.4 Sample course objectives and content of Bachelor of Catering and Hotel Management (BCH) MUBS: Academic year 2009/2010, Semester 11, Food production 1, Year 1.....	41
Table 4.5 Sample course objectives and content of Bachelor of Leisure and Hospitality Management (BLHM) MUBS: Academic year 2009/2010, Semester 11, Customer Care, Year 111.....	42
Table 4.6 Sample in - house training programme from a 5-star hotel.....	43
Table 4.7 Training menu followed during one of the practical sessions.....	47
Table 4.8 Staff establishment at Fairway Hotel by gender.....	60

List of acronyms

MVP	Masters in Vocational Pedagogy
VET	Vocational Education and Training
TVET	Technical, Vocational Education and Training
BTVET	Business, Technical Vocational Education and Training
HTTI	Hotel and Tourism Training Institute
UNDP	United Nations Development Programme
ILO	International Labour Organization
DIT	Directorate of Industrial Training
UNEB	Uganda National Examinations Board
NCDC	National Curriculum Development Centre
UNESCO	United Nations Educational Scientific and Cultural Organization
ISCED	International Standard Classification of Education
NCHE	National Council for Higher Education
TOT	Training Of Trainers
BLHM	Bachelor of Leisure and Hospitality Management
BCHM	Bachelor of Catering and Hotel Management
MDG	Millenium Development Goals

CHAPTER ONE: INTRODUCTION

1.1 Overview

This study aimed at examining and analyzing the hospitality curriculum at university level and assessing how it addresses the industry skills demands. Within this chapter, various aspects of the study regarding the background, statement of the problem, conceptual framework, purpose, objectives, research questions, significance, and scope of the study are presented.

1.2 Background to the study

I was motivated to carry out this study based on my experience as a hotel manager and trainer in the field of hospitality as well as learning experiences during the Masters in Vocational Pedagogy (MVP) programme. The MVP programme aims at “providing and facilitating advanced training of vocational education and training to leaders, supervisors, teachers and instructors as well as vocational education and training research and development work.” (Nabaggala, 2009, p. 6).¹

The hotel industry is one the oldest commercial endeavours in the world dating back to the sixteenth century. (Andrews, 1980). Today, hospitality has become the largest economic factor in the world². Despite the hotel industry being the oldest commercial endeavour in the world, the hospitality and tourism education is relatively new. For

¹ “Capacity building in vocational pedagogy”. Case study Uganda- Southern Sudan”. A Masters Thesis presented to Hogskolen i Akershus (University of Akershus), 2009, Oslo.

² The Swiss Hotel Schools Association article downloaded on 20/12/2009 from <http://www.studyoverseas.com/hhm/articles/asch.htm>

instance, in Europe, hospitality education was officially initiated in 1893 in Lausanne, Switzerland by the local hoteliers association (Formica, 1996, p. 319). The curriculum was based on the European model which emphasized practical oriented programmes aimed at producing entry point personnel for the industry. European universities gradually began to offer Associate Bachelors degrees in 1980's (Cooper et al. cited in Formica, 1996, p.318), borrowing a leaf from the Anglo- Saxon curriculum model which had its roots in the United States of America. The Anglo-Saxon model emphasized improvement of personal knowledge through proper use of skills in order to manage lodging or restaurant business. Particular attention was given to managerial problem-solving.

According to Uganda Investment Authority (2009), market for highly qualified people in hospitality is readily available not only in Uganda but regionally within East Africa as tourism is among the top three leading foreign exchange earners for all the East African countries. The Uganda Investment Authority further documents that Uganda alone has more than 400 tour companies, hundreds of hotels, motels, restaurants, inns, resorts and related tourism and hospitality facilities which employ more than 73,000 people. The industry is growing at a rate of 21% per annum. However, most of the facilities prefer to employ staff from other countries because it is claimed the existing tourism and hospitality graduates from local universities cannot perform (Talemwa, 2009).

From my personal experience³, in Uganda the first public hospitality training institution was the Hotel and Tourism Training Institute (HTTI) that started in mid 1980's with the assistance of the United Nations Development Programme (UNDP) in collaboration with the International Labour Organization (ILO). The institute is currently located at The Crested Crane Hotel, at Jinja. However, the rapid growth of the tourism industry has led to the emergence of hospitality and tourism training institutions across the country. In an investment proposal the Uganda Investment Authority (2009, p. 1) indicated that:

Todate there are 179 tertiary training institutions and 29 registered Universities in Uganda. Out of all these only 8 are specialized in tourism and hotel training. There are other 34 business training institutions and 5 major universities which teach tourism as a program. Despite being the fastest growing sector, tourism, hospitality and recreation industry lacks adequate professional and well trained manpower to run it. The existing institutions produce 1,000 graduates per year with over 80% being unemployable due to lack of practical skills, knowledge and expertise required by the industry.

The views given by the Uganda Investment Authority in the quotation above seem to suggest a problem with the nature of the curriculum and the process of teaching that turns out unemployable graduates.

1.3 Statement of the Problem

According to Talemwa, (2009) and Wolfgang, (2008), employers have always criticized the lack of practical skills of degree holders, resulting in added expenses to retrain the new comers to the workforce. Talemwa (2009) further observes that all the top hotels in Uganda are managed by foreigners. I shared this concern in my work

³ This history is part of my personal experience as I was part of the team that participated in setting up the institution at Fairway Hotel in Kampala where I was working as Front Office Manager and counterpart to the national project expert in Front Office Operations

experience during a tour of the hotel facilities prior to Uganda hosting the Commonwealth Conference in 2007. I was a member of the accommodation committee and discovered that the hotel that served as the main venue for the Commonwealth Conference in 2007 had to hire the entire management from South Africa to come and manage the hotel for the duration of the conference. Since tertiary institutions in Uganda continue to turn out thousands of hospitality graduates annually as observed by the Uganda Investment Authority, (2009), it is paradoxical that the country has to rely on imported skilled labour. This was indicative of a training gap in the Ugandan hospitality training institutions which justified the need to carry out an investigative inquiry as to what could be the reasons for such a situation.

1.4 Purpose of the Study

The purpose of the study was to examine, and analyze the hospitality curriculum at university level and assess how it addresses the industry skills demands.

1.5 Specific Objectives of the study

- i. To ascertain the relevancy of the university hospitality curriculum aims, objectives and content in relation to the industry's needs.
- ii. To document and assess the mode of teaching /learning and ascertain the availability and appropriateness of the training facilities and resources.
- iii. To analyse the challenges faced by universities in meeting training objectives of hospitality training.

1.6 Research Questions

- i. To what extent do the aims, objectives and content of the hospitality curriculum at universities reflect the industry needs?
- ii. Do the teaching methods and resources at the universities adequately cater for the knowledge and skills required to efficiently run hospitality establishments?
- iii. What challenges do universities face in the processes of imparting knowledge, skills and attitudes relevant to the needs of the hospitality labour market?

1.7 Significance of the Study

The study is expected to generate knowledge and information on hospitality training at university level in Uganda as well as inspire policy change and reform and lead to further planning and improvement of hospitality training in Uganda. Furthermore, the study is expected to give support to curriculum development and reform, identify training needs and challenges of hospitality training in Uganda and form a basis for future researchers in this area of vocational education.

1.8 Conceptual Framework

Figure 1.1 below summarises the conceptual framework for analysing hospitality training in Uganda.

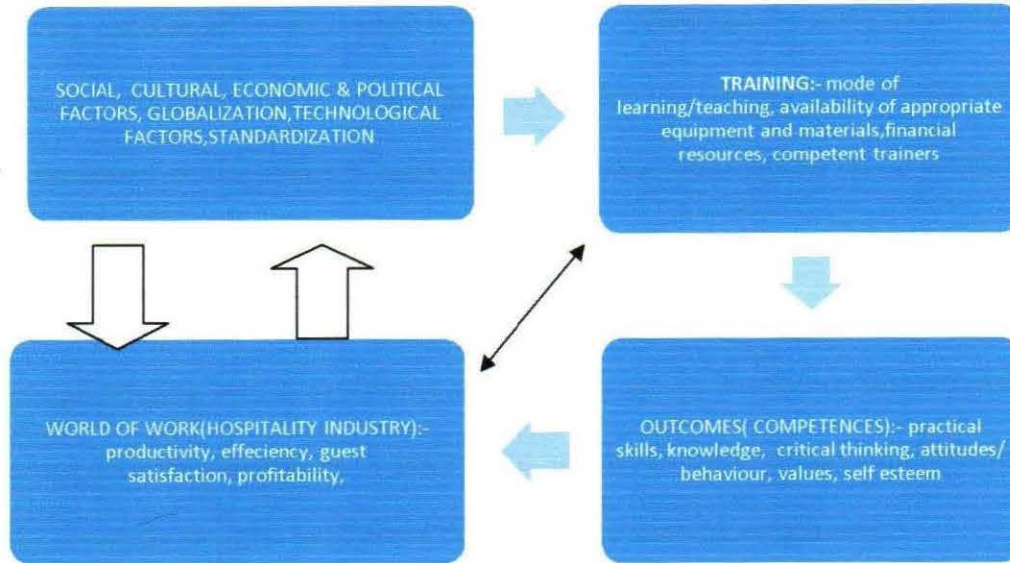


Figure 1.1: Conceptual framework for analyzing hospitality training

1.8.1 Interpretation of the conceptual framework

Learning activities take place within cultural, social, economic and political settings. To this effect therefore, social, cultural, economic, and political factors are extraneous variables that affect training objectives and learning activities. For instance, curricula are designed according to society needs and government educational objectives which in turn are derived from major international goals such as the Millenium Development Goals (MDG) and Education for All (EFA). On the other hand economic factors constitute the lifeblood of VET learning activities because of huge financial resources required for equipment, materials used in Vocational Education and Training (VET) institutions, hospitality institutions inclusive.

Availability or lack of appropriate equipment, materials and competent trainers directly affects the outcome that is the quality of graduates in terms of required practical skills, knowledge and attitudes for the hospitality industry. The training constitutes the independent variable that influences the skills outcomes which hotel industry demands. The training outcomes are represented by graduates who have the necessary competences to meet job performance expectations of the employers. In reciprocation the hotel industry should have an interrelationship with the hospitality training institutions. Such a relationship can contribute to the skills development through offering industrial training and apprenticeships. Further collaboration through participation in training needs assessment and subsequent curriculum development is also necessary in order to improve the hospitality training programme.

1.9 Limitations of the Study

Literature on hospitality training in Uganda was difficult to find. This was an indicator that perhaps not much research had been carried out in this area. Whereas the universities were very willing to allow research to take place in their institutions, the hotels were very apprehensive and it took the researcher a long time to gain acceptance. The hotels would not permit any voice recording, taking of pictures or review of company documents. The students at the universities had busy schedules preparing for their final examinations and could not be easily accessed. This also strained the researcher's resources having to move up and down to conform to students' convenient time. Despite the above limitations, adequate and relevant data was collected.

1.10 Delimitations of the Study

This study was confined to Makerere University Business School, in Kampala district Nkumba University in Wakiso District, Entebbe, Fairway Hotel and Sheraton Kampala Hotel in Kampala district. The respondents at the universities were third year students in the Bachelor of Catering Hotel Management Programme with their trainers. In the hotels the subjects were senior hotel managers. In the study context the areas of focus included curriculum aims and objectives and content, teaching methods, the teacher- learner interaction, allocation of time and space to practical and theoretical learning components, availability and appropriateness of equipment/tools and materials. The challenges on the other hand were analyzed from the perspectives of attitudes, enrolment levels, financing, globalization, international competition, attraction and retention of trained teachers/instructors. Gender mainstreaming in hospitality training and work places was also investigated.

1.11 Definition of key terms

The following terms as used in this study are defined:

Hospitality

The term hospitality is a frequently used title for different sectors of the hotel and catering industry, the term can also be expanded to cover all products and services offered to a consumer away from home including travel, lodging, eating, entertainment, recreation and gaming (Wagen, 1995, p. 3). In context of this study

the term hospitality refers to the provision of accommodation, food, beverages, travel and entertainment services to customers who may either be tourists or local residents.

Curriculum

Curriculum is an overall plan for instruction consisting of a statement, aims, objectives, content in terms of theoretical knowledge, practical skills to be acquired, attitude towards work and necessary support materials to be used in its presentation (UNEVOC, 1993, p. 3).

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of existing scholarly work in the area of vocational education and training in relation to mode of learning and teaching, availability and appropriateness of the training facilities and challenges faced by VET institutions in meeting training objectives. The literature review was in line with the objectives of the study aimed at analysing the training for the hotel industry.

2.2 Hospitality training in a Vocational Education and Training perspective

According to the United Nations Educational Scientific and cultural Organisation document, (UNESCO-UNEVOC, 2007, p. 2), the International Standard Classification of Education (ISCED) defines Technical Vocational Education and Training (TVET) as education which is mainly designed to lead participants to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation, trade or group of occupations or trades. Some educationists refer to vocational education and training as any production manpower training aimed at making an individual productive, innovative and self-creative in preparation for a lifetime of work and gainful employment (Egau, 2002). In the wake of all the different definitions, it is worth noting that vocational education is not a new phenomenon as its roots go back to the beginning of human society. In Africa for instance, there existed indigenous pre-colonial education systems where each tribe

had an education system with aims, organization, and content, method of teaching, teachers as well as times and places where education was imparted. In pre-colonial times, the education of children took place in practice: in the fields, around the fire place, during rituals etc and there was also narrative-based, verbal teaching in the sleeping huts, through story re-telling and "mini lectures" combined with instant practice (Ssekamwa, 2000, pp. 3-6). Formal vocational education in Africa was introduced by missionaries and this was in the form of technical and agricultural education. With regard to Uganda for example, the Colonial Office in London in 1925 recommended teaching technical skills through government workshops on an apprenticeship basis, special instructional workshops on a production basis, established technical schools and primary schools where village crafts would be taught (Ssekamwa, 2000, p. 86) .

TVET, as demanded by international standards today however wants more than skills; countries require a workforce that is resourceful, flexible, and able to think for itself and put itself in the shoes of others so that it develops "social/people skills" in addition to the basic technical skills and knowhow (Koski, 2009, p. 37). The Government of Uganda responded to this demand by enacting the Business, Technical, Vocational Education and Training (BTVET) Act of 2008 to provide for promotion and coordination of training in this area. The objective of BTVET was to provide relevant knowledge, values and skills for purposes of academic progression and employment in the labour market (The Uganda Gazette, 2008). Hospitality training is part of the BTVET thrust as a vehicle for economic development in Uganda.

2.3 Aims, objectives, organization and content of curriculum.

From an international perspective it has been observed that much of the curriculum documentation in Western countries such as the UK, Netherlands and Germany is developed in a socio-cultural context, as it reflects the needs of the occupation at a national level. An account of these requirements (cultural needs) is used to identify what is common (thereby presented as core skills that need to be taught) to the practice of the vocation within the country where the curriculum is aimed to be enacted (Billett, 2003, p. 13). Other scholars such as Bergman, Clegg and Ottevanger (2007) also support this view when they state that careful curriculum design, linked to effective assessment and learning materials, has been shown to be a major factor in improving pedagogy.

According to Curriculum Development Guide of the UN's Food and Agriculture Organization, (2009, pp. 1-3) the curriculum development process systematically organizes what will be taught, who will be taught, and how it will be taught. The curriculum development process therefore involves needs assessment (the subject or the 'what'), identifying target audience or learner (the personnel, or the 'who'), identifying intended outcomes (what the learner would be able to do), establishing the content, methods to be used, and evaluating strategies. Koski, (2009, p. 37) observes that vocational education curricula include a wide range of moral definitions, from "value basis" to a diversity of aims, objectives, and principles connected to the forms of behavior, to the direction of thought, to learning strategies, evaluation, individual properties and identities, and even to the desired self-esteem of the learners. Moreover, this interface between the industry's needs and the training is

always changing and needs constantly to be reviewed and updated. This implies that the role of stakeholder consultation is always important.

In Uganda's case, a report on national education in the last 10 years, MOES (2001, pp. 24-25), documented that decisions relating to curriculum issues are taken after consultation with several stakeholders such as politicians/policy makers, educational experts, examination bodies, inspectors of schools, local governments, employers, learners, communities and parents and that this is done with the objective of ensuring that national concerns are addressed. Pedagogical concerns include how the curriculum addresses the head, heart and body, and how to focus employees' concern about their skills and knowledge, and whether these are applicable in the ever-changing world of work. However, in contrast to this aim Kakuru (2003) observes that entrants to any university are confronted by a packaged curriculum that students are required to absorb.

Kakuru further points out that following the historical linkage between Uganda and Britain most of the courses and programs were designed along the western education system. This implies that the current curricula may not necessarily reflect national needs in Uganda. From the experience in the 'mini' field studies carried out in the first year of the MVP programme, this researcher became aware that the National Curriculum Development Centre, Uganda National Examinations Board and Directorate of Industrial Training are the institutions mandated to handle curriculum development, measurement and evaluation. Our mini studies revealed that these bodies were not fully achieving the set objectives due to inadequate funding. Furthermore, lack of adequate collaborative linkages within these same organisations and other stakeholders needed to be addressed.

With regard to learning objectives, expected outcomes and competencies, in a tracer study conducted in 2001, Kirumira and Bateganya cited in Kakuru (2003) found that the balance between going to university to acquire skills and behaviour to serve the system of production (labour market contribution) and going to university as a way of also contributing to broader human development and democratic ideals seems to be tilting towards simply going to university (school) to pass and to get a job. Kirumira and Bateganya's observation implied that the Ministry of Education and Sports needed to review the educational system to ensure that it reflects broad national needs which include equipping students with self-reliance and critical understanding of democracy in the present day world.

2.4 The mode of learning/teaching in training institutions.

Some scholars observe that the teaching methodologies inbuilt in the existing syllabuses do not promote effective learning and acquisition of skills. For instance, Bergman, Clegg and Ottevanger (2007) argue that because the existing curricula are largely a collection of examination syllabuses, their teaching is directed at achieving the highest grade in the examination as are the textbooks written for them. Bergman, et al. (2007) further assert that examinations assess, in the main, knowledge only, with very few marks given for showing an understanding of how to apply knowledge. This implies that skills remain largely untaught (often remaining at conceptual level) even when their mastery is a stated curriculum objective.

From my learning experience as a Masters student in vocational pedagogy, I became aware that teaching and learning approaches that are effective need to be

based on the modern concepts of vocational pedagogy and vocational didactics. According to Mjelde, (2009), vocational pedagogy and vocational didactics are new concepts that have developed in relation to an understanding of teaching and learning processes that seek to combine methods and conditions of learning/teaching both at work and at school. She further argues that vocational pedagogy is a learner- centred approach to teaching and learning in which the relation between the student and the task is central; the work activity itself is in rotation point for learning. The advantage of vocational education has been a pedagogy based on learning from practice (workshop learning) and the closeness to work life (Mjelde, 1995, p. 132). Mjelde observes that in vocational pedagogy, learning in school workshops and learning at work are two sides of the same coin (2006, p. 32). Learning rather than teaching is central to the didactics of this field. She further states that the main similarity between the school workshop and working life is that one learns through one's own activity in a work situation and through interaction with others while learning in a vocation at school is always a simulation of an actual working situation without the working stress of time pressure and demands for increased productivity and profitability. Like Mjelde (2006), another vocational educationist, Lennart Nilsson states:

What characterizes the development of vocational education in school is that it has three components; practical (work technique), vocational theory and general education. The practical component comprizes teaching the techniques of practical work. The vocational or craft theory component has to do with learning about materials used and how tools and machinery function. The general education component teaches general academic subjects.... (Nilsson, 1981b, 37 and Nilsson, 1998 cited in Mjelde, 2006, p.52-53).

The emphasis is, however, placed on learning through practice which implies that general knowledge though relevant is more integrated, perhaps, and less directly emphasized. The OECD report cited in Chappell (2004, pp. 3-4) states that until recently almost all sectors of education and training have focused on teaching and

training processes rather than learning processes. This implies that the teaching and training processes involve the selection and implementation of pedagogical strategies that lead to learners gaining the necessary knowledge and skills identified prior to learning and in subject /modules ,competency standards, programmes and courses of study. How this can be achieved has generated divergent views from the behaviourist and cognitivist proponents.

On the other hand, educational theorists such as Dewey, Piaget and Vygotsky, who in the twentieth century were advocates of constructivist theories of learning, regard learning as the active construction of knowledge and skills by learners. The learners, individually and socially construct meaning for themselves through experiences as they learn (Campus Review March cited in Chappell, 2004, p. 4). The synthesis of all the debate of learning theories is that learning involves the active construction of meaning by learner which is context dependent, socially mediated and situated in the real world of the learner. Learning tasks are embedded in real world contexts. Small group work, discussion, debate, practical problem solving, the presentation of alternative perspectives, sharing of information, reflective practice, cognitive apprenticeships, modeling, mentoring and coaching are all pedagogical strategies that teachers and trainers should use to achieve desired learning outcomes especially in BTVET.

According to Talemwa (2009), skilled manpower in the tourism and hospitality industry remains a big constraint in Uganda. Such a situation according to Bergli, Frøyland and Larsen (1997, p. 36) implies that there is a mismatch between education and the world of work which must be addressed in order to provide an adequate supply of graduates with appropriate knowledge and skills. Bergli, Frøyland

and Larsen suggest an “action competence” training concept in which functional knowledge and skills are put at the top of the curriculum agenda. Functional knowledge and skills give primacy to personal competence generated from solving real tasks. The concept favours pedagogy in which practice precedes, or at least informs theory. This concept, it is argued, has found support in international trends (Bengtsson cited in Bergli et al., 1997, p.28).

2.5 Training facilities in VET institutions.

Studies indicate that although the Government of Uganda has supported vocational education since independence in 1962, until recently the proportion of expenditure on this training has been very low and thus the supply and quality of vocational education has also been greatly affected (Egau, 2002). This view is reflected in the Uganda government’s concern about the inadequacy of resources and consumable supplies for the proper teaching of science as well as commercial and technical subjects in training institutions. The Government endorses the view that there is urgent need to rehabilitate and strengthen the existing infrastructure and to increase the levels of provision of equipment and materials. (Uganda Government White Paper, 1992, p. 130).

2.6 Challenges faced in vocational training institutions

According to Mangeni (2009, p. 2), in Uganda, the services sector makes up just over 42% of the GDP and has been growing at an estimated rate of 6.8% ahead of the agriculture sector, which still employs over 80% of the population. Tourism is not

only a leading destination of foreign direct investment (FDI), but also as the largest sub-sector, it contributes over 60% annually to services. Estimates are that about 90% of jobs advertised are in the services sector. Mangeni argues that in tourism, for example, lack of skilled labour is one of the factors contributing to limited development. The Kenyan hospitality training has been singled out in the region as the most relevant to the region's labour market needs. That country supplies hospitality particularly at management and supervisory levels through the graduates of the renowned Utalli College. On the other hand in Rwanda the tourism sector is expanding exponentially but is facing a serious shortage of professional staff, with foreign companies currently supplying hospitality staff. The only existing tourism training institution, Kigali Tourism School, cannot meet the training needs of the sector. Currently, Rwanda's investment promotion agency (RIEPA) is marketing the development of a Tourism Training Institute to nurture a qualified workforce to address critical skills shortage in the rapidly growing tourism sector (Miller, 2009).

In Uganda the Hotel and Tourism Training Institute (HTTI) at Crested Crane Hotel in Jinja is currently, the only exclusive public hospitality training institution. (Wolfgang T. , 2009). It offers diploma and certificate courses. Degree programmes in hospitality are offered at some public and private universities who also offer diploma programmes. There are also several private vocational training institutions across the country offering hospitality training. The major concern of the hospitality industry stakeholders especially employers has been the inability of the hospitality training institutions to meet the skills demands required by the world of work (Talemwa, 2009 and Investment Authority, 2009). Egau (2002) highlights the challenges faced by VET institutions. She includes, first, the poor attitude towards

vocational education which is viewed as an option for drop-outs or less bright students who cannot make it to the university, Secondly, there is lack of funds for equipment and materials, The third challenge is the dynamic nature of VET whereby techniques for the modern wage sector are constantly changing because of technological developments and the pressures of international competition to increase productivity and quality while reducing costs. This type of work environment requires employees who can design, operate, master and maintain increasingly sophisticated production techniques and equipment. Work habits and appropriate behaviors are also critical considerations in training today's workforce. Fourth, the lack of trained teachers poses a big problem. Good technical and vocational training requires instructors who have technical skills, industrial experience and pedagogical skills. The ability of the education system to attract, constantly re-train, upgrade, and retain these cadres remains a strong challenge. Fifth, the lack of progression is pointed out as another challenge. This means the lack of formal linkage of a path to university for the graduates of VET who wish to join the university. Sixth, is the challenge of gender disparities where VET is viewed as a domain for men except in the traditionally women-dominated trades such as tailoring, home economics, nursing, catering and agriculture. This attitude has drastically changed in developed countries due to the advent of technology and knowledge driven economies. However, in Africa the predominant rural based parental influence has perpetuated gender stereotyping attitudes with the exception of the smaller percentage of the urban elite.

Seventh, the contradictions in the education system themselves pose a challenge and tend to reinforce the already poor attitude towards VET. For instance, admissions are centralized and universities admit first leaving the remnants to VET

institutions. This works against attraction of quality students to VET. Finally, one of the major challenges is that of lack of institutional linkages as pointed out by (Longe, cited in Ugwuonah & Omeje (1998, pp. 4-5) which observes that in spite of the increasing proliferation of Universities during the past decade, it is evident that the profile of links between higher education and industries especially in the areas of development and utilization of skilled labour have not been meaningfully investigated. In fact, the original objective of universities serving as centres for generating innovative knowledge and personnel requisite for creating new productive systems and on the other hand producing graduate manpower to help in maintaining these systems especially in industries tends to be rapidly compromised.

2.6.1 The gender mainstreaming challenge

Gender mainstreaming in VET institutions and workplaces is a challenge that deserves special attention. According to Equality Commission for Northern Ireland (2007, pp. 1-2) three decades after the introduction of sex discrimination legislation, the labour market remains strongly segregated by gender. While women are concentrated in a narrow range of lower-paying occupations, mainly those that are available part-time and typically within the 5 'c's - caring, cashiering, catering, cleaning and clerical, men tend to be represented across a broader spectrum of jobs and are more likely to hold management positions or be self-employed.

The fields of manufacturing, engineering, information communications technology and the skilled construction trades continue to be dominated by men while professions such as nursing, teaching and childcare, remain predominantly female. Patterns of gender-based segregation within the labour market reflect differences in

the educational choices of girls and boys and their levels of participation in vocational education and training. Occupational segregation remains a major barrier to gender equality, restricting the career expectations and life choices of women and men and perpetuating gender pay gaps. It also has negative consequences for business and the economy, reducing the pool of talent available to employers and contributing to the skills shortages that affect a range of sectors.

The major focus of gender issues in education in general and VET in particular are parity and equity. Parity refers to equality or uniformity in participation and equity refers to fairness or impartiality. The Mid Atlantic Equity Centre (1993) noted that teachers often exhibit differential behavior even though circumstances do not warrant it. For example: male students receive more of the teacher's attention (acceptance, praise, criticism, and remediation) and are given more time to talk in class from pre-school through college. Males are more likely to be assigned to the high ability group and teachers ask boys higher order questions than they ask girls. Some researchers suggest that differences in treatment contribute to girls' lower self-esteem, lower self-confidence, and reduced risk taking.

Although a policy prohibiting females from enrolling in vocational education courses historically non-traditional to their sex would be rare, girls and young women are not enrolling in large numbers in carpentry, auto mechanics, heating and air conditioning installation or other such courses. The possible factors for the persistent sex segregation in vocational programs include; isolation from friends by being in a separate school (such as a vocational-technical school) or separate part of a building; lack of female role models as teachers; absence or small number of other female students; hostile learning environment, especially because of sexual harassment;

apparent lack of employment opportunities for women in a particular field; and strong societal traditions of gender-appropriate careers⁴. Lack of awareness of programs, peer pressure not to enroll in any form of vocational training, and lack of support for students who wish to enroll in vocational education are also possible factors (Mid Atlantic Equity Centre, 1993). In the world of work, studies have revealed that some employers hire females in order to get labour at lower wages. In other cases employers refuse to hire even well trained females because of prejudice, worrying that they will actually not be able to do the job Anderson (1986, p. 26). This observation is supported by Kwesiga (2002) who argues that systematic discrimination against women abounds in all sectors of society right from the household divisions of labor and land and property ownership to women in business, politics, media, and justice. Distinctions based on gender are prevalent in decision making and hiring practices at all levels. Traditional values, practices, and roles of women shape attitudes of opinion leaders, parents, and students toward the education of girls.

The above gender arguments notwithstanding, stereotyping tendencies have also to come into play. There are for instance careers considered non-traditional to men and one of them is catering, the main focus of this study. In every society in the world there are gender-based divisions of labour though these divisions vary both from place to place and over time. In Europe for example, gender division of labour can be learned from the highly cultivated form of thinking found in the national socialism of Germany with its idolizing of women's place with the slogan, "Kinder, kirche,

⁴ Despite all these obstacles, in Norway for instance today, girls are doing increasingly better than boys in traditionally male fields such as goldsmith, dental technicians (Mjelde, 2006, p.14). In Uganda, the case the gender division of labour is still prominent with boys dominating technical fields (Makerere University 59th graduation, 19-23 January 2009).

kuche”, meaning women’s place was with the children, in the church and the kitchen (Bridenthal, Grossmann & Kaplan cited in Mjelde 2006, p.130). According to Fukuyama (cited in Mjelde (2006, p. 130) these assumptions remain alive today. Strauss (cited in Mjelde 2006) said of one group of male social scientists whose members were referred to as domestic feminists that: “These men believed that women could improve their social status and increase their value in society by being more skilled in their traditional sphere of activity” (Strauss cited in Mjelde 2006, p.129). In Uganda’s case, Ssekamwa (1997, pp. 2-3) noted that teachers in African indigenous education taught boys and girls different knowledge and skills. For instance boys were taught to build houses, use of spears, bows, arrows and shields; this was mainly for defense purposes. Conversely the major role of a woman was to ensure that there was enough food in the home in addition to looking after children; and accordingly women learned knowledge and skills of producing food crops, cooking food, nursing children and how to look after a home. The advent of western education in Uganda perpetuated education based on gender division of labour which up today poses a great challenge to educationists.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter presents the methodology used in the study. This includes the research design used, study population, sampling strategy used, data collection tools/instruments, data collection procedure, data processing and analysis. The purpose of the study was to examine, and analyze the hospitality curriculum at university level and assess how it addresses the industry skills demands. Based on this purpose, explanation is given as to how the methods used were appropriate and deemed best for such a kind of investigative inquiry.

3.2 Research Design

A descriptive research design was used in the study which, according to Merriam & Simpson (2000, p. 61) is one of the most commonly used methodologies in the study of education and training whose main purpose is to systematically describe the characteristics of a given phenomena, population, or area of interest. As Merriam and Simpson further point out, the description may include the collection of facts that describe existing phenomena; the identification of problems or justification of the current conditions and practices, and the comparison of experience between groups with similar problems. These pursuits are generally followed to assist in future planning and decision making. The descriptive research design was therefore deemed ideal and in conformity with the objectives of the study. In a broader perspective however, the study best fitted into the paradigm of a case study. According to Kasule

(2009)⁵ a case study allows the researcher to investigate or examine in detail the activities and values of relatively few persons. Such studies aim at depth of description and analysis and they use different methods such as interviews, documentary analysis, and focus group discussions.

3.3 Demography of Study

The study focused on third year students and trainers in the Departments of Catering and Hotel Management at Makerere University Business School and Nkumba University. The total number of third year students of catering and hotel management in both institutions was 49. It comprised of 14 boys and 35 girls. However, in order to triangulate the data relating to the relevance of the hospitality training curriculum and how it addresses the industry skills demands, managers of selected 3-star and 5-star hotels in Kampala were also interviewed.

3.4 Sample and Sampling Techniques

This researcher chose to concentrate on the third year students at universities as the study sample. The reason for this selection was that they had gone through all the training processes in readiness for the world of work including industrial training. This meant that they were in position to respond appropriately to the questions posed and avail reliable data. At Makerere University Business School, 22 students and 4 trainers were interviewed while at Nkumba University 4 students and 4 trainers were

⁵ "Research methodology in vocational studies". A paper presented to MVP students at Kyambogo University, Kampala, on 8 October, 2009.

interviewed. From the world of work, a total of 4 managers, including the general manager were interviewed from Fairway Hotel which is a three star hotel while a total of 3 managers were interviewed from the five-star Kampala Sheraton Hotel. Senior departmental managers were selected as the researcher deemed them to be representative of the employers since they were in charge of the performance of staff in their respective departments. The total number of respondents from the universities and hotels was 41.

When selecting the samples, both simple random sampling and purposive sampling techniques were used. The simple random sampling meant that each member in the population had equal chances of being selected. Purposive sampling was used to capture the more critical information from respondents who could easily avail the required data. For instance, in order to select student respondents from MUBS a list of all the third year students of Bachelor of Hotel Management was obtained from the head of the department and confirmed by the student leader. The names were written on separate pieces of paper and thrown into an envelope. The names of students to be interviewed were then picked at random from an envelope. The university trainers were however purposively selected considering their length of service. Trainers who had a long service record were selected as they were deemed to have acquired a breadth of the relevant experience and thus be good sources of information. At the hotels the line managers were purposively selected in order to capture data from key respondents whose knowledge covered all important features of each of the major hotel departments.

3.5 Data Collection Methods, Processing and Analysis.

The remainder of this chapter describes data collection methods, data processing and analysis procedures used in the study.

3.5.1 Data collection Methods and tools used

The data collection methods included personal interviews, participant observation, documentary review and focuss group discussions.

3.5.1.1 Personal interviews

I conducted one- to one interviews with my respondents using semi-structured interview format that allowed follow up of questions for further elucidation. This approach was considered appropriate because it was flexible enough to enable me rephrase questions or ask secondary questions and therefore obtain more data and greater clarity Amin (2005, p. 184). Babbie cited in Amin, (2005, p. 184) also supports the use of interviews as does all the learning experiences and materials presented during the last four semesters of the MVP programme and are central to vocational pedagogy research. Interviews provide richness and detail with which to provide context to the problematic under investigation.

3.5.1.2 Participant Observation

As a participant observer I engaged in activities and observed activities, people and physical aspects of the settings, documented them while reflecting on their

implications for learning. Daly (2009)⁶ points out that participant observation procedure is frequently used by researchers to learn through limited first-hand experience the activities and thinking of members of the community studied. In this case I deemed this method ideal for a better examination, analysis and interpretation of the manifestation of the different phenomena in the training institutions and hotels where the research was carried out. Spradley cited in Daly (2009)⁷ observes however that doing participant observation quickly immerses the ethnographer in a large amount of primary data that could lead to losing direction. I however heeded Spradley's caution of climbing a tall tree every now and again to gain a broad perspective on how far I had gone, and what tasks were ahead and which direction to take. This was done with the use of an observation check- list to avoid losing site of relevant indicators and behaviour of participants.

3.5.1.3 Documentary Review

Document review was used to obtain information from internal official documents such as course outlines, menus, brochures detailing the organizational activities, timetables, curricula, career guides, institutional news bulletins, policy documents among others. This was an important process in revealing data used to give a quantitative dimension to the research in addition to availing background and demographic information. It also provided data for critical assessment in the course of the analysis. Secondly, in order to contextualize the study several literature sources

⁶ "Assessment learning". A paper presented to MVP students at Kyambogo University, Kampala, on 17 November, 2009.

⁷ "Research and Writing from Working Life" A paper presented to MVP students at Kyambogo University, Kampala on 22 March, 2009.

including the facilitation from different presenters, professors and mentors were assessed in terms of their relevance to this subject.

3.5.2. Data Collection Procedure

The institutions and workplaces for study were identified and preparatory visits were initiated. I discussed the goals and importance of the project with the concerned officials and obtained their verbal consent. Introduction letters were designed and sent to the data sources and respondents with the aim of building interest in the project and enabling official access to the institutions selected. The research tools to be used were formulated and tested first on the fellow students of MVP and then sample respondents from MUBS and Kampala Sheraton Hotel. Adjustments were made on the interview guides as a result of the feedback I received during initial data collection. The tools of data collection were mainly interview guides. However, responding to the serious time limitation in some cases the researcher restructured the interview guides and presented them as questionnaires. These were administered to respondents who did not have much time to devote to the detailed interview guide process. During all these processes the interviewer took notes without much interruption to the flow of the interactions with the respondents. Occasionally, with permission, pictures were taken to authenticate processes and obtain documentary evidence of certain phenomena.

3.5.3 Data Processing and Analysis

The data collected was processed and analyzed descriptively. The purpose was to identify, and describe contours and characteristics of the curriculum in MUBS and Nkumba Universities and selected hospitality establishments and how it addresses the demand for skills in the hospitality industry (Merriam & Simpson, 2000, p. 61). Data processing and analysis involved preparing and organising the data, that is, text data as in transcripts or image data as in photographs for analysis and then reducing the data into themes, coding and condensing the codes, interpretation of data to attach meaning to the findings and finally representing the data in discussions, tables and figures (Creswell, 2007, p. 148). The interview guides were revisited to check if all the important questions were answered. Since I had obtained telephone contacts for all respondents I was able to ask for clarifications and seek further elaboration where necessary.

3.5.4 Validation and reliability

This study was based on a qualitative inquiry research design. Rather than focussing on the commonly used quantitative research terms of “*validity and reliability*” I considered “*credibility, dependability and confirmability*” as advocated by (Lincoln & Guba cited in Creswell, 2007, p. 202). The strategy to achieve this included triangulation; that is assessing on the topic from several sources. For example data from students were compared with those of trainers, data from training institutions were compared with those of hotels and also triangulation was employed with regard to data from different institutions and hotels. This enabled me to construct standards such as structural corroboration and referential adequacy to support or contradict

interpretation and seek confluence of evidence that bred credibility (Eisner cited in Creswell, 2007, p. 204). In addition pictures were taken in the study to reveal natural settings as evidence of the research processes and to provide a material and visual context for other descriptive data.

3.5.5 The ethical dimension

As a researcher I took precaution that the respondents' privacy and dignity was not compromised in the research processes. This was achieved through a careful construction of the questions, seeking permission to carry out activities that I deemed sensitive and objective data analysis and reporting. However, in the event that the research findings would be sent for publication in the form of a report, article or monograph, I would of course try to disguise my sources, or at least consult officials (and seek permission to publish) at the institutions and hotels mentioned, prior to prospective publication.

CHAPTER FOUR: PRESENTATION, INTERPRETATION AND ANALYSIS OF RESULTS

4.1 Introduction

This chapter lays out the findings from the research in light of the study objectives. These included ascertaining the relevancy of the hospitality curriculum aims, objectives and content that take place in Uganda universities in relation to the needs and demands of the hotel industry; documentation and assessment of the mode of teaching /learning; ascertaining the availability and appropriateness of the training facilities and resources; and finally, the analysis of the challenges faced by universities in meeting training objectives of hospitality training for the hotel industry.

From the study undertaken, I became aware that Makerere University Business School (MUBS) is a constituent college of Makerere University which is the biggest public university in Uganda. It is also one of the oldest and most famous universities in Sub-Saharan Africa with an academic history of over 75 years (Makerere University Business School, 2009). MUBS is administratively autonomous. The stated vision of the Business School is: *“to be the benchmark for Business and Management Education, Research and Training in the region”*. The mission of MUBS’s is: *“to enable the future of her clients through creation and provision of knowledge”*. MUBS’s overall goal was to attain leadership in high quality programmes responsive to market needs. (Makerere University Business School, 2009).

The school runs Makerere University programmes in the general field of business studies. MUBS offers degree, diploma and certificate courses in business management in areas such as Accounting, Business Administration, Finance, Human Resource Management, Information Technology (IT), Marketing, International Business, Real Estate, Leisure and Hospitality Management and Entrepreneurship. Minimum entry requirements to the degree courses were two principal passes at “A level or a diploma in relevant disciplines. To enroll for diploma courses a candidate required at least one principal and two subsidiary passes at “A level. MUBS also offered postgraduate programmes.

By comparison, the vision for the School of Hospitality and Environmental Sciences at Nkumba University is: *“to be a national and regional centre of academic and professional excellence”*. The mission was: *“to provide students with a learning and recreational environment in which to cultivate confidence, competence, creativity and character all of which are essential for the individual’s success and self-fulfillment in society”*. Entry requirements and the structure of the programme were similar to those at MUBS. The researcher also learned that the two universities had a similar curriculum and shared some teachers. The aim was to analyse how the hospitality training at universities in Uganda addresses the national demand for hospitality labour market skills. To this end data were collected from the hotel settings and incorporated to bring out the relationship between university training and the actual world of work, both observed and recorded in the voices of hospitality managers.

and educational regulatory bodies as partners in the curriculum development and implementation process.

4.2.1 Evolution of hospitality curriculum in Uganda.

A senior lecturer respondent at MUBS who had been with the University for the last 34 years reported that in 1975 he was involved in designing the catering programme at Diploma level in a joint effort by the Ministry of Education, Planning Unit and Uganda Hotels Limited. MUBS was at that time known as Uganda College of Commerce. The institution then changed its name to National College of Business Studies which later merged with Makerere University Faculty of Commerce to form MUBS. According to this senior lecturer, the degree programme was introduced in 1997, its core content drawing heavily from the same curriculum he had been involved in designing 34 years earlier. Accounts, Statistics, Economics, Management and Business Studies were then added as additional management course units. In comparison, Nkumba University was reported to be the first in Uganda to offer degree courses in Tourism Environment and Hotel Management. In contrast to MUBS, the Nkumba University hospitality curriculum was reported to have been developed internally over time through a series of workshops. The workshops involved the hospitality industry stake-holders and educational experts.

4.2.2 Aims, objectives, organization and content of curriculum

Data collected indicated that the main aim of the Catering and Hotel Management Programme at MUBS was to: *“produce very competent manpower in hotel and*

4.2 Design of the university hospitality curriculum.

At MUBS, the curriculum was reported to be designed by the school team of trainers specialised in the discipline, presented to the faculty board, sent to stakeholders for comments, then to the senate quality assurance department of Makerere University. Once the senate approved the curriculum it was then forwarded to the National Council for Higher Education (NCHE) for final approval. Findings from the research indicated that the hospitality curriculum of MUBS was similar to that of Nkumba University. Both universities were found to be using the NCHE curriculum format. Documentary analysis indicated that NCHE had in place a series of rules, regulations and guidelines to ensure that higher institutions of learning comply with high standards with regard to the programme requirements, content and quality of teaching.

The trainers I interviewed cited the availability of facilities, funding, the nature of societal/workplace needs, and the importance of changing university goals to widen career choices for university graduates. These, they said, were the major considerations that influenced curriculum planning of the university hospitality programme. The trainers (lecturers) reported that at MUBS there were summative curriculum reviews every 3 years and that departmental meetings were held twice a semester to discuss curriculum issues. Data collected from Nkumba University indicated similar results as regards the designing and reviewing process of the hospitality curriculum. In both universities the in-depth focus group discussions I conducted with trainers revealed that involvement of all relevant stakeholders in the curriculum development process was limited. I realised that there was need to regularize the role of stakeholders such as hospitality establishments, line ministries

and educational regulatory bodies as partners in the curriculum development and implementation process.

4.2.1 Evolution of hospitality curriculum in Uganda.

A senior lecturer respondent at MUBS who had been with the University for the last 34 years reported that in 1975 he was involved in designing the catering programme at Diploma level in a joint effort by the Ministry of Education, Planning Unit and Uganda Hotels Limited. MUBS was at that time known as Uganda College of Commerce. The institution then changed its name to National College of Business Studies which later merged with Makerere University Faculty of Commerce to form MUBS. According to this senior lecturer, the degree programme was introduced in 1997, its core content drawing heavily from the same curriculum he had been involved in designing 34 years earlier. Accounts, Statistics, Economics, Management and Business Studies were then added as additional management course units. In comparison, Nkumba University was reported to be the first in Uganda to offer degree courses in Tourism Environment and Hotel Management. In contrast to MUBS, the Nkumba University hospitality curriculum was reported to have been developed internally over time through a series of workshops. The workshops involved the hospitality industry stake-holders and educational experts.

4.2.2 Aims, objectives, organization and content of curriculum

Data collected indicated that the main aim of the Catering and Hotel Management Programme at MUBS was to: *“produce very competent manpower in hotel and*

catering". Specific objectives included equipping students with modern international practical and theoretical skills in managing hotel and catering businesses; providing students with comprehensive managerial skills in the area of hotel and catering; presenting tools and techniques which can enable students to plan, design and organise hotel and catering services and products at the local and international level and providing specialised training in hotel and catering to meet the needs of the industry.

The Bachelor of Catering and Hotel Management Programme like all other university programmes was organized or defined by courses. An academic programme is composed of a set of prescribed courses. A course is a unit of work in a particular field /area of study normally extending through one semester. The completion of courses normally carries credit towards the fulfillment of the requirements of the degree. The size of the course is measured in terms of credit units derived from contact hours. A credit unit or credit is the measure used to reflect the relative weight of a given credit towards the fulfillment of a degree. One credit unit is one contact hour per week per semester or a series of 15 contact hours. A contact hour is equivalent to one hour lecture /demonstration or two hours of tutorial /practical/fieldwork. The smallest course is two credit units. A course that has a practical component is a maximum of five credit units. A course that has no practical component has a maximum of four credit units. The courses were categorized as Core, Elective, Pre-requisite or Audited. A core course is a course which is essential to an academic programme and gives the academic programme its unique features. It is compulsory to everyone enrolled in that academic programme. An elective course is offered in order to broaden an academic programme or allow for specialization. It is

chosen from a group of courses largely at the convenience or interest of the student. An audited course is one offered to a student where no credit/credit unit is awarded while a pre- requisite course is one which satisfies a condition prior to enrolling for the course in question, or else it is a course offered in preparation for a higher level course. The normal semester load ranges from 15 to 21 credit units. The course content is summarized in Tables 4.1, 4.2 and 4.3 which show the detailed programme structure of the Bachelor of Catering and Hotel management Programme at MUBS.

Table 4.1: Programme structure of the Bachelor of Catering and Hotel**Management Programme at MUBS. YEAR 1**

(Legend: L=Lecture; T= Tutorials; P= Practical; CH= Contact Hours; CU= Credit Units)

YEAR I

SEMESTER ONE		L	T	P	CH	CU
BCH 1105	Fundamentals of Catering & Hotel Mgt	45	30	-	60	4
ACC1106	Financial Accounting	45	30	-	60	4
MGT1105	Business Com. Skills	30	30	-	45	3
FIN1107	Business Economics	45	30	-	60	4
LHM1128	Tourism	45	30	-	60	4
					19	
SEMESTER TWO						
BCH 1211	Hygiene	45	-	-	45	3
LHM1202	Food Production I	45	-	60	75	5
MGT1210	Business Administration	45	30	-	60	4
BAB1203	Principles of Mgt	45	30	-	60	4
UC1209	ICT	45	-	60	75	5
						21
Total credit units in year one						40

Source: Bachelor of Catering and Hotel Management (BCHM) Programme, MUBS, 2007

Table 4.2: Programme structure of the Bachelor of Catering and Hotel**Management Programme at MUBS. YEAR 2**

YEAR II

SEMESTER ONE		L	T	P	CH	CU
LHM2120	Food Production II	45	-	60	75	5
LHM2119	Food& Bev Service I	45	-	60	75	5
LHM 2115	Business French I	30	-	-	30	2
LHM2103	Reception Operations I	45	-	-	45	3
MGS2103	Business Statistics	45	30	-	45	3
LHM2120	Accommodation OperationsI	45	-	-	45	3
Audited						
LHM2109	Business Kiswahili I	15	30	-	30	2
LHM2113	Business German I	15	30	-	30	2
LHM2111	Business Arabic I	15	30	-	30	2
LHM2108	Business Chinese I	15	30	-	30	2
						21
SEMESTER TWO						
MRK2213	Principles of Marketing	45	30	-	45	3
FIN2215	Financial Management	45	30	-	60	4
LHM 2113	Business French II	30	30	-	45	3
LHM2216	Nutrition and Dietetics	30	30	-	45	3
LHM2230	Reception Operations II	45	-	60	75	5
LHM2231	Ethics in Hospitality	15	30	-	30	2
						20
Audited						
LHM2214	Business Kiswahili II	15	30	-	30	2
LHM2225	Business Germany II	15	30	-	30	2
LHM2226	Business Arabic II	15	30	-	30	2
LHM2204	Business Chinese II	15	30	-	30	2
Recess Term						
BCH2301	Field Attachment (Report)	-	-	-	75	5
Total Credit Units in year two						41

Source: Bachelor of Catering and Hotel Management (BCHM) Programme, MUBS, 2007

Table 4.3: Programme structure of the Bachelor of Catering and Hotel Management Programme at MUBS. YEAR 3

YEAR III

SEMESTER ONE		L	T	P	CH	CU
LHM3127	Food& Bev Service II	45	-	60	75	5
BAD3113	Strategic Mgt in Hospitality	45	-	-	30	2
MGS3109	Business Research Skills	15	30	-	30	2
LHM3128	Food and Beverage Costing	30	-	-	30	2
LHM3105	African Cuisine	45	-	60	75	5
LHM3131	Hospitality Software	15	-	60	75	5
						21
SEMESTER TWO						
FIN3209	Hotel and Catering Law	45	30	-	60	3
MRK3205	Customer Service and Care In Hospitality	45	30	-	60	4
BBA3209	Accommodation Op II	45	-	60	75	5
BEM3201	Hospitality Entrepreneurship Development	30	30	-	45	3
BHR3209	Managing People in Hospitality	60	-	-	60	4
MGT3232	Project Report	15	30	-	30	2
						21
Total Credit Units in Year Three						42
Total credit Units in the Programme						
Year I						40
Year II						41
Year III						42
TOTAL						128

Source: Bachelor of Catering and Hotel Management (BCHM) Programme, MUBS, 2007

Data collected indicated that from the general curriculum objectives, individual detailed course content and delivery methods related to the programme objectives were developed. Samples of detailed course structures are shown in Tables 4.4 and 4.5.

Table 4.4: Sample course objectives and content of Bachelor of Catering and Hotel Management (BCH)

	<p>Course Objectives:</p> <p>By the end of the course the students should be able to: appreciate the importance of food service industry; identify different types of food service operations; explain the variables in food and beverage service operations; manage the various food and beverage service areas and equipment; undertake menu planning and compilation; explain the food and beverage service sequence.</p>	
ITEM	TOPIC	WEEK
1	History of modern food production	1
2	Organisation of modern kitchen- HR kitchen design and lay –out	2
3	Sanitation- personal ,food, equipment,and production environment hygiene	3
4	The pre-preparation mise-en-place. Process ie. vegetable cuts, potato cuts, onion cuts, poultry cuts, fish cuts, and waste management	4
5	Cookery methods with emphasis to heat transfer, fuels effects, of heat on various foods, definitions of the methods and sub methods within, time and temperature control, rules for health, safety, and security, smart , economic and fashionable cooking	6-8
6	First Course test	
7	Small kitchen tools, knives, and glossary of culinary terms	9
8	Stocks, sauces, and soups- stock based, puree based, roux based and alcohol as a cookery ingredient	10
9	Classificaton of food commodities	11-12
10	Practical second course work test	
NB	Practical demonstrations to run along side the theory during the semester.	

Source: MUBS Academic year 2009/2010, Semester 11, Food production 1, Year 1 Course Outline.

Table 4.5: Sample course objectives and content of Bachelor of Leisure and Hospitality Management (BLHM)

	<p>OBJECTIVES:</p> <ul style="list-style-type: none"> • To familiarize students with key concepts of customer care and service • To equip students with the skills necessary to enable them handle customers • To introduce students to integrated approach of dealing with behaviour of people at work and customers 		
TOPIC	LEARNING OBJECTIVES		
	COGNITIVE	AFFECTIVE	PSYCHOMOTOR
Overview and introduction to customer service	Customer service in hospitality industry. Understanding customer needs	Basic tips in customer service	Taking responsibility in customer care and service. Attributes of customer service staff
Understanding and managing service quality	Define service quality. Indicators of good/poor service quality	Explain the service quality key dimensions	Explain techniques hospitality organisations use to collect information about customer satisfaction
Communication skills	Learn types of communication and its roles to organisations and customers	Discuss listening skills	Explain importance of and use of modern technology in customer service
TEACHING METHODS	Lectures, group discussions, survey, presentations, handouts		

Source: MUBS: Academic year 2009/2010, Semester 11, Customer Care, Year 111 Course Outline.

Data collected from the hotels indicated that work place in-house training programmes centred on hands-on practical skills development based on a task approach whereby trainees were taken through actual job tasks of their areas of operation (See Table 4.6).

Table 4.6: Sample in-house hotel training programme

NAME	JOB TITLE			
DEPARTMENT	TRAINER			
STARTING DATE				
DATE LEFT /TRANSFERRED				
Task	Date completed	Trainee's Signature	Trainer's Signature	Re- Train Date
Hotel Hygiene and Safety, work policy and arrangements, Hygiene and safety responsibilities				
Accident reporting , First Aid Personnel and location of Boxes				
Personal Hygiene; illness reporting				
Fire Prevention Procedure; evacuation procedure; location of Fire exits, alarms and drills ; fire appliances; naked flame policy				
Housekeeping policy				
Slips, trips and falls				
Hazard reporting				
Manual Handling Controls				
Chemical safety,PPE(personal protective equipment)				
Dealing with body fluid spillages/ Blood borne Pathogens; dealing with sharps				
Risk assessments and safe systems of work				
Security searches				
Key handling, bedroom security				
Lost and Found				
Suspicious packages				
Harrassment,violence at work; personal safety				

Source: In-house Security and safety training programme 2010 outline, Kampala Sheraton Hotel

4.3 Methods of learning/teaching and assessment

The trainers interviewed indicated that the methods of learning/teaching in both MUBS and Nkumba Universities were similar and mainly included; straight lecture methods, class presentations and discussions, group work, role plays, case studies, study tours, use of audio-visual reference materials, simulations, demonstrations and practicals. On the other hand student respondents indicated that the teacher-student interaction was limited as the teaching process was for the most part lecturing and issuing handouts and the practicals were also limited. The research revealed that students were not fully involved in planning the learning activities. Of the 26 students interviewed, 19(73%) indicated that there was no student involvement in planning of learning activities, two (8%) indicated that they were at times involved and only five (19%) indicated that the students were involved.

Industrial training as one of the methods of learning was found to be done once in the entire 3-Year Programme. The industrial training was undertaken in the third (final year of study) and lasted three months. The assessment methods in both institutions were also similar and consisted of; two course work tests per semester and an end of semester examination. The course- work tests constituted 30 % of the marks while the end-of-semester examination was 70%. The practicals were assessed at 100%. The overall score was the average of the course work, end-of-semester theory exams and practicals. At the end of the programme the students submit the industrial training report. The report together with the employers, evaluation is incorporated in the assessment. The industrial attachment constituted 5 credit units.

From participant observation and interaction with students the researcher found out that most of the students were not comfortable with the teaching methods used at the universities. They indicated that there was more theoretical delivery than they expected. The courses were expected to be more practical. One student commented:

“The teaching methods are not good. In learning about flower arrangements for instance we draw pictures of floral arrangements in the books instead of using real flowers in practice. In learning about napkin folds demonstration is done once and instead of practicing to perfect our skills we just draw the types of napkin folds in the books. Such teaching methods only equip us with tips but do not prepare us for real work”⁸

Some course units involving food production and service however were observed to have practicums. Figures 4.1 and 4.3 show service practicals and food production practicals classes in progress. In Figure 4.1, I keenly observed as a female student tried out her skills of drinks service with the trainer (standing looking on). A mini- lecture and demonstration had been provided by the trainer before the students took turns in the roles of service staff and customers to perfect the imparted skills.

⁸ Female respondent No.4 interviewed on 24 April 2010 at MUBS



Figure 4.1: A service practical training session in progress at MUBS

In a practical session for food production the day's menu was displayed on the white board in the demonstration kitchen (see Figure 4.2) and each student was given a write up of the recipe guidelines.

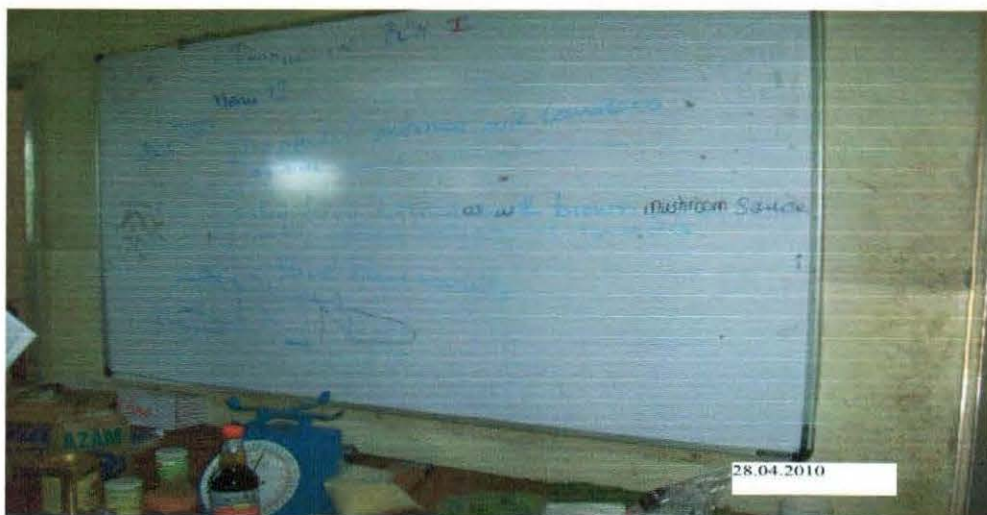


Figure 4.2: Menu to be followed displayed on white board in the kitchen

Table 4.7 shows a training menu as it appeared on the white board above in a clearer format.

Table 4.7: A training menu followed during one of the practical sessions

<p style="text-align: center;">SPAGHETTI MOURNAY WITH TOMATOES A LA DENTE GRILLED BEEF TORNADOS WITH BROWN MUSHROOM SAUCE CHATEAU POTATOES CURRIED VEGETABLES ***** SHORT BREAD BISCUITS</p>

Source: Field Data

In Figure 4.3 the trainer demonstrated to the students the spicing of a sauce in the university hospitality training kitchen while the researcher observed the processes and took notes. The trainer was well organised, confident and systematic in delivery of the practical tasks. Each task was clearly explained, demonstration done and students given a chance to try out the task. The trainer carried out supervision, corrections and evaluation of progress to ensure achieving of expected result. At the end of the three hours all food items on the menu had been prepared to the expected taste quality and all were served to students including the participant observing researcher. This researcher also observed that there was self assessment and peer assessment regarding the practical training outcome.



Figure 4.3: A food production practicals training session at MUBS.

The study on the other hand revealed that training at work places was carried out by department heads and supervisors according to the following themes: the identified training needs; dealing with what goes wrong during job performance and guest feedback. A “task approach” training system was used to impart practical skills using modern equipment. However, depending on the subject being taught, the work places also had well equipped training and seminar rooms where presentations and theory components of relevant knowledge relating to the profession were delivered. The facilities were observed but the researcher was not given permission to take pictures, being informed that this would be in violation of hotel policy. All new-comers to the industry with qualifications from certificate to degree level were subjected to the same hands on practical training without respect to their level of academic training. One of the respondents in a 5-star hotel commented: *“We do not so much consider the paper qualifications. We hire attitude and train skills according to our needs.”*

The line managers interviewed indicated that the university graduates were more trainable than non-graduates. They picked up the skills faster and eventually performed better. This was attributed to the basic university education enabling them to have a better grasp and quicker understanding of learning tasks and activities in the world of work. Assessment of learning outcomes at work places was continuous and it included self assessment, peer assessment, guest feedback and evaluation and reward by superiors. The rewards were in terms of confirmation of employment, promotion and salary increment for best performers. All the respondents at workplaces indicated that the training institutions' industrial training period of three months done once in the three-year study period was inadequate. They reported that the training institutions treated industrial attachments as a mere formality and that this administrative attitude resulted in the attachment programmes not giving the graduates enough practical exposure to prepare them for the jobs they are expected to occupy. They suggested that the training institutions needed to make industrial training period longer or have more industrial attachments during schooling time so as to put emphasis on the practical application of skills. The workplace respondents indicated that they had no problem accommodating the institutions' request for longer or more frequent industrial training periods because they (workplaces) benefited from labour which they did not pay for. They revealed that they were also able to spot promising candidates for employment thereby reducing recruitment costs and time.

4.3. 1. Allocation of time to practicals and theory

Data collected indicated that in third year there was an allocation of 420 lecture hours (65% of total contact hours) in both semesters while 240 hours(35% of total contact hours) were allocated to practicals (See Figure 4.4).

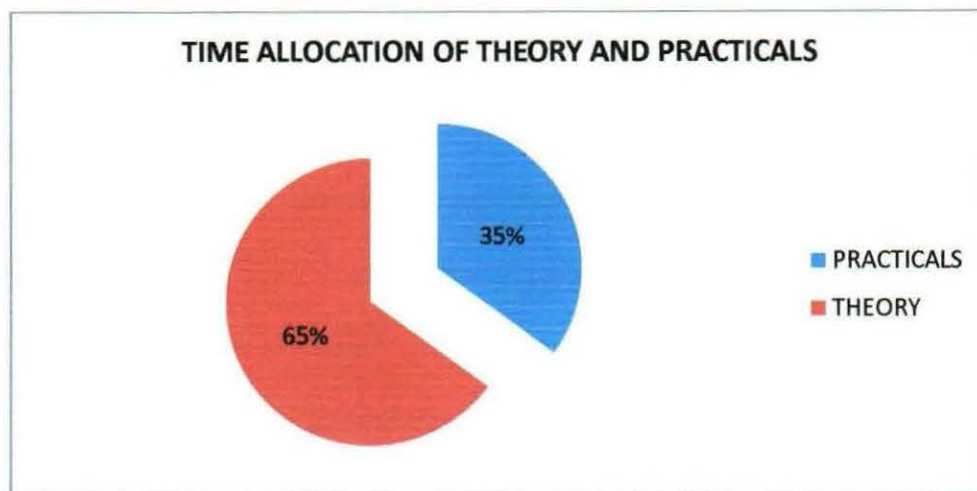


Figure 4.4: Pie-chart showing time allocation of theory and practicals

At MUBS the trainers' responses revealed that the practicals were carried out once a week for three hours while the rest of the week was allocated to theory. There was however a slight variation in the time allocation between theory and practicals at Nkumba University where it was reported that the practicals were carried out at least twice a week while the rest of the week was allocated to theory. In both institutions the trainer's responses were triangulated by interviewing the 26 students individually where 100% of them indicated that most of the time was allocated to theory. They reported that practicals were done once a week for 3 hours. In focus group discussions I conducted with the students one group indicated that it had had only two

practicals in two years while another group reported that there were no practicals in the final semester of the final year.

4.3.2 Availability and appropriateness of resources.

Resources were examined in relation to learning space, equipment, materials, teaching aids, and human resources (teachers). Out of the 26 students interviewed 17 students (65%) indicated that the equipment was inadequate and also outdated compared to what they found in work places during their industrial attachment. I found that this information was confirmed by participant observation. Six (6) students (23%) indicated that the equipment and utensils were adequate while 3 students (12%) rated the situation on the availability of equipment and materials as fair. Learning space was observed to be limited particularly for the delivery of practical lessons. The practical kitchens were small in both institutions and this necessitated dividing the classes in groups and carrying out practicals at different times or days for sections of the same class. Facilities were totally unavailable for courses such as Accommodation Operations and Reception Operations requiring real hotel room units and hotel receptions. Students reported that they had to make occasional study tours to hotels to get a glimpse at how hotels rooms and hotel reception areas were configured; alternatively they had to wait to see them during industrial training. The respondents indicated that not all students got industrial attachment in top hotels. Some ended up in sub standard establishments for their industrial attachments.

The kitchen at MUBS, though fairly well equipped, lacked the modern kitchen equipment and installations to match those found in hotels. Most of the available

equipment was old, outdated, and not appropriate for training in different cooking methods. Each cooking method required specialised kitchen equipment such as boilers, steamers, grills, salamanders, fryers, However, not all such equipment was available and functioning (See Figure 4.5).



Figure 4.5: Some of the kitchen equipment at MUBS

In comparison, the demonstration kitchen at Nkumba was ill-equipped, with just one operational cooker and it mainly consisted of inappropriate domestic kitchen equipment (See Figure 4.6).



Figure 4.6: The demonstration kitchen at Nkumba University

The food materials required for the preparation of the menu were available but not in sufficient quantities to enable full practical participation of all learners such that some just looked on while the trainer demonstrated and a few learners were allowed hands-on involvement. (See Figure 4.7).



Figure 4.7: Food materials for practical training ready for the session

In other study areas lack of equipment was also noted. In a session of practical service of drinks there was only water and sodas as demonstration materials. There was no variety of drinks and no variety of glasses to demonstrate the learning tasks that would be expected in a real hotel situation. There was also only one service tray which could not be used by all participants of the class on the different set tables (See Figure 4.8). The restaurant set up was also not up to standard. When asked how such challenges are overcome in the learning processes one student had this to say: *“When learning about the different types of glasses for instance we use drawings or pictures to understand the different shapes”*. Another student in another institution commented thus: *“When learning about the different cutlery, crockery and glassware the departmental authorities normally hire such equipment from hotels and they are taken back after the lessons”*.



Figure 4.8: Students in drinks service practicals.

Teaching aids and support training materials such as audio-visual aids, pamphlets, text-books and training manuals were reported to be in short supply. Reference books were reported to be old and outdated. Although internet was up-to-date and free to all students and a digital library was available the facilities were not sufficient for the university population of over 25,000 students at MUBS. The respondents indicated that there were 100-200 computers only and most students could not afford personal laptops. The study however revealed that all lecturers had their personal laptops. Regarding human resources, respondents indicated that there was enough highly qualified, experienced and competent staff to teach the hospitality programme. But analysis of the curriculum document of MUBS revealed that out of the 33 lecturers, who teach the programme, 8 had a hospitality background and 25 did not. There were four staff with PhDs out of the total number of 33 and those with PhDs had no hospitality background. The study also revealed that some of the trainers had not been adequately exposed to pedagogical training, save for the Training of Trainers (T.O.T) course which took place once a year. One of the respondent trainers indicated that the T.O.T was delivered by senior staff and it took two days. He pointed out that this was

inadequate and it could be more effective if outside experts were involved. In both universities however practicals were conducted by instructors with hospitality background such as practicing hoteliers or retired hotel professionals.

In contrast to the training in hospitality service establishments it was found that the hotels were equipped with modern equipment in all sections and training was done in a real world of work situation. The demands of enterprises in terms of quality of output, profitability and pressures of work constituted the learning variables. Materials were consistently available and equipment up to standard and appropriate for each task. In-house hotel training conformed to global standards and procedures in execution of learning tasks because production was “for real”, for actual customers in the service sector market of the economy. Given this situation, waste of labour and materials was minimal.

4.4 Challenges in hospitality training at universities

The major challenges in hospitality training were identified as attitudes towards hospitality as a profession, toward the mobilization of training resources, globalization and international competition, gender mainstreaming in hospitality training and industrial linkages. On the other hand, at work- places the respondents articulated the challenges of human resource development with regard to the hospitality industry under thematic attributes such as lack of skills considered relevant to the industry’s needs, poor attitude towards the hospitality profession, low pay, lack of gender balance and the unique nature of the hospitality labour market.

4.4.1 Attitudes towards hospitality as a profession

In the two training institutions under study 26 students consisting of 18 females and 8 males were interviewed. These numbers were not representative of the gender ratio in the workplaces. Data from the work- places revealed a very low percentage (22%) of females at managerial level. Females were however dominant in housekeeping departments and held paying positions low. At the universities out of the total of 26 respondents, 17 (65%) had a positive attitude towards the hospitality professions and especially catering and hotel management while 9 respondents (35%) had a negative attitude. The respondents who had a negative attitude were all females. This was attributed to world of experience during their industrial training where they found the work in hotels hard and heavy. Those with a negative attitude indicated that they joined the course not as a primary choice but rather as a last resort and some due to influence exerted on them by relatives or friends. All the male respondents on the other hand had a positive attitude. The trainers indicated that most students had a negative attitude when they had just joined the university but they tended to appreciate the profession in due course.

Reasons for a positive attitude ranged from availability of employment opportunities in this sector and better chances of self employment through practical culinary skills. Of the 26 students interviewed 18 students (69%) indicated that jobs were readily available, two students (8%) indicated that jobs were not available while six students (23%) were non-committal. Other reasons attributed to a positive attitude were the rapid growth of tourism and the profession not being flooded with graduates. The reasons for a negative attitude were identified as a lack of career guidance and information, a shortage of role models, low pay, heavy work, peer disapproval of the

course, preference for courses considered prestigious such as medicine, engineering, information technology, business administration, law and accountancy, a previous lack of academic progression and gender stereotyping. Research findings from the hotel respondents revealed that most university hospitality graduates joined the industry with high expectations but ended up despising the assignments or tasks involved in the jobs that they occupied. The indicators for this phenomenon were the high drop-out or staff turnover of graduates reported by the managers interviewed. The managers interviewed also indicated that the negative attitude was partly due to the general low pay rates compared to other trades and the unique nature of the trade which entails hands on tasks and unsociable working hours. The instructor respondents described industrial attachment trainees' attitudes as negative. These respondents indicated that they did not have much control over the commitment of the trainees since the trainees were not paid. They also indicated that the follow up of trainees by their academic supervisors was not adequate and this lack of vigour resulted in laxity in shaping attitudes necessary for working effectively in the industry.

4.4.2 Mobilisation of training resources

In both institutions the trainers indicated that resource mobilisation was a major challenge. The main source funding was identified to be from meagre university resources generated from tuition fees. The tuition fees were then used to acquire other resources for the programme including teachers, facilities, equipment and materials. At MUBS, a public university, the government contributed 30% of the total funding to the university which then decided how much to allocate to each study programme. The trainers indicated that the university authorities often complained that the catering

and hotel management programme was too expensive to fit within the university's meagre financial resources. Research findings revealed that there were no alternative strategies in place to mobilise the necessary resources for effective delivery of the curriculum, especially since the curriculum is expected to be mainly oriented towards acquiring practical skills experience. The students were expected to contribute by availing themselves protective wear such as aprons and chef's uniforms for kitchen practicals. Participant observation revealed however that students were carrying out practicals without the necessary uniforms or protective clothing in stark contrast to their trainers.

4.4.3 Globalization and international competition

Data collected from hotels indicated that top hotels' operations are based on international standards. Respondents confirmed that a 5-star hotel in Kampala is expected to have the same standards in terms of facilities as similar star-rated hotels anywhere in the world. In-house training in hotels was based on global expectations to attain competitiveness in service delivery though national needs were also catered for. Findings from the Ugandan training institutions indicated that inadequate resources led to skills delivery methods that were not in conformity with global trends reflected in the hospitality industry setting.

4.4.4 Gender mainstreaming in the hospitality profession

Out of the 26 students interviewed in the two universities there were 8 boys (31%) and 18 girls (69%). The low enrolment for boys in hospitality programmes was attributed to the perception that the hotel and catering profession was for girls. Lack

of career information and guidance was also cited. The study also revealed that other than the 1.5 bonus points that are given the female applicants to institutions of higher education there was no specific scheme that favoured either sex at both universities. Data collected at MUBS indicated that out of the 33 teachers for the Bachelor of Catering and Hotel Management Programme 26 (79%) were male and seven (21%) were female. This reflected scarcity of female teacher role models. The contradiction between the staff and students in terms of the gender proportions was traced to the inclusion in the catering programme of many academic oriented courses meant to widen the general knowledge of the students. These included such courses as Accounting, Business Communication Skills, Business Economics, Business Administration, Principles of Management, Information Communication Technology (ICT), Marketing and Business Languages. Such courses do not reflect the pronounced gender division of labour as is the case with vocational trades like motor vehicle mechanics, carpentry, nursing and cashiering. Data from the 3-star hotel indicated that out of a total of nine top managers heading the different departments only two were female and the seven were male. (See Figure 4.9).

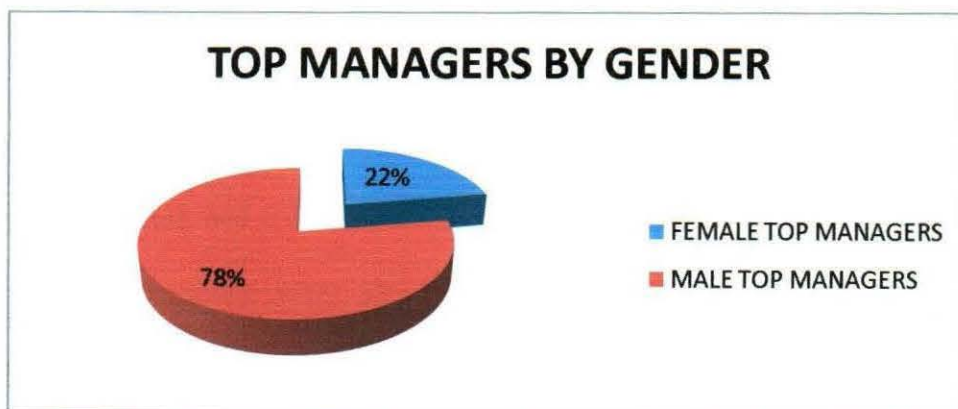


Figure 4.9: Top managers at Fairway Hotel by gender

The overall staff ratio in the hotel however revealed a near balance in gender participation although the male staff was slightly larger. (See Table 4.8). This meant that most female employees held junior level jobs. This situation was in contrast to the high female enrolment levels at the university presenting a question as to where these graduates end up if they do not manage to achieve occupational advancement as their experience increases.

Table 4.8: Staff establishment at Fairway Hotel by gender (N=164)

CATEGORY	FREQUENCY	PERCENTAGE
MALE	87	53%
FEMALE	77	47%
TOTAL	164	100%

Source: Field Data

Out of the four managers interviewed three indicated that they preferred employing males to females. The reasons given ranged from frequent absenteeisms of female staff due to sickness, family commitments, maternity leave, unwillingness to engage in heavy work and lack of stamina. All respondents however indicated that females excelled in certain areas like housekeeping and were actually dominant in that department. In the 5-star hotel, by comparison, out of total of 316 staff 216 (68%) were male while 100 (32%) were female. As was the case in the 3-star hotel, most

female staff members were lower cadres while management positions were dominated by male staff.

4.4.5 Institutional linkages in hospitality training

Research findings at MUBS indicated that there were no meaningful linkages with any hospitality establishment apart from the routine general requests of industrial training placements for final year students. In comparison Nkumba university had some cooperation with hotels such as Serena Hotel, Imperial Botanical Beach Hotel and Golf View Hotel. The trainer respondents reported that they regularly took students to these hotels for practical sessions in addition to the three month industrial training. This information was triangulated by interviewing the students and it was found to tally. One of the trainers was a manager at Serena Hotel.

Hotel managers interviewed emphasized the need for training institutions to closely work in collaboration with hospitality establishments in their training programmes. They indicated that they were aware that the training institutions did not on their own have the capacity in terms of equipment and materials for effective training. The study revealed that training institutions did not develop stakeholder relations with the industry. They simply gave trainees letters requesting industrial training placement and left the struggle to find placement to the individual trainees. The institution administrators never made efforts to forge more long-term collaborative linkages.

CHAPTER FIVE: SUMMARY DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In chapter four, data collected from the universities and hotels was analysed and presented according to the objectives of the research. In this chapter the findings are summarized and discussed for indepth understanding of the university hospitality curriculum in relation to the industry needs. Finally, conclusions and recommendations are made based on study findings.

5.2 Summary discussion.

In this section summary discussion of the findings are presented in line with the study objectives.

5.2.1 Design of the university hospitality curriculum.

Based on documentary analysis the researcher became aware that the National council for Higher education (NCHE) was mandated to ensure that higher institutions of learning comply with high standards in terms of the programme requirements, content and quality of teaching. The study established that indeed both universities used the National Council for Higher Education (NCHE) curriculum format. However, a senior trainer respondent at MUBS reported that the curriculum in use had been developed 34 years ago in conjunction with the Ministry of Education and Uganda Hotels Ltd. The core course units developed back then were still in use at the time of the

investigation. Through focus group discussions that I conducted I also established that not enough consultation of the stakeholders took place during the curriculum development or review. These findings corresponded to Kakuru's (2003) observation that following the historical linkage between Uganda and Britain most of the courses and programs were designed according to models of western academic education. Consequently, entrants to any university find a packaged curriculum in which students are expected to enroll. In view of the study findings and Kakuru's argument this researcher contends that it was apparent that NCHE merely approved the curriculum which was apparently designed by the universities themselves without much consultation in the wider industry. This was contrary to the expressed TVET policy objective of "*establishing mechanisms and policy networks for broader participation of stakeholders and effective coordination of the training system*" (Ministry of Education and Sports(MOES), 2003). With the dynamic nature of on-the-job demands for up-to-date workplace skills, it is likely that such a curriculum may fail to meet performance expectations of the employers. This has been pointed out in other parts of the world. For instance, Stephen Billett (2003, p. 13) observed from studies in Australia that national curriculum frameworks and documentation need to be understood as expressions of national need. I concur with Billett's view and add that expressions of national need can only be established through wide consultation which was not the case in Ugandan.

5.2.2 Aims, objectives and content of hospitality curriculum.

The study revealed that in the hotels, work activities are based on standard operating procedures and systems requiring industry-specific skills. Moreover, these systems have been designed and are always being updated to meet global standards. Priority

investigation. Through focus group discussions that I conducted I also established that not enough consultation of the stakeholders took place during the curriculum development or review. These findings corresponded to Kakuru's (2003) observation that following the historical linkage between Uganda and Britain most of the courses and programs were designed according to models of western academic education. Consequently, entrants to any university find a packaged curriculum in which students are expected to enroll. In view of the study findings and Kakuru's argument this researcher contends that it was apparent that NCHC merely approved the curriculum which was apparently designed by the universities themselves without much consultation in the wider industry. This was contrary to the expressed TVET policy objective of "*establishing mechanisms and policy networks for broader participation of stakeholders and effective coordination of the training system*" (Ministry of Education and Sports(MOES), 2003). With the dynamic nature of on-the-job demands for up-to-date workplace skills, it is likely that such a curriculum may fail to meet performance expectations of the employers. This has been pointed out in other parts of the world. For instance, Stephen Billett (2003, p. 13) observed from studies in Australia that national curriculum frameworks and documentation need to be understood as expressions of national need. I concur with Billett's view and add that expressions of national need can only be established through wide consultation which was not the case in Ugandan.

5.2.2 Aims, objectives and content of hospitality curriculum.

The study revealed that in the hotels, work activities are based on standard operating procedures and systems requiring industry-specific skills. Moreover, these systems have been designed and are always being updated to meet global standards. Priority

competence areas emphasized by the hotel respondents were technical skills, communication skills, team concept, problem solving skills and attitude. The study findings were in line with the views of Riley (1996, p. 2) who observed that the hospitality sector has unique characteristics in that the skills required are specific to the industry and a range of skills are required for a single occupation. Similarly, Wagen (1995, pp. 5-9) supports Riley's observation by stating that the most important skills or key competences required by the hospitality industry, in addition to the technical skills included; planning and organization skills, communication skills, teamwork concepts, knowledge of and respect regarding multiculturalism, skills in collecting, analyzing and organizing information, mathematical skills, problem solving skills and an ability to use technological equipment.

Although the above key competences were reflected in the aims, objectives and course contents of the hospitality curriculum of both universities under study the employers indicated that they were not satisfied with the performance of university hospitality graduates. From the study findings employer dissatisfaction was found to be attributed to more of the training methods and lack of resources than inconsistency in aims, objectives and content of the curriculum. Interestingly, this point of departure between the world of work and educational institutions is not a new phenomenon. Different Scholars theorize the linkage between higher education and the world of work differently. Some posit that the educational system should be functionally tailored to produce workers that are suitable (in terms of Knowledge and skills) for a given productive economy (Blang in Ugwuonah & Omeje, 1998; Billet 2003, p.13) This implies that the criterion of measuring the success of the educational system is the degree to which the schools provide trained personnel to fill the needs of firms. Other scholars such as Teichler cited in Ugwuonah & Omeje, (1998) disagree with

this stance as a simplistic view often biased by the selfish interest of employers which subjects higher education institutions to serving the employment system in a narrow way.

On the other hand, the moralistic or liberal perspective originally associated with the American educationist, Dewey cited in Ugwuonah & Omeje (1998) argues that schools should serve the ideals of providing a moral education dedicated to human development and democratic ideals without specific reference to the needs of the employment market. This implies that effective work skills could at best be an important 'by-product' of the training and not the main focus of educational curricula. In other words higher education curricula should not be structured to suit specific job descriptions and types of employment offered by the society. Instead functional competences should be achieved through formal on-the-job training, in-service training, and work experience.

The vocational relevance versus management competence discourse is summed up in the European practical-oriented curriculum on one hand and the Anglo-Saxon curriculum which emphasizes professional management skills on the other hand. But since investment returns are the ultimate guide for education decisions, families and societies always attempt to make certain that education is vocationally relevant so as to attract competitive reward, which explains the contemporary thrust for vocationalization of education. In my view an adoption of a combination of the European and Anglo-Saxon models would be a satisfactory way forward in addressing the practical concerns of the employers as well as the modern management needs. This explains the dire need to bring the industry on board in matters of hospitality training in particular and vocational training in general for better

understanding of the complexities in the learning arena. Such an understanding would lead to educational decisions that would not be contested by the prospective employers.

5.2.3 Methods of learning/teaching and assessment

Student respondents through their own voices indicated that they were not comfortable with the teaching methods which they reported to consist of mainly theoretical straight lectures. Though course units such as food production and service had practicums, over 65% of study time was devoted to theory and only 35% of the time was allocated to practical sessions. The ideal situation of vocational education and training advocated by Campus Review March (cited in Chappell 2004, p. 4) emphasizes use of varied pedagogical strategies which incorporate; small group work, discussion, debate, practical problem solving, the presentation of alternative perspectives, sharing of information, reflective practice, cognitive apprenticeships, modeling, mentoring and coaching. Similarly, Mjede (2006) places emphasis on learning through activity and collaboration. Mjelde argues that, "Learning through practice and experience-by trying and failing and through action – is the basis of true learning."(2006, p.23). I agree with this view if the concerns of how the curriculum addresses the head, heart and body, (Kakuru, 2003) in preparation for the world of work is to be addressed.

On assessment methods, the study revealed that in both training institutions evaluation was based on two course work tests per semester and an end- of- semester examinations constituting 30 % of the marks and 70% respectively. As proposed by Kvale (cited in Daly, 2009), continuous and self-assessment is more accurate than

tests and exams. Kvale argues that learners can be taught to self-assess against the quality of goods or services produced by the master/mentor who is training the learner. This view is supported by educational theorists such as Dewey, Piaget and Vygotsky, who regard learning as the active construction of knowledge and skills by learners through experiences as they learn personally and in relation to existing knowledge among their peers and in the wider society (Campus Review March cited in Chappell, 2004) This argument also corresponds to Bergli, Frøyland and Larsen who documented that “tests tend to encourage reproduction of acquired knowledge and do not promote independence and self-reliant learning” (1997, p. 34). In the context of the hospitality trade staff is judged in terms of what they can produce or quality of services they can individually provide. Such a situation is the reason I agree with the arguments put forward by Kvale; Bergli, Frøyland and Larsen in defence of continuous (practical) and self-assessment as better assessment methods than examinations and tests.

5.2.4 Allocation of time and space to practicals and theory

Based on the review of the curriculum document 65% of the learning time was devoted to theory while practicals took 35%. On the other hand reports from students and instructors and my own observation during a period of three months in the university settings I found that the practicals were carried out once a week for three hours while the rest of the week was allocated to theory. This was evidence that students did not get enough exposure and practice to prepare them for the jobs they were expected to occupy. Moreover, industrial training took only three months. The hotel respondents as well suggested that the training institutions needed to allocate industrial attachment a longer period in the university timetable. In addition follow up

of the trainee's progress at work places required the joint effort of both the training institutions and the workplace managers which was not the case. The above findings were in stark contrast to the ideals of vocational training as noted by Mjelde (2009) that learning by doing in a social setting with cordial teacher /learner interaction through activities and tasks leads to better acquisition and mastery of skills, know how and positive attitudes required for vocations and consequently for the world of work. Mjelde's view is consistent with Bergli, Frøyland and Larsen, (1997, p. 36) who suggest that an adequate supply of graduates with appropriate knowledge and skills required by the world of work can be attained if an "action competence" conceptualization is implemented". What they are talking about is re-orientation in curriculum thinking from subject-matter to core skills. In such reorganization functional knowledge and skills are put at the top of the curriculum agenda. Functional knowledge and skills give primacy to personal competence generated from solving real tasks. The concept favours pedagogy in which practice precedes theory and knowledge develops inductively as the learners gain experience and learn to value related theoretical knowledge. In agreement, Jarl Bengtsson (cited in Bergli, Frøyland &Larsen,1997, p.28) notes that the "action competence concept", has found support in international trends which justifies the need for Ugandan universities to devote more time to the practical learning or do outreach work in the industry so as to better equip the students with relevant learning experience.

5.2.5 Availability and appropriateness of resources.

Lack of appropriate facilities, equipment training materials and teaching aids featured as a major hindrance to the effective delivery of particularly the practical components of the curricula. In food production demonstration kitchens for instance, most of the

available equipment was found to be old, outdated and not appropriate for training in different cooking methods. These findings were in line with Ugandan Government policy that is predicated on the view that there is urgent need to rehabilitate and strengthen the existing infrastructure and to increase the levels of provision of equipment and materials (Uganda Government White Paper, 1992, p. 130). Surprisingly, not much attention has been given to the hospitality training in Uganda in terms of funding yet this sector contributes significantly to the GDP and is the fastest growing industry (Uganda Investment Authority, 2009).

By contrast, the in house-training in hospitality service establishments is based on a task approach using modern equipment which enables learners to easily master the required skills. In Uganda, apart from the dramatic lack of equipment and training materials, one issue that cries out to be addressed is the lack of workplace experience in the young labour force. This is in stark contrast to other parts of the world like Norway for instance, where working life as a learning arena is once again central to vocational training and education (Mjelde, 2006). What is being pointed out here is that the apprenticeship tradition as meaningful learning option has regained emphasis through educational reforms. In my view, formulating strategies at national level to motivate industries to support apprenticeship programmes can address the problem of lack of workplace experience in the young labour force. This way, learning in classrooms and learning at workplaces can jointly be undertaken with both teachers cooperating to produce graduates that meet industry skills needs.

The issue of shortage of competent trainers with work experience was also revealed by the study. From the analysis of the curriculum document at MUBS for instance,

out of the 33 lecturers, who teach the programme, eight had a hospitality background and 25 did not. There were four staff with PhDs out of the total number of 33 and those with PhDs had no hospitality background. The study also revealed that some of the trainers had not been adequately exposed to pedagogical training, save for the Training of Trainers (T.O.T) course which took place once a year over one or two days. These findings corresponded to a report by MUBS⁹, that currently in Uganda we have no single Professor in the area of Hospitality and Tourism disciplines. Moreover, Mjelde (2006, pp. 192-193) points out that Vocational teachers have not had a formalized way to develop the vocational portion of their teacher training. Effective Vocational teachers are expected to have the double practice of vocational competence and teaching competence which was not the case at the universities under study. Although the universities tried to solve this problem by employing vocational instructors with industrial experience to conduct practicals, the bulk of the teaching staff had no hospitality vocational competences. Further research in hospitality trainers' competences in Ugandan universities could throw some light on the issue of current phenomena with regard to the hospitality pedagogy.

5. 2.6 Challenges in hospitality training at universities

The major challenges in hospitality training were identified as attitudes towards hospitality as a profession, the mobilization of training resources, proactive responses to globalization and international competition, gender mainstreaming in hospitality

⁹ Downloaded on 2/11/2010 from
http://grc.mubs.ac.ug/index.php?option=com_content&view=article&id=14&Itemid=29

training and industrial linkages. These challenges are common to all institutions offering vocational education as pointed out in the Uganda Government White Paper (1992, p. 130), Egau (2002) and Longe, Report (cited in Ugwuonah & Omeje, 1998, pp. 4-5). In comparison, at workplaces the respondents articulated the challenges of human resource development with regard to the hospitality industry under thematic attributes such as lack of skills considered relevant to the industry needs, poor attitude towards the hospitality profession, low pay, gender participation and the unique nature of the hospitality labour market. These views were similarly expressed by Talemwa (2009) who lamented that most of our students are not yet proficient in the running the leisure industry, a contention supported by (Wolfgang, 2008). I concur that there are competence gaps to be addressed based on my personal work experience and the research findings. The hotel management course is expected to be more practice-oriented, but despite this expressed aim, student respondents too, lamented that there was too much theory. Lack of investment (resources) was highlighted as the challenge to be surmounted to make the course more practical.

5.2.7 Attitudes towards hospitality as a profession

The respondents who had negative attitudes towards the hospitality profession were all females. This was contrary to the gender stereotyping theory that certain professions like nursing and catering were considered a comfortable female domain (Equality Commission for Northern Ireland, 2007, pp. 1-2). It is true that in Ugandan hospitality training too, female enrolment was predominant, but the reason for the negative attitude from the female students was unexpected. All the male respondents on the other hand expressed positive attitudes. In general, the study's initial assumption that there was negative perception towards the hospitality profession was

disproved by the findings. The third-year students, the targeted respondents, had perhaps come to like the profession by the time they reached their final year of study. This may explain why the results differed from the Egau's (2002) observation that there was a negative attitude towards vocational education in general. This argument is substantiated by the trainers' indication that most students had a negative attitude when they had first joined the university but they tended to appreciate the profession in due course. The reasons for negative attitude were identified as the lack of career guidance and information, shortage of role models, low pay, heavy work, and peer disapproval of the course. Perhaps much of the negative attitude came from the professionalist ethos of the university setting, that is, the traditionally ingrained preference for courses considered prestigious such as medicine, engineering, information technology, business administration, law and accountancy. This implies that proper career guidance and information at pre-tertiary levels of education can address the problem of the negative attitudes towards vocational education. This entails addressing the contradictions and complexities of formal education and attitudes to vocations rooted in Uganda's colonial history as the importance of practical, technical and flexible education for a thriving Uganda in the twenty-first century cannot be over-emphasized.

The reasons for positive attitude ranged from availability of employment opportunities, better chances of self employment through practical culinary skills, rapid growth of tourism and the profession not being flooded with graduates. Research findings from the hotel respondents revealed that most university hospitality graduates joined the industry with high expectations but ended up despising the assignments or tasks involved in the jobs that they occupied. The indicators for this

phenomenon were the high rates of drop-out or staff turnover of graduates. The managers interviewed reported that the negative attitude was partly due to the general low pay rates compared to other trades and the unique nature of the trade which entails hands on tasks and unsocial working hours. The hotel managers who were my respondents described industrial attachment trainees' attitudes as negative and indicated that they did not have much control over them (trainees) since they were not on their pay roll. They also indicated that the follow-up of trainees by their academic supervisors was not adequate. This corresponded to Mjelde's argument in the quotation below:

Despite the fact that the master-apprenticeship system and learning through social practice is conspicuous in everyday life of vocational students and apprentices, whether this is at a workshop in the vocational course of studies, at workshops where apprentices are located or in adult education; it seems as though these two worlds belong to two entirely different physical and semantic universes without any dialogue occurring between them... (2006, p. 22).

I agree with Mjelde's view based on the research findings as well as my work experiences. The "laissez faire" attitude alienates the world of work from the world of school which partially explains the inability to produce graduates with attributes needed by the industry.

5.2.8 Training resources mobilisation

In both institutions under study the trainers indicated that one of the major challenges was the lack of equipment and the shortage of materials, particularly for practicals. This was attributed to inadequate funding. The funding problem was identified as the meager allotment of university resources (generated from tuition fees though at

MUBS, a public university, the government contributed 30% of the total funding to the university which then decided how much to allocate to each study programme). Research findings revealed that there were no strategies in place to mobilise the necessary financial resources (from either public or joint public-private sources) for effective delivery of the curriculum which is expected to be predominantly practical oriented. The trainers indicated that the university authorities often complained that the catering and hotel management programme was too expensive to fit within the university's chronically inadequate financial resources. This situation was not unique to hospitality training as the Uganda Government recognizes the urgent need to rehabilitate and strengthen the existing infrastructure and to increase the levels of provision of equipment and materials. (Uganda Government White Paper, 1992, p. 130). However, with the budgetary constraints of government expenditure, the training institutions would do better to explore private partnership possibilities and income generating projects to mobilize training resources to supplement government efforts.

5.2.9 Globalization and international competition

The study revealed that the hospitality industry and hotels in particular have unique characteristics in terms of what they expect with regard to competencies in their labour force, according to standard global operating procedures. With the historical linkage between Uganda and Britain most of the courses and programmes were designed along the lines of the western education system (Kakuru 2003). One would then expect such curricula to meet international standards. However, Ugandan university graduates are considered unable to compete internationally. For instance, Mangeni (2009, p. 2) noted that within the East African region, Kenyan hospitality training

has proven to be the most relevant to the region's labour market needs. Kenya supplies the region with hospitality manpower, particularly at management and supervisory levels through the graduates of the renowned Utalli College.

Mangeni's arguments correspond to those of a Uganda Investment Authority which documented that:

At a regional level, Ugandan graduates are outclassed by the Kenyan graduates because of their practical orientation. This results from the failure of local training institutions to provide education that meets the expectations of the business community. At the international level, Uganda's graduates are rarely recognized as being practical. Yet, globalization and emergency of regional trade blocks require that in the future the labor market will remain open with the more competent personnel taking on jobs across boundaries (Uganda Investment Authority, 2009).

I concur with the above observations based on experience as a practicing hotel manager. Sourcing of managerial hotel staff locally always resulted in failure. This led to poaching from other hotels or turning to importing skilled labour. Such a situation meant that Uganda graduates remained unemployed yet universities and other tertiary institutions continued to turn out over 1000 hospitality graduates annually (Uganda Investment Authority, 2009). This is an indicator that the hospitality curriculum did not address the labour market needs both locally and internationally.

5.2.1.10 Gender mainstreaming in the hospitality profession

The higher percentage of females in the catering profession at the universities corresponded to the gender stereotyping theory (Strauss in Mjelde, 2006) that women tend to get confined to their traditional sphere of activity. On the other hand the low percentage of women in top management of hotels tended to support the argument put

forward by Anderson (1986, p. 26) who has shown that in the world of work, studies have revealed that some employers refuse to hire even well trained women due to prejudice, worrying that they will actually not be able to do the job. I concur with Anderson's argument based on the current study in terms of responses of top hotel managers who indicated that they preferred employing males to females. The females were typically dominant in housekeeping departments, a fact which underpinned the observation made by Bridenthal, Grossmann and Kaplan (cited in Mjelde, 2006) and Fukuyama (cited in Mjelde, 2006, p. 130) that gender-based stereotyped divisions of labour remain alive in contemporary societies. Reasons given for male preference ranged from frequent absentisms of female staff due to sickness, family commitments, maternity leave, and their unwillingness to engage in heavy work. This implies that there is gender bias in employment opportunities although there was no explicit policy to bar either gender from occupying any position. Since university hospitality student enrollments reflected a higher percentage of females (69%), it is ironic that at the workplaces the numerical situation is reversed at the managerial level. The question then is where do the female hospitality graduates end up? These initial research revelations suggest there is need to carry out followup studies to establish what work the hospitality university graduates (especially those interviewed in this study) are engaged in.

5. 2.11 Institutional linkages in hospitality training

The hotel managers interviewed emphasized the need for training institutions to closely work in collaboration with hospitality establishments in their training programmes since the training institutions did not have the capacity in terms of equipment and materials for effective training. They indicated that training

institutions simply sent trainees with letters requesting permission for industrial training placement but the institution administrators had not made adequate strategies to forge more collaborative networks and linkages. On the other hand the training institution administrators indicated that they at times did not receive positive responses in their attempts to establish meaningful partnerships with hotel establishments, especially where there were financial implications. This implies that there is need for establishing linkages between schooling and workplace for promoting skills development as pointed out by the Longe Report (cited in Ugwuonah & Omeje 1998, pp. 4-5) which observed that in spite of the increasing proliferation of universities during the past decade, it is evident that the profile of links between higher education and industries especially in the areas of development and utilization of skilled labour have not been meaningfully investigated. This report further states that in fact, the original objective of universities serving as centres for generating innovative knowledge and personnel requisite for creating new productive systems and on the other hand producing graduate manpower to help in maintaining these systems, especially in industries, tends to be rapidly compromised. The onus to change this situation is on both the training institutions and the industries.

5.3 Conclusions

Before drawing conclusions it is relevant to reiterate the purpose of the study, which was to examine and analyze the hospitality curriculum at university level and assess how it addresses the industry skills demands. The research questions posed were thus:

- i. To what extent do the aims, objectives and content of the hospitality curriculum at universities reflect the industry competence needs?

- ii. Do the mode of learning/ teaching, and resources in the universities adequately cater for the knowledge and skills required in the world of work?
- iii. What challenges do universities face in the processes of imparting knowledge, skills and attitudes relevant to the needs of the hospitality labour market?

With regard to the first question, the study established that although the curriculum development processes and subsequent reviews did not fully involve all the relevant stakeholders, the universities documented aims, objectives and content to a great extent reflected the competence areas expressed as desirable by the hotel respondents. In view of the study findings, the logical conclusion I arrived at was that the mismatch between industrial expectations and the outcome of training institutions was more of a result of inappropriate teaching methods and inadequate/inappropriate resources. However, lack of wider stakeholder consultations involving the industry contributed to inability of training institutions to meet the expectations of the world of work.

Turning to the second question, the study identified significant gaps to be addressed with regard to the mode of teaching and learning. The contact hours allocated to practicals were established to be inadequate. This was largely attributed to the lack of appropriate equipment and materials within the training institutions. The industrial training attachment period was also too short to provide a meaningful industrial experience. Additionally, shortage of trainers with hospitality background was evident hence the lack of employment of varied pedagogical teaching/ learning methods relevant to the industry tradition. However, although the concern of lack of practical skills required by the hospitality industry as articulated in the problem statement supported by (Wolfgang, 2008; Talemwa, 2009) was justified, the university on the other hand is expected to produce innovative managerial personnel

who possess wider knowledge with critical thinking and problem solving abilities. Hence the extent to which practical skills should be emphasized should not overshadow the role of universities in serving the wider industry management needs.

On the third question, the major challenge was lack of resources but also lack of collaborative institutional and industry linkages were challenges to be surmounted. Efforts aimed at capacity building in hospitality human resource require a public-private partnership where Government, the industry, the training institutions and other stakeholders support each other. Furthermore, negative attitude on the part of the university graduates towards the industry featured as a challenge to be addressed by the educationists and government while on the employers' side low pay rates compared to other trades was identified as a demotivating factor to those who may aspire to join the industry. Finally, though there were no specific policies to bar either gender getting placed in any position, there was evidence of gender inequalities at work places where employers preferred to employ men especially at managerial and supervisory levels yet universities registered dramatically higher female enrollments and graduation in the hospitality trade. Formulation and implementation of strategies to address the highlighted training/skills gaps and challenges are necessary in order to improve the hospitality industry's human resource base.

5.4 Recommendations

a) For the industry

- Employers should recognize the role of university education in providing enlightened personnel who can think critically, work independently and responsibly and contribute to advancement of the industry.
- Employers need to work closely with the universities by offering more industrial attachment opportunities and participate in training needs assessment.
- Employers need sensitization to address gender biases and stereotyping in the hospitality profession in order to increase female university hospitality graduates' involvement in all supervisory and managerial positions.

b) For the training institutions

- Universities should endeavour to bring all stakeholders on board in the curriculum development process to ensure that the aims, objectives and content of the university curriculum fully address the national and industry needs.
- There is a need to make the programme more practice-oriented. This could be done by increasing the practical contact hours at universities and extending the industrial attachment period to at least six months (3 months in second year and 3 months in third year).
- There is a need for the university administrators to incorporate income generating units or projects in the practical components of the training.
- Universities should establish meaningful linkages with employers, other hospitality training institutions and donor agencies to open avenues for

resource mobilisation and discussion of issues of improving hospitality training in Uganda.

c) For the government

- The government should give incentives like tax waivers to hospitality establishments that can financially support training institutions.
- The government needs to increase financial support to hospitality training to improve facilities, equipment and practical training materials.
- Government, through the Ministry of Education and Sports, should sensitize youths at pre-tertiary school to enable them develop positive attitudes towards vocations, practical professions and vocational education.
- Government should commission and fund action research for the purpose of improving hospitality training in Uganda.

5.5 Suggestions for further research

- Similar studies should be carried out in other public and tertiary institutions offering hospitality training programmes to assess the relevancy of their curriculum with regard to the industry skills demands.
- Studies should be carried out in teacher training institutions to establish whether there are programmes that cater for hospitality trainers.
- Studies can be carried out in the organizations mandated to ensure conformity to educational and training standards to assess what systems they have in place for quality assurance in vocational education.

- Tracer studies to examine the relevancy of the university hospitality training can be commissioned by the universities to find out where their graduates end up. Such studies can provide useful feedback for re-designing the hospitality curriculum in Uganda.

References

- Amin, E. (2005). *Social Science Research Conception, Methodology and Analysis*. Kampala: Makerere University printery.
- Anderson, M. B. (1986). *Gender issues in basic education and vocational training*. Washington D.C: US Agency for International Development(IDCA).
- Andrews, S. (1980). *Food and Beverage Service Training Manual*. New Dehli: Tata McGraw-Hill Publishing Company Limited.
- Bergli, T., Frøyland, E., & Larsen, L. (1997). *The way forward to qualifications and Higher Education For All*. Høgskolen I Akershus.
- Bergman, J., Clegg, A., & Ottevanger, W. (2007). *Uganda Secondary education and training Curriculum Assessment and Examination(CURASSE)*. Washington DC: World Bank.
- Billett, S. (2003). Vocational curriculum and pedagogy: an activity theory perspective. *European Education Research Journal* , 2 (1), 13.
- Blang, U. (1970). *An Introduction to the Economics of education*. Baltimore: Maryland.
- Castro, C. d. (2008). Is training in developing countries different from training in developed countries? *UNESCO UNEVOC Bulletin* , 14, 1.
- Chappell, C. (2004). *Contemporary Vocational learning- Changing pedagogy*. Retrieved January 16, 2010, from <http://www.avetra.org.au/conference-archives/2004/documents/PA013chapell.pdf>.
- COMEDAF. (2007). *Strategy to revitalize Technical and Vocational Education and Training (TVET) in Afirca*. Addis Ababa.
- Creswell, J. W. (2007). *Qualitative inquiry and research design*. London: Sage Publications.
- Curriculum Development Guide*. (n.d.). Retrieved September 24, 2009, from <http://www.fao.org/docrep/009/ah650e/AH650E03.htm>
- Dewey, J. (1916). *Democracy and Education: An Introduction to the Philosophy of education*. New York: Mac millan.
- Dewey, J. (1933). *How we think*. Boston: D.C.Heath.
- Egau, J. O. (2002). *Meeting Challenges of Technical and Vocational Education*. Penn State University.

- Equality Commission for Northern Ireland. (2007). *Gender Equality in Action*. Belfast: Equality Commission for Northern Ireland.
- Formica, S. (1996). European hospitality and tourism education: differences with the American model and future trends. *International Journal of Hospitality Management*, 15 (4), 317-323.
- Gamble, J. (2006). What Kind of Knowledge for the Vocational Curriculum. In M. Liv, & D. Richard, *Working Knowledge in a Globalising World: From work to learning and From Learning to Work* (p. 406). Bern: Peter Lang AG.
- Guba, E. G. (1978). *Toward a methodology of naturalistic inquiry in educational evaluation*. CSE Monograph series in Evaluation, No.8. Los Angeles: University of California.
- H.L.Cracknell, Kaufmann, R., & Nobis, G. (1983). *Practical Professional Catering*. London: The Macmillan Press Ltd.
- Hatega, G. (2009). Assessment and expectation of the private sector with regard to the role of universities. *Uganda Higher Education Review*, 6 (1).
- Kakuru, D. M. (2003). *Gender sensitive educational policy and practice: A Uganda case study. A paper commissioned for the EFA Global Monitoring Report 2003/4. The leap to Equity*. UNESCO.
- Kerlinger, F. N. (1986). *Foundations of behavioural research*. New York: Holt, Reinhart & Winston.
- Knowles, T. (1998). *Hospitality Management: An Introduction*. New York: Addison Wesley Longman.
- Koski, L. (2009). Vocational Curriculum- Morality for the Working Class? In L. Koski, L. Mjelde, & M. Weil, *Knowing work. the Social relations of working and knowing* (pp. 27-49). Bern: Peter Lang AG, International Academic Publishers.
- Kwesiga, J. (2002). *Women,s access to higher education in Africa: Uganda,s experience*. Kampala: Fountain Publishers.
- Lutalo-Bosa, A. (2007). Vocationalising a Secondary education(Learning at School, Learning at Work) as a road forward to African development. The challenges in Uganda European VET Conference, Keynote Speech, Constance, Germany, August 2007.
- Makerere University Business School. (2009). *Career Guidance Handbook 2009/2010* (10th Edition ed.). Kampala: MUBS Publications.

- Mangeni, F. (2009, March). Building bridges. *Trade Negotiations Insights. Volume 8, Number 2* .
- Mbabazi, T. (2008). A user- friendly guide to research and research methods. Kampala: Jotain company limited.
- Meinert, L. (2008). *Hopes in Friction: Schooling, Health and everyday life in Uganda*. Kampala: Information Age Publishing.
- Merriam, S. B., & Simpson, E. L. (2000). *A Guide to Research for Educators and Trainers of Adults*. MALABAR: Kreiger Publishing Company.
- Mid Atlantic Equity Centre. (1993). Retrieved 2009, from Beyond Title IX. Gender Equity Issues in Schools : <http://www.maec.org/pdf/beyondIX.pdf>
- Miller, R. (2009, October 02). <http://www.tourismroi.com/interiorInvest.aspx?id=29854>. Retrieved October 24, 2009
- Ministry of Education and Sports(MOES). (2003). *Policy document on Technical and Vocational Education and Training (TVET) in Uganda*. Kampala: Ministry of Education and Sports.
- Mjelde, L. (1995). Activity Pedagogy; How does it really work? In A. Heikkinen, *Vocational Education and Culture*. Hämeenlinna: Tampereen yliopiston opettajankoulutuslaitos.
- Mjelde, L. (2009). New challenges in the social organization of knowledge in vocational education:unityand diversity in vocational didactics in relation to identity of specific trades and professions. In K. L. Weil Markus, *Knowing work. The social relations of working and knowing* (p. 25). Bern: Peter Lang AG, International Academic Publishers.
- Mjelde, L. (2006). *The Magical Properties of Workshop Learning*. Bern: Peter Lang AG, International Academic Publishers .
- MOES. (1992). *Government White Paper.Education for National Integration and Development*. Kampala: Ministry of Education and Sports.
- MOES. (2001). *The development of Education in Uganda in the last 10 years*. Kampala: MOES.
- Riley, M. (1996). *Human resource management in the hospitality and Tourism industry*. Oxford: Butterworth Heineman.
- Sio, M. K. (1993). Kenya. In T. Baum, *Human Resource Issues in International Tourism*. Oxford: Butterworth Heinemann.

- Ssekamwa, J. (1997). *History and development education in Uganda*. Kampala: Fountain Publishers.
- Ssekamwa, J. (2000). *History and Development of Education in Uganda*. Kampala: Fountain Publishers Ltd.
- Talemwa, M. (2009, October 21). http://observer.ug/index.php?option=com_content&task=view&id=636&Itemid=68. Retrieved October 24, 2009
- Teichler, U. (1995). *Research on Higher Education and Employment and its implications for management in Higher education Policy* (Vol. 8. No.1).
- The Uganda Gazette. (2008, July 18). The Business, Technical, Vocational Education and Training Act, 2008. *CI* (37).
- Uganda Government White Paper. (1992). *Education for National Integration and Development*. Kampala: Ministry of Education.
- Uganda Investment Authority. (2009, October). *Establishment of A Tourism & Hospitality Training Institute. An investment project proposal*. UIA.
- Ugwuonah, E., & Omeje, K. (1998). *Higher education and the demands of manpower development in the Nigerian manufacturing Sector. An empirical study of Enugu and Anambra states*. Institute for development studies. University of Nigeria, Enugu.
- UNEB. (2009). *Regulations on the conduct and supervision of business and technical education examinations*. Kampala: UNEB.
- UNESCO-UNEVOC. (2007). *Education for Livelihoods and Civic Participation in Post -Conflict Countries: Conceptualizing a Holistic Approach to TVET Planning and Programming in Sub- Saharan Africa*. Bonn: UNESCO-UNEVOC international Centre.
- UNEVOC. (1993). *International Workshop on Curriculum Development in Technical and vocational Education*. Turin: UNESCO.
- United Nations Curriculum Development Guide*. (nd). Retrieved September 24, 2009, from <http://www.fao.org/docrep/009/ah650e/AH650E03.htm>
- Wagen, L. V. (1995). *Hospitality Careers. Planning and Preparing for a Career in the Hospitality Industry(2nd ed.)*. Melbourne: Hospitality Press Pty Ltd.
- Walley, J. (1979). *The Kitchen in Catering*. London: Contable and Company.
- Walsh, M. E. (1993). Republic of Ireland. In T. Baum, *Human Resource Issues in International Tourism*. Oxford: Butterwoth Heinmann.

Wolfgang, T. (2009). Retrieved October 24, 2009, from http://www.africa-ata.org/ug_newsletter.htm.

Wolfgang, T. H. (2008). *East Africa Tourism Report*.

Appendix i: Interview Guide (For instructors)

Dear respondent,

I am a student of Kyambogo University pursuing a Masters Degree in Vocational Pedagogy. I am carrying out a study on the *hospitality on training curriculum and how it addresses the industry skills demands*.

I kindly request you to provide the necessary information that will help you and me to assess the hospitality training in Uganda in relation to employability.

The information given will be treated with utmost confidentiality.

Thank you.

DEMOGRAPHIC INFORMATION

1. Age: 20-30 31 - 40 41 -50 51 above
2. Sex: Male Female
3. What is your professional field?
4. What is your highest level of education?
5. For how long have you been an instructor?
6. Have you worked elsewhere before joining the teaching profession?
Explain
7. Are you a part time or full time instructor?
8. What course do you teach?
9. Do you know when this course was introduced?
10. What is the total number of students in the course you teach?
11. How many are girls how many are boys?
12. In your opinion what is the reason for this difference?
13. How many staffs teach course units in this progamme?
14. How many are male and how many are female?

CURRICULUM PLANNING - AIMS, OBJECTIVES AND CONTENT,

15. What curriculum model do you follow at this university?

16. What are the aims and objectives and content of the hospitality curriculum you are following? (Avail documentary evidence)
17. Who is involved in designing/ planning the curriculum?
18. What are major considerations that influence the curriculum planning of the programme?
(INTEREST, ABILITY OF LEARNERS/TRAINERS, FACILITIES, FUNDING, TRADITION, SOCIETY NEEDS, STRUCTURE OF HOSPITALITY INDUSTRY, WIDENING CHOICE, CHANGE IN UNIVERSITY GOALS, SUGGESTIONS FROM CURRICULUM EXPERTS)
19. What are some of the ways used to determine whether the curriculum is successful or relevant?
20. Is evaluation used to influence future planning of the course?
21. Are there departmental meetings where curriculum issues are discussed?(TO COMMUNICATE DIFFICULTIES,CHANGES IN CURRICULUM)
If so how often are such meetings held?
Has there been any curriculum revision?
Who is involved in its revision?
22. What course units are offered under the leisure and hospitality programme?
23. Which are the core course units and which are electives?
24. What are the admission requirements for the course?

LEARNING AND TEACHING METHODS

25. How is the programme organized with regard to;
 - a) Semester/session/terms?
 - b) Lectures and or practicals (time allocation/time use)?
26. What teaching methods do you use in this course?
27. Do you have any orientation training or guidance for new lecturers by the old (senior members of staff)?
28. How do your students get to know what they are supposed to do?
29. Do you involve your students in the planning of their learning activities?
30. How are the learning tasks/activities supervised?

31. What methods are used to assess students learning?
How often is the assessment done? (CONTINUOUS, SEMESTER)
32. Are there any awards for recognizing outstanding students?
33. Do your students go for industrial training?
How are the work places for industrial training identified?
How often is this done and how long does it take?
How is industrial training assessed?

TRAINING RESOURCES.

34. How is the programme funded? (FEES, DONORS, OTHERS).
35. What kind of facilities do you have for hospitality training? (TOOLS, EQUIPMENT, MATERIALS, WORKSHOP SPACE, PROTECTIVE WEAR, UNIFORMS)- Avail list.....
36. Are the facilities adequate?
37. Are there any safety and hygiene measures in place?
38. Are there support training materials for the programme?(AUDIO-VISUAL AIDS, TEXT BOOKS, PAMPHLETS, TRAINING MANNUALS)
39. How is the welfare of staff and students catered for?

CHALLENGES

40. What is the general attitude of students towards this course?
41. Are there any gender participation challenges in this course?
42. Does this university have any policies in place to promote gender equality/equity?
43. What challenge(s) do you face in the teaching processes?
44. Are there specific challenges faced in securing industrial training placements?
45. How are you overcoming the challenges?
46. Do you follow up your students to know what kind of activities they are engaged in after graduation?
47. Does this university have any collaborative link with any hospitality work place, rofessional bodies or institutions?

Thanks for your time!!

Appendix ii: Interview Guide (For students)

DEMOGRAPHIC INFORMATION

1. Age: 20-30 31 - 40 41 -50 51 above
2. Sex: Male Female
3. Course of study.....
4. Course duration.....
5. Year of study.....
6. At what level of education did you join the Course?

LEARNING AND TEACHING METHODS

7. What daily learning activities/tasks are you involved in?
8. How is the time allocation between theory and practicals?
9. Are you interested in the course activities you are undertake?
10. What methods of teaching are used by your trainers?
11. Are you comfortable with the teaching methods used?
12. Do you usually learn in groups or individually?
13. Which tasks do you perform individually
14. Which tasks do you perform in groups, teams?
15. How do you get information on learning tasks to be performed?
16. How is the learning supervised?
17. Are you involved in the planning of your learning process?
18. How is your level of achievement in a given learning task or group of tasks assessed?
19. How often is the assessment carried out?
20. What do you have to say about the methods of assessment?
21. Have you undergone any industrial training?
 - If yes, where did you carry out the industrial training and how long did it take?
 - How did you secure the industrial training placement?
 - Are your trainers involved in monitoring the industrial training progress?
 - Is the industrial training component integrated in the overall course assessment?

Is there any similarity between learning at the university and the work place you went to?

TRAINING RESOURCES

22. What tools /equipment/ do you use in your learning activities?
23. Are the tools /equipment adequate?
24. Are the tools and equipment appropriate?
25. Do you think there could be other better tools to use?
26. How do you find the learning space / environment?
27. What type of materials do you use in carrying out your tasks?
28. Are the materials adequate?
If No, what do you do to carry out the assigned learning tasks?

CHALLENGES

29. Are there challenge(s) you are facing in your course with regard to learning processes?
30. How are you overcoming the challenges mentioned above?
31. Are there any specific issues affecting girls or boys participation in this course?
32. What is your perception of this course in relation to;
 - a) Popularity?
 - b) Employability?
33. Other factors being favourable, could you have chosen another course in place of this one?

Thanks for your time!!

Appendix iii: Interview Guide (Employers)

DEMOGRAPHIC INFORMATION

1. Age: 20-30 31 - 40 41 -50 51 above
2. Sex: Male Female
3. Name of organization.....
4. Star Rating.....
5. Department.....
6. Designation.....

STAFFING INFORMATION

7. How many employees are in your department?
8. How many are male/female?
9. Do you employ any hospitality university graduates? If yes, in which areas are they placed? Where did they train from? Are their specific work assignments related to their field of study?
10. Do you have any in service training or apprenticeship programmes?
If yes, which core competences are targeted in your training?
11. Does your organization have any link with any university training hospitality professionals?
12. In your opinion what would you recommend as possible strategies to improve hospitality training at higher institutions of learning?

CHALLENGES

13. What challenge(s) do you face in sourcing and placing the right staff?
14. How are you overcoming the challenges mentioned above?
15. Are there any specific challenges in placing men or women graduates in certain positions?

Thanks for your time!!

Appendix iv: Letter of permission from MUBS



MAKERERE UNIVERSITY BUSINESS SCHOOL

Plot M118, Portbell Road, P. O. Box 1337, Kampala-Uganda
Phone: Direct Line: +256-414-220783; General Line: +256-414-220808; Fax: +256-41-4505921

Department of Leisure & Hospitality

April 15, 2010

Dr. Habib Kato
Kyambogo University
P. O. Box 1
Kyambogo, Kampala

Attn: Mr. Mugoya Arajab
2009/HD/006/MVP

Dear Sir,

RE: RESEARCH ON HOSPITALITY TRAINING CURRICULUM AT UNIVERSITY

The Department of Leisure and Hospitality, received your letter of introduction from Kyambogo University requesting us to grant Mr. Mugoya Arajab permission to carry out research on the above topic at our place.

The Department has appreciated his interest in the Hospitality Sector and we would like to inform you that permission is granted and that, he will meet the Head of Department to get further guidance and help.

Thank you.

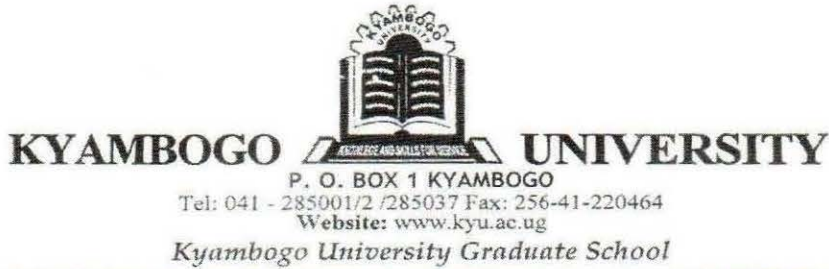
Yours faithfully,

A handwritten signature in black ink, appearing to read 'Samson Omuudu Otengci'.

Samson Omuudu Otengci
H E A D

c.c. Dean, FMHM

Appendix v: Introduction/Permission Letter



Date 30th March 2010

To: The Head
Department of tourism and hospitality
Nkumba University

RE: LETTER OF INTRODUCTION

This is introduce MUGANYA ARATIB Reg. No. 2009/HD/006/MVP who is a student of Kyambogo University pursuing a Masters Degree in Vocational Pedagogy.

He/She intends to carry out a research on:
Hospitality Training curriculum at
University level and how it addresses
the labor market skills demands.

As partial fulfillment of the requirements for the award of the Degree of Master in Vocational Pedagogy.

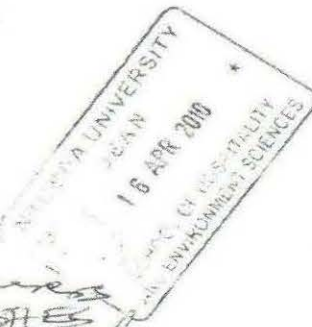
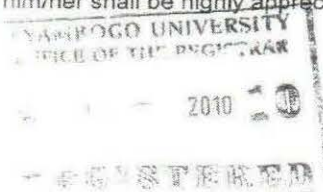
We therefore kindly request you to grant him/her permission to carry out this study in your organisation.

Any assistance accorded to him/her shall be highly appreciated.

Thank you

Yours Faithfully,

Halima
Dr. Habib Kato
AG. DEAN, KYAMBOGO UNIVERSITY GRADUATE SCHOOL



If this is on Lectures and Seminars at SHES should be responded.