Tourism and hospitality education in high school: A lifelong learning approach

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ABSTRACT

There is little recognition of the significance or impact of a lifelong learning approach in tourism and hospitality (T&H) education in high school, mainly because nearly all discussions on the subject focuses on the higher education level. Nevertheless, schools can encourage students to become lifelong learners. Therefore, the purpose of this study is to bring together discussions on lifelong learning and T&H education at the secondary level by providing a bibliometric, systematic, and integrative literature review on T&H education in high school. The bibliometric review selected 40 papers on the topic published in 17 international journals. Then, the systematic review classified the publications in eight thematic categories. Lastly, the integrative review evaluated the research's evolution at different decades. The study concluded that research topics on T&H education in high school became more diverse from 2010, indicating that it might be in its initial phase. Furthermore, research in traditional schools surpassed the vocational institutions' ones, meaning that tourism and hospitality can integrate regular curricula more broadly, not only with a training perspective. Finally, the lifelong learning approach for T&H education in high school can introduce vocational and critical skills and foster learning experiences.

1. Introduction

The education field studies the lifelong learning concept since 1960 (Jarvis, 2007; Cuffy et al., 2012). It relies on the notion that "learning is something that humans do" continuously and across their lives (Billett, 2010, p. 401), encompassing formal, non-formal, and informal education (Kirby et al., 2010). The topic gained prominence at the turn of the 21st century among policy-makers, agencies, governments, and institutions across the globe who promoted the lifelong learning idea for education policies (Aspin & Chapman, 2000). For example, UNESCO adopted the lifelong learning concept as a guiding principle in their education projects (Kirby et al., 2010). Therefore, lifelong learning became United Nations' (UN) fourth Sustainable Development Goal (SDG), which "ensures inclusive and equitable quality education and promote lifelong learning opportunities for all" (UN, 2020, Goal 4 section).

Tourism and hospitality (T&H) education could also take advantage of this approach. According to Sheldon et al. (2011), tourism is in a constant state of transformation, so graduates might find that their degrees have an expiration date. In this way,

there is a "need to understand and promote lifelong learning to underpin professional expertise" (Sheldon et al., 2011, p. 5). Additionally, Cuffy et al. (2012) suggest that lifelong learning in tourism should articulate curriculum principles appropriate for the different levels to ensure a continuous learning trajectory, combining vocational and critical skills.

However, there is a gap in the literature that does not recognize the significance or impact of a lifelong learning approach in T&H education in high school. Nearly all discussions on the subject focus on the higher education level (Cuffy et al., 2012; Chili, 2013; Mak & Ng, 2014; Adukaite et al., 2016), perhaps because T&H education originated at the tertiary level, with a vocational emphasis (Airey, 2005). Tourism and hospitality only began to appear as a distinct study subject at lower levels (typically for 16 to 18-year-old students) from about 1990 (Airey, 2005). Nevertheless, T&H education in high school is still scarce, despite being a potential subject for schools to promote to their students (Velempini & Martin, 2019).

Considering the knowledge gap above, the purpose of this paper is to bring together discussions on

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lifelong learning and T&H education at the secondary level by providing a bibliometric, systematic, and integrative literature review on T&H education in high school. It is important to understand how lifelong learning (Bryce, 2004; Jarvis, 2007; Demirel, 2009; Gogh & Kovari, 2018; Vosniadou et al., 2021; Öz & Şen, 2021) and T&H education at the secondary level (Cuffy et al., 2012; Van Niekerk & Saayman, 2013; Roberts et al., 2018; Jaber & Marzuki, 2019; Velempini & Martin, 2019) intertwine because students can acquire professional skills and intellectual instruments in secondary schools to comprehend their culture and society (Silva, 2015). Secondary education is also the step before the university progression for those students aiming for a higher education degree (Cuffy et al., 2012). Furthermore, schools can encourage students to become lifelong learners (Bryce, 2004) by providing teenagers with the knowledge to help them search for further educational, personal, and vocational development opportunities (Fincham et al., 1982).

This paper assumes an epistemological view to critically reflect (Panosso Netto & Nechar, 2014) on what is known and produced about T&H education in high school (Tribe, 2004), filling the gap in the literature by demonstrating how research on T&H education has been intrinsically related to higher education other than a lifelong T&H education. It also identifies eight research topics of T&H education in high school. Lastly, it presents international examples of countries where tourism is a subject in schools – and how this teaching takes place.

In this sense, literature reviews create a solid base for the advancement of knowledge because they facilitate the development of theory, bring together research areas, and reveal fields to foster scientific research (Webster & Watson, 2002). Applying the three reviews (Moscardi et al., 2017), the authors categorized the research topics from 40 papers collected in 17 international journals, presenting a lifelong learning approach to T&H education in high school. The paper continues with the literature review about the lifelong learning concept and its importance in high school. It also presents the research methods, the bibliometric, systematic, integrative reviews' findings, and the discussions.

2. Lifelong learning and high school

To bridge the gap between lifelong learning and T&H education in high school, it is first necessary to understand the relation between the concepts of lifelong learning and secondary education. In the last decades of the 20th century, the phenomenon of globalization started to develop at the same time as the concept of lifelong learning (Jarvis, 2007). The advances in technology, the valorization of information, and the globally connected community brought by globalization shaped the so-called Knowledge Society (Trigo, 1998; Jarvis, 2007; Gouthro, 2017). In this context, individuals began to learn in places other than schools (e.g., at home, in museums, cinemas, theaters, television, internet, and social media) since lifelong learning does not necessarily means lifelong schooling (Trigo, 1998; Kirby et al., 2010).

Based on the assumption that humans are fundamentally social beings who relate to others before explicitly referring to the self (Adorno & Horkheimer, 1978), a broader lifelong learning theory encompasses the combination of processes throughout a lifetime where the whole person experiences social situations. Then, he/she transforms the perceived content cognitively, emotionally, or practically, integrating the outcome into his/her life, which results in a continually changed person (Jarvis, 2007). Considering Jarvis' definition, it is even possible to associate travel with lifelong learning. Roberson Jr. (2018, p. 17) states that "everyone who goes on a trip has an opportunity to learn" through communicating in another country, exchanging money, making mistakes, getting lost, meeting the local community, among other situations.

Therefore, people can learn "from the cradle to the grave" (Kirby et al., 2010, p. 292) motivated by their individual needs and intentionality. However, external contributors in different social settings shape the learning process (Billett, 2010). Hence, learning is also life-wide; that is, it happens when people engage in activities and interactions with their homes, families, friends, acquaintances, co-workers, and communities (Dave, 1975; Jarvis, 2007; Billett, 2010; Kirby et al., 2010). For example, employability can establish a closer relationship between tourism education and the travel industry since the individual can acquire many skills in the workplace (Silveira et al., 2020).

Lifelong learning emphasizes the establishment of a learning society; that is, the community where individuals continue to learn and share their knowledge in various ways with family members, friends, and others for mutual benefit and collective growth (Dave, 1975). Men and women are educated in communion, mediated by the world (Freire, 1967/2019). Therefore, in a learning society, the concept of a "learned man" (Dave, 1975)

does not exist. The educator and the learner become subjects of the process in which they grow together (Freire, 1967/2019). The educator not only educates, but while teaching, the learner teaches him, and then, the learner also becomes an educator.

Nevertheless, formal education is compulsory in most developed countries, which provide continuing education beyond schooling in different forms (Billett, 2010). So, lifelong learning also benefits from educational programs (Cuffy et al., 2012). A precept of lifelong education is that education occurs throughout life and is not limited to a specific number of years of exposure to institutional education – it is a process. Since it seeks education in its totality, lifelong education encompasses and unifies all education stages, from pre-primary, primary, secondary, tertiary, and so forth, involving also non-formal and informal learning (Cuffy et al., 2012).

The lifelong learning concept covers various contexts, possibilities, and disciplines (Aspin & Chapman, 2000; Kirby et al., 2010). Although theory always reminds us that lifelong learning occurs in a range of experiences and activities inside or outside educational programs (Billett, 2010), this research focuses specifically on the dynamic between lifelong education and high school. Thus, previous studies show the implications of lifelong learning at the secondary education level (e.g., Fincham et al., 1982; Bennett, 1999; Bryce & Withers, 2003; Bryce, 2004; Vosniadou et al., 2021; Öz & Şen, 2021; Coudenys et al., 2022).

Although Bryce (2004) argues that it is paradoxical to study lifelong learners in high school as teenagers still have a lifetime ahead of them to learn, schools can incorporate lifelong learning values to help students acquire skills for continuing education and adopt methods to lay their foundation for learning (Fincham et al., 1982; Bryce, 2004). In Taiwan, for example, the 12-Year Curriculum Guidelines emphasize lifelong learning by recognizing that students must act autonomously, communicate interactively, and engage in social participation (Coudenys et al., 2022).

Secondary schools have an essential role in the lifelong education system since they enable the individual's personal development (Fincham et al., 1982) through social skills, learning skills, life skills, and how to seize opportunities (Demirel, 2009). In general, lifelong learning schools must assist students set their goals, apply appropriate knowledge and skills, engage in self-education, locate required information, adapt their learning strategies to different conditions, and present new employment competencies (Gogh & Kovari, 2018).

Moreover, Bryce (2004) defined six areas that help schools to orient students towards lifelong learning. The first one is *information literacy*; that is, the student's ability to easily access the necessary information "for solving a problem or taking a decision" (Demirel, 2009, p. 1714). Secondly, teachers and students must develop *values and dispositions for a world of constant change* (e.g., flexibility, adaptation, and curiosity). Thirdly, schools can incorporate *key generic skills* such as problem-solving, communication, and reflective independence in the curriculum. Additionally, teachers and the school administration must always *make every student feel valued as a learner* by promoting "a broad array of achievements so that more students can be acknowledged as successful" (Bryce, 2004, p. 60).

The fifth area is *learning how to learn*. In the Knowledge Society, acquiring knowledge is more important than having a large amount of knowledge. So, students should become actively involved in the learning process. Bryce (2004) suggests that high school students can combine learning with work opportunities, while Fincham et al. (1982) show that a link between school and work reduces the alienation felt by many students in their last school years. The work/school relation helps students see the purpose of their learning, build their practical knowledge, and set their own learning goals (Bryce, 2004). Finally, giving greater independence to students does not diminish the teacher's role in the classroom. Therefore, Bryce (2004) states that *teachers might be lifelong learners' models* because they must acknowledge that they are still learning together with students, as Freire (1967/2019) discussed in his study.

Vosniadou et al. (2021) expand these six areas and explain that schools should also promote *self-regulated learning (SRL)* in order to successfully implement the lifelong learning concept. The self-regulated learner develops five capabilities: resource-management (e.g., organization of the study environment), cognitive (e.g., control of attention and focus), metacognitive (e.g., reflection on what students know and how they learn), motivational (e.g., self-motivation and perseverance), and emotional (e.g., anxiety management and pride in achieving goals)

(Vosniadou et al., 2021). Other findings support that the SRL process positively affects lifelong learning and critical thinking because it "makes important contributions to students in terms of academic achievement, awareness, and increased motivation" (Öz & Şen, 2021, p. 949).

However, there are some obstacles in bringing together lifelong learning and high school. Most schools' meritocratic discourses (Siivonen, 2016) and competitive assessments (Bryce, 2004), for instance, usually label students as failures, which can diminish their self-confidence and their willingness to pursue lifelong learning. Furthermore, teachers and parents often reinforce the traditional education model. Many teachers believe that good teaching involves pure content transfer in an authoritarian manner (Silva, 2015), while parents still expect graded assessment (Bryce, 2004). According to Demirel (2009, p. 1714), "for the adult education to be exciting, creative and fluent, the high level of past education and experience is considered an important advantage." In summary, high schools should be an environment where learning is fun, upbeat, non-competitive, and fluid, so students will always seek further educational opportunities (Bryce & Withers, 2003).

3. Research method
This study adopts a qualitative and exploratory approach to fill the knowledge gap regarding lifelong learning and T&H education in high school (Creswell, 2010). Using Moscardi et al.'s (2017) research method, the authors combined three different literature reviews (Webster & Watson, 2002) to achieve the primary goal.

The bibliometric review filtered the articles and then retrieved data from the publications, revealing the scientific production characteristics, such as the number of authors, publication dates, countries where the surveys occurred, and leading publication journals.

The systematic review classified the publications into eight thematic categories based on each paper's research context (i.e., general overview of a country's T&H education; T&H as a vocational training; T&H as a school subject; T&H as an educational program; teachers' development; teaching tools; curriculum; and suggestions for T&H education in high school).

Finally, with the integrative review, all publications were organized in chronological order according to their categories, enabling the authors to evaluate the evolution of research on T&H education in high school at different times. The data collection was carried out in five stages as follows.

Stage 1
The first stage (from November to December 2019) aimed to obtain an overview of T&H education globally and confirm empirically whether most research was in higher education. Firstly, the authors searched the terms *tourism* and *education* separately and without quotes in the Brazilian database Periódicos CAPES[1], returning over 90,000 publications. Afterwards, the authors searched the term *tourism education* with quotes in the same database, returning 3,499 publications. Despite the high volume of articles, this first attempt helped create a list of the most-cited journals and international databases on the topic.

Therefore, the authors decided to search the term *tourism education* with quotes in the five databases that most appeared in the CAPES survey: Web of Science, Scopus, Science Direct, Taylor & Francis Online, and Sage Publications. The outcome was 1,379 publications exported to Mendeley to eliminate duplicates and upload in Rayyan – a web and mobile app for systematic reviews (Ouzzani et al., 2016).

The authors read the titles, abstracts, and keywords of the remaining 897 papers and divided them into three groups: research in higher education (n=534), research in secondary education (n=17), research in both levels (n=20). Three hundred and twenty-six documents were excluded because they did not address tourism education, did not specify the education level, or were supplementary documents and duplicate publications. This stage's goal was not to identify the gaps on each educational level but to measure the research corpus.

Stage 2
The second stage (February 2020) was to find specific studies on T&H education in high school in five T&H education journals. The selected journals were Journal of Hospitality & Tourism Education, Journal of Teaching in Travel & Tourism, SCHOLE A Journal of Leisure Studies and Recreation Education, Journal of Hospitality,

Leisure, Sport & Tourism Education, and Journal of Hospitality & Tourism Research. The authors searched the terms *high school* and *secondary school* separately and with quotes in the titles, abstracts, and keywords. The outcome was 568 publications exported to Mendeley to eliminate duplicates and upload in Rayyan, resulting in 546 papers.

Stage 3
The third stage (February 2020) was to find specific studies on T&H education in high school in 10 T&H general journals. The selected journals were the ones that most appeared in the CAPES survey (Stage 1), e.g., Tourism Management, Annals of Tourism Research, International Journal of Contemporary Hospitality Management, Anatolia, Journal of Hospitality and Tourism Management, Journal of Travel Research, Asia Pacific Journal of Tourism Research, Journal of Sustainable Tourism, Current Issues in Tourism, and International Journal of Hospitality Management. The authors searched the terms *high school* and *secondary school* separately and with quotes, combined with the term *tourism education*, in the titles, abstracts, and keywords. The outcome was 159 publications exported to Mendeley to eliminate duplicates and upload in Rayyan, resulting in 144 papers.

Stage 4
The fourth stage (February 2020) goal was to find studies on T&H education in education journals. The authors searched the term *tourism education* with quotes in six top-ranked Scimago Journal & Country Rank Education journals (Review of Educational Research, Educational Evaluation and Policy Analysis, Sociology of Education, Educational Researcher, Internet and Higher Education, and American Educational Research Journal). The search did not retrieve data.

Stage 5
In March 2020, the authors merged the publications from the second and third stages (n=690) in Rayyan and read the titles, abstracts, and keywords to select the specific studies on T&H education in high school, resulting in 33 papers. The authors then gathered these 33 papers with the 17 articles on "research in secondary education" and the 20 articles on "research in both levels" from Stage 1. Of the total, 15 were duplicates, and one was in German, resulting in 54 papers. In April 2020, the authors read these 54 papers in their totality. The analytical reading excluded 14 texts that were not about high school, resulting in 40 studies. Finally, the authors

classified this sample in the eight thematic categories – using Microsoft Excel – and conducted the integrative analysis and conclusions.

Note that the authors did not search for the term *hospitality education* because the initial scope was to analyze only tourism education. However, hospitality education emerged from the field research when reading the selected papers from high school (Stages 2 and 3). The authors realized that on some occasions, the publication was about tourism and hospitality (n=4), or just hospitality education (n=10). In this way, the project's title and foremost objective changed to T&H education in high school.

4. Findings
Stage 1's results allowed the authors to confirm empirically that most research on T&H education is at the tertiary level since 59,53% of the selected papers were exclusively about T&H higher education. Therefore, it is possible to infer that the term *tourism education* – and even *hospitality education*, although not sought – automatically implies T&H higher education, whether it is more knowledge-based or vocational-based, and not a T&H lifelong education.

Table 1 presents the bibliometric findings of the 40 publications selected for analysis. The data show that the journals with the most publications on the topic are specific to T&H education. Only analyzing data about the authors shows no international scientific community dedicated to studying T&H education in high school. Otherwise, the authors' affiliation countries concentrate on the USA and the UK, the two most traditional countries in scientific research. However, when analyzing the country context where the study happened, UK appears in only two articles, after the USA, China, South Africa, Taiwan, and Turkey.

Proceeding to the systematic review, the authors verified three characteristics of the research. Firstly, the papers presented two types of schools: traditional (n=17) and vocational (22), or both (n=1). Secondly, the topics taught in high school were about tourism subjects (e.g., tourism management, travel and tourism, tourism and leisure, and agency operations), hospitality subjects (e.g., food service, food and beverage, professional cook, waiter, culinary, and hotel management), or a combination of both. Hospitality themes were more frequent than tourism themes solely in the 1970s. Throughout the 1980s, 1990s, and 2000s, most publications reported research on tourism education. Moreover,

Table 1: Bibliometric review

	n	%
Journals (n=17)	40	100
Journal of Hospitality & Tourism Education	7	17,5
Journal of Teaching in Travel & Tourism	6	15
Tourism Management	6	15
Journal of Hospitality Education	4	10
Asia Pacific Journal of Tourism Research	3	7,5
Hospitality & Tourism Educator	2	5
Journal of Hospitality, Leisure, Sport & Tourism Education	2	5
African Journal of Hospitality, Tourism and Leisure	1	2,5
Anatolia	1	2,5
Annals of Tourism Research	1	2,5
Computers & Education	1	2,5
Industry & Higher Education	1	2,5
International Journal of Contemporary Hospitality Management	1	2,5
International Journal of Hospitality Management	1	2,5
Intern. Transaction J. of Eng. Management & Applied Sciences & Technology	1	2,5
Journal of Human Ecology	1	2,5
Tourism Review	1	2,5
Most frequent authors (n=8)	16	100
Adukaite, A.	2	12,5
Airey, D.	2	12,5
Cantoni, L.	2	12,5
Cooper, C.	2	12,5
Gu, H.	2	12,5
Hobson, P.	2	12,5
Van Zyl, I.	2	12,5
Xiao, H.	2	12,5
Country of affiliation (n=14)	79	100
USA	16	20,25
UK	13	16,46
China	9	11,39
Taiwan	8	10,13
South Africa	7	8,86
Australia	5	6,33
New Zealand	5	6,33
Switzerland	5	6,33
Turkey	4	5,06
Greece	2	2,53
Malaysia	2	2,53
Austria	1	1,27
Botswana	1	1,27
Ireland	1	1,27
Decades of publication (n=5)	40	100
1970-1979	3	7,5
1980-1989	3	7,5
1990-1999	10	25
2000-2009	10	25
2010-2019	14	35
Country of the research (n=18)	40	100
USA	8	20
China	6	15
South Africa	5	12,5
Taiwan	3	7,5
Turkey	3	7,5
Australia	2	5
UK	2	5
Austria	1	2,5
Botswana	1	2,5
Dominica	1	2,5
Greece	1	2,5
India	1	2,5
Indonesia	1	2,5
Ireland	1	2,5
Italy	1	2,5
New Zealand	1	2,5
Poland	1	2,5
Saudi Arabia	1	2,5

Source: The authors

Note: The total number of authors is 71. Counting those who have more than one work, the total is 79.

the systematic review also identified whether the high school was the paper's main topic (n=20) or not (n=20). High school was not the article's topic when it described T&H education at both the higher and secondary levels (see Categories 1 and 7). The explanation of the eight categories follows below.

General overview of a country's T&H education in high school

The category with the most significant number of publications (n=15) includes a general description of the T&H education in nine countries at both the higher and secondary levels, analyzing its creation and development. The papers do not present an in-depth discussion about T&H education in high school but mention some initiatives, as shown below.

In Australia, for example, Hobson (1995) highlights the state of Queensland's lead on developing high school courses in tourism that were more educational than vocational. The hopeful objective was to articulate the development of tourism at both the secondary and university levels, which did not happen at that time. Conversely, the educational goal of secondary level schooling in Austria focused on practice-oriented instruction to provide students with essential knowledge and skills for them to exercise careers at hotels and catering companies (Weiermair & Bieger, 2005). Formica (1997) writes about Italy's professional and technical secondary schools, which aimed to supply entry-level job candidates and played a significant role until the 1980s when the first university programs appeared.

Some papers only cite the structure of T&H education in high school. Greece, for instance, introduced the Technical Vocational Education Schools (Diplari & Dimou, 2010). Indonesia offered tourism training in senior high schools (Shortt, 1994). Poland had technical Vocational Schools (students aged 15) with professional cook, waiter, and hotel management courses (Airey, 1994). In the United Kingdom, students aged 14 could take the General Certificate in Secondary Education (GCSE) in travel and tourism (Cooper et al., 1992). Concerning Turkey, Korzay (1987), Brotherton et al. (1994) and Yeşiltaş et al. (2010) present the vocational junior high schools, which are training in tourism together with the regular high school curriculum, and a one-year program called Turem (six months theoretical instruction followed by a job training), for students aged 15-16 years.

Five papers present an overview of China's T&H education over 21 years. Guangrui (1987) mentions that there were four tourism secondary schools up to the end of 1986. The government drafted a program for tourism education and training (1986-1990) to emphasize secondary tourism education, defined as "secondary schools of tourism, polytechnics, vocational schools and technical schools of tourism" (Guangrui, 1987, p. 264). These schools trained medium and low-level managerial staff and various service personnel and technicians like drives and chefs.

At the end of the 20th century, the number of tourism vocational training secondary schools increased to 722, exceeding the number of higher education institutions (187) (Xiao, 1999; Lam & Xiao, 2000). In 2004, the secondary institutions remained stable (n=739), while the number of higher programs reached 574 (Gu et al., 2007). The last data available in the papers show that in 2005, higher education institutions (n=693) surpassed secondary vocational schools (n=643), reflecting China's education reform based on the rapid expansion of higher education since 1998 (Gu & Hobson, 2008).

T&H as a vocational training for high school students
The second category comprises six publications on schools that teach T&H as vocational training. The first case study is from Charles H. McCann Technical School (USA) and explains how the Cooperative Work Experience took place in the four-year high school course of food service (Crawford Jr., 1976).

In the USA, Stokes (1981) described the Distributive Education at Arlington Career Center, a course of study that develops leaders for product marketing, distribution, and hospitality. High school students received instruction on hotel-motel management during the morning and traditional subjects in the afternoon. Still using a descriptive approach, Walsh (1992) presents the Vocational Preparation and Training program in Ireland for the secondary level, focusing on tourism and travel, agritourism, and leisure. It enables participants to find employment or compete in tertiary education.

In Kokkranikal and Baum's (2002) study, the authors showed how the tourism Vocational Higher Secondary Education schools in Kerala (India) could be an effective strategy for human resource development in rural communities. These schools generated awareness about and interest in tourism. Lee et al. (2006) analyzed six varieties of off-school internships from college, university, and vocational high school students, concluding that interns from the tertiary level had better work performance than vocational secondary level students.

Perhaps Pendergast and Cooper's (2003) study is the most complete regarding vocational education and training (VET) at the secondary level, presenting Australia's policy in 1999. They describe the secondary VET programs in tourism, the challenges for educators that had to adjust to this new form of education, and how the university can contribute to qualify future tourism and hospitality VET teachers for high school.

T&H as a school subject for high school students
The following category gathers research on T&H subjects in traditional high schools. Firstly, Ray and Lewis (1976) described the case study of Broward County (USA), where 11th and 12th-grade students had food service classes under Home Economics subject. They also presented the program Exploring Professional Cooking developed for 9th-grade students.

It is interesting to note that other studies on the topic are recent and more analytical than descriptive. The paper from Van Niekerk and Saayman (2013), for instance, demonstrates that tourism as a high school subject creates awareness among the students and their parents, influencing the travel patterns of the family and the career choice of the student. The authors applied the research with high school students from South Africa, where tourism is a school subject since 2001.

Mak and Ng (2014) analyzed students' motivations, expectations, and perceptions of taking T&H Studies in Hong Kong's schools. In New Zealand, where 274 secondary schools offer tourism as a subject, Roberts et al. (2018) identified that tourism struggles for recognition and credibility in its secondary school environment. Finally, Velempini and Martin (2019) indicate that tourism in Botswana's secondary schools can help prepare students to take advantage of economic opportunities associated with the tourism industry.

T&H as an educational program for high school students
Unlike the previous category, these four USA's case studies present educational programs that occurred concurrently with traditional high school, complementing T&H studies. The name of the first project was FEAST, and it began in California. It was an instructional system that included different

disciplines, such as English, Math, and Business, to incorporate food service aspects (Powers, 1977).

The second program, called The Philadelphia High School Academies (USA), combined the academic studies from high school with occupational training in the hospitality industry (Hadgis, 1997). In Texas, students enrolled in the Texas High Schools for Hospitality Program rotated weekly through several areas in the hotel to learn about the industry (Behrens & Defranco, 1999). Lastly, Stalcup and Cannon (2002) presented the case of a national program called Hospitality Business Alliance (HBA). Students had classroom work, standardized certification exams, and 10-20 hours per week of employment in the industry.

T&H teachers' development in high school
This fifth category gathers publications on the profile, job satisfaction, and quality of T&H teachers. Kim and Moreo (2007) identified that secondary hospitality teachers in the USA are generally satisfied with their jobs. Still, there must be improvement in the payment, fringe benefits, promotion, and operating conditions.

In Taiwan, where hospitality teachers are the second largest group in vocational schools, Feng et al. (2011) developed a professional evaluation instrument for hospitality teachers to improve their performance. Chili's (2013) study showed that tourism teaching and learning in South Africa has a total disregard for teachers' competency and specialization.

Teaching tools for T&H education in high school
The three papers from this category analyze different teaching tools used in traditional schools in South Africa. In Adukaite et al.'s (2016) study, the teachers expressed positive attitudes toward ICT-enhanced instructional tools, despite some of them not using any form of technology. Adukaite et al. (2017) analyzed the influence of six factors in the advocacy and acceptance of gamified instruction by tourism teachers. In turn, Hlengwa and Zaca (2018) verified many field trips' benefits since they add value to the teaching and learning process at the secondary level.

T&H Curriculum
Similar to the first category, the two papers regarding curriculum are not specific about secondary education. Instead, the authors present a general overview of curricula at both secondary and higher levels. Horng (2004) analyses the curriculum structure of food and beverage management programs at Taiwan's vocational senior high schools. He reinforces the lifelong

approach concluding that a vertical curriculum (from vocational senior high school to university level) "can prevent the unnecessary curricular overlap and construct solid theoretical knowledge and practical experience" (p. 118).

Having the UK as background, Fidgeon (2010) discuss the tourism education curriculum focusing on higher education. However, he also presents the 14-19 Diplomas in Travel and Tourism curriculum, dedicated to high school students.
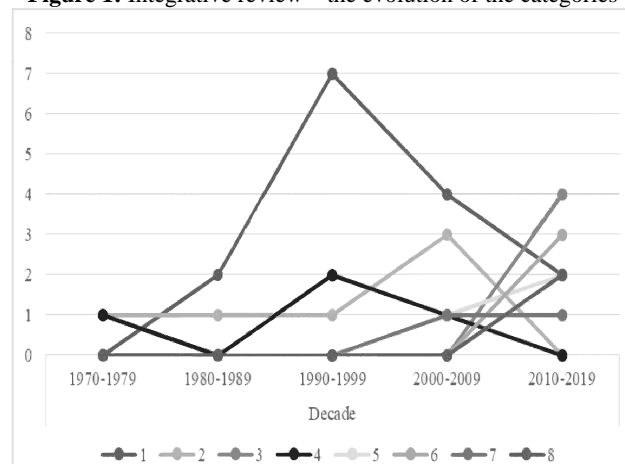
Suggestions for T&H education in high school
The eighth category joined two publications that propose ideas for the development of T&H education in high school. Cuffy et al. (2012) present an overview of Dominica's education structure with a lifelong learning approach. Although tourism is a part of the Social Studies Caribbean Examination Council at the secondary level, the authors propose tourism as a distinct subject with a vocational approach. It should cover topics such as introduction to T&H, environmental protection, career awareness, entrepreneurship, cultural tourism, health tourism, among other options (Cuffy et al., 2012). The last paper analyzed secondary school supervisors' perception about tourism education dimensions to suggest a curriculum for T&H education in high school in Saudi Arabia (Jaber & Marzuki, 2019).

5. Discussions

Although there is little publication on T&H education in high school, the variation of research categories and characteristics over the years is noticeable. Figure 1 demonstrates that Category 1 (general overview of a country's T&H education in high school) dominated research from the 1980s until the first decade of the 2000s.

Figure 1: Integrative review – the evolution of the categories
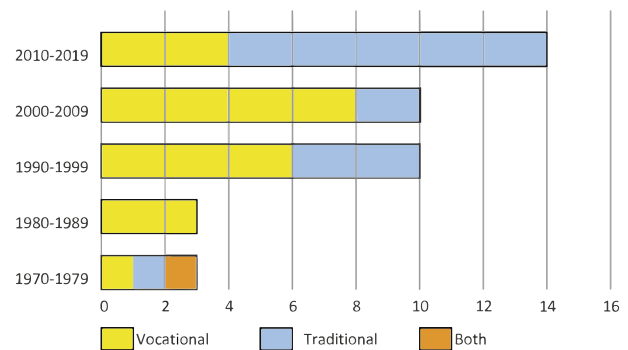

Source: The authors

Research topics became more diverse from 2010, indicating that T&H education in high school might be in its initial phase since Category 1 also discussed higher education with secondary education. Still, the first decades delivered papers that cited or described high school initiatives without making an in-depth analysis of its dynamics. Categories 5 (teachers' development), 6 (teaching tools), and 7 (curriculum), for example, appeared after the 2000s.

Regarding the type of school, Figure 2 shows that T&H education occurred more in vocational schools from the 1980s to 2009. Vocational secondary education aims to provide basic knowledge to meet a demand for workforce rapidly, since it is common for students to exit formal schooling to enter the world of work (Guangrui, 1987; Weiermair & Bieger, 2005; Cuffy et al., 2012; Velempini & Martin, 2019). It is skill-based and focuses on lodging and food services. Vocational secondary education contributes to lifelong education since students should benefit from work experience (Fincham et al., 1982; Bryce, 2004).

However, research in traditional schools surpassed the ones in vocational institutions in 2010. Category 3 (T&H as a school subject) was the most studied in the same period, indicating that T&H can integrate regular curricula more broadly and not just with a training approach. As demonstrated by the studies of Bryce (2004), Demirel (2009), and Silva (2015), schools must also promote reflective independence and life skills so that students can comprehend the society and culture they live in, or even the communities they visit when they travel. T&H subjects in high school influence the travel patterns of students and their families (Van Niekerk & Saayman, 2013). Thus, this could also be the time to engage teenagers in more sustainable and ethical tourism practices.

Additionally, T&H in high school can also assist in the students' future qualification; that is, it can encourage them to continue studying at the tertiary level (Kokkranikal & Baum, 2002; Van Niekerk & Saayman, 2013). Even if the school is only one step of the lifelong learning process, for the most part mandatory, it is a period when students can develop the skills needed to seek further educational opportunities (Fincham et al., 1982; Bryce, 2004; Demirel, 2009).

Figure 2: Integrative review – the evolution of the type of schools

Nevertheless, there is a lack of research at the secondary level in all categories. Although a descriptive study that only presents the country's education system is no longer necessary, this new decade (2021 – 2030) can intensify the research of T&H education components in high school. For example, research on the self-regulated learning process (Öz & Şen, 2021; Vosniadou et al., 2021), curriculum, faculty, teaching tools, student learning, the relation between secondary and higher levels, and the benefits of T&H education for the school, the community, the job market, and the tourism phenomenon deserve further analysis.

The lifelong learning approach for T&H education can boost more studies and policies to create T&H initiatives at lower levels in different countries. For that matter, a continuing T&H education developed through a spiraled curriculum could facilitate continuity and sustainability principles – concepts that are dear to the lifelong learning approach (Fincham et al., 1982; Bryce, 2004; Cuffy et al., 2012). From a broad perspective, there are few initiatives of T&H education at the secondary level in the countries. Mostly because this topic has not yet caught the scientific community's attention since T&H education has historically developed at a higher level (Airey, 2005). This lack of interest can explain why the term *tourism education* does not designate a T&H education at all levels.

6. Conclusion

This paper sought to bring together discussions on lifelong learning and T&H education at the secondary level. It provided an overview of what is known, what is researched, and the knowledge gaps (Webster & Watson, 2002; Tribe, 2004) of T&H education in high school since it provided a bibliometric, systematic, and integrative literature review on the research topic. Firstly, the bibliometric review allowed the authors to search

and filter the 40 articles analyzed in this research, through the five stages of data collection and analysis detailed in the methodology. Additionally, it was also possible to identify the characteristics of the scientific production (e.g., number of authors, publication dates, countries where the surveys occurred, journals etc.).

The systematic review classified the publications into eight thematic categories based on each paper's research context. The *general overview* category included a general description of T&H education in nine countries at both the higher and secondary levels. In turn, the *vocational training* category comprised six publications about schools that teach T&H with a vocation approach. However, there was also the *school subject* group that presented research on T&H subjects in traditional high schools. The fourth category (*educational program*) gathered four case studies of T&H educational programs that occurred concurrently with traditional secondary schools. *Teacher's development* was also a category with three articles discussing the profile, job satisfaction, and quality of T&H teachers. Moreover, *teaching tools* presented an overview of some instruments used by schools (e.g., ICT, gamification, and field trips). The *curriculum* included two publications about the curricular structure of T&H in schools and universities. Lastly, the *suggestions* category joined two publications that propose ideas for the development of T&H education in high school.

The integrative review organized the 40 publications in chronological order according to their categories, enabling the authors to evaluate the evolution of research at different times. Category 1 (the countries' T&H education overview) dominated research until the first decade of the 2000s. The other categories became more diverse after 2010, indicating that publications on T&H education in high school might be in their initial phase.

In order to fill gap in the literature that does not recognize the significance or impact of a lifelong learning approach in T&H education, this study attempted to demonstrate how T&H education in high school could foster lifelong learning initiatives during scholarly time. For instance, T&H vocational secondary schools (Category 2) might contribute to the lifelong learning concept because students can also learn from work experiences. Furthermore, T&H subjects in traditional schools (Category 3) could engage teenagers in more sustainable and ethical tourism practices, ideas

that are intrinsic to lifelong education. Also, T&H in high school may assist in the students' continued qualification, encouraging them to pursue a T&H degree at the tertiary level.

Another outcome observed is that most research merges the secondary and the university level, leading the term *tourism/hospitality education* to commonly refer to T&H higher education. Hence, education focusing only on the higher level disadvantages the lifelong education concept. On the other hand, T&H education in high school and its components, such as the faculty, could be acknowledged for relevance and acceptance in the nations' educational structure (Chili, 2013; Roberts et al., 2018). In-depth analysis of the secondary education scenario could encourage more T&H education initiatives globally since lifelong learning is an ideal approach to increase tourism's credibility as a meaningful subject among schools' community.

Finally, this study had some limitations, such as the lack of specific literature on the researched topic. In addition, the authors searched for publications in international databases, i.e., published in English, thus not analyzing articles in other languages that could contribute to the study. Since literature reviews reveal fields to foster scientific research (Webster & Watson, 2002), further studies are encouraged. The new decade (2021 – 2030) must intensify research on the components of T&H education at the secondary level (e.g., teachers' development, teaching tools, curriculum etc.), avoiding pure descriptive studies.

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INFO PAGE

Tourism and hospitality education in high school: A lifelong learning approach

Abstract

There is little recognition of the significance or impact of a lifelong learning approach in tourism and hospitality (T&H) education in high school, mainly because nearly all discussions on the subject focuses on the higher education level. Nevertheless, schools can encourage students to become lifelong learners. Therefore, the purpose of this study is to bring together discussions on lifelong learning and T&H education at the secondary level by performing a bibliometric, systematic, and integrative review on T&H education in high school. The bibliometric review selected 40 papers on the topic published in 17 international journals. Then, the systematic review classified the publications in eight thematic categories. Lastly, the integrative review evaluated the research's evolution at different decades. The study concluded that research topics became more diverse from 2010, indicating that T&H education in high school might be in its initial phase. Furthermore, research in traditional schools surpassed the vocational institutions' ones, meaning that tourism and hospitality can integrate regular curricula more broadly, not only with a training approach. Finally, the lifelong learning approach for T&H education in high school can introduce vocational and critical skills and foster learning experiences.

Keywords: *Tourism education, Hospitality education, High school, Lifelong learning, Bibliometric review, Systematic review, Integrative review*

Authors

Full Name	Author contribution roles	Contribution rate
Mateus José Alves Pinto:	*Conceptualization, Methodology, Software, Validation, Formal analysis, Investigation, Resources, Data Curation, Writing - Original Draft, Writing - Review & Editing, Visualization,*	*70%*
Marcia Shizue Massukado Nakatani:	*Conceptualization, Methodology, Validation, Writing - Original Draft, Writing - Review & Editing, Supervision,*	*30%*

This paper does not required ethics committee report

Justification: The methodology of this study does not require an ethics committee report.