

A model for the accessible tourism human capital development for the physical impaired persons in South Africa

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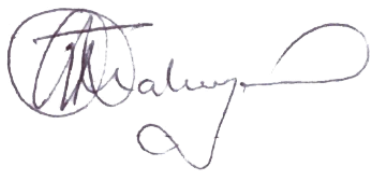
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I, Tawanda Makuyana, identity number 14-168969C13 (Passport no. CN115273) and Student No. 29694418, do hereby declare that this research submitted to the North-West University, for the PhD in Tourism Management: "A model for the accessible tourism human capital development for the physical impaired persons in South Africa", is my own independent work; and complies with the Code of Academic Integrity, as well as other relevant policies, procedures, rules and regulations of the North-West University and has not been submitted before to any institution by myself or any other person in fulfillment (or partial fulfillment) of the requirements for the attainment of any qualification. The study was also submitted to Turnitin and complies with the prescribed guidelines in terms of similarity index.



MR. TAWANDA MAKUYANA

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ABSTRACT

The study is set on the background that tourism practitioners lack capacity to serve visitors with impairment in the tourism industry. This study purpose is to address this disparity from a tourism human capital development lens. This is set through accessible tourism human capital development model that bolsters the mainstreaming of impairment issues and persons with impairments (physical/visible). The goal was achieved through extensive literature review on tourism and impairments (disability) and policies. The literature analysis was set to ascertain the extent of mainstreaming impairments in empowering the impaired and non-impaired persons. This empowerment is set through the acquisition of formal employable tourism competencies within the tourism career path. This was achieved through Chapter 2 and 3. The second objective was to ascertain the extent of disablism on persons with impairments within the higher education institution. This was achieved in Chapter 3. The third and fourth objectives was to have the voice of the persons with impairments for the development of mechanism to nurture the capacity building in tourism practitioners to serve visitors with impairments. This was achieved through Chapter 4, 5 and 6. The qualitative study used in-depth face-to-face interviews and self-administered semi-structured questionnaires to persons with impairments' gatekeepers and tourism educators. In addition, online panel discussion was used to collect data from the persons with impairments. The non-participatory direct observation was adopted for the higher education institution's workflows/teaching and learning processes as augmented by policy document analysis. The results enabled the construction of the accessible tourism human capital development model. The results from the study highlighted that, neither policies mainstream impaired persons nor guides the enforceable practices towards mainstreaming impairment issues in the teaching and learning environment. This caused the void in capacity to handle learners with impairments among the tourism educators due to ignorance. Hence the graduates (tourism practitioners) will have no capacity to handle visitors with impairments at the tourism facilities. The study concluded that the policy bleakly addresses persons with impairments and impairment issues. This positions impairment issues and physical impaired persons' inclusive approaches remains more of rhetoric than mainstreamed practices. The literature and results from the study enabled the construction of accessible tourism human capital development model and implementation blueprint/framework that fosters mainstreaming impairment issues and physical impaired persons for effective tourism participation. This study is useful to policy makers and key decision makers within the tourism education value chain.

Keywords: accessible tourism, accessible tourism human capital development, impaired persons, physical impaired persons in South Africa.

OPSOMMING

Die studie is gebaseer op die feit dat toerismepraktisyns nie die vermoë het om besoekers met 'n gestremdheid in die toerismebedryf te bedien nie. Hierdie studie se doel was om hierdie ongeliktheid aan te spreek in 'n ontwikkelingslens vir menslike kapitaal wat bepaal word deur hoofstroomafwykings en persone met gestremdhede (fisies / sigbaar). Die doelwit is bereik deur 'n uitgebreide literatuuroorsig oor toerisme en gestremdhede (gestremdheid) en beleide in ooreenstemming met die omvang van hoofstroomafwykings in die bemagtiging van gestremdes en nie-gestremdes deur die aanleer van toerekenbare vaardighede in die toerisme-loopbaanpad. Dit is bereik deur hoofstuk 2 en 3. Die tweede doelstelling was om vas te stel wat die omvang van ongeskiktheid is vir persone met gestremdhede in die hoërondewysinstelling. Dit is in hoofstuk 3 bereik. Die derde en vierde doelwit was om die stem van persone met gestremdhede te hê vir die ontwikkeling van meganismes om die bemagtiging / kapasiteitsbou by toerismepraktisyns te bevorder om besoekers met gestremdhede te bedien. Dit is bewerkstellig deur hoofstukke 4, 5 en 6 wat ingestel is op grondige onderhoude van aangesig tot aangesig en vraelyste wat aan persone met gestremdhede, verteenwoordigers, toerisme-opvoeders en aanlynpaneelbesprekings met persone met gestremdhede, en nie-deelnemende direkte waarneming oor die instelling vir hoër onderwys soos aangevul deur die ontleding van beleidsdokumente. Die resultate het die konstruksie van die toeganklike model vir die ontwikkeling van menslike kapitaal vir toerisme moontlik gemaak. Die resultate het benadruk dat daar nie beleidsrigtings bestaan wat persone met gestremdhede beïnvloed nie, en ook nie die afdwingbare praktyke ten opsigte van hoofstroomafwyking van persone met gestremdhede in die onderrig- en leeromgewing rig nie. Dit het die leemte gelaat in die vermoë om leerders met gestremdhede onder toerisme-opvoeders as gevolg van onkunde te onderrig. Die gegradueerdes (toerismepraktisyns) sal dus nie die vermoë hê om besoekers met gestremdhede by die toerismedfasiliteite te hanteer nie. Die studie het tot die gevolgtrekking gekom dat die beleid ongeldig is vir gestremdhede en persone met gestremdheid as gevolg van 'n hoofstroomlens, wat impliseer dat toerisme-onderwys nie voldoende is nie, en sodanig toerismepraktisyns nie daarin slaag om besoekers korrek te hanteer nie omdat hulle nie bevoeg is soos bepaal deur toerisme-onderwys nie. Vir hierdie effek is persone met gestremdhede se verteenwoordigers bereid om 'n vennootskap met ander belanghebbendes in die waardeketting vir toerisme-opvoeding te gee ten einde hierdie ongeskiktheid in toerisme-onderwys te verlig. Die studie-resultate en literatuur het die ontwikkeling van 'n toeganklike toerisme ontwikkelingsmodel vir die bedryf moontlik gemaak, wat alle aanbevelings bevorder, en persone met gestremdhede vir effektiewe deelname aan toerisme bevorder, gelei deur die toegepaste bloudruk vir toerisme-ontwikkeling van menslike kapitaalontwikkeling. Hierdie studie is nuttig vir beleidmakers en belangrike besluitnemers binne die waardeketting vir toerisme-onderwys.

Sleutelwoorde: toeganklike toerisme, toeganklike ontwikkeling van menslike kapitaalontwikkeling, gestremde persone, persone met liggaamlike gestremdhede in Suid-Afrika.

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CHAPTER 1

INTRODUCTION AND PROBLEM STATEMENT

1.1 INTRODUCTION

According to Inyang and Esu 2008 (cited by Esu, 2012:278), human capital is characterised as the costs individuals or organisations incur on activities and processes that lead to the acquisition of competencies, abilities, talents, possession of positive attitude and skills (aptitudes). Therefore, human capital value extraction in both formal and informal designated environs add value to the productivity of an organisation and nation through addressing the client/customer needs. Marimuthu *et al.* (2009:266) maintains that human capital refers to processes that relate to training, education and other professional initiatives, which increase the levels of knowledge, skills, abilities, values, and social assets of an employee that will lead to the employee's satisfaction and performance efficacies. The highlighted delineations have a similar conception that can be comprehended as the investment in manpower skills, knowledge and/or capacities development. To this effect, human capital development can bolster lifelong skills, knowledge and continuous learning that enhances a clear career path. This would be anchored in both formal higher learning system and industrial-manpower-needs oriented education and/or training for the employability of qualified individuals. Hitherto, this chapter ropes Esu (2012:278-281) who interpreted human capital development as one of the pillars to alleviate poverty in African societies as outcome of capacity empowerment. The current study views societies in which tourism thrives as comprised of persons with impairments (hidden and visible and/or temporary and permanent) and persons without impairments. The impairments may have been caused by life incidents and accidents, life cycle such as aging, sickness and either at birth or from birth.

This study acknowledges the terms: disability, impairment, and handicap as being used synonymously within the general education, counselling, tourism (industry and education) and health spheres. Nonetheless, the three expressions can be used when discussing disabling conditions (disablism), while conveying three different meanings. As a regulatory and guide that would promote the appropriate use of these terms, the World Health Organization (WHO) provided the following definitions in the International Classification of Impairment, Disability, and Handicap (IFC) (1980; 2001): i) impairment – is any loss or abnormality of psychological, physiological or anatomical structure or function; ii) disability – is any restriction or lack of ability to perform an activity in the manner or within the range considered 'normal' for a human being; and iii) handicap – is the result when an individual with impairment cannot fulfil a normal life role (WHO-IFC, 1980:14; WHO-IFC, 2001:9). The study interpreted the trio-terms in a continuum

perspective as it is difficult to draw a clear demarcation as such conditions have a cause-effect linkage.

According to WHO-IFC (2001:9), a handicap is not a characteristic of a person, but a description of the relationship between the person with impairment(s) and the environment/material arrangement. This study regards handicap as disablism, which is mostly attributed by the socio-economic environments as opposed to an individual with impairment. This implies for the emphasis on the usage of non-disabling/ universal accessible systems which are augmented with assistive technology to produce functional outcomes, as opposed to focus on functional limitations only. The deduction from the above characterisations of disability, upholds description of created relationships and/or either conscious or unconscious interactions among individuals and multifaceted socio-economic environments. To this effect, this study adopts the term persons with impairments.

This study is of the interpretation that disablism is a form of social oppression involving the social imposition of restrictions of activity on persons with impairments, and/or the socially engendered undermining of their psycho-emotional well-being (Thomas, 2007: 73). This current author agrees that disablism as the discriminatory, oppressive and/or abusive behaviour arising from the belief that persons with impairments are inferior to non-impaired counterparts. This study opinions disablism as the traditional principles, processes and practices that guide and uphold the skewedness of tourism (hospitality) education and training towards persons without impairments only. This fosters deprivation of non-impaired learners and practitioners to acquire/empowered on the capacity (knowledge/skills) and/or formal sensitisation for human resources to serve the visitors with impairments at tourism designated facilities. In this context, firstly, Makuyana and Saayman (2018:14-16) opines that tourism educators are not formally acquainted and/or capacitated to train persons with impairments. Secondly, according to Makuyana and Saayman (2018:15-16) the tourism (hospitality) educators are not capable to train and/or educate persons without impairments to have capacity to serve visitors with impairments when they are employed in the tourism (hospitality) industry. Thirdly, according to Makuyana and Saayman (2018:16) tourism (hospitality) education and training offer limited opportunities and/or is inaccessible to persons with physical impairments who have a career dream/desire to be part of the tourism (hospitality) human resource. This is worsened by the void in teaching and learning resources to support mainstreaming of impairment issues and impaired persons (Makuyana & Saayman, 2018:14). These have a comportment effect on the tourism (hospitality) human resources capacity to serve the visitors with impairments at a destination in South Africa (Chikuta, 2015a:188).

This study intends to focus on tourism human capital/human resources competencies (skills and knowledge) development. This study suggests for the re-thinking tourism education and training

for innovation and transformation towards employability and employment-enabling environment that alleviates disablism (Human Development Report, 2016:12). This may bring positive disruptive growth in the Tourism industry as a multi-faceted experience-based sector, which is sustained by 'human touch' for the superb co-production and co-consumption of services (Pearce, 1993:26; Tribe, 2010:10). According to Buhalis and Darcy (2011:1), contemporary models and discourse of disability have developed a theoretical base for disability tourism (inclusive tourism) market for the industry from a non-impaired perspective. Therefore, this study intends to uphold the persons with impairments' voice/perspectives from an empirical research approach. The persons with impairments' voice would inform the mainstreaming of impairment issues and physical impairments from human capital development to industrial practices in tourism.

The United Nation World Tourism Organisation (UNWTO) annual reports have recommended accessible practices within the tourism industry (UNWTO, 2013:2-5; WHO & WB 2011:3-10). This shows the need to embrace the disability/accessible tourism market as emphasized by the world authorities. To this effect, this positions the tourism industry to be in need of accessible tourism human capital development (ATHCD). This would enhance human resources competencies to complement physical accessibility initiatives which have been put from an inclusive/accommodation perspective. The existing tourism human capital development systems are skewed towards non-impaired persons only as either human resources/human capital or consumer markets. Hence, this study postulates for comprehensive interpretation of the persons with impairments' tourism expectations, needs, wants, motivations, tastes and preferences into tourism skills, knowledge and competence set. This would imply for the need to broaden the tourism curricula, at the same time creating of opportunities for the tourism career path to mainstream impairment issues and the persons with impairments.

This study concurs with Ellstrom (1997:267) and Mazani (2015:76) who characterised capacity of an individual as the success in handling certain situations and/or complete certain task or job. This is supported by Esu (2012:279) whose notion is that quality tourism service delivery is a by-product of the human capital competencies (capacity). In the same viewpoint, Humphrey views competence as "the ability of the learner to put skills and knowledge into action" (Humphrey, 1992:61). This is supported by Nhuta *et al.* (2015:68-70) that tourism education and training as skewed towards psychomotor, cognitive and affective competence and capacity. The deduction is that informal theoretical knowledge of tourism is not adequate without the action of performing the task in a formal higher learning system prior to getting into the real business world. This is because tourism education and training are engraved in practical and craft-based skills, which traditionally were carved within the technical domain (Gillespie & Baum, 2000:148). This include front office, events management, tourism marketing, housekeeping, bakery and confectionery,

culinary skills, air-ticketing amongst other operational occupations/jobs. The tourism competencies are grounded in socio-emotional areas, principally concerned with the delivery of quality service (Baum, 2002:356-357). Hence, tourism job roles should be executed with professional capacity by both non-impaired and impaired human resources/human capital/manpower for a superb service to visitors with impairments.

As a matter of fact, the existing tourism human capital investment has disabling policy and policy implementation mechanisms for both persons with impairments and non-impaired counterparts (Thomas 2007:73). Reeve (2012a:26) furthers this conception as... “whenever an individual view the physiological and/or anatomic structural differences within humanity. He/she creates a system to discard the perceived different person” ... (Reeve, 2012a:26-28). This disablism is prevalent in the tourism higher learning system, which has produced tourism occupational/professional jobs’ competences and competencies development to cater for non-impaired persons’ stewardship only. For example, the tourism curricula’s content and training/teaching delivery methods are discriminative of the persons with physical impairments. Figure1.1 is the proposed study conceptual framework. The Figure 1.1 presents relationships which formulates the accessible tourism human capacity/resources development concept. The study conceptual framework points towards the satisfaction of the visitors with impairments as derived from human capital efficacies in addition to physical facility accessibility. In the same vein, the non-impaired visitors who have impaired family members would be satisfied as they would consume tourism services/products in ‘bliss’. According to Luiza (2010: 10), people with impairments are loyal to organisations which mainstreams them. Hence repeat business may be set, and a positive word of mouth/ referrals may bring more sustainable long-term business from the access need tourism market. This accessible/disability tourism has been regarded a niche and special group, however without human capital with capacity to handle their needs without disabling cues. Figure1.1 below is set as the summation of the conceptual framework of this study.

Accessible Tourism Human Capital Development (ATHCD) conceptual framework

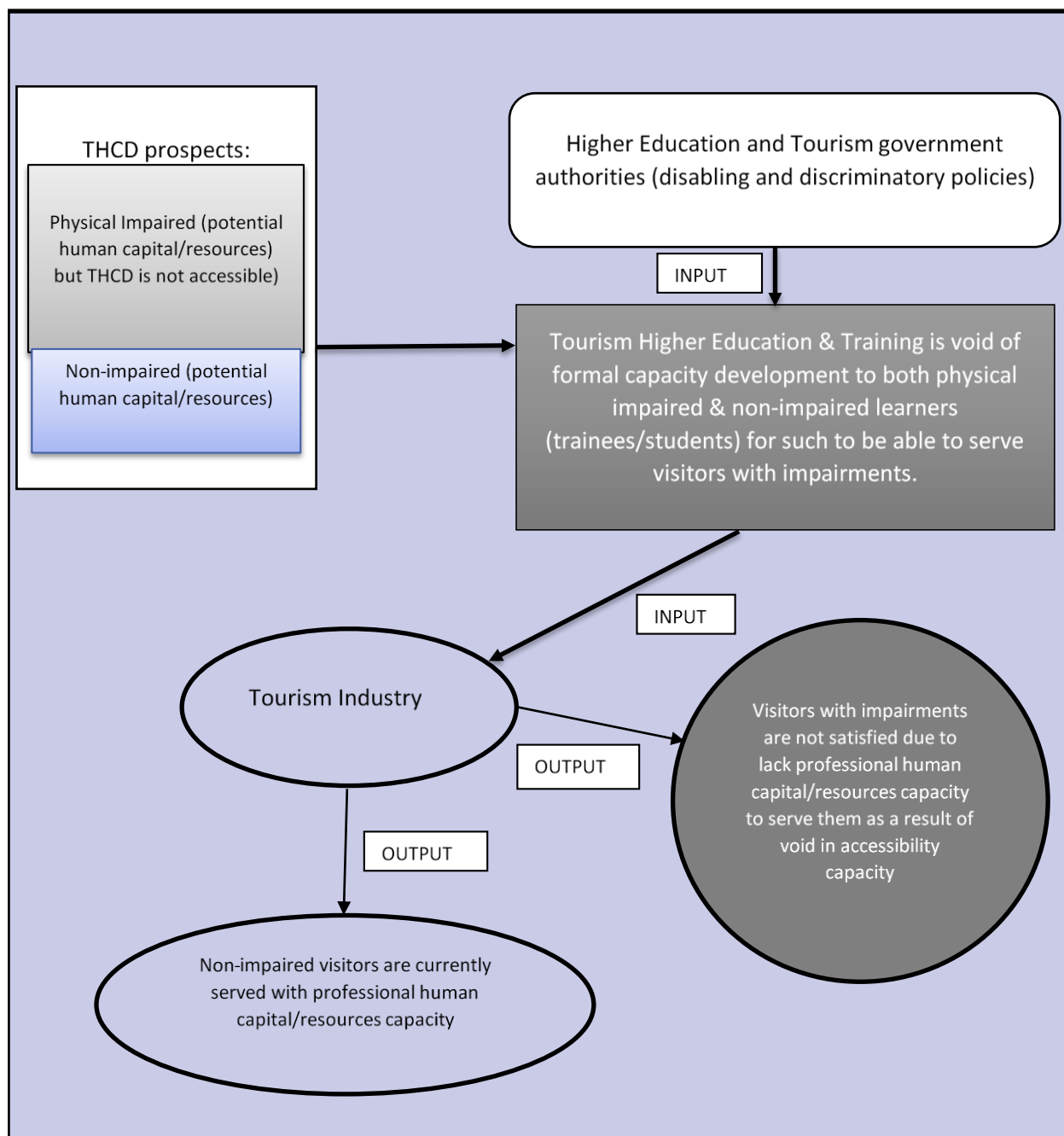


Figure 1.1: Accessible Tourism Human Capital Development (ATHCD) conceptual framework

Source: Author's own compilation

According to Figure 1.1 above, the tourism human capital development enrolls, trains and/or teaches capacity in human resources who would have been prospectus learners. The prospectus learners with and without physical impairments are input to tourism higher education and training (tourism human capital development). The government authorities aligned with higher education inputs policies, which guide the tourism human capital development processes and procedures (practices). In context, the current South African higher tourism education and training policies

are bleak in mainstreaming impairment issues and lack enforceability through mechanisms which foster implementation in such a manner as the mechanism address the non-impaired counterparts. Hence, one can say, the policies are not specific and explicit on impairment issues. In tourism context, the national policies are neither non-disabling nor support the development of capacity in non-impaired and persons with impairments, for the practitioners to serve both visitors with and without impairments. This may have caused the tourism human capital development to have disabling teaching and learning policies and disabling teaching and learning environs. The higher learning institution wait to react when/if a person with impairments declares his/her rights. In most cases, such triggers defensive attitudes among non-impaired persons. Hence, the existing higher learning policies scare away persons with impairments to attempt to enrol for the higher learning engagements. This position set by policies may have supported the disabling curricula which enhance tourism competencies development for non-impaired persons to handle non-impaired visitors only, with limited considerations to either impairment issues or persons with physical impairments. Consequently, the tourism higher learning systems input human resources into the tourism supply chain without the professional capacity to serve visitors with impairments.

Researches which were conducted by Buhalis and Darcy (2011); Chikuta (2015a; 2017) and Chikuta *et al.* (2017; 2018) informed this current study on the dissatisfaction of visitors with impairments due to tourism practitioners' lack of professional capacity to serve such visitors. The contrasting situation is that the non-impaired cohorts' needs have been addressed by the professional service delivery set by tourism practitioners. According to Figure 1.1, this study's position is towards active involvement and participation of persons with physical impairments in tourism as grounded in competent human capital. This would be set by tourism knowledge and skills set as guided by accessible tourism human capital development model and the blueprint (framework). This would foster addressing of the disablism through the qualification councils, tourism curricula developers, tourism higher education and training institution's policymakers and key decision makers within the tourism human capital development structures (processes and procedures/workflows) in South Africa.

This study would consider the socio-economic day-to-day experiences of the persons with impairment as cues to the unspoken/unexpressed expectations and informant for their opinions for this study. This study focused on physical impairments was aligned with Cerebral Palsy, Stroke, Spinal Bifida, Head Injury, Poliomyelitis and Spinal Cord Injury. This is because Reeve (2014:95) who views physical impairments as having multi-causes. However, this study focuses on the mild condition of the physical impairments. This is because mild condition has limited effects on productivity as compared to the severe and moderate conditions, which may need more of medical attention. This study takes cognisance that some individuals with impairments try to

hide the impairment to escape the societal disablism labelling systems and inability identity amongst non-impaired persons (Reeve, 2014:95).

This study is grounded on the theoretical argument set by the Human Capital Theory as put across by Acemoglu (2013), and Becker (1993) and the Critical Disability Theory as put forward Hosking (2008). According to Acemoglu (2013:4), Human Capital Theory is an economic platform to improve multi-dimensional skills for human capital/human resources/manpower capacity to work and to adapt the production processes, in order to increase productivity in a broad range of tasks. On the other hand, Hosking (2008:2) argues that Critical Disability Theory is derived from the Critical Theory set by Marx Horkheimer in 1937. The Critical Theory has a wide range of descriptive and normative bases for social inquiry, which has the practical aim of maximizing human freedom; while ending the domination of some groups by others as defined by class, power, population groups or another social construct which includes having impairments. Hosking (2008) research work presents that Critical Disability Theory explains 'what' is wrong with current social reality and identify the actors to change it and provide both clear norms for criticism and achievable practical goals for social transformation. In this context, visitors with impairments are not served well due to void in tourism human capital capacity that addresses such. In addition, the persons with mild-physical impairments are never given access to acquire tourism employable skills as they are bunched to severe and moderate condition of impairments that may only set for self-psychomotor related skills like carpentry *etcetera*.

This study upholds the Critical Disability Theory, as informative towards the pursuit of explanatory, practical and normative approaches (Hosking, 2008:3). To this effect, this study upholds the value of seven elements that compose the Critical Disability Theory. These are the social model of disability, multidimensionality, valuing diversity, rights, voices of disability, language, and transformative politics (Hosking, 2008:5-15). The two theories in this discourse would enable the study to establish the argument for an ATHCD from an Afro-centred perspective. This study would positively influence the tourism academic circles, tourism teaching domains, eventually influence the tourism workplace and the general societal structures. On the other hand, the tourism industry is already looking for answers to sustainable ways to bring superb and memorable tourism experiences to visitors with impairments.

The triangulation of the Human Capital Theory and the Critical Disability Theory enhances value of this study because it furthers D'souza's (2004) ideology. Thus, D'souza (2004:3) explained Universal Design as: i) distinguished as a functionalist paradigm because it caters for utility, ii) pragmatic because it is instrumental in nature, iii) positivistic because it strives for universal principles, iv) normative because it prescribes certain rules, and v) critical theorist paradigms because it gives voice to the oppressed. Therefore, this study would be positioned to facilitate a

transformation within tourism education and training; however, ripple effects will affect the tourism industry and the societies.

In the same vein, this study is of the opinion that ATHCD model will be a derivative of the universal design that was propounded by Mace (1985) (cited by D'souza, 2004:3). D'souza (2004:3) and UNWTO (2016:49) characterised universal design as the design of all products and environments to be usable by people of all ages and abilities to the greatest extent possible. Nonetheless, D'souza (2004:3) highlighted the archetype transitional phases of universal design in: i) architecture by Mace (1985); ii) product design by Balaram (1999); iii) urban design by Steinfield (2001); iv) systems of media by Goldberg (2001); and v) information technology by Brewer (2001). From this standpoint, this study interprets universal design as tailored for disability/inclusive tourism industry by Buhalis and Darcy (2011); nature-based tourism's universal accessibility to impaired persons by Chikuta (2015a); accessibility expectations of tourists with disabilities by Chikuta *et al.* (2018); and impaired persons' tourism motivations by Chikuta *et al.* (2017) and Snyman (2002). From the research work highlighted above, the universal accessibility efforts have been set in the context of tourism product development among other architectural initiatives. This study identified the missing link on the accessibility in tourism and hospitality from a formal human capital (human resources) development perspective.

This study posits to further the relevance of Thomas' (1999) Social model of disability as contextualised to tourism education and training. Thus, social model of disability can enhance the creation of a socio-economic platform for the alleviation of the disablism in higher learning systems. In this regard, this study acknowledges debates presented by Watson (2012:194) that social model's applicability and achievements in facilitation for: i) the establishment of the Disabled People's Movement in the UK (Hasler, 1993); ii) the development of the United Kingdom Government (Prime Minister's Strategy Unit, 2005); iii) the development of the European Union policy (European Commission of the European Communities, 2003:4); and iv) the social model set the principles contained in the United Nations' (UN) documents, such as The Convention on the Rights of Persons with Disabilities (UNCPRD, 2006) (Watson, 2012:194); v) Reeve (2004:83) concedes with the argument put forward by Barnes (1991) that the social model is taken as means to bring political strategy through the removal of disablism barriers and a basis for anti-discrimination legislation development only. This study intends to enhance the provision of opportunities to persons with physical impairments to access benefits (socio-economic) that comes with the pursuit of formal career (Choruma, 2007:11). Nonetheless, this study is not totally discarding the medical model of disability but to improve the balance of the social model and medical approaches in the context of the tourism participation by persons with an impairment.

This study may be perceived as furthering the rights of persons with and without impairments for the establishment and pursuit of human purpose to live in the global village.

This brings the discourse to present a snapshot of the chapter layout. First, the background of the study shall be articulated. Second, the problem statement shall follow. This would lead to the establishment of the goal of the study. Third, the study objectives as envisioned achievements set in the study positioned/perceived value. Forth, the research design and method of research will lead to the planned study's empirical stance. The definition of terms is presented in order to facilitate the readership to contextualize the terminology in use for the study. The chapter is captioned with a chapter classification.

1.2 BACKGROUND TO THE STUDY

The researcher's background and motivation for this study is anchored on that: i) his father has an impairment, ii) his nephew has a visual impairment, and iii) his uncle had impairment, though he passed on. Whenever the researcher and his family travelled at Tourism designed facility, the tourism human capital/personnel handled his relatives with impairments in ways that ruined the experience. As a tourism educator- the researcher of this study scrutinised the curricula, curricula content and the content delivery mechanism. This was in context of checking the extent of capacity development for the human capital/human resources to serve impaired visitors throughout the tourism value chain. The researcher for this study found that there is a void in empowering both non-impaired and impaired learners on impairment issues within the formal tourism human capital development.

The preliminary study done by the researcher of this study found that there are debates on disability amongst the Disability Studies researchers and advocates' work like Oliver (1990); Barnes (1991); Reeve (2004; 2012a; 2014); D'souza (2004) and Watson (2012) to mention a few. This study suggests that the debates in the Disability Studies have facilitated in mapping and identifying key areas in which persons with physical impairments are being discriminated and deprived consciously and unconsciously. However, this study opines that debates on disability may not change anything until a research-based model that is augmented with blueprint (framework) is established. Unless such is set, there would be continuation of limited changes towards the creation of opportunities that enhances socio-economic independence among the persons with impairments. Henceforth, the model and blueprint (framework) would bolster innovative approaches which can bridge disability and tourism research, training and the industry for socio-economic re-arrangement. This is because there is limited disability/access tourism research that has impact the tourism education (Chikuta, 2015a:9).

This study would explore gaps such as: i) lack of knowledge that enhances tourism profession to understand impairment issues and have capabilities to serve visitors with impairments; ii) lack of tourism teaching and learning environs that support and mainstreams learners with physical impairments in mild condition as augmented by a clear tourism career path; iii) lack of formal (explicit and tacit) competencies' empowerment of tourism learners (either with or without impairments) to serve visitors with impairments. This is because this tourism market is composed of ageing population (baby boomers), persons with terminal and temporary impairments and others who have access needs; and vi) lack of capacity in the existing tourism human capital/human resources (educators/trainers and industrialists) to serve learners/visitors with impairments. This would affect the Tourism Department and Higher Education and Training Department policy development and policy implementation mechanisms (Human Development Report, 2016:2). In this context, ATHCD is to be the agent for the betterment of tourism human capital/manpower capability in serving visitors with either temporary or terminal impairments at a tourism designed destination in South Africa and beyond. This study would be positioned as being Afro-centric in essence. However, the basic ideology may be relevant to any tourism human capital development system in the global village.

1.2.1 Current inclusion of persons with impairments

Choruma (2007) and Deaf Zimbabwe Trust (2016) research work applauded the inclusion of persons with impairments to be able to use infrastructures and superstructures. However, this inclusion is set as retrofitting among other inclusive initiatives in toilet facilities, ramps on entry and exit points, parking space just to mention a few. In addition, families with persons with impairments are getting enlightened as evidenced by boldness and willingness to bring their children to school including special needs education schools (Choruma, 2007:16). Choruma (2007) and Chataika *et al.* (2012:387-393) research work opine that, there is still a missing link in the approaches adopted to include persons with impairments in the teaching and learning. This is because the current teaching and learning is disabling in essence. This is because the teaching and learning environs further discrimination and bar learners with impairments to opportunities which are accessed by non-impaired counterparts (Chataika *et al.*, 2012:387-393). This positions this study to develop model and blueprint-framework which may guide in alleviating mechanisms which discriminate persons with impairments consciously and unconsciously. Tourism is taken as a referral point to bring specific empirical research which may address socio-economic disparities posed by the existing socio-economic arrangements.

From a government perspective, persons with impairments are put under charity and non-government organisations (Thomas, 2004:1-3). Hence this may not be part of human capital development national budget. One can say, this may be a consequence of having a void in policy

that explicitly elucidate impairment issues as phenomena which no one is immune from in this life. To this effect, impairment issues and impaired persons should be mainstreamed and not just in rhetoric stances. This study agrees with Makuyana and Saayman's (2018) research work that postulates for the transformation of inclusion and accommodation to mainstreaming in tourism education. This study is in the same vein with the Disability Studies research work; World Health Organisation and World Bank research work (WHO & WB 2011:3-263); United Nations World Tourism Organisation reports, recommendations for Accessible Tourism for All (UNWTO 2013:2-14); Accessible Tourism Manuals on Principles, Tools and Best Practices (UNWTO 2016:17-60) and the Manual on Tourism for All –Private-Public Partnership and Good Practices (UNWTO 2015: 3-263). The research work highlighted in this paragraph have a common standing that Tourism, Hospitality, Recreation and Leisure higher education must empower practitioners with competencies on impairment issues in both developed and developing economies. In addition, tourism education should give opportunities to persons with impairments to access the professional employable tourism competencies. This study suggests that, currently tourism research, tourism teaching and learning and tourism industry are addressing this gap in a parallel structured approach. Hence, the existence and perpetuation of the ill-informed societal marginalisation and stereotyping of impairments and persons with impairments (Reeve, 2014:79-81). This may result in bolstering restrictive and/or lack of interactive exposure between impaired and non-impaired persons due to sub-sequentially disabling human-created environs, even in tourism destinations.

Choruma (2007); Mutanga (2017a:135-150; 2018:230-239) research work concedes that the African societies lack formal higher learning platforms that foster day-to-day interactive experiences between persons with impairments and non-impaired counterparts in a non-disablism environment. This study opines that this predicament has negatively affected tourism human capital development. This is because the communities are espoused by the societal partial informed perceptions that are rooted in myths from cultures, attitudes and religious beliefs (Reeve, 2014:79-81). Though this study is yet to qualify or disqualify this assertion. To this effect, the tourism institutional structures in both public and private organisations regard disablism as normal (Reeve, 2014:82). This study relates this disablism as a coherent stance in tourism human capital development in developing, emerging and developed economies. Currently, the tourism higher learning consciously and unconsciously stigmatises the persons with impairments and impairments issues from policies to practices. This is in existence regardless of that travel, tourism and hospitality researches have articulated the travel needs among all global citizens (both impaired and non-impaired).

Generally, the disabling education systems start at the primary and is enhanced at secondary, vocational institutions and university levels. The institutions have established separate Disability Units/Centres and separate spaces in education and training in the name of 'special needs education' (Choruma, 2007:16-18; Foundation of Tertiary Institutions of the Northern Metropolis (FOTIM), 2011:10-15). According to the Deaf Zimbabwe Trust (2016:3), there is a lack of clear career development as an effect of the separation of learning spaces and access to educative information. This study views persons with physical impairments as of no exception in this tourism career development path. This should not be set in an inclusion approach, but as integrated into the mainstream system. This study is one of response to persons with impairments' need to have equal opportunities to access higher education and training. This is because currently there is less than 1% enrolment in all universities in South Africa (FOTIM, 2011:12; Mutanga, 2018:235). In addition, the teaching and learning space fortifications and indirect detachments within the teaching spaces act as literal and symbolic borders, assigning students to designated spaces that correspond to their perceived value in society (Ferri & Connor, 2006:127–128). According to Deaf Zimbabwe Trust (2016:3) the higher learning environment reinforces this exclusion concept that is perpetuated at primary and secondary education teaching environments. This might have effects on career dreams, an individual's self-confidence, choices and development.

Taking this point home, the School of Tourism Management at the North-West University (Potchefstroom campus) have enrolled 2 persons with impairments. This gives clue that it may be worse in other African (developing) states. This is because South Africa is a Middle-Income country (emerging fast-growing economy) and most of the African states are Low-Income Countries (developing economies). The low or limited enrolment may be traced to disablism in the higher education systems in Africa. Hence, the study seeks to qualify or disqualify this assertion using cases from southern Africa's Middle earning Country-South Africa (Mutanga, 2017a:140). This study is of the view that, this kind of disabling tourism human capital/manpower capacity development's impacts is felt in that many persons with physical impairments' 'access to specific places is a constitutive part of how they come to be defined and recognized by others' (Imrie & Kumar, 1998:357–358). This denies opportunities for the non-impaired persons to learn and experience life with their impaired peers from an interactive basis. Therefore, this may uphold societal members to be deprived in understanding the impaired persons. Shaw and Coles (2004:398) conceptualise the need to have awareness and educational career guidance that mainstream impairment issues and impaired persons in secondary (high) school-tourism and hospitality subject. This would enhance the tourism professional career pursuit through higher learning-tourism education and training and the tourism value chain.

1.2.2 Current informal human resource development on impairments at workplace

A Euro-centric standpoint presents that the Hotel Association in Portugal has designed in-house Hotel training package for the hotel staff to be able to serve visitors with impairments (Euromontana Communication Tourism, 2004:2). The hotel staff training manual was co-opted into the national qualification framework. This hotel manual does not cater for the travel sector like Tour Operators (intermediates) and Travel Agents (retailers) amongst other tourism sector stakeholders within the value chain (Euromontana Communication Tourism, 2004:2). In addition, the hotel in-house training is not accessible to persons with physical impairments, who desire to acquire tourism aptitude. This informal tourism learning approach for the Portugal hotel considers the non-impaired manpower only.

The United Nations World Tourism Organisation (UNWTO) developed Tourism Accessible best practices manuals and recommendations for the global tourism industry (UNWTO, 2013:10-14; 2015:3-263; 2016:1-49). The focus of the UNWTO recommendations is oriented towards the developed economies of the Europe, Oceania and the Americas-tourism blocks' in-house/informal staff development. The UNWTO established motivation for the tourism stakeholders, by making a compilation of six examples on accessible tourism supply chain as follows: i) Accessible Heritage Tourism-Best Practices of Universal Accessibility in India: Adapting sensitive cultural monuments to enable all visitors to enjoy cultural heritage sites; ii) Exhibition of 3-D copies of Works of Art from the Prado Museum's Collection, Spain- Use of new technologies to make art accessible for visitors with visual impairments; iii) Everyone Belongs Outside: Push to Open Nature and the Alberta Parks Inclusion Plan, Canada- Inclusion of often-excluded groups of visitors, such as persons with reduced mobility and learning difficulties, in outdoor environments; iv) Barrier-free Tour Center, Japan-Application of accessibility and improvement measures for Universal Design to achieve access in urban planning and buildings through advocacy groups working with public and private sector; v) Lonely Planet Accessible Travel Guide- Availability of accessibility information; and vi) T-GUIDE: Guiding Visitors with Learning Difficulties-Vocational training course on guiding visitors with intellectual impairments or learning difficulties at cultural heritage sites (UNWTO, 2016:10-19). This positions this study to postulate for the need to address the accessibility of tourism through a formal human capital development perspective in order to augment all the above-mentioned efforts.

The European Union Commission report, recommended for the development of systematic structures for accessible education and training provided through defined accessible tourism skills that are acquired through a formal tourism qualification (European Union Commission, 2014:7). In addition, the European Union Commission report distinguished that there are wide differences between accessible tourism and the content in mainstream tourism and hospitality training

curricula across the European Union (European Union Commission, 2014:4). Overall, the level of awareness and qualifications of tourism services providers is inadequate to address the needs of persons with physical impairments and not as 'charity' (Thomas, 2004:1-3).

1.2.3 Economic value of persons with impairments in tourism

This study upholds that persons with physical impairments as a significant tourism market segment that need competent human capital. This is supported by Ray and Ryder (2003:57) that persons with physical impairments in United State make up the potential market with travel needs and motivations like any other non-impaired cohorts. The setback is that Tour Operators and Travel Agents lack manpower capacity and facilities that can cater to the needs of persons with physical impairments (Ray & Ryder, 2003:57). On the other hand, Shaw and Coles (2004) studied on persons with impairments holidaymaking in the United Kingdom; Eichhorn *et al.* (2008) studied on the information accessibility schemes for the persons with disabilities. These studies established a similar theme with Darcy (2010) who studied the inherent complexities in disability accessibility and information preferences. The findings are similar in that the market segment is worthy attending; however, there are tourism human capital capacity deficits. This study deduces that visitors with physical impairments need more than just physical facility accessibility. Hence, the human capital/manpower capacity can be propagated by accessible tourism and hospitality human capital systems. This is supported by Darcy's (2010:9) idea that universal accessible tourism can be implemented if more details are allowed for comprehensive empathy on the needs of persons with impairments. This current study is intending to tap the voice of the physical impaired persons in order to inform the tourism human capital development in South Africa.

In Europe, non-government organisations are the most active in delivering accessibility in-house training and other needs (European Union Commission, 2014:4). Thus, non-government organisations have developed the training partnerships with tourism organisations as mechanism to disseminate knowledge in the sector (European Union Commission, 2014:4). This is yielding positive results. However, there is a need for a shift towards more sustainable capacity development. This would be done through formal accessible tourism education and training that offers chances for both impaired and non-impaired learners to acquire the accessible-need knowledge/competencies. This study proposes for active participation of all the relevant government, privately-owned and non-profit oriented organisations.

According to Ozturk *et al.* (2008:382), persons with impairments are a new market in the Turkish tourism industry. The Turkish tourism industry lack super structural, infrastructural and human capital capacities to serve this market segment. This is supported by Darcy (2010:11) who distinguished that the disability market is an emerging market that needs tourism industry to plan

to address sooner than later. This is similar to McKercher *et al.* (2003) who conducted a study on Travel Agents as facilitators or inhibitors of travel from a disability perspective in Hong Kong. McKercher *et al.* (2003) findings highlighted that there is deficient in manpower capacity and facilities to cater for the needs of this market. McKercher *et al.* (2003) referred it as a specialised market due to attitudinal and structural ignorance on the needs of the persons with different impairments; hence an overt or subtle discrimination occurs (McKercher *et al.*, 2003:469-472).

Furthermore, Yau *et al.* (2004) conducted a study on travelling with a disability as more than just an accessibility issue. Thus, Yau *et al.* (2004:947) found that impairments do not affect travel needs; there are setbacks and/or challenges when an individual with impairment is forced to use travel systems primarily designed for a non-impaired person. In this regard, Yau *et al.* (2004) deduced that there are five stages in the travel process of a visitor with impairment as i) Personal acceptance and reintegration; ii) Reconnection and exploration for future traveling; iii) Tourism/travel analysis and search for information; iv) Physical Journey stage-compensation and compromise; and v) Experimentation and reflection-different tastes of traveling. The five stages may provide a platform for a deeper understanding of tourism needs of the persons with impairments (Yau *et al.*, 2004:950-956). This study is positioned to facilitate in addressing tourism human capital/manpower capacity disability issues through a model which informs a blueprint-framework. The model and blueprint-framework would be derived from a comprehensive understanding of the persons with physical impairments' voice in South Africa.

Daniels *et al.* (2005) conducted an interpretative analysis of constraints and negotiations of pleasure travel as experienced by persons with physical disabilities. Daniels *et al.* (2005:919) adopted a mystery shopper approach in inquiring basic travel information from travel organisations. Daniels *et al.* (2005:920) portrayed that travel organisations' manpower does not understand/misunderstood persons with impairments. This incapacity issues may be aligned with manpower ignorance due to the void in capacity impartation at the formal competencies development systems (Daniels *et al.*, 2005:920). To this effect, Daniels *et al.* (2005:920) presented critical issues that affect co-production and consumption between visitors with impairments and the tourism staff. Daniels *et al.* (2005:920) named the critical issues as: i) intrapersonal; ii) interpersonal; and iii) structural constraints to leisure tourism participation. Accordingly, Daniels *et al.* (2005:920) interpret: i) intrapersonal constraints as the personality and individual personal extent to socialise as influenced by person's psychological state and physical functioning/cognitive abilities (stress, anxiety, lack knowledge, health-related problems and social ineffectiveness). ii) Interpersonal constraints as signifying the level of social interaction (individual social network) with service providers/strangers and the lack of a partner to engage in the same activity. iii) Structural constraints as set by the policy, process, procedures and physical

environment accessibility. These are perpetuated by tourism education that is skewed towards non-impaired tourism markets. This enhances human capital/manpower's ignorance on the needs of persons with physical impairments. This may have upheld the prevalent of the lack of capacity to serve visitors with (permanent and temporary) impairments.

On the same standpoint, Grady and Ohlin (2009:161) conducted a study on equal access to hospitality services for guests with mobility impairments. Grady and Ohlin (2009:161) projected that persons with impairments are a potential market. Accordingly, Grady and Ohlin (2009:164) set a framework for the frontline employee to get informal training. This would enhance human capital/manpower capacity to serve visitors with impairments among non-impaired human resources. To this effect, this study suggests for the empowerment of non-impaired persons to be able to serve visitors with impairments. At the same time enabling the persons with physical impairments to pursue tourism career dreams through acquiring employable competencies for the industry.

1.2.4 Non-African perceptions on impairment issues and accessible tourism market

Shaw and Cole's (2004) opines that accessibility for persons with impairments in England, Scotland, Wales, Ireland was on voluntary basis, and the governments never took it seriously. This view is supported by the lack of clear enforceable legislation mechanism that makes obligatory with a monitoring system (Shaw & Coles, 2004:398). According to Shaw and Coles (2004:398), this may have created a paradigm shift through a series of studies which presented a financial value of persons with impairments in tourism spheres. These studies were done by organisations which includes Deloitte and Joint Disabilities Charities Research Group (Shaw & Coles, 2004:398). In the same standpoint, the English Tourism Council estimated the propensity of demand for domestic tourism by persons with impairments (Shaw & Coles, 2004:398). This assertion may have a relationship to the World Health Organization and World Bank report (2011) and Woodside and Wilson and Scior (2014:296) whose view are centred on the market value posed by 15% approximation of impaired global population as tourism investment opportunity. This study is not oriented to prove Shaw and Coles' (2004) assertion on the economic value of disability (accessible) tourism market. This current author views accessible tourism from an economic perspective, hence there is a need to have non-disablism formal tourism human capital development systems.

According to Bizjack *et al.* (2011) accessible tourism market faces challenges from organisational-related to attitudinal development in societies (social capital). Accordingly, attitude is developed through the following domain-oriented types: i) cognitive-based attitudes; ii) affectively-based attitudes, and iii) behavioural-based attitudes (Bizjack *et al.*, 2011:844-846). This study is of the

view that these articulated attitudes are derived from the human learning domains, which may be re-oriented and transformed through tourism education and training program. Bizjack *et al.* (2011:846) highlighted that even developed countries like France, United Kingdom, Spain, Switzerland, Germany, Poland, Austria, Italy, Greece, Slovenia, Croatia and Serbia are on the drive to find ways to develop skills and knowledge set for the human capital capacity to meet the requirements of tourists with physical impairments efficiently at the tourism destinations. In addition, Bizjack *et al.* (2011:846) results presented that there is no existing tourism/hospitality course that aims to develop capacity in practitioners to serve the visitors with impairments. Bizjack *et al.* (2011) made a review of more than 95 undergraduate full-time bachelor programs in tourism in 12 different European countries (most frequently chosen by Slovenian university students in the European mobility programs). Bizjack *et al.* (2011) highlighted that there was no course designed to present information/knowledge about either the needs or requirements of people with impairments. In addition, Bizjack *et al.* (2011) scoped the tourism study curricula in the following countries: France, UK, Spain, Switzerland, Germany, Poland, Austria, Italy, Greece, Slovenia, Croatia and Serbia. This study highlights that “the study concluded that no university tourism programs included any kind of courses or topics regarding people with disabilities” by 2011 (Bizjack *et al.*, 2011:847).

Wilson and Scior (2014:296) identified publications from 2000 to 2012 on physical disabilities (visual, motor and hearing). There is a void in mainstreaming of persons with impairments within communities, education and workplace setting due to the attitudes held towards persons with physical impairments (Wilson & Scior, 2014:296). In the same line of thought, Goreczny *et al.* (2011:1597) are of the view that individuals who have interactive experience and contact with persons with impairments have more positive attitudes than individuals who do not have any experience or contact. In this context attitudes are a determinant of the extent of ‘acceptable’ socio-economic interactions and socialization. To this effect, the study seeks to establish a detailed explanation from the persons with physical impairments perspective for a re-arrangement towards mainstreaming impairment issues within the tourism higher education and training.

On the other hand, Sigala and Baum (2003:367) explained the exceptional role of human capital in differentiating the tourism industry from other industry. According to Sigala and Baum (2003:367) manpower competence is a direct effect of the tourism education and training. Therefore, it would be important to create environs which enables for a reciprocal information exchange between market/industrial trends and the training/human capital development systems. According to Sigala and Baum (2003) there are impacts posed by information accessibility and knowledge transformation, at the time such influences the socio-economic systems. Sigala and Baum (2003) opine that information accessibility and knowledge have comportment on the

visitors' tastes, preferences and expectations at a tourist destination. Nonetheless, the visitor's needs and expectation satisfaction levels are influenced by the skills and knowledge capacity in the workforce as evaluated against the visitor's exposure to information and knowledge. Sigala and Baum (2003:368) have the opinion that tourism sectors ascribes to the category of sectors with operational/organisational culture that provides limited time for learnt skills reflection as balanced with formal studying/learning. This may have led to the lack of coherence between the tourism education and tourism industry (Sigala & Baum, 2003:369). Nhuta *et al.* (2015) and Sigala and Baum (2003) share similar findings that the tourism employers among other practitioners emphasize on practical skills and the general transferable skills; while the tourism educators emphasize the development of more management concepts and problem solving skills from a bias towards theory with limited practical industry-based experiences. Nevertheless, Sigala and Baum (2003:369) suggested that this tourism gap (the industry/practitioners is seeking capacity to serve accessible tourism/disability market, while tourism education remains static towards addressing non-impaired tourism market needs only) is due to: i) poor levels of collaboration between the two groups; ii) lack of involvement of educators in the tourism industry, and iii) tourism industry's role in education (through the medium of advisory bodies *etcetera*) is poorly defined. This study opines that there is room for the conversion of tourism skills and knowledge to caters for both non-impaired and temporary and terminal impaired persons concurrently. According to the study conducted by Nhuta *et al.* (2015), impairments issues may be co-opted and set as part of the agenda in stakeholders' dialogues that seek to resolve disparities between tourism industrial-market human resources needs and tourism education and training.

1.2.5 Sub-Saharan overview on tourism human capital development and impairments

This study shall present an overview of general higher education in Africa as tourism human capital development is an element/sub-set of the higher education system. Thus, Franck (2015) conducted a study on hindrances of inclusive education in primary schools in Ethiopia. Phiri (2013) carried a study on the voice of disabilities and inclusion in Higher Education in Zimbabwe. Morley (2010) studied on disabled students in higher education in line with equal and participation in Tanzania and Ghana as commissioned by World Bank Global review of tertiary education. Chataika *et al.* (2012) conducted a study on access in education for Africa in line with United Nations Conventions on the Rights of persons living with impairments. Kabuta (2014) studied on problems faced by students with physical disabilities in higher learning institutions in Tanzania. FOTIM (2011) project and Mutanga's (2017b) study were set to assess the disabled persons' situation in higher education in South Africa. The common thread in the above-mentioned researches' findings presented a limited manpower capacity, awareness and support for persons with impairments in higher education. The consequences of such, limits/disables access of

persons with impairments to opportunities aligned with career and employment pursuit through higher education levels' vast disciplines/professional qualifications (Riddell *et al.*, 2005:86-87). In addition, the researches mentioned in this paragraph is the critical source of insights on status of human capital development towards mainstreaming impairment issues and persons with impairments in southern Africa. Hence, this study will seek to tap persons with impairments' voice as input towards mainstreaming impairments and physical impaired persons in the human capital development. In this context, accessible tourism human capital development would be a pilot discipline within the sub-Sahara region's higher education systems. This is because the southern African states ratified the 2006 United Nations Convention for the Rights of Persons with Disabilities and the Protocol (Chataika *et al.*, 2012:388).

1.2.6 Employability of persons with impairments and impairment issues at workplace

This study acknowledged an employment perspective in order to position the relevance of this study. In this vein, Barnes (2012:473) presented that there are high unemployment levels for persons with impairment as compared with non-impaired counterparts. According to Barnes (2012:474) only 2-3% of impairments are present at birth. While the remainder out of the estimate of 15% global population of impaired persons acquired impairments during life stages. This may mean that some acquire impairments after taking a step to pursue tourism careers. Hence, mainstreaming impairment issues foster the continuation of socio-economic independence in life. This study is of the interpretation that there is a need for re-configuration of impairments and tourism workplace, as informed by comprehensive and collaborative approaches. Consequently, Barnes (2012) research work suggests for a shift from functional limitations of persons with physical impairments in line with employment and workplace. Barnes (2012:474) provides insights on the relationship between persons with impairments, impairments issues and workplace as inseparable especially when such is upheld in non-disabling tourism organisational culture.

Barnes (2012:474) is against 'alienating' human resources with impairments from production as set by non-disabled colleagues. Barnes (2012:475) views the society as considering older persons and impaired persons as disabled by the hegemonic culture of youth and consumerism drove market forces. This is supported by Abberley (2002:136) who explained that the social structures foster milieu and cultures that bars persons with impairments from entry into the well-paid professions. Thus, perceived professional/careers are fostered in esteemed formally developed employable skills and knowledge (competencies) within the current higher learning mainstream. This provides insights towards re-conceptualization of social disability and biological impairment in the context of tourism profession/work tasks ability (competencies) and career

development for both impaired and non-impaired persons within the shared teaching and learning environs.

In the same work-related discourse, Pati and Bailey (1995) conducted a study on empowering persons with physical impairments within a human capital development perspective. Pati and Bailey (1995) research highlighted that the persons with physical impairments cannot be empowered at the workplace without being empowered with the employable skills and knowledge first. This interpretation is supported by Ross (2004:524) who identified the lack of a clear career path for the impaired human resources within the tourism industry. This may be a result of discrimination and prejudices among employers which breed frustrations and stress among the employed impaired persons (Ross, 2004:524). This discriminatory basis is aligned to the limited social and vocational/technical opportunities given to persons with impairments in the tourism education and training (Ross, 2004:525). This may bring complications in the work-related life of persons with physical impairments, as the tourism education are inaccessible in policy and practice. This may be worsened by the over-emphasis that the tourism industry gives to physical attraction (Ross, 2004:525). This disabling culture thwarts talent nurturing, creativity and innovation from competent and dedicated staff within the tourism human capital development systems.

Klimoski and Donahue (1997:110) argue that human resources strategies to integrate persons with impairments into the workplace are the primary means to implement the American with Disability Act. However, the proclamation of equal employment opportunities in tourism organisations, while perpetuating disabling policies and practice in the tourism human capital development brings limited alleviation on unequal access to opportunities. In addition, having an impairment is not an advantage for one to be employed; rather formal tourism competencies development should be accessible to both impaired and non-impaired persons. Ju *et al.* (2012:35), conducted a comparative study on the persons with impairments and non-impaired persons' employability. Ju *et al.* (2012) found that lack of employability skills was the cause of the unemployment in Asia. Ju *et al.* (2012:36) recommended that there is a need for an employer's employability expectations to be part of the human capital development system. This may enhance the impaired persons to be in a position to pursue opportunities which comes with the possession of formal employable tourism qualification. This stance would augment the human right claim, that leave no 'escape goat' as employers argue that the persons with impairments lack employable competencies. Unless tourism human capital development gives opportunities to both impaired and non-impaired persons, inequality on employability, employment decisions, employment opportunities and employment discrimination for persons with impairments will be prevalent in the tourism industry. This study is positioned towards re-information of the human

capital/human resources functions and strategies in tourism management through the accessible tourism human capital development model and blueprint-framework. This may innovate the tourism knowledge and skill set to address both contextual performance and expected performance of the tourism industrialists/practitioners (Klimoski & Donahue, 1997: 110-112).

In support of the above paragraph, Mitchell *et al.* (1997:14-23) suggest that the American with Disabilities Act is bleak on qualification and reasonable accommodation in line with job analysis. Mitchell *et al.*'s (1997:14-23) study cited the: i) Functional job analysis by Fine (1988); ii) Task analysis by CODAP standard task analysis; iii) Threshold Traits Analysis (TTA) by Lopez, Kesselman and Lopez (1981); iv) Position Analysis Questionnaires (PAQ) by McCormick, Jeanneret and Mecham (1972); and v) Critical Incident Techniques (CIT) by Flanagan (1954). This provided insights which uphold this current study's belief for the development of non-disablism in tourism human capital. The non-disabling tourism human capital may foster skills and knowledge empowerment for effective tourism participation (either as visitors or human resource) by persons with impairments. Interestingly, in South Africa, tourism job-advertisements give special notes which encouraging the persons with impairment to apply. Yet the tourism higher learning (teaching and learning) systems are restricting and/or limiting the accessibility to persons with impairment. This is restricted accessibility to persons with impairments is replicated at the tourism workplace (Mitchell *et al.*, 1997:14-23).

The tourism educators, practitioners among other non-impaired persons with limited interactive exposure have limited knowledge on impairment issues (Thabethe, 2009:10-12). Hence, the non-impaired counterparts in tourism education only consider physical impaired as inferior, weak and less than human beings who only partake in docile and passive careers and jobs (Quarmby, 2008:8; Eide, 2012:2; 8-9). This concurs with COFACE Handicap, who underscored that there are societal limitations that bar people with impairments (COFACE Handicap, 2011:2-5). Lawson (2012:3-14) is of the accent that the bars are consciously and unconsciously set by non-impaired counterparts. In addition, Campbell (2009:20) agrees with Lawson's interpretation that disablism is synonymous with racism as it induces either internalisation or self-loathing which devalues the person with impairment. This is in accord with Devlin and Pothier (2006:9-13) who highlighted passive stereotypes which are allied to persons with physical impairments. Consequently, the persons with physical impairments face rejection because of the social construction that established disability as tragedy, pitiable, vulnerable, powerless, valueless, suffering or deficit. Therefore, persons with impairments are viewed as a social group that is marginalised in contemporary society due to perceived lack of ability and the heterogeneity of persons with impairments categories (Devlin & Pothier, 2006:16-17).

Groschl (2007b:666) explored the current Human Resources management practices which affect the employment of persons with impairments in Canadian hotel organisations. Despite few Human Resources initiatives in some of the participating hotels; there are no best Human Resources practices in this area as compared to descriptions found in other industries (Groschl, 2007b:666). Groschl (2007b:667) found that there is limited awareness, comprehensive understanding, socio-economic interactions and communication between the persons with impairments and the employers (practitioners) in tourism. However, Groschl (2007b:667) emphasized that the labour shortage in Canada's Hotel sector could be alleviated by the significantly underutilised labour source-persons with impairments. This provides insights for the accessible tourism human capital development which would enhance mainstreaming of impairment issues and persons with impairments in tourism. This study discourse is summarised as the problem statement below.

1.3 PROBLEM STATEMENT

The current formal tourism human capital development does not offer opportunity for persons with physical impairments to acquire formal tourism skills and knowledge/competencies in a non-disabling teaching and learning environs. At the same time, mainstream tourism education neither offer the non-impaired learners nor accord such to acquire knowledge on impairments and impairment issues. This void on impairment issues within the mainstream tourism education might have caused the lack of capacity among the non-impaired and/or impaired learners (to be the practitioners) for such to serve (temporary and permanent) impaired visitors (access-need tourism market) at tourism destinations (tourism industry) in South Africa.

1.4 GOAL OF THE STUDY

The goal of the study is as follows:

1.4.1 Goal

To develop a systematic accessible tourism human capital development model and framework for the tourism higher education and training as aligned to the tourism industry. This model would have interpretation which would guide workflows set by the framework. The framework would be applicable in the tourism higher and education and training structures and/or systems, which support tourism skills and knowledge sets that address visitors with impairment needs in a holistic manner. To this effect, the educated and/or trained graduates would acquire non-disabling capacity (attitude, aptitude, behaviour, skills, knowledge and competencies) as augmented by the comprehension of impairment issues and/or persons with impairments from interactive experience during the studying period. The empowerment should be enrooted in the teaching and learning environs which foster shared-space teaching and learning methods and resources. Thus,

both impaired and non-impaired learners are empowered and/or acquire tourism knowledge while being in one place and being taught the same thing at the same time. This tourism human capital capacity would buttress the provision of amicable memorable tourism services/experiences for the visitors with impairments in the industry. At the same time enhancing the tourism career pursuit by persons with mild physical impairments.

1.5 OBJECTIVES

The objectives are as follows:

1.5.1 Objective 1

To do an extensive literature analysis on tourism-impairments peer-reviewed articles and books; disability studies' peer-reviewed articles from 1990-2019 (exception is given to seminary theory); the department of higher education and training policies, with a distinct focus on mainstreaming impairment issues within tourism education and training in South Africa. This would identify key themes aligned with mainstreaming the participation of visitors with impairments and physically impaired persons in the tourism education and training. To that effect, both impaired and non-impaired persons would acquire employable knowledge and skills through a clear career development path.

1.5.2 Objective 2

To ascertain the extent of disablism on persons with physical impairments within the North-West University's School of Tourism Management and Tourism Research Unit's policies and practices in South Africa.

1.5.3 Objective 3

To establish the accessibility expectations (voice) of the persons with physical impairments in the tourism education and training system for the construction of a mechanism to nurture the empowerment and/or capacity building in tourism human capital to serve visitors with impairments in South Africa.

1.5.4 Objective 4

To comprehensively construe the persons with physical impairments' voice into formal tourism employable human capital skills and knowledge set, and then model and framework for the formal accessible tourism human capital development system as linked to tourism industry's human resources (practitioners) competency to serve visitors with impairments in South Africa.

1.6 RESEARCH FRAMEWORK

The Figure 1.2 below, presents the research framework that gives an overview and/or map for the study:

The research framework

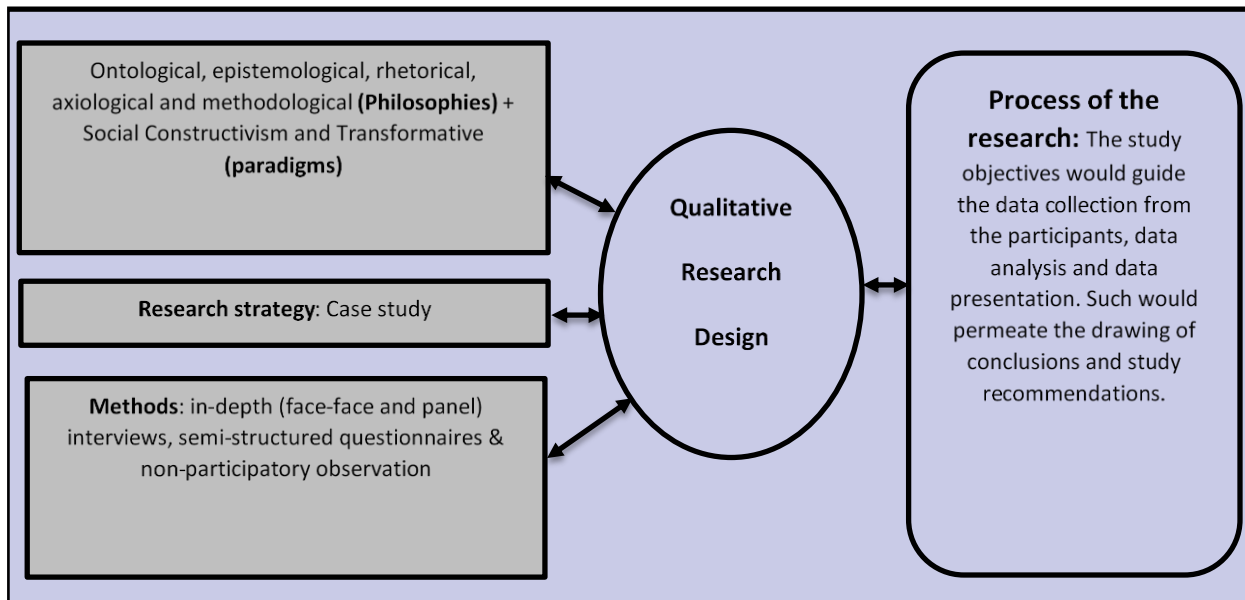


Figure 1.2: The current research framework

Source: Author's compilation

According to Figure 1.2, the study framework triangulated social constructivism and transformative paradigms (Creswell, 2003:9-10). This is because this study is conceptualised as a social construct. Therefore, the fieldwork will nurture gathering of opinions (voice) of the persons with physical impairments and the tourism higher education and training institution as participants. The social constructivism is augmented by the advocacy (transformative stance) for the autopsy to reach the marginalised persons with impairments (Creswell 2003:10) in the context of tourism higher learning system. Therefore, this would enable the study to bring a transformative effect as grounded in mutual stance for the empowerment (Creswell 2003:9) of persons with physical impairment as either a visitor or competent tourism human capital.

The study framework perpetuates qualitative research design that entails the adoption of the theoretical lens (Creswell & Plano Clark, 2007:5). In this scenario, a triangulation of Human Capital Theory (Acemoglu, 2013; Becker 1993) and Critical Disability theory Hosking (2008) is ideal. This qualitative research design would support the exploration of the persons with physical impairments' tourism needs. These tourism needs would enhance the engineering of tourism human capital and/or manpower capacities to serve such visitors with impairments. In this context,

an explanatory lens (Creswell & Plano Clark, 2007:85; Teddlie & Yu, 2007:82-84) is critical for the establishment of the relationship between tourism field and capacity building to serve persons with impairments for tourism participation. This would picture the underlying factors within the policy and practices in tourism higher learning system.

The study adopts a case study research strategy that would give way to the deeper interrogation of the identified disabling tourism human capital development. The case study approach would nurture comprehensive data collection using semi-structured in-depth interview guides, semi-structured questionnaires, non-participatory observation and document analysis on tourism higher education and training institution's by-laws/regulations (ordinances) and policies.

This position the study to adopt Engaged theory as the 'Grand data analysis method', but not a 'Grand theory'. The Engaged theory would provide an integrated set of methodological tools for developing a model for the accessible tourism human capital development. The Engaged theory's four levels of analysis entail: i) empirical analysis (ways of doing); ii) conjunctural analysis (ways of acting); iii) integrational analysis (ways of relating); and iv) categorical analysis (ways of being) (Anon., 2014:1-2 & 14). These would guide the data collection, analysis approaches, presentation and interpretation of findings, study conclusions and recommendations. This would enable the study to abstract model on accessible tourism human capital development constitution and social framing for both persons with physical impairments and non-impaired persons (Cooper & Schindler, 2003:504). The study framework in Figure 1.2 would guide the method of research as set in Figure 1.3 below.

1.6.1 Method of research

The method of research is presented in summary as Figure 1.3 below:

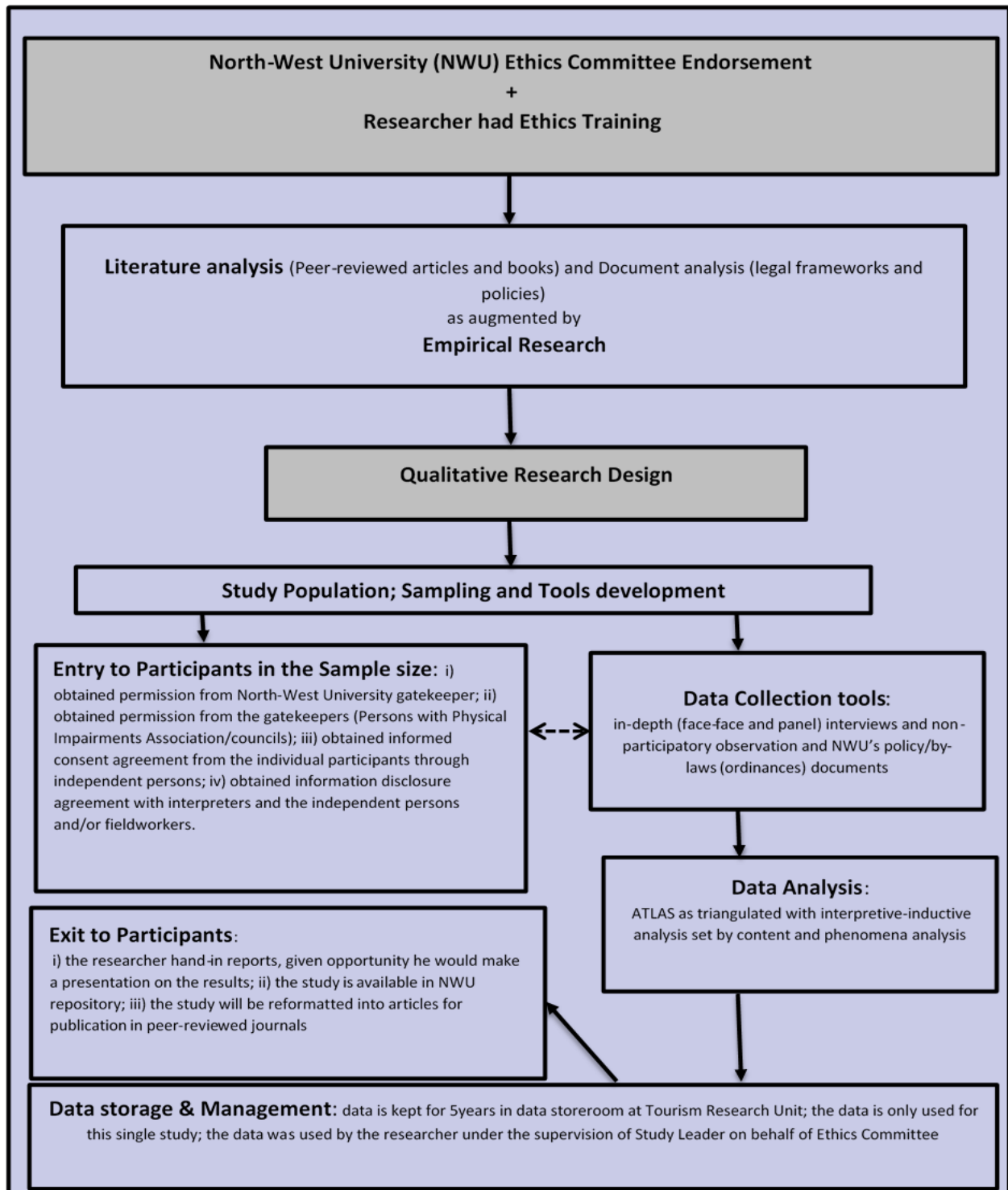


Figure 1.3: The diagrammatic illustration of the method of research

Source: Author's compilation

The Figure 1.3 is explained in the sections below:

1.6.1.1 Literature review

As highlighted in Figure 1.3, according to Creswell (2003; 2013) this study is grounded in systematic literature review (analysis) using a critical thinking lens. The literature examination encompassed:

- i). peer-reviewed accessible tourism/inclusive published articles,
- ii). legal and policy documents on disability issues,
- iii). disability studies journal peer-reviewed published articles,
- iv). reports made by disability concerned organisations, and
- v). tourism human capital development/tourism education and training books, peer-reviewed published articles and dissertation/theses.

NB. The study would utilise the already existing knowledge from North-West University Repository, North-West University Bokora research facility, Emerald Insight, Science Direct, Google Scholar, ebrary and Annals of Tourism Research. This secondary source of information would be in either electronically or conventional/hardcopy format. This would enable the study to propagate, ascertain and position itself within the scholarly discussions in the context of ATHCD lens. This study considered resource texts within the period from 1990 to 2019 because it covers a period that is in the dawn of post-colonial era in South Africa. This would bolster perceptions that which may influence the current tourism education's standpoint in line with mainstreaming impairments issues. This would make this study to be rooted in strong knowledge base towards accessible tourism human capital development system that is envisioned by the study. The literature examination shall buttress keywords such as: tourism human capital development/tourism higher education and training, persons with physical impairments, visitors with impairments, tourism skills and knowledge set (access needs tourism skills and knowledge and/or competencies), tourism manpower/human capital, tourism learners (student and prospectus students), tourism career development and tourism workplace/industry.

1.6.1.2 Empirical Research

The study adopted case-study approach because the researcher purposively considered North-West University's School of Tourism Management and the Tourism Research Unit (Tourism Research in Economic Environments and Societies also known as TREES); persons with physical impairments and impairments advocating organisations in South Africa. This would enhance

deeper specific exploration and explanatory perspectives on tourism higher education and training system's (formal human capital development) position as aligned to mainstreaming impairment issues. According to Lyner-Cleophas *et al.* (2007) South Africa falls in the economic category of Middle-Income country, with the fast-growing economy that may bolster the establishment of this study output as a pilot project (a form of an archetype). Thus, she is an African state that has greater potential to implement the study as a 'prototype' model for a non-disabling/accessible tourism human capital development. Henceforth, other African states among other nations can learn from her after testing and evaluation of the model and its blueprint-framework (implementation mechanism and strategies/approaches/workflows). This study would be relevant to South African tourism education and societies. Thus, according to South Africa Tourism (SAT) (2016:49) the country is experiencing tourism education and training growth in line with the tourism growth within the Southern Africa Development Community (SADC) region.

South Africa is relevant case study because she is one of the African states which ratified the United Nations Convention for Rights of Person living with Disability and the protocol (Chataika *et al.*, 2012:388). On the other hand, she has the highest tourists' receipts in Africa (UNWTO, 2015; 2016). In addition, her main tourist source regions are Oceania, The Americas and Europe (SAT, 2016:33). The mentioned South Africa's tourism markets (tourist source market) have alarming and significant 'baby-boomer' persons whose travel/tourism needs entails accessibility in both physical and human resources as paramount. Makuyana and Saayman (2018) opine that persons with temporary and permanent impairments expect accessibility in all spectrum of life (meso, micro and macro) for active participation in tourism, just like the non-impaired counterparts. From this angle, this study would be positioned to collection data from the participants as presented below.

1.6.1.3 Methods of collecting data

As annotated in Figure 1.3, First, the study proposal and data collection tools would go through North-West University (NWU) Institutional (EMELTEN) Research Ethics Committee (IREC) for a review process. This would provide a third-party Research Ethics endorsement and certification. The process would start by the study proposal and data collection tools' submission to the Faculty of Economic and Management Sciences Ethics/Scientific Committee for evaluation. The study proposal and data collection tools will be forwarded to the Faculty of Health Science Ethics Committee because the participants were composed of non-impaired and impaired persons (vulnerable group). The Faculty of Health Science Ethics Committee would forward the study proposal and data collection tools to the Education, Management, Humanities, Social Sciences and Law (EMELTEN) Research Ethics Committee because they are the REC that reviews and give Ethical endorsement to this type of study. The researcher would attend a certified Research

Ethics Training with the Training and Resources in Research Ethics Evaluation (TRREE). This training is part of the requirements set by the EMELTEN Research Ethics Committee for the study that include vulnerable group as part of the study participants.

The data collection is set for the NWU (School of Tourism and TREES-as a case study for tourism higher education institution), and the persons with physical impairments in South Africa. According to Marpsat and Razafindratsima (2010:4) the data collection would be established according to the distinctiveness of the participants. This would enable the development of strata. Heckathorn (2002:12-29) and Marpsat and Razafindratsima (2010:4) advised this study not to take for granted the different participants who have inimitable attributes, traits and character. This would enable the study to gather reliable and valid data from the participants. Creswell (2003; 2004; 2013) and Creswell and Poth (2018) highlighted ethical issues upholds observation of procedures. This study would observe the tourism higher education and training institution's protocols. Thus, observation of NWU's protocol which goes through a gatekeeper that is housed in the Registrar's office and the persons with physical impairments' through their gatekeepers (the associations and councils in South Africa).

1.6.2 Sampling

The study would adopt a triangulation of case study and stratified-purposive sampling strategy to get data from specific offices and specific persons as key informants (Heckathorn, 2002:12-29). The participants' characteristics are unique and need to be studied within clearly set strata as presented in Table 1.1 below:

Table 1.1: Population, sampling strategies, inclusion, exclusion and sampling size

Population Categories	Sampling Strategies	Inclusion criteria	Exclusion criteria	Sample size
Approx. of 25% of the recorded 7.5% of South Africa's population with disability, which amounted to approx. 1million who have physical impairments	Stratified-purposive sampling	Persons with mild physical impairments above the age of 18years.	Persons with Sensory and communicative impairments; moderate to severe physical impairments were excluded and persons with impairments below the age of 18years.	The valid sample size for hard to reach population is at least 384:1 000 000 (Krejcie and Morgan,1970:608; Marpsat & Razafindratsima, 2010:4; Smith, 2012:2); However, the study expects at least 384.

and are above 5years and below 85years of age (Statistics South Africa Report on 2011 Census: Report No. 03-01-59)				
150 Associations and Councils for persons with Physical impairments (disabilities) in South Africa.	Stratified-purposive sampling	SADA; NCPDSA; BA and QASA. South Africa's private and public organisations for persons with impairments ascribes and/or are members of the mentioned organisations. In addition, these organisations' members travel frequently and usually uses tourism designed facilities during when traveling.	Members of these organisation and other persons who in severe condition aligned with impairments were excluded.	Four advocating organisations' leadership
26 Higher Educations Institutions (universities) in South Africa.	Case-study and stratified-purposive sampling	One university that have a School of Tourism and Tourism Research Unit in South Africa	All tourism departments and hospitality departments and other higher tourism education and training institutions including Schools of Hospitality and Tourism and/or Leisure.	Eighteen Tourism educators and researchers.

Source: Author's compilation

Table 1.1 above, is composed of the study population, sample size and sampling strategies. The target population is comprised of: i) the tourism higher learning institution namely the NWU-School of Tourism and Tourism Research Unit; ii) persons with physical impairments; iii) the persons with physical impairments' associations and councils in South Africa. The study focused on physical impairment which might have either single or multi-causes which include Cerebral Palsy, Spina Bifida, Poliomyelitis, Stroke, Head Injury and Spinal Cord Injury, however in mild condition. Mild condition signifies minimal limitation in capability. This implies for minimal assistive technological devices to handle psychomotor, cognitive and affective activities. This is would enhance formal competencies development to offer opportunities to persons with impairments to have active participation and involvement in tourism. As highlighted in Table 1.1, the study excluded sensory and communicating related impairments in moderate to severe physical impairments to be considered to be part of prospectus practitioners. However, they can be part of visitor group. This is because the moderate and severe impairments may not be easily compatible to the tourism-related manpower (tasks) demands. Thus, moderate and severe impairments condition require more-tailored assistance devices and/or medical support. From a tourism industrial productivity lens, moderate and severe impaired persons may not give much expected output as compared to mild condition impaired peers. Nevertheless, the skills and knowledge set should scope all impairment issues for both non-impaired and impaired human resources to be empowered and/or capacitated to serve visitors with impairments professionally.

The Table 1.1 highlighted the study purposively chose advocating associations and national councils for the persons with physical impairments. However, the selection for participation is based on the willingness of the organisations. The organisations which advocate for impairment issues and impaired persons are located within the borders of South Africa. In addition, study seek the opinions from organisations which is skewed towards sports which serve the interests of persons with physical impairments. The study acknowledges the challenge posed by the major participant-group (persons with physical impairments). Thus, it is difficult to establish a sample size for the persons with physical impairments until the membership of the associations voluntarily turns up to participate (Marpsat & Razafindratsima, 2010:4; Smith 2012:2).

As presented in Table 1.1, the study population for the study is as follows: i) According to Statistics South Africa (2014), there is approximation of 25% of the recorded 7.5% of South Africa's population with disability, amounting to approx. one million who have physical impairments and are above 5years and below 85years of age, (Statistics South Africa Report on 2011 Census: Report No. 03-01-59) . ii) a total of 150 Associations and Councils for persons with Physical impairments (disabilities) in South Africa, iii) a total of 26 Higher Educations Institutions (universities) in South Africa. This study projects a sample size of 390 participants above the age

of 18. The geographical delimitation of the study would be the key guide towards accessing all available voice of the persons with impairments. This projection is validated by Krejcie and Morgan (1970:608) who puts it as a hard-to-reach population's sample size can be valid if at least 384:1000 000 is achieved. Thus, at least four participants from persons with physical impairments associations/council leadership and three hundred and eighty persons with physical impairments (the associations/council registered individual membership and non-membership), and eighteen (two Directors, which is one from the Tourism Research Unit and the other from the School of Tourism; three Professors, three Post-Doc Research Fellows and three Doctors from Tourism Research unit; three Professors, two Doctors and a lecturer from the School of Tourism) participants from the NWU- School of Tourism and Tourism Research Unit in South Africa. This would bring data saturation that takes away reasonable doubt posed by either general readership or policy makers. This study would be one of key policy informant, hence the data should have significant representation of the target population.

According to studies conducted by Nhuta *et al.* (2015) and Makuyana and Saayman (2018) the tourism human capital development is influenced by both tourism market needs and the need for relevant competent manpower in the tourism industry. Hence, this study would incorporate tourism educators and researchers as part of participants. This is because the tourism educators and researchers, currently contribute in the systematic review of the tourism curricula and curricula content delivery mechanism. This is complemented by the tourism teaching and learning policies' relationship to higher education institution's disability policies' extent of mainstreaming impairments within the NWU- School of Tourism and TREES. The level of mainstreaming impairment issues and/or physical impaired in the tourism education is evidenced by the failure of tourism manpower/practitioners to serve visitors with impairments. From this angle, there is unclear interpretation of tourism industrial practitioners' needs by practitioners to the tourism education which should be informed by the tourism markets' needs. Hence, as shown in Table 1.1, this current study has excluded the tourism industrialists, as the study acknowledges that the current tourism curricula have industrialists' contributions. Hence, this study regards that such contributions has posed flaws on human resources competency when serving visitors with impairments.

As shown in Table 1.1, this study sampling strategies, population, sample size can uphold the opines towards positive disruption in the tourism education system. This is rooted in studies conducted by Nhuta *et al.* (2015) and Makuyana and Saayman (2018), which presented a common belief that all formal proficiencies built in human capital determines the state of both labour-market and consumer-market's satisfaction in the tourism industry. This study postulates for re-thinking tourism from an 'unusual/abnormal' perspective. This is because the 'usual/normal'

provides no holistic formal capacity development that fosters opportunities to persons with impairments, either as visitor or potential practitioner. This makes tourism education to be positioned to address such issues in line with mainstreaming impairments in tourism. This concedes with Creswell (2003; 2013) and Creswell and Poth (2018) in that, this study would be typical, specific and comprehensive, while grounded in real life scenarios for social action purposes.

1.6.3 Development of measuring instruments

The study would use the following data collection tools: i) semi-structured in-depth face-to-face interview guide and ii) semi-structured non-participatory direct observation guide. In the event that the participants would not be accessible for in-depth face-to-face interviews, semi-structured questionnaires as derived from the content in the semi-structured in-depth face-to-face interview guide. This study instruments' development is informed by the insights from Plan International Australia and CBM Australia-Nossal Institute Partnership for Disability Inclusive Development report (2015). This is because this study opines that disability arises from impairment and material/societal arrangement. This socio-economic arrangement may bar full participation of impaired persons in their community (tourism, leisure, recreational, business activities *etcetera*) on an equal basis with non-impaired peers. The tools have been informed and/or obtained insight for the study questions that seek opinions on: i) impairments and tourism manpower/human resource capacity needs, ii) teaching-learning shared space environment, iii) institutionalisation of impairment issues and persons with impairments in the policies and practices, and iv) societal-communication in context of the level of disablism (Plan International Australia CBM Australia-Nossal Institute Partnership for Disability Inclusive Development report, 2015:8). The instruments' development would be anchored on the study objectives and research questions. This is guided by the exploratory and explanatory approaches within the qualitative research design.

1.6.3.1 Data collection tools brief outline

The data collection is to be done using semi-structured in-depth face-to-face interviews and semi-structured non-participatory direct observational guide. These are discussed in detail below:

a). The semi-structured in-depth face-to-face interview guide for tourism higher education institution (NWU-School of Tourism and TREES) have three sections. These sections are portioned into ten questions aligned with accessibility and participation in tourism services from a human capital development/tourism educator and researcher viewpoint. These human resource/manpower capability flaws would have a demeanour on formal tourism education and training. The semi-structured in-depth face-to-face interview guide for persons with physical

impairments associations and/councils have three sections which are portioned into ten questions.

Section A has demographic questions which uphold socio-economic insights which points to underlying growth factors towards the need for mainstreaming impairment issues and persons with impairments for tourism participation. Such insight points towards investment in both human capital and for tourism consumption as informed by the participants of the study. This includes the opinion of the participants' view as aligned with tourism interactional experiences with the tourism human resources/manpower within the tourism systems (Daniels *et al.*2005:92; Yan *et al.*2004:950-956). The questions end with participants evaluating the extent of tourism human capital/manpower capacity to serve visitors with impairments (Plan International Australia CBM Australia-Nossal Institute Partnership for Disability Inclusive Development report, 2015:8). The section has question that seek opinions aligned with the role of persons with impairment advocating organisations in facilitating for accessible tourism higher learning.

The section B's general focus is to get opinions on the disablism in the tourism higher learning. This scopes the policies and practices as contexted to the travel needs, wants, motivations and expectations of the impaired persons' professional human competencies standpoint. In essence, the section seeks to ascertain the reconnection and exploration insights which may inform future travel need's satisfaction among visitors with and/or without impairments (Plan International Australia CBM Australia-Nossal Institute Partnership for Disability Inclusive Development report, 2015:8; Yan *et al.*2004:950-956). This has connotations on the structural constrains to tourism participation set in interpersonal engagements before, during and after tourism service/product co-production and co-consumption. This is traced in the tourism education policy, teaching and learning processes, and workflows (procedures) and physical environment accessibility among the visitors (with and/or without) and the tourism staff (service providers with and/or without impairments) (Daniels *et al.*2005:92; Plan International Australia CBM Australia-Nossal Institute Partnership for Disability Inclusive Development report, 2015:8). The questions would seek to ascertain the extent of sensitisation of the disablism due to ignorance and lack of capacity within the formal tourism human capital development.

Section C emphasis on seeking opinions on mechanisms that enhances tourism higher learning to teach learners to have professional capacity to serve visitors with impairments. The questions also provide platform to get insights on aspects which the tourism educators need to be trained on and the content which must be co-opted in the tourism education curricula. In addition, the questions seek opinions aligned with tourism curricula, curricula content delivery mechanism and the overall teaching and learning environs' re-arrangement towards non-disabling interactive

learning space between non-impaired and impaired persons. This would provide insights on the development of workflows as aligned to intrapersonal issues among persons with impairments and non-impaired counterparts (Daniels *et al.* 2005:92). The section has questions which upholds responses that exhibits travel/tourism information search as tourism market whose travel propensity is determined by referral, experimentation and reflection on different tastes of travelling (Yan *et al.* 2004:950-956). This section has questions which implicates on development of mechanism that nurture accessible employable skills and knowledge empowerment to persons with physical impairments within the mainstream tourism education. In addition, the section has question that seeks opinions on the idea of facilitating for the impaired persons to pursue a tourism career dream. This would implicate the creation of non-disabling workplace environs. According to Plan International Australia CBM Australia-Nossal Institute Partnership for Disability Inclusive Development report (2015:8); Yan *et al.* (2004:950-956) these questions fosters insights on personal acceptance and reintegration among persons with impairments and non-impaired counterparts. The section has question that seek opinion on a feasible mechanism that facilitate the re-configuration of structures and systems in tourism human capital development towards non-disabling both impaired and non-impaired persons to acquire employable skills and knowledge set (Plan International Australia CBM Australia-Nossal Institute Partnership for Disability Inclusive Development report, 2015:8). This intends to tap insights that can uphold re-thinking tourism education for systems innovation with new principles of accessible tourism human capital development. This would address the consumer-producer flaws set in principles that uphold non-impaired tourism human capital development systems.

b). The non-participatory direct observation guide entails the assessment of the level of disablism within the tourism higher education institution (NWU-School of Tourism Management at Potchefstroom campuses and TREES). The non-participatory direct observation guide is relevant for evaluating the policy and the teaching and learning environs. The emphasis is centred on the extent of impaired persons' accessibility to the tourism higher learning structures and systems (Plan International Australia CBM Australia-Nossal Institute Partnership for Disability Inclusive Development report, 2015:8). This is in context of formal acquisition of skills and knowledge that empowers the human resource/manpower to serve impaired and non-impaired visitors at tourism destination (Daniels *et al.* 2005:92). The non-participatory direct observation guide seeks to ascertain the extent of the shared teaching-learning space/environment among impaired and non-impaired persons. The areas to be observed includes: teaching/training delivery mechanism (teaching and learning approaches), communication mechanism, assessment/quality assurance systems, syllabi content, trainers (tourism educator)-trainee (student) interactions, student-student interactions, higher learning policies, human resources (workplace) policies (Plan

International Australia CBM Australia-Nossal Institute Partnership for Disability Inclusive Development report, 2015:8).

1.6.3.2 Data collection tools' rigor

Dikko (2016:524), provides insights which informed the researcher to conduct a pilot-test on data collection tools on 22 September 2018 at the Manicaland State University of Applied Sciences (Tourism and Hospitality department) in Zimbabwe. This was aimed at ascertaining the ability of the tools to gather intended data. This would evaluate the phrasing in the explicit expression of the themes established by the literature analysis. This would bolster the tools' validity (internal and external), reliability and generalisability assessment prior the data collection process. According to studies conducted by Creswell and Poth (2018); Creswell (2003; 2012a; 2013); Dikko (2016) reliability, validity and generalisability of a qualitative study is reflected in the methods/processes, procedures/steps in carrying out the whole study within scientific and methodological manner that fosters socio-scientific and ethical soundness.

This study would have a third-party ethics endorsement which evaluates the data collection tools in line the whole study methodology procedures. The study and data collection tools went through NWU-Research Ethics Committee that specialises with researches which have vulnerable group(s) as part of the participants-the EMELTEN-Research Ethics Committee. This study data collection tools would be examined in terms of validity and reliability in line with the objectives of the study, while protecting all participants of the study including the researcher and the institution. According to NWU –EMELTEN-REC the Study Leader and the PhD candidate would do an ethics training which would certify the acquisition of competencies needed when conducting a study with vulnerable persons. In addition, the Study Leader and PhD candidate would sign (consent agreement) the NWU Research code of Conduct. This would formulate part of the mechanism to ensure the systematic flow of key factors/themes which would have been coined into the data collection instruments. In addition, the NWU-EMELTEN-REC monitoring reports would edify on quality control and quality assurance as the study progress. This would be an addition to the Study Leader's daily supervision and/or daily briefing on the study and weekly reports which the candidate provided through the Study Leader's office.

The concept took a case study of tourism discipline from an Afro-centric skewedness. However, the essence and the generalisability of the concept goes beyond NWU and the South Africa's higher education and training as the issue on study is affecting the global village. This international generalisability would be ascertained through interviewing international tourism educators who will attend International Conference on Tourism Education and Research to be hold on the 19 to

21 of November 2018. This would be a mechanism to ascertain the existence of such gap in other higher education institution beyond South African borders.

1.6.4 The collation of the study collected data

The research interview notes, audio recorded data (to be deleted after transcription) and the observation notes would be coded in line with codes allocated to the study data collection tools. According to study conducted by Creswell and Poth (2018); Dikko (2016), coding of tools bolsters the separation of the data and identity of the source. Thereby upholding the confidentiality and privacy of the participants as the data will be untraceable to the providers' identity. As advised by Creswell (2012a; 2013) research work, the study would adopt coding that triangulated chronological alphabet and numeric order of recording. This would enhance the development of sort keys which consequently produce a total pre-order on the set of items of data. From this standpoint, this study's data collation enables a fast, easy and convenient whenever the researcher wants to find an element in the list and/or confirm the absent of certain data from the list. Nonetheless, hard copies would use manual file-system approach, while softcopies followed a computer-based file system.

According to North-West University Research policy, the transcribed audio recorded data and jotted notes (responses) from the interviews and observations, (hardcopy and electronic version) are stored in research safe boxes which are kept in a research data storeroom at North-West University, Potchefstroom campus Block E3 (Tourism Research in Economic Environs and Societies). The stored study data is used for this single study under the supervision and management of the Study Leader and NWU-EMELTEN-REC in South Africa. After this single study, the data is stored at the NWU-TREES for at least five years, then the data shall be destroyed (both hard copies and soft copies).

1.6.5 Brief data analysis

This study would conduct an explanatory analysis of the voice of persons with impairments as augmented by tourism educators' opinions at NWU-TREES offices in Potchefstroom campus in South Africa. The gathered data would be coded using open code technique and themes aligned with study objectives as the main guiding themes. The researcher would adopt a literature and policy document analysis that established sub-themes for a standardised content/thematic interpretive analysis as informed by a triangulation of Creswell (2014) eight steps phenomenon analysis, Tesch (1992) six step content analysis and Miles and Huberman (1994) thematic analysis. This would be augmented by Atlas.ti 8 computer-aided qualitative data analysis software. In the same standpoint, the interview audio recorded data would be transcribed and analysed is to be analysed in the same way which the literature and policy would be analysed.

This Atlas.ti 8 would establish a logical batched and non-batched statistical analysis for the study. This would foster linkages within the data collected from the participants. The data analysis supports numerical and chronological synthesis, recording and analysis for the establishment of explanations towards the construction of (non-disabling) accessible tourism human capital development. This model would be a by-product of data analysis which would enhance the establishment of mechanism which nurture the mainstream impairment issues and persons with physical impairments in tourism education. This would enable the tourism practitioners (with and without impairments) to be formally empowered with capacity to serve visitors with impairments. The analysis of the collected data would be done by the PhD candidate (researcher) with consistent assistance and/or consultation from the Study Leader.

1.7 DEFINING THE CONCEPTS

The following concepts are important in the study:

1.7.1 Human Capital Development

According to Inyang and Esu 2008 (cited by Esu, 2012:278), human capital development refers to the costs individuals or organizations incur on activities and processes that lead to the acquisition of competencies, abilities, talents, possession of positive attitude and skills. Human capital development creates added value to the productivity of a firm or organization or nation. Thus, the study considered the human capital development as investment capital set in the human asset.

1.7.2 Tourism human capital development

According to the study conducted by Nhuta *et al.* (2015), tourism higher education and training refers to the processes set to empower the tourism personnel with skills and knowledge in a formal –off the job environs as means to address the tourism manpower dynamic needs. This manpower needs are influenced by the tourism markets' needs. Hence, tourism education is one of the major human capital management strategies. Hence, tourism education illuminates the understanding of the requirement of the environment and the society at large. Tourism training equips people to meet the labour needs of existing local employers as a means of promoting local growth. Therefore, this study would interpret the human capital development in the context of tourism/hospitality as tourism human capital development that enables the value extraction by the tourism industry as the guests' expectations are attained in a sustainable way.

1.7.3 Tourism higher learning/education and training

Esu (2012:278) emphasized the importance of education and training in the human capital field as means to inimitable unique selling points for the tourism and hospitality firms. This study considered tourism (hospitality) higher learning/education and training as the formal tourism and hospitality tertiary/career pursuit within the human capital development. This study view tourism education and training as the arm that upgrades semi-skilled and skilled tourism and hospitality practitioners for either supervisory and management or academic pursuits. On the other side of the coin, the tourism (hospitality) training focus on the impartation of vocational-oriented capabilities and competencies among the tourism practitioners. Thus, tourism (hospitality) education is interpreted as the investment in human capital for the acquisition of knowledge levels which bolsters analytic and problem-solving abilities which enable an individual to be productive practitioners at workplace in this dynamic global economy.

1.7.4 Disablism

Disablism is interpreted in this study as the disadvantage or restriction of activity caused by systems and/or structures in either organisations or socio-economic environmental arrangements which take no or little account of people who have physical impairments and this excludes persons with impairments from the mainstream socio-economic activities (Buhalis, 2005:9). To this effect, this study considers impairment as aligned with IFC (2001) a body part(s) that is dysfunctional and World Health Organisation (WHO, 2012) defines disability as an umbrella term which embraces impairments, activity limitations and participation restrictions. To this standpoint, this study considered mild condition on persons with physical impairments. This study regards health condition as well as the reflections set by the interactions between individuals with impaired body, non-impaired counterparts and the socio-economic built-societal arrangement/environs in which both impaired and non-impaired individuals live.

1.7.5 Disability Tourism

This study interprets disability tourism as tourism which consider and includes persons/visitors with impairments in tourism co-production and co-consumption as a significant type of tourism market. Thus, Disability tourism is sometimes referred to as inclusive/accessible tourism (Buhalis, 2005:9).

1.7.6 Universal Access/Universal Design

According to the United Nations Convention on the Rights of Persons with Disabilities, Article 2 (UNCRPD, 2006) universal access is the design of products, environments, programs and

services to be usable by anyone to the greatest extent without the need for adaptation or specialized design. This study is focused on facilitating for accessible tourism human capital development in order to address the societal mentality of marginalizing and stigmatising impairment issues and persons with impairments through the label 'special' set for such persons. The 'special' label ends up giving unwritten messages and cultured norms of making such persons to feel like they are 'second class-citizens' due to perpetuated emphasis on perceived differences and assumption that such are unable to do what the counterpart (non-impaired) could do. Architect Ronald L. Mace used the term- Universal Design to refer to the description of the concept of designing all products and the built environment to be aesthetic and usable to the greatest extent possible by everyone, regardless of their age, ability, impairment or status in life (Mace, 1985; Mace, Hardie & Place, 1990:4). This study interprets the universal access and/or universal design as mainstreaming approaches for the establishment of accessible tourism human capital development systems from policy to practice. This would augment the physical accessibility.

1.8 CHAPTER CLASSIFICATION

The study chapter classification is as follows:

Chapter One: Introduction and Problem statement

The chapter is designed to introduce the existence of a gap between the expectation of visitors with impairments and the tourism practitioners' competencies to serve such market. This chapter traces the lack of capacity to serve visitors with impairment as emanating from the tourism education (tourism human capital development systems) that offers limited opportunities to either empower non-impaired or impaired learners on impairment issues. This makes the chapter to provide the study layout after articulating the study introduction, the study background that would be summarised as the problem statement. The chapter would present the study aim/goal which would be pursued through the study objectives. The chapter briefly outlines the study methodology that entails the research methods, data collection and data analysis plan for the study. The chapter interprets the key terms which are in use in the study.

Chapter Two: Re-thinking tourism, impairments and universal accessibility

The chapter has an introduction that highlights the aim of the chapter, which is objective one and two of this study. This entailed conceptualising universal accessibility, impairments issues and persons with impairments for the need to innovate the tourism education systems approach. This would uphold re-thinking tourism education as means to address tourism markets' needs. Thus, enabling tourism efficacies to be propelled by professional human capital competencies in co-

production and co-consumption of tourism services/products. The discourse presents an overview of the distinction between impairments and disability. This would lead to the presentation of dimensions of impairments that give birth to the discussion on approaches to impairments. The chapter presents the disability models as a way of unveiling the source of information that has brought up a disabling socio-economic arrangement/system principle. The chapter present on the universal accessibility as derived from universal design and the rationale need for accessibility in tourism human capital development from a socio-economic perspective. The chapter presents a brief overview of the legal frameworks of South Africa as a means to ascertain the level of disablism from a legislative point of view. This brings the chapter to exhibit literature evidence for the need to rethink tourism in order to mainstream impairments. This is because tourism markets are composed of temporary and permanent impaired persons whose tourism/travel demand is active, regardless of unsatisfied expectations from human resources/manpower competences. This implies that accessible tourism competencies would enable human resources/manpower capacity to augment all other forms of physical/facilities' accessibility and/or accessible tourism initiatives. The chapter would be closed by a conclusion that will give clues that pave way for the reader to get ready for the chapter three.

Chapter Three: The development of the tourism human capital and universal accessibility

The chapter explores the relationship between accessibility/impairments needs and tourism human capital development. The chapter developed the discussion from the understanding that human capital development is a critical element of human capital management. The chapter details on the application of Human Capital Theory and Critical Disability Theory in the context of the tourism (hospitality) human capital development through formal (Off the job) education and training. This has implications to the workplace, careers path, employment, skills/knowledge employability and creation of accessible facilities and sensitisation of impairment issues. Nonetheless, the discussion considered analysing policies set by the government authority for the national human capital development (the Department of Higher Education and Training) and the government authority for the tourism industry (National Department of Tourism) as informed by the overarching legal frameworks of South Africa. The discourse would be narrowed to issues aligned with the implementation of higher education and training institutions' tourism curricula and curricula delivery systems (teaching and learning environment).

The chapter would highlight the setbacks/challenges which are faced by persons with physical impairments in accessing tourism higher education and training, career development and employment. The chapter would bring to surface aspects aligned with entrepreneurship and intrapreneurship within the tourism organisations' social capital. The chapter discourse brings literature evidence that accessible tourism human capital development would foster sustainable

skills development for economic growth. The chapter briefly provides an overview on the Oceania, The Americas, Europe and Middle East tourism blocks' disability/access-need tourism market trends. This would be literature evidence aligned with direct and indirect monetary and non-monetary value. This implies that the traditional international tourism markets for South African Tourism may foster societal and economic benefit through tourism. This brings the literature chapter to close the discourse by a conclusion which provides insightful cues for the fourth chapter which upholds an empirical stance for this study.

Chapter Four: Research Methodology

The study would be anchored in five study assumptions (ontological, epistemological, axiological, rhetorical and methodological). These five study assumptions informed the social transformative (interpretivism), transformative and advocacy/participatory paradigms. This worldview set by the study assumptions and paradigms bolstered the adoption of the qualitative research design, that would uphold explanatory research methods. The chapter explains the research processes as incepting in literature review in pursuit of objective one and two (c.f 1.5.1 & c.f 1.5.2). The chapter provides comprehensive empirical research procedures that composes this study. This entails establishment of target population (persons with impairments, impairments advocating organisations (gatekeepers) and tourism higher learning in South Africa), sampling strategies (purposive-stratified and case-study) and sample size (at least 384 is the expected number of participants) as summed in the Table 1.1 above.

The data collection would be conducted using semi-structured in-depth face-to-face interviews, non-participatory direct observation. If the participant is not able to participate using in-depth face-to-face interview but is willing and able to participate. In this case, semi-structured questionnaires and/or panel/meeting interview discussion would be used to collect data from participants. This chapter would explain the qualitative data analysis as according to Creswell (2014) eight-steps content analysis, Tesch (1992) six-steps phenomenon analysis and Miles and Huberman (1994) thematic analysis as augmented with Atlas.ti 8 computer-aided qualitative data analysis. This would permeate interrogation of data from an exploratory and explanatory angle. This triangulation of qualitative data analysis approaches is aimed at establishing interpretive-deductive output which points towards this study objective three and four (c.f 1.5.3 & c.f 1.5.4). The study objective three and four envisions for social-constructive and transformative innovation that can uphold the mainstreaming of impairment issues and persons with physical impaired in the tourism human capital development. The chapter would be cap-stoned by a conclusion that opens for the chapter that presents the study results.

Chapter Five: Empirical Results

The chapter presents the study results in the context of the objective one, two, three and four (c.f 1.5). Thus, the results would articulate the interpretive deductions obtained from the literature review as pointing towards the literature evidence of existence of a void in tourism competencies/knowledge that sensitise and bolster the capacity to handle impaired and non-impaired persons in tourism education. This would be followed by the results of the empirical research which pointed on socio-economic injustice derived from limited opportunities offered to either persons with impairments or non-impaired persons to learn/empowered on impairments issues within the current tourism human capacity development. In addition, the voice of participants explicitly provided insights on mechanism to mainstream impairment issues and persons with impairments in tourism education. This is supported by literature review which would uphold the results interpretation and/or discussion in this chapter. The chapter conclusion would provide insights to the study conclusions and recommendations which would be presented in the sixth chapter of this study.

Chapter Six: Conclusions and Recommendations

The chapter addresses the objective three and four (c.f 1.5.3 & 1.5.4) and concludes the study as it interprets the results. The chapter would deduce the implications towards mainstreaming impairment issues and physical impaired persons in the tourism higher learning and tourism workplace efficacies when serving access-needs tourism markets. This chapter would present the accessible tourism human capital development model and blueprint-framework as guides towards sustainable change management approaches. In addition, this chapter would point on policy recommendations and training approaches which bolster sensation and creation of capacity among both tourism lecturers and tourism practitioners.

CHAPTER 2

RE-THINKING TOURISM, IMPAIRMENTS AND UNIVERSAL ACCESSIBILITY

2.1 INTRODUCTION

Tourism researches conducted by Buhalis and Darcy (2011; 2013), Chikuta (2015a: 2015b); Chikuta *et al.* (2017; 2018), Darcy (2010), Makuyana and Saayman (2018), show that accessibility of persons with either temporary or permanent impairments at tourism facilities is a matter of concern both in the industry and education/training. The studies reveal that limited attention is paid to the developmental initiatives of formal tourism human capital proficiency in tourism education and training using a mainstreaming approach. Education and training of this nature enables tourism practitioners among other stakeholders to ensure accessibility and better service to people with impairments. Considering the research conducted by Chikuta (2015a:188), tourism practitioners (human capital) in South Africa lacks the capacity to serve visitors with impairments. This is worsened by the fact that such 'hidden' tourism education/training research areas are under-theorised (Chikuta, 2015b:9). To this effect, this chapter is embedded in a yet qualified and/or disqualified assumption that there is a relationship between i) the extent of exposure (empathy) to both non-impaired and impaired socio-economic 'worlds' through a shared-space interaction (socialisation), and ii) the professional tourism human capital capacity to serve visitors with impairments.

This chapter is aimed at addressing the first objective which entails an extensive literature analysis on disability/accessible tourism and disability/impairments peer-reviewed articles and books; disability studies' peer-reviewed articles from 1990-2018 (exception is given to seminary theory); the department of higher education and training policies, with a distinct focus on mainstreaming impairment issues within tourism education and training in South Africa. This would identify key themes aligned with mainstreaming the participation of visitors with impairments and physically impaired persons in the tourism education and training. To that effect, both impaired and non-impaired persons would acquire employable knowledge and skills through a clear career development path. In brief, this chapter conceptualises impairments and universal accessibility within the development of tourism human capital because the tourism education and training will inject qualified human resources into the tourism industry. Therefore, this chapter also focuses on the effects of the environs (social capital and organisational capital) on either producing or reducing disability among persons living with impairments. Firstly, the chapter briefly presents impairments and disablism, followed by an overview of the dimensions of impairments.

Secondly, the chapter alludes to the models of disablement. Thirdly, the chapter explores the universal accessibility concept as derived from the universal design philosophy. Fourthly, the chapter expounds challenges of accessing education, employability and experiences of the persons with impairments in the pursuit of their careers within the socio-economic world. However, the scope of the research is limited to the development of human capital in tourism. Fifthly, the chapter provides the rationale for tourism human capital development from a socio-economic perspective. This would furnish an overview of the legal frameworks that support persons with impairments in the Southern African countries with a bias towards South Africa. The conclusion capstones the chapter with introductory remarks to the third chapter which furthers the aim of addressing first study objective.

2.2 IMPAIRMENT AND DISABLISM

The study provides an overview of the delineation of impairments. Impairments in this context refer to problems in body function or alterations in the body structure. This has implications for the limitations and/or restrictions of participation in socio-economic activities (World Health Organisation (WHO) & World Bank (WB), 2011:5). To this effect, disability is an effect of the interaction of health conditions with socio-economic environs and personal factors (WHO&WB, 2011:5). In a South African context, impairment is a perceived and/or actual feature in/on the person's body and/or functioning that may result in either limitation or loss of activity and/or restricted participation of the person in society with a consequential difference of physiological and/or psychological experience of life (White Paper on Rights of Persons with Disabilities, 2015:8). These perceptions lead to the view that impairments present several disadvantages. This study extrapolates the notion that these characterisations are skewed towards the individualistic disablism effects of impairments. Nonetheless, the above-mentioned definitions do not take into account the fact that the human body can adjust and adapt. Hence, the individual with impairments can function just like non-impaired persons especially if the socio-economic situations and/or environments do not disable and cause an inferiority complex in the individual (Makuyana & Saayman, 2018:5). Thus, unless socio-economic arrangements do not marginalise impairments, inferiority complex can overwhelm the person with impairment as caused by disabling environment set by the organisational and societal human capital, regardless of the provision of the assistive devices. With this opinion, the current researcher cites an example of a visually impaired woman who lives in his rural neighbourhood. She is married and carries out all the house chores such as laundry, cleaning the house and the yard, etcetera. She is able to do so because she is familiar with the areas where she lives and performs social duties. The society has accepted her, which is evidence of her interactive exposure that changed the societal view on impairments.

This researcher suggests that the preceding definitions imply that “health conditions” cradle impairments that establish explicit deformities in the body functions and structures. Although this researcher agrees with the WHO and WB (2011) regarding the source of impairments, he; Berghs *et al.* (2016: 33); Kaplan (2000:357); Makuyana and Saayman (2018:6) and Shakespeare (2004:17) opine that disability can be expressed as a result of the combined effects of the surroundings and individual surreptitious variables. Hence, the author supports the notion that, placing an emphasis on the individual’s ‘loss/tragedy’ as an ‘inability/lack of ability’ is the source of disablement for the persons with impairments (Darcy & Buhalis 2011:1). The author concurs with Soder (1987) research work that defined disability in the context of the relationship between a person with impairment and the inaccessibility of the environment. To this effect, usually, the physical, social and economic structural spheres reinforce written and unwritten, spoken and unspoken messages/ cues that an individual with an impairment is rendered ‘unable’ to actively participate in socio-economic activities compared with their non-impaired counterparts. This has been perceived as a part of normalcy because development of tourism human capital has been promoting inaccessibility for the person with the physical impairments. However, no one seems to be concerned with rectifying the lack of capacity to serve such visitors at a tourism destination by means of tourism education. Consequently, tourism practitioners do not possess the explicit capacity to serve persons with impairments at facilities, attractions and activities designed for tourism. Therefore, this current research is vital as both a pointer and a means to alleviate such a void which is rooted in the policies governing the tourism higher learning systems and structures.

The above discourse concurs with Oliver’s (1990;1996) assertion that the society bars the persons with impairments from full participation in society. Subsequently, Reeve (2006:95) upheld this notion that disability is social oppression rather than an individual’s problem resulting from the impairment. Therefore, labelling persons with impairment as disabled, de-personalises them and causes self-identity to be subjected to culture, gender, environment, time and place (Gronvik, 2007:12). From this standpoint, Gronvik (2007) regards disability as i) subjectively defined; ii) administratively defined; iii) functionally defined; iv) relatively or environmentally defined; and v) socially defined. This implies that the definitions of disability are influenced by time, space, and perceived value with the society with regards to what is normal and not normal. The disability definitions perpetuate the spatial seclusion and discrimination of persons with impairments in socio-economic activities. The present researcher assumes that society perceives persons with impairments as not deserving attention aligned with the development of tourism human capital and that the society is informed by institutional systems. The institutions accentuate that persons should obtain rehabilitation/medical services and assistive devices from a charity perspective only. Nonetheless, the author does not totally dispute the noble initiatives to provide assistive

technology devices and rehabilitation/medical services, but conversely, that it should not be over-emphasised to the extent of overshadowing the provision of opportunities that fosters socio-economic independence and the dignity of persons with physical impairments through tourism participation and/or working in the tourism industry.

Oliver and Barnes (1998:18) and Reeve (2002; 2004:84) posit that the psycho-emotional dimension of disability should not be overlooked. The said dimension of disability affects both the public and personal levels of “what people can be, as well as who they can be”, which depends on who is seen and who sees them as disabled. The researcher, however, opines that individuals with different forms of impairments experience exclusion and/or discrimination differently, which is also disabling. Hence, a different disabling physical environments, policies and practices reminds them of their differences with non-impaired peers. This makes the person with impairments feel that the facilities were not meant for them. Basically, as Morris (1991:26-27) says, “systems tell us that we are not wanted in the places that non-disabled people spend their lives, for example, their schools and colleges, their workplaces and their leisure venues”. The current author construes that the disability has effects on both the environment and the reactions of the persons with impairments based on past discriminatory experiences. These experiences exert an accumulated effect on the emotional and affective quotients of the persons with impairments which in turn has reciprocal the effects on the views of the persons with impairments of those who are non-impaired vice versa. Therefore, this research is significant as a pillar for the creation of a platform for societal re-orientation for both persons with impairments and their non-impaired counterparts.

The author does not take a stand to regarding the use of the term disability as the scope of this chapter does not cover the evaluation of the impairments sufficiently to draw a conclusion regarding disability (Vehmas, 2004:211). The current researcher considers disability to be a phenomenon that can be reduced to biological impairments, social creations and social constructs which exert a joint effect within the tourism spheres. The practical forms and meaning of disability are reinforced through socio-economic environmental contexts (Vehmas, 2004:211). Therefore, this current study is significant in the provision of means to facilitate the accessibility to persons with impairments who desire to acquire formal tourism education and training. This brings the discussion to exploring the dimensions of impairments.

2.2.1 Dimensions of impairments

The researcher has made a brief overview on the three types of impairments which may influence and/or cause a limitation on one's productivity and participation as presented in the Table 2.1. The dimensions of impairments and the associated areas of difficulties faced by the individual are

set as informed by the World Health Organisation-International Classification of Functioning, Disability and Health.

Table 2.1: Dimension of impairments

Type of impairment	Description	Areas of difficulties
Mobility, touch and parts that affect psycho-motor activities	The levels of physical mobility restrictions vary with the extent of impairments on affected legs, feet, back, neck, arms or hands	<ul style="list-style-type: none"> -Physical and motor tasks -Independent movements -Performing basic life functions
Sensory	The capacity to see is limited or absent; the individual is completely deaf or faces challenges in hearing.	<ul style="list-style-type: none"> -Reduced performance in tasks requiring clear vision - Difficulties with written communication -Difficulties with understanding information presented visually - Reduced performance in tasks requiring sharp hearing - Difficulties with oral communication - Difficulties in understanding auditorily
Communication	Limited, impaired, or delayed capacities to use expressive and/or receptive oral language	<ul style="list-style-type: none"> - Difficulties in speech capabilities, such as articulation - Problems with conveying, understanding, or using spoken language

Source: Adopted from Darcy and Buhalis (2011:11); WHO and WB (2011:5)

According to Darcy and Buhalis (2011:12) and the WHO and WB (2011:5), as shown in Table 2.1, mobility impairments such as physical mobility restrictions influence the physical capacity to move, coordinate actions and perform physical activities. This implies that the individual may experience difficulties in one or more of the following areas: psychomotor tasks or performing basic life functions. According to Darcy and Buhalis (2011) and the WHO and WB (2011), the impairment may pose an inability to enjoy tourism products and services, as well as an inability to work as a tourism practitioner. However, the author perceives that these deductions are made from the perspective of a non-impaired person. To illustrate a case to the contrary, the author submits an example of a man from Murehwa in Zimbabwe whose whole lower body is impaired. He is directly involved in labour force for crop farming throughout the season. His harvests are so significant that he has requested more land from the Zimbabwean government for farming. This

is a testimony to the fact that having an impairment does not automatically mean that a person has no abilities. Therefore, the current study is significant for the creation of the platform for development of tourism human capital to empower both the non-impaired and persons with impairments to acquire the capacity to serve visitors regardless of whether or not they have impairments.

Table 2.1 presents the views of Darcy and Buhalis (2011:12) and the WHO and WB (2011:5) regarding the sensory impairments pertaining to vision and hearing. This category includes those who are visually limited or the complete absence thereof or those who are deaf and/or experience challenges in hearing. The same authors also mention communication impairments that are aligned with speech difficulties. The author opines that impairments do not remove the desire for a person to participate in tourism either as a practitioner or as a visitor whose expectations are anticipated to be satisfied by super structural, infrastructural designs and human capital competence. Table 2.1 presents the impairment categories in connection with the challenges and/or difficulties that are faced by the persons with impairments. The views of Darcy and Buhalis (2011) and the WHO and WB (2011) furthers the marginalisation of persons with impairments which as such take for granted the potential in socio-economic participation by such persons. Hence, the current researcher interprets that the difficulties can be resolved by a combined effort of assistive technologies and socio-economic environs that foster the non-disabling value of the worth of such a person. This discussion presents a summary of the research evidence-based tourism accessibility practices mentioned in Table 2.2 below.

Table 2.2: Impairments typology and accessibility dimensional practices in the tourism/hospitality industry

Mobility	Hearing	Vision	Cognitive
Continuous pathway	Telephone typewriters (TTYs)	Tactile ground surface indicators; Audio signals	Plain English text
Circulation space	Hearing loops	Alternative formats e.g. large text, Braille; audio	Attendant support
Specialist Equipment	Captioning	Areas for guide dogs	Opportunities for group travel for those in communal supported accommodation
Low floor buses	Sign language interpreters	Sensory Trails	Activity programming

Customer service attitude	Customer service attitude	Customer service attitude	Customer service attitude
Way-finding systems	Way-finding systems	Way-finding systems	Way-finding systems
Information systems	Information systems	Information systems	Information systems

Source: Adapted from Darcy and Buhalis (2011:13)

Table 2.2 contains a summary of accessibility needs and the proposed solutions as suggested by Darcy and Buhalis (2011:13). While the work of Darcy and Buhalis (2011) covered developed economies, the current researcher opines that studies have been conducted regarding product development within the tourism industry with a focus on Afro-centric spheres of the developing economies (third-world countries). Such studies include Snyman (2002) and Chikuta (2015a). Thus, the latter may have adopted different approaches meant to address the various societal and economic perspectives towards impairments. Nonetheless, the concept is aimed at alleviating disablism. This implies that accessibility issues in tourism have received attention, even though more needs to be accomplished to bridge gap between research work and both tourism education and industrial practices. Therefore, the current research is imperative in order to fill the existing void between tourism research, education/training and industry. This missing link within tourism higher learning has resulted in the failure of human capital to satisfy the needs of tourism visitors with impairments. Darcy (2010) and Euromontana Communication Tourism (2004) attributed this situation to the lack of non-disabling knowledge and skills in formal tourism human capital development. The author postulates that the elements presented in Table 2.2 can be more efficient if they are established and entrenched in tourism human capital development.

The author concurs with Oliver (1996) and Reeve (2004; 2006) view that more than half of the world population are living with a form of either temporary or permanent impairment. However, the extent of visibility, condition and societal acceptance as part of normalcy vary. In this view, no-one in the global society is immune from impairment within the human life cycle. The interpretation is that a person acquires impairments either temporary or permanent through i) life cycle stages (Mace *et al.*, 1990:5) for instance, ageing and pregnancy, just to mention a few; ii) health-related conditions (Darcy 2000:137; Yau *et al.*, 2004:948) such as short-sightedness, childhood polio and stroke, etcetera; iii) life incidents and accidents such as broken hip and imputed hand just to mention a few; and iv) being born with impairment. Thomas (2007) research work explains that approx. 2% of the recorded population with impairments are impaired from birth. Regardless of this knowledge, the author attributes this general negative societal perceptions on impairments and impairment issues to either ignorance or selective listening to

information in assumption that it's not relevant to them. Hence, a "them and us" attitude is prevalent in their daily conducts. Small and Darcy (2010:10) explained that it is a reality to have certain impairment(s) during the human life cycle. To this effect, the latter presented disability in a continuum over life cycle stages. The discussion offers further insight that would encourage the transition to non-disabling systems through the comprehension of the evolution of approaches regarding impairment as discussed next.

2.3 THE EVOLUTION OF MODELS OF IMPAIRMENT AND DISABILITY

The researcher presents four dichotomous perceptions of impairments, namely the medical model of disability, the human rights model of disability, the social model of disability and the critical disability studies. These four models have significantly influenced research and socio-economic settings. Nonetheless, the baseline is that they provide a platform for non-impaired and persons with impairment to conceptualise impairment and disability within the socio-economic systems and structures.

2.3.1 The medical models of disability

The medical model of disability assumes that persons with impairments are considered to be sick; hence, preventative measures, rehabilitation and medical attention are the only way to fix the deficits and deviation from 'normal' functioning as triggered by pathology (Berghs *et al.*, 2016:26). In terms of this model, persons with impairments are 'useless' and lack socio-economic potential and ability. Kaplan (2000:354) stresses that impairments are an effect of diseases, trauma and/or health conditions which require medical care and rehabilitation by professionals as means to cure the impairment only. Vehmas (2004:35) views the medical notions as characterising impairments as deduced from scientific methods which uphold an individual's physiological or mental deficiencies only. However, the author concurs with the view of Berghs *et al.* (2016:32) that sometimes it is not all about curing, preventing and rehabilitating the impairment only, and that living within the provision of the environs to integrate the person with an impairment is not different from non-impaired peers in the context of ability. People should acknowledge that the ways of performing expected societal duties among persons with impairments and non-impaired persons within various socio-economic platforms may differ; however, the outcomes are similar and guided by objectives.

According to Shakespeare (2004:17), there is a need to balance the required medical facilities for certain impairments due to health conditions, and the societal re-arrangement to optimise the establishment of a non-disabling environments. Generally, Shakespeare (2004) views impairments as a continuum with no clear demarcations of impairment and the associated 'disability'. To this effect, the author suggests a holistic ontological approach as triangulated in

methodological pluralism in order to comprehend impairment. The present author illustrates this approach by means of an example in his family, when his father underwent a surgery on his head in 1997 as result of a meningioma (brain cancer) after enduring numerous physical and psychological challenges in his daily life. This resulted in the removal of the left-side of the skull as cancer had spread and affected it. After the operation, only the skin covered the left-side of his head. His family continued to treat him as usual prior to the surgery. Consequently, the researcher's father continued to be fully involved and participative in all his socio-economic activities. Hence, the combination of non-discriminative and a non-disabling environment as well as medical assistance made him feel useful without any differentiation from others to the extent that, he no longer hides the impaired area with a hat as he used to initially do. Although the community has adjusted and now takes him as normal, regardless of exhibition of over-sympathy in most case. This has limited effects on his ego, as he managed to build sufficient self-confidence from family conducts, and it helps him in all his endeavours. Thus, the researcher argues that it is necessary to balance the approaches of both individual and society to understand that everyone possess the potential and desire to use all their faculties to contribute to society regardless of whether they are impaired or not. On the other hand, Kaplan (2000:357) holds the view that some impairments have been accepted by society, for example, persons who use spectacles to compensate for either short-sightedness, those who walk with a walker, very short persons (dwarves), while others have been stigmatised due to their perceived 'unacceptable nature', such as individual without an arm, or a person with a hearing, speech, mobility or visual impairment. From a tourism perspective, impairments are phenomena that should be integrated into tourism education and industrial practice.

According to Berghs *et al.* (2016:26), individualistic medical models have influenced the ICF to develop a mechanism to measure disability through Nagi's model of disability as a means to classify impairments, disability and handicap in the context of societal functioning. Kaplan (2000:355) felt that there is need to create opportunities for such persons to participate in socio-economic activities through perceived 'noble' professional skills and knowledge empowerment. To this effect, the imagination and perception of non-impaired counterparts are focused on assumptions that giving to persons with impairments is like adding another burden on to the existing burden of the impairment.

The researcher points out that the medical model appears to have influenced the conceptual view that supports the tragedy/charity model of impairments as a result of victimisation by life circumstances. Thus, non-impaired members of society only pity the persons with impairments (Kaplan, 2000:355). Such ideology places the responsibility of the individual's deficits on her/his misfortunes, inadequate health practices and/or genes, an inevitable product of the individual's

biological defects, illnesses, or characteristics and /or personal tragedy that results from the individual's pathological condition (Oliver, 1990; 1996:22). Advocates of the medical model opt for the seclusion of persons with impairments from active participation in socio-economic activities. This approach is oppressive to persons with mild physical impairments as the intervention, mechanisms and resources of the medical model are solely directed at the 'abnormal' individual, without motivation to change the environment and surrounding community to be non-disabling. Kaplan (2000) opposes the view that persons with an impairment in mild condition are destined to live a 'sick-role' in society and confined to an institution is not acceptable (Kaplan, 2000:355). The present researcher illustrates this using an example of a neighbour at his rural home in Chipinge, Zimbabwe. She has only a left hand, yet still carries out all her household chores, including the laundry using her feet and left hand. However, from a general perspective, some do their laundry using laundry machines and others use both hands, which all achieve the same results of laundered clothes. Henceforth, the author holds the view that there is no defined 'normal/abnormal' way of doing 'something', as the term normal is subjective and does not comprehensively include all aspects of life. Thus, if society considers impairment to be a part of life, labels such as 'abnormal' should not be accorded to persons with impairments. According to Kaplan (2000:356), the extent of disablism is largely imposed by the environment, even though the impairment does contribute to this notion to some extent. The medical model of disability seems to have informed vast policies and strategic decisions from both public and private tourism human capital development, regardless of not co-opting socio-ethical approaches towards impairment issues (Vehmas, 2004:36).

Donoghue (2003:200) highlighted the under theorisation of impairments issues in the tourism market (human resource and/or visitors) because it is closely associated with being unhealthy and illness. However, the main argument advanced by Donoghue (2003) is that disabling conditions such as paraplegia was generally lumped together with other conditions that did not necessarily cause disabilities. Donoghue (2003:200) posits a functional approach to health and illness; hence he considered illness to be a cause for the limited expectations within social roles. According to the functional approach, the sick is exempt from the obligations and responsibilities that most members of society are expected to hold (Donoghue, 2003:200). For several years, Parson's work was considered to be the authority on disability research, but this functional approach to impairments received criticism in the 1960s and 1970s, partly due to its overly reductive nature (Donoghue, 2003:201).

However, Oliver (1996:31) disagrees with the notion that disability is 'personal tragedy' and a product of diseases, trauma and illness. The current researcher illustrates the aforesaid notion citing the case of his nephew who has a total visual impairment, which he acquired in 2012 after

his 15th birthday. As informed by the said nephew the current researcher believes that since his nephew lost his sight, his other senses have become more alert and active to the extent that they appear to compensate for the visual impairment. For example, the nephew fetches water from the borehole on his own, he can identify a person by listening to the footsteps, and he can walk to familiar places and can perform daily activities alone after being orientated. Sadly, though, he could not continue with schooling owing to inaccessibility issues within the learning environment and the processes. The issue of interest is the notion that impairments limit the person without reducing the individual to inability unless the environment disables him/her. If persons with mild physical impairments are given relevant assistive technology devices, they could perform even better than non-impaired peers. Tourism human capital development systems should encourage the acquisition of such capacity in a manner that enables the persons with physical impairments to access employable skills and knowledge.

Certain theorists who support the deviance theory have been influenced by the medical model to the extent that Donoghue (2003:202) distinguished primary deviance from secondary deviance caused by impairments. The latter results in the rejection of the deviant person by society as a result of labelling and stereotyping. Donoghue (2003:204) helped to popularise the notion that people with impairments are social deviants, by using the term in the context of rehabilitation. Donoghue (2003:203) views the state of people with impairments as the prime source of stigmatisation among the non-impaired counterparts. Thus, stigma acted like a mark or a sign that the person is different and perhaps harmful to the non-impaired persons. Longmore and Umansky's (2001) research furthered the opine that, over-concentration on rehabilitation in order to normalise permanent impairment may lead to an intervention that disempowers, marginalises and creates dependency. This current researcher believes that these concepts are the key sources of conflict arising from morals or values of society and persons with impairments. However, it is possible to identify the aspects that need to be transformed into the societal arrangement for the development of non-disablement perceptions among non-impaired peers.

The medical approach appears to share a commonality with moral/traditional/religious theories rooted in the ideology founded on the belief of the individualistic-effect of impairments (Hahn, 1998:44). This notion has been furthered by research work conducted by Silver (1998) and Priestley (1998:13) that, impairments are taken as signs of the moral flaws of an individual or her progenitors. This means that an infant's impairment is the result of the moral offenses of his/her parents. If a person is impaired later in life, his/her impairment can be explained by his/her own moral failures. Thus, a visible impairment of an individual is regarded as retribution (Vehmas, 2004:35). In this context, impairment is directly seen as a disability and is a disadvantageous state. On the other hand, research work done by French (1993) furthers the view that, the

restricted interactive and affective experiences faced by persons with impairments are the foundation of disablement. The study's interpretations are that there is a cause-effect relationship of the subjective experiences that influence one's understanding of i) the individual with an impairment, ii) the relationship with other people; and iii) their identities and characteristics. The dialogue which introduces the contrasting conceptions discussed below as a human rights approach was argued to be the means for the emancipation of the persons with impairments.

2.3.2 Human Rights models of disability

The inception of the human rights model in 1948 led to the establishment of the Declaration of Human Rights (Berghs *et al.*, 2016:32-33). Berghs *et al.*, 2016:32-33 opine that such: i). grew into political engagements which advocated civil rights, feminism and children's rights. ii). This became a pointer towards the development of legislative frameworks which would remove barriers that were discriminatory to persons with impairments as, in 1976, the International Covenant on Economic, Social and Cultural Right and the International Covenant on Civil and Political Rights was established. iii). The international day of disabled persons was time-honoured in 1981. In the 1990s disability became an agenda for the United Nations that led to the creation of commissions such as the Disability Rights Commission and Human Rights and Equality Commission. iv). Henceforth, the United States of America raised the Americans with Disability Act of 1990 in place. v). The International Committee on Economic, Social and Cultural Rights was established in 1993. vi). The United Kingdom established the Disability Discrimination Act in 1995, which was later incorporated into the Equality Act in 2010. vii). The human rights perspective shifted from mere political and civil rights into a broader spectrum and most of the countries signed the Convention of Rights of Persons with Disability and the Optional Protocol in 2006. The current researcher applauds this stance; however, it was not sufficient to pave the way for non-disabling tourism because there is bleak view of non-disablement that would which enable active participation of persons with physical impairments in tourism education. The flaws in the human rights model of disability have led to the development of the social models of disability as explained out in the next paragraph.

2.3.3 Social models of disability

The social model of disability has groups based on different perspectives associated with the continental region of origin. The English perspective is supported by social creationists such as Oliver (1996:22), among others. Secondly, the North American perspective is motivated by social constructionists such as Shakespeare and Watson (1997; 2001; 2002:2) among others. Thirdly, the Post-modernist perspective advanced by researchers such as Danforth (1997a; 1997b; 2000); Danforth and Rhodes (1997) and Skrtic (1991), among others. The social model of disability

emphasises that disability is imposed on persons with impairments through isolation and exclusion from full participation in society. Hence, psycho-emotional, social relation, sociology of impairments, ethical perspective on impairments etcetera; all share a common objective to fight social oppression (Berghs *et al.*, 2016:35-36). This study is not focused on the disputes associated with these three social approaches/ideologies but rather on a harmony of all social approaches for the comprehension of impairments and creation of non-disabling environs in the development of tourism human capital.

The social creationists advocate for the need to draw a distinction between the physical impairments and the social situation which disables the persons with impairments. The social creationists explain impairment as lacking all or part of the limb and/or having a defective limb or organism or mechanism of the body. While disability is taken as the restriction of participation in the mainstream of socio-economic activities because social organisation takes little or no account of persons with impairments. Vehmas (2004:36) argues that persons with impairments are an oppressed social group, whose inferior status is a by-product of unjust social arrangement and not the natural effect of their impairment. The label disability is the material product of socio-economic relations that have developed within a specific historical context (Vehmas, 2004:36). The main point set by this study explains out the discrepancies which are existing in the tourism higher learning structures and failure of the systems as effect of failure to mainstream knowledge about impairments.

Social constructionists are of the belief that disability is a social construct. Vehmas (2004:37) emphasize the significance of ideas, attitudes and language that have produced, constructed, created and contributed to shaping reality within society. It is in natural to hold and interpret various perceptions of the differences and diversity among people in terms of their physical or mental conditions (Vehmas, 2004:37). The aforesaid can be illustrated with an incident that occurred at an Estate-owned primary school in Chipinge, Zimbabwe, where the researcher received his primary education. A girl in his class had a hearing and speech impairment. She was very intelligent with great potential, but she faced inaccessibility challenges during the lessons as well as the assessments. The discrimination she faced was usually perceived by the teachers and other pupils as being aligned with the impairments that she had. The researcher realised that if the girl could comprehend the lip-reading and teaching approaches that were used by the teachers in the disabling methods, that is, if the teaching was set in her accessible communicable language, she would have been nurtured to achieve better socio-economic goals with greater value. Sadly, she could no longer attend school after her grade seven examinations. The secondary school was more inaccessible than the improvised ways of teaching and assessment at the primary school. This example serves to illustrate that the learning environment played a

greater role in disabling than the impairment. This state of inaccessibility is prevalent within the development programmes of tourism human capital, which renders the trained/educated practitioners to lack capacity to serve visitors with impairment.

The ethical model of impairment argues that social creations and constructions are closely intertwined with a common thread that the manner in which the socio-economic environment has been built is based on assumptions and ideas of how human beings are supposed to be functioning, only regards non-impaired peers (Vehmas, 2004:210). Nonetheless, social constructions of a human being create the foundation for material arrangements in society, thereby espousing disablement. However, the material arrangement of society influences how human beings and their capabilities are regarded. From this standpoint, Vehmas (2004:211) illustrated that meanings attached to objects relate to a particular interpretative cultural context. According to Vehmas (2004) research work, a tree is an object of nature - a plant. However, different people, as influenced by the cultural context they live in, may see trees primarily or merely as producers of oxygen, as building material, or dwelling places of spirits. Hence, this researcher deduced that the way impairments are regarded as an inability is based on the extent of exposure among the non-impaired persons to the life of persons with impairments as aligned to the cultural and religious beliefs of the society, the spatial separation set among families and societies and the policy and practices that govern day to day socio-economic livelihood. This influences the contextual understanding of impairments among both the persons with impairments and non-impaired counterparts. This disablism plays a role even in the capacity of the tourism practitioners to affably serve visitors with impairments when they are participating in travel and hospitality. The multi-faceted social models have failed to comprehensively address impairment issues. Thus, critical disability studies as a complementary approach towards understanding impairment issues are discussed.

2.3.4 Critical Disability Studies

Goodley *et al.* (2019:974-976) explained Critical Disability Studies as an interdisciplinary field built upon the work of disability studies but not as disability theory. However, it conceptualises neo-Marxist critiques of disabilities and capitalism as highlighted by the research conducted by Oliver (1990) and Gleeson (1999). The Critical Disability Studies welcomes inside and outside perspectives of the disability experiences (Goodley *et al.*, 2019:975). To this effect, Critical Disability Studies is supported by advocates who perspective disability as integrative and transformative agenda associated with post-colonial, queer and feminist theories (Goodley, 2016:190-191). Thus, Goodley *et al.*(2019:974) furthers the explanation from an epistemological and ontological perspective. Thus, the Critical Disability Studies holds the view that impairments

and disability is regarded from social dimension which may cause social oppression as well as the biological and mental conditions (Anastasiou & Kauffman 2013:441-459).

According to Vehmas (2004:37) post-modernists critique the 'omnipotence' of scientific knowledge that substantiates ontology and epistemology embedded in the moral of 'ordinary' and 'special needs' persons. Berghs *et al.* (2016:38) view Critical Disability Studies as a product of both post-modernist and post-structuralist viewpoints. There is no objective truth in humanity because language constructs reality with the combination of the biological, psychological and social worlds. Therefore, referring to persons with impairments as disabled is demeaning and oppressive. The naming of 'ability' versus 'disability' is a scientific derivative that should be replaced by language that does not classify some people as deviated from 'normal' and 'full' humanity. Danforth (1997a; 2000) holds the view that the disablement can be re-addressed through open dialogue between non-impaired and impaired persons. Such dialogues would tap the voices that do not 'speak the language of science' (individuals with impairments and their loved ones). This would enhance the compatibility of impairments and universal accessibility concepts that would be adopted in the tourism human capital development for the creation of capacity in tourism human capital to serve visitors with impairments as they participate in tourism.

According to the study conducted by Shakespeare (2004), disability can be addressed through social action aimed at a collective societal environmental re-arrangement. Such initiatives would yield more results in future generations as stimulated by a reciprocal-effect of cultural and ideological cross-pollination through participating in tourism. Other disciplines and societies would compensate for the societal transformation through human capital development (higher education structures and systems) as the agent for the change. This would enable active participation of every member of society in socio-economic activities such as tourism regardless of whether or not they have impairments. However, the Critical Disability Studies consider disability to be an indefinable state of life of an individual with impairment. The critical disability studies have a poor linkage with the edification of socio-economic policy due to its dearth of substantive evidence and failure to co-opt persons with impairments in their intellectual arguments when making contribution to the recommendations of a policy review. In short, Critical Disability Studies lack a comprehensive view of enhancing economic participation of persons with impairments as either visitor or formally empowered practitioners in tourism.

This notion is furthered by the study which was conducted by Thomas (2004), that emphasised on the psycho-emotional dimensions of impairments. Thus, the social model's overarching creed is that, the seclusion and discrimination of persons with impairments by non-impaired societies and their designed environments pose limitations more so than the impairment itself. The current author believes that societal environs have both intrinsic and extrinsic effects on persons with

impairments, which could affect such a person's perception of him/herself and other members of the society in the context of socio-economic potential and ability. This has an unconscious effect on the existing tourism human resources lack of capacity to serve such persons. This can be traced to the void in either the modules or subjects that empowers the human capital within the tourism curricula aimed at meeting human resource needs of the said industry. Therefore, this study is imperative to the development of the means to create competencies in order to extract greater value from the accessible tourism market.

2.4 THE MODELS OF DISABILITY WHICH INFORM THIS CURRENT STUDY

The models of disability have furnished insights which have skewed this study towards the triangulation of the social models of disability and critical disability studies. The ideology of the two models bring about a societal transformation that motivates the persons with impairments to have control of their lives both as visitors and tourism practitioners, which contributes value to societies. This would have a ripple-effect on societal transformation by means of observations as well as exposing opinion leaders to non-disabling practices in tourism higher learning and eventually in the tourism industry (workplace). The said views foster mainstreaming of the persons with impairments as co-producers and participants in studies that seek to have their voices to be interpreted into a valid argument for the alleviation of barriers and equality in socio-economic participation. The models facilitate an understanding of persons with physical impairments as being i) significant in the tourism market, ii) the resources that can enhance more accessibility and non-disablement in the tourism industry and, iii) source of voice to inform knowledge development on impairment issues which can enhance human capital investment in employable skills and knowledge in the said industry's practitioners.

The social models of disability and critical disability studies opens a wider scope for people with impairments within socio-economic inequalities inherent in formal tourism education. To this effect, this researcher points out key shortfalls in the existing four models in the context of tourism participation as i) the medical model of disability seems to have a flaw in its over-emphasis on biological reductionism and setting to cure, prevent and rehabilitate the impairment only. Impairments are considered to be a deviation and deficit that could be compared and measured in the context of quality of life and functionality (Berghs *et al.*, 2016:30). However, there is no mechanism that enhances the development of equality in social capital, capability, human development and the environs that advances the rights for full socio-economic participation of such persons. There is a void in distinguishing definitions of activity and participation within the ICF by-product of the medical model (Berghs *et al.*, 2016:31). The medical model fosters the perpetuation of poverty and inequality among persons with impairments because it upholds the disabling environments. Tourism seeks to bring life to its potential through self-discovery and

psycho-emotional rejuvenation that fosters positive progression in life. Therefore, it is of paramount value for the tourism practitioners to possess the capacity to serve both persons with impairments and non-impaired visitors.

ii) The human rights model of disability seems to have managed to support the removal of barriers that uphold discrimination through legislation. However, outcome for 'accommodating' the person with impairments is bleak. The agreements are vague regarding the extent of the provision of the 'accommodation' and the lack of enforceable provisions in the legal frameworks especially how the persons with impairments would be empowered. Unless the persons with impairments are understood by non-impaired peers, tourism education and the workplace can continue to isolate and discriminate against them due to their lack of employable skills and knowledge. This is worsened by the lack of research-evidence from both the tourism industry and perspectives of the trainers regarding the linkage between impairments, non-disabling tourism human capital development and the capacity of practitioners to satisfy both visitors living with and without impairments (Makuyana & Saayman, 2018:10). It is suggested that this study would be a key informant for the tourism human capital development to mainstream physically impaired persons and impairment issues.

This discourse holds the construe which fosters the insights for the development of accessible tourism human capital. However, the principles apply to general human capital development (Makuyana & Saayman 2018:10-14). Hence, the Critical Disability Studies to be the focal model for this study because it is interdisciplinary (Goodley, 2016:190-191; 2019:972-976). Thus, the Critical Disability Studies triangulates medical, human rights, cultural/religious/ traditional, social, ethical and psycho-emotional models. The models highlighted in this study have a complementary linkage which cannot be set in isolation, because each model brought effects which contributes to societal built up. However, the key fact is that all the models undermines economic views on impairments, productivity, socio-economic independence and dignity.

This researcher suggests for the development of accessible tourism human capital concept and model as mechanism that may enhance the conceptualisation of impairments and persons with impairments as i) independent humans who can determine their own future prosperity just as other societal members in line with professions and career pursuit that is rooted in employable skills and knowledge. Thus, all persons have potential and talent that can be identified, developed and nurtured in line with tacit and explicit knowledge for the social capital and organisational capital growth, ii) both consumers (visitors) and employers/practitioners of tourism services and products and entrepreneurial participation in the tourism value chain, iii) capable to have opportunities to access human capital development which uphold interaction and/or socialisation with the non-disabled peers for the addition of socio-economic value beneficiation and value

extraction systems and processes throughout the tourism value chain. This implies that investment in persons with impairments would contribute to the alleviation of poverty, enhancement of organisational efficacies through practitioner non-discriminative performance and the facilitation of societal transformation through tourism education and practice; iv) capable of having and doing all that non-impaired counterparts can do and have if given similar non-disabling exposure, supportive systems and an interactive/socialising environment at places of higher learning and in the workplace; v) able to alleviate self-pity and any inferiority complex among the current and future generations as a means to remove dichotomies created by society and defined by perceived 'ability' associated with having or not having impairments. This postulated model is anchored by the ontology and epistemology lens with an empirical base set in terms of Afro-centric tourism human capital development.

The postulated tourism human capital development theory seeks to provide a foundation upon which the readership may comprehend the essence of mainstreaming impairments in societies and government and tourism as a pilot discipline. This has implications for the strategic decisions which address reality without any prejudice associated with the limitations set by impairments regarding participation in work and society. The model points out the intrinsic and extrinsic desires of persons with impairments from a tourism human capital development angle; thus, facilitating an understanding of impairments within aggregated cultures, subcultures, family teachings, life experiences, education experiences, values and beliefs. This can reinforce the transformation of the minority-inferiority mentality among persons with impairments within the society as a whole. This may bring the realisation that persons with impairments are equals with the non-impaired peers in all socio-economic spheres; hence they must have access to opportunities and pursue their individual potential in the same non-disabling environs.

The socio-economic approach towards impairments as rooted in the accessible tourism human capital development theory entails the interrogation, interpretation and translation of the voice of persons with impairments to facilitate the development of aptitude and willingness to participate in economic productivity. This would lay a basis for the qualification/disqualification of the author's view after testing the linear relationship between the participation of persons with impairments and the socio-economic consequences. The consequences would be exhibited in the individual, employer/organisation and the state's growth in productivity through taxation and a reduction of government expenditure on welfare/charity; an increase in profitability of firms. Employability and related human capital investments would benefit among other associated non-monetary benefits, which can be enjoyed by the individual and the general society. However, this argument is determined by the value derived from the skills and knowledge that the individual with impairments would have acquired for the value extracted within the tourism value chain.

It is believed that the suggested theory would lead to a transformation of perceived personal identity among persons with impairments as the first point towards a non-disabling attitude for empowerment. This theory would offer a means to map ones' own destiny in day to day life in the context of economic independence and human dignity. This author agrees with Disabled World (2010) report which pointed out that approximately one billion and two hundred million persons are living with a form of impairment and an additional two billion such as families/friends/employers are considered stakeholders. The Disabled World (2010) report indicated that approximately 53% of the global population lives with mild, temporary, uninformed of and/or without significant noticeable impairment. This researcher deduces that if persons with impairments are systematically co-opted into the mainstream socio-economic participation, the national tax revenue could improve, while social funding would be reduced, and similarly, poverty would be alleviated and standards of living among persons with impairments counterparts would improve. However, the non-impaired practitioners/learners may be afforded the opportunity to acquire the capacity to serve impaired visitors through non-disabling tourism human capital development. This can bring proper value exchange at a tourism destination. Thus, a brief overview of approaches to impairments is presented below.

2.5 OVERVIEW OF THE APPROACHES TO IMPAIRMENTS

Table 2.3 presents a summary of the approaches to impairments as developed during the period of the 1950s to the 2000s as induced by external and internal factors as sources of disability of an individual with impairments. The individualistic and social approaches indicated a development pattern.

Table 2.3: Reviews of key approaches to impairments from the 1950s to the 2000s

Source	Approach basis	Focus
Parsons (1951)	i) Health and illness of an individual (medical sociology).	i) Impairment is viewed as the source of abnormality, deviance and functional loss (lack abilities).
Lemert (1951)	i) Classification Primary and Secondary deviance based on individual health and illness.	ii) Societal rejection as lack of social-economic abilities among impaired individuals.
Goffman (1963)	i) Health and illness on individual.	i) Impairment is viewed as abnormal and may harm/pollute the non-disabled/impaired (lack abilities).
Friedson (1965)	i) Health and illness on individual.	i) Disability is viewed as social deviance and needs rehabilitation (lack abilities).
Hahn (1986)	Medical, Economic and Minority.	i) Disability is viewed as a functional loss. ii) Disability is viewed as a lack of socio-economic ability (work). iii) Disability is viewed as oppression of a minority.
Oliver (1990, 1996)	Individual (medical) and Social.	i) Disability is viewed as a functional loss. ii) Disability is viewed as a product of the disabling environment.
Bickenbach (1993)	Biomedical, Economic and Minority.	i) Disability is viewed as a functional loss. ii) Disability is viewed as a lack of socio-economic ability (work). iii) Disability is viewed as oppression of the minority.
Priestley (1998)	Individual materialist (medical), Individual idealist, Social materialist and Social idealist (constructionist)	i) Disability is viewed as a functional loss. ii) Disability is viewed as a stigma (disabled/nondisabled) iii) Disability is viewed as a product of the disabling environment.

		iv) Disability is viewed as a cultural representation.
Thomas (1999; 2007)	Social relational	i) Disability is viewed as the material arrangement that has effects on individual interaction with the environment.
Shakespeare and Watson (2004); Reeve (2004;2006)	Pyscho-emotional	i) Disability is twofold: societal disabling systems and institutional structures, which would bring internal suppression to an individual emotional value effect.
Vehmas (2004)	Social constructionist is a determinant of material arrangement in a society.	i) Disability is propagated in the material arrangement that influences the way capabilities are regarded in society.

Source: Adopted in part from Darcy and Buhalis (2011:2) and Donoghue (2003:200-202)

Table 2.3 shows that there is a symbiotic relationship between approaches to disability and the level of successive development associated with the individual and societal view of impairments. The common element in these approaches is that they have an influential effect on the societal written and unwritten policies and practices. This is evidenced by the discrimination of persons with impairments from the mainstream human capital development systems in the label 'special needs education'. Therefore, Table 2.3, has offered insights into economic acuties about impairments which may exert influence on the society in line with legislation; policies and practices. The study conducted by Jammer and Stokols (2001) interpret that the approaches of disability have not considered the holistic health perspectives in the context of physical, social cohesion and emotional wellbeing. The study conducted by Vehmas (2004) highlighted an ethical view of impairments to complement the pyscho-emotional framework of disability that was advanced by the researches done by Reeve (2004; 2006) and Shakespeare and Watson (2001; 2002). Nonetheless, the two models (ethical and pyscho-emotional) are sub-sets of the social approaches of impairments. These are pointers for the need to address impairments from a socio-economic perspective; hence the tourism human capital development would be the discipline that others would take lessons from, which is imperative in order to satisfy the travel needs of visitors with impairments as a result of the professional capacity of the practitioner.

This study acknowledges the distress associated with the experiences of persons with impairments which needs to be explored in the context of the impact of impairment itself (Shakespeare & Watson, 1997:297). It explores the accessibility to tourism human capital development to address disability (Darcy and Buhalis, 2011:7). It also seeks to further such

insights by means of: i) relating the experiences of persons with impairments; ii) viewing disability as a combination of impairments and societal barriers; iii) being part of a conceptual classification designed to facilitate a scientific attack on the constraints and barriers that oppress persons with impairments; and iv) addressing the socio-economic and human capital developmental policies and practices structures that are discriminatory and inaccessible to persons with impairments. This is because disabling environs have led to the impoverishment and social dysfunction of the persons with impairments.

2.6 UNIVERSAL ACCESSIBILITY CONCEPT

According to researchers such as Mace (1985) and Mace *et al.* (1990), universal accessibility is the development of systems, services and products that can be used by any individual with little or no effort for variation for the satisfaction of the user's needs regardless of being impaired or not. The Universal Accessibility concept shares similar principles with the Universal Design as defined by Mace *et al.* (1990:1) as the process of designing all building products and exterior space to be usable by all people to the greatest extent possible. The Centre for Universal Design (2005) advocates for the products, services and facilities designed for use by impaired and non-impaired persons as best as possible. Mace *et al.* (1990:1) views the ideal design as the one that meets human needs with no additional costs and no noticeable cues that can cause one to 'feel' like a 'second class' citizen. The UNWTO report (2013) recommends 'reasonable accommodation' of the persons with impairments at tourism destinations. This study questions the term 'reasonable accommodation' in the context of how one can delineate what makes a condition or environment reasonable. The question that arises is: "In whose view would this be reasonable?" because currently there are debates on the different views on disability issues, the definition of disability and how they are conceptualised within disability studies for basic integration in society. The author concurs with the questions on 'reasonable accommodation' within the inclusive approaches for the persons with impairments as: i) what is the purpose of a theory for disability and for what reasons/why might we need theorise of disability? ii) how inclusive approach can address the interplay of nations, place and reproduction of disability theory? iii) Is disability the object/subject of studies and when disability is evoked as object/phenomenon of interest to think about the world, what is given and what is lost in such processes of an evocation? (Goodley *et al.*, 2019:975-976). To this effect, the present researcher suggests a reconfiguration of the 'reasonable accommodation' into the non-disabling mainstream socio-economic participation of persons with impairments in tourism.

This researcher asserts that the voice of persons with impairments is crucial in the architectural design and product development re-arrangements. It is the key resource for the development of formal tourism human capital skills and knowledge that would give the practitioners, the capacity

to serve impaired visitors. The current researcher supports Mace *et al.* (1990:1) that the existence of civil and environmental rights has developed into legislation regarding accessibility for impaired persons. However, the legal mechanisms lack detail regarding skills empowerment and creation of an environment that would sustain the non-disabling policy and practices that would enable participation of such persons in the tourism human capital development. Such mechanisms would contribute to the satisfaction of persons with impairments regarding their tourism needs from the perspective of competent practitioners. This current researcher opines that the UNCRPD of 2006 among other legal instruments, does not guarantee the employability of impaired persons unless they have pursued the career and acquired the appropriate employable skills and knowledge.

2.6.1 Evolution from Inclusive-Accessible Design to Universally Accessible Design

Snyman (2002:17) views inclusive-accessible design as being different from universal design. Nonetheless, the purpose of this chapter is not to further this debate on similarities and differences. The researcher supports the notions of accessible design as means to establish accessible tourism, which is sometimes referred to as disability tourism. Snyman, (2002:17), accessible design is the tradition of designing products and services to meet the needs of non-impaired persons and that provisional arrangements would then be set for impaired people as a 'secondary call' in the context of special needs. This implies that separate facilities are provided for persons with impairments. This study regards Steinfeld's accessible design presented in (Snyman, 2002:17) as an inclusive approach that creates and passes unwritten cues and connotations that impaired persons are 'second class citizenry'. On the contrary, universal design assumes that products are accessible and usable by everyone. Henceforth, product and service features cater for both impaired and non-impaired persons in the 'shared-space' without any make-shift arrangement. The author supports the concept of universal design as the pillar for universal accessibility. To this effect, universal accessibility is the key influencer of the ideology for the development of accessible tourism human capital. He also believes that the universal accessibility within the higher learning structures and systems can be the main agent for social action towards the non-disabling capacity to serve visitors with impairments.

2.6.2 Universal Accessibility and the Tourism Industry

Universal design and universal accessibility in tourism management goes beyond accessibility and inclusive practices (Buhalis *et al.*, 2012:300), because the designed products and environments would be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design. The Center for Universal Design (2009) research work views that the universal accessibility concept creates bridges for every person by making products, communications and the built environment more usable by the population at little or no extra cost.

However, a different view is posed by the study conducted by Darcy and Dickson (2009) in that, universal accessibility in the tourism industry has been predominantly left to its prospective and conceptualisation rather than its maneuver.

Thus, much emphasis has been placed on Inclusive and/or Accessible Tourism/Disability Tourism studies conducted by Buhalis and Darcy (2011), Chikuta (2015a), Chikuta *et al.* (2017; 2018), Darcy (2010) to mention a few. These authors views on the said subject focused on the architectural products and service development, and information accessibility without considering the formal tourism higher learning systems. The present researcher believes that universal accessibility in the development of tourism human capital is necessary to augment: i) Chikuta (2015a) who studied on universal accessible nature-based tourism; ii) Darcy and Buhalis (2011) who studied on generally accessible tourism and inclusive tourism; and iii) Buhalis *et al.* (2012) who highlighted the key facets of an accessible tourism system as access to information, access to transport, access to infrastructure and facilities and access to service. All these emphasise the need for tourism products/services to be accessible to persons with impairments. The author believes that technology, information and physical accessibility is insufficient without capable practitioners to offer the human touch (hospitality) before, during and after the tourism/hospitality service encounter. The researcher further believes that the development of non-disabling environs that enable the current tourism curricula to infuse the skills and knowledge that empowers human capital to mainstream persons with and without impairments should become a part of practitioner's service. Therefore, the researcher recommends the re-configuration of policy and practices in higher learning environments.

The UNWTO report (2010) has not paid close attention to operationalising universal accessibility within the detailed policy or funding arrangements. However, Buhalis *et al.* (2012:302) believe that methodological adopted to audit accessibility is skewed to mobility access only. From an Australian perspective, universal design has been adopted in accessible tourism research which called the industry to 'operationalise universal design and easy living principles within tourism product development' (Darcy, 2006:6). However, researchers such as Darcy (2007; 2010) and Darcy *et al.* (2010) focus on accommodation sector. Darcy (2010) conceptualised the Hotel Accessibility Scale (HAS) to bring together all the components required under the building codes and the standards for people with mobility, hearing and vision dimensions of access. Buhalis, Michopoulou, Michailidis *et al.* (2005) scoped the development of a one-stop-shop for accessible tourism in Europe (OSSATE Portal) for the disabled tourism market: technical and business challenges; Buhalis, Michopoulou *et al.* (2005) focused on accessibility market and stakeholders; Buhalis, Michopoulou, Ambrose *et al.* (2006) focused on accessibility of travel information by persons with impairments (e-Tourism) and Europe for All (2007a; 2007b) have conducted studies

on A One-Stop Shop for Accessible Tourism Europe and operationalised the major components thereof for the accommodation sector as aligned to assessment template. The researcher concurs with Rains (2004; 2006a; 2006b; 2009a; 2009b) whose concern aligns with the need to draw together all these initiatives with human capital capacity to serve visitors with impairments. He further recommends that the development of non-disabling formal accessible tourism human capital be the harmonising agent, and/or hub of all accessibility initiatives for a superb experience by the visitor with impairments.

2.6.3 Social basis for universal accessibility in tourism

The current researcher views humans as having both intrinsic and extrinsic social desires that are noted and/or needed to be satisfied through both career dreams and/or the pursuit and of meeting travel needs/motivations. This includes households/family, workplace and society at large. The disadvantage is that whenever the persons with impairments contemplate travel/tourism, the lack of capacity among practitioners among other accessibility concerns overwhelms their decision-making process and buying behaviour. Researches which were conducted by Chikuta *et al.* (2017) and Darcy (2010) highlighted that impairments do not compromise the social and travel needs/motivations. In view of this, Vehmas's (2004) study, explains that impairments do not disqualify a human from normalcy. This author considered this to be noteworthy for both policymakers and policy implementers to understand this aspect through the lens of accessible tourism human capital development. He also recommends the development of competencies, model and a framework that would inform the key stakeholders in the tourism value network so as to capacitate practitioners to professionally serve visitors with impairments.

The author views the possible impacts of tourism education a multiplier effect on societal reconnection and re-orientation towards a collective societal development through non-disabling participation in socio-economic roles as reflection on tourism interactions at a destination. The socio-economic roles may impact on the household prosperity/well-being and welfare derived from the human investment without emphasis on whether or not having impairments. The researcher suggests that government and other stakeholders in the tourism human capital development should consider this discourse from value-inspired lens. Thus, tourism's multi-facets may facilitate in the alleviation of societal negative attitudes, marginalisation, stereotyping and stigmatisation. These said behavioural indicators might have emanated from the lack of exposure from interactive and shared space between impaired and non-impaired peers for both to have insights and experiential knowledge about normalcy.

2.6.4 Economic basis for the universal accessibility in tourism

Darcy (2010) believe that there is need to establish greater detail about persons with impairments in order to adequately position and prepare the human resources of the tourism industry to gain capacity to cater for such a market sooner rather than later. This current researcher suggests that persons with impairments are also potential tourism entrepreneurs and/or practitioners (human resources) if offered opportunities to acquire adequate employable competencies. The UNWTO report (2013) recommends the tourism industry should view the market as possessing great potential economic value. According to Euromontana Communication Tourism (2004:2), Portugal Hotel Association developed informal human resource capacity that aims to improve services rendered to this disability tourism market for Portugal as a tourism destination.

Researches done by Kotler *et al.* (2009) and Zeithaml (1988) view tourism human capital (people) as the key determinant of the other 'P's in the '7-Ps' of the marketing mix. From the marketing mix perspective, human capital capacity/competency is used by consumers as the barometer to evaluate the perceived service value that would have been be translated into the worthiness (price) of the consumed service. According to Kotler *et al.* (2009) and Zeithaml (1988) research work, human capital (practitioners) capability determines the quality of service throughout the service encounter (processes and procedures). The current author agrees with scholars such as Kotler *et al.* (2009) and Zeithaml (1988) in that, the physical evidence (impairment inclusive facilities) at the destination is subjective to the level of knowledge and skills possessed by the human capital for strategic implementation of policies guiding the service. This also applies to the service package set for the visitor's convenience, as non-disabling mechanism that enhance the co-production and co-consumption of the tourism products/services. In addition, the knowledge on impairments determines the promotional strategy aimed to communicate throughout the visitor cycle. The current author concurs with studies done by Kotler *et al.* (2009) and Zeithaml (1988), in that the place (distribution or product and service 'accessibility') as determined by level of sensitisation set by knowledge on impairment issues among the human capital. Such has impact on the know-how when handling the accessible tourism market without discriminating cues during the service encounter/interface. Therefore, the author regards all the said linkages as contributing on the overall perceived value and/or actual value (price) for making visitor's travel dreams come true. In a nutshell, it is necessary to develop tourism human capital with capable to serve impaired and non-impaired visitors to their expected quality service satisfaction.

There is a synergistic relationship between service quality and the practitioners' capability (sensitisation on impairment issues at workplace) as a banner for responsibility to co-produce and co-consume tourism services/products. According to the study done by Zeithaml *et al.* (1996), the internal customer at workplace plays a vital role in service-oriented sectors as a determinant of

consumer behaviour consequences derived from service quality. According to the service quality model of Parasuraman *et al.* (1985), human capital plays a significant role in the communication with visitors before, during and after the service encounter as a reconciliation of created (expected) travel expectations, the motivations and the service delivery (moment of truth). Therefore, the researcher opines that the capacity for human capital (with or without impairments) to serve the visitors is symbiotic to their satisfaction set in non-discriminating workplace environment, which would result in the positive word of mouth recommendations (Luiza, 2010:3) amongst their peers. According to the study conducted by Kotler *et al.* (2009), visitor satisfaction would enhance a positive brand image that would foster sustainable brand equity within the accessible tourism market segment. To this effect, repeat business may be sustained as a result of perceived brand loyalty and trust among the visitors living with impairments. Therefore, this study is positioned to facilitate in developing a mechanism that could enhance sustainable the value extraction while competent human resources would be placed in the industry.

The persons with impairments are not potential market rather than being only a charity. Buhalis and Darcy (2011:6) estimated that there are six hundred and fifty million persons with an impairment globally. The author believes that this figure is low because the known statistics about persons with impairments are not comprehensive. In addition, the purposes of the studies and the variables used in the quantitative measurements vary. Nonetheless, there are researchers who have quantified the persons with mild impairments in comparison with the non-impaired. Dobriansky *et al.* (2007:5) and Dwyer (2005:79) cited that the United States National Institute of Ageing estimated that five hundred million are over the age of 65. They projected there would be one billion people with impairments by 2030 and two billion, by 2050. Thus, the rate of growth is approximately half a billion per decade. However, Germany has projected that the population of persons with impairments to grow from 25,1% in 2007 to 35% by 2050. From an Asian perspective, Japan's projection increases from 26,3% of the population who had impairments in 2007 to 41,7% by 2050 (Dobriansky *et al.*, 2007:5). Buhalis and Darcy (2011:193) found the American census in 2000 reported that 41,9% of the population living with impairments such as sensory, physical and mental impairments were 65 + years; however, 3,3% of the said population segment had serious physical impairments that needed more concentrated attention from a caregiver. In addition, Australia had senior citizens in domestic tourism whose spending rate amounted to 21% of the total national tourism expenditure (Buhalis & Darcy, 2011:187). The author maintains that these statistics are set in developed economies that have a significant potential demand for tourism. The afore mentioned developed countries are the major sources of tourists to South Africa. In these developed countries, the population is skewed towards the ageing and elderly, non-impaired with impaired relatives/friends who have access needs. Their disposable income from savings and pension funds, enable their active participation in tourism.

In addition, between 2014-2015, the Americans with disabilities spent R245billion on travel, with a total economic impact of R490billion because people with impairments seldom travel alone (Federation Hospitality Association of South Africa, cited by Mango Juice September 2019:70). Wayne Best (cited by SAA Mango Juice September 2019:71) highlighted that 80% of luxury travel market for South Africa is composed of persons with a form of impairment especially the baby boomers.

The current researcher believes that South Africa among other tourism destinations, should focus on the capacity to serve persons with impairments in order to meet their travel needs, motivations, expectations and desires. The capacity of the practitioners would be augmented by other non-disabling super structural, infrastructural and other physical accessibility. Buhalis and Darcy (2011:300) suggested that the needs of persons with impairments stretch beyond just physical infrastructural and super structural accessibility. Luiza (2010:2-3) mentioned that people who require accessibility in the tourism market usually stay longer at a destination, with a higher spending rate and that 50% travel with partners, 20% travel with a child and 21-25% travel with a companion. The author asserts that if tourism practitioners possess the professional capacity to serve persons with impairments satisfactorily, there is a greater probability of developing a sustainable business flow throughout the tourism value chain.

2.7 SOUTHERN AFRICA LEGISLATIONS FOR PERSONS WITH IMPAIRMENTS

Southern Africa is lagging in aligning domestic legislation with the UNCRPD and Optional Protocol established of 2006. However, the member-countries which have set disability laws are in a quandary regarding the implementation of the policy in all socio-economic aspects. The author traced the challenges to: i) the lack of a comprehensive frameworks which would inform a policy a comprehensive implementation of the policy; and ii) the attitude and mind-set that impairment issues are addressed through social welfare and/or charity only. However, it is a concern of the government and other stakeholders to apply the socio-economic development policy, ensure planning in both monetary and non-monetary terms and put the legislation into practice through non-disabling institutional arrangements. Therefore, the study has considered South Africa, Zimbabwe, Namibia, Botswana and Zambia as African countries that are positioned at different socio-economic development stages, while experiencing a varying tourism growth rate even though they are situated in the same geographical region. According to the study conducted by Makuyana and Saayman (2018), Southern Africa lacks implementation frameworks and enforcement of the legal instruments neither in tourism education nor in the tourism industry.

2.7.1 Zimbabwe

In Zimbabwe, there were an estimated one million and four hundred thousand persons with impairments in 2006 (Choruma, 2007:7) that is 7% of the total population. The country is one of the first African countries to promulgate disability discrimination legislation in 1992 and ratified the UN Convention and the Optional Protocol in 2006. Manatsa (2015:1) opines that Zimbabwe was once viewed as a model state for disability rights in Africa. However, it took more than a decade to achieve comprehensive recognition of persons with impairments in Terms of Section 22 of the Constitution of Zimbabwe of 2013 (Bhebhe, 2013:13; Manatsa, 2015:2). The researcher states that persons with impairments are socio-economically inactive due to discriminative and disabling legal structures that does not support the policy formulation and practices for a minority. In his view, the author believes that the participation of persons with impairments in the existing tourism human capital development systems is limited. This has resulted in the lack of means to enable tourism higher education programmes to train learners with the capacity to serve such persons.

According to research work done by Manatsa (2015), Zimbabwe has a surfeit of legal instruments that consider persons with impairments. The Disability Persons Act 17 of 1992 contributed to non-discrimination of persons with impairments in Zimbabwe. However, Bhebhe (2013:13) holds the view that the enactment perpetuated the commodification of the persons with impairments rights. The current researcher opines that this enactment would not be feasible if isolated from implementable policies which permeate an enforceable mechanism. Therefore, the Act remained ineffective because there were no non-disabling means to enable such persons to acquire formal skills and knowledge. This predicament has affected the development of tourism human capital as it is skewed towards developing practitioners with capacity for non-impaired visitors only.

The current researcher took cognisance of the Mental Health Act 15:12 of 1996, Medical Service Act 15:13 of 1998 and the amendments of the Mental Health Act 15:12 of 1996 made in 1997, 2000, 2001, 2004 and 2006. These legal instruments positions persons with impairments within the legal scope. This stance was reinforced by the Statutory Instrument (27 of 2014) which allowed the enforcement non-discriminatory accessibility of mentally impaired persons without action to pass a new Act. This, however, is augmented by a vast number of private and public organisational policies and practices within the health sector. The interpretation of the individualistic model of disability and the human rights model of disability played a crucial role in removing barriers. To this effect, this study would inform the formulation of policy by the government authorities, private and public organisations at community and household levels.

The Social Welfare Assistance Act 10 of 1988 allows for legal provision to legitimate destitute and incapacitated persons. The physically handicapped and mentally impaired persons were explicitly

only considered. This current researcher views this oversight as being disabling as handicaps, impairments and disability are different from one another. The current researcher interprets the Act as having been informed by the triangulation of individualistic approaches to disability that perpetuate a charity/pity only. To this effect, it has flaws in limited attention accorded to non-discriminatory and non-disabling investment in people through sustainable formal empowerment. Therefore, the aim of this study is to initiate the creation of a non-disabling socio-economic environment. However, the study is narrowed down to tourism as it is the hub for socio-economic interactions of people from different socio-economic backgrounds, including persons with impairments.

The Labour Relations Act 16 of 1985 was amended through Act 20 of 1994 as established to protect employees. The employee category is composed of both non-impaired and impaired persons as special persons referred to by the Disability Persons Act 17 of 1992. However, the two linked Acts lack enforceable policy development to foster the acquisition of employable skills and knowledge. The legal instruments do not pay attention to the workplace/ work-related environs in the context of the creation of non-disabling social capital and organisational capital. Therefore, this study aimed to inform policy formulation and/or amendments, which may result changes to both human power and disability legal and regulatory frameworks for both related ministries of human capital development and the tourism industry. The State Service (Disability Benefit) Act, Disability Persons Act, Labour Act and the Manpower Planning Development Act need reformation and realignment with the UNCPRD and Optional Protocol (Manatsa, 2015:2).

The Disabled Persons Act 17 of 1992 influenced the inception of a 'Special Needs Education' system through the Education Act, Chapter 25:04, in regards of the primary and secondary education. This Act led to the establishment of the department/section that caters for disability in the Ministry of Primary and Secondary Education. The Education Act 5 of 1987, with the amendments of Act 26 of 1991, Act 24 of 1994 and the Statutory Instrument 70, Act 19 of 1998, Act 22 of 2001 and the Statutory Instrument 04 and Act 10 of 2004, which has led to Chapter 25:04 that acknowledges impairment issues in basic education. However, these legal tools and the amendments do not address mainstreaming impairment issues in the primary and secondary school education curricula. Henceforth, the Higher Education Act, Chapter 25:27 is linked to the Education Act, Chapter 25:04 and Manpower Planning Development Act, Chapter 28:02. In this light, the said legislation does not embrace and adequately support the formulation and practice of the acquisition of skills and knowledge through the creation of a non-discriminatory and non-disabling learning environment.

This researcher views the 'inclusive' approach in the name of 'special needs education' within the Zimbabwean education system as disabling, because it perpetuates the dichotomies of being

'able' and 'disabled'. Yet, industry adopts only one mainstream (team) approach towards organisational goals. Thus, the study is crucial to address or re-address this disabling socio-economic arrangement through mainstreaming impairment issues in higher learning. It would substantiate the argument for non-discrimination based on impairments because such persons would have access to the acquisition of employable skills and knowledge. This concurs with Manatsa (2015:2) who opines that Section 70 of the Constitution of Zimbabwe of 2013 prohibits discrimination on the grounds of impairments. However, it caters for those with physical impairments only, leaving out the other forms of impairment (Manatsa, 2015:2). Hence, it should be amended as informed by other forms of impairments throughout the spectrum of impairments.

The country has several legal instruments which show regard to persons with impairments. However, the implementation thereof is bleak and way they have presented the issue of 'special needs education' is essence disabling. This is so because the approach: i) upholds spatial exclusion on the basis of impairments; and ii) denies exposure to both impaired and non-impaired persons who needs to interact with one another while acquiring the same education in the same learning environment. This is not the reality of the workplace and social life, especially from a tourism perspective because the needs of impaired and non-impaired persons should be satisfied in the socio-economic environment that is 'universal' in terms of interactions.

According to Bhebhe (2013) and Manatsa (2015) research work, the higher education legitimate approach has perpetuated a narrowed vocational skills development that is skewed towards skills which are of lowly esteemed, for example, carpentry, bricklaying and tailoring. These skills are offered at the Danhiko Project (an institution for vocational training for the impaired persons in Zimbabwe). To this effect, the higher education legal charter fosters disablism that deprives the impaired persons of making career choices and relevant career paths. This implies for a narrow employment opportunity as they are not afforded the opportunity to access a wide range of employable skills and knowledge compared with their non-impaired peers.

The Tourism Act 14 of 1996 is silent regarding the impairments at the workplace or formal human capital development. This is even reflected by the failure of the Tourism Policy of 2015 and the Tourism Master Plan of 2015 to clearly comment on the competency of the persons with impairments and practitioners to serve visitors with impairments as well as those who are not impaired. The current researcher understands that the key regulatory frameworks for the tourism industry deny guiding the business practitioners and visitors to face socio-economic reality for non-disabling tourism participation. Such guidance would foster sustainable tourism growth through the capacity of practitioners to serve the internationalised travel needs which entail persons with and without impairments. This non-disabling approach would enhance the intertwined interactions and socialisation throughout the learning process, while such a disabling

environment in the education system would influence employment. The current legal instruments lack the means to pursue a non-disabling platform within either the practitioners in the tourism industry or the formal tourism human capital development systems. This creates a flaw in the drive towards the enforcement of the policy.

2.7.2 South Africa

According to the Parliamentary Monitoring Group report (2011), South Africa ratified the UNCRPD and Optional Protocol of 2006 in 2007 like any other African state that supported the creation of a non-disabling macro-environment. This would enable the micro-environment to conform to the government position as the Statistics South Africa 2011 census which recorded that 7,5% of the total population is living with a form of impairment (Statistics South Africa, 2014). Nonetheless, 68% of the population of persons with impairments of working-age, have not been employed due to inaccessibility of workplaces and disabling education systems among other reasons (Statistics South Africa, 2014). Dube (2005:18-37) identified a vast amount of South African legislation that has mentioned issues that are aligned with persons with impairments. However, Dube (2005) research work concludes that South Africa has not yet incorporated the UNCRPD (2006) into the domestic legal framework.

According to Dube (2005:9), the South African legislation created a sense of awareness of the needs of persons with impairments. According to Dube (2005:10), the policies such as the White Paper 6 on Special Needs Education was developed; however, they are disabling because they perpetuate the notion that the people with special needs are 'second class-citizens'. The research conducted by Dube (2005); Makuyana and Saayman (2018); Mutanga (2017; 2018) and Snyman (2002) highlighted challenges which are aligned to: i) the lack of budgetary allocations; ii) the ignorance of civil servants responsible for the implementation of the policies; and iii) procedural bottlenecks. The three challenges have been identified as the main causes of 'policy evaporation' within the South African context (Dube, 2005:9). South Africa is void of comprehensive legislation and policy frameworks that are informed by day to day experiences of persons with impairments as a mechanism to develop solutions to their challenges (Dube, 2005:9). The current author suggests that, these predicaments seem to have an overlapped effect on the capacity of the tourism practitioners to serve visitors with impairment. This is a consequence of disabling policy and learning environs in the higher learning of tourism. This current study seeks to hear the voice of persons with impairments and interpret it in order to develop a model and blueprint-framework that would inform both the policies and practices regarding the development of tourism human capital.

The present researcher believes that the state's lack of interest to protect, promote and fulfil the rights of persons with impairments is evident by the absence of a stand-alone Act, which explicitly informs other Acts such as Higher Education acts and/or Tourism acts to mainstream such peoples' rights. Therefore, the current author points out that such a void permeates higher education in South Africa. However, mainstreaming impairment issues within the legal frameworks would bring greater value and relevance for the legal standing in terms of section 9 of the Constitution of South Africa of 1996. This would reinforce the request of such persons for non-discrimination at the workplace as they would have been empowered with employable skills and knowledge. Hence, as mentioned elsewhere, this study is critical to inform the formation of policies regarding the development of non-disabling tourism human capital.

2.7.3 Botswana

In Botswana, 10% of the total population accounts for persons with impairments (Abosi, 2000:48). However, the government has not attempted to ascertain the number of persons living with impairments in the country; hence it poses a challenge for the government (public sector) to plan and develop policy that would inform practices aimed at establishing non-disabling socio-economic environments (Abosi, 2000:50). From an education perspective, the government has facilitated the in-service and pre-service teacher training (Habulezi *et al.* 2017:29). The curricula cover all types of impairments within the primary and secondary education as well as rehabilitation/ resource centres. Nonetheless, the mobilisation and availability of resources is inconsistent as impairments are perceived to be a charity/ welfare issue. Hence, the government prefers to focus on generalised policy rather than a stand-alone Act, which would inform other enactments. On the other hand, the Education Act 40 of 1966 and National Policy on Education of 1994 has contributed to enlighten society in order to change their attitude towards persons with impairments among the general population (Abosi, 2000:49). This implies that besides inclusive special education initiatives, there is limited opportunities offered to persons with impairments (Habulezi *et al.*, (2017:29-37). Botswana is silent on issues aligned with allowing mainstreaming persons with impairments to participate in socio-economic spheres. There is neither tourism practitioner with a formally developed capacity to serve the tourism needs of the persons with impairments nor any system to develop non-disabling tourism human capital. However, Botswana is in a better position than South Africa as the formal tourism/hospitality training can tap into formal general education (teacher) training for further insight.

2.7.4 Namibia

According to Lang (2008:8), the 2001 population census in Namibia recorded that the persons with impairments constitute 5% of the total population. The Namibia Statistics Agency (2011)

highlighted that 4,7% of the total population is living with some kind of impairment. The 1990 Constitution spells out that everyone should exercise human rights and freedom regardless of whether they have any impairments. Namibia ratified the UNCPRD and the Optional Protocol of 2006. The Ministry of Health and Social Welfare is responsible for persons with impairments with the assistance of the Disability Unit in the Prime Minister's Office (Lang, 2008:10). Lang (2008) research work opine that there is inadequate and insufficient communication between the Ministry of Health, Social Welfare, Disability Unit and the National Disability Persons' organisations. However, 1997 witnessed the establishment of National Disability Policy that was influenced by a combination of medical and social models of disability, as a legal mechanism to co-opt all persons with impairments into mainstream socio-economic participation (Lang, 2008:9). The social protection programmes foster the implementation of the disability policy in the context of access to employment opportunities. However, such initiatives yield limited positive results as persons have limited access to formal higher learning. To this effect, the formulation of the Affirmative Action (Employment) Act 29 of 1998 enabled the establishment of vocational rehabilitation training centres regardless of the flaws in the implementation of affirmative action. The author opines that advocating for employment is not sufficient unless it is augmented by the non-disabling means to acquire employable skills and knowledge by the persons with impairments. With this line of thought, tourism would benefit from this notion as a hub for the interaction of both persons with impairments and those without impairments. This fosters the need to develop tourism human capital to empower the practitioners to serve all visitors with and/or without impairments.

According to the researchers such as Lang (2008), 2004 witnessed the formulation and commissioning of the National Disability Council on Inclusive Education by the Ministry of Education in Namibia. This enhanced the provision of Special Needs Education and recommended a conceptual framework for special needs education. The framework focused on teacher training (curricula development and decentralising logistical arrangements of resources), in consultation with the persons with impairments. However, since then, the council has not yet convened, although the approach was disabling in essence. A study conducted by Edie *et al.* (2003) remarked that 98% of the persons with impairments are unemployed due to inaccessible employable skills and knowledge, inadequate counselling and assistive devices among other reasons. Namibian legislation and policies need realignment with the UNCPRD and the Optional Protocol of 2006. On the other hand, the study would highlight the need for non-disabling tourism human capital development to respond to the accessible tourism market trends.

2.7.5 Zambia

According to Banda and Kalaluka (2014:268), the 2010 census highlighted that Zambia had two million persons with impairments, that is approximately 15% of the total population. Zambia has a National Policy on Disability that was still a work-in-progress by 2014 (Banda & Kalaluka, 2014:269) and it is now established. This was influenced by the establishment of the Persons with Disability Act 6 of 2012, as an aftermath of ratifying the UNCRPD of 2006. However, it does not comprehensively cover all that is set out in UNCRPD and Optional Protocol of 2006. This Act is an amendment of Persons with Disability Act 33 of 1996. These acts led to a series reviews of the National Policy on Education in 1996. This influenced the establishment of the National Employment and Labour Market Policy in 2005 that covered disability and the National Youth Policy in 2006. There is void in the policies and/or legal framework regarding the development of the tourism human capital to acquire the capacity to serve visitors with impairments within the mainstream tourism. This would enable persons with impairments to pursue a career in tourism by acquiring employable skills and knowledge in a non-disabling environment.

2.8 CONCLUSION

This chapter aimed at conceptualising the notion of people with impairments and universal accessibility. The discourse pointed to the lack of capacity among tourism practitioners to serve visitors with impairments. This is traced back to the disabling legal frameworks that inform the policies and practices within the tourism human capital development within Southern African countries. The chapter remarked on the need for a research-based tourism human capital development theory that fosters the mainstreaming of impairments in tourism higher learning systems and structures. It was noted that the inclusive approach is disabling; however, this has been addressed by the creation of disability units in terms of architectural coding at higher learning institutions, which is in draft form and not sufficiently exhaustive to cover all types of impairments. The study highlighted that ramps among other accessibility issues seem to have been addressed only in part due to the inconsistency in the statistics regarding persons with impairments. However, developed economies seem to have a more substantive quantitative argument that supports the need to develop tourism human capital with the capacity to serve visitors with impairments. This lack of capacity among tourism practitioners is prevalent due to the void in appropriate subject matter or modules within the formal tourism education curricula that would foster competencies to serve such visitors. Some countries in Southern Africa, have teacher-education training that empowers special education teachers to teach children with impairments. From this standpoint, Africa should prepare her tourism human resources to adopt international approaches because the developed economies have greater access to the needs of the population who have an active demand for tourism. The chapter is informed by the triangulation

of the social model and critical disability studies. However, the models of disabilities have been synthesised in order to formulate a model and blueprint-framework of accessible tourism human capital development for people with impairments. The latter model and blueprint-framework is orientated towards socio-economic spectrum. From this juncture, the next chapter explores the relationship between universal accessibility and the development of tourism human capital.

CHAPTER 3

THE DEVELOPMENT OF THE TOURISM HUMAN CAPITAL AND UNIVERSAL ACCESSIBILITY

3.1 INTRODUCTION

This chapter furthers the discussion that addresses the first objective which is to conduct a systematic review of tourism and impairments literature. An electronic and manual search was conducted on published full-text scientific articles, books, theses written in English from 1990-2018 (exception is given to seminary theory), and the Department of Higher Education and Training policies. The systematic review process fostered the content reduction, exploration and integration of relevant text that focused on impairment issues within tourism education and training in South Africa. This ascertained the level of opportunities afforded to the impaired and non-impaired persons in their pursuit to acquire employable tourism knowledge and skills. Thus, researchers such as Makuyana and Saayman (2018) believe that, a certain risk within tourism markets trends is the uncertainty on the human capital capacity to sustain the tourism organisations' competitive edge, through meeting the said markets' needs constantly. Such socio-economic dynamics implicates for societal-oriented labour and consumer market-driven innovation in the tourism higher learning systems to keep up with tourism market trends. To this end, the development of tourism human capital should be proactive, nonetheless, the reactive stance cannot be precluded. Within this context, this chapter seeks provide insights which may enhance the tourism higher education and training to develop competent human capital regardless of whether or not having impairments. Such may uphold tourism experiences as embedded in the delivery of professional service to impaired and non-impaired visitors. Hence, the previous and the current chapter have a synchronic linkage which may enhance the institutionalisation of universal accessibility within the development of tourism human capital. This chapter shall present the human capital theory and critical disability theory as theories informing this study. This would be followed by the review of the higher education and training policies as 'chaperons' of the tourism higher learning systems. This enable the chapter to discuss the current disabling tourism higher learning and experiences of persons with impairments. This disablism in the tourism higher learning has influence on the employability of the said persons and their career development within the tourism industry. A conceptual framework is derived from the literature discourse. The chapter summary closes this section.

3.2 THE THEORETICAL UNDERPINNINGS

This study is informed by two theoretical frameworks which are namely, the Human Capital Theory and the Critical Disability Theory.

3.2.1 An overview of the Human Capital Theory

Baptiste (2001:185) trailed the origin of Human Capital Theory to the 1700s as conceptualised by Adam Smith. Adam Smith, Irvin Fisher among others, diploid that human is capital. Baptiste (2001:186) explained that John Stuart Mill and Alfred Marshall opined human capital as: i) acquired skills and knowledge as capacity; and ii) separated humans from capital as governed by the moral, human freedoms and dignity philosophical approaches. In 1989 and 1993, Marginson brought the private return of investment in education lens as edification to Schultz (1961) research work (Baptise, 2001:186). Schultz in 1961 opined that, the said edification, rather enhanced than limit human freedoms (Baptise, 2001:186). This upheld the idea of relating earnings to education expenses (capital investment) and productivity (Baptise, 2001:186). Thus, “Karl Marxi, relates ‘cost’ of education to greater productivity as humans sell their capacities to labour rather than themselves” (Baptise, 2001:187). According to Baptise (2001:187) standpoint, capacity to labour becomes capital only when it is used in the process of productivity.

From the above paragraph, this current author seeks to inform the mainstream tourism education with insights obtained from the voice of persons with impairments from the Human Capital Theory perspectives. This is because tourism skills and knowledge edify both the beholder and the visitors to be served. This study is in two dimensions namely: i) visitors with impairments deserves to be accorded professional service from human resources with relevant non-disabling tourism capacity; and ii) mild physical impaired persons with tourism career dream should be offered opportunity to acquire employable tourism capacity to serve both impaired and non-impaired visitors. According to Baptise (2001:187), the edification is obtained after earning formal tourism qualification. However, the existing tourism impartible knowledge is not accessible to learners with impairments. This negatively affects tourism industrial practices when addressing the market (labour and consumer) value and productivity.

The author presents a reflection of Human Capital Theory from insights set from the Keynesian’s view of the human capital theory as both consumption and investment overshadowed in the humanoid gen aspects (Baptise, 2001:187). Therefore, education is regarded for personal household consumption and not investment only (Baptiste, 2001:187). In this manner, there is need to offer opportunities to learners with impairments in mainstream tourism higher learning systems. The study acknowledges that Baptiste (2001) illustrates the Human Capital Theory using agricultural and industrial economics that needed highly educated manpower prior World War II.

Nonetheless, human capital theory changed scope in the post-World War II, when educated manpower became reluctant. At the same time, such period marked the inception of the high technology industry and agricultural economies then increased value as developed economies became rooted in the Human Capital (knowledge and skills) advancement. According to Baptiste (2001:187), this facilitated the development of formal theory for human capital development in the mid-twenty century. Thus, investment began to include direct expenditure on education, health, internal migration, earnings forgone by mature students attending school, workers on the job training and use of leisure to improve skills and knowledge. All this added and improved productivity of both people and organisations. In this context, according to Schultz (1961) cited by Baptiste (2001:188) opined that the body of knowledge sought to describe, explain and validate the human investment as the foundation of the Human Capital Theory. From this said relationship, the tourism education may be considered as a medium to address the integration of tourism competencies to serve the access-need tourism market.

According to researchers such as Schultz (1972) and Becker (1993), the Human Capital Theory has been used for the advocacy and/or development of education and development of policies which supports investment in human capital within an economy. Researchers such as Schultz (1972) and Becker (1993) have highlighted a key principle that the value extracted from education can be evident in the symbiotic relationship between improvement in productive capacity and efficiency of human resources. The current author deduces that the human capital theory equates the value of the human capital to physical capital in business production and value. Interestingly, the Human Capital Theory never highlighted the dichotomies of impairment and non-impairment, within the socio-economic scoping. This may imply that the concept applies to all humans within a society's potential human resources. Thus, from a tourism perspective, the physical assets equally need human capital among other resources within the equation of production in the tourism business. Therefore, the current researcher recognizes humans as assets for socio-economic value addition and value extraction through relevant tourism organisational processes and procedures.

From the Human Capital theory perspective, this current researcher considers knowledge development as the opener for the satisfaction of all tourism markets (with and without impairments) within both resource-based and knowledge-based economies (Goldin, 2014:3). Therefore, Olaniyan and Okemakinde (2008:479) proposed three bases for investing in human capital because: i) new generation must be given only appropriate/relevant parts of knowledge which have already been accumulated by previous generations. ii) The new generation should be taught how existing knowledge (tacit and explicit) should be used to develop new products, to introduce new processes and productions methods and social services. iii) People must be

encouraged to tap in tacit knowledge and develop entirely new ideas, products, processes and methods through creative approaches. This current author upholds the said bases for investing in human capital because this study seeks to enhance non-discriminative opportunities for the persons with impairments to effectively participate in tourism.

Olaniyan and Okemakinde (2008:479) opine that education and training is both a capital good and utility to consumers. Within this understanding, tourism education is an input facet to the tourism production of other goods and services as well as an agent for socio-economic change. Hence, tourism education may be clustered into four main segments as: i) formal education at primary, secondary and higher level learning-pedagogy (Sweetland, 1996:341), ii) informal education at work and home-andragogy (Sweetland, 1996:341), iii) specialised vocational education at secondary and high-level learning (Sweetland, 1996:341), and iv) On the job training and apprenticeship (Sweetland, 1996:341). Thus, tourism education and training processes adopted in each approach is aimed at yielding different results for different level of learning competence. Nonetheless, the current author focuses this study to the formal tourism higher learning (tourism pedagogy). This brings the chapter to interrogate the Human Capital Theory from Becker (1993)'s revised version of the concept.

3.2.1.1 Human Capital Theory informs tourism education

According to Becker (1993:24), the human capital theory unveils the value of human knowledge as the key driver for the increased efficiency and growth in returns and value of physical capital. Becker (1993:24) upholds the idea that beneficitation comes from a systematic investment in the education and training domains. Income growth is proportional to the increase in investment in education and training set for the labour force (human capital) (Becker 1993:24). Becker (1993:25) gave an illustration of this conception from Japan's economic prosperity, though she imports natural resources. The credit is given to her heavy investment in education and training. According to Becker (1993:25), Japan developed skilful, dynamic thinkers and hardworking conscientious labour force, since the end of World War II. This fostered the ability of organisations to realise and create environs that met well-educated and trained employees' expectations as well as perpetuating loyalty and commitment. Such enabled the human capital to stay longer in organisation, while ploughing their tacit and explicit knowledge in the line of production. Becker (1993:25) used an agro-centric example to enhance interpretation that investment in knowledge enable greater productivity at individual, organisational and national levels. Becker's (1993) education and training perspective is skewed towards formal approaches. The current author is not reconnoitring the human capital theory but unveiling the theory's value in addressing visitors with impairments' tourism needs through human capital.

From a policy perspective, the said theory is a by-product of debates forwarded by researches done by Becker (1960; 1964; 1975; 1976); Becker and Lewis (1974); Ben-Porath (1982) and Dogan (2004) in context of value in investing in humans through education and training policy formulation. Thus, the Human Capital Theory informs the public investments which perpetuates economic growth in fast growing economies such as South Africa (Baptiste, 2001:188). Thus, the current author suggests that, the 1980s' Human Capital Theory sufficed arguments for structural adjustment policies (Organisation for Economic Co-operation Development of 1987). Researchers like Baptiste (2001) explains that the Human Capital Theory endorsed by OECD is different from the 1960s version. Hence, one can say that, the 1960s version was too generic and too quantitative in the establishment of the relationship between education and economic growth. Nonetheless, the Human Capital Theory is applicable in the tourism service-oriented sectors within the human capital value-addition set by formal tourism learning and human capital value-extraction within the tourism's occupational task-oriented service industry (Nhuta *et al.*, 2015:72). To this effect, the Human Capital Theory is applicable to tourism education and training as means to create and uphold market value through professional human 'capital' touch while being supported by non-disabling policies.

The industrial human resources needs are addressed by the development of curricula that scopes all market needs (Makuyana & Saayman, 2018:12). Such said competencies development should be guided by the relevant legislative frameworks (policies and Acts) which perpetuates the curricula implementation (Snyman, 2002:35-36). The tourism and higher education governance have indirect and direct influence in addressing the needs of the tourism labour and consumer markets (Snyman, 2002:21). Olssen and Peters (2005:324) further this opinion by taking Human Capital Theory as means of idealising intellectual quotient (intellectual capital) and physiological characteristics (social capital and organisational capital) towards employability and productivity set by education and training fraternity. This current researcher adopted the Human Capital Theory to inform this study for objective tourism human capital investment that addresses all potential and existing markets for the industry.

Shapiro (2006:334) opines that the development of tourism human capital within the human capital theory lens does not nullify the realities of socio-economic forces in the business world. The socio-economic forces may influence and/or affect unemployment or employment levels within the business environments. This current researcher is not arguing that when one has accessible tourism employable accessible tourism competencies (formally acquired knowledge and skills), automatically secures employment. However, the acquired tourism competencies may be the basis for one to access opportunities which comes either for tourism entrepreneurial venture or for employment as based on earned expertise. The medium- and long-term effect is

that such a person's standard of living may be transformed, and/ or can enable a visitor (whether or not having impairment) to enjoy tourism services and products. This investment in tourism human capital is prudent as either proactive or reactive to the labour and consumer market-based tourism education and training.

3.2.1.2 Human Capital Theory informs tourism human capital accounting

Tourism as a service sector interpret the connectivity of human capital with the human resources (manpower) appraisal as means to attach financial value within the organisations (Argyle, 2015:43-44). This assertion points that human capital can be measured and presented in the context of assets within the financial reports. Within this interpretation, Argyle (2015:2) explained human capital/resource accounting as the process of identifying, measuring and communicating information about the Human Resource to decision-makers. Thus, the Human Capital Theory principles reveals insights on the investment towards access/non-disabling tourism higher education and training as enhancer in capacity building among learners whether having impairments.

In addition, researchers such as Holden and Biddle (2016) view Human Capital Theory as a theory that uphold the comprehension of human behaviours and socio-economic processes derived from investing in education and training. Within the accounting perspective, human capital is regarded as an asset as opposed to 'liability concept'; hence human capital is laying a base for future transactional engagement as combined with other forms of assets and/or capital. Such has implications to the tourism organisational profitability. This goes without say, that assets are accounted for, so should be the human capital. According to the study done by Baptiste (2001), education can enable optimisation of impaired persons either as labour or consumers who will be served by formally empowered tourism practitioners. The current author opines that human capital out can be aligned to the job role size, performance and/or productivity within the tourism organisations. The current study is not oriented to get into the details of human capital accounting but considered the concept as vital towards integrating impaired persons within the mainstream tourism systems.

This current researcher compiled the costs and benefits associated with tourism higher education and training as derived from Human Capital Theory in Table 3.1. To this effect, a cost and benefit analysis can be set inline individual rate of return and social rate of return associated with acquired skills and knowledge (human capital development). However, this is not explicitly direct monetary terms only but as associated with the cost.

Table 3.1: Cost and benefit analysis as informed by the Human Capital Theory

Cost	Benefits	Current Study's review-comments
Forgone Income while studying	Market-driven tourism education can lead to an increase in income accruals as per training/education acquired for the individual and the organisation needs.	Individual & organisational scoped impacts.
Tuition and other related fees	Consumption and societal benefits that come with tourism education as an agent of societal transformation within an organisation and community.	Individual & organisational scoped impacts.
Learning materials	Perceptual view on value is broadened through obtained tacit and explicit tourism knowledge and skills.	Individual and organisational scoped impacts.
Relocation to the educational location.	Asset-liability accounting principle applies to the human capital value extraction as tacit and explicit knowledge application in the tasks/duties in a tourism company.	Individual and firm scoped impacts.
Government funding/non-fees private income of education institution.	Societal environment development as a by-product of educated persons e.g. behavioral (through self-discovery and talent development <i>etcetera</i>) change as effects of tourism education and training.	Government, societal, individual and organisational scoped impacts.

Source: Adopted in part from Margison (1989) cited by Tan (2014:410)

Tan (2014:412-413) views education as a 'channel' for both individual and socio-economic benefits. Table 3.1 shows the balance of associated costs and benefits as derivatives of education. This is felt directly and indirectly on the individuals, tourism value chain/network, government, and the community/society's: i) earnings; ii) social; iii) cultural; iv) intellectual; iv) acquisition of employable knowledge and skills, and v) aesthetic (Tan, 2014:412-413). This current author suggests that education can bring productivity and positive externalities at tourism and non-tourism institutional structures. Thus, individual interests are worthily recognizing, if there are collaborative relationship that uphold the integration of impairments and impaired persons in mainstream tourism. Therefore, this current author perceives that higher learning systems/institutions are the instrumental platforms for the achievement of the individuals' goals effectively. Hence, education embraces this approach from primary, secondary to tertiary level. This nurtures intellectual and technical talents among the learners whether having impairments (Tan, 2014:414).

Within the human resources accounting standpoint, Tan (2014:435) regards Human Capital Theory as upholding individuals rather as instrumental for skills and knowledge beneficiation. Such is applicable to tourism scenario in that tourism human capital pursue the development of tourism market-industrial needs driven competencies. This current author opines that the challenge posed by the Human Capital Theory was that it was conceptualised in the aftermath of slavery (the 1950s) and slavery lacerations were not yet fully healed. Consequently, it was considered to perpetuate oppressive approaches. This current researcher acknowledges Read (2009:31) who interpret labour-capital linkage as pillars for tourism entrepreneurship and intrapreneurship (internal innovation within an organisation). Therefore, one can say that the desired end (utility) is promoted by developing the tourism human capital. Within the Human Capital Theory lens, labour is the activity and human capital is that which enable people to perform labour (activity). Hence, super tourism experience among visitors and human resources (whether having impairments) at a tourism destination is determined by human investment through tourism education and training. Thus, the Table 3.1 presents costs and benefits which are associated in the fields highlighted as number 1, 2 and 3 in Figure 3.1 below. Figure 3.1 presents summarised relationships that are typical in the tourism higher education and training, tourism research and tourism industry and society.

Application of human capital theory in integrating impaired learners in tourism education

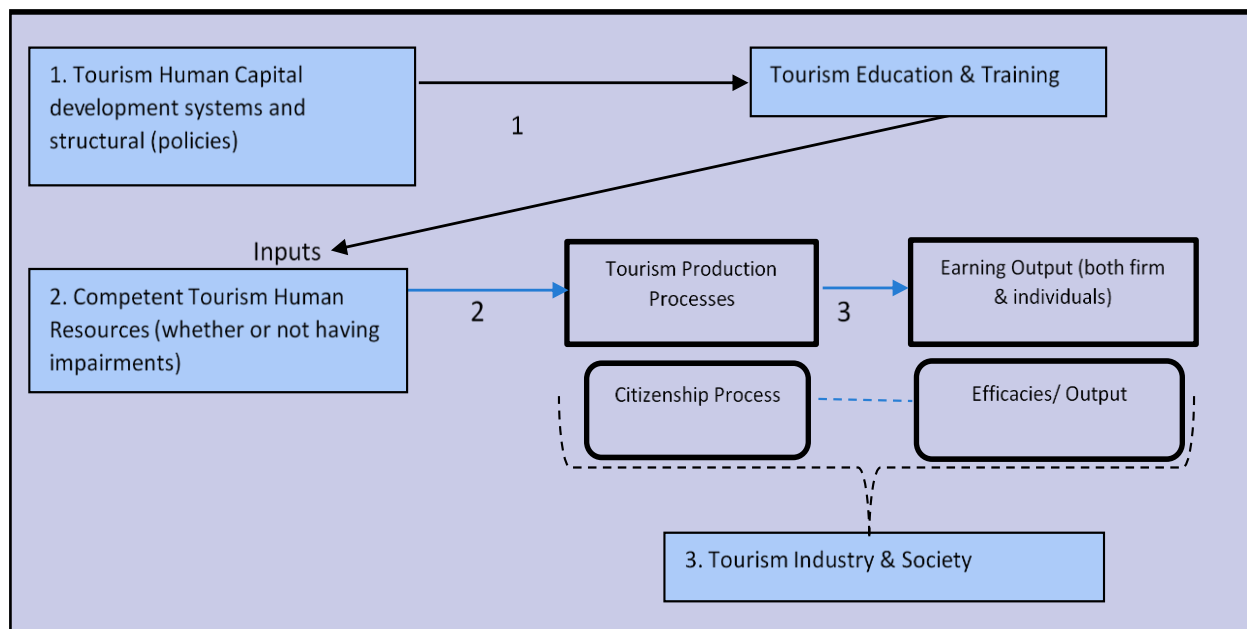


Figure 3.1: Application of the Human Capital Theory towards mainstreaming impaired learners into tourism education

Source: Adopted in part from Swanson (2001)'s model of human capital theory

Figure 3.1 present the interpretation of the study done by Swanson (2001) as a moulded Human Capital Theory that shows effects of human resource development as contexted to benefits and costs within the general human capital/resource accounting. Figure 3.1 presents three key relationships that enables a systematic mainstreaming of impairments, impairment issues and/or impaired persons within the tourism productivity systems. According to Figure 3.1, the relationship number 1 highlights the production of tourism (labour and consumer) market-based skills and knowledge as translated into teachable mechanism within the tourism education and training. Such enables a learner (impaired and non-impaired) to increase in learning which may contribute in the value addition to the visitors' (with and/or without impairments) tourism experiences.

Figure 3.1 presents relationship number 2 as tourism human capital linkage that nurtures the greater effectiveness and efficiencies in tourism productivity. Thus, tourism education and training that enhances capacity building in human resources. Hence, the study conducted by Makuyana and Saayman (2018) opine that, i) greater productivity intuitive approaches and character are developed, and ii) talents and positives personalities are discovered, if impairments, impairment issues and person with impairments are mainstreamed into the tourism education in South Africa. Such capacities bolster innovation and creativity among the educated/learned individuals (with and without impairment).

Within the human capital accounting perspective, Figure 3.1 presents the relationship number 3 in a systematic flow that illustrates tourism human capital as having an influence on the increment in productivity and earnings to both the tourism business and the individual human resource (with and/or without impairments). Nafukho *et al.* (2004:546) relates people's learning capacities to the value of the organisational resources (financial, physical and human capital and/or assets) for the production of goods and services that brings up a tripod scope in profitability dimension in individual-society; firm and national. This brings symbiotic connectivity between tourism human resource development and tourism education as expressed by the Human Capital Theory. Thus, researchers such as Makuyana and Saayman (2018) regard investing in humans (impaired and non-impaired) through tourism education as a form of capital required for the development of individual, organisation and communities' socio-economic performance and effective production. The effects can be best expressed in four elements namely, i) flexibility and adaptability, ii) enhancement of individual competences, iii) the development of organisational competencies, and iv) individual employability within tourism's micro and macroeconomic efficacies (Marimuthu *et al.*, 2009:268). Therefore, Figure 3.1 provides insights on the direct link between tourism strategic planning and tourism human capital development for efficacies in financial and non-financial performance and/or outcomes within the tourism organisations.

Within this standpoint, Peers (2015:56) considers capital (accumulation of value) and human (a being), as having roles and social character within cultural and natural biological dimensions. Researchers such as Peers (2015) opines that it is an economic construct that gave confinement of human and capital to the terms: producers, consumers, and capitalist idealised the 'human'. According to Peers (2015:57), Human Capital is a modification of the term used in the industrial revolution age 'labour market'. That is, the human is deemed to be a resource and education is the means of developing human resources for production value. From this industrialism ideology, stratified schools were established as means to differentiate knowledge and skills development based on the futurism human capital value possession (Peers, 2015: 57). This led to the alignment of the human capital value to the earnings in return as positioned to key drivers in strategic and operation positions. This is synonymous to the disability in education that is bolstered by either discrimination of impaired persons and/or 'so-called' inclusive but hinged in disabling policies and practices set for impaired persons. This would have similar outcomes of a stratified education approaches in line with limited access to opportunity and human capital benefits associated with level of employability by the impaired persons as compared to non-impaired counterparts. Hence, the study regards accessible tourism human capital development in Baptiste (2001:185) lens as means to alleviate social maladies such as poverty, income inequalities, poor health, environmental pollution and unsafe behaviour and habits.

Within this same human accounting standpoint presented in Figure 3.1, Scholars like Buhalis and Darcy (2011); Darcy (2010) and Makuyana and Saayman (2018) suggest that relationship number 3 provides insights on market enlargement which may boost growth in sales for tourism establishment and/or tourism destination as a result of serving the access-need market efficiently. Hence, mainstreaming impairments, impairment issues and impaired persons would imply for identification and/or re-orientation of societies' reliable key-sources of information and the tourism higher education and training. Such would enhance the re-creation and/or creation of non-disabling active-human participation in tourism.

3.2.1.3 Human Capital Theory informs means to address disability tourism market

As informed by the Human Capital Theory, this current author agrees with Robeyns (2006:75) and UNESCO (2003:4) that every human being (impaired and non-impaired) is entitled to a decent education without much regard for 'how' and 'when' to have the pay-off. The current researcher opines that the intrinsic role of education is of priority (UNESCO, 2003:8). Hence, higher education and training stakeholders should strive for resource mobilisation to bring high-quality tourism human capital development for all persons, regardless of whether having impairments. The crux of the matter is that tourism education seeks to uphold and enhance efficiency set in interactive encounters with the mainstream socio-economic spheres, such

includes serving disability tourism market needs. In this context, the development of tourism human capital lacks exposure and/or opportunities which perpetuates the personnel to connect with the growing disability/access-need tourism market. This implicates that tourism businesses are ignoring business opportunities as emphasised by researchers like Luiza (2010). At the same time, this need for said market to be served by competent practitioners is growing, while being unattended. In this regard, there is lack of non-disabling socio-economic environment which enables participation of all societal membership either as employees or visitors regardless of whether having impairments.

While furthering the idea that tourism human capital investment influences tourism growth, the current author acknowledges Robeyns (2006:70) opinion that Human Capital Theory emphasis is on economic, fragmented and exclusively instrumental through education, skills and knowledge to the outcomes. Hence, Robeyns (2006:70) implies that Human Capital Theory did not regard non-instrumental values of education. Such non-instrumental values may be both non-quantifiable and unobservable variables, but they also contribute to individual/meso, micro and macro productivity. In addition, the author keeps on emphasizing the overt silence on impairments and impairment issues in development of tourism human capital. One cannot dispute the idea that education plays a significant role in both personal and collective benefits. Such intrinsically value boosters and satisfiers encamp: i) non-instrumental roles such as being a well-informed customer and intrinsic personal knowledge and/or being an effective communicator, ii) instrumental roles in establishing personal economic role. Thereby alleviating vulnerability and discrimination when pursuing socio-economic opportunities which uphold the ability to protect oneself from poverty and destitution. At the same time enhancing one to be more marketable at labour market, which may result in finding a job, and iii) instrumental collective economic role such as economic growth through innovation and creative (Robeyns, 2006:71).

Robeyns (2006:72) orates that Human Capital Theory's economic elements have overshadowed cultural, identity, emotion, history, impairments and gender. Hence, this current study would be informed by the voice of persons with impairments as means to inform and alleviate the discrimination of impaired persons in the development of tourism human capital. Such would address the external and internal disability/access-need tourism markets in a systematic and decent manner. Hence, the current author views individual functioning as expressed in living- 'that is doing and being' (such as being healthy); 'being educated'; 'holding job'; 'being a part of nurturing family, having friendship' just to mention a few (Robeyns, 2006:78). This brings this study to deduce that, functioning is the activities; whereas capabilities are the real opportunities to achieve valuable states of being and doing. This is possible by tapping the discriminated impaired person voice to inform the development of tourism human capital.

3.2.1.4 Human Capital Theory informs value of impaired persons' voice

The discourse conveys that societal membership capabilities and/or performances (functioning) are enhanced by technological advancement among non-impaired persons. Hence, this study disagrees with non-impaired persons' labelling of impaired counterparts as 'disabled'. As such label imply that the said persons have no capabilities due to impairments regardless of being in mild-condition. Robeyns (2006:79) opines that both impaired and non-impaired men and women should have capacity to hold jobs and acquire capacity to serve the needs of the target markets (internal and external customers) among other stakeholders within the tourism value chain. Hence, Human Capital Theory upholds that the voice of impaired persons should is important for the development of tourism human capital.

Researchers like Peers (2015) argues that public education was for minimum schooling, so is the prevailing basic education for impaired persons, which is even far from being accessible for said persons to acquire the minimum schooling. Such is also evident in impaired people's discriminative social infrastructures and restrictive policies and practices within the tourism higher education. This connectivity of education to industrial-focused human capital is argued in economics context as classroom practices and the general curricula's failure to address key macro and micro levels of economics (Nhuta *et al.*,2015:72). These are the key determinants of laws/principles aligned with variable factors in education, and the relevant means of making schooling to contribute to human capital development. Only the voice of the impaired persons can inform the alleviation of the said disablism as set in this study after getting insights from the Human Capital Theory.

3.2.1.5 Implications of the Human Capital Theory

The current author obtained insights from the Human Capital theory and increased the understanding set in the study conducted by Peers (2015) on the aspects which influences tourism buying behaviour, as related to level of accessible tourism knowledge/information (Peers, 2015:58-59). Such revealed the symbiotic relationship between planning to participate in tourism and the space restriction experiences from childhood to post-school stage. Hence, the Human Capital Theory upholds the view that humans have symbolic value as both producers and consumers. This kind of value idealises human as stable economic resource as highlighted by researchers like Baptiste (2001) and Makuyana and Saayman (2018). Therefore, this current author interprets that Human Capital Theory idealised intelligence quotient (intellectual capital), social capital and organisational capital as inputs for an output-value effect in employment of employable skills and knowledge. To this effect, competencies should be acquired in shared learning environs by both impaired and impaired learners.

The current researcher views Peers' (2015) perception as founded from Ben-Porath (1967:353) who views human capital as similar to the tangible analogical capital value that an individual can rent-out to the 'market' for economic prosperity. Thus, educating a human (whether or not having impairments) is a means for incremental value addition that emerges within the lifecycle of a human being. This discourse is irrespective of social class, race, impairments among other arguable socio-economic injustices. Ben-Porath's term 'stock' of human capital refers to the derivative posit from Marxi (1976:128) that educational value is absorbed in ways that cannot be conceptualized and calculated. Nonetheless, human capital development is regarded as preservation of wealth. This implies that denying an individual with impairments through disabling structures and systems is destruction of potential wealth and value to intrinsic benefits to a being and socio-economic returns to societies. As set by the Human Capital Theory, Peers (2015:60) believes that value of human are equally commensurate with all others forms of capital. Thus, capital value transcends the variables of the social context in which it is produced; hence, such afford a conjectural financial and mercantile context. Thus, Peers (2015:60) believes education is a by-word for identifying and evaluating the mode of investment in human capital. To this effect, this current author views Human Capital theory as having principles that furthers access to educational opportunities by humans whether or not having impairments for: i) the impaired persons in mild condition physical impaired to acquire employable tourism skills and knowledge and have access to opportunities that comes with such qualifications; ii) visitors with impairments should be served by tourism human resources who have professional capacity to handle such access-need market throughout the service delivery processes.

Human Capital Theory provides theoretical insights towards facilitating business to accounting for human resources value aligned with capacities to satisfy market-needs (Baron & Armstrong, 2007:3). In this context, tourism human capital development should mainstream persons with impairments as mechanism to enhance understanding disability market. Thus, intangible asset- 'tourism human capital' is expressed through know-how, imagination and creativity of employees, which is critical to tourism business success just as 'hard assets'.

The human capital theory provides insights towards the conceptualisation that educated workers embody competencies for value addition and beneficiation (Baron & Armstrong, 2007:5). Thus, existing tourism curricula was sufficient in addressing both labour market and consumer needs. As time passed, there is need for the said curricula to re-align with changes in both labour and consumer markets. Hence, Nhuta *et al.* (2015) is of the belief that i) tourism education lack standardization, ii) tourism dominated by tacit and dynamic human based aspects, iii) context-dependent and embodied in people, and iv) the tourism education and training is vital in professional skills empowerment. Therefore, the current author as advised by insights from

Human capital theory, opines mainstreaming impairment issues as part of the variables which needs to be co-opted in the mainstream tourism education (Baron & Armstrong, 2007:6; Makuyana & Saayman 2018: 10).

3.2.2 The overview of Critical Disability Theory

This current author considered the background of Critical Disability as theoretical informant towards mainstreaming impairment issues and persons with impairments in tourism. Thus, Hosking (2008:1) brought up a framework that is derived from the traditional critical theory 'family' that is dated back to the times of Max Horkheimer in 1937. Researchers like Hosking (2008) positions the Critical Disability Theory to address the socio-economic dominance set by non-impaired persons, while discriminating the impaired counterparts. Tourism is not an exception in this predicament.

According to the study conducted by Hosking (2008), the Critical Disability Theory may be instrumental revealing the disabling tourism education. On the other hand, facilitating in informing mechanism towards empowering the tourism human resources with the capacity to serve visitors with impairments. The current author views Critical Disability Theory as explanatory, practical and normative in orientation because i) it fosters the pillars to discover explanations on what is wrong within the current tourism human capital development systems; ii) identify the actors to change it, and then iii) provide clear norms for criticism, measurable and achievable goals for socio-economic changes towards effective tourism participation.

The Critical Disability Theory has seven pillars which are: i) social model of disability; ii) multidimensionality; iii) valuing diversity; iv) rights; v) voices of disability vi) language vii) transformative politics (Hosking, 2008:6). These provides insights on areas and angles to address the prevailing disablism within the tourism human capital development. The social model of disability regards disability as a continuum (Hosking, 2008:6). Such is ideal when analysing impairments with aim of contributing in the development of social policies that serves the needs of persons with impairments. However, social perspective only may not be sufficient to abstract the conditions of physical impaired persons, as such fosters conceptualisation that is devoid of completion in essentialism. From this standpoint, higher learning may institutionalise mechanisms which uphold i) knowledge development on impairments, ii) the relationship of impairment issues to productivity, and iii) sensitisation within education and workplace systems and structures. Such may incept with affording these opportunities to persons with impairments in mild-condition to acquire competencies while having shared-space-interactive exposure with non-impaired peers.

The Critical Disability Theory, scopes physical/visible impairments and from this standpoint, researchers like Hosking (2008) suggests that disability is a product of i) impairment and social

construct; ii) interaction between impairment, individual with impairment and the socio-cultural and economic environment; and iii) socio-economic deprivation experienced by persons with impairments as set by physical, institutional and attitudinal environment. To this effect, the non-impaired persons' environs fail to meet the needs of impaired peers. This is a consequence of the incongruity mentality within the non-impaired persons designed socio-economic environmental that excludes impairment from being part of 'normalcy'. This provides insights that if impairments are mainstreamed in the tourism curricula while being rooted in higher education policies and systems, this may uphold i) the persons' independence and inter-dependence within the human capital development; ii) integration of impairments within the socially constructed categories with higher education and training; iii) social construction of 'non-disabling' tourism higher education and training systems; iv) concept of normalcy and its applicability to persons whether or not having impairments, and v) the fundamental values of individual dignity and respect in tourism higher education and training.

According to Hosking (2008), multidimensionality bolsters socio-economic identity sharing among societal membership and such is associated with empowerment levels, and poverty and destitution levels (Hosking, 2008:9-10). Poverty and destitute levels are skewed towards the born-impaired as such may be influenced by the existing disabling socio-economic environs (Hosking, 2008: 10). Interestingly, the non-impaired persons are more accommodative and offer privileges with less discrimination to persons who would have acquired impairments from life incidents and/or accidents, whenever they have knowledge on such, as compared to the ones born with impairment (Makuyana & Saayman, 2018:9).

According to Hosking (2008), Critical Disability Theory upholds value in diversity. This explains differences among humans whether having impairments and the socio-cultural and economic environment responses to such different accessibility needs (Hosking, 2008:10). The non-impaired persons either ignore (marginalised) or reject impairment issues, if such does not go along with what they expect. Such determines the response either as silence or addressing such impairments issues as liability and/or as problematic areas. From tourism market trends, the tourism education is lacking the drive to satisfy such market needs. Hence, this current author regards tourism education as having the opportunity to facilitate in alleviating this disablism (Hosking, 2008:11).

The researchers such as Hosking (2008) regards Critical Disability Theory as having 'rights' perspective. This current author suggests that rights without enforceable policies which are backed by impartible competencies yield nothing. Therefore, this study concurs with Hosking (2008:12) in advancement the establishment of a mechanism that can enhance mainstreaming

of persons with impairments. Such claims for rights have been more on the political arena than socio-economic forums.

The Critical Disability Theory regards the voice of persons with impairments as a pillar in initiatives set to alleviate disablism (Hosking, 2008:13). This implies that one can understand issues surrounding impairments as informed by such persons' opinions based on their experiences. Thus, traditionally, tourism marginalised, suppress and never gave heed to the travel needs of persons with impairments within the formal tourism higher education and training (human capital development) structures and systems. This author postulates that this was an effect of the medical model of disability's influence towards the belief that voice of persons with impairments only divulges issues aligned with persons' ill-health/unhealthy. Henceforth, if such persons' voice brings to surface what the non-impaired persons want to hear, it is heard; which forms a contrast when the persons with impairment say something that the non-impaired person perspective does not want/expect to hear. Such expressed need is dismissed as irrelevant and inappropriate response of 'sick/ill-people' and/or 'unhealthy condition' that is pointed to the impairment.

This author aims at getting the voice of the impaired persons, because most of non-impaired peers who have limited interactive exposure with mild state of impairments, always take issues aligned with impairments from their perspectives 'as unimaginable suffering life subjected to consistent dependence and without value' (Hosking, 2008:13). This study is towards the development of non-disabling tourism human capital that would alleviate the "impaired persons' inability" mentality within the policy and practices. Thus, an afro-centric tourism view set by the researchers like Chikuta *et al.* (2017; 2018) and Snyman (2007) argues that it is not in all times that impairments prevent anyone from enjoying joyful life desires and tourism participation. Therefore, persons with physical impairments should also be offered tourism opportunities, either through the acquisition of tourism employable skills and knowledge for career development or as informed visitors that are served by human resources with professional capacity embedded in the tourism education.

According to the study done by Hosking (2008), the Critical Disability Theory considers language as one of critical element for this discourse. Hosking (2008:13) concurs with the study done by Vehmas (2004) in that language constructs reality in which every member of society thrives. Hence, in this context current tourism tone (language) in the higher education and training environs positions persons with impairments status as upholding description and imagination as having disabilities, and inadequacy towards being a human, pitiable, valueless among both impaired persons and non-impaired counterparts. To this effect, this author suggests for neutral communicating language that alleviates connotations that disables the said persons within the mainstream tourism education.

The seventh element of critical disability theory is transformative politics, in the sense of empowering the impaired and non-impaired persons within the mainstreamed opportunities which fosters value addition/creation to an individual (Hosking, 2008:14). The current researcher believe that the development of tourism human capital would empower tourism learners (with or without impairments) with capacity to serve the visitors whether or not having impairments.

This current researcher regards the Critical Disability Theory as providing insights that enhance the establishment of the existing tourism disablism through pointing to 'who' and 'what' gets valued in tourism. According to Hosking (2008:15), the tourism education and industry's policies have been informed by the medical model of disability. These policies emphasized either preventive and curing impairments or providing support for those who do not respond to medical interventions only, while leaving the societal construct unchanged. Hence, the current author posits for a combined (medical and socio-economic) support as means to enhance value creation and addition to persons with impairments through tourism employable competencies. On the other hand, enabling the non-impaired to have professional capacity to serve impaired visitors at any tourism destination in South Africa.

3.2.2.1 The implications of the Critical Disability Theory to the current study

This current study adopted Critical Disability Theory as the second theoretical framework for this study. This is because Critical Disability Theory provides insights towards the socio-economic integration of persons with impairments into the society. This implies that the Critical Disability Theory would inform the study towards addressing socio-economic imbalances within the tourism system. From this angle, the theory enhances clear understanding of the value-aligned with capacity development in humans regardless of impairments. One can say, the Critical Disability Theory bolsters a solid ground to address the socio-economic inequalities by enabling persons with impairments to have opportunities to access tourism employable competencies. Such would make the tourism systems and structures to mainstream impairment issues, knowledge and services.

This current author interpreted the Critical Disability Theory's augment as a provider of insights on the need to have the people with impairments' voice within the development of tourism human capital for an optimised value creation among diversified persons in tourism. This implies that tourism education can influence the tourism industry towards designing and/or developing non-disabling processes (qualitative and quantitative) that permeates gathering and interpreting results/output/performance (profit, goodwill) from serving both impaired and non-impaired visitors. On the same note, these two theories uphold the notion that accessible provisions set for visitors with impairments can be used by the impaired tourism management and/or operational staff with

impairments. This implies that tourism human capital development success is may not be separated from the industrial/employment policies and strategic intents of the organisation's management. Thus, only human capital/human resources competencies differentiate service-oriented organisations and such is the basis for sustainable competitive advantage (Baron & Armstrong, 2007:5).

The implications set by the Critical Disability Theory are that human capital characteristics are embedded in the development of intellectual capital (intellectual quotient, affective quotient and emotional quotient at meso level) that determine the social capital (relationship between societal membership with or without impairments) and institutional (socio-economic systems and structures either as a nation, individual enterprise or community) capital. Such kingpin the argument for the tourism education policies to mainstream impairments issues and persons with (physical) impairments. This would enhance equality and autonomy aligned with offers to acquire employable competencies for both intrapreneurial and entrepreneurial interests and career development in the tourism industry.

3.3 THE PERSONS WITH IMPAIRMENTS AND HIGHER EDUCATION POLICIES

The United States of America, Europe, Australia among other developed and emerging economies' constitutions and legal instruments have addressed the impairment issues and impaired persons' participation in socio-economic and politics, just to mention a few (Makuyana & Saayman, 2018:10). Nonetheless, this author views such as 'almost-there stance' as in those economies fails to implement the social cohesion and/or integration set in the legal frameworks. In the same vein, scholars like Groschl (2007) opines that the development of the tourism human capital in those economies is void of non-disabling and/or discriminative tourism education. In addition, Groschl (2007) gave cues that researches that dates before 2007 had a common thread that Europe had no specific national legislative instrument for the accessible/disability tourism higher education and training. Therefore, such brings setbacks on disability legal instruments that uphold such persons' rights, as there is no formal tourism human capital development that mainstreams either capacity among the non-impaired peers to serve visitors with impairments or for the said persons to access employable competencies within the a shared-teaching and learning space. However, according to researchers like Groschl (2007) and Makuyana and Saayman (2008) highlighted that Portugal has established in-house training in the hotel sector as means to develop capacity in manpower to serve impaired and/or access tourism market needs. Nonetheless, this current author applause the above-mentioned states who have made strides to have legal frameworks that seek to integrate impaired persons. Thus, Africa and her states have signed the international conventions on persons with impairments. Conversely, the implementation of such conventions received a mixed reaction (Mutanga, 2017a:1).

3.4 CHALLENGES OF PERSONS WITH IMPAIRMENTS IN TOURISM EDUCATION

Researchers like Loi & Kong, (2015); Makuyana and Saayman, 2018; Puttavisit and Madhyamapurush, (2016); Richards *et al.*, 2010 acknowledges that there is limited literature on the impaired persons' career in tourism among other impairment issues and/or impairment knowledge within tourism education. Thus, Loi and Kong (2015)'s research work highlights that such persons' voice has been excluded in the mainstream tourism education and training. This perpetuates the gap between accessible tourism research, accessible tourism training and the accessible tourism industrial practices as anchored in non-disabling policies. Salleh *et al.* (2001), focused on the person with impairments as being deprived of their right to participate in education and training, employment and job development. Researchers like Ross *et al.* (2012) highlighted on general challenges faced by persons with impairments in higher education and employability and tourism is not of exception. This current author interprets that there is a common thread within the two studies that persons with impairments have limited access to both higher education and training and employment. According to studies conducted by Feldman *et al.* (2012); Haq (2003) and Salleh *et al.* (2001:144), the discrimination of persons with impairments and/or exclusion of the knowledge of impairments in the mainstream tourism education bar such persons to access employment and career development. Such may be a result that person with impairments are not offered opportunities that fosters working experiences, and acquisition of employable competencies from the mainstream higher learning systems.

According to Loi and Kong (2015:4), 5% of persons with impairment are in severe to moderate condition and such are found in developing countries in the world; while 7% are in developed countries. Loi and Kong (2015:4) highlighted that 60million are in China and within that figure, 11million are physically impaired. On the other hand, Mckercher *et al.* (2003) highlighted that Hong Kong has 103 000 persons with impairments (1.52% of the total population) have mobility problems and 73 900 of such have visual impairments (1.09% of the total population). Therefore, this author perceives that addressing the persons with impairments issues in tourism, especially from a human capital development lens is neither charity nor corporate social responsibility but a significant source of business in the tourism industry. Thus, researchers like Bi *et al.* (2007); Burnett and Baker (2001); and Genoe and Singleton (2009) highlighted an increase in such a market due to aging population and improved medical technological improvements. This implies that tourism human capital should be geared to empower the human resources with professional capacity to serve such access needs market. However, the challenge is that tourism education lacks the means to provide either opportunities learners with impairments or empower the human resources with knowledge on impairments and impairments issues.

Researchers like Darcy (2010); Figueiredo *et al.* (2012) and Richards *et al.* (2010) took cognisance of senior citizens' accessible tourism needs, temporary and terminal impaired persons as having shared strand in their travel needs. This accessible tourism market is encountering challenges from disabling service encounters and such discourages such persons' tourism participation as highlighted in studies done by Horner and Swarbrooke (2004) and Chikuta (2015a). To this effect, Puttavisit and Madhyamapurush (2015:196) recommended for tourism higher education and training to develop capacity that could fill such void. Hence, this study is positioned towards furthering such tourism skills and knowledge. This current author concurs with researchers like Yau *et al.* (2004); Lee *et al.* (2012); Darcy (2010) and Ritchards *et al.* (2010) in that, there is a need for comprehensive details for persons with impairments for the development of accessible tourism skills.

3.5 HIGHER LEARNING POLICIES IN SOUTH AFRICA

According to the then Minister of Higher Education and Training Dr B.E. Nzimande, the Green Paper (2012) that focused on the post-school system was a stakeholder inquiry for the White Paper (2013). Thus, the Green Paper (2012: viii) laid a policy framework from which the Department of Higher Education and Training forms strategies and plans as forecasting 2030. This was set to connect the National Development Plan, South Africa's Ten-Year Innovation Plan, the New Growth Path, the Industrial Policy Action Plan 2 and Draft Human Resource Development Strategy for South Africa (2010-2030). This would reveal the roles of Further Education and Training Colleges, occupational education and universities in context of education, training and research as integrated though differentiated (Green Paper, 2012:2). This current author appreciates the processes associated with some higher education and training stakeholders such as Sector Education and Training Authorities, National Skills Fund and advisory, regulatory and quality assurance boards such as South Africa Qualification Authority (SAQA) and Quality Councils (SAQA, 2012). These interdependent systems are applauded of integrating societal diversity among youth and adults with impairments as modelled by human rights and empowerment drive mechanism.

Nonetheless, this current researcher suggests that the South African education and training system should enable tourism career development with no 'dead end' for learners with impairments. Such may enhance the Higher Education and Training in South Africa to be an engine and driver for poverty alleviation, addressing inequality and discrimination in any society (Green Paper, 2012: x). This current author applauds such a noble stance, however, both Green Paper (2012) and White Paper (2013) among other legal frameworks seem to inadequately address equality and accessibility of higher education and training in the context of curricula, curricula delivery superstructure, teaching and learning facilities to persons with impairments. The

emphasis on racial lines among other issues overshadows persons with impairments within the said legal frameworks. Therefore, this current author perceives that the individuals with impairments' voice is the key informant to policies that would anchor accessibility of tourism higher learning systems in South Africa.

This researcher took a trail from the Green Paper (2012) to the White Paper (2013) on Post-School Education and Training. Thus, the White Paper (2013:5) has scoped all societal membership in South Africa in line with the cooperative relationship between post-school education and training institutions and workplace manpower needs. The White Paper (2013:8) cited disability issues without detailing such in the Department of Higher Education and Training (DHET) Strategic Policy Framework that informs implementation in both government and quasi-government institutions/organisations. This current author believes that Higher Education and Training frameworks lack detail on the persons with impairment experiences (Lange, 2017:39). This is worsened by the failure of the Tourism Education Policy to address impairment issues and persons with (physical) impairments. To this effect, such situation perpetuates the reluctance in the implementation and enforcement mechanism within the institutionalised processes, procedures and cultures. Therefore, this current author suggests for the tourism discipline to be the case study (pilot project) on mainstreaming impairment issues and persons with impairments because the higher education and training is vague in mainstreaming impaired persons. Thus, South Africa's tourism education lacks consistencies in complete integration of persons with physical impairments and impairment issues. Hence, such upholds challenges in tourism knowledge creation/development for the tourism curricula and teaching and learning because the existing policies inadequately informs disabling practices. On the other hand, the tourism industry-labour market is short-falling in context of employing persons with impairments, regardless initiatives towards accommodating visitors with impairments as a small niche market among the special interest categories.

Lange (2017:39) opines that the curriculum transformation in South Africa never cascaded to other disciplines other than teacher education. Hence, there is a reluctance for other disciplines to accommodate capacity development for impaired persons. Nonetheless, it seems as if no one had a thought that, if primary and secondary schools are inaccessible to students with impairments and there is need for attention at that level. Thus, it would be noble to remove dichotomies and discriminative platforms for the learners to pursuit their careers of their dreams among other needs set by higher learning. This current researcher views tourism education as formal human capital development (pedagogy) that should be informed by industrial manpower needs trends for the development of employable competencies. Mainstreaming impairment

issues in tourism spheres would facilitate a change in societal constructed identities on persons with impairments in both formal and informal institutions.

According to Lange (2017:42), in 2010 the government appointed a separate Minister for the Department of Higher Education and Training, who spearheaded the development of the Higher Education Policy aimed at resolving 2001-2009 ineffectiveness and inefficiencies in the department's delivery mechanism. Therefore, 2010-2016 witnessed an increase in demand for accountability and reporting to the government. This facilitated the production of White Paper (2014) and the students' protests on the Higher Education and Training as highlighted in research work of Lange and Luescher (2016). In all these, persons with impairments issues were overshadowed, though the attended ones are in the discriminatory setting.

The Council for Higher Education (CHE) reports (2002; 2004) to the Department of Education and Training were silent on persons with impairment issues in line with quality assurance and quality control. This silence and/or void is a voice that implies that the government's level of readiness to give heed to impairment issues is low. However, this needs to be addressed given the fact that South Africa is a tourism destination that targets developed economies and emerging economies' which is dominated by ageing population with financially supported traveling/tourism participation. Such market requires similar if not all access tourism needs that are needed by impaired persons within the tourism industry. From an input-process-output systematic approach, South Africa's higher education and training is anchored in constitution that enhanced the development of the legal frameworks which includes the Labour Act No.11 of 2002, Higher Education and Training Act No.101 of 1997, White Papers (2013; 2014) among others. All the legal tools and policies regards societal issues (inequalities) to the extent of overshadowing persons with impairment empowerment needs. Though there is explicit express towards unacceptable discrimination based on impairments, there is lack of access to means to empower such persons. Thus, this limited access to opportunities which enhances them to get employable competencies furthers discrimination due to impairments as augmented by the lack of capacity to handle the job(s).

The Department of Higher Education and Training projected enrolment plans for 2014/15-2019/20-as expressed by the Ministerial statement (2014). Thus, the said Minister highlighted the connectivity between institutional strategic plans, National plans and Human Resource strategy as aligned with White Paper (2014) and the National Development Plan (2011) (Higher Education and Training-Ministerial Statement 2014:5). This implies that Higher education institutions should coin their policies as informed by White Paper (2014) and the National Development Plan (2011). One can say, this study may be vital to unveil the voice of persons with impairments as key informant for both policy and practice purposes. To this effect, this study may be instrumental in pointing on persons with impairment issues which need to be addressed from both non-impaired

and impaired persons' objective understanding within policy frameworks. Nevertheless, Makuyana and Saayman (2018:10) points that the persons with impairments and impairment issues have been missing in the mainstream tourism education policies. Thus, disability policy is not enough until the curricula mainstreams impairments and impairment issues just as other market and societal issues are mainstreamed. However, both tourism education institutions and the industry put encouraging statement for such persons to apply for both enrolment and jobs, though the nuts and bolts of the programs and systems are both discriminatory and disabling in its current setting.

This current researcher regards the lack of explicit mainstreaming of impairment issues in tourism teachable knowledge within the tourism curricula as prevalent in all the universities. Thus, all tourism, hospitality and recreation programmes in African universities has neither a module nor a subject that foster the empowerment on competencies to handle persons with impairments (Makuyana & Saayman, 2018:9). The Department of Higher Education and Training has inclusive policies, but such is not backed by either knowledge, or sensitisation among the staff. Such has affected the technical vocational training in that, the reviewed curricula only state that it includes persons with impairments, without highlighting the mechanism to do such. Hence, this author suggest that this study would be the foundation to address mainstreaming of impairments issues and such persons. Of interest, the Ministerial statement of 2014 stipulated that the South African universities' 2012 enrolment of 953 373; 2014 enrolment of 1 002 110 and a target of 1 087 281 in 2019 (Higher Education and Training-Ministerial Statement, 2014:5). In these statistical presentations and/or compilation, persons with impairments are not pictured.

3.6 THE TOURISM HUMAN CAPITAL DEVELOPMENT

The tourism human capital development discussion is set as follows:

3.6.1 Tourism education policy and impairments in South Africa

The National Policies for education in South Africa (2008: 67) cited that there is appointment of professionals to districts and not specific schools as means to address the inclusion of learners with impairment. This neither support inclusive approach nor mainstream learners with impairments. This author suggests that every educator should be taught on how to handle impaired learners in the process of acquiring the professional competencies for the discipline. The current higher learning upholds separation of learners, yet the socio-economic world upholds interactions of everyone (impaired and non-impaired persons), while doing business. On the other hand, the Tourism Policy (2017) is silent on impairments on the human capital development section. The question set by this current author on the prevailing tourism systems is, "How can tourism grading personnel grade for the reasonable accommodation and/or level of inclusion in

tourism facilities, if the staff are not knowledgeable of impairment issues and persons with impairments from either formal experiential learning or interactive experiences within the formal tourism education?”.

National Policies for education in South Africa (2008:67) explained the development of special needs education, however such perpetuates spatial separation as means to uphold ignorance among other non-impaired educators and learners. Thus, researches which were conducted by Chataika *et al.* (2012); FOTIM, (2011); Mutanga (2017 ;2018) furthers the assertion set in 2008 as having a record of 88 000 learners in 400 special needs schools, however such statistics are not reflected in enrolment at higher learning institutions as majority drop out. The North-West University- School of Tourism Management enrolled two persons with visual impairments in 2017. This current researcher suggests that the impaired persons’ drop-outs might not send a loud message to both private and public education organisations as compared to the dropouts by the non-impaired counterparts. Universities in South Africa have upheld financial support for persons with impairments. Such is a sign that somehow, the higher education and training admits that impairments do not necessarily render an individual to have inabilities/incapability to live a socio-economic independent life after acquiring employable skills for a decent job. However, the curriculum reforms perpetuated the void in mainstreaming impairment issues and/or persons with impairments within the National Policies for education (2008:80-83). This is augmented by silence on impairment issues and persons with impairments as aligned with human capital development for the industry, within the Tourism policy (2017). Hence, such brings challenges when advocating for the tourism workplace to create non-disabling environment which may foster the adoption of non-disabling service practices when in service encounters with visitors with impairments.

This current researcher views Metts (2000:10) special needs education approach in the policies as insufficient to address disablism because such furthers marginalisation of persons with impairments. This is because the current author believes that there is no workplace that upholds the spatial separation as grounded by the ‘special needs education approach’ (Lange 2017:42). This implies that if the tourism industry and/or any other industry has no special needs kind of business environment/business work ethics, the persons with impairments should have opportunities to learn in shared-interactive space with non-impaired peers within the teaching and learning environs. Thus, tourism education would espouse the typical business and/or workplace-oriented competencies for the learners to be prepared for transactional engagements within environs that do not emphasize and/or create dichotomies if one has that which enhance intended business endeavors. According to Lange (2017:33), the shortfall in the curriculum to address persons with impairments is traced in the void in examining the tourism curricula. Thus, researchers such as Booysen (2016) and Mbembe (2015) interpret such discrimination as

insinuated by the lack of examination to the extent of institutions' non-disabling policies that guides the organisational culture. The disabling teaching and learning propelled discriminatory identities associated rhetoric and social constructs within higher education institutions and workplaces. In this predicament, tourism is not an exception (Lange, 2017:38), and such gravitated the basis for challenges faced by persons with impairments in accessing employment in the tourism industry in South Africa.

According to Metts (2000:10), the current policies enhances the twenty-first-century architectural design upholds physical accessibility of the facilities by both impaired and non-impaired with limited renovations/retrofitting. This implies that accessible-built environment in this era caters for the needs of persons with impairments, not as costs as per se (Metts, 2000:11). In contrast, the non-impaired persons' perspectives have dominated the tourism education and workplace, hence such facilitated the creation of the 'costs-based view' that fostered the creation of class(es) of 'special needs users' to have perceived costly special provisions. Such special provisions enable the social isolation and economic dependencies experiences by persons with impairments. This scenario makes such persons to be associated with high costs, low government interventions and annoying, ugly and incognment additions of structures. Furthermore, structures that incorporate universal design principles inclines to welcome persons with impairments and other needs within the mainstream of society. Such is set with accessible design ingenuity, functionality beauty and commonality of purpose and interestingly non-impaired prefers to use such for their daily endeavors. For instance, where there is a non-winding straight smooth gradient ramp and stairs serving the same entry point, usually the ramp is used by majority of persons as compared to the stairs.

3.6.2 Accessibility of tourism- teaching and learning environs

The teaching and learning environs have proactive teaching and learning designs, which support the use of non-discrimination approaches (Scott *et al.*, 2003:11). However, such is not explicit on the mechanism that mainstreams persons with impairments. Nonetheless, Scot *et al.* (2003:10-11) opine for non-disabling instructional strategies for the benefit of both impaired and non-impaired learners within non-discriminative learning environs. This is enabled by the adoption of the universal design instruction. The said approach alleviates 'special needs approaches', inclusive and accommodation and/or retrofitted changes to the learning environs within institutions. This upholds limited compromise on academic standards (quality control and quality assurance) within the tourism education. This implies that the key challenge towards mainstreaming persons with mild physical impairments in tourism higher learning can be alleviated. This is possible when the persons with impairment's voice is co-opted into the development of the tourism knowledge/competencies.

This current researcher perceives Scot *et al.* (2003:13)'s nine faceted universal design instructional strategies to be relevant within the move towards the development of accessible tourism human capital. The facets are: i) equitable in use, ii) flexibility in use, iii) simple and intuitive, iv) perceptible information, v) tolerance to error, vi) low physical effort, vii) size and space for approach and use, viii) a community of learners, and ix) instructional climate. This current author views universal design instructional strategies as not 'one-size-fits-all' concept. Thus, the term universal refers to the flexibility for use in diverse ways while attaining the set learning objectives (Scot *et al.*, 2003:13). Such a teaching and learning instrument is applicable when: i) developing new courses, ii) reflecting on practices in the existing class, iii) reviewing teaching issues in the context of approaches to assess learners in the learning process, while broadening the learning experiences within a non-disabling climate (Scot *et al.*, 2003:12). This current author advocates that if the tourism education in South Africa can adopt the universal design instructional strategies, learners with different impairments can acquire tourism competencies at the same time and space with non-impaired peers.

3.7 ACCESSIBILITY /DISABILITY ISSUES IN TOURISM INDUSTRY

The research conducted by Dominguez Vila *et al.* (2015) highlighted that there are limited studies that scoped accessible tourism in line with destination management. Even though, there is an emerging examination on accessible tourism from a destination's competitiveness perspective. This current author's argument complements the initiatives towards destination competitiveness in that the development of tourism human capital contributes in delivery of unique memorable experiences to visitors whether having impairments. Such can build sustainable unique selling point for tourism destination/organisation.

This current researcher acknowledges previous researches on accessibility issues such as done by Bowtell (2015) who focused on the market value and attractiveness of accessible tourism in Europe. Bowtell's (2015) found that there is potential business from the disability tourism market and estimated a value of 88, 6 billion Euros by 2025. However, one can say that, the key set back is the lack of comprehensive data on such market. Chikuta (2015a) focused on accessibility of National Parks in Zimbabwe and South Africa. Chikuta (2015a) contributed towards accessibility from nature-based tourism product development approaches. However, lack of manpower capacity was among the setbacks, and one can say this is traced by the non-impaired skewed formal tourism education. Furthermore, Chikuta *et al.* (2017) focused on nature-based tourism motivation of tourists with impairments within an afro-centric lens. Impairments were viewed as not having significant barrier to travel motivations among the persons with impairments. Chikuta (2017) focused on the exclusion of persons with impairments in hotel policy and strategic planning in Zimbabwe. While, Darcy (2010) and Darcy and Buhalis (2011) focused on accessibility and

inclusion of impaired persons in tourism The Cruces Portales (2015) focused on removal of barriers for a mainstreamed future for accessible tourism. Gilloric and McIntosh (2015) focused on stakeholders' perspectives of the future of accessible tourism in New Zealand. Naniopulos and Tsalis (2015) focused on accessibility on monuments in Greece. Poria *et al.* (2011) and Poria, Reichel, Brandt *et al.* (2011) focused on persons with impairments' accessibility issues aligned hotel experience. Naniopulos *et al.* (2015) focused challenges of implementing accessibility solutions in context of protection, conservation management of historical centers and monuments in Greece. Zajadacq (2015) focused on evolution of models of disability as a basis for policy changes in line with accessible tourism. This study acknowledges the above-mentioned accessible tourism researches; however, the development of tourism human capital is void of either impairment issues, impairments and its impact to productivity and the persons with impairments' participation. This would enhance accessible tourism in context of consumerism and globalisation trends set in the existing research output.

This current author interprets that the impaired visitors have diversified characteristics, just as the non-impaired counterparts' tourism needs. Therefore, there is a need to enroot all socio-economic setting from a mainstreaming approach for all persons' travel needs. Such should not be limited only to architectural/physical design as put by researchers such as Chikuta (2015a); Chikuta *et al.* (2017); Packer *et al.* (2007); Yau *et al.* (2004) just to mention a few. The study takes insights from Cultural and/or Heritage Tourism, Wildlife Tourism, Eco-Tourism, MICE Tourism, Foreign Languages just to mention a few, which were co-opted into the tourism education and training as the basis for tourism human resources to have the capacity to adapt and being flexible to handle the target markets' needs. From this perspective, the development of accessible tourism human capital can foster the empowerment of tourism learners with capacity to serve visitors with impairments' travel needs, just as they can handle non-impaired visitors. Such would nurture superb co-production and co-consumption of tourism services.

In addition, Mace *et al.* (1990:20) is of the view that, if the voice of persons with impairments is not given attention, 'how many Franklin Delano Roosevelts, Stephen Hawkins, Steve Wonders and Itzhak Perlman just to mention few' that are being overlooked at. In short, the disabling policy and practices have exterminated potential in and/or among the persons with impairments both as visitors and human capital. Mace *et al.* (1990:20) by then, estimated on unemployment of impaired persons in working-age as more than eight million that was regarded as disability costs to the society and an excess of two hundred and forty-six billion annually. This is a value approximation in more than a decade ago, how much will it be in future. Canadian hotels and other developed economies are positioning themselves to have human capital value from persons

with (mild-physical) impairments into the hotel human capital (Groschl, 2007:666) as means to grow their shrinking labour market.

Schachter (1983:851) opine that the material needs of human beings and distributive justice is of paramount value for any economy. Therefore, mainstreaming impairment issues is considered vital in upholding human dignity. Thus, a person in mild-impairment condition is deprived of adequate means of subsistence, and/or denied the opportunity to work/acquire employable skills, suffers a profound affront to his/her sense of socio-economic dignity and intrinsic worth. "Each person is as good as every other" may be inferred as a plausible maxim (Schachter, 1983:851). Respect for dignity may be more appropriately and effectively attained through universally accessible socio-economic education processes and material benefits among other life-related aspects by both impaired and non-impaired persons. On the other hand, the exclusion of persons with impairments is as good as ignoring tourism business opportunities (Luiza, 2010:1155). This is because persons with impairments are loyal clients to the satisfier of their needs and use word of mouth to spread their experiences at a tourism destination (Luiza 2010:1156).

3.8 TOURISM SECTOR AND IMPAIRMENTS IN SOUTH AFRICA

The current author considers the two National Tourism Sector Strategic (NTSS) blueprints of 2011 and 2017 as determinants of the tourism sector's position in context of addressing impairment issues. Thus, NTSS (2011) scoped a period from 2010 to 2020, and the NTSS (2017) scoped a period from 2016 to 2026. The chapter examined the blueprints separately because such had different areas which are being emphasised. Nevertheless, both were designed and established to be strategic policy frameworks for tourism growth in South Africa.

3.8.1 National Tourism Sector Strategic policy (2011)

The NTSS (2011:21) admits that the Tourism Act No. 72 of 1993; the constitution objectives of 1996; and the White Paper of 1996 among other legal frameworks, do not support the proper implementation of the National Tourism Sector Strategies, from a broader policy framework perspective. However, NTSS (2011: ii) noted that Tourism sector is recognized in the New Growth Path framework and the Industrial Policy Action Plan (IPAP2) as one of the 6 economic pillars in South Africa. Conversely, the Tourism industry is not yet considered in the National Accounts Grid system (NTSS, 2011:1). Within such a parallel dimension set by the key industrial policy documents, there is limited attention to issues aligned with the disability market needs, and/or persons with impairments neither as visitors (market) nor potential human capital within such an industry. However, the NTSS (2011:1) explained that persons with impairments issues and elderly access to tourism as important to South Africa. Hence, NTSS (2011:19), cluster 2.2 highlighted the need to have relevant capacity building for the tourism industry as guided by tourism-related researches in both market needs that reconciles the human resources/manpower needs. This

brings the study to be relevant as it seeks to develop mechanism that can mainstream such issues in the tourism education.

According to the NTSS (2011:29) tourism service delivery relies on the manpower capacity yet currently, there is a critical gap in both attracting and developing quality non-disabling competencies for the international access-need market. The discrepancies are worsened by the absence of clear career progression and human resource development and lack of decent work and workplace (NTSS, 2011:29). However, the NTSS (2011) portrays such in the frame of inefficiencies of the Tourism, Hospitality and Sport Education and Training Authority (THETA) in performing its functions and mandates. In addition, NTSS (2011:30) emphasized the interdependent role of Department of Higher Education and Training in the development of tourism human capital for the tourism industry and Department of Tourism. The NTSS (2011:30) highlighted a negative career perception because there is a gap in industry-training and research for the tourism product development; systems development (policies, processes, procedures and accountability of value of the human capital). This framework is silent on mainstreaming impairments throughout the discourse

3.8.2 National Tourism Sector Strategic policy (2017)

The NTSS (2017) blueprint was more on reviewing the NTSS (2011) as taking notes on lessons learnt in the implementation process. Nonetheless, NTSS (2017) is more oriented on highlighting the tourism growth and it is quiet on reviewing issues aligned with accessible/disability tourism market. In addition, NTSS (2017:26) regards issues of career growth among both tourism employers and prospective tourism learners as vaguely set.

Within this analysis, the Parliamentary Monitoring Group (2013) of South Africa, upheld the Disability People South Africa (DPSA)'s assertion that negative attitudes and disabling economic practices are the main hindrance towards such persons' socio-economic participation. Hence, one can say that instruments which are in place to measure South Africa's progress in dealing with disability issues lacks effectiveness and objectivity in essence to the extent that the rural areas were left out. However, five steps that are suggested by this current author as mechanism to address the issues aligned with measuring impairment issues in both tourism education and industry are: i) sensitisation, ii) workplace profiling, iii) reasonable accommodation, iv) access, and v) different recruitment facilities.

On the other hand, there are aspects that seem to bring complications whenever non-impaired people handle impairments issues alone. These are i) categorising disability and ii) the rationale behind employing an individual simply because he/she has an impairment, without considering

the job/occupational skills/knowledge. Such furthers marginalisation of persons with impairments in tourism education and workplace. The current author opines to have the impaired persons' active participation in order to alleviate these complications. In addition, South Africa's government departments are "chasing" the 2-7% disability quota, though they are tended at lower levels (Mutanga, 2018:232). From a tertiary educationist's perspective, Mutanga (2017:1) consolidated value of less than 1% students with impairments as part of the student body in all universities in South Africa, since 2010. This shares a similar thread with what the current researcher (preliminary research as means to ascertain the existence of this gap from a government authority perspective) was told during a meeting held on the 26th of March 2019 with the Department of Tourism in South Africa. The current author was told that, out of 150 state-owned, parastatal/quasi-government owned parks and/or provincial and municipality owned game parks, only Kruger National Park has taken a significant step towards universal accessibility of their nature-based wildlife products, the rest it is still problematic. This implies that there is still a need to develop tourism human capital with capacity to uphold accessibility of tourism sector in South Africa.

3.9 IMPAIREMENTS AND EMPLOYMENT IN THE TOURISM SECTOR

Interestingly, 99% of persons with impairments known statistics in South Africa are unemployed (Smith, 2012:1). The Black Economic Employment regulations is in writing, without providing the mechanism that afford the impaired peers to acquire employable competencies. In addition, two-thirds of South Africa's known statistics about persons with impairments want to work but cannot find jobs (Kingdon & Knight, 2005:9; Smit, 2012:1). According to Metts (2000:10), the traditionally maintained socio-economic inequalities at the workplace is buried in assumptions that persons with impairments have inabilities as aligned to the: i) labour skills competition, ii) labour market force, iii) employers' preferences, and iv) ability/capacity to handle responsibility. To this effect, there is limited number of persons with impairments who are actively co-opted into the mainstream labour market, work-related programs and activities. Regardless of this, the North American approaches are calling for the accommodation of the known limitations among the persons with impairment as an employee at workplace. While, European approach required entire accessibility of workplace (Metts, 2000:10). This study furthers a triangulation of North American and Euro-centric perspectives within Afro-centric context as set within the current study's empirical evidence. Within this context, Khoo *et al.* (2013)'s study recommends for mainstreaming impaired persons within the Malaysian workforce. In this case, this current author considered the development of the tourism human capital as the foundation for workplace accessibility.

Metts (2000:10) highlighted that European and American governments often offer financial incentives for the firms that recruit persons with impairments such as grants, relief firm social

security contribution, tax credits and wage subsidies; direct assistance on tools, equipment, educational readers, technical and motorised aids just to mention a few. In addition, Jasper and Waldhart (2012:578) presented that 9.1% of the persons with impairments' working population are working in the leisure/hospitality industry in the United States. However, persons with impairments have high unemployment rates than non-impaired cohorts (Jasper & Waldhart, 2012:578). Thus, tourism education can be an agent of change that could alleviate such persons' marginalisation and stigmatisation and negative beliefs upon themselves (Jasper & Waldhart, 2012:578).

The introduction of America Disability Act had negative responses (Jasper & Waldhart, 2012:578) because industrialists viewed accommodation of persons with impairments as disruptive to workflows. One would perhaps conclude that such opinions are based on the limited accessibility to opportunities that afford such persons to acquire employable competencies. Therefore, this current author interprets that hospitality managers need to evaluate job-role sizes against employable competencies and the related specific impairments integrating mechanisms (Jasper & Waldhart, 2012:579). Thus, this study is focused to facilitate in the development of tourism human capital that addresses all possible disablism within the tourism education as such implicates the tourism industry.

According to the Equal Employment Opportunity Commission (2002) view accommodation as inclusive of job mentoring, internship and/or other training programs which can be set through formal training institutions. This positions the issues to be subjective to tourism employers' interpretation, however such is dominated by opinions from non-impaired informants with limited knowledge on the link between impairments and productivity within the impairment's spectrum. This is evidenced in views set by Colella and Bruyere (2011:475) and Groschl (2005:256) that persons with impairments may provoke aesthetic anxiety among visitors during service delivery interactions. Hence, such assumptions perpetuate the mentality that employing impaired persons would make the business less attractive in the eyes of the visitors. This study assumes such hospitality employers' overt discriminative and negative belief made them not to give persons with impairments a chance to prove themselves as either incapable or they are barred by environs. This vicariously made tourism higher learning to deny access to the non-impaired to develop and/or acquire capacity to serve the visitors with impairments.

Jasper and Waldhart (2012:579) and Puttavisit and Madhyamapurush (2015:193) concurs with Groschl (2005) studies which highlighted that employers shares concerns on the ability of persons with impairment's performance in hospitality and/or tourism jobs' functions, due to lack of such industry's skills and/or knowledge. Such has resulted in a negative attitude among the employers. Chi and Qu's (2003) research highlighted that, the foodservice employers highlighted that there

is need to find a way to change such industrialists' attitude and behaviour. Hence, this current author perceives tourism education as a possible change agent. Such may uphold community engagements through workshops and educational awareness through internal and external organisation's communication systems. This would scope all communication media (social and formal) for a macro-scoping societal re-orientation within the multi-facets of the societies.

Researchers like Jasper and Waldhart (2012:580) and Kim and Lehto (2013) brought the argument that supports the attitudes of the employers as based on the Theory of Planned Behaviour. The said authors stipulate that human behaviour is a subject of i) exposure (information, experiences from socialising and interactions), ii) education and learning, and iii) the societal beliefs that are anchored in religion, norms and values. These have influence on one's perceptions, such informs the attitude which produces the perceived outcome and/or behavioral belief; social pressure (normative belief) and control belief (existence of resources/skills needed to perform a behaviour that constructs perceived control for action). Such guides one's actions in line with perceived socially acceptable ways as supported culture set within the social network/capital and facilities (Jasper & Waldhart, 2012:580). Therefore, this current author suggest that tourism education can be one of critical platform to address such behaviour, which might have fostered in the existing disabling tourism education. This current researcher acknowledges that there is limited literature that addresses the effects of the theory of planned behaviour on persons with impairments employability and the acquisition of employable competencies in the tourism sector.

There is a symbiotic relationship between the size of the hospitality and tourism organisation and the willingness to employ persons with impairments (Jasper & Waldhart, 2012:580; Puttavisit & Madhyamapurush, 2015:188). Employers are concerned about wealth building through maximizing profit, while reducing all perceived high costs associated with training and accommodating persons with impairments within job competencies (Slonaker *et al.*, 2007:51). However, this research acknowledges that there is neither scholarly nor documented substantive and/or digit-based known cost among tourism employers and/or tourism education in context of mainstreaming impaired persons.

Therefore, the current author opines that the current tourism workplace and tourism higher education and training environment upholds disablism because of the: i) void in comprehensive person with impairments information, and/or the existing characterisation of persons with impairments is only basing on non-impaired lens; ii) insufficient substantive costs on creation of non-disabling shared space at both learning and workplace environs; iii) fear of litigation and void of mutual understanding on productive and potential value extraction in both serving the needs of impaired visitors and employment of qualified staff with tourism employable competencies, while

having impairments; iv) fear of worker compensation premium and health care coverage costs; v) dearth of a substantive reconciliation of tourism and hospitality nature of jobs that can be done by persons with impairments; and vi) paucity of relationship between tourism research, tourism education and the industry in context of accessible tourism/disability tourism in holistic perspective. Jasper and Waldhart (2012:584) provided insights in that planned behaviour is normative and control beliefs as guided by acquired knowledge. Therefore, this study is positioned to facilitate in alleviating the misunderstanding about persons with impairments within the development of the tourism human capital and such implicates the tourism workplace in South Africa.

This current author views tourism employable competencies and non-disabling shared learning and interactive space would enhance the re-orientation in behavioral, normative and control beliefs (Jasper & Waldhart, 2012:584-585) among lecturers, learners, managers, workforce, visitors and other societal membership. Jasper and Waldhart (2012:584) results highlighted that there is no qualification for tourism jobs that are accessible to persons with impairments. This therefore means that there are no skills and knowledge that could empower non-impaired persons to serve visitors with impairments in the tourism industry. This positions the tourism industrialists/employers to be reluctant to hire persons with the mild condition of physical impairments in South Africa. This is because tourism education is void of such; hence, this is interpreted by tourism employers as not necessary, thereby making the industry to regard employing the said persons as risky stance (Makuyana & Saayman, 2018:11).

3.9.1 Benefits of hiring persons with mild-physical impairments in the tourism industry.

Puttavisit and Madhyamapurush (2015) cited by Makuyana and Saayman (2018:9) and Jasper and Waldhart (20012:583) argued that persons with impairments stay at workplace-organisation more than non-impaired cohorts, especially when the environs are conducive. This reduces costs through retaining labour, while uphold minimal labour turnovers and recruitment costs. Such enhances the reduction of likelihood of litigation costs and gain through government tax breaks (Jasper & Waldhart, 20012:584). Jasper and Waldhart (20012:585), highlighted that hospitality managers acknowledged that persons with disabilities have lower absenteeism rates. In addition, impaired persons are more loyal as compared to non-impaired colleagues, if the employment environment is favourable for work (Jasper & Waldhart, 20012:582). A point of interest which Jasper and Waldhart (2012:582) raised is that more than half of persons with physical impairments require no accommodation as perceived by non-impaired persons. In addition, persons who obtained impairments during life cycle incidents, are more demanding as compared to the ones born with impairments. On the same note, Jasper and Waldhart (20012:582) and

Poria *et al.* (2011) view that the accommodation facilities for employees with impairments at a tourism establishment is usable by both visitors with impairments and the non-impaired cohorts.

3.9.2 Tourism occupations, impairments and formal tourism competences

The tourism occupations can be set within three main categories namely, i) operational, ii) supervisory, and iii) management. According to Tetsa and Sipe (2011: 649), the Human Resource practices in tourism involves job analysis, recruitment and selection, training, career development, succession planning and performance appraisal. This implies that the tourism market trends and/or preferences should be embedded in tourism competencies. However, this current researcher acknowledges the lack of objectively substantiated argument in context of relationship between tourism job-roles sizes and physical impairments.

The current researcher perceives that operational occupations are more technical oriented; hence fosters artisan approach in tasks execution. These include chef roles; baker roles; waiter roles; tour guide roles; hunters' roles; barman roles; housekeeping roles; travel consultant and/or tour consultant roles; front office/front desk roles; and event organisers' roles. This research embraces the views set Kay and Russette (2000:55) that technical knowledge of products and service is critical in operational occupations as augmented by interpersonal skills, leadership and creativity in service delivery processes. In this current context, this current researcher takes a few examples to illustrate the possibility to mainstream physical impaired persons in tourism. Thus, i) Chefs activities are back-office oriented with relatively limited mobility within confined areas of the food preparation facilities (kitchen); ii) Bar-attending activities that are confined to the bar areas; iii) Travel and/or Tour consultant activities that are more aligned with working on the workstation as guided by travel systems; iv) Front desks/office activities, contact center activities, sales and night auditing among other management and/or supervisory activities can be done by an individual with physical impairments with relevant competencies. v) This also applies to housekeeping duties for both public and private area cleaning and maintenance. From this juncture, physically impaired persons, if given opportunities to acquire and get empowered in the relevant competencies, they can perform even better than the non-impaired peers.

This current researcher deduced that the technical tourism competencies within the operational occupations have improved due to technological advancements (such performs the assistive device/equipment role). In addition, supervision and management in tourism are more focused on competencies which seek to balance all stakeholders' interests including the external customer and internal customers throughout the total tourism value chain. Therefore, problem identification, sustainable customer satisfaction (existing and potential), managing and/or resolve customer problems out of understanding and sensitivity within a specific competency area (Testa & Sipe, 2011:649). This comes through human capital competencies; hence tourism education is

important in addressing all tourism market needs whether having impairments. This discourse brings to attention, the 20-minute discussion the current author had with a Hotel-Human Resource Manager during the preliminary stage for this study in March 2017. The Human Resource manager articulated clearly that Troutbek, Nyanga and Monomotapa hotels of the Legacy Group in Zimbabwe has employed persons with impairments in the housekeeping and sales/marketing sections. This concurred with a 40-minute telephone discussion this current researcher had with one of the Deputy Directors from the Department of Tourism –South Africa in June 2019. She specifically pointed that there is a hotel in Cape Town-South Africa that has 95% of its human resources who are living with impairments. These shared similar views obtained from a 3-hour interview the current researcher had with one of tourism hotelier based in Potchefstroom in February 2019; who once had a guesthouse that had adopted universal design for both impaired and non-impaired guests and staff members. In summary, all the said government authority perspective, industrialist perspective and hotel- human resource management perspectives are the pointers for the need for to mainstream impairment issues and persons with physical impairments in the development of tourism human capital systems.

3.10 TOURISM ENTREPRENEURIAL APPROACH AND IMPAIRMENTS

Mahmood and Bakar (2016:2535) postulated that it is imperative to develop tourism entrepreneurship, for people to be empowered with entrepreneurial aptitude, attitude and acumen as means to foster innovation and creativity whether having impairments. Therefore, the current researcher suggests for the development of the tourism human capital which upholds knowledge that can support entrepreneurial career in tourism in South Africa.

3.11 THE CONCEPTUAL FRAMEWORK

The systematic literature review enhanced the development of the current research conceptual framework as presented in Figure 3.2. According to Figure 3.2, the government authorities' role is to develop non-disabling legal frameworks, which are supported by enforceable mechanisms throughout the implementation processes and procedures. This would guide socio-economic practices in both public and private sectors which influence and re-orient the tourism education, tourism industry and societies. As set by Figure 3.2, this current researcher opines that community tourism upholds diversity in community. Thus, impairments are a component of this diversity. Hence, if South Africa Tourism is mobilising for societal membership's (with or not having impairments) tourism participation through 'We do Tourism' enlightening information. Such is interpreted by this current author as realisation that diversity upholds joint output which fosters tourism growth within this multi-faceted sector that is comprised of: i) meetings, exhibitions, incentive traveling among other types of events set by religious tourism, business tourism, science and research tourism, ii) cultural (historic and heritage, arts and music), iii) agro-centric tourism,

iv) recreational and leisure, v) charity/philanthropic tourism, vi) medical just to mention a few. The deduction from the reviewed literature points that the voice of persons with impairments within tourism education might have a demeanor change in the staff, local/host community and the other visitors' attitudes and behaviour in the destination (South Africa).

The conceptual framework presented in Figure 3.2 postulates for stakeholders to re-thinking and redefine tourism as: 'the movement of persons (with and/or without impairments) from a place of their permanent residence, to another place (space, on earth and in the ocean/sea) that is designed and developed for tourism/hospitality purposes, and accommodates human diversity (such as business, leisure, recreational, philanthropy, events, religious, *etcetera*), using universally accessible means of travel (cyber/virtual and/or physical), without earning taxable remuneration, nonetheless furthering health living and well-being (wellness) that comes from tourism experiences, at least for more than (24) twenty-four hours, but less than 365 (three-hundred and sixty five) consecutive days of either solar or lunar calendar'.

According to Figure 3.2, this current author suggests for scoping accessible tourism (explicit mainstreaming persons with impairments and non-impaired peers) knowledge as upholding unequivocal acknowledgement of all societal membership as active and potential tourism participants. Figure 3.2 presents the government through the Department of Higher Education and Training (DHET) in liaison with the Department of Tourism (DoT). Thus, the conceptual framework upholds the assertion that, the Council for Higher Education (CHE), South Africa Qualification Authority (SAQA) and Culture and Tourism, Hospitality, Sports Sector Education and Training Authority (CATHSSETA) under the DHET and the South Africa Tourism (SA Tourism), Grading and Standards department under the DoT, should collaborate with the Tourism Business Council of South Africa (TBCSA) for effective and efficiencies in the development of the tourism human capital. If these organisation institutionalise impairments issues in their policies, such would enhance the development of non-disabling overarching policies which informs the higher education institutions' structures, processes and systems. This would influence the tourism higher learning to have policies which guides the development of tourism human capital in South Africa. This implies that such policies should explicitly mainstream impairment issues and persons with impairments within the tourism teaching and learning, and research. Figure 3.2 presents the tourism curricula as informed by the tourism labour and consumer markets competencies needs which is interpreted from the impaired and non-impaired persons' tourism access needs and/or expectations. The non-disabling policies which would regulate, monitor the quality control and assurance practices within the tourism higher learning. Such has a symbiotic relationship within the teaching and non-teaching management and staff practices as well as the career development path for the learners.

Conceptual framework for accessible tourism human capital development

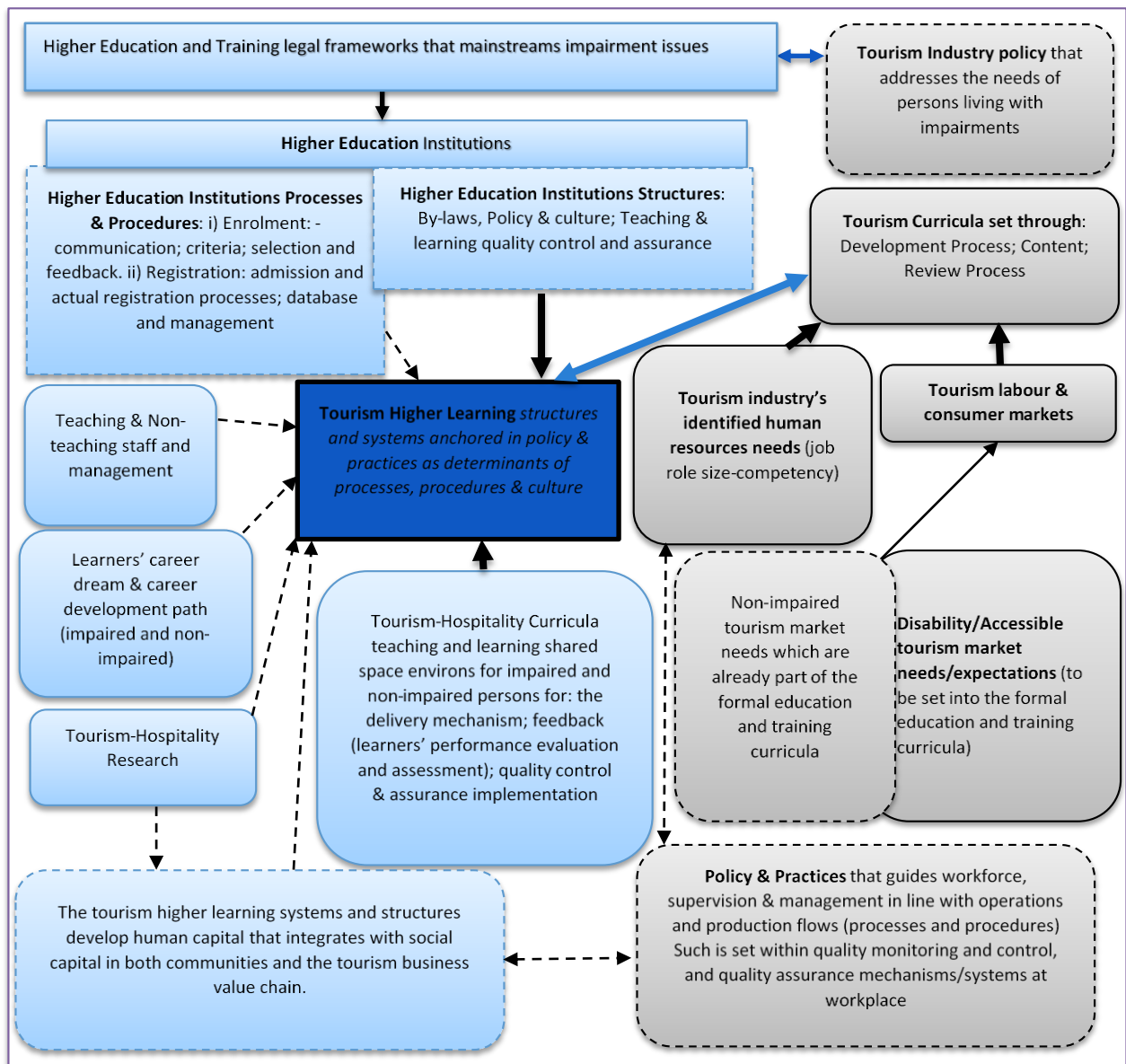


Figure 3.2: Conceptual framework for the accessible tourism human capital development

Source: author's compilation

Figure 3.2 shows that tourism higher learning should respond to both societal networks embedded in the communities and the tourism business value chain. Thus, the tourism business value chain has a reciprocal relationship with the industrial policy and practices which guides management and operational productivity. Such upholds objective regulation and monitoring of the control quality and quality assurance at workplace in South Africa.

Figure 3.2 highlights the influence of the Higher Education Institutions' policies in the procedures and processes set for the i) enrolment, ii) registration, iii) curricula development, iv) curricula

content development, v) curricula review, and vi) teaching and learning. Such dictates the tourism higher learning approaches. In addition, the policies determine the organisational culture among the teaching and non-teaching staff, management and learners. As shown in Figure 3.2, this current researcher suggests that there is a need to have an explicit written policy that mainstreams persons with impairments from a comprehensive understanding of impairments issues and impaired persons within the whole impairment spectrum. This mainstreaming should be set in the mainstream policies, not in separated policy or by-laws which only address impaired persons as if they operate in their own separate space. Hence, such policy integration alleviates the building-up of unwritten policies which permeate organisational culture(s) that enhances the subtle disabling conducts between impaired and non-impaired peers at the tourism higher learning institution and the outside community. According to Figure 3.2, the policies should foster shared teaching and learning space. This should be augmented by tourism knowledge that empower and comprehensively educate/inform non-impaired and impaired learners to handle visitors with impairments in the tourism industry.

According to Figure 3.2, there is a perpetual connection between the tourism industry and tourism higher education institutions. This is because the tourism higher learning (human capital development) addresses the industrial labour and consumer market's needs. Hence, Figure 3.2 shows a need for the tourism industry to have policies that mainstream persons with impairments. From this linkage, the industrial policies and structural systems should chaperon the tourism processes and procedures (organisational workplace culture). This means that, if the tourism higher learning mainstream impairments issues, the tourism industry should respond to this development in order to address the opportunities set by the disability/accessible tourism market needs. This implies that the tourism industry through the relevant organisations play a crucial part in tourism curricula reviews and/or curricula development. From this understanding, the voice of the persons with impairments should not be excluded in the said processes.

According to Figure 3.2, persons with impairments are set into two strata. Thus, i) as visitors and /or access tourism market, which is made up of elderly, impaired persons (temporary or permanent), and ii) as learners (with impairments and/or non-impaired) and/or potential tourism human resources. This concept upholds the fact that there are persons with impairments whose career dream is to work in the tourism industry, after acquiring relevant formal employable competencies. Hence, the tourism higher learning should afford the non-impaired and impaired learners the opportunity to acquire tourism education.

3.12 CHAPTER SUMMARY

The chapter presented on the Human Capital Theory and the Critical Disability Theory as theoretical frameworks for this current study. This was followed by the higher education policy discussion which revealed the disablism that is existing in the higher education and training policies regardless of the adopted inclusive approaches. The chapter also highlighted challenges that are experienced by the learners in higher education institutions. This implied that the tourism higher education's disablism influences the tourism industrial workplace and such includes employability and employment of persons with impairments. This implicates the tourism entrepreneurial approaches and career development for learners whether or not having impairments. This systematic literature reviewed enhanced the development of the conceptual framework for this study. Hence the next chapter furthers this investigation by presenting the adopted research methodology.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

This chapter aims to address second objective (North-West University policy document analysis) and third objective which is to establish the accessibility expectations (voice) of the persons with physical impairments in the tourism education and training system for the construction of a mechanism to nurture the empowerment and/or capacity building in tourism human capital to serve visitors with impairments in South Africa. This chapter explains the research methodology. It presents the sampling method, the questionnaire design and the data collection. This chapter presents the empirical survey that would enhance the articulation of the voice of persons with impairments, their gatekeepers' opinions and the tourism educators' views. The focus was on the physical and /or visible impairments. This investigation would focus on the case study of North-West University was adopted since South Africa-Higher education and training system mandated each higher learning institution to develop its curriculum, curriculum content. Hence a case study would provide more in-depth investigation on the extent of mainstreaming impaired persons and impairment issues in tourism education. A qualitative research design would be adopted. Such would establish an in-depth explanation of the existing tourism education curriculum that has been producing graduates (tourism practitioners) with no lack capacity to serve visitors with impairments.

4.2 STUDY ASSUMPTIONS

The study will adopt a triangulation of ontological, epistemological, axiological, rhetorical and methodological assumptions. This is because the study will focus on the impairment issues as life-related phenomena within: i) humanity, ii) the defines set by the socio-economic fabric of societies and knowledge development facets which feeds the societies' source of information which forms norms, values, culture and/or informs language, and iii) ways of addressing gaps using non-scientific and scientific investigation in the mainstream tourism education.

4.2.1 Ontological assumption

This current research regards Chilisa and Kawulich (2012:1); Maxwell (2008:224) and Richie *et al.* (2013:5) ontological assumption that justifies the existence of nature of the world. This ontological view supports the existence of impairments as part of reality in humanity (Creswell & Poth, 2018:35). Within this ontological assumption, Scotland (2012:9) argues that persons with impairments are humans just like any other non-impaired peers. Thus, the ontological assumption

enhances the mainstream approach for the impaired persons to be afforded non-disabling tourism participation. Thus, from an ontological lens, not all impairments within impairment spectrum thwart and/or renders one to be 'inable/unable' in socio-economic spheres of the society (Groschl, 2011:5).

This research method would be guided by ontological assumption because the perceived inability of persons with impairments among non-impaired persons does not necessarily match with reality and is unjustified (Groschl, 2011:5). Thus, based on the ontological assumption, Canada has turned to impaired persons as labour market (Groschl, 2011:5). This concurs with the current researcher's suggestion that 'employment barriers for persons with impairments should be checked against reality', because (Groschl, 2011:5; 2012:114) concluded that persons with mild physical impairments are potential labour market, regardless that industry is reluctant in tapping this potential. However, this view differs with most researchers like Klimoski & Donahue (1997), who uphold stigmatisation of such persons, as informed by laboratory experiments and simulations within cognitive sciences and medical theories only.

Within this ontological perspective, Choruma (2007) and Chataika (2012:386) are of the view that it is imperative to have such persons' voice as the foundation for the research that seeks to further social action. Such research may be a key informant for socio-economic policy reviews, strategic decision making and policy implementation processes' monitoring and enforcing mechanism. Such would be rooted in lucidity on impairments issues and productivity. This would pervade the development of non-disabling institutionalised tourism higher learning that support shared space interaction between impaired and non-impaired learners (Daniels *et al.* 2005:92). Such has impacts on both the societal view and workplace reality acceptance and (re)integration of impairment issues (Grady & Ohlin, 2009:164; Yan *et al.*, 2004:950).

4.2.2 Epistemological assumption

Epistemological assumption explains the mechanism and demeanours in which life-related phenomena (knowledge) is understood and shared among the societal membership (Creswell, 2003:4; Chilisa & Kawulich, 2012:1; Maxwell, 2008:224). As informed by Creswell and Poth (2018:35); Richie *et al.* (2013:6), this epistemology assumption informs this current research towards the development of knowledge that facilitates persons with impairments' participation in tourism using bottom-up and top-down approaches (Richie *et al.*, 2013:6-7). Kivunja and Kuyini (2017:26-27) are of the same interpretation that, persons with impairment voice fosters comprehensive information/knowledge development. This current author perceives such persons' voice as critical informants for the offices which are responsible for policy formulations and/or practices within the tourism human capital development structures. To this effect, inclusive

strategies upholds 'unwritten' cues of 'second-class citizen' and such has affected the nature and form of tourism knowledge as associated with impairment issues and impaired persons.

The epistemological assumption is critical for this research method because, this current study is oriented towards the creation of tourism human capital development model that would facilitate in building capacity to serve visitors with impairments. Such tourism knowledge would be acquired and communicated in non-disabling formal teaching-learning environments (Kivunja & Kuyini, 2017:27). This would contribute in addressing the tourism stakeholders' concerns which makes them to prefer not to hire/recruit persons with impairments. Thus, researcher like Groschl (2005; 2007; 2009; 2014) opine that tourism employers prefer non-impaired counterparts because impaired ones lack relevant employable competencies. Hence, this current research seeks to convert intuitive knowledge, authoritative knowledge and logical knowledge into explicit tourism knowledge as augmented by the empirical knowledge provided by the study participants (Kivunja & Kuyini 2017:27). Thus, the empirical voice of participants foster explanation on what is the nature of the relationship between the 'would-be knower' (non-impaired and impaired learners) and what can be known (tourism knowledge and skills) which can capacitate impaired and non-impaired learners to serve visitors with impairments (Scotland, 2012:9).

4.2.3 Axiological assumption

This study would adopt an axiological assumption as advised by Creswell and Poth (2018:36) that the axiological viewpoint fosters value of humanity in context of ethics and moral conducts. Such would be upheld throughout this research as rooted in the teleology, deontology, morality and fairness (Kivunja & Kuyini, 2017:28). This current study participants would be regarded as collaborators and/or co-researchers (Creswell & Poth 2018:36-38). To this effect, this study obtained a third-party ethical endorsement by the North-West University-EMELTEN-Research Ethics Committee and an endorsement/certifying letter was issued with the Ethics number: NWU-00248-18-A2. Such would foster ethical guidance, protection and monitoring participants, researcher and the researcher's affiliated institution in the context of research-human related ethics. This current author views this study's ethical positioning as conveying reasons and a way of upholding interest, desire, will, experience and 'means to end' discrimination of persons with impairments within the spectrum of the differences between a matter of assumptions, facts and matter of value in human participation in tourism.

4.2.4 Rhetorical assumption

This current study would adopt a rhetorical assumption because dichotomies in societies are a derivative of words and wording. Vehmas (2004) suggests that language plays a psycho-emotional role in creating the environments in which the society lives. Hence, this study has

adopted neutral language phrasing, narrative style and the non-numeric (Creswell & Poth, 2018:39) in context to the impairments related issues in tourism. This study concedes with Richie *et al.* (2013:5) and Makuyana and Saayman (2018:11) for the development of non-disabling language in the tourism out of the comprehensive knowledge on impairment issues as mainstreamed the tourism education. This would make this study to be non-disabling and/or neutral in its language expression. Such would be incorporated in the systematic i) literature examination, ii) data collection, iii) data analysis, iv) results presentation, and v) the study conclusions and recommendations.

4.2.5 Methodological assumption

This study would adopt a methodological assumption as advocated by Kivunja and Kuyini (2017:28); Scotland (2012:9) in that such bolsters a well-planned strategy of action that anchors the scientific and social sound processes and procedures in the knowledge generation. This implicates the validity, reliability and generalisability of the study output. Therefore, this current study would follow advise set by studies conducted by Creswell and Poth (2018:39); Kivunja and Kuyini (2017: 28) and Teddlie and Tashakkori (2009), through establishing the socio-scientific process and procedure which upholds inductive logic that flows from this study topic; objectives (research questions); to the secondary and primary research. Such would enhance the data analysis and presentation to bring forth relevant conclusions and recommendations in context of mechanism in which humans can acquire and use non-disabling tourism knowledge about humanity (Kivunja & Kuyini, 2017:28).

4.3 THE RELATIONSHIP OF ASSUMPTIONS AND PARADIGMS

This current study upholds an interconnection between philosophical assumptions as informed by researchers like (Guba & Lincoln, 2005; Creswell, 1998; Kivunja & Kuyini, 2017:29) and paradigms (Morgan, 2007:49) through the triangulation of social constructivism, transformativism and advocacy paradigms as presented below.

4.3.1 Social (interpretivism) constructivism paradigm

The study would adopt social constructivism paradigm as explained by Guba and Lincoln (2005), that the world is a contextualised environment that people live and work in. This assertion is synonymous to interpretivism (Creswell, 2004:21) in that individual and group experiences lead to the advancement of subject-oriented meaning for all aspects of life in its spectrum. Thus, this study would adopt the paradigm as anchored in a subjective epistemology, relativist ontology, naturalistic methodology and balanced axiology (Kivunja & Kuyini, 2017:33). Subsequently, this study regards the connotation of life phenomena as differentiated by historical and religious

contexts which build norms, values and beliefs. These would influence culture that informs behaviours within socialisation among the societal membership. Therefore, this current author regards social constructivism as critical for the development of a theory/pattern of meaning from a deductive and inductive approach. Such is rooted in the research method that fosters the development of rapport with participants for the truthful provision of data. This would impact the interpretation of participants' opinions which flow from their own personal life, background, cultural and historical experiences within the socio-economic setting. From this view, this study's data analysis fostered interpretation the meaning of participants' story in tandem with how they view the world (Creswell, 2004:21). Such would bolster the current study's interpretative data analysis through the triangulation of content analysis (Elo *et al.*, 2014) and phenomenological analysis (Creswell, 2004:22; Smit 2012).

4.3.2 Transformative paradigm

This current research method is rooted in transformative paradigm as articulated by Romm (2015:412) that the said paradigm is a triangulation of the positivist, post-positivists, interpretivist and/or constructivist orientation. Hence, this study assumed a transformational epistemology as augmented by the ontology of historical realism, which resulted in the deprivation of access to opportunities that upholds effective and active tourism participation by the persons with impairments. To this effect, such drive would nurture the creation of a methodology which could give birth to a dialogic and axiology that is non-disabling (Kivunja & Kuyini, 2017:35). This triangulation of ontology, epistemology, methodology and axiology philosophical assumptions fosters an interconnection of life processes and socio-ecological life between impaired persons and non-impaired counterparts. This current author regards research method that fosters the emancipatory, participatory and inclusive elucidations derived from the transformative theory. Thus, this study would adopt the transformative paradigm to enhance the alleviation of social injustice, such as discriminative participation of persons with impairments in tourism. According to Jackson *et al.* (2018:112), transformative paradigm is rooted in cultural, ethical behaviours aligned with power and privileges, for the promotion of social justice. Such would enhance the identification of areas that needs a systematic socio-economic transformation. This current author concurs with Romm (2015:418) and Kivunja and Kuyini (2017:35) in regarding transformative paradigm as a critical systematic thinking practice that seeks to re-examine the privileging views and approaches in society, for the creation and/or improvement towards more social justice. This discourse makes the transformative paradigm to be relevant to this study because of its ideology to address socio-economic injustice that may have created the disabling tourism environments.

4.3.2.1 Advocacy/participatory paradigm

This current research method would foster the adoption of the advocacy/participatory paradigm as a component of the transformative paradigm (Romm, 2015:412). As informed by this current study objectives, it is relevant to uphold advocacy paradigm as triangulated with other paradigms set in the above paragraphs. Thus, researchers such as Bergold and Thomas (2010; 2012) suggest that participatory paradigm ropes the study to brings a collaboration between participants and researchers. In this context, researchers like Bergold and Thomas (2010; 2012) regard participants' democracy, privacy and confidentiality as to be upheld, while expressing their views (opinions) and experiences in openness and trust. Such would be monitored through the persons with impairments' associations and councils, thereby making such participants to be actively involved in the research and not as research subjects. To this effect, this stance would broaden the delimitation of the study to reach country-wide membership of the associations and councils of persons with physical impairments in South Africa. This non-disabling setting would be set without disrupting participants' communicative space. Scholars like Bergold and Thomas (2012) opine that such would enhance a consistent express participants' concerns (voice) which has been rarely given heed, especially in tourism human capital development. This limited activate listening in tourism might have been caused and/o caused the limited opportunity to articulate, justify and assert the persons with impairments' interests in tourism.

4.3.3 The rationale of the philosophies and paradigms for this study

This current study acknowledges the shortfalls of the social constructivism which were highlighted by Scotland (2012:12) as: i) it is difficult to generalise the phenomena within highly fragmented study participants. This study would establish collaborative engagement with the persons with impairments' associations and councils in South Africa as means to alleviate such possible setbacks. These gatekeepers' membership covers the whole country and this study would facilitate in addressing physical impairments that are prevalent in tourism. ii) There is a compromise of ethics as intimacy, secrets and oppressive relationships can be revealed in the process of data collection. This would be alleviated in that the researcher obtained ethics training on researches that involve vulnerable persons in societies and got certificates. In addition of this study went through North-West University-EMELTEN- Research Ethics Committee. In addition, the researcher will protect the participants' identity, privacy and confidentiality. iii) There is the temptation of imposing the researcher's subjective interpretation. This would be alleviated through the researcher-persons with impairments gatekeepers' collaboration (Creswell, 2014:237), which goes beyond data collection to preliminary data analysis (interpretation). Danby and Farrell (2004:41) support this stance because it upholds interpretation that represents participants' opinions and socio-economic understanding as aligned to tourism participation.

In addition, this research method took cognisance of the fact explained by Creswell (2003; 2009; 2014) and Creswell and Poth (2018), that ontological-transformativism is grounded in the historical view that reality is shaped by social, political, cultural, economic, ethnic and gender values. Therefore, realities are socially constructed entities that are under internal influence (Scotland, 2012:13). This study acknowledges that the prevailing realities considered the voice of persons with impairments from a disabling inclusive approach, especially in mainstream tourism fraternity. To this effect, non-impaired persons created environments that perpetuate the psycho-emotional dysfunction among the impaired peers. Therefore, this research method's assumptions would regard language as an agent for active socio-economic change. However, this current researcher is of the belief that language alone may not have effect, unless converted into tourism knowledge. Thus, the development of the explicit tourism knowledge that mainstreams impairment issues and persons with impairments is regarded by this study as both socially constructed and influenced by power relations within the societies (Scotland, 2012:13). Hence, this research method would adopt the above-mentioned paradigms as means towards objective beneficiation. Such is supported by researchers like Cohen (1990) in that 'what is counted as knowledge is determined by the social and positional power of advocates of the knowledge'. Hence, researchers such as Groschl (2005; 2009) and Makuyana and Saayman (2018) suggests that this existing void in developing tourism knowledge that would enable capacity to serve visitors with impairments and/or access needs is evident and reinforced by the tourism workplace's reluctance to mainstream persons with impairments and impairment issues.

This current study acknowledges the bleakness on what constitute an access tourism employable skills and knowledge (competencies) within the global community. Researchers like Choruma (2007) and Chataika (2009) agrees with this study's paradigms in that, this would be the starting point develop mechanism to alleviate disablement while as informed by the voice of persons with impairments. Such would contribute towards mainstreaming of impairments. To this effect, this study envisions to establish the foundational basis towards the development of non-disabling tourism human capital development (Makuyana & Saayman, 2018:5).

Within this line of thinking, the above-said paradigms enhance social constructivism argues that people are born into a world, which has already established meaning through culture (Creswell & Poth, 2018; Ritchie *et al.*, 2013:7). Hence, the study method upholds participation of persons with impairments, tourism educators and persons with impairments' gatekeepers as means to gather their opinions which are part of the existing culture. Such culture is normative and shaped by people whose miens are dynamic and are constructed through socialisation and interaction. The study method is rooted in the paradigms which supported by Scotland (2012:13) who said, 'we came to inhabit a pre-existing system and to be inhabited by it'. This implies that the pre-existing

system consists of tourism knowledge that consciously and unconsciously disables participation of persons with impairments. This can only be changed by the development of non-disabling tourism human capital.

This study method's paradigms reveal academic and scientific communities' validation and legitimisation of knowledge claims, which unwittingly contribute to the systems of oppression (Scotland, 2012:13). This view upholds that knowledge is always set for truism; and it is imperative to (re)consider issues of domination, exclusion, privilege and marginalisation within the tourism knowledge context. This study is narrowed to facilitate in the development of accessible tourism human capital as means to address the existing bias towards non-impaired tourism participants. Hence, enhancing the notion that people are not only in the world, but also with it. Therefore, persons with impairments were participants and not objectives of study (Scotland, 2012:13). The study assumptions and the paradigms confide in relevance to this study's theoretical frameworks namely, the Human Capital Theory and Critical Disability Theory. Such build-up towards the advocacy for non-disabling tourism human capital development.

This current study is rooted in participatory and transformative axiology paradigm in that axiology value regards explicit and tacit knowledge as normative and a means to shape and share ethics for the society to judge reality for democratic materialisation (Scotland, 2012:13). Therefore, this current study upholds ethics and human moral values through neutral terminology, process and procedures of engaging participants. This would permeate transformative methodology paradigm that furthers the interrogation of values, assumptions, exposing hegemony and injustice, challenging conventional social structures and engaging in social action (Scotland, 2012:13). This perspicacity considers this study as inseparable from societal politics that is directed to emancipate the disempowered. Therefore, this study preconception focused on addressing incapacity issues among tourism human resources when serving visitors with impairments. In the aftermath of investigation, the research would be the foundation towards address the root-cause for the existing the disparity in the mainstream tourism education. Such justifies the study philosophies and paradigms as influential in advocating for a change (Scotland, 2012:13). This is because, the philosophies and paradigms enhance the study to have explanatory approaches. Such would make people to be aware of their situation (conscientisation) and realising change through praxis, which is a repeated action informed by reflection (Scotland, 2012:13). The essence of the philosophies and paradigms is to ground the research design towards perpetuating the establishment of the symbiotic relationship between the theoretical framework, research questions, data collection and the interpretation (Scotland, 2012:13). This would make both participants and researcher to be in the i) dialectical task of unveiling reality, ii) critical analysis of

reality, and iii) recreating knowledge (Scotland, 2012:14). This is furthered by total involvement of persons with impairments as key active participants in the research process (Creswell, 2009:9).

This current study method regarded the paradigms as specific methodological strategies that link philosophical assumptions and the research for the systematic pursuit of study objectives (Maxwell, 2008:224). This laid ground for the establishment of the research design process which begins with the philosophical assumption that anchors the study method (Creswell & Poth, 2007:15). This may be stated or not, but all research is guided by some philosophical orientation (Creswell & Poth 2007:15). Within these assertions, mixt terms were advanced by scholars expressing it as: “paradigms” (Lincoln & Guba, 2000), “philosophical assumptions” and/or “research methodologies” (Neuman, 2000), “traditions and theoretical underpinnings (Lincoln & Guba, 2000), “theoretical traditions and orientations” (Patton, 2002), “philosophical perspectives” and/or “worldviews” (Creswell, 2014). However, all the terms sustain the common thread that ‘guides’ this current study assumptions, concepts, principles and nature of the research (Creswell, 2014:6). This study acknowledges Creswell (2014:6) who concur that there are four major paradigms, namely: post-positivism, constructivist, transformative, and pragmatic. However, this study would adopt two only, namely i) the social constructivism and ii) the transformativism paradigms as presented in Table 4.1 below.

Table 4.1: The research paradigms for this current study

Social constructivism	Transformativism
The Qualitative	The Disability theories
The Phenomenological	The Advocacy/Participatory
The Advocacy/Participatory action research	The Action research

Source: Adopted in part from Romm (2015:412)

Table 4.1 presents the transformative paradigm as set in the 1980s and 1990s through individuals and groups who felt that post-positivists and constructivists were not advocating for an action-oriented agenda to help marginalised people (Creswell, 2014:9). The current author views transformative researchers as advocates for social transformations in favour of the marginalised in society. This agenda of the transformative research is to change the lives of the participants, the institutions in which individuals work and/or life, as well as the researcher’s life (Creswell, 2014:9). Such is the essence of this current study as contextualised to persons with impairments and impairment issues in the tourism human capital development.

Table 4.1 summarised responses given to five interconnected questions of axiology, ontology, epistemology, rhetorology and methodology as set in the essence of this study (Guba & Lincoln, 2005:192). The axiological question asks the nature of values and ethics associated with this

research and the tourism education. The rhetoric examines the socio-economic constructed labels and language that created disabling tourism environments. The ontological question probes the nature of reality and what can be known about impairments for tourism. The epistemological question concerns the nature of knowledge and the relationship between the tourism human capital development fraternity, non-impaired and impaired societal membership, researcher and the known (tourism disabling environments). The methodological question asks how desired 'access need' tourism knowledge can be generated from data collection strategies and data analysing approaches (Guba & Lincoln, 1994:108; Creswell, 2007:18). From this discourse, a qualitative (explanatory) approach is seen as the most appropriate, given that it provides in-depth insights into the experiences and perspectives of the participants (Creswell, 2014:8; Yin, 2011:7). Such would enable large amounts of data to be collected as supported by quasi-quantitative data (Yin, 2014:111).

4.4 FRAMEWORK FOR THE STUDY

This current study is informed by the two theoretical frameworks, namely the Critical Disability Theory (c.f 3.2.1) and the Human Capital Theory (c.f 3.2.2). Such is anchored in study philosophical assumptions and paradigms which would inform the research design. Within this conception, the systematic literature examinations established this study's conceptual framework (c.f 3.11 and see also Figure 3.2). This would enhance the empirical data collection and literature synthesis to birth the accessible tourism human capital development model. This theoretical accessible tourism human capital development strategic model and the implementation framework may influence the career development path, hosting societies and tourism value chain. The framework for study is illustrated in Figure 4.1 below.

Framework for the study

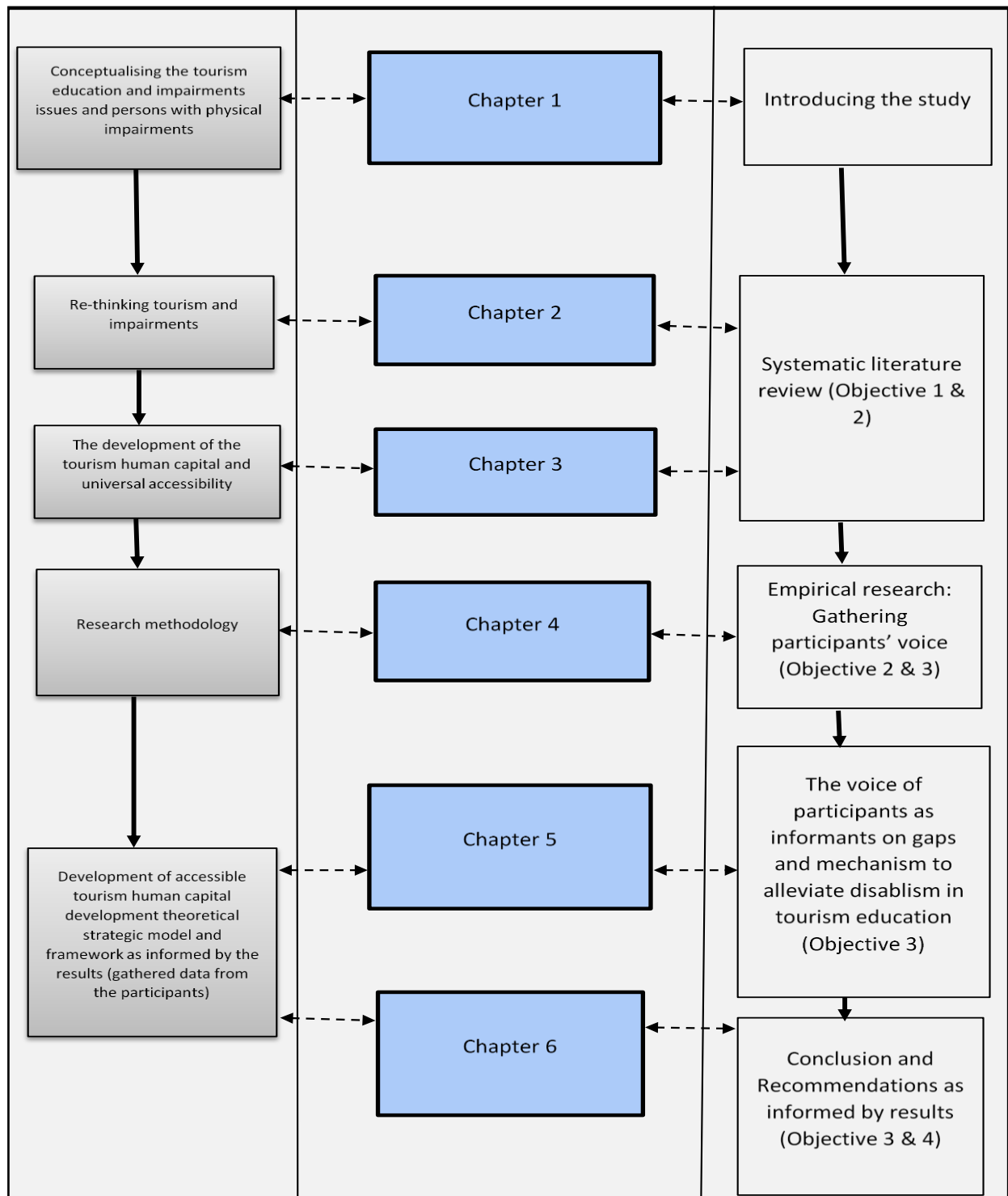


Figure 4.1: Framework of the study

4.5 RESEARCH DESIGN

According to the study philosophical assumptions in (c.f 4.2) and paradigms in (c.f 4.3), a qualitative research design would be adopted as informed by Creswell (2007; 2009; 2014). This is supported by the framework for the study in Figure 4.1 above, which presents the interdependence and flow of chapters, while pursuing the study objectives. Thus, this author would be focused on inductive approach towards the construction of accessible tourism human capital development model. This mono-qualitative methodological choice would uphold the triangulation of a case-study and surveys. In addition, such would foster a systematic data collection and data analysis. This concurs with scholars like Creswell and Poth (2018) who regard a research design as an overall strategy that one chooses to integrate the different components of the study in a coherent and logic way, for efficacies in addressing the research problem as aligned with empirical study. In this study, qualitative research design is characterised as a framework for strategic, systematic and rigorous study, which bolster accountability, while being flexible and contextual, with active reflexivity to produce explanations and not just mere claims/descriptions. Hence, according to researchers like Chilisa & Kawulich (2012), such enhances generalisability within moral parameters throughout the research processes and/or practices. Therefore, this current study's qualitative research design would enhance the explanatory perspectives on mainstreaming impairments into the mainstream tourism education in South Africa. Thus, in-depth unstructured opinions from participants perpetuates explanations which are focused on mainstreaming persons with impairments in tourism human capital development. According to scholars like Creswell and Poth (2018), this qualitative research design is driven by the research problem (research questions) that is aimed at addressing a void and/or opportunity by the end of the research. Such would inform the development of formal human resources capacity to handle impairment issues in tourism. This research design is illustrated through a diagram in Figure 4.2 and Figure 4.3 below.

The overview of the current study methodology

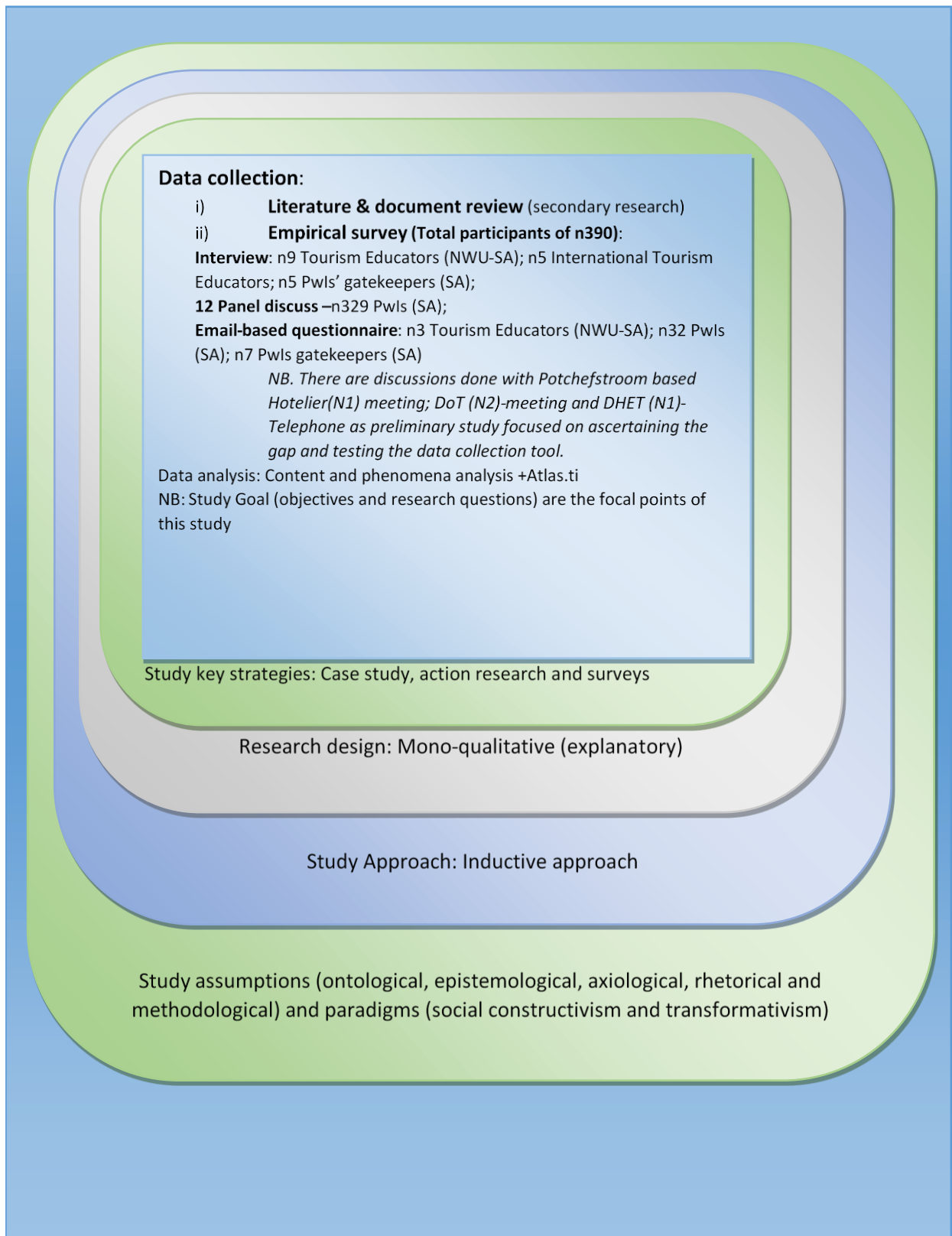


Figure 4.2: The overview of the current study methodology

According to Figure 4.2, the mono-qualitative research design upholds the study assumptions (ontological, epistemological, axiological, rhetorical and methodological) (c.f 4.2) and paradigms (social constructivism and transformativism) (c.f.4.3) which nurtures inductive approaches as informed by studies conducted by Creswell (2003); Creswell and Poth (2018) and Chilisa and Kawulich (2012). The explanatory context of this study would establish 'where, why and how' disablism exist and the extent of discrimination of impairment issues in tourism. This would enhance initiatives that are practical, thereby making this study to be solution driven and not theory only that will be kept in libraries.

According to Figure 4.2, the case study would delimit the study, geographical as the participants would be located within South African borders. Regardless of the funnel approach adopted in literature review which permeated an international view on the phenomena on study. This study considered North-West University as a case study (c.f 1.5) because South African universities do not offer same tourism-related qualifications in duplication. Hence, this study may be regarded as part of introspective and retrospective evaluation (research-based assessment) and objective feedback of the institution's initiatives towards mainstreaming and/or integration of societal members who seem to have not been fully considered in higher learning. This would foster a detailed contextual analysis of real-life for the application of concepts and theories (Creswell & Poth, 2018:35).

4.6 RESEARCH METHOD

As highlighted by Figure 4.1 and Figure 4.2, this study conducted a systematic literature review (secondary research) that informed the empirical research (fieldwork) as shown in Figure 4.3 below.

4.6.1 Literature review

This current researcher would conduct a systematic literature examination in pursuit of Objective 1 and 2 (c.f 1.5). The systematic literature review steps would be namely, i) logging, ii) anecdotes, iii) vignettes, iv) data coding and v) thematic networking. According to Attride-Stirling (2001), a systematic theoretical review entails the reduction, exploration of text, and integration of the exploration. In this context, data was gathered by an electronically search of scientific research-published articles from 1990s-2019 from the online research-journals and/or databases shown in Table 4.2. The authors used the following key words to search the articles: i) tourism and disability, ii) tourism and universal accessibility, iii) disability tourism, iv) tourism education and impairment issues, v) tourism human capital development and disabilities, vi) accessible tourism, and vii) inclusion of persons with disability in tourism. An eight-step phenomena-content analysis as advised by Creswell (2014) and Miles and Huberman (1994) as augmented with Atlas.ti 8 was

adopted to ensure rigorous reviews. The article identification, screening and documentation process was set simultaneously through abstract reading of each publication to initially determine whether it is tourism and disability/impairment related as informed by Creswell (2014) and Miles and Huberman (1994). The full paper was read as means to ascertain the context and the relevance of the document. A total of 20 tourism and disabilities, 420 articles on disabilities and 60 legislative frameworks would be set for the review process among other scientific research papers/articles which were published within the above-mentioned timeframe. 10 (full text English documents) Unpublished theses would be incorporated. This implies that full text articles which would not address the issue on discussion and internet columns, conferences or book reviews were excluded.

This current researcher acknowledges the limitedness of tourism-impairment literature to suffice the argument set by this study (Makuyana & Saayman, 2018); hence this study considered book and published peer reviewed articles from the Disability Studies as means to enrich this discourse. However, this study was inadequate, if all the secondary research overlooks reality in context of practices. This concurs with Creswell (2014) who regards the literature review as a checkpoint for consistency, which would bring the continuity of existing studies and their findings.

The data was streamlined through a more comprehensive reading of full articles. This would foster the establishment grouping of the general areas of focus set within each article's line of discourse. Such enhance a narrative and chronological sequence of groups and sub-groups within the tourism and impairment knowledge which has been developed by 2019. From this, vignettes were set by both narrative and investigations fostered higher level of interpretation, clarity and rigor (credibility) on the gathered tourism and impairments knowledge as advised by Creswell and Miller (2000). Hence, the in-depth description of environs, participants and areas of focuses established credibility of the studies.

According to studies conducted by Creswell (2007; 2012a) coding is regarded as fragmenting and classifying text to form explanations and comprehensive themes in the data. Thus, Miles and Huberman (1994) explains coding as the examination of the discrete part of data to determine differences and similarities through open (discrete concepts) and axial (showing relationships between the themes). Coding established themes from different sources of data which could be organised and be compared from a distinctive motive of identifying areas which needs more tourism and impairments knowledge development.

Thematic networking fostered exploration and denotation of ideas, however not resolving the contradictory explanations of the inclusion of persons with disability (impairments) in tourism. In this paper the themes were informed by a tourism systematic approach set by Leiper's model

propended in 1979 and was updated in 1990. Thus, Traveller (visitor) generating region with push factors, the transit region and the tourism destination region with pull factors. Thus, tourism and impairment knowledge focused on elements such as the demand side (internal and external consumer needs), intermediaries and supply side (product/services, technological developments including information accessibility and physical-infrastructure and super-structural accessibility) of the tourism supply network. From this perspective, tourism and impairment knowledge nuggets were set as means to contribute to competent human resources. This would imply for establishment of theoretical base aimed at developing tourism knowledge that mainstream impairment issues and/or persons with impairments. Hence thematic network established foundation of the argument and insights for the initiatives towards addressing the socio-economic injustice which is prevailing in the existing disabling tourism higher learning and workplace (Makuyana & Saayman, 2018:14). Such perpetuated limited access of opportunities to tourism career by the impaired persons (Makuyana & Saayman, 2018:9).

This paper acknowledges that there are no standard research journals specifically for tourism and (disability/impairments). Therefore, the authors collected data from 46 journals that addresses disability and/or impairments as show in Table 4.2 below.

Table 4.2: Journals used for this study (in alphabetical order of journal names)

No.	Names of Journals
1	Advances in Mental Health and Intellectual Disabilities (Formerly known as Advances in Mental Health and Learning Disabilities)
2	African Journal of Disability
3	African Yearbook on Disability Rights
4	ALTERO-European Journal of Disability Research Revue Européenne de Recherche sur le Handicap.
5	American Journal on Intellectual and Developmental Disabilities
6	British Journal of Learning Disabilities
7	Canadian Journal of Disability Studies
8	Critical Disability Discourse
9	Disability & Health Journal
10	Disability & Society (formerly Disability, Handicap & Society)
11	Disability and Rehabilitation
12	Disability and Rehabilitation Assistance Technology
13	Disability and Society
14	Disability Studies Quarterly
15	European Yearbook of Disability Law
16	Focus on Autism and Other Developmental Disabilities
17	Google Scholar
18	International Journal of Disability Management
19	International Journal of Disability Management Research
20	International Journal of Disability, Development and Education

21	International Journal of Disability, Community & Rehabilitation (IJDRCR)
22	International Journal of Mental Health and Deafness
23	International Journal on Disability and Human Development
24	Journal of Applied Research in Intellectual Disabilities
25	Journal of Developmental and Physical Disabilities
26	Journal of Disability Policy Studies
27	Journal of Intellectual & Developmental Disability (formerly known as the Australia and New Zealand Journal of Developmental Disabilities)
28	Journal of Intellectual Disabilities
29	Journal of Intellectual Disability Research
30	Journal of Literary and Cultural Disability Studies
31	Journal of Mental Health Research in Intellectual Disabilities
32	Journal of Policy and Practice in Intellectual Disabilities
33	Journal of Religion, Disability & Health
34	Journal of Social Work in Disability & Rehabilitation
35	Learning Disabilities: A Contemporary Journal
36	Learning Disability Quarterly
37	Life Span and Disability
38	Research in Developmental Disabilities
39	Research in Social Science and Disability
40	Scandinavian Journal of Disability Research
41	Sexuality and Disability
42	Social Care and Neurodisability
43	Technology and Disability
44	The Review of Disability Studies an International Journal
45	Tizard Learning Disability Review

Source: Authors' compilation

According to Table 4.2, the secondary research was executed by the study to enhance the establishment of existing conflicts, gaps/disparities, consensus, questionable dominations, consistencies in the real-life spheres and such would reinforce generalisation of the study from abstraction of individuals and context specifics. This would enable this current study conclusions and recommendations to be positioned towards challenging the status quo. Hence, this current author views such as pointers towards radical social change/action that upholds integration and cohesion for effective tourism participation. This current researcher suggests that, such would be rooted in solidarity and emancipation for the development of tourism human capital for the industry's labour and consumer market needs, while alleviating the deprivation of the impaired societal members.

4.6.2 Empirical research

This study's empirical research would be set in a sequential relationship with the secondary research (literature review/analysis) (Creswell & Poth, 2018). This would enable the adoption of

the qualitative research design, sampling method and procedures, data collection procedures, analysis and presentation of results, which would uphold conclusions and recommendations as rooted in ethical practices. The empirical research is positioned in the research design as highlighted by Figure 4.3 below.

4.6.2.1 Ethical considerations

As highlighted in Figure 4.3 below, the empirical research embeds third-party ethical endorsement as set by the NWU-EMELTEN-REC (c.f 1.6.1.3). Permissions and consent were obtained from the participants (individuals and organisations) during the research process (Creswell & Plano Clark, 2011:175). This study upheld human values and cultural norms (Creswell, 2014:97) as gestures for ethical conformity (c.f 1.6.1). This current study is anchored in real-life guided ethical practices which would guide the research process (Creswell, 2014:97; Creswell & Plano Clark, 2011:175). Such would answer and/or put the axiological question in practice (c.f 4.2.3). This study would be monitored by both NWU-EMELTEN-REC (for the pursuit of consistency in ethical and scientific soundness from a third-party endorsement) and the Study Leader/Promoter (for research mentorship). Such would be set by fortnight formal (written) report updates to the Study Leader on the data collection progress, between 23 August 2018 and 10 March 2019. The current researcher would write comprehensive data collection-based monitoring report to the NWU-EMELTEN-REC through the Study Leader's Office and the Tourism Research Unit-Research Ethics Office on 24 February 2019; 30 August 2019; 17 January 2020; 24 February 2020 and Final report in March 2020. This would mean that report can be made whenever the NWU-EMELTEN-REC request for it. The researcher would make reports on the study to the NWU-EMELTEN-REC through the Study Leader's Office and the Tourism Research Unit-Research Ethics Office. The final report would be submitted to the said REC through the Study Leader's office when the Final Results are administrated by the university as the awards the PhD degree to the current researcher.

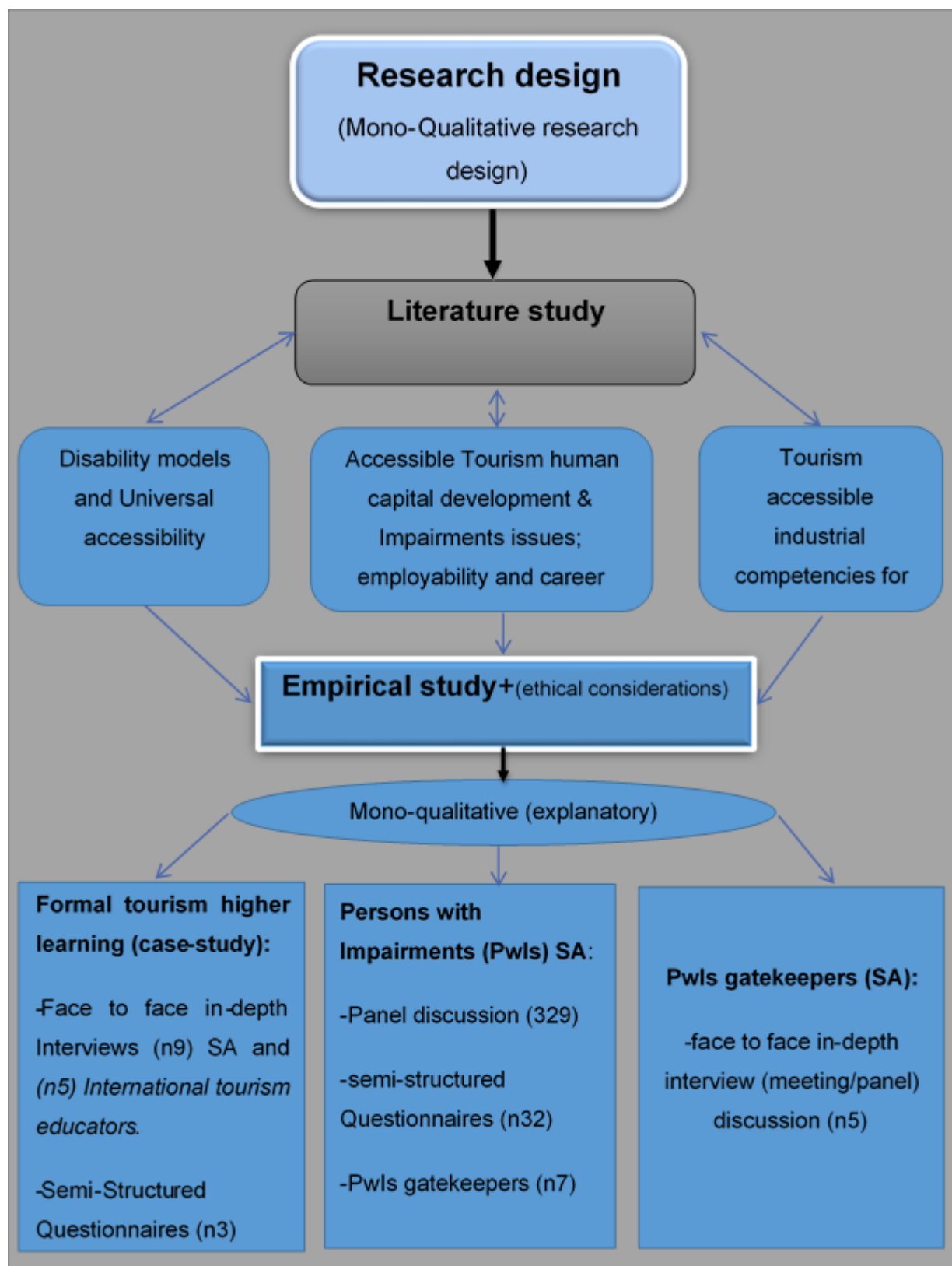


Figure 4.3: The diagrammatic illustration of the empirical research within the adopted research design

4.6.2.1.1 The researcher's position in this study

According to Figure 4.2 and Figure 4.3, the research design upholds, the researcher's participation (position) in the research as evident from the topic, research questions development, literature review and co-participation during interviews and meetings (data collection); hence prospective reflexivity plays a key role in this context (Attia & Edge, 2017:37). This implies that this study upholds Attia and Edge's (2017:37) view which explicitly highlighted that the absence of the researcher in social science studies brings disbelief as the researcher is part of the social world. To this effect, the researcher's role and position in this study is influential on the willingness of participants to share their opinions through 'researcher-participant relationship' development (Attia & Edge, 2017:34). In this setting, the gatekeepers of persons with impairments' collaborative platform would be set as means to moderate such 'quick to be trusted' influences and/or 'mistrust' and the risks that may arise and/or associated with strangers who need data from vulnerable persons. The current researcher acknowledged and disclosed himself in the research as seeking to understand his part in it, and/or influence on the research as he was not a member of the persons with impairment community/group (Attia & Edge, 2017:38). Thus, a process of self-evaluation ascertains the researcher's positionality as well as recognising that this position may affect the research process and outcome (Attia & Edge, 2017:37).

On the other hand, the effects of the researcher's position to the research should not be overshadowed by the emphasis of researcher negative effects on the research (Attia & Edge, 2017:35). Thus, Mann (2016:16) views reflexivity as reciprocal, multi-dimensional and contextual-based, hence this study has a third-party (gatekeeper) involvement in data collection and preliminary data analysis for each gatekeeper's collected data from its membership (persons with impairments) as a mechanism to alleviate such above-mentioned scenarios in the above paragraphs. The current researcher played a role as a co-participant in this study in that the researcher collected data from tourism educators-face to face; persons with impairments-indirect contact. For the latter, the researcher had meetings with the leadership of associations/councils (Attia & Edge, 2017:38-39; Milligan, 2016:242). This active involvement of persons with impairments and their gatekeepers is aimed at upholding the study to be credible, candid and accurate data that bolster validity and generalisation of findings from an authentic methodological social scientific approach as highlighted by scholars such as Creswell (2014); Patton (2002).

The current researcher realised that the low response rate would not foster tapping of persons with impairments' view, and then the researcher sought approval from Facebook group administrators for him to join online Facebook groups (c.f Annexure E). These platforms enhanced access for the survey questions as set in the questionnaires to be discussed on the forums/platforms from a panel discussion orientation. According to Attia and Edge (2017:38), the

researcher took different roles in the research as contexted with the situations/circumstances. Thus, at one point the current researcher is: i) an observer, ii) an interviewer, and iii) a questionnaire distributor (Milligan, 2016:239-240). Therefore, as highlighted by Attia and Edge (2017:40-42) that when one is entrusted by participants, one becomes more responsible and accountable on the entrusted detailed data. This is similar to experiences which were encountered by Attia and Edge (2017); De Stefani (2012); Nunan and Choi (2010); Smeyers *et al.*, (2015) in their qualitative researches.

The research process would enhance the current researcher to gain a better understanding of the participants' perspectives through genuine interaction, which would enhance rigour in the research process (Jootun *et al.*, 2009:1; Attia & Edge, 2017:40). Nonetheless, comprehensive views on impairment issues which are missing in the mainstream tourism knowledge (literature) were unveiled by the questionnaire surveys, in-depth interviews as well as the non-participatory direct observations.

4.6.3 Population for the study

This current study delimitation is South Africa's provinces. This is grounded in advises derived from Asiamah *et al.*, (2017:1907); Baskarada (2014); Bartlett *et al.* (2001); Creswell (2003) and Banerjee and Chaudhury (2010:5)'s view of population in qualitative research as constituted by individuals who share one or more characteristics and/or can provide more in-depth comprehensive data. Hence, Map 4.1 is South Africa's geospatial presented to tangibilise the geographical delimitation of the study. On the other hand, according to the studies done by Chataika (2007; 2011) and Mutanga (2017; 2018) this current study delimitation considered labour market as influenced by tourism education institutions in proximities of tourism attractions in South Africa. However, the target population is determined by chances of willingness and availability of participants during data collection (Asiamah *et al.*, 2017:1612). The target population is 2 870 130 which is translated to 7.5% of South Africa's population statistics, such is recorded estimate of persons with impairments in South Africa set by 2011 census (Statistics South Africa, 2014). The higher learning institution's target population is 100, stationed at Potchefstroom Campus in the North-west province of South Africa. The target population of the persons with impairments' gatekeepers are 150 in South Africa.



Map 4.1: Map of the Republic of South Africa adapted from www.sa-venues.com

4.6.4 Sampling

This current study would adopt stratified-purposive sampling method which would enhance gathering the participants. Hence, this study sample strategy recruited, engaged and retained the persons with impairments and their gatekeepers as aligned to the ethics (Abrams, 2010:537). There are limited details on sampling strategies for 'hard-to-reach' participants such as the persons with impairments (Abrams, 2010:537; Agadjanian & Zotova, 2012:134; Marpsat & Razarfindstima, 2010:4). Hence, the stratum of the persons with physical impairments would be set through time-location sampling, time-space (physical and virtual) sampling (Abram, 2010:538, Marpsat & Razarfindstima, 2010:4), response-driven sampling (Marpsat & Razarfindstima, 2010:5-11; Heckathorn, 2002), venue-based sampling (Muhib *et al*, 2001:216). The tourism educators and gatekeepers of the said persons would be purposively sampled as articulated by Creswell (2003, 2009, 2014) and Creswell and Poth (2018). Each group (strata) of participants had its tailored triangulation of the highlighted sampling strategy according to each stratum's

unique characteristics, which the study could not take for granted (Marpsat & Razarfindstima, 2010:9; c.f 1.6.2).

To this effect, the sampling size as highlighted by Chuan (2006:79) is difficult to ascertain until the willing participants are available for the study; hence a sample size of 384: 1000 000 would be targeted because it bolsters validation of the data (Krejcie & Morgan, 1970:608; Marpsat & Razarfindstima, 2010:10). However, a saturation level for this study is envisioned to be 390 participants due to the nation-wide scoping of the study. Thus, according to the Figure 4.3 above, the sample size for the tourism educators would be 17participants (Tourism educators who can be broken down into two segments: 12 South Africans and 5 International) and 373 persons with impairments (gatekeepers are included).

4.6.5 Data collection

Researchers like Showkat and Parveen (2017) and Sapsford and Jupp (2006) regards data collection as the process of gathering the desirable data in a systematic and careful manner in order to have as minimal distortion as possible for a candid analysis that would enhance the provision of answers which are credible and logical. This current author regards data collection as a systematic gathering of empirical opinions from participants. Such would enhance the assessment of the preconceptions set by secondary data analysis' established conflicts and consistencies on the phenomena in study (Peersman, 2014:1). This current study would adopt: i) in-depth face to face interviews as informed by researchers like Woodside and Wilson (2003) and Gill and Johnson (2002), ii) panel (meeting oriented/group) oriented interview discussion (Van Gog *et al.*, 2008:774), iii) semi-structured questionnaires (Langos, 2014:6; Van Gog *et al.*, 2008:780), and iv) non-participatory observation (Van Gog *et al.*, 2008:772), as data collection tools (activities). These data collection tools would enhance the gathering of opinions from the participants. Such would be set by thoughtful planning on 'what and which' unprocessed information/opinions is to be collected; 'where' the unprocessed information/opinions is going to be obtained; 'how' to get the useful unprocessed information/opinions; 'how' will the useful unprocessed information/opinions be analysed for evaluation purposes (Van Gog *et al.*, 2008:774; c.f 1.6.2; c.f 1.6.3).

The first stratum was composed of the NWU-School of Tourism and the Tourism Research Unit representing the Higher Education Institutions. This data collection was set into two segments namely, i) the university policy document review (in pursuit of Objective 2 in c.f 1.5.2) and ii) data collection from the tourism educators (in pursuit of Objective 3 in c.f 1.5.3).

4.6.5.1 The Higher Education Institution as source of participants

This study data collection from the North-West University would first be conducted through systematic policy documents review. This policy reviewing would seek to obtain insights on extent of mainstreaming impairment issues and persons with impairments which influence implementation and/or practices by the tourism educators. The second phase would be aimed at gathering the views of the tourism educators and/or researchers within the higher learning institution.

a). North-West University policy-document review.

This current study would access the NWU policies from October 2018 to December 2018. Thus, seventy-seven (77) policy documents were compiled from the university website (Lidstone, 2014:26), because they are available for public consumption. This compilation focused on policies which guide the teaching and learning and workplace environment only. At least 24 policy documents would be relevant to this study. These policies would ascertain the higher learning institution's position in line with mainstreaming impairment issues and persons with impairments in both management and operational engagements/activities. This enabled a thematic/content-textual analysis as a 'research technique that upholds replicable and valid inferences from texts as contexted to their use' (Krippendorff, 2004:18).

As advised by Lidstone (2014:26), this systematic policy review formulates data collection because of: i) the university policies guide learners' interactions within the learning and teaching environment. ii) The university policies define the co-existence of different people in their diversity in cultures, ethnicity, beliefs, norms, values and impairment levels for the pursuit of common objective(s) such as to: a) teach, b) research, and c) learn and/or develop work-oriented professional ethics, career and acumen. iii) The university policies enhance the accessibility of resources for teaching and learning. iv) The university policies enhance the creation of productive organisational capital as based on social capital that upholds appropriate attitudes and behaviours during the teaching and learning processes as influenced by the Human Resource Development (In-service and Off-service education and training). v) The university policies enhance the accessibility of teaching and learning facilities by both impaired and non-impaired stakeholders. vi) The university policies have direct impact and guide teaching and learning processes for both learners and educators who enhance knowledge development that satisfy industry and society/community needs. To this effect, policy review as part of data collection would ascertain the School of Tourism Management's extent of being influenced and guided in teaching and learning practices in context of mainstreaming of impairment issues and persons with impairments in the mainstream tourism education.

As informed by researchers such as Cohen (1990), the current researcher would be engaged in policy documents previewing, questioning, reading and summarising. This implies that this policy review process is in a dual approach in that the data would be collected, at the same time being analysed. Thus, this data collection activities are to follow Creswell (2014) eight-steps content-phenomena based analysis and Miles and Huberman (1994) thematic approach through an objective interrogation using the current research questions, existing knowledge/theories, previous researches (Krippendorff, 2004: 173). This study scoped on the cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextuality of mainstreaming persons with physical impairments. This is supported by Mahmood *et al.*, (2012:4) who argue that the analysis of policies is useful both in retrospective and prospective lens for the comprehension of current policy underpinnings and recommend future policy directions.

b). The development of policy-document analysis guide

The data collection tool development adhered to the content-analysis that bolster thematic analysis approach (Hergon *et al.*, 2018:2). Such followed content analysis procedures set by Cohen (1990); Creswell (2014) and Miles and Huberman (1994) guided the policy document analysis through the evaluation on: i) the explicit documentation on how the institution handles impairment issues and persons with impairments (the documents' usage of non-disabling the terms to refer the persons with impairments), ii) the extent of mainstreaming (documents' usage of the terms that uphold integration) impairment issues and persons with impairments in research, teaching and learning, student affairs, teaching and non-teaching, management and operational platforms within and beyond the higher institution, iii) extent of considerations given to persons with impairments in accessing higher education and training at the higher learning institution from a policy perspective. These themes are part of the other tools set for data collection for the study and this data collection followed Creswell (2014) eight-step document examination through content analysis approach (Hancock *et al.*, 2007:14). The policy documents would be uploaded in Atlas ti. Computer-aided qualitative analysis program (Lidstone, 2014:31; Mahmood *et al.*, 2012:4) as part of the review and/or analysis process.

c). Sampling procedures

The sampling procedures are divided into sections: i) For university policy documents review as explained in the paragraph above (c.f 4.6.5.1 a), and ii) for the data collection from the tourism educators and/or researchers as follows: a) This study would adopt a purposive-stratified sampling strategy in recruitment of the North-West University-Faculty of Economic and Management Sciences and chose the School of Tourism Management and the Tourism Research Unit (Robinson, 2014:25-26). The School of Tourism Management and the Tourism Research

Unit which are composed of a team of twelve (12) Professors and Doctors are directly responsible for the tourism teaching and learning and research. This current study regards such as part of the key informants as they compose the team that develop tourism curricula which intend to address industrial and market gaps. In addition, these tourism educators and/or research have contributed in the development of curricula content of the mainstream tourism human capital through books, book chapters and journal published articles. This implies that such participants may be involved in the curriculum review process. Nonetheless, recruiting all universities would not foster a consistent and in-depth investigation, which would enhance objective abstraction of the phenomena on study. In addition, interviewing the tourism educators at the North-West University would be relevant because the case study approach would permeate deeper investigation as the current researcher was part of the learning system; hence low risk of accessing false data as the interviewer (researcher's position in a qualitative study) could ascertain the data during the interview process.

Out of interest to assess the existence of this gap within the global village interviewed Tourism educators (Researchers, Lecturers and tourism education administrators/leaders who are Doctors and Professors with Ph.Ds.) from Finland, Canada, United Kingdom, German and the Netherlands as such had come to South Africa for International Tourism Research and Educators Conference (ICNT) on 18 -21 November 2018. The current would interview the above-mentioned delegation because, the international tourism educators are stationed in institutions who have excellent accessible infrastructures and a handful are working on Disability inclusion projects commissioned by European Union. Therefore, this current author would first interview the North-West University participants' prior the international tourism educators. Such would contribute great insights on the feasible application of generalisability of problem identification, results and recommendations of the study.

This study's sampling procedure shall uphold the minimum saturation level of a range between 10-30 interview participants (Gentles *et al.*, 2015:1782). In the same vein, Grounded Theory would claim for at least 25 interviews (Charmaz, 2014:214). Within this same standpoint, a time-bound of 5 to 6 one-hour long interviews would enhance the provision of enough data to the saturation of opinions (Corbin & Strauss, 2015:140). Thus, the tourism educators' opinions would suffice for the saturation level that foster the establishment of non-disabling tourism human capital development.

d). Development of interview guide for the Tourism Educators

The study developed interview schedule as derived from the questionnaire for the tourism educators. Such intends to gather data which would address this current research objectives

and/or research questions (Hoyle *et al.*, 2002:144). The data collection tool would uphold themes established by the literature review in such a way that it would enable the gathering of data from this stratum in context of mainstreaming impairments issues and persons with impairments with the tourism human capital development.

c). Data collection

The data collection would be conducted using face-to-face in-depth interviews with tourism educators (Berg, 2007:96; Johnson, 2002:106). In this context, the face-to-face in-depth interviews would enhance insights and comprehensive understanding of the perceptions of the respondents (McGehee, 2012:367; Rossman & Rallis, 2012:176). Thus, participants' voice would express their "thoughts and feelings" (Alshenqeeti, 2014:39). This systematic way of conversing and listening to individuals in order to: i) gain knowledge, ii) interchange views on themes of mutual interests, iii) assess conformity and/or other constructs of disinterests within the human interactions, and iv) as embedded in humanity for the production of knowledge within social situated research data (Hoyle *et al.*, 2002:144). Such is vital for mainstreaming of impairment issues and impaired persons in the development of tourism human capital. This interview-data collection process would start on the end of August 2018 and ended on 10 of March 2019. The interviewee consent would be obtained. In addition, the consent to record the interview proceedings would be obtained orally before the interview. The interviewer would combine notes jotting and voice recording using a voice recorder. All interviews for the tourism educators were done at the North-West University Potchefstroom campus in the E3 Building, which houses the School of Tourism Management and the Tourism Research Unit offices. The interviewer used the same interview schedule for all the interviewees (Tourism educators).

i). Interview 1

The interviewer made an appointment for the face-to-face in-depth interview which was to be conducted on 05 October 2018 at 8:42am in the interviewee office (Batmanabane & Kfourri, 2017:9; Easwaramoorthy & Zarinpoush, 2006:2; Parveen & Showkat, 2017:5). The interviewer briefly outlined the study and its overall intended aim (Permani, 2014:37-38; Parveen & Showkat, 2017:5). This was done to develop a rapport between the interviewee and the interviewer (Permani, 2014:37-38). Such would enhance the interviewee to have a clear picture of the thrust of the interview (Easwaramoorthy & Zarinpoush, 2006:2). The interview would take 22minutes and 5seconds long.

ii). Interview 2

The interviewer obtained Informed Consent and appointment for the face-to-face in-depth interview that was to be conducted on 05 October 2018 at 9:18am in the interviewee's office (Easwaramoorthy & Zarinpoush, 2006:2). Consent to use an audio recorder would be obtained just like the previous interview and briefly outlined the study and its overall intended aim. Such the enabled the interviewee to understand the interview (Hoyle *et al.*, 2002:144). The interview would take 22minutes and 57seconds long.

iii). Interview 3

The interviewer would obtain the Informed Consent prior the establishment of the date and time for the interview (Hoyle *et al.*, 2002:144). The face-to-face in-depth interview would be conducted on 05 October 2018 at 10:27am in the interviewee's office. The audio recorder would be used to complement taking notes on the interviewee responses (Easwaramoorthy & Zarinpoush, 2006:2).

Just like the previous interviews, the interviewer would briefly articulate the study in order to enhance comprehensive understanding of the rational of the interview (Hoyle *et al.*, 2002:144; Permani, 2014:37-38). Such would allow greater provision of refined data the interviewer would accord the interviewee the opportunity to probe (plan, implement and organize the interview content and questions) and to expand the responses (Gubrium & Holstein, 2002:3; Rubin & Rubin, 2005:88). These responses would emanate from real-life of the interviewee in respect of meanings and descriptions based on experiences, views and beliefs on the phenomenon on discussion (Schostak, 2006:54). The interview would take 18minutes and 34seconds long.

iv). Interview 4

The interviewer would visit the participant's office and obtained Informed consent and date and time for the interview (Easwaramoorthy & Zarinpoush, 2006:2). Thus, the face-to-face in-depth interview would be carried out on 25 October 2018 at 9:08am. This face-to-face in-depth interview bolstered Warren (2001:2)'s notion that participants (interviewer and interviewee) conversation should be rooted in a varied/subjective perspectives of life issues as determined by background, history, culture, norms and values, though guided by the interview schedule. The proceedings would be audio recorded as according to Warren (2001:4) the interview process enhance active listening to comprehend what is being conveyed by the interviewee. Hence, it is: i) what is being said; ii) the way it is being put across and act; and iii) the artefacts in use to express the opinion/feelings, which implicates the overall meaning and interpretation of a phenomenon in an interview discussion. Edwards and Holland (2013:30) opine that interviews upholds insightful

interactive dialogue between the interviewer and interviewee which brings the saturation of opinions. This interview would take 10 minutes and 46seconds long.

v). Interview 5

The interviewer would obtain Informed Consent and interview appointment. The face-to-face in-depth interview was done on 25 October 2018 at 10:18am in the interviewee's office. This face-to-face in-depth interview fosters the role of the researcher to ask questions in a way that probe and motivates the interviewee to respond with valid and precise responses (Hoyle *et al.*, 2002:144). From this standpoint, the interviewer perceives face-to-face in-depth interview to contribute with personalised data that could bolster refined reliable analysis and interpretation which could address objective 3 of this study (Gray, 2004:214). The interview would be audio recorded as augmented by taking notes. This interview would take 19minutes and 45seconds.

vi). Interview 6

The informed consent was obtained prior to the establishment of the date and time for the interview (Easwaramoorthy & Zarinpoush, 2006:2). The face-to-face in-depth interview would be carried out on 26 October 2018 at 11:18am interviewee's office. This interview would foster synchronous communication in time, space and place; hence such motivates the interviewee to respond with valid, well thought and precise responses (Opdenakker, 2006:3). This interview would be audio recorded as means to enhance interviewer's active listening on conveyed responses during the interview (Gray, 2004:214; Warren, 2001:4). This interview would take 14minutes and 27seconds.

vii). Interview 7

The interviewer visited the participant's office and obtained the Informed Consent and an appointment for the interview (Easwaramoorthy & Zarinpoush, 2006:2). The face-to-face in-depth interview would be conducted on 11January 2019 at 11:53am in the interviewee's office. The interview process would allow the provision of refined data as the interviewer probes and expands the interviewee responses, while construing meanings derived from the interviewee's experiences and interpretations (Rubin & Rubin, 2005:88; Schostak, 2006:54). Such would uphold the interview to probe into explanations and/or descriptions based on views and beliefs on the phenomenon on discussion (Gubrium & Holstein, 2002:3; Schostak, 2006:54). The interview would take 50minutes long, as the interview proceedings bolstered opportunity for both interviewer and interviewee to plan, implement and organize the interview content and questions (Gubrium & Holstein, 2002:3). The interview would be audio recorded as augmented by taking notes.

viii). Interview 8

The interviewer would visit the participant's office and obtained the Informed Consent and the date and time for the interview, just like the previous interviews. This interview would be conducted on 15 January 2019 at 11:21am. The face-to-face in-depth interview would be audio recorded and such would take 10 minutes long.

ix). Interview 9

Just like other interviews with the tourism educators, the interviewer would visit the participant's office for him to obtain the Informed Consent, as well as appointment for the interview. The face-to-face in-depth interview was to be conducted on 18 January 2019 at 9:56am. This interview would take 18minutes long as such would be audio recorded.

a). Interviews with International Tourism Educators

This current researcher would conduct interviews with international tourism educators as follows:

i). Interview 1

The researcher would obtain Informed Consent (Easwaramoorthy & Zarinpoush, 2006:2) from the 3 participants from Germany during a tea break at 10 am on the 19th of November 2018 at the Sports Village at the North-West University in South Africa. The face-to-face in-depth interview discussion would be composed of 3 interviewees. This interview was to be conducted in 10minutes. Hence the interviewer was to probe questions and trailed responses from interviewees, while construing meanings from the interviewee's experiences and interpretations. Such was set in order to make minimal disruption to the time schedules (program) of the ICNT proceedings. The interview was audio recorded as each interviewee would have time to respond to questions in a quick and systematic way that afford the interviewer to make a follow-up on the responses (Gubrium & Holstein, 2002:3).

ii). Interview 2

This current researcher would obtain an appointment from a participant from the United Kingdom during mid-afternoon break at 3pm on 19 November 2018 at the Sports Village at the North-West University in South Africa. The oral Informed Consent would be obtained from the participant (Easwaramoorthy & Zarinpoush, 2006:2). The interviewer would optimise the chance to obtain thoughtful opinions, while upholding opportunity to probe and expand the interviewee responses (Rubin & Rubin, 2005:88; Schostak, 2006:54). The interview was to be audio recorded after obtaining an oral consent at the begin, and the interview was to take 6minutes.

iii). Interview 3

The current researcher would obtain appointment from another participant from Finland during a plenary session break at 12mid-day on 20 November,2018 at the Sports Village at the North-West University in South Africa. An oral Informed Consent would be obtained from the participant. Such would coincidentally happen after the current researcher presented a research paper that drew interest of the interviewee. Thus, the interviewee commented that he was doing a project aimed at addressing issues of impairments in Finland. The current researcher would explain this study to the participant, and then took the chance to make an in-depth interview conversation with the interviewee in such a way that would uphold interviewee's experiences and elucidation of opinions (Rubin & Rubin, 2005:88; Schostak, 2006:54). The interview would be audio recorded after an oral consent is given by the interviewee. This interview would take 10 minutes long.

4.6.5.2 Non-participatory observation

This study would adopt a non-participatory direct observation as a data collection tool relevant to gather non-verbal/artefactual cues (data) from the higher learning institution in a case study (Yin, 2014:113). According to Angrosino (2007:54) that observation is regarded as the act of noting a phenomenon, often with instruments that can record such data for scientific purposes. Similarly, researchers like Yin (2014) and Creswell and Poth (2018) states that observation takes place in the setting where the phenomenon of interest naturally occurs. To this effect, the non-participatory direct observation would entail watching the North-West University's teaching and learning physical settings, participants' activities, interactions, and conversations. This would enhance the non-participatory observation complement other data collection process set through interviewing the tourism educators (Yin, 2014:115; Robson & McCartan, 2016:320). This non-participatory observation would be guided by a semi-structured schedule. This brings objectivity on the assessment process because what is observed may not be obtained from interviews done with the participants and policy documents review done for this study (Yin, 2011:143).

a). Sampling procedures

As rooted in the case study approach, the current researcher designed strata for a systematic observation. The categories as follows: i) teaching and learning venues, ii) content delivery methods, iii) learning and teaching resources, iv) teaching and learning shared-interactive space (physical and virtual), v) teaching and learning assessment mechanisms, and vi) the general accessibility and the curricula based activities (Kawulich, 2012:2). The extra-curricular activities and other student-related services would not be scoped for this study.

b). The development of non-participatory observation guide

This tool emanated from the themes highlighted from the systematic review in pursuit of the study objectives. Thus, the layout of the semi-structured non-participatory observation schedule would place focus on the teaching and learning artefacts, observable behaviours set through the usual/normal day to day activities and/or events within the School of Tourism Management (Kawulich, 2012:2). Such shall be observed as guided by cues from:

- i) Physical accessibility of tourism teaching and learning venues, tourism educators' offices accessibility and the library (learning and teaching resources).
- ii) Student affairs' clues on mainstreaming of persons with impairments in general; level of participation in tourism-related student affairs such as Honours students' annual tours; the level of collaboration between the department that coordinates persons with impairments' associated issues/needs and the School of Tourism Management at the North-West University.
- iii) The extent of integration impairment issues into tourism teaching resources at the higher learning institution.
- iv) The extent of practical integration into the teaching and learning (especially in the tourism curricula, curricula content, curricula delivery, teaching and learning approaches, capacity among the teaching and researching staff's ability to handle persons with impairments, the depth of knowledge and skills among the tourism educators).
- v) The interaction between persons with impairments and non-impaired persons within the physical and virtual learning platforms, and the extent of shared-space participation within the teaching learning environments.

c). Data collection

The current researcher (observer) visited the Potchefstroom Campus library to assess the tourism teaching resources, teaching and learning venues in order to have insights on curricula content delivery mechanism, offices, toilets and accessed the tourism curricula structures.

4.6.5.3 The Persons with Impairments

This second strata of participants for this data collection would be the persons with impairments. This would be a 'non-scientific' voice that would be the key informant to advise and/or establish mainstreaming in policy and practice in development of the tourism human capital using the

bottom-up approach. Such would implicate the tourism workplace and career path for both persons with impairments and non-impaired persons.

a). Data collection tools for individuals with impairments

The data collection is to be conducted using semi-structured self-administered questionnaires. This would enhance the gathering of data from participants with physical impairments within an accessible/target population for the study. Such is recommended by Sansoni (2011:8) that semi-structured self-administered questionnaires are composed of questions (items) designed to solicit appropriate data to be analysed objectively. This would enable effective participation from the larger geographical spread samples within the target population, while maintaining participants' anonymity during and after providing opinions (Mathers *et al.*, 2009:6; Sansoni, 2011:9).

b). Sampling procedures

The researcher would email the survey link that enables the participants to access the self-administered semi-structured questionnaire set on google format within the google drive. This would be set through snowballing and respondent referral to persons with physical impairments, because there are not all who easily identified themselves as having impairments due to stereotyping and marginalisation set by other societal members (Agadjanian & Zotova, 2012:132; Etikan *et al.*, 2016:1; Naderifas *et al.*, 2017:2). As recommended by Marpsat and Razafindstima (2010:5) and Naderifas *et al.* (2017:2), the current researcher would access the persons with impairments through the help from the said persons' gatekeepers (associations and councils for persons with impairments/disabilities in South Africa).

In addition, the study would adopt time-place/virtual space based purposive sampling as a mechanism to broaden up accessibility to the voice of persons with impairments (Marpsat & Razafindratsima, 2010:5; Holtz *et al.*, 2012:2). To this effect, the Facebook groups/strata would be recruited based on the different types of physical/visible impairments. The selection criterion would be biased towards South African citizenry. The researcher would recruit the following online persons with impairments groups to participate in the study: i) Changing Lives for People with Disabilities that had 148 members; ii) Accessible Travel Online-the ATO community that had 491 members; iii) Resource for People with Disabilities that had 339 members; iv) National Centre for Persons with Disabilities that had 354 members; v) Meeting People with Disabilities/Hydrocephalus that had 293 members; vi) People with Disabilities and Development International that had 480 members; vii) People with Disabilities needs good friends that had 1036members; viii) Blogging for People with Disabilities that had 426 members; ix) APD (Association for People with Disabilities) that had 411 members; x) the Disability empowerment that had 1676members; xi) Para quads society South Africa that had 501 members; xii) Disability

Information South Africa that had 676 members; and xiii) Parents with Children with Disability of South Africa that had 894 membership. The different groups share similar characteristics regardless of their different mechanism that are followed for one to be a member.

c). Data collection from persons with physical impairments

The researcher would email the semi-structured questionnaire. The informed consent would be obtained by clicking the link that would open the questionnaire, completing and submitting the questionnaire. This was explicitly indicated in the email. The survey questionnaire link enabled participants to access the Google-form questionnaire. Thus, when one completes the questionnaire and clicks submit, it will be received in the Google-drive of the researcher's email with 100% anonymity and confidential. Hence such bolstered participants' psychological and physical security. A low response rate from the participants, after three weeks would lead the researcher to join the South African disability community forums on social media (Facebook).

Thus, hidden populations may be accessed through time-location/virtual space sampling (Marpsat and Razafindratsima, 2010:5). Thus, Internet-based forums are platforms/medium and/place (virtual space-place) used for debates/discussion where people with common interest/ideology exchange views and/or sentiments on diversified life-related issues openly (Holtz *et al.*, 2012:2). Such upholds a limited disablism from the physical setting for the participants. Holtz *et al.* (2012:2) opine that internet-based forums are an emerging field, however researches such as Abdulla (2007); Copes and Williams (2007); De Vries and Valadez (2008); Galasinska (2010); Holtz and Wagner (2009) just to mention a few, have used data from internet forums. This study would use Facebook as the internet social medium interface to tap opinions sourced from discussions without having a physical conduct and such bolster indirect sampling (Marpsat & Razafindratsima, 2010:5). This would perpetuate liberalism in the provision and/or expression of authentic and 'natural' primary data from one's perspective on issue set for discussion (Holtz *et al.*, 2012:4).

i). Online Facebook Forums (panel/group discussions)

The researcher would search the above-mentioned persons with impairment groups in South Africa on Facebook with the aim to join. The researcher would join the groups by clicking join icon on the 10 November 2018. The administrators of the five groups would inbox the researcher's Facebook account before according him the privileges to access the group platform. Such would be a mechanism to ascertain the researcher's motive and interest to join the group. Within this context, the rest of the groups would provide a handful of questions to be answered and/or terms and conditions which required a consent prior being co-opted as a member of the group. Thus, the researcher would express his interest as based on the current study's intention to access

opinions of the group members. The researcher would accept and then would be allowed to read the terms and conditions that binds the group. The researcher would agree to the terms and conditions, then would be able to access and view the group platform where group members would post their items. The researcher would be able to post self-introduction, a detailed explanation of the study, its intention and the relevance of the members and the value of their participation to the survey. The participation would be totally voluntary, even if one once participated, and later loose interest to continue participating, he/she could withdraw at any time as set by the presence/absence in the discussion (Premagowrie *et al.*,2014:107).

The informed consent was to be obtained by clicking the link that would open the questionnaire, completing and submitting the questionnaire. This would be explicitly indicated on the survey posts. The survey questionnaire link enabled participants to access the Google-form questionnaire. Thus, when one completes the questionnaire and clicks submit, it will be received in the Google-drive of the researcher's email with 100% anonymity and confidential. Hence such bolstered participants' psychological and physical security. Due to the low overall response-rate after two weeks, the researcher would repost the survey link. This was to be followed by weekly reposting of updates on the statistics of the survey participation.

The researcher would notice the responses rate and would change the approach used by other group members when they raise their issues for a discussion on 5 December 2018. This change of approach concurs with Khlaif. (2018a:156; 2018b) and Xia *et al.* (2013:98) in that group-platform posts allows transparency, peer-interaction in idea sharing with colleagues/ fellow members who can read, think and reflect on the post, assess their opinions and share/respond within a group-centric safety, confidence, flexibility, autonomous, trust and control over time. From 05 December 2018, the current researcher would take the open-ended questions from the questionnaire set for persons with impairments and conducted a 'one question post' that could open a discussion. Thus, the current researcher would create a Thread Starter/Original Post of one question of which posts that follows in the thread are meant to continue discussion about the post (Biriya & Victor, 2014:111). This would flow into the next question that the researcher would post after different members would have aired their views in the discussion through a panel-oriented setting. Thus, it is uncommon for discussion to be derailed unless it surpasses 50 000 characters (Biriya & Victor, 2014:113). Thus, the responses would be taken from the Users post counts as signifying participation by the participants (Biriya & Victor, 2014:114). Each question would take at most two days; though sporadic responses would be the prevalent trend.

From the users post count, the current researcher would make a compilation through coding the responses according to the question in a group focus discussion transcription format, so as to cluster views for each different question as set in the discussion. Coding would bolster anonymity

of the participant in the discussion within the forum and the discussion was only for the study, hence after coding the researcher would ask the administrator to delete the online posted questions and responses as was agreed by the participants (Biriya & Victor, 2014:113). The current researcher would give a two-weekly feedback on responses statistics as updates to the group members. Thus, the current author would have made an overt post that the discussion shall be deleted on the 10 March 2019 as the official date when the survey ended.

After 10 March 2019, the current researcher compiled all responses on the group and code the aired 'voice' according to the question in a group focus discussion transcription format. When the researcher changed the approach for the online-forum group data collection, this study considers such change of the data collection process to be online panel discussion, which focused more on the number of participants as composed of the individuals who contributed opinions on each posted question.

4.6.5.4 Data collection procedure for the gatekeepers

The researcher would compile a list composed of 150 South African organisations which handle disability issues. From 5 to 8 October 2018, the current researcher emailed this current study introductory letter which would be accompanied by NWU-EMELTEN- REC endorsement letter to the organisations. The current author would make follow-ups on the emails on 10 October 2018 through telephoning the said organisations' contact offices. Out of 150 organisations, only 6 would respond with interest towards active participation. This is a common aspect among the hard-to-reach population (Naderifas *et al.*, 2017:2). While the current researcher put effort towards having meetings with the gatekeepers, only 2 out of the 6 confirmed and these were Blind Association South Africa- (whose CEO is the secretary for the South Africa Disability Alliance) and National Council for People with Disability. The gatekeepers who would be active participants pointed that they were members of the South Africa Disability Alliance, hence it was noble to engage the such overarching organisation.

a). Interview meeting with Blind Association of South Africa

The current researcher would make an appointment for the meeting on 23 January 2019 at 14:00 pm with Blind Association South Africa. The meeting would be composed of the CEO and two members from the management. Such was ideal for a wider voice of the gatekeeper and/or key informant of the persons with impairments.

i) Data collection process

The meeting would be conducted on 23 January 2019 at 14:00hrs at their Head Office in Johannesburg as (group) panel-oriented interview (discussion), that would perpetuate one by one

responses as embedded in the participants views and experiences. This would enable in-depth discussion which might not be yield from an individualised interview because hidden population sometimes uphold safety in numbers as highlighted by researchers like Mathers *et al.* (2009) and Opdenakker (2006:3).

The interview-meeting would take 40minutes. In the aftermath of the meeting, the Blind Association of South Africa leadership would agree to assist in disseminating the questionnaires to its members. The interviewer would send the link which would access the questionnaire which was designed on Google form–word document format to the Association’s Information Technology specialist who participated in the meeting discussion. The IT specialist’s role in getting the questionnaire would be aimed at making the questionnaire to get into their membership communicable language (audio). Such would be part of assessment and monitoring of the type of data that was to be gathered from their membership. The link was to be sent through to their membership who have access to the internet and/or who will be willing and available to respond to such a survey. This link was directly connected to the researcher’s google-drive, such would enable the participants to access the questionnaire and respond without sending an email back to sender. Hence, the Google formatted questionnaire enabled anonymity and confidentiality of participants in that, when the participant completes the questionnaire and click submit. The submission will not have any trace to the one who completed it.

The association obtained Informed Consent from individual membership for the participation in the survey on a ‘free will’ approach. Such consent would be explicitly expressed in the mechanism of sending the link. Clicking the link and completion of the questionnaire and submission would be the sign of consent. The association (gatekeeper) would disseminate the questionnaire through the google-link using their usual means of communication to their members. The response from each individual participant was to be received through the interviewer’s google drive.

b). Interview-meeting with the National Council for Persons with Disabilities of South Africa

The National Council for Persons with Disability South Africa is a consolidated organisation that scopes all forms of impairments in their spectrums. The National Council for Persons with Disability has been facilitating in the provision of universal accessibility to the Tourism Industry and the employment of persons with disability in Tourism. This made it easy for the organisation to have interest to participate. Hence the interviewer would be scheduled for an interview meeting on 8 March 2019, which later was rescheduled for 18 March 2019 at 10:00hrs-11:00hrs at their offices in Johannesburg. The meeting would be composed of 2 participants from the offices that cater to tourism-related issues and such were critical key informants.

i) Data collection process

The current researcher visited the National Council for Persons with Disability office in Johannesburg. The meeting would be held in the boardroom. The interviewer would introduce the study goal, as aligned to the mentioned organisation's objectives. The interviewees would ask questions which could enable them to comprehend the study and the rational of the interview meeting. The interviewer would obtain the Informed Consent from the 2 interviewees orally. However, the consent to record the proceedings would be declined and both participants agreed on taking notes. The chair of the meeting (one of the interviewees) would articulate the background of the National Council for Persons with Disability South Africa. Such would set conducive platform for the discussion as the interviewer would probe with questions as guided by the semi-structured interview guide. The meeting would take 55 minutes as it provided adequate opportunity to discuss all questions in detail.

4.6.6 Qualitative data analysis plan

The study would adopt an interpretive-inductive approach for the data analysis. This shall be based on both phenomenological and content analysis that will be augmented by Atlas.ti data analysis. Thus, Figure 4.4 below illustrates the data analysis process (manual content-phenomena analysis and computer-aided qualitative data analysis). Thus, the data analysis cycle entails the data reduction, which would lead to data display, data display would foster the drawing and verification of conclusion.

The data analysis process for this current study

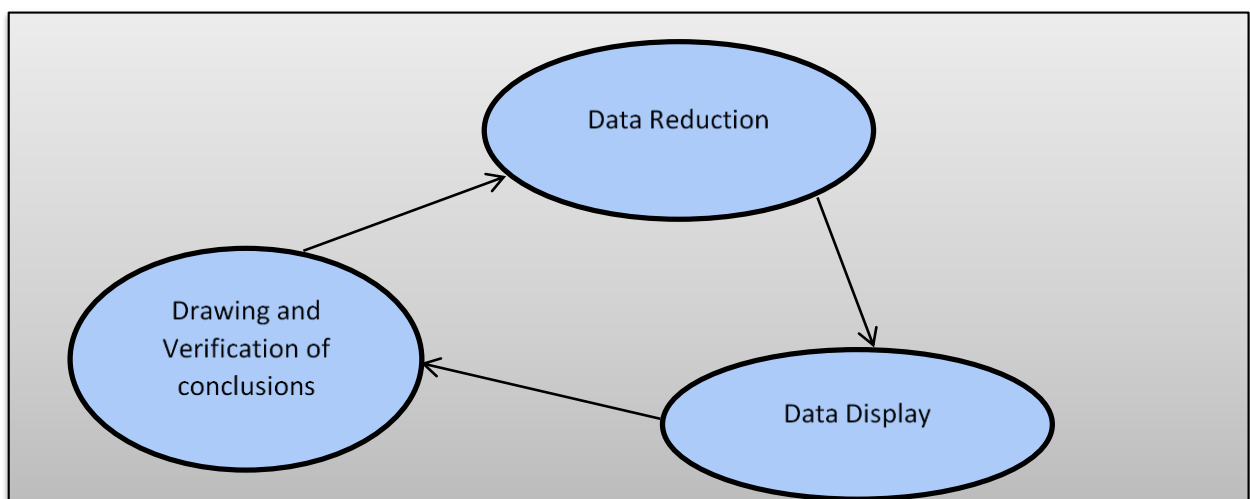


Figure 4.4: The data analysis process adopted for this current study

Source: Adopted in part as derived from Smith (2002:67)

Figure 4.4 is a summary of the qualitative data analysis process that would be adopted by this study. According to Smit (2012:66-73) manual qualitative data analysis and computer-aided qualitative data analysis have a common thread. This would foster a systematic inductive interpretation mechanism (Smit 2012:67). Thus, the current researcher would systematically reduce the data which would enhance a comparative evaluation. Such would condense themes from the participants' responses in line with mainstreaming impairment issues and persons with impairments in tourism human capital development. The data analysis would be guided by the research questions and study objectives which bolster the extraction of insights and interpretation of the data (Smith, 2012:67). This would enable the organisation, compression of data as means to identify and examine recurring themes, patterns, connectivity which would foster the evaluation towards the achievement of study objectives (Smith, 2012:66). Thus, the current author would analyse respondents' voice in the context of his/her opinions and perceptions (Smith, 2012:67). Such enhances the data synthesis which would give a descriptive picture on the 'content' of actions among humans. This would have a connection to the patterns/themes which would uphold emerging and/or substantive theory derived from interpretation, explanation and prediction (Smith, 2012:67).

According to Figure 4.4, the current researcher would contribute through reasoning which would produce arguments from empirical evidence. This would be augmented by computer-aided qualitative data analysis; hence, the Atlas.ti 8 software does not take away researcher's role in analysis. From this standpoint, the data collected is revisited (many times) as means to verify; test and/or confirm the themes, similarities and differences (consistencies and inconsistencies) Smit (2012:67-68).

4.6.6.1 Content (manual) data analysis approach

The study will adopt Creswell (2014) content analysis. Such concurs with the study conducted by Thomas and Meyers (2015) in that content analysis is regarded as theory-driven approach used for the examination, evaluation and assessment of the tune, line, sentence, phrase and paragraph used in the actual and symbolic content of all recorded communication. According to researchers like Noble and Smith (2015), content analysis would be relevant for reflecting socio-economic and cultural patterns of societies, groups and institutions.

4.6.6.2 Phenomenological (manual) data analysis approach

The study would be examining individual participant's opinions based on his/her experiences. Hence, "in-depth exploration of multiple perspectives of the complexity and uniqueness of a policies, institutionalised programme, and/or system in real-life context" (Simmons, 2009:21). This would be examined using phenomenological analysis, especially within this context, where the

case study incorporated several data collection methods (Stake, 2005:443; Dredge & Hales, 2012:426). The current researcher regards such, as means to have input which is informed by real situation. Therefore, the data collection methods to be used in this current study bolster the afro-centric argument towards mainstreaming persons with physical impairments in the mainstream tourism education. Such examination and evaluation would be aimed at contributing towards capacity building in tourism human capital. This would enable the tourism practitioners to serve the needs of visitors with impairments and/or access needs tourism market.

The triangulation of the above-mentioned data analysis approaches would enable the data interpretation to be inducted from overt emphasis, latent emphasis, most spoken and implicitly/signs/symbolic (non-verbal cues) (Thomas & Myers, 2015:7). Thus, the content analysis may uphold linguistic analysis within the flow of communication set in data collection, and such enhances deeper examination by using the phenomenology approach (Dredge & Hales, 2012:426). This triangulation of approaches would permeate the involvement of the gatekeepers' preliminary analysis of their membership's story. However, the consolidated and deeper analysis would be conducted by the current researcher. The current researcher would code, categorise and classify the data for exhaustive analysis which could uphold the abstraction of themes according to the strata of the participants for the establishment of logical analysis. This would be modelled and examined for the establishment of pattern aligned with causal relationship of persons with impairments' participation in tourism as presented by Atlas.ti 8.

4.6.6.3 Atlas.ti 8 (Computer-aided qualitative data analysis approach)

Atlas.ti 8 would manage and organise greater volumes of data through code-based theory building programmes quicker as compared to manual means. In addition, Weitzman and Leykoff (2000:809) and Smit (2012:68), opine that Atlas.ti 8, has additional functions such as a graphical network builder. Such is not found in other qualitative data analysis software such as NVivo. The current researcher therefore selected Atlas.ti 8 as it complements and/or does not overshadow the role of the researcher in the data analysis process. Thus, analysing data using Atlas.ti 8 would enable interpretation and hermeneutics analysis (Smit, 2012:69). Such would be conducted through open coding (naming and categorizing phenomena through examination); axial coding (relationship between codes/categories as guided by text and words used; this brings an explanation on phenomena), and selective coding (code families for the development of memos-reflective notes, open coding, theorizing memos and operational memos) (Smit, 2012:70). All this bolsters the pursuit of this current study goal as Atlas.ti 8 would facilitate in the data analysis (examination) and interpretation.

4.6.7 The research rigor

This qualitative study ensures rigor within all explanatory processes (Cypress, 2017:254). According to this current researcher, rigor enhances clear interpretation which are rooted in the integrity of study (Noble & Smith, 2015:34). This current research's methodological process followed Lincoln and Guba (1985) and Morse (2012)'s view that a mono-qualitative research design bolsters its scientific soundness in the trustworthiness of the study. Thus, this current author interpreted trustworthiness in context of high quality, authenticity, and truthfulness of findings of the qualitative research. Hence, this current research upholds rigor throughout the research process starting by having a third-party ethical endorsement as mechanism to ascertain the scientific and ethical soundness. Such became the root which would enable the execution of research method to pursue rigor in all processes to ensure trust, or confidence on the results. Such concurs with Yin (1994) who describes trustworthiness as a criterion to judge the quality of a qualitative research design.

Hence this study adopted rigor as opposed to validity and reliability as rooted in the assertion set by Manning (1997) cited in (Cypress, 2017: 556). Manning (1997) considered trustworthiness as parallel to the empiricist concepts of internal and external validity, reliability, and objectivity. This implied that validity and reliability is more feasible in quantitative approaches as compared to qualitative approaches. Hence, this current study preferred rigor as the study viewed validity and reliability of study as reflected in the processes which fosters rigor (Cypress, 2017: 556). According to Lincoln and Guba (1985) trustworthiness evolved around the set of criteria of recruiting participants as supported by the research methods and such this enables rigor to be judged during the study and after the research is conducted (c.f 1.6). Therefore, rigor addressed this study methodological processes' scientific and ethical correctness, while pursuing the specific study objectives (c.f 1.5).

This current study preferred ensuring rigor because the research procedures and processes fosters credibility, transferability, dependability and confirmability of findings and conclusions of the study (Noble & Smith, 2015:34). Researchers like Cypress (2017) regard rigor as equivalent to high quality value and/or integrity equates to the reliability, validity and generalisability of study. Therefore, this current study regards rigor as the quality or state of being very exact, careful, and/or with strict precision and/or the quality of being thorough and accurate (Cypress, 2017:254). Researchers like Thomas and Magilvy (2011) have the same perception that in qualitative study, rigor is considered critical as the expedition of elucidation and discovery that does not lend to stiff boundaries. To this effect, rigor and truth are of concern because this study upholds expressional attributes which correlates to the qualitative research process. This means that if the qualitative study is void of rigor, the research is worthless, becomes fiction, and loses

its use. Hence, this study's rigor emanates from the research design and the appropriateness of the method which would provide answers to the research questions and/or objectives (Cypress, 2017:255).

This study upholds rigor in that it is rooted in the truth, applicability, consistency, and neutrality as the focal point to address socio-economic inequalities from mainstreaming impaired persons' participation in tourism (Cypress, 2017:556). To this effect, credibility, transferability, dependability, and confirmability are anchored in the research activities. From this discourse this study upheld rigor in context of replicability as advised by researchers like Golafshani (2003) and Winter (2000), repeatability as informed by scholars such as Morse (2012) and Patton (2002) and stability of results or observation as informed by researchers like Simco & Warin (1997). However, this current study is not taking persons with impairment in tourism participation as subjects of study but participants to co-research on societal attitudes and behaviours. Therefore, this current study followed Cypress (2017:556)'s opine that qualitative research is grounded in constructivist paradigm that bolsters the production of findings, not arrived at by means of statistical procedures or other means of quantification. Hence this current study adopted social constructivism and transformativism paradigms which supports the pursuit of rigor in the research processes. In addition, this current study adopted Krefting (1991)'s interpretation that a naturalistic autopsy seeks to understand phenomena in context-specific settings in which the researcher does not attempt to manipulate the phenomenon of interest. To this effect, this current study adopted a detailed and thorough description of the entire research process as critical mechanism that allows for intersubjectivity, hence such indicates good quality when using qualitative methodology.

Qualitative researchers such as Lincoln and Guba (1991); Davies and Dodd (2002); Golafshani (2003); Maxwell (1992;1996) and Stenbacka (2001) have argued that the term validity is not applicable to qualitative research and have related it to terms such as quality, rigor, and trustworthiness. This current author ensured rigor in essence of the methodological processes as means: i) to validate the investigation, ii) to question, and iii) to theorize impairment issues and tourism participation. This rigor concept formed part of all activities in this qualitative study as the study followed Cypress (2017:257)'s view that the term validity in a qualitative sense means gaining knowledge and understanding of the nature (thus, the meaning, attributes, and characteristics) of the phenomenon (mainstreaming impairment issues and persons with physical impairments in the development of tourism human capital).

This made this current study to develop a synthesised validity criterion which is evident in the selection of research method, research approaches and the justification of inclusion and exclusion of the participants (Cypress, 2017:257). This is because the study aimed to comprehend and

irradiate the lived socio-economic experiences of persons with impairments, their family members, and the gatekeepers as complemented by tourism educators. Such would contribute towards mainstreaming impairment issues into the mainstream tourism education. Hence, this current study would uphold credible, accurate and truthful gathering of the participants' voice, based on lived experience through prolonged engagement and persistent observation to learn the context of the phenomenon in which it is embedded and to minimize distortions that might creep into the data. This was embedded the current researchers' daily life interaction with his dad, nephew and uncle who have impairments. In addition, the current researcher spent 6 months interacting with persons with impairments through both on online platforms and physical interactions. The researcher became acquainted to them and their gatekeepers as such built more refined understanding of impairments issues, trust and rapport with the participants. Peer debriefing would be conducted through meetings and discussions with an expert qualitative researcher (Professor Melville Saayman-Study Leader/Promoter) to allow for questions and critique of empirical research activities. The triangulation of approaches and research strategies would bolster crosschecking of the data and interpretations within and across each category of participants by the Study Leader and the gatekeepers. Reports for the NWU-REC and Study leader bolstered mechanism set for consistent checking on the adherence of scientific and ethical soundness of the research processes and procedures. Hence, member checks were accomplished by constantly checking data and interpretations with the participants from which data were solicited through both their gatekeepers and online panel/platform discussions (Cypress, 2017:257; Smith, 2012:67).

4.7 CHAPTER SUMMARY

This chapter was set to address the study methodology, which should be read in combination with the methodology section in Chapter (c.f 1.6). Hence, this chapter presented the philosophical assumptions which defined how the study view the world as embedded in the paradigms. In addition, this chapter presented the framework for the study as a layout of the research which would summarise this current study. Thus, this current study adopted a mono-qualitative research design that operationalised the adoption of constructivism and transformativism ideologies. Such fostered the mono-qualitative research design, which would enhance the research method which is composed of: i) systematic literature review; ii) the empirical research. Such enabled the development of participating population and sample sized as informed by 'hard to reach data collection' approaches. Thus the empirical research expagorated on a) the target population, b) sampling strategies, namely: i) purposive-stratified, ii) response-based, iii) time-location/ space bound), and iv) snowballing, which would be adopted by this current study; c) the data collection which would be conducted using i) self-administered semi-structured questionnaire, ii) face-to-face in depth interviews, iii) meeting/panel discussions iv) online/Facebook forum/group

discussion, and v) non-participatory direct personal observation. This would enhance the presentation of the qualitative data analysis plan which reveal the usage of content-phenomena manual data analysis and the Atlas.ti 8 (computer-aided qualitative data analysis). The chapter discussed on the study quality control and quality assurance through the adoption of the rigor as mechanism that perpetuates generalisability, reliability, validity of results and conclusions of this current study.

CHAPTER 5

EMPIRICAL RESULTS

5.1 INTRODUCTION

This chapter is aimed at presenting the empirical results of the data analysis which was conducted on the data collected from the participants of this current study. This was set to address the third objective of this current study, which is to establish the expectations (voice) of the persons with physical impairments in the mainstream tourism education system in order to develop a mechanism that can nurture the development of tourism human capital to serve visitors with impairments in South Africa (c.f 1.5.3). This would contribute towards addressing the fourth objective which is to comprehensively construe the persons with physical impairments' voice into formal tourism employable human capital skills and knowledge set, through the accessible tourism human capital development model (c.f 1.5.4). Firstly, the chapter presents the results of the systematic literature analysis as addressing the first objective of the study (c.f 1.5.1). This is followed by the results of the higher education institution (North-West University in South Africa) policy analysis as addressing the second objective of the study (c.f 1.5.2). The chapter shall present the results of the data obtained from the participants and the data from non-participatory-direct observation. The qualitative data analysis of literature, policy and data obtained from participants was conducted using the triangulation of content analysis, phenomena analysis and Atlas.ti 8.

5.2 RESULTS OF THE STUDY

This study adopted mono-qualitative research methods which enhance the achievement of the following results are presented below:

5.2.1 Introduction

The mono-qualitative research design enhanced detailed explanations from the systematic literature review (see Annexure A). This systematic approach enabled this study to segment participants into strata according to the participants' unique characteristics. To this effect, this study started with self-administered questionnaire survey as follows: i) four hundred and fifty (450) questionnaires were disseminated to persons with impairments in South Africa and thirty-two (32) responses were obtained (see Annexure B). ii) Fifteen (15) questionnaires were distributed to the tourism educators at the higher learning institution in case study North-West University (School of Tourism Management and the Tourism Research in Economic Environs and Societies) and three (3) responses were obtained (see Annexure D). iii) One hundred and fifty (150)

questionnaires were sent to the persons with impairments gatekeepers and 7 responses were obtained (see Annexure C). This low response rate would have negative effect on the study rigor. Hence the current researcher changed data collection strategy in order to respond to the participants' approach which would enhance a mutual willingness to participate in the study. Thus, the study adopted i) face-to-face in-depth interviews, ii) group (panel) meeting interview discussion, iii) online group/forum (panel) discussions, and iv) non-participatory direct observation at the higher learning institution in case study.

Nine (9) face-to-face in-depth interviews were held with the Tourism educators at the tourism higher learning institution in case study (see Annexure G). This was followed by 3 separate face-to-face in-depth interviews which were held with international tourism educators (guests-speakers for the ICNT Conference) (see also Annexure G).

The study recruited twelve (12) different online (Facebook) forum/group(panel) discussions were held (see Annexure E). The different persons with impairments group-discussions fostered safety in numbers, which was evidenced by an improvement in participation by the persons with impairments. The discussions were guided by questions in the same interview schedule which was derived from the questionnaire for the persons with impairments. Such was used for all groups. The twelve (12) consolidated group-discussion participants were three hundred and twenty-nine (329).

The study recruited two (2) sets of panel/meeting interview discussions which were held with persons with impairments' gatekeepers (see Annexure F). The first was conducted with the Blind Association (South Africa). The interviewees hold leadership responsibilities within the Blind Association (South Africa), namely: i) the CEO, ii) the Information Technology manager, and iii) the Training and Education manager. The second was held with the National Council of Persons with Disabilities South Africa. The interviewees are office bearers, namely: i) the Disability Information Coordinator, and ii) the Senior Manager (Programmes and Governance). These interviews were held in two different geospatial locations, however within a physical face to face conduct.

5.2.2 Literature review

This section reports on the results of the literature (document and policy) analysis in pursuit of the Objective one (c.f 1.5.1) which is summarised as: to ascertain the extent which the tourism literature mainstreams the physically impaired persons. This objective was addressed through an extensive content analysis on tourism education peer-reviewed articles and books; disability studies' peer-reviewed articles, the department of higher education and training policies; and the department of tourism policies. Such content analysis focused on observable variables and

explicit expression on mainstreaming of impairment issues within mainstream tourism education in South Africa. The analysis fostered the identification of key themes aligned with mainstreaming the participation of visitors with physical impairments and impaired persons in tourism education. The themes which were inductively established through Chapter 2 and 3 from a tourism education perspective:

1. Model of disabilities informs policy and practices (c.f 2.3; c.f. 2.4).
2. Universal accessibility concept upholds socio-economic associated value which comes out of adopting mainstreaming persons with impairments and impairment issues (c.f.2.6)
3. Legislative tools (policies), tourism education policies have considered mainstreaming impairments from an inclusive approach which is disabling (c.f.2.7; c.f.3.5; c.f 3.6; c.f. 3.8).
4. Tourism education is void in impairments and impairment issues (c.f 3.3; c.f.3.7).
5. Tourism Industry (employment and career path), does not have comprehensive knowledge on impairment issues and productivity (c.f.3.8; c.f 3.9).
6. There is limited theoretical frameworks which should guide the tourism and impairments discourses (c.f. 3.2)
7. There is limited literature link between tourism education, impairments and entrepreneurial and/or intrapreneurial approaches in the tourism education and the said industry (c.f 3.10).
8. There are challenges which have been experienced by impaired persons in tourism education and tourism industry (employability-occupation vs career development from a perceived cost vs perceived benefit) (c.f.3.4).
9. Impairments do not necessarily take away the impaired persons' desires for tourism participation (as either visitor or tourism practitioner at the workplace) (c.f.3.7).
10. There is limited in-house capacity development/building for tourism practitioners (tourism educators and learners) to handle visitors with impairments (c.f.3.7; c.f.3.8)
11. There is negative perceptions, attitudes and behaviour of non-impaired persons on impaired persons' tourism interests (c.f.3.7).
12. The experiences of impaired (temporary and permanent) persons, aging and others with access-needs, who share similar human capital competency needs as augmented by physical accessibility needs at tourism destinations (c.f.3.4; c.f 3.7).

13. The general views on the persons with impairments and impairments overshadows the fact that there are such persons who also have resources to support their active tourism participation, just as among the non-impaired peers (c.f.2.6.4).
14. There is limited tourism accessible (teachable/impartible) competencies as rooted in limited tourism teaching and learning resource base (c.f 3.3; c.f.3.4; c.f.3.5; c.f.3.6).
15. There is limited comprehensive tourism knowledge on impairments, impairment issues and access-need (labour and consumer) markets (c.f.3.7; c.f.3.8).
16. There are unclear roles of gatekeepers, higher education, hosting community and public and private authorities in mainstreaming impairment issues within this current socio-economic setting (c.f.3.2.2).
17. There are some literature-driven recommendations/suggestions towards mainstreaming impairment issues and impaired persons (c.f. 3.6).

The current researcher suggests that the void in mainstreaming impairments in the mainstream tourism education produces the clustered/abstracted impacts as informed by the literature results (the above-mentioned/identified themes). Thus, literature points towards a void incapacity in the tourism practitioners/human resources due to ignorance and lack of comprehensive understanding of the access need tourism markets. Such is clustered as ignorance on: i) the needs of tourists with impairments, ii) motivations of tourists with impairments, iii) challenges/barriers and solutions towards participation of tourists with impairments, iv) accessibility of tourism information and the tourism products/services, v) handbooks (trainers and/or learners) for off-the job training approaches, and vi) Attitudes of stakeholders towards impairments and persons with impairments.

5.2.3 Results from the collected data

As alluded earlier this study adopted multi-data collection tools which fostered the following results:

5.2.3.1 Demographics of the study respondents

This section is focusing on the study participants as shown below:

- **Gender**

Table 5.1: Results on participants' gender distribution

Female	Male	Total (n)
92	298	390

Source: author compilation from collected data from participants

Table 5.1 presents a male skewed distribution towards sharing their views. A total of 390 participants saturated the data collection, with a gender-distribution of 293 males with impairments and 87 females with impairments. The said values in the previous sentence includes the gatekeepers who participated (see also Annexure, A; B; C; D; E; F; G; H). Only the Tourism educators had no declared impairments and such constituted 5 males and 5 females who participated in the study (see also Annexure G). The overall percentile gender distribution for this current study is 23.6% females and 76.4% males. Hence, the overall participation had 97.4 % participants with impairments. This is ideal basis to get such persons' opinions/voice as complemented by gatekeepers' perspectives as key informant of the persons with impairments. The 2.57% views of tourism educators were set as key informants of the mainstream tourism higher learning. A similar gender distribution was witnessed in studies conducted by researchers such as Tonsing *et al.* (2019)'s study based on South Africa and Rispin *et al.* (2019) who conducted the study in Kenya. This may hold an interpretation that males with impairments are bolder towards airing their opinions as compared to female peers. This notion is furthered by scholars such as Laas (2012) and Wickenden et al (2012) who believe that females with impairments experiences marginalisation from childhood which destroys their psycho-emotional quotient as compared to male counterparts.

- **Age**

The study age is presented in the Table 5.2 below:

Table 5.2: Results of age of the participants

Age groups	Characteristics	Ages range	No. of participants	Percentiles	Accumulative Total (n)
1950-1960	Baby Boomers	70-60years	13	3.33%	13
1961-1970	Gen X	59-50years	25	6.41%	38
1971-1980	Gen X	49-40years	99	25.40%	137
1981-1990	Gen Y	39-30years	229	58.72%	366
1991-2000	Gen Z	29-20years	24	6.15 %	390

Source: author's compilation from the collected data from participants

Table 5.2 presents cues exhibited by the energetic 'Generation X' (40-59years which have a combined total of 6.41% plus 25.40%=31.81%) and 'Generation Y' (30-39years with 58.72%). Thus, generation X are more self-directed and have resources to support travel for longer stays if mainstreamed for tourism participation (see also Annexure B; C; E and F). Generation Y are

entering workforce (see also Annexure B; C; E and F). These two dominating age groups are more opinionative and has dominated in the research participation. According to Table 5.2, the Gen X and Y age groups uphold the desire to have active participation in socio-economic endeavours as oppose to confirmative attitude which is propagated by marginalisation and stereotyping from the societal disabling environment as shown in the study conducted by Darcy and Buhalis (2011) (see also Annexure B; C; E and F and compare with Annexure D; G). Table 5.2 presents age ranges in relationship to willingness and desire for active participation tourism as informed by participants' demographic status. One can argue that the Table 5.2 provides cues on the willingness to be part of tourism organisations' social capital that make up the tourism industry as rooted in socio-economic orientation and exposure that built one's self-confidence throughout life circle (growth stages) (see also Annexure B; C; E and F). This is further supported by researchers like Ndhlovu (2019) and Yu and Ennion (2019) who advocates for provision of formal professional empowerment opportunities to persons with physical impairments in South Africa.

- **Ethnicity**

The participants' ethnicity is presented in Table 5.3 below:

Table 5.3: Results of the participants' ethnicity grouping

Ethnic Groups	No. of Participants	Accumulative Totals
English	65	65
Afrikaans	219	284
Suthu	28	312
Jew	1	313
Venda	24	337
Ndebele	22	359
Xhosa	6	365
Tswana	7	372
American	1	373
Nigerian	1	374
Zimbabwean	1	375
Zulu	5	380
Mixed race	5	385
Caucasian European	1	386
Indian	4	390

Source: Author compilation from data collected from participants

The Table 5.3 presents that Afrikaans ethnic group dominated the participation with 56.2% followed by the English with 16.7% and Suthu with 7.2%, Venda with 6.2%, Ndebele with 5.6%, Tswana with 1.8%, Xhosa with 1.5% and Zulu and Mixed race with 1.3% respectively and Indians with 1.03%. This distribution pattern implies that participation might have been limited with access to information technology due to spatial distribution among the hard to reach population of South Africa. This gives impression that the persons who need accessibility for tourism participation might be in significant volumes in South Africa (see also Annexure B; C; E and F). This may give

cues on the need for the development the tourism human capital for a professional service delivery. These results in Table 5.3 shares similarity to the ones in the studies conducted by Buhalis and Darcy (2011); Groschl (2015); Grovik (2007) as they highlighted that persons with impairments, just like non-impaired peers in developed economies have resources to travel and the desire/motivation to participate fully in tourism. However, the Table 5.3 shows cues/insights which upholds the suggestion set by the study done by Darcy (2010), that there need to view access-need and/or persons with impairments as potential for both domestic tourism market and personnel to acquire tourism capacity for career development as part of the tourism human resources team. Hence, South Africa should ascertain its position by establishing statistical value in context of such persons' participation in tourism.

- **Race**

The races are presented in Table 5.4 below:

Table 5.4: Results of the participants' race

Race	No. of participants	Percentiles	Accumulative Totals
Black	94	24.10%	94
White	287	73.59%	381
Coloured	5	1.28%	386
Others	4	1.03%	390

Source: author compilation from collected data from the participants

Table 5.4 presents the racial distribution of the participants as white dominated with 73.59%, black with 24.1% and the rest is composed of coloured and others. The dominance seems to be as a result of the desire to put a voice towards societal environmental rearrangement towards mainstreaming as opposed to conscious and unconscious segregation and discrimination which has been taken as normal across the races (see also Annexure B; C; E and F). This implicates the willingness to participate even in learning from basic schooling to tertiary (see also Annexure B; C; E and F). Tables 5.4 shares insights with findings of the study conducted by Mutanga (2017; 2018) which highlighted that enrolled learners with impairments at higher education institutions in South Africa are whites and coloured. One may interpret results presented in Table 5.4 as a reflection in domestic accessible/disability tourism of South Africa, which is dominated by white race. Such shares similar travel trend from the baby boomers from the Europe, The Americas and Oceania tourism blocks as highlighted by researchers like Luiza (2010). This does not necessarily mean that the less dominating races are not in need of mainstreaming their tourism needs. Hence, such accessible tourism market needs are supposed to be addressed from both human capital development and physical infrastructural angles.

- **The marital status of the participants**

The marital status of the participants is presented in Table 5.5 below:

Table 5.5: Results of the participants' marital status

Marital Status	Percentage	No. of Participants	Totals(n)
Married	23.33%	91	91
Divorced	0.77%	3	94
Widowed	7.69%	30	124
Living Together	5.90%	23	147
In a relationship	22.05%	86	233
Single and unmarried	40.03%	157	390

Source: Author's compilation from data collected from the participants

Table 5.5 presents the marital status of the sampled participants for the study. Thus, Table 5.5 presents 40.03% single and unmarried, 22.05% being in a relationship, 23.33% being married, 7.69% being widowed, 5.90% are living together and 0.77% are divorced. This is in consistence with researches conducted by D'souza (2004); Vehmas (2004) and Watson (2012) who view that impairments do not compromise dignity and humanity just as any other societal membership. Therefore, researcher such as Luiza (2010) and Choruma (2007) regard persons with impairments are part of the humanity that desire to be loved and to love like their non-impaired counterparts. From this viewpoint, if persons with impairments have sexuality desires and are capable of being active participants in other social-life endeavours, it is noble to foster supportive aspects for mainstreaming them totally in all socio-economic spheres, which include tourism (see Table 5.5).

- **Participants' educational levels**

The participants' educational levels are presented in Table 5.6 below:

Table 5.6: Results of the participants' educational levels

Highest qualification/education	Percentage	No. of Participants	Accumulative (n)	Totals
No formal education	1.28%	5	5	
Primary education	1.03%	4	9	
Secondary education	23.33%	91	100	
Vocational certification/Diploma	29.23%	114	214	
Tertiary Degree	34.90%	136	350	
Post-Graduate	10.26%	40	390	

Source: author's compilation from data collected from the participants

Table 5.6 highlights participants' educational and qualifications status. Thus, Table 5.6 presents 34.9% as having tertiary degrees, 29.23% have vocational certificate or diplomas, 23.33% have secondary education and 10.26% earned post-graduate qualification as their highest qualifications. However, they are others who have primary/basic education and without any education accessed (see also Annexure B; C; E and F). This implies that the opinions were given

by educated individuals basing on their educational and general socio-economic experiences. Such might have been set by education and workplace which either have inclusive approach or is void of accessibility. However, researchers like Makuyana and Saayman (2018); Mutanga (2017; 2018) highlighted inconsistencies between workplace adverts' encouragement for persons with impairments to apply and the existing disabling development of tourism human capital which offer very limited opportunities for said persons to acquire formal employable competencies (see also Annexure B; C; E and F). However, regardless of the human rights vigour, this current study implies for a mutual understanding between the impaired and non-impaired persons as an enhancer towards the sensitisation and appreciation of each other's experiences (see also Annexure B; C; E and F). This would be ideal if considered from a comprehensive understanding of abilities and potential for socio-economic independent life and participation in all socio-economic endeavours

- **Results of the employment status of the participants**

Results of the employment status of the participants are shown in the Table 5.7 below:

Table 5.7: Results of the participants' employment status

Employment Status and/position	No. of participants	Percentage	Accumulative Totals (n)
Unemployed and not looking for work	68	17.44%	68
Going for tertiary education and unemployed	17	4.40%	85
Unemployed and looking for work	4	10.26%	89
Not schooled and unemployed	5	1.30%	94
Employed	277	71.03%	371
Retired	19	4.90%	390

Source: Author's compilation from collected data from the participants

Table 5.7 highlights that 71.03% are employed, such gives clue that having impairments may not diminish the desire to be economically independent and participate in socio-economic activities like tourism. On the other hand, 17.44% are unemployed but not looking for work as implying that they have given up on being willing to be active in participation in the socio-economic spheres. Thus, 4.4% have a career desire that they are pushing forward and most likely expecting the non-impaired to mainstream them for a reduction of environmental challenges. However, 1.03% are unemployed but looking for work and 4.9% are retired from working; this implies that as put forward by the literature review, persons with impairments are not in all times objects for charity as perceived by many non-impaired counterparts. However, 1.3% have no schooling and are unemployed seem to have adopted the exclusion and such killed the self-confidence to exhibit their abilities within the existing more disabling socio-economic environs (see also Annexure B; C; E and F).

Table 5.7 shares similarity with the study done by Watson (2012) as it upholds the idea that persons with impairments are not in all times objects for charity as perceived by many non-impaired counterparts. However, 1.3% have no schooling and are unemployed seem to have adopted the exclusion attitude due to marginalisation. This may have thwarted the self-confidence to exhibit their abilities within the existing disabling socio-economic environs (see also Annexure B; C; E and F). This study results shown in Table 5.7 upholds that the said persons, desire to be active in career development. Such career pursuit may foster the exploration of socio-economic independence and active participation in tourism as either human resources or consumers (see also Annexure B; C; E and F).

According to researchers like Buhalis *et al.* (2005) and Redstock (2017), the aging population has high spending and shares access needs with persons with impairments (c.f. Table 5.7 above, (see also Annexure B; C; E and F). Scholars like Darcy (2006) opines that a large number of persons with impairments are living independently and their financial wealth is growing as well as their travel desires, yet this market is continuously ignored (see also Annexure B; C; E and F). The results in Table 5.7 shares similarity with gurus in the marketing field such as Kotler *et al.* (2009), who views the United States alone as having more than 54million persons with impairments with a buying power more than USD1billion. Researchers like Pavkovic *et al.* (2017) and Redstock (2017) believe that in European Union, aging and persons with impairments in 2012 had approx. Euro 80 spending per day, Euro700 per domestic overnight trip and Euro 1100 per foreign overnight trip, such have Gross turnover of Euro 352 billion on tourism-related service providers and Gross value added of approx. Euro 150billion and Gross Domestic Product of Euro 164 billion. Such notions set by authors mentioned in this paragraph is reflected in cues set by the demographics obtained by this study (see also Annexure B; C; E and F).

This provides clue which addresses a conflicting view set by researchers like Shaw and Coles (2004) who argued that there was an artificial generated information from the World Bank and World Health Organisation (2011) after observing a reluctant trend towards volunteering to mainstream impaired persons in the workplace. Therefore, the above paragraph highlights the business relationship between tourism and impairments, however South Africa should uphold research that ascertains such tourism market to her as a destination. The presented demographic statistics in Table 5.7 reveals that there is a potential demand (potential domestic tourism market) which needs the industry to be ready just as highlighted by researches done by Darcy *et al.* (2010); Darcy (2010). Researchers like Darcy (2010) views that there is need for more information from the voice of persons with impairments. To this effect, the mainstream tourism education may incept the empowering process in the learners, such would enable the industry to have competent human resources (Makuyana & Saayman, 2018:10). This is reinforced by a consumer behaviour

perspective set by the study conducted by Luiza (2010) that: i) Persons with impairments have tendency of becoming brand evangelists and such is a tendency exhibited by generation X and Y on their favourite brands (see also Annexure B; C; E and F). One can refer this view as reflected in the Table 5.2 above. Researchers like Hsu and Power (2002) put it as “the mentioned persons tell, 10times more people as compared to non-impaired peers”. ii) They become regular clients on facilities which addresses their needs (see also Annexure B; C; E and F), iii) takes longer holiday-breaks and hardly travels alone as notice that 50% travel with a partner, 20% travel with a child and 21-25% travel with a companion (Luiza 2010:1156). Thus, from the Table 5.7, the participants highlighted high levels of being educated and working in other socio-economic aspects of life. Hence, mild-condition impairments do not all times prevent one from accessing socio-economic that is rooted towards enjoying dignified human endeavours just as non-impaired peers do (see also Annexure B; C; E and F).

5.2.3.2 Results of responses of persons with impairments from questionnaire-survey

32 responses were received from the questionnaire-survey and were analysed separated from the forums' feedback (see Annexure B). The results are set to address third objective namely, to establish the accessibility expectations (voice) of the persons with physical impairments in the tourism education and training system for the construction of a mechanism to nurture the empowerment and capacity building in tourism human capital to serve visitors with impairments in South Africa. Such would incept from policy to practice. The questionnaire-survey results are presented under the following themes:

5.2.3.2.1 Willingness to participation in tourism

- All the respondents highlighted their desire to actively participate in tourism as visitors and as well as being part of the human resources after acquiring professional competencies (c.f 2.6.4; c.f 5.2.2.9; c.f 5.2.2.13; see also Annexure B).

5.2.3.2.2 Experienced challenges

The responses identified the sources of challenges as traced to:

- All responses highlighted that policies are disabling, the ones which regards disabilities lacks implementation within the mainstreamed tourism systems. Hence, such continues to uphold the discriminating socio-economic setting (c.f 2.7; c.f.3.5; c.f 3.6; c.f 3.8; c.f 5.2.2.3; see also Annexure B).

- All responses highlighted that negative perceptions and negative attitude has influenced the behaviour of non-impaired peers within the tourism sector (c.f 3.7; c.f 5.2.2.11; see also Annexure B)
- All responses highlighted the existence of disabling teaching and learning space in tourism higher learning (c.f. 3.3; c.f 5.2.2.4; see also Annexure B).
- All responses highlighted the void in mainstreaming impairments in tourism knowledge and/or competencies and disabling inclusive approaches, however there is disablism in teaching methods and/or content delivery mechanism (c.f 3.4; c.f 3.5; c.f 3.6; c.f 3.7; c.f 3.8; c.f 5.2.2.14; c.f 5.2.2.15; see also Annexure B)
- All responses highlighted that there is lack of capacity to handle learners with impairments among the tourism educators/trainers and even among the learners (c.f 3.7; c.f 3.8; c.f 5.2.2.10; see also Annexure B).

5.2.3.2.3 Expectations towards mainstreaming their tourism interests

- All responses highlighted that the tourism education must explicitly mainstream persons with impairments' needs, preferences and wants as to be set through tourism knowledge and competencies which can address and enhance the visitors' positive tourism experiences (c.f.3.7; c.f. 5.2.2.9; see also Annexure B).

5.2.3.2.4 Experiences at tourism destination

- All the responses highlighted that the tourism practitioners lack know-how when handling visitors with impairments throughout the visitor cycle (c.f 3.4; c.f 3.8; c.f 3.9; c.f 5.2.2.5; c.f 5.2.2.8; see also Annexure B).

5.2.3.2.5 Tourism education policies

- All responses highlighted that the higher learning policies lack enforceability. This due to bleakness on how the responsible office ensures the implementation and accountability on mainstreaming and/or integrating impairment issues and persons with impairments in the tourism teaching and learning (c.f.2.7; c.f.3.5; c.f 3.6; c.f. 3.8; see also Annexure B).

5.2.3.2.6 View of impairments in tourism education

- All responses highlighted that impaired persons are viewed as sick, 'cursed-kind' of persons who are objects of charity only (c.f 3.10; c.f 5.2.2.10; see also Annexure B).

- All responses highlighted that there is a common ideology that persons with impairments are humans who deserve all form of treatment with dignity (c.f.5.2.2.7; (see also Annexure B).

5.2.3.2.7 Opinions on tourism teachable and employable competencies (capacity building for the trainer)

- All responses had a common point of agreement in that, mainstreaming of persons with impairments and impairments issues in the tourism education would enhance tourism needs satisfaction of visitors with or without impairments (see Annexure B).

5.2.3.2.8 Persons with impairments as tourism practitioners (for production at workplace)

- All the responses indicated persons with impairments desire to work and pursue tourism as career if given opportunities (see Annexure B).
- All responses indicated that the only problem is that higher learning institutions do not consider impairments issues (see Annexure B). The facilities which fosters the accommodation of such, does it from a proactive approach; hence, one responded that '*whenever, there is no clue of being accommodated, it scares us and then we get back to our secluded spheres*' (see Annexure B).

5.2.3.2.9 Recommendations (suggestions) given by respondents.

- All responses recommended that the policies should mainstream impairments and persons with impairments in higher learning, not as separate policy that remain unimplementable (see Annexure B).
- All responses suggest for the adoption of universal design in teaching and learning which integrates different impairments and non-impaired persons learning needs in one share-space (see Annexure B).
- All responses suggest for education and awareness that may sensitise and change perception, attitude, behaviour and aptitude among non-impaired and even the impaired peers (see Annexure B).
- All responses suggest for the engagement of the persons with impairments gatekeepers as mechanism towards the creation of non-disabling environments in the higher learning systems (c.f.3.2.2; c.f.3.6; c.f.5.2.2.17; see also Annexure B).

5.2.3.3 Results of gatekeepers' responses from the questionnaire-survey.

There are 7 responses which are discussed under the following themes below (see also Annexure C):

5.2.3.3.1 Position of participants' organisation(s)

- All responses highlighted for the advocacy for rights of persons with impairments in all forms (though different organisations have different focus of type of impairment) which makes up dignified human life (see Annexure C).
- All responses highlighted that they have facilitated in the development of Disability Centre in higher education institutions for the management and coordination on supportive services for our members. Though this approach has not influenced the curricula, curricula content and the curricula content delivery methods that explicitly cater to non-impaired and impaired concurrently (see Annexure C)

5.2.3.3.2 Perceived general view on persons with impairments

- All the responses highlighted the general opinion is that the persons with interactive experiences have more accommodative approaches. Such is rooted in not undermining the dignity of the persons with impairments as compared with peers who have a limited interaction (see Annexure C).

5.2.3.3.3 Gatekeepers view of impairments and impairment issues

- All the responses highlighted that, having impairment does not thwart being human and different conditions, however, requires varying approaches. Therefore, it imperative for all societal members to have an unprejudiced understanding of such persons (see Annexure C).
- All the responses highlighted that universal design approaches cost less as compared to situations when one retrofit/renovate facilities (see Annexure C).
- All the responses highlighted that mainstreaming such persons in the mainstream tourism education would be a great development. Thus, the trainers /educators cannot be taught and/or cannot teach or sensitised/familiarise on impairment issues, if their syllabus (curricula content) and the curricula is void/ silent on such (see Annexure C). This implicates the curricula content delivery methods' ability to uphold communicating teaching and learning instructions to all learner (with and/or without impairments) (see Annexure C).

- All responses highlighted a general view that non-impaired persons assume that when they have designed wheelchair-friendly facilities, such caters for all physical visible impairments (see Annexure C). After all, the acclaimed wheelchair-friend designs lack standardisation due to non-impaired people's assumptions which are not based on consultation of either person with impairments associations/council/alliances (see Annexure C).

5.2.3.3.4 Opinion on change of role of gatekeepers

- All responses uphold the ideology towards the collaborative partnerships that enhances dual dialogues towards addressing impairment issues and impaired persons in tourism education (see Annexure C).

5.2.3.3.5 Capacity building in non-impaired and impaired persons (including tourism educators)

- All responses highlighted that it is noble to mainstreaming impairments, impairment issues and persons with impairments in the development of tourism human capital. Such as should include communicative training within the mainstream tourism education (see Annexure C).
- All responses highlighted this as a great initiative as impairments are not only found with people born with them, some acquire them with life-cycle stages and incidents and accidents which happens in life (see Annexure C). This also includes ageing because as one grows with age, impairments catch up, hence such persons when they visit tourism designed facilities, they need similar professional services as a persona with impairments does (see Annexure C).

5.2.3.3.6 View on co-opting persons with impairments in tourism education for workplace

- All responses highlighted that the tourism education develops labour market for said industry (workplace) and society at large as means to reposition impairment issues and persons with impairments in socio-economic spheres as augmented by human rights lens (see Annexure C).
- All responses highlighted that both the persons with impairments and tourism staff interact on an assumption basis, of which such assumptions are not communicated and may not apply to all circumstances (see Annexure C).
- All responses highlighted that tourism knowledge can facilitate in the mainstreaming of impairments as part of communication on impairment issues and know-how, while serving such access-need market (see Annexure C).

5.2.3.3.7 Recommendations (suggestions) from the respondents

- All the responses suggestion that the involvement of gatekeepers may alleviate ignorance that results in making people to have negative attitudes on impairments and impaired persons (see Annexure C).
- All the responses suggestions that the creation of interactive-shared space teaching and learning may alleviate disablism (see Annexure C).
- One of the participants cited that, “...*we are ready to contribute in the development of employable skills and knowledge would to contribute towards improve persons with disabilities experiences whenever they visit tourism designed facilities*” (see Annexure C).
- The other participant highlighted that, “...*the employable tourism skills should incorporate IT especially tourism related, access need marketing approaches, consumer behaviour of both persons with impairments and non-impaired counterparts etc...; and added that employable tourism skills/knowledge should not only end with North-West University’s School of Tourism Management.*” (see Annexure C).
- All participants suggested that the tourism educators may need to have the following competencies in the following dimensions i) Classroom Management with impaired and non-impaired learners, ii) Adaptive Teaching and Learning Instruction that cater for non-impaired and impaired learners, iii) Adaptive Student evaluation for the impaired and non-impaired learners, and iv) Social development (see Annexure C).

5.2.3.4 Responses of Tourism educators (SA)

Only 3 responses were obtained from questionnaires which were disseminated to the School of Tourism Management and TREES (see Annexure D). The results were clustered into the following themes:

5.2.3.4.1 Tourism education policy issues

- All the participants concurred that there is no specific policy that upholds mainstreaming approaches in the School of Tourism Management and TREES, other than the general university disability policies for workers and learners (students) (see Annexure D).
- All the participants agreed that there is no policy which guide either tourism capacity development or educating the learners and/or educators on competencies to handle persons with impairments and/or knowledge on impairments and impairment issues (see Annexure D).

- All participants concurred that there is no policy that guides mainstreaming of the impaired learners in the mainstream tourism education's curricula. Hence, there is neither knowledge on impairments issues nor teaching methods which enhance capacity building in learners for them to be able to serve visitors with impairments in the tourism industry (see Annexure D).

5.2.3.4.2 Learners exposure in tourism teaching and learning space and/or as either practitioners or visitors

- All participants agreed that learners do not have interactive exposure through a shared teaching and learning space in the mainstream tourism education (see Annexure D).

5.2.3.4.3 Tourism practitioners' capacity building

- All participants concurred that the tourism curricula need to alleviate the lack competencies to serve visitors with impairments. Such would be set by educational knowledge which can transform psychomotor, cognitive and affective domains (see Annexure D).

5.2.3.4.4 Opinions on training the trainers

- All the responses highlighted the need to empower the educators first for them to be able to mainstream impairment issues and handle impaired learners in the tourism education. Such would be set for the development on:

i). Definitions and Characteristics of impairments and disabilities, (see Annexure D)

ii). Motivational orientation which entails:

a) the presence of the motivation for the implementation of mainstreamed tourism education (see Annexure D);

b) the sum of personal orientations and values of the tourism educator (see Annexure D);

c) tourism educator's peculiar features: tolerance, lack of prejudice, focus on communication and interaction; the need for the development of the theory and techniques of mainstreamed tourism education (see Annexure D).

iii). Information and knowledge through:

a) the theoretical knowledge: legal knowledge, understanding of psychological, educational laws and peculiarities of the age and personality development of learners with impairments (see Annexure D);

- b) technological knowledge: the forms, technologies, methods, tools, methods, conditions of effective mainstreaming the learners into tourism education (see Annexure D);
- c) constructional -designing skills: understanding of how to design, adjust, forecasting, assessing the effectiveness of mainstreaming such learners into the mainstream tourism education. Such should be aligned to productivity in the tourism industry (see Annexure D).
- iv). Operationalise the institutionalisation of impairments and impairment issues (teaching and learning environmental arrangement) through:
- a) strategic skills: mastery of the skills of goal setting, selection of optimal organisation and evaluation of educational work with learners with impairments in the mainstream tourism education development (see Annexure D);
- b) project skills: the ability to design and implement a process of co-education of learners with impairments and learners with normal development (see Annexure D);
- c) communication skills: proficiency implementing various methods of pedagogical interaction between all subjects of the pedagogical process of mainstreamed tourism education for learners (see Annexure D);
- d) constructional skills: the ability to create a developmental environment in the mainstream educational environment and use the resources and capabilities of an educational organisation for the development of learners with impairments (see Annexure D).

5.2.3.4.5 Impact of changing roles and approaches from inclusive to mainstreaming

- All participants agreed that the tourism education can play a big role in socio-economic transformation especially if impairment issues and persons with impairments are mainstreamed because people's perceptions are determined by knowledge and source of the knowledge (see Annexure D).

5.2.3.4.6 Views on the persons with impairments

- One participant said that, "*...as long as one does the expected workplace duties, there is no problem*" (see Annexure D).
- All participants agreed that, it would be noble to create opportunities out of being knowledgeable on how to handle such, as it would enable both learners and tourism educators to integrate such throughout the teaching and learning processes (see Annexure D).

- All participants concurred that the knowledge on impairments will enable the tourism education to develop teaching and learning system which is proactive to both potential learners and workers with impairments (see Annexure D).

5.2.3.4.7 Recommendations (suggestions)

- All participants pointed towards the idea that there is nothing for the impaired persons which would yield best, if they are not involved, hence there is need to involve the gatekeepers for i) the creation of the knowledge, ii) the creation of teaching and learning, and iii) even the strategies towards reaching the impaired societal membership and/or educating the non-impaired peers (see Annexure D).

5.2.4 Online Facebook group (panel) discussions

The Facebook forums discussion brought results which are presented under the following themes (see Annexure E):

5.2.4.1 Participation of persons with impairments in tourism

- i). 70% of the participants have strong desire to participate in tourism as visitors, but both other visitors and tourism practitioners makes them feel like not needed in non-impaired peers' space (see Annexure E).
- ii) They do travel and desire to participate more as impairments do not reduce the motivation to travel (see Annexure E).
- iii) 30% of the participants have given up on traveling because: a) it's expensive to travel with a caregiver, b) the tourism practitioners have can't handling us and one of the participants put it as *, 'when you arrive at a tourism facility while you have visual impairment, the staff who will serve you in most cases speak very loud as if you can't hear them well.'* (see Annexure E).
- iv) 95% would like to be part of tourism human resources/practitioners if they were given chance to acquire tourism competencies (see Annexure E).
- v) 5 % of the participants highlighted lack of interest to travel and/or participate in tourism career as rooted in not willing to interact with non-impaired counterparts because, they have been taken for granted and most of times treated as inferiors (see Annexure E).

5.2.4.2 Challenges within the tourism sector

The participants highlighted challenges faced from the following dimensions:

- 60% highlighted that the disability related policies lack implementation mechanism which bolster accountability within to us and the responsible structures (see Annexure E).
- 20% highlighted that there is a prevalence of lack of enforcement towards integration of persons with impairments within the socio-economic mainstream activities which include tourism (see Annexure E).
- 15% said that the disability policies are bleak in establishing '*who is beneficiary, how and where*' in context of the impaired persons (see Annexure E).
- 5% said that there is negative perceptions, attitude and behaviour among most of the non-impaired persons towards the impaired peers (see Annexure E).
- All highlighted that the separation of teaching and learning spaces within the education system in the name of disabling and discriminating approach (special education) is unfair (see Annexure E).
- All pointed that there is lack of tourism teachable and/or teaching resources (knowledge/skills set) on impairment issues and inaccessibility of the tourism education (tourism curricula; tourism curricula content and tourism curricula content delivery mechanism) by persons with impairments (physical) (see Annexure E).
- All highlighted a lack of capacity among the tourism trainers/educators and such makes the learners (practitioners) to fail to handle persons with impairments within and beyond learning walls (see Annexure E).
- All highlighted that '*most non-impaired counterparts don't give us a chance, when they advertise jobs and put clauses that say persons with disabilities you are encouraged to apply. They just put it as a statement that lacks practical implementation as acclaimed stance. Hence renders or nullify the workplace rights to work and or non-discrimination as they would say such lacks the knowledge and skills. Not all impairments render one to be unable to work or play etc. Hence, it's normal for us to be part of the working team and we desire to work*' (see Annexure E).

5.2.4.3 Mainstreaming tourism (travel) interests

- All concurred that persons with impairment have desires and are looking forward to see their needs, tastes, preferences and wants being mainstreamed tourism education and training as such may be put in practices at the workplace (see Annexure E).

5.2.4.4 Experiences at the tourism destination

- The persons with impairments unanimously agreed that the tourism practitioners lack capacity to serve persons with impairments throughout the service delivery, regardless of putting effort out of tacit/instincts or feeling pity, which in most cases would be too much. One of the participant said, “... *sometimes you are treated in such a way that they over pity you and make you feel like you are half human, I want to be treated like any one said the other, hence I should be helped when I ask for it...*”, the other said, “...*the gazes are too much and such is caused by lack of interactions in societies...*” (see Annexure E).
- Only one respondent said that he has been treated well (see Annexure E).

5.2.4.5 Higher Education and Training policy amendments

- All opine that ‘*If the higher education system give heed, policies need to be amended towards a mainstreaming approach*’ (see Annexure E).
- All highlighted that it is of necessity to have Universal Designed facilities as augmented with staff’s capacity/ability to serve persons with disabilities (see Annexure E).

5.2.4.6 Perceived view of non-impaired peers on the persons with impairments

- 99% of participants said, “...*They treat us like sick and abnormal people...*” and other put it as “...*if you say something they don’t think along with, they disregard it saying he/she is not normal...*” and such is traced this from lack of either interactive exposure with individuals with impairments or stereotyping as impairments are marginalised in socio-economic spheres (see Annexure E).
- 1% of the participants said that the non-impaired peers are sympathetic (see Annexure E).

5.2.4.7 Self-view (meso perception) among the impaired peers

- 60% concurred that impairments and/or being impaired is part of normalcy. The participants consensually agreed with the participant who said, “... *I am a human like any one...and we are important and full of potential which deserves to be taped and it should be my choice to pursue my dreams (tourism and/or career) not being denied access yet non-impaired peers have the access to wide variety of formal higher learning...*” (see Annexure E).
- In addition, 20% explicitly agreed that, “...*when one acquires impairment, such does not compromise the human aspects, however, it is the socio-economic setting that kills the ego,*

emotional vigour which ends up making few to insist in the push and pursue socio-economic independence through pursuing career regardless of prevailing disabling milieu...” (see Annexure E).

- 20% opine that, not all impairments render one to be unable to work or play and added that they know some individuals with impairments who work so well and are more productive and/or efficient as compared to non-impaired counterparts within the tourism sector (see Annexure E).

5.2.4.8 Opinions on teachable (employable) tourism skills/knowledge for both impaired and non-impaired persons

- All agreed that mainstreaming such is already overdue and they are ready to support in all ways possible for the development of such skills and knowledge to empower impaired and non-impaired to have competencies (see Annexure E).

5.2.4.9 Recommendations (suggestions)

- 35% suggested for the integration of persons with impairments in the mainstream labour market after enhancing their access to the formal tourism competencies (see Annexure E).
- 40% recommended for the creation of shared-interactive spaces in the tourism education processes (see Annexure E).
- 20% suggested that the persons with impairments should be offered opportunities to acquire formal employable skills and pursue tourism career as practitioners (see Annexure E).
- 5% recommended for the development of non-disabling teaching and learning environment which support universal design instructions in the teaching and learning systems (see Annexure E).

5.2.5 Results of meetings with persons with impairments’ gatekeepers

The results from the gatekeepers’ responses are presented as follows (see Annexure F):

5.2.5.1 Tourism participation

- All the participants raised concern over the lack of capacity of tourism practitioners and the assumption that ramp addresses all impairment accessibility (physical/infrastructural access) yet human capital know-how is also vital as augmenting the already existing initiatives towards addressing the access need issues (see Annexure F).

- One of the participants said that, “...unless persons with impairments are not denied access to formal employable skills and knowledge, mainstreaming persons with disabilities will remain a buzzy topic with limited changes to both societal view towards integrating such as like any other human on earth...” (see Annexure F).
- All the participants concurred that persons with mild condition physical impairment desire to participate in tourism either as human resource or visitor (see Annexure F).

5.2.5.2 Challenges faced by persons with impairments

- All agreed that disabling policy implementation is still in-need of attention both in public and private sectors (see Annexure F).
- All concurred that there is limited evidence on mainstreaming either impairment issues or persons with impairments because of reactive approaches towards impaired persons (see Annexure F).
- All concurred on the limited and/or lack of know-how/capacity to handle learners with impairments among tourism trainers/educators (see Annexure F).
- All agreed on the existence of limited mechanism for dialogues between the higher learning structures and systems (see Annexure F).
- All agreed on limited capacity to handle visitors with impairments among tourism practitioners, regardless that airlines are putting efforts towards accommodating persons with impairments (see Annexure F).
- All agreed that the separation of teaching and learning (virtual and physical) space may disable the mild conditioned impaired persons (see Annexure F).

5.2.5.3 Expectations towards mainstreaming impaired persons’ tourism interests

- All concurred that tourism is multi-faceted and must bolster everyone’s interests with or without impairments. Such can only exist when impairments issues are regarded and understood within the socio-economic production and humanity (see Annexure F).

5.2.5.4 Experiences at tourism destination(s)

- “An estimate of 99% tourism practitioners lack capacity to serve us...” said one participant (see Annexure F).

- All concurs that ignorance gets diminished as one keeps on interacting with persons with impairments and such fosters the realisation that impaired peers are humans like anyone (see Annexure F).

5.2.5.5 Non-disabling employable competencies for both non-impaired and impaired persons

- All participants concurred that higher education and training must foster capacity building which addresses perspectives on impairments, impairment issues and persons with impairments (see Annexure F).
- All opine that mild-condition physical impairment persons should be offered opportunities to access formal competencies (see Annexure F).

5.2.5.6 Mainstreaming impaired persons at workplace

- All concurred the participants opine for a need to develop mechanism which enables a change in attitude and behaviours among the workplace leadership, colleagues and society on the persons with impairments for a general understanding of impairment issues in all spectrum (see Annexure F).
- All agreed on that persons with impairments are humans with different potentials which are pursued in different ways through choices and circumstances, just like non-impaired. Therefore, it is more preferred to make such persons to access opportunities on capacity empowerment so as to enable them to reach all that which comes in life as a result of having employable tourism competencies (see Annexure F).
- All participants agreed that ignorance, and fear of hurting such persons intensifies stereotyping impairments as not related to productive of the said persons at the tourism workplace (see Annexure F).

5.2.5.7 View on impairments and impaired persons

- There is a consensus on the fact that most non-impaired and even some impaired themselves have a negative perception on impairments (see Annexure F).
- All participants agreed that the persons who have more interaction (impaired and non-impaired peers) have a positive perception on each other as compared to such who don't have interactive experiential understanding and/or observe from a distance (see Annexure F).

5.2.5.8 Changing of roles of gatekeepers

- The participants would prefer a mutual collaborative-partnership approach to confrontational non-mutual approaches in addressing issues that affect persons with impairments as non-impaired might not have a full understanding of such for mainstreaming approaches in tourism (industry and education) (see Annexure F).
- The participants' view is that there is nothing which can be regarded as outstanding on the needs of physical impaired persons especially in mild condition (see Annexure F).
- There is need to alleviate ignorance on impairment issues through repositioning such in socio-economic structures and systems as part of normalcy of life. This is because no one is immune to acquire impairment temporary or permanently (see Annexure F).

5.2.5.9 Recommendations (suggestions).

- Policy-related suggestions are presented as follows:
 - i). All participants agreed that policies for higher institutions should co-opt the national disability legislations into all mainstream policies in such a way that whenever a policy refer people (persons). Such should regard all people whether impaired or not (see Annexure F).
 - ii). All participants concurred that specific sub-policies in the higher learning department should co-opt persons with impairments and/or impairment issues in tourism knowledge development process through dialogues with such persons' gatekeepers (see Annexure F).
 - iii). All concurred that policies should address issues to do with the tourism knowledge on impairment issues to be disseminated to different societal membership within internal and external community services (see Annexure F).
 - iv). All participants agreed policies should co-opt impairment issues to be part of the professional capacity development programmes for both the trainers, non-teaching staff and key strategists (strategic offices/leadership and/or management) within the tourism higher learning system (see Annexure F).
 - v). All participants agreed that policies should enhance tangible and non-tangible workplace and/or teaching and learning environs, teaching methods, content and teaching instructions modes) to sustain socialising and/or interactive relationship among impaired and non-impaired in tourism (see Annexure F).

- vi). All participant concurred that policies should foster a culture that upholds tourism to be accessible to impaired and non-impaired while acquiring competencies and career development (see Annexure F).

5.2.6 Results of interviews with tourism educators

The results of the interviews conducted with the tourism educators are presented as follows (see Annexure G):

5.2.6.1. Tourism higher learning policies

- i). All the participants agreed that the policy of the higher education and training institution includes persons with disabilities using two policies (one for the workers and the other one for learners with disability) (see Annexure G).
- ii). All participants agreed that impairments and impaired persons' policies do not enhance the development of competencies which guide either tourism teachable knowledge development and dissemination through teaching and learning (see Annexure G).
- ii). All participant agreed that there are no specific tourism education policies that guide in empowering learners to have capacity to serve persons with impairments (visitors) when they graduate and become practitioners (see Annexure G).
- iii). All participants concurred that the policy is void in empowering tourism educators to have professional know-how to handle learners and/or persons with impairments, and the creation of non-disabling teaching and learning environment (see Annexure G).
- iv). All participants agreed that the higher learning policies is void towards guiding teaching and learning to have shared space for the impaired and non-impaired and a culture of regarding impairments as part of normalcy through: i) lecturer capacity (human resource development) to contribute in towards integrative curricula, curricula content, curricula content delivery mechanism, student-student conduct guide, mainstreaming impaired persons to acquire employable competencies; and iii) contributing towards changing host societies view as informed by higher learning community services (see Annexure G).

5.1.1.2 Learners' interactive exposure within teaching and learning space

- i). All participants agreed that there is a void in non-disabling learning interactive space as enhanced by the comprehension of persons with impairments and/or impairments (see Annexure G).

- ii). The interviewer asked one participant that how did you handle the two students with impairments in the lectures...? She said, *“... first day when she gave me a letter which confirms that she had an impairment and has right to learn etcetera, I freaked out and did not know what to do and how to handle her...such even affected other learners...and they distanced themselves out of pity and sympathy and not knowing what to do and how to handle her too...”* (see Annexure G).
- iii). All the participants agreed that there is need to train the trainers (educators) on the mechanism to handle learners with impairments (see Annexure G).

5.2.6.3 Impact of the role changing of tourism education

- i). All the tourism educators highlighted the crucial role which tourism education can play towards mainstreaming persons with impairments within the socio-economic spheres (see Annexure G).
- ii). One participant said there is need to have statistical support on the said persons' expression of the need to participate in the mainstream tourism education and industry, because she has not yet seen objective statistical value which can drive this need to reality (see Annexure G).

5.2.6.4 View of persons with impairments

- i). All the tourism educators acknowledged that ignorance on impairments' impacts on productivity upholds negative and unwillingness to mainstream such persons (see Annexure G).
- ii). All the participants are of the same opinion that it is noble to create opportunities for persons with impairments to acquire tourism employable tourism skills (see Annexure G).
- iii). 2 participants expressed concern on the need to ascertain the possibility to enrol them as higher learning's position is reactive oriented towards persons with impairments (see Annexure G).

5.1.1.5 Opinions towards mainstreaming persons with impairments

- i). All the participants highlighted the possible effect which can be set by creating non-disabling opportunities in tourism education (teaching and learning) as such may inform the workplace (intrapreneurial and entrepreneurial approaches) and career path to mainstream impaired and non-impaired persons (see Annexure G).
- ii). All participants highlighted that the current mainstream tourism curricula do not mainstream impairments issues and one participant said, *“...there is no module/topic that address*

impairment issues in tourism education” (see Annexure G). The other one said, “... Not in any of the subjects and/or module I teach scopes impairments or knowledge on persons with disabilities.”, (see Annexure G). Another said, “...Not even any empowerment I learnt here at the university or any other workshop or seminar on this subject (tourism and impairments and persons with disabilities capacities) and I am not aware of anyone who was given that type of training in the department and/or has the understanding of such issues uuum not yet I know of empowerment on impairments.” (see Annexure G).

iii). One interviewee said, *“We do learn about these things; but it has not yet been set as a major objective within the tourism curricula context and study guideline. I use tacit (knowledge) after the student has shown me an endorsing letter, though the students are more skewed towards being defensive as they would emphasise on their rights to education”* (see Annexure G).

iv). An interviewee said, *“...I don’t know, but every section in the university is forced to adhere to the North West University policy on persons with disabilities”* (see Annexure G).

5.2.6.6 Recommendations (suggestions)

i). One of the participants suggested that, *“...there is need to have trips and exchange programmes with institutions with persons with impairments, for instance, such as the hotel in Cape Town that has employed workers having a form of impairment...”* (see Annexure G).

ii). Another participant recommended that, *“...there is need for strategic education and awareness among different stakeholders in tourism value chain as this could enhance the alleviation of ignorance among all people including those with impairments too* (see Annexure G).

iii). One interviewee suggested that, mainstreaming can be set through putting content on impairments issues in modules within the mainstream tourism education. As currently, Tourism Management and Guest House Management, have some aspects like at least one room caters for such guests and the room should be set in physical accessibility specifications and provision of wheelchairs, though such approaches lack standardisation (see Annexure G).

iv). All participants concurred towards the suggestion that the university should make its policies to enhance capacity development on impairments issues and persons with impairments among its learners (see Annexure G).

v). All participants are of the opinion that the university policies should facilitate in developing the educators, especially on how to handle the students with disabilities on campus. Currently, the university disability policy has not facilitated in capacity development or knowledge to the

university teaching and non-teaching staff and even the education environs are still more disabling (see Annexure G).

5.2.7 Non-participatory direct observation

According to (see Annexure H), the non-participatory direct observation has brought the following results in Table 5.8 below:

Table 5.8: Results from non-participatory direct observation at the NWU

Observational areas (question format)	Observer	Study Objective	Outcome of observable variables
i). Are learning facilities and equipment by physically impaired individuals within the tourism higher learning institution (NWU-School of Tourism Management at Potchefstroom campus) accessible?	Researcher	Objective 2	The physical accessible infrastructure and superstructure has been put in place, though such is focused on wheelchair users and with limited scope to other impairments like visual, hearing etc.
ii). Are the teaching methods mainstreams the physically impaired individuals within the tourism higher learning institution?	Researcher	Objective 2	There is still a void, hence the need to bring on board the universal design instruction into the tourism education.
iii). Are the studying materials, studying areas (such as library, computer labs etcetera) mainstreams the physically impaired individuals within the tourism higher learning systems?	Researcher	Objective 2	Mostly accessible to wheelchair and other form of impairments are not catered for.
iv). Is there non-disabling shared space among impaired and non-impaired learners/students while learning at the tourism higher learning institution?	Researcher	Objective 2	There is a void in this approach in the teaching and learning environs.
v). Does the depth of skills and knowledge (content) enough for the development	Researcher	Objective 2	There is a void that needs to be filled.

of human capital to have the capacity to serve the needs of the visitor with impairments at a destination in South Africa?			
vi). What is the School of Tourism Management's ability to employ human capital with the capacity to serve impaired individuals either as impaired peers or non-impaired counterparts at the tertiary level?	Researcher	Objective 2	There are limited cues on this.
vii). The extent of capacity for the trainers to train and educate the physically impaired individuals/learners within the tourism higher learning institution.	Researcher	Objective 2	There are limited cues, though the 2 students with visual impairments have been enrolled and seem to be thriving.
viii). The extent of support in form of psychological facilities (such as counselling services), physical facilities (infrastructural and super structural) set up, assistive technology devices and communicative means that are accessible to the physically impaired individuals within the tourism higher learning systems.	Researcher	Objective 2	There is a university-office that handles disabled persons. There is bursary for persons with impairments at a university level.

Source: author's compilation from the data collected for this study (see Annexure H)

Table 5.8 presented results from non-participatory direct observation by the researcher at the tourism higher learning institution. Such are non-verbal pointers that informs the need for mechanism that fosters the alleviation of the disablism, while nurturing the mainstreaming of physical impaired persons and impairment issues in the formal development of the tourism human capital.

5.3 SUMMARY OF THE FINDINGS

The chapter presented results of the data collected from the participants of this current study as set in the (see Annexure B; C; D; E; F; G and H). The results were presented according to each data collection method, namely i). questionnaires, ii). face-to-face-in-depth interviews, iii). online (Facebook) forum discussions, and iv). non-participatory direct observation. The results were presented as clustered into the themes which were developed in line with the questions used to probe for the participants' opinions. The overall results highlighted that the mainstream tourism human capital development has not yet mainstreamed impairments issues and persons with physical impairments. This has been influenced by the institutional policies which regards impaired persons from a 'separate policy approach' in relationship to the mainstream policies. According to the results presented in this chapter, such separate policies have limited influence on the development of tourism human capital (tourism education system) towards having capacity to handle learners with impairments. The results uphold that tourism human resources (practitioners) lack capacity to serve visitors with impairments due to ignorance fostered in the non-disabling teaching and learning environments within the mainstream higher learning systems and structures. The results above have suggestions which may influence the policy review through the policy recommendations. According to the results, such might influence the policy implementation processes which may nurture the development of tourism human capital that address impairment issues and the participation of physically impaired throughout the tourism value chain. The above presentation is summarised in such a manner that can provide insights to validity and reliability of the data collected.

Face-to-face in-depth interviews (n=20)

The total face-to-face in-depth interviews' duration brings a reflection on the overall time taken for all the interviews to uphold the saturation of opinions as shown in Table 5.9 below.

Table 5.9: Total duration of the face-face in-depth interviews

No.	Interviewer	Interviewee(s)	No. of Participants	Venue	Date	Total Duration (minutes)
1	Researcher	Tourism Educator/Researcher (NWU-South Africa)	1	E3 Building, Potchefstroom Campus	05/10/2018	22minutes, 5seconds
2	Researcher	Tourism Educator/Researcher (NWU-South Africa)	1	E3 Building, Potchefstroom Campus	05/10/2018	22minutes, 57seconds
3	Researcher	Tourism Educator/Researcher (NWU-South Africa)	1	E3 Building, Potchefstroom Campus	05/10/2018	18minutes, 34seconds
4	Researcher	Tourism Educator/Researcher (NWU-South Africa)	1	E3 Building, Potchefstroom Campus	25/10/2018	10minutes, 46seconds
5	Researcher	Tourism Educator/Researcher (NWU-South Africa)	1	E3 Building, Potchefstroom Campus	25/10/2018	19minutes, 45seconds
6	Researcher	Tourism Educator/Researcher (NWU-South Africa)	1	E3 Building, Potchefstroom Campus	26/10/2018	14minutes, 27seconds
7	Researcher	Tourism Educator/Researcher (NWU-South Africa)	1	E3 Building, Potchefstroom Campus	11/01/2019	50minutes
8	Researcher	Tourism Educator/Researcher (NWU-South Africa)	1	E3 Building, Potchefstroom Campus	15/01/2019	10minutes
9	Researcher	Tourism Educator/Researcher (NWU-South Africa)	1	E3 Building, Potchefstroom Campus	18/01/2019	18minutes

10	Researcher	Tourism Educators/Researcher-German*	3	Sport Village (ICNT)	19/11/2018	10 minutes
11	Researcher	Tourism Educator/Researcher-Finland*	1	Sport Village (ICNT)	19/11/2018	6minutes
12	Researcher	Tourism Educator/Researcher-United Kingdom*	1	Sport Village (ICNT)	20/11/2018	5minutes
13	Researcher	Blind Association South Africa	3	Blind Association Head Office-Johannesburg	23/01/2019	40minutes
14	Researcher	National Council for People with Disability South Africa	2	National Council for People with Disability Head Office-Johannesburg	18/03/2019	55minutes
15	Researcher	Tourism Hotelier/Industrialist	1	Homestead in Potchefstroom	15/01/2019	150minutes
Total (N)			20			452minutes, 57seconds

Source: Author's compilation as informed by the data collection duration (see Annexure B; C; D; E; F; G and H)

Table 5.9 shows the longest individual in-depth interview as it took 150minutes and the least took 5minutes. The average interview duration was 30minutes. This has implication on the level of the provision of opinions by different participants in line with the thoughtful interview discussions. The total number of interview participants were n (20) and such is part of the hard-to- reach population sample size for this current study.

Email-based questionnaires (n=42)

Table 4.3 shows the summary of received responses participants as the questionnaires were disseminated through emails using the google-form designed questionnaires.

Table 5.10: Responses from semi-structured questionnaires

No.	Responses from	Number of Participants
1	Tourism Educators/Tourism Researchers (NWU-South Africa)	3
2	Persons with impairments-Individuals (South Africa)	32
3	Persons with impairments Associations/Councils (South Africa)	7
	Total participants (N)	42

Source: Author's compilation as informed by data collection (see Annexure B; C; D; E; F; G and H)

Table 5.10 presents the compiled summary of the semi-structured questionnaires through a link that would access the said tool in the google form format. Thus, a total of n (42) participants responded as an element of the hard-to -reach population's sample size of this current study.

Online Facebook Disability forums (panel/group) discussions (n=350)

Table 5.11 shows the summary of the Facebook forum/panel/group discussions as comprised by different persons with impairments in South Africa.

Table 5.11: Online Facebook disability forums

No.	Responses from	Quantities-Participants
1	Changing Lives of the Persons with Disabilities	31
2	Accessible Travel. Online Community*	39
3	Resources for the \Persons with Disabilities	30
4	National Centre for the People with Disabilities	21
5	Meeting with Persons with Disabilities	23
6	Persons with Disabilities Development International*	22
7	Persons with Disabilities needs good friends	27
8	APD	37
9	Disability empowerment	32
10	Para Quads South Africa	38
11	Disability Information South Africa	19
12	Parent of Children with Disability South Africa	31
Total participants (N)		350

Source: Author's compilation from the data collection (see Annexure B; C; D; E; F; G and H)

Table 5.11 presents the summary of the persons with impairments' participation on the Facebook forum-platforms in South Africa. The total participants from the 12 online Facebook group forums/panel discussion was n (350). This current study managed to establish a sample size n (390). From this juncture saturation point (the data which bolsters perceived enough/exhaustive opinions and/or sample size for hard-to reach population) was estimated at 384 out of 1 000 000

as advised by (Krejcie & Morgan 1970: 608). Thus, the participants for this current study shares characteristics that are found among 'hard-to reach' population category. Hence, the participation numbers (sample size) validate the volume of the voice of persons with impairments and their advocating organisations for this current study.

5.4 CHAPTER SUMMARY

This chapter presented the results of the current study. This chapter first presented results from the systematic literature review which focused on tourism, impairments and higher education institution's policies using content-phenomenon analysis approach. The overall results from the literature review highlighted a limited tourism theoretical base (resources) that could comprehensively facilitate the mainstreaming of impairment issues. The empirical results of this current study reinforced the discrepancies highlighted by the literature review. The results show that the tourism education lacks capacity to empower learners with or without impairments to serve the needs of visitors with or without impairments. This has led the tourism practitioners to lack capacity to serve internal and external access-need markets in the tourism industry. Nonetheless, the results highlight that the development of tourism human capital can be innovated through re-thinking tourism education in line with mainstreaming impairments, impairment issues and persons with physical impairments from policy to practice. Such would be set through a systematic mutual collaborative relationship between the gatekeepers of the persons with impairments and the tourism human capital development system. This chapter provides input to the next chapter that will present the discussion and interpretation of this current study results as means to establish conclusions and recommendations for this current study.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The goal of the study was to develop a systematic accessible tourism human capital development model and framework for the tourism higher education and training as aligned to the tourism industry (c.f 1.4). This was achieved through addressing the current study objectives as follows:

The first objective of this current study was to make an in-depth analysis of tourism and impairment (disability) literature and the policy documents analysis in line with mainstreaming impairment issues and persons with impairments in the tourism education in South Africa c.f 1.5.1). This was achieved in the Chapter 2 and 3 respectively.

The second study objective was to ascertain the extent of disablism on persons with physical impairments within the North-West University's School of Tourism Management and Tourism Research Unit's policies and practices in South Africa (c.f 1.5.2). This was achieved through the university policy document analysis in line the extent of guiding the practices in the teaching and learning. Such was achieved through the Chapter 3.

The third objective was to establish the accessibility expectations (voice) of the persons with physical impairments in the tourism education and training system for the construction of a mechanism to nurture the empowerment and/or capacity building in tourism human capital to serve visitors with impairments in South Africa (c.f 1.5.3). This was achieved though Chapter 4 and 5 respectively. These said chapters presented the empirical study from the data collection to the presentation of the results. The voice of participants fostered development of accessible tourism competencies which shall be presented in this chapter.

The fourth objective was to comprehensively construe the persons with physical impairments' voice into formal tourism employable human capital skills and knowledge set, as aligned with the development of the accessible tourism human capital model and implementation framework that is linked to tourism industry's human resources competency to serve visitors with impairments in South Africa (c.f 1.5.4). This was achieved by the construction of accessible tourism human capital development strategic model and the implementation framework.

6.2 PERSONAL JOURNEY

The researcher grew up in a family with persons with impairments. Whenever, he travelled with such members of the family, the researcher's heart would bleed as a result of the way his kinsmen

experienced disablement. As the researcher completed his Master of Commerce research, that scoped on tourism education's failure to address industrial manpower needs. The researcher realised that in all endeavours, the tourism staff had a void in professional means to handle visitors with impairments. Such was traceable to the formal tourism education. The researcher had opportunity to read international publications on universal accessibility in tourism. In 2015, the researcher contacted the Tourism Research in Economic Environs and Societies (TREES) Director by then (now late) Professor Melville Saayman. Professor Melville Saayman helped the researcher to conceptualise the idea for it to be researchable. Professor Melville Saayman then advised the researcher to apply to the North-West University for PhD studies. The researcher applied towards the end of 2016. The researcher was accepted, and Professor Melville Saayman facilitated through his office for me to relocate from Zimbabwe to South Africa. This was a step which would enhance the pursuit of the mechanism which would facilitate mainstreaming impairment issues and persons with impairments in the tourism education. In 2017, the researcher relocated to South Africa, Potchefstroom and such was the inception of the PhD journey that changed the researcher's life both as a professional and social being.

The research process enhanced research skills development in the researcher. This bolstered the continuous development of more critical-analytic skills as augmented by paying attention to detail without taking for granted other people's work and ideas. This enabled the researcher's mind-set to open towards lifelong learning process each day, in each professional and casual discussion and talks. In the same manner, the research path exposed the researcher to both local and international peer-reviewed conferences. The researcher learned approaches, which are critical in research processes without compromising the scientific, ethical and methodological soundness. Within this exposure, the researcher managed to present an element of the PhD thesis' literature chapters at international research (peer reviewed) ICNT Conference that was held in 2018 in South Africa. This presented paper was published as a journal article in one of the South African Higher Education and Training referred blind-peer-reviewed journals. This refined the researcher's presentation skills and the ability to present information to a large audience composed of professors and doctors in a peer-review plenary setting. This presentation skill is a wanted skill in the corporate world too.

The research path involved ethics evaluation and the North-West University-EMELTEN-Research Ethics Committee meetings enhanced the researcher to do an ethics training for such skills application throughout the whole study. In addition, the researcher learned on the scientific approaches that are feasible to Afro-centric societies as anchored in Ubuntu concept, which upholds the African (humanity) values, and the value of opinions rooted in tolerance and embracing diversity in society. The researcher had limited exposure to full-time in-depth research-

oriented self-management systems prior the inception of this PhD research process, to this effect, this journey brought the needed exposure towards being a social scientist-researcher.

The researcher learned the value of teamwork especially in the value addition towards generating knowledge, community engagement, and beneficiation. This realisation made the researcher to value participants' input throughout the research work. Such enhances value, credibility, and reliability of data from the actual people-centric approach where the implementation of strategies is purported to be set as mechanism to either alleviate or address the socio-economic needs towards a healthy-society.

The researcher had the privilege to learn and acquire more knowledge on impairments, impairment issues and persons with impairments' life and experiences, regardless of that which was tacit experiential knowledge obtained from researcher's daily interactions with his dad, cousin, and uncle who have impairments. Such added value to the continuing learning process on '*which, when, where, what, why and how*' to handle persons with impairments, just as any other human being whose humanity needs are to be served differently, without compromising and/or undermining socio-economic independence and participation in all life centred activities in societies. To this effect, the researcher got more desire to seek access to Universal Design Instruction training. This is because the researcher desires to further this research output for the development of tourism knowledge and practices which are impartible as rooted in teaching-learning tourism resources (materials) for the development of the tourism human capital which may influence the tourism industry and society through a systematic societal-change management process.

This PhD research process propagated patience and tenacity as the research data did not come on a 'silver-plater' but was to be obtained from a 'hard to reach population'. To this effect, this imparted i). methodological skills in data gathering and investigation, and ii). data interrogation and interpretation which would be aimed at developing practical solutions. These skills are highly useful in almost every profession. The said process enhanced analytical skills as more than 90% of PhD work is focused on evaluation of data from the literature review, the survey questionnaires, and in-depth interviews. This rigorous data analysis during his PhD days endows an analytical mind in the researcher and prepared the researcher for complex data and trend analyses in business decision making.

In addition, a problem-solving aptitude developed in the researcher as problems does not daunt a PhD fellow the way they do to others. In fact, the whole point of doing a PhD is to detect problems and find solutions. This skill is considered a gold-mine in handling business and will push the researcher to the top rung of the corporate ladder in a stint. This was augmented by the

exposures which the researcher was accorded through participating in the Research Exchange Programs in Germany (July 2019) and Poland (October- November 2019).

Furthermore, pro-activeness was imparted in the researcher as the research propelled self-motivation, being objective and introspective. When 'planted' in a social scenario or business environment, people like the researcher can detect problems, take initiatives and design practical solutions to create a better tomorrow, if given adequate support. To this effect, such bolsters independent work skills because the researcher wrote a thesis from conducted PhD surveys and prepared for conferences, as single-handed, though under the Study Promoter. This is a key skill for consultations and managing project(s) independently.

The researcher also gained organisational skills as a writer of an original thesis and a presenter of information. From such, the researcher can maintain a whole body of information and database for a huge organisation. In addition, such complements the inter-personal skills acquired throughout the PhD research as the researcher mingled and interact with people from other cultures, community, and ethnicity. This enabled him to be highly interactive and from a business environment view, this means that the researcher refined the team-management skill and ability to interact with colleagues from diverse socio-cultural backgrounds.

In addition, the researcher acquired negotiation skills at the same time developing the compulsion of chasing deadlines. Thus, the PhD research process has roundly honed researcher's negotiation ability as such is virtue in any profession that the researcher would engage in the aftermath. Such blends towards the continuation of being groomed, while nurturing high quality leadership attributes in corporate and non-corporate oriented endeavours.

6.3 CONTRIBUTION OF STUDY

The study contributions fostered answering the following research questions:

- i). What is the extent of theoretical gap towards mainstreaming impairment issues and participation of persons with physical impairments in tourism education and training and tourism industry in South Africa? (c.f 1.5.1)
- ii). To what extent does tourism knowledge and employable skills foster impairment issues and empowers both impaired and non-impaired persons to have capacity to serve visitors with impairments? (c.f 1.5.1)
- iii). To what extent is tourism career path nurture participation of persons with physical impairments? (c.f 1.5.1)

iv). To what extent does the North-West University policies, which guides the School of Tourism Management and Tourism Research Unit enhances non-disabling teaching and learning environment for both learners with impairments and non-impaired learners? (c.f 1.5.2)

v). How can tourism human capital development policy be set and be designed to be implementable and/or enforceable within the tourism practice system at the education and training institution and workplace? (c.f 1.5.2)

vi). To what extent does the tourism teaching and non-teaching staff, tourism curricula, tourism curricula content and the content delivery mechanism nurture mainstreaming of impairment issues and persons with impairments? (c.f 1.5.2)

vi). How can the voice of persons with impairments (impairment issues) be co-opted into the tourism human capital (knowledge and skills set) for the capacity development and/or empowerment of the tourism human resources? (c.f 1.5.3)

vii). How can the voice of the persons with impairments enhance the construction of an accessible tourism human capital development model and framework which may foster the tourism practitioners' needs to be addressed by the tourism higher education and training in a systematic approach? (c.f 1.5.4)

From this juncture, this chapter classified the overall contribution of the study into three categories. The categories are theoretical (literature), methodological and practical contributions presented below:

6.3.1 Theoretical (literature) contribution

This current study identified gaps and inconsistencies in tourism theoretical knowledge which might have contributed to the lack of capacity to serve visitors with impairments by the tourism practitioners. Therefore, this current study:

i). Documented the development of a theoretical knowledge on socio-economic potential value possessed by the physically impaired persons within the tourism participation as either visitors or human resources.

ii). Documented the strategy which can be used to systematic mainstream impairments (temporary and permanent), impairment issues and persons with impairments in the development of tourism human capital in South Africa. Such would nurture the development of tourism knowledge that facilitate the institutionalisation of impairments in the mainstream policies and/or informs the empowerment of the tourism human resources.

iii). Documented the applicability of the Human Capital Theory and Critical Disability theory as theoretical informs for the argument on mainstreaming impairment issues and persons with physical impairments into mainstream tourism education.

iv). Documented the relationship between tourism industrial productivity and impairments inline with how African states, especially South Africa could make use of ignored opportunities in both labour and consumer markets with access needs.

v). Documented on mechanism that can enhance the empowerment of both non-impaired and impaired persons (learners) to be capable to serve access-needs markets (also known as disability market), when they will be tourism practitioners.

vi). Documented on mechanism to enhance capacity building among the tourism teaching and non-teaching staff, tourism curricula, tourism curricula content and the content delivery mechanism that nurture mainstreaming of impairment issues and persons with impairments.

vii). Documented an afro-centric view of impairments within the tourism literature that advocates towards mainstreaming persons with impairments and impairment issues. This argument comes with offering the persons with physical impairments the opportunity to pursue tourism career dreams.

viii). Documented the mainstreaming model and framework that would augment other disability models. This current model and framework would thrive on a mutual (collaborative)-based relationship that is embedded in comprehensive understanding of impairments as part of normalcy and human diversity. Hence, mainstreaming the persons with impairments and impairment issues in the mainstream tourism human capital development would be set from implementable and/or enforceable policy to practices (in higher learning institutions and industrial workplace) in South Africa.

6.3.2 Methodological contribution

Within the methodological context, this current study has adopted a bottom-up approach that uphold a systematic gathering of the non-scientific voice of the persons with impairments and the said persons' gatekeepers. Such oppose the common method of getting professional experts (scientific) or professional representatives' opinion only to inform a research.

6.1.3 Practical contribution

This current study has a practical contribution in the following:

- i). This current study provides policy recommendations. This can enhance policy reviews towards making the mainstream policies to inform the tourism teaching and learning system (implementable/enforceable practices) to mainstream impairment issues and physically impaired from a holistic approach.
- ii). This current study provides tourism competencies which can be set to empower the trainers/tourism educators whether or not having impairment.
- iii). This current study informs the development of tourism human capital with the competencies which empowers the learners whether or not having impairments to have capacity to handle persons with either temporary or permanent impairment.
- iv). This current study informs strategic approach which can be adopted to address impairment issues throughout the tourism value chain stakeholders. The tourism value network/chain includes the government and quasi-government authorities, tourism private sector, non-profit/community-oriented tourism organisations and the community at large, just to mention a few.
- v). This current study contributes with mechanism which can make tourism education, the said industry and society to mainstream impairment issues and persons with impairment into socio-economic environment through a systematic change management process. This would be set by the accessible tourism human capital development model.
- vi). This current study contributes with a time-based implementation framework that is informed by the accessible tourism human capital model. Thus, no previous study that has focused on the mainstreaming approach that is rooted in the mainstream formal tourism education, as well as regarding tourism education as one of the key influencer and/or informer of the tourism practices in the industry, which can address the access-needs tourism (labour and consumer) markets within a professional capacity embodied in the human resources.
- vii). This current study has contributed in providing a mechanism that enable the persons with impairments gatekeepers and/or advocates to play an active role towards enhancing the development of non-disabling socio-economic environments. This study is being regarded as the pilot discipline in which lessons can be derived for the other discipline to follow in this mainstreaming endeavour.

6.4 CONCLUSION OF THE STUDY

The study conclusions are presented as follows:

6.4.1 Conclusions from the literature review

The conclusions are guided by the following objectives:

i). The first objective was to carry out an intensive literature analysis on tourism and impairments education peer-reviewed articles and books from 1997-2018 (c.f annexure A); disability studies' peer-reviewed articles from 1990-2018 (exception is given to seminary theory) ; the department of higher education and training policies (c.f 3.4); and the department of tourism policies (c.f 3.7), with a distinct focus on mainstreaming impairment issues within tourism education and training in South Africa (c.f 3.5).

ii). The second objective was to ascertain the extent of disablism on persons with physical impairments within the North-West University's School of Tourism and Tourism Research Unit's policies and practices in South Africa. i) According to results in (c.f 5.6.5.1; c.f 5.6.5.3), the study concludes that there are limited tourism-impairment related resources that can embed mainstreaming in tourism. ii) There are disabling policies that are void in support for mainstreaming persons with physical impairments and impairment issues in tourism higher learning in a holistic approach (c.f 5.6.5.1; c.f 5.6.5.2). This implies that the universal accessibility concept is not yet co-opted into the tourism teaching and learning systems in South Africa.

6.4.1.1 Conclusions from Chapter 2

According to the systematic literature review which were documented in Chapter 2 in pursuit of above mentioned first objective (see also c.f 6.1; c.f 6.4.1. i). This current author opines that:

i). According to (c.f 2.2; c.f 2.2.1) this current study concludes that the models of disability has failed to adequately inform mainstream tourism education policies and practices.

ii). According to (c.f 2.3; c.f 2.4) the study concludes that, impairment issues and disability lacked accountability and enforceability as the acts and policies are developed and exist separately; hence, such fosters challenges when integrating such policies into the mainstream implementation structures and processes in the socio-economic environments.

iii). According to (c.f 2.4), this study concludes that the postulated development of the tourism human capital theory (concept) of impairments would be grounded in five (5) pillars: i) persons with impairments are independent beings who can determine their socio-economic future prosperity; ii) the persons with impairments both consumers and providers of tourism services (potential tourism entrepreneurs and/or human resources); iii) Existence non-disabling human capital development for socio-economic value addition, beneficiation and value extraction; iv)

Capability of having and doing all that non-impaired peers through exposure and supportive interactive environs; v) Able to alleviate self-pity and inferiority complex (c.f 2.4).

iv). According to (c.f 2.5), this current study concludes that the non-impaired persons ignores opportunities and/or potential in the persons with temporary and/or permanent impairments. Thus, (c.f 2.6) makes this current research to conclude that, persons with physical impairments desire to live a dignified and socio-economic independent life, just as their non-impaired peers. According to (c.f 2.6.4) most of the said persons who needs accessibility from human capital are from South Africa's traditional tourist source region. Such are in the aging population who have resources which support active tourism participation. Therefore, this study concludes that the said persons shares access-needs set by competent/capacity in the human resource as augmented by physical accessibility needed when handling individuals who acquired impairments from either birth or life incidents (c.f 3.4).

v). According to (c.f.2.7), this study concludes that the legislative tools (national policies and acts) has failed to enhance the implementation of mainstreaming impairments issues and physically impaired into the mainstream tourism education.

6.4.1.2 Conclusions from Chapter 3

According to the systematic literature review which were documented in Chapter 3 in pursuit of above mentioned second objective (see also c. f 6.1; c. f 6.4.1.ii). This current researcher opines that:

i). According to (c.f. 3.2), this study concludes that there is limited theoretical frameworks guiding the tourism and impairments discourses. Such fosters limited multi-sectoral research dimensions.

ii). According to (c.f.3.2.2) this current study concludes that there are unclear roles of gatekeepers, higher education, hosting community and public and private authorities in mainstreaming impairment issues into the formal tourism education. Such exist because impairment issues have been addressed as the decision-makers discretion, while such issues were regarded as sick and for charity, which is divorced from productivity in tourism.

iii). According to (c.f 3.3; c.f.3.4; c.f.3.5; c.f.3.6), this study concludes that there is limited tourism accessible (teachable/impartible) competencies because of limited tourism teaching and learning resource base.

iv). According to (c.f.3.4), this study concludes that there are challenges which are experienced by impaired persons in accessing the tourism education and tourism industry (employability-occupation vs career development from a perceived cost vs perceived benefit).

iv). According to (c.f.3.6; c.f 3.7), this current study concludes that the mainstream tourism education is void in impairments and impairment issues. In addition, mainstream tourism education does not offer opportunities to persons with physical impairments to learn in a non-disabling teaching and learning environments.

v). According to (c.f.3.5; c.f 3.6; c.f. 3.8), this study concludes that, the tourism industry and higher learning policies has failed to adequately inform the mainstreaming of impairment issues and the persons with physical impairments into the mainstream tourism education.

vi). According to (c.f.3.7), this study concludes that impairments do not necessarily take away impaired persons desires for tourism participation (as either visitor or tourism practitioner at the workplace).

vii). According to (c.f.3.7; c.f.3.8), this study concludes that there is limited in-house capacity development/building for tourism practitioners (tourism educators and learners) to handle visitors with impairments, because there has been limited attention given to the access-need markets.

viii). According to (c.f.3.7), this study concludes that the negative perceptions, attitudes and behaviour of non-impaired persons on impaired persons' tourism interests are caused by the lack of interaction either during the tourism learning process or at tourism workplace.

ix). According to (c.f.3.7; c.f.3.8), this study concludes that there is limited comprehensive tourism knowledge on impairments, impairment issues and access-need (labour and consumer) markets; hence tourism practitioners lack capacity to serve the needs of the visitors with impairments.

x). According to (c.f 3.8; c.f 3.9) this study concludes that the tourism industry (employment and career path), does not have comprehensive knowledge on impairment issues and productivity.

xi). According to (c.f 3.10), this study concludes that the limited literature link between tourism education, impairments and entrepreneurial and/or intrapreneurial approaches in the industry has contributed in the creation of disabling environments.

6.4.2 Conclusions from the empirical research

The empirical research was conducted in pursuit the objective three and four stated in c.f 6.1. Hence, this section conclusions are informed by the voice of persons with impairments, their gatekeepers.

6.4.2.1 Conclusions based on demographics of the participants

The current author concludes that:

a). According to Table 5.1 in (c.f 5.2.3.1), this study concludes that the strategies that shall be guided by frameworks should uphold motivation and development of self-esteem/ego among the females.

b). According to Table 5.2 in (c.f 5.2.3.1), this study concludes that the access-need labour and consumer markets is an ignored opportunity as reflected by the dominating participants who are traced to the Generation X and Y (age groups).

c). According to Table 5.3 in (c.f 5.2.3.1), this current study concludes that the marginalisation and /or stereotyping of impairments may be alleviated quicker among the dominating ethnicity. Hence, strategies and frameworks should be set in line with the socio-cultural perspectives of each ethnicity.

d). According to Table 5.4 in (c.f.5.2.3.1), this study concludes that the offering opportunities to enhance tourism participation may be embraced more by the whites as compared to other races. This is reflected by the participation that is skewed towards the whites, followed by blacks, coloureds and others.

e). According to Table 5.5 (c.f 5.2.3.1), the study concludes that the participants was composed of the people who engage in other facets of being human. Such is reflected by the marital status that is skewed towards more than half who are not single and unmarried.

f). According to Table 5.6 (c.f 5.2.3.1), the study concludes that the opinions which is informed this study was provided by educated and/or enlightened-reasonable individuals as reflected by the participants' intellectual capacity. Thus only 1.28% has no formal education. Furthermore, only 17.44% are unemployed and not looking for work (see Table 5.7), such reflects the participants' willingness and potential to pursue socio-economic independence as a dignified individual.

6.4.2.2. Conclusions based on participants' non-demographics

The current study's non-demographic results have informed the following conclusions:

a). According to (c.f 2.6.4; c.f 5.2.2.9; c.f 5.2.213; c.f 5.2.4.1), this current study concludes that the willingness of persons with impairments to participate in tourism education as well as in the industry as either visitors or human resources, is discouraged. This is because the tourism education offers limited opportunities to such persons. The opportunities are set in a disabling

environment. The inclusive approach is implemented without consistency among the organisations.

b). This study fosters the conclusions aligned with challenges experienced by persons with physical impairments as:

i) According to (c.f.2.7; c.f.3.5; c.f.3.6; c.f. 3.8; c.f.5.2.2.3), the study concludes that regardless of literature set on disabilities from both general and tourism perspective, the said persons continue to experience disablism due to the aspect that separate acts and policies which address disability issues fosters disintegrated approaches, which communicate unwritten message to non-impaired that impairments issues are only set either for charity or not relevant to be part of socio-economic production. Therefore, implementation of disability legal tools continues to be not part of the mainstream policy implementation frameworks and/or models.

ii). According to (c.f. 3.7; c.f 5.2.2.11), this study concludes that the non-impaired peers have developed negative perceptions, attitudes and behaviours because their source of information are informed by sources which does not align socio-economic participation and the spectrum of impairments. In addition, societies do not have broad knowledge on impairment issues other than the discriminative and/or inclusive knowledge from either rights movement or 'pity'. This fosters defensive behaviours among non-impaired peers.

iii). According to (c.f. 3.3; c.f. 3.4; c.f. 3.5; c.f.3.6; c.f. 3.7; c.f 3.8; c.f 5.2.2.4; c.f.5.2.2.14; c.f. 5.2.2.10; c.f.5.2.2.15; c.f 5.2.4.2; c.f 5.2.5.2), disabling teaching and learning environments are a product of: a). the void in mainstreaming impairments in tourism knowledge and/or competencies within the curricula, b). disablism in teaching methods and/or content delivery mechanism, c). lack of capacity to handle learners with impairments among the (tourism) educators/trainers and even among the learners, d). policies which lack implementation mechanism as embedded in accountability among the responsible structures, e). lack of enforcement towards integration of persons with impairments within the socio-economic mainstream activities which include tourism, f). nonetheless, the disability policies are bleak in establishing '*who is beneficiary, how and where*' in context of the impaired persons, g). limited mechanism which fosters continuous dialogues between the higher learning structures and systems and the such persons' gatekeepers and/or advocating organisations.

c). According to (c.f.3.7; c.f. 5.2.2.9; 5.2.5.3), this study concludes that, if the expectations of the said persons are set into the mainstream tourism education from a comprehensive understanding in line with humanity and productivity, there may be an improvement in their tourism experiences.

d). According to (c.f.3.4; c.f.3.8; c.f 3.9; c.f.5.2.2.5; c.f.5.2.2.8;c.f 5.2.3.2.4; c.f 5.2.4.4; c.f 5.2.5.4), this study concludes that, the experiences of persons with impairments at a tourism destination was a result of the tourism practitioners' lack capacity due to ignorance and lack of opportunities to have an interactive exposure with impaired peers.

e). According to (c.f.2.7; c.f.3.5; c.f 3.6; c.f. 3.8; c.f 5.2.3.2.5; c.f 5.2.3.4.1), this study concludes that the tourism education policies does not mainstream impairments, impairment issues and impaired persons within the higher learning systems.

f). According to (c.f 3.10; c.f 5.2.2.10; c.f 5.2.3.2.6; c.f 5.2.4.6; c.f 5.2.5.7; c.f 5.2.6.4) this study concludes that most non-impaired peers view impairments and persons with impairments as 'cursed and/or sick, abnormal', due to inadequate knowledge, hence medical remedies and charity are regarded as only ideal, without also changing the socio-economic environment. However, c.f 5.2.2.7 also informs the conclusion that, regardless of the prevalent of the said view, the persons with impairments deserves to be treatment which uphold dignity within the socio-economic environments.

g). According to (c.f 5.2.3.3.3.), this study concludes that the non-impaired persons with interactive experiences have more accommodative approaches. These are rooted upholding the dignity of the persons with impairments as compared with peers who have a limited interaction.

h). In addition, c.f 5.2.3.4.6; c.f. 5.2.6.4 informs the conclusions that creating opportunities which fosters explicit ways to handle the said persons, may enhance both learners and educators to integrate impairments in practices throughout the learning processes.

i). According to (c.f 5.2.4.7; c.f.5.2.3.2.7), the study to conclude that persons with impairments' self-perception emphasises on being part of human normalcy as they have both desires to participate in tourism as either visitor or in pursuit of the career that fosters economic independence.

j). According to (c.f 5.2.3.2.8; c.f 5.2.6.5), this study concludes that problem is that higher learning institutions do not consider impairments issues and facilities in from a proactive approach. Therefore, whenever, there is no clue of being mainstreamed, as set by reactive inclusion, such usually makes the majority to resort to their secluded spheres.

k). According to (c.f 5.2.3.3.1), this study concludes that different advocating organisations have different focus of type of impairment) are aimed at lobbying the non-impaired peers to realise that impairments do not shun the need to live a dignified human life. From such standpoint, most higher learning institutions have Disability Centres/Units as part of the said organisations'

initiatives. Though this approach has not influenced the curricula, curricula content and the curricula content delivery methods that explicitly cater to non-impaired and impaired concurrently.

l). According to (c.f 5.2.3.3.3), this study concludes that universal design approaches cost less as compared to situations when one retrofit/renovate facilities. However, non-impaired persons assume that when they have designed wheelchair-friendly facilities, such caters for all physical visible impairments. After all, the acclaimed wheelchair-friend designs lack standardisation due to non-impaired people's assumptions which are not based on consultation of either person with impairments associations/council/alliances.

n). According to (c.f 5.2.3.3.4; c.f 5.2.3.4.5), this study concludes that the persons with impairments gatekeepers are willing and ready for dialogues which can foster mainstreaming of impairments issues in mainstream tourism education.

m). According to (c.f 5.2.3.3.5; c.f 5.2.3.3.6; c.f 5.2.3.4.3; c.f 5.2.5.5), this study concludes that capacity building among impaired and non-impaired persons is vital, such should start with the tourism educators/trainers. This would enhance co-opting of such issues at workplace as practitioners would have been empowered by the higher learning system. In fact, (c.f 5.2.3.4.4) pointed on key competencies which trainers may be trained.

o). According to (c.f 5.2.3.4.2), this study concludes that currently learners in the mainstream tourism education do not have interactive exposure through a share teaching and learning space. Such may foster a void in positive attitude, aptitude and behaviour among practitioners after graduation/being awarded the qualification

p). According to (c.f. 5.2.5.6), this study concludes that it is critical offer persons to access opportunities to access the capacity empowerment for the tourism workplace. Such would alleviate ignorance and fear of hurting such persons as impairments issues would be addressed in line with productive of the said persons at the workplace.

q). According to (c.f 5.2.7), the non-participatory direct observation informed this study to conclude that the tourism higher learning has significant physical accessibility, however there is limited support towards mainstreaming impairment issues and person with physical impairments in the tourism teaching and learning systems.

6.5 RECOMMENDATION OF THE STUDY

The following recommendations are informed by: i) participants' recommendations/suggestions, and ii) conclusions of this current study. Such enabled the achievement of third and fourth objectives cited in (c.f 1.5.3; c.f 1.5.4).

6.5.1 Recommendations from the current study participants

The participants' recommendations and/or suggestions are as follows:

6.5.1.1 Tourism educators

According to the recommendations given by tourism educators in (c.f 5.2.6.6), this study recommends that:

- i). Tourism higher learning should conduct continuous industrial-educational trips and exchange programmes with organisations whose human resources team is composed of both impaired and non-impaired peers, for instance, the hotel in Cape Town.
- ii). Tourism education should establish strategic education and awareness among different stakeholders in tourism value chain as this could enhance the alleviation of ignorance among all people including those with impairments too.
- iii). Tourism education should mainstream persons with physical impairments by first co-opting comprehensive content on impairments issues in modules in the curricula.
- iv). Tourism higher learning (university) should make the mainstream policies to enhance capacity development on impairments issues and persons with impairments among its learners.
- v). The university policies should facilitate in developing the educators and non-teaching staff, especially on competencies to handle the students with disabilities and/or to be able to create a non-disabling teaching and learning environments.

6.5.1.2 Persons with impairments' gatekeepers

According to the recommendations given by the persons with impairments' gatekeepers in (c.f 5.2.4.9), this study recommends that:

- i). The policies for higher learning institutions should co-opt the national disability legislations into mainstream policies in such a way that, whenever a policy refer to people/learner/employee (persons). Such should explicitly regard all people whether impaired or non-impaired within one sentence. Thus, separate disability policies which aim to address some issues which have either a mainstream policy or policies foster challenges during implementation process.
- ii). The university should have specific-departmental sub-policies that addresses tourism knowledge development process as aligned to domestic and international tourism industrial

labour and consumer markets' trends. Such is conducted using dialogues with such persons' gatekeepers in addition to the industrialists.

iii). The university policies should address the development of tourism knowledge on impairment issues, which can be disseminated to different societal membership within internal and external community services. Thus, no one is immune to acquire impairments, yet life should continue in dignity in the aftermath of acquiring the impairment.

iv). The university policies should co-opt impairment issues to be part of the professional capacity development programmes for both the trainers, non-teaching staff and key strategists (strategic offices/leadership and/or management) within the higher learning system.

v). The university policies should enhance tangible and non-tangible workplace and/or teaching and learning environs (teaching methods, content and teaching instructions modes) to sustain socialising and/or shared-interactive space among impaired and non-impaired.

vi). The university policies should foster a culture that upholds tourism to be accessible to impaired and non-impaired, while acquiring competencies and career development.

6.5.1.3 Persons with impairments

According to the recommendations given by the persons with impairments in (c.f 5.2.4.9), this study recommends that:

i). The mainstreaming and/or integration of persons with impairments in the mainstream labour market would be effective if such persons are accorded access to the formal tourism competencies.

ii). The creation of teaching and learning shared-interactive spaces in the tourism education processes would enhance experiential learning on socio-economic capabilities among impaired and non-impaired peers.

iii). The university should uphold more on proactive mainstreaming approaches when offering opportunities to the persons with impairments to acquire formal employable skills and pursue tourism career as practitioners. Such opposes the current reactive inclusive approaches with education systems of South Africa.

iv). The university should allow the adoption of the non-disabling teaching and learning environment which support universal design instructions in the teaching and learning systems.

6.5.2 Recommendations which are informed by this current study conclusions

According to this current study conclusions which were informed by the first literature review chapter in (c.f 6.4.1.1), this study recommends that:

- i). Socio-economic models of impairments should be developed as means to adequately inform mainstream tourism education policies and practices (c.f 2.2; c.f 2.2.1).
- ii). The policies and policy implementation should foster accountability and enforceability as the acts and policies should not regard impaired persons as people who have a exist separate of mainstream systems. The separation of acts and policies fosters challenges when integrating such policies into the mainstream implementation structures and processes in the socio-economic environments (c.f 2.3; c.f 2.4).
- iii). The legislative tools (national policies and acts) should enhance the implementation of mainstreaming impairments issues and physically impaired into the mainstream tourism education (c.f.2.7).
- iv). Policies and practices should be informed by the postulated development of the tourism human capital theory (concept) of impairments, that rooted in five (5) pillars as cited in (c.f 2.4) as: a) persons with impairments are independent beings who can determine their socio-economic future prosperity; b) the persons with impairments both consumers and providers of tourism services (potential tourism entrepreneurs and/or human resources); c) Existence non-disabling human capital development for socio-economic value addition, beneficiation and value extraction; d) Capability of having and doing all that non-impaired peers through exposure and supportive interactive environs; e) Able to alleviate self-pity and inferiority complex (c.f 2.4).
- v). The non-impaired persons should accord opportunities and/or potential in the persons with temporary and/or permanent impairments within tourism (c.f 2.5; c.f 2.6). This can position South Africa to adequately understand impairment issues for a greater value extraction from South Africa's traditional tourist source region, as the said persons need accessibility from human capital (c.f 2.6.4). Such access-need tourism markets are in the aging population who have resources to support their active tourism participation. Therefore, this current author suggests that the said persons shares access-needs which are set by competent/capacity in the human resource as augmented by physical accessibility needed when handling individuals who acquired impairments from either birth or life incidents (c.f 3.4).

According to this current study conclusions which were informed by the second literature review chapter in (c.f 6.4.1.2), this study recommends that:

- i). The tourism research should develop more theoretical frameworks that will guide the tourism and impairments discourses. Such should foster multi-sectoral research dimensions (c.f. 3.2)
- ii). The stakeholders in human capital development, especially the government and quasi-government authorities should establish clear and explicitly coordinated roles of gatekeepers, higher education, hosting community and public and private sectors in mainstreaming impairment issues into the formal tourism education. The current author suggests that, such may address assumptions which influence the decision-makers discretion, which bunch impairments to be regarded as sick and for charity, and such is divorced from productivity in tourism (c.f.3.2.2)
- iii). The university should facilitate in the development of tourism accessible (teachable/impartible) competencies as means to alleviate the limited tourism teaching and learning resource base (c.f 3.3; c.f.3.4; c.f.3.5; c.f.3.6).
- iv). The knowledge on impairments and the relationship they have to productivity (socio-economic value) can alleviate challenges which are experienced by impaired persons in accessing the tourism education and tourism industry (employability-occupation vs career development from a perceived cost vs perceived benefit) (c.f.3.4).
- iv). The mainstream tourism education should alleviate the void on impairments and impairment issues, such would uphold opportunities to persons with physical impairments to learn in a non-disabling teaching and learning environments (c.f.3.6; c.f 3.7).
- v). The tourism industry and higher learning policies should adequately inform the mainstreaming of impairment issues and the persons with physical impairments into the mainstream tourism education (c.f.3.5; c.f 3.6; c.f. 3.8).
- vi). Tourism practitioners and educators should know that impairments do not necessarily take away impaired persons desires for tourism participation (as either visitor or tourism practitioner at the workplace) (c.f.3.7).
- vii). For a balance between in-house and off-the-job capacity development/building for tourism practitioners (tourism educators and learners) to handle visitors with impairments, so that adequate attention can be given to the access-need markets (c.f.3.7; c.f.3.8).
- viii). The tourism education can bring systematic transformation of the negative perceptions, attitudes and behaviour of non-impaired persons on impaired persons' tourism interests through interactive-shared-space either during the tourism learning process or at tourism workplace (c.f.3.7).

ix). The development of comprehensive tourism knowledge on impairments, impairment issues and access-need (labour and consumer) markets; hence tourism practitioners would alleviate the lack capacity to serve the needs of the visitors with impairments (c.f.3.7; c.f.3.8).

x). The tourism industry (employment and career path), should be informed by tourism education's comprehensive knowledge on impairment issues and productivity (c.f 3.8; c.f 3.9).

xi). The tourism educators should develop adequate literature with clear link between tourism education, impairments and entrepreneurial and/or intrapreneurial approaches in the industry for such to uphold the creation of disabling environments (c.f 3.10).

According to this current study conclusions which were informed by the study participants' demographics cited in (c.f 6.4.2.1), this study recommends that:

i). The strategies which shall be informed by frameworks produced by this study should uphold motivation and development of self-esteem/ego among the females too (see Table 5.1 in c.f 5.2.3.1).

ii). The tourism education is the foundation towards addressing the access-need labour and consumer markets which has been neglected and/or can be regarded as 'ignored opportunity' as reflected by the dominating participation of the Generation X and Y (age groups) and such is the generation with active tourism participation in South Africa's traditional markets (see Table 5.2 in c.f 5.2.3.1).

According to this current study conclusions which were informed by study participants' non-demographic data cited in (c.f 6.4.2.2), this study recommends that:

i). The separate disability acts and policies should be integrated to the mainstream ones as all aims to address issues which affect both impaired and non-impaired peers. This would enhance effective implementation of disability issues as part of the mainstream policy implementation frameworks and/or models (c.f 2.7; c.f 3.5; c.f 3.6; c.f 3.8; c.f 5.2.2.3).

ii). The sources of societal and industrial information should be re-informed of socio-economic participation as aligned to impairments spectrum, other than discriminative and/or inclusive knowledge from either rights movement or 'charity/pity'. Such may address perceptions, attitudes and behaviour of the non-impaired peers (c.f 3.7; c.f 5.2.2.11 see annex).

iii). The teaching and learning environments can be made non-disabling when (c.f 3.3; c.f 3.4; c.f 3.5; c.f 3.6; c.f 3.7; c.f 3.8; c.f 5.2.2.4; c.f 5.2.2.14; c.f 5.2.2.10; c.f 5.2.2.15; c.f 5.2.4.2; c.f 5.2.5.2):

- a). tourism knowledge and/or competencies within the curricula mainstream impairments,
 - b). teaching methods and/or content delivery mechanism adopts universal design instructions,
 - c). the (tourism) educators/trainers and even among the learners acquires capacity to handle learners with impairments,
 - d). policies implementation mechanism uphold accountability among the responsible structures,
 - e). there mutual and collaborative enforcement towards the integration of persons with impairments within the socio-economic mainstream activities which include tourism,
 - f). the policies make it clear in establishing '*who is beneficiary, how and where*' within accessing opportunities among the impaired persons and non-impaired peers,
 - g). there is mechanism which fosters continuous dialogues between the higher learning structures and systems and the such persons' gatekeepers and/or advocating organisations.
- iv). The tourism destination (South Africa) can uphold memorable experiences of persons with impairments when the tourism practitioners have capacity which alleviate ignorance on impairments. Such is fostered in the symbiotic relationship set by according opportunities to have an interactive exposure among non-impaired and impaired peers (c.f 3.4; c.f 3.8; c.f 3.9; c.f 5.2.2.5; c.f 5.2.2.8; c.f 5.2.3.2.4; c.f 5.2.4.4; c.f 5.2.5.4). Thus, non-impaired persons with interactive experiences have more accommodative and integration approaches rooted in upholding the dignity of their impaired peers (c.f 5.2.3.3.3.) as compared with peers who have a limited interaction.
- v). the higher learning institutions should consider impairments issues and facilities from a proactive approach. Thus, whenever, there is no clue of being mainstreamed, as the institution fosters a reactive inclusion approach, usually, it makes the majority of the said persons to resort to their secluded spheres (c.f 5.2.3.2.8; c.f 5.2.6.5).
- vi). The higher learning institutions' Disability Centres/Units should influence the curricula, curricula content and the curricula content delivery methods to explicitly cater for non-impaired and impaired concurrently (c.f 5.2.3.3.1).
- vii). the universal design approaches cost less as compared to situations when one retrofit/renovate facilities. In addition, wheelchair-friendly facilities do not necessarily cater for all physical visible impairments. Organisation should consult person with impairments

associations/council/alliances for information which would enhance the standardisation of accessible facilities (c.f 5.2.3.3.3).

viii). for capacity building among impaired and non-impaired persons as vital and start with the tourism educators/trainers (c.f 5.2.3.3.5; c.f 5.2.3.3.6; c.f 5.2.3.4.3; c.f 5.2.5.5; c.f 5.2.7). This would enhance co-opting of impairment issues at workplace as practitioners would have been empowered by the higher learning system. In fact, (c.f 5.2.3.4.4) pointed on key competencies which trainers may be trained. In addition, this current author presents the key competencies and possible job-role sizes in the Table 6.1 below. Thus, trainer's competencies should be set in the Tourism educator's training programmes. Such can be set through the institution's human capital development as including key competencies shown in Table 6.1 below:

Table 6.1: Training the tourism educator/trainer in the following fundamental competencies

Key competencies	Key requirement	How they can be developed	Assessment areas
Interpersonal skills competencies including counselling and presenting teaching services for impaired and non-impaired learners (Classroom management)	-Training framework and approaches. -Training resources such as training manuals	Human Resource Development	-Role plays -Self assessment tests -Questions and answers -open discussions on their views before they learn and after learning.
Knowledge, skills, and strategies to work with impaired and non-impaired learners to ensure effective mainstreaming of those students within a regular classroom setting (Universal Design Teaching Instructions),	-Training framework and approaches. -Training resources such as training manuals	Human Resource Development	-Role plays -Self assessment tests -Questions and answers -open discussions on their views before they learn and after learning.
Assessment skills, cognitive intervention, and instructional skills (impaired and non-impaired learners' evaluation)	-Training framework and approaches. -Training resources such as training manuals	Human Resource Development	-Role plays -Self assessment tests -Questions and answers -open discussions on their views before they learn and after learning.
The basic education cycle and an assessment of its effectiveness in	-Training framework and approaches.	Human Resource Development	-Role plays -Self assessment tests -Questions and answers

improving these competencies (social development among impaired and non-impaired learners).	-Training resources such as training manuals		-open discussions on their views before they learn and after learning.
Knowledge, characteristics, and needs of students with learning disabilities (Definitions of characteristics of being impaired and non-impaired as part of normalcy of being human).	-Training framework and approaches. -Training resources such as training manuals	Human Resource Development	-Role plays -Self assessment tests -Questions and answers -open discussions on their views before they learn and after learning.

Source: Participants' opinions (c.f 5.2.3.4.4)

Table 6.1 highlighted the summed competencies which may enhance capacity development among the Tourism educators. The current author opines that such mentioned competencies should foster motivational orientation, information and operational (adaptive, reproductive and optimal) in essence for effective transformation of psychomotor, cognitive and affective domains of the tourism educators. This is because: i) adaptive levels determines and/or might have attributed a lack of awareness and acceptance of incomplete respondents' ideology and philosophy of impairments mainstreamed tourism education (c.f 5.2.3.4.4), the lack of desire to work with learners or colleagues with impairments of the fragmented representation of the forms, methods and means of effective accessible tourism education of learners (c.f 5.2.3.3.5; c.f 5.2.3.3.6; c.f 5.2.3.4.3; c.f 5.2.5.5; c.f 5.2.7). ii). Reproductive rate is characterized by the conditional compliance readiness criteria for impairments mainstreamed tourism education: the presence of a weak motivation to acquire knowledge in the field of tourism education for learners with impairments development, undifferentiated theoretical concepts of accessible tourism education, poor digestion methods of solving professional problems in the process of impairments mainstreamed tourism education(c.f 5.2.3.3.5; c.f 5.2.3.3.6; c.f 5.2.3.4.3; c.f 5.2.5.5; c.f 5.2.7). iii). Optimum level reflects the criteria and indicators of readiness to tourism education for learners with impairments: there is awareness, autonomy, reflexivity in finding solutions to the educational and professional goals, understanding and acceptance of the ideology of impairments mainstreamed tourism education, personal orientation and direction of consciousness to tourism education of impaired learners (c.f 5.2.3.4.4). Tourism educators should be empowered with a holistic, comprehensive, in-depth knowledge about the peculiarities of working with learners with impairments development skills to design, predict, estimate, give a description of learning

outcomes of students in accessible tourism education (c.f 5.2.3.3.5; c.f 5.2.3.3.6; c.f 5.2.3.4.3; c.f 5.2.5.5; c.f 5.2.7).

This current author recommends that the impaired and non-impaired learners should be empowered with the following competencies in Table 6.2 below. This will be added to the existing competencies within the mainstream tourism education. Such will enhance the trained educators' position to review curricula after being empowered with competencies highlighted in Table 6.1 above. The teaching and learning methods which will be used in delivering the curricula content would be anchored in universal designed instructions.

Table 6.2: The fundamental competencies which can be co-opted into the mainstream tourism education and training

Skills sets	Knowledge sets	Assessment and evaluation criteria	Groups in focus	Expected impact
Travel Agency skills e.g. Ticketing, revenue management for impaired and non-impaired persons	Travel management	Practicals, tests, and assignments (individuals and group approaches)	Impaired and non-impaired learners	Interactive learning that enhances complementary approaches as team building for the tourism industry.
Tour Guiding skills	Tourism management	Practicals, tests, and assignments (individuals and group approaches)	Impaired and non-impaired learners	Interactive learning that enhances complementary approaches as team building for the tourism industry
Confectionery & Bakery skills for impaired and non-impaired persons	Bakery management	Practicals, tests, and assignments (individuals and group approaches)	Impaired and non-impaired learners	Interactive learning that enhances complementary approaches as team building for the tourism industry
Food preparation, menu development and presentation for impaired and non-impaired persons	Culinary and Gastronomy management	Practicals, tests, and assignments (individuals and group approaches)	Impaired and non-impaired learners	Interactive learning that enhances complementary approaches as team building for the tourism industry
Food & Beverage services skills for impaired and non-impaired persons	Food and Beverage management	Practicals, tests, and assignments (individuals and group approaches)	Impaired and non-impaired learners	Interactive learning that enhances complementary approaches as team building for the tourism industry

Front Office skills for impaired and non-impaired persons	Front Office management	Practicals, tests, and assignments (individuals and group approaches)	Impaired and non-impaired learners	Interactive learning that enhances complementary approaches as team building for the tourism industry
Housekeeping skills for impaired and non-impaired persons	Accommodation management	Practicals, tests and assignments (individuals and group approaches)	Impaired and non-impaired learners	Interactive learning that enhance complementary approaches as team building for the tourism industry
Reservations and Public relations: a non-impaired and impaired perspective	Tourism marketing and Communications	Practicals, tests and assignments (individuals and group approaches)	Impaired and non-impaired learners	Interactive learning that enhance complementary approaches as team building for the tourism industry
Psychology and Sociology in Tourism and Communities: An impaired and non-impaired persons' perspective	Tourism management	Practicals, tests, and assignments (individuals and group approaches)	Impaired and non-impaired learners	Interactive learning that enhance complementary approaches as team building for the tourism industry
Consumer behaviour is impaired and non-impaired global village members	Tourism management	Practicals, tests, and assignments (individuals and group approaches)	Impaired and non-impaired learners	Interactive learning that enhance complementary approaches as team building for the tourism industry
Tourism events and impairments	Tourism management	Practicals, tests, and assignments (individuals and group approaches)	Impaired and non-impaired learners	Interactive learning that enhance complementary approaches as team building for the tourism industry
Tourism destination and impairments issues	Tourism management	Practicals, tests, and assignments (individuals and group approaches)	Impaired and non-impaired learners	Interactive learning that enhance complementary approaches as team building for the tourism industry
Tourism Amenities, Accommodation, Attractions and Accessibility for All global citizens	Tourism management	Practicals, tests, and assignments (individuals and group approaches)	Impaired and non-impaired learners	Interactive learning that enhance complementary approaches as team building for the tourism industry
Tourism, Leisure, Recreation and Hospitality issues around impairments	Tourism management	Practicals, tests, and assignments (individuals and group approaches)	Impaired and non-impaired learners	Interactive learning that enhance complementary approaches as team building for the tourism industry

Tourism and Business Communication for impaired and non-impaired persons	Tourism management	Practicals, tests, and assignments (individuals and group approaches)	Impaired and non-impaired learners	Interactive learning that enhance complementary approaches as team building for the tourism industry
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Source: author's deduction as informed by results of the study (c.f 5.2.3.3.5; c.f 5.2.3.3.6; c.f 5.2.3.4.3; c.f 5.2.5.5; c.f 5.2.7)

Table 6.2 presents tourism job-oriented competencies which are critical for the tourism industrial practitioners to acquire. The above-mentioned competencies in Table 6.1 and Table 6.2 may enhance integration of impairments issues and persons with physical impairments into the mainstream tourism technical, supervisory and management capacity through the university education. This is because tourism education is perceived as having three dimensions namely: i) vocational/technical; ii) management for the industrial practice, and iii) the academic as research and innovations which should augment teaching and learn for the industrial human resources (practitioners) practices (Nhuta *et al.*,2015). According to Table 6.2, the current author recommends that the curricula content should have impairments issues as part of: i). Psychology and Sociology in Tourism and Communities; ii). Tourism Marketing; iii). Consumer behaviour; iv). Tourism Events Management; v). Tourism Destination Management; vi). Tourism Amenities, Accommodation, Attractions and Accessibility for All; vii). Tourism, Leisure, Recreation and Hospitality; viii). Tourism Communication (c.f 5.2.3.3.5; c.f 5.2.3.3.6; c.f 5.2.3.4.3; c.f 5.2.5.5; c.f 5.2.7).

This current author deduced the discussed recommendations in this chapter, have informed the development of the Accessible Tourism Human Capital Development model (see Figure 6.1) and framework (see Figure 6.2) as explained below:

6.5.2.1 The Accessible Tourism Human Capital Development model (ATHCD)

The ATHCD theoretical model is briefly presented below:

The accessible tourism human capital development theoretical model (Figure 6.1) and the implementation framework (Figure 6.2) upholds a well-structured model. This said model scopes macro (national socio-economic structural dimensions), micro (end to end workflows/tasks) and meso (individual processes steps), as means to mainstream impairment issues and/or persons with impairments for socio-economic participation such as Tourism (c.f 6.5.1). Figure 6.2 summarises a systematic institutionalisation that uphold capacity building that enhance professional service provision to people with impairments. Such would be part of the tourism practitioners' competencies as embedded in the mainstream tourism education (c.f 6.5.1). This would augment physical infrastructural accessibility at tourism facilities (c.f 6.5.1). Therefore,

according to Figure 6.1 and Figure 6.2, the ATHCD model is procedural and analytic as it provides specific insights towards improving an existing tourism education and training system. Within this standpoint, the said model and framework concurrently providing intended guidelines to address real-world situations in the tourism education and industry (see Figure 6.1 and Figure 6.2). Thus, Figure 6.1 is regarded by this current author as the accessible tourism human capital development strategic model that informs the implementation framework in Figure 6.2. Thus, the framework in Figure 6.2 upholds a systematic-change management mechanism, which is time bound.

The strategic pyramidal accessible tourism human capital development model

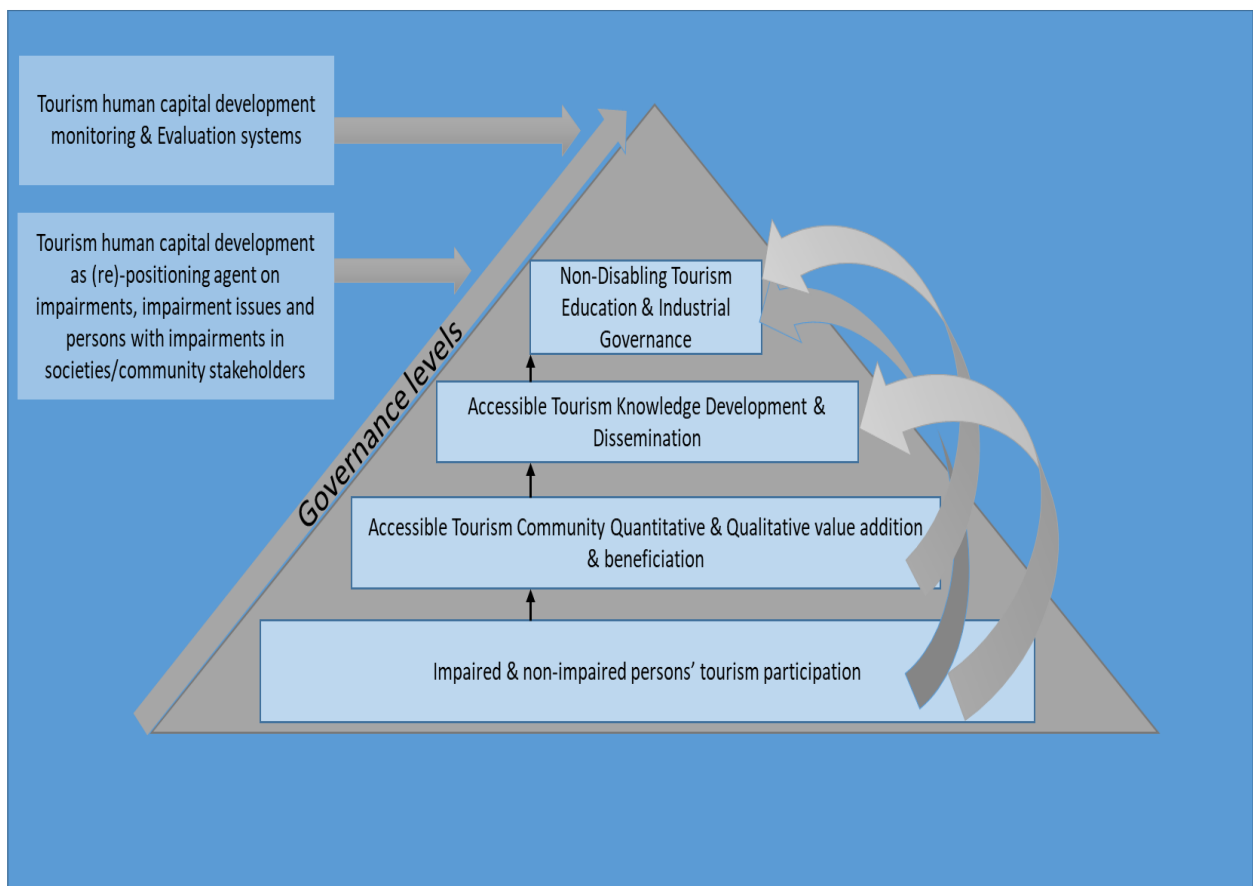


Figure 6.1: The Accessible Tourism Human Capital Development model that is informed by current study results

The ATHCD model in Figure 6.1, focuses towards: i) empowering the non-impaired persons with capacity (acquired from formal tourism education) to handle/serve persons with impairments including visitors with impairments. ii) enabling persons with impairments to access the tourism education (at formal tourism education establishment) as this knowledge and skills may facilitate the creation of non-disabling environs which includes teaching and learning systems (c.f 6.5.1). This model provides a basis for the creation of non-disabling tourism workplace and career development. The pillars of the strategic pyramidal theoretic model in Figure 6.1 above, are:

a) Non-disabling Tourism education and industrial governance: South Africa need to review the policies which informs both the tourism education and industrial practices towards non-disabling strategic decision making (see Figure 6.1 and Figure 6.2). The legislative frameworks have influence on the mainstreaming approach in South Africa. Such approaches guide tourism formal learning processes and structures (c.f 6.5.1). In this sense, there is an input-output system between the tourism formal human capital development and the industry (see Figure 6.1). This linkage enhances the satisfaction of all tourism (labour and consumer) markets. The ATHCD model in Figure 6.1 addresses structures at macro dimension.

As indicated in in Figure 6.1, the role of public authorities entails the creation of non-disabling tourism governance. This upholds active engagement towards the creation of non-disabling environment by the provincial government structures, the district government structures and the local government structures, which systematically reports to the main government structure (c.f 6.5.1). The said model offers a bottom-up and top-up approach towards addressing the mainstreaming of persons with impairments and impairment issues for effective tourism participation. This can be rooted in good governance principles (c.f 6.5.1).

As summarised in Figure 6.1, this current researcher opines that the local government structures partner with the societal traditional leadership structure that is made of formal leadership and opinion leaders, the church and contemporary source of perceived correct information such as the social media tools. This may foster mainstreaming of impairments and impaired persons as the re-positioning strategies enhances greater enlightenment (c.f 6.5.1). This enlightenment would alleviate the imbalance of views on access to socio-economic opportunities by the persons with impairments (c.f 6.5.1). Thus, the current researcher perceives that the imbalances are caused by non-impaired persons skewed norms, belief and values towards the socio-economic participation by all community members.

Therefore, as presented in Figure 6.1, the Department of Higher Education and Training (DHET) and Department of Tourism (DoT) is to engage in policies amendments towards mainstreaming impairment issues and persons with impairment in the mainstream articulation of aspects which guides human capital development, not in a separate document or legal instruments (c.f 6.5.1). This enhances a clear and enforceable mechanism that co-opt competencies which would address social injustices within the tourism knowledge and skills empowerment (c.f 6.5.1).

Figure 6.2 upholds the opinion that the DHET and quasi-public authorities should provide overarching master plans and strategic documents that influences the creation of higher learning environs especially in teaching and learning. The model in Figure 6.1 provides platform, key requirements and parameters (criteria) which the authorities can use to approve, inspect and/or

assess the higher learning systems' pursuit of mainstreaming tourism human capital/practitioners' needs as aligned to labour and consumer market needs (c.f 6.5.1). Thus, this current author concurs with Makuyana and Saayman (2019) in suggesting that education can be an agent towards addressing societal integration (cohesion) for greater economic productivity. Hence, Figure 6.2 presents the criteria as part of input from gatekeepers which can be coordinated through disability centres/already established offices that caters for disability issues in higher learning institutions. In this context, the public authorities' structures which are set through decentralised governing structure can bolster a bottom up influence towards mainstreaming competencies (c.f 6.5.1) Such may perpetuate the empowerment of learners (with or without impairments) and practitioners with capacity to handle impaired persons (practitioner/visitors) in tourism education and industry.

According to Figure 6.1, the DoT and DHET has role to play in influencing the development of non-disabling workplace policy which guides workplace decency that enhance wellbeing of human resources with and without impairments. The DHET and/or DoT has role to play in research collaborations focused on mainstreaming of persons with impairments as means to enhance the achievement of the 2-7% quota in recruiting such peers (Makuyana & Saayman 2018).

b) Non-disabling tourism knowledge development and dissemination: According to Figure 6.1 and Figure 6.2, the current tourism teaching resources have a void in mainstreaming impairments issues and impaired persons (Makuyana & Saayman, 2018). This conveys challenges in the creation of non-disabling teachable tourism skills and knowledge (c.f 6.5.1). On the other hand, this void, should not discourage tourism educators because such provides the opportunity for the systematic creation of non-disabling teaching and learning-interactive space (c.f 5.2; c.f 6.4). This would be supported by the tourism curricula, curricula content and the content delivery mechanism (teaching and learning methods) within the tourism higher learning systems (Makuyana & Saayman, 2018). To this effect, there is a relationship between tourism educators' capacity (knowledge and skills on impairment issues) and the ability to develop comprehensive knowledge on impairment issues in liaison with persons with impairments gatekeepers (see Figure 6.1 and Figure 6.2).

However, this flaw upholds the lack in capacity to handle visitors with impairments among the tourism human resources (tourism educators, tourism practitioners and ripple effect is felt among the hosting communities) (Chikuta, 2015; Makuyana & Saayman, 2018). Makuyana and Saayman (2018) are of the opinion that this challenge can be alleviated in a sustainable way through mainstreaming impairments in the tourism education (see also Figure 6.1; Figure 6.2; c.f 5.2; c.f 6.4). This will augment efforts set by the tourism industry through informal training and physical

infrastructural inclusion (Euromontana Communication Tourism, 2014; Ndlovu 2019; UNWTO, 2015; 2016;). The model in Figure 6.1 would enhance tapping into the potential of the ignored tourism market (Luiza, 2010). This capacity is of value among the tourism educators, which can enhance the dissemination of such knowledge and skills through community engagement and dissemination mechanism to the societies (see Figure 6.1 and Figure 6.2).

The roles of the Higher Educations Institutions include amending its policy towards institutionalising impairment issues and persons with impairments (c.f 5.2; c.f 6.4). Such may involve:

- i). reviewing its tourism curricula, curricula content and content delivery mechanism towards mainstreaming impairments, impairment issues and persons with impairments.
- ii). tourism educators/researchers to research and publication knowledge as rooted in partnerships and research collaborations aimed at continuous in-depth researches on impairments as mainstreamed in tourism education. This would be rooted in collaboration with gatekeepers and responsible private and public authorities.
- iii). developing teachable/teaching resource materials.
- iv). developing and creating and/or co-opt universal designed instructions/universal teaching methods to foster teaching and learning of learners with impairments and without impairments in a shared virtual and physical space.
- v). creating teaching and learning environs which uphold student-student guided interactive exposure for the comprehensive knowledge of persons with impairments throughout the studying period at higher learning institution. This has implication on the need to have tourism education-industry dialogues aimed at addressing this issue in the lens of empowering human resources with competencies informed by market needs and trends (dynamics). Therefore, the practitioners' attitude, aptitude and behaviour would be influenced by the dynamics in line with tourism product development.

In the same vein, the tourism access knowledge would inform the workplace through dialogues among the gatekeepers, tourism educators and the industrialists. The non-disabling tourism knowledge is the basis for both theoretical and practice in tourism, as such is developed from the persons with impairments' voice (c.f 5.2; c.f 6.4; c.f 6.5.1). This would be aligned to the industrial expected job role sizes as higher learning would liaise with the tourism industrialists. According to Figure 6.1, this enables the development of content for the curricula and the content delivery mechanism which can enhance empowerment of physically impaired persons and non-impaired persons in the shared non-discriminative teaching and learning space. Such would be set by human resources development using a triangulation of formally designed Off and On-the-job tourism curricula (Makuyana & Saayman, 2018). The formal sources of data can add and/or be

added in value by the case studies and best practices research-approaches, which can be co-opted in formal education and workplace (see Figure 6.1 and Figure 6.2).

c) Accessible tourism community qualitative and quantitative value addition and beneficiation: according to Figure 6.1 and Figure 6.2, the ATHCD model considered the tangible and non-tangible perceived and actual value and/or potential value to be extracted from and/or in impaired and non-impaired people in societies. The society is the source of tourism (labour and consumer) markets (c.f 5.2; c.f 6.4). From this juncture, tourism education is a point to enhance beneficiation through acquisition of capacity to handle both impaired and non-impaired peers (Figure 6.1 and Figure 6.2). This quantitative and qualitative value addition and beneficiation (extrinsic and intrinsic) is engraved in education as advised by the human capital theory (Baptise, 2012). This can be realised as the elements set in the mentioned theoretical model (Figure 6.1) and framework (Figure 6.2) would reinforce systematic transformative process which incepts in cognitive, affective and psychomotor dimensions within a being (meso levels). The components in discussion are anchored in both perceived and actual socio-economic benefits set by mainstreaming of impairment issues and persons with impairments in mainstream tourism (see Figure 6.1 and Figure 6.2).

As shown in Figure 6.1 and Figure 6.2, the community qualitative and quantitative value addition and beneficiation considers the workflows as aligned with the perceptual positioning of impairments in communities. Hence, this model furthers the assertion that tourism knowledge can inform decision making in both domestic and international societies towards a non-disabling perspective (c.f 5.4; c.f 6.4). Such is derived from perceived value addition set by the participation of family structures, church and among other stakeholders (c.f 5.4; c.f 6.4). This implicates perceived value addition and value extraction among tourism small to medium enterprises and corporates within the value chain/network (see Figure 6.1 and Figure 6.2). Thus, tourism is composed of both small to medium enterprises and corporates among other public sector-related organisations (c.f 5.2; c.f 6.4). Therefore, according to (c.f 5.2; c.f 6.4; c.f 6.5.1), this current author suggests that, the roles of community structures should align with tourism human capital development in order to:

- i). facilitate in the establishment of behavioural stimuli set towards impairments and tourism participation.
- ii). establish line of communication and strategies that can enhance strategic change management which can address attitudes, aptitude and behaviours towards handling persons with impairments with dignity while partaking in tourism (as practitioners and visitors).
- iii). facilitate engagement of different community opinion leaders in different socio-economic strata in South Africa. As each stratum has different characteristics and different expectations aligned

with perceived value and value addition and beneficiation set by the mainstreaming of persons with impairments and socio-economic productivity in tourism education for the tourism industry and community development.

iv). create of non-disabling socio-economic environs that supports human values, norms and beliefs among the community members.

d) Figure 6.1 presents, **non-impaired and impaired persons' tourism participation** as the restructuring process that seek to enhance an equitable communication at the tourism higher learning, society and/or workplace teams within socio-economic spheres (see also Figure 6.2). This would bridge the 'silence' which was and/or still maintained within the inclusion and accommodation approaches on impairment issues (Makuyana and Saayman, 2018; c.f 5.2; c.f 6.4; c.f 6.5.1). This would bolster the involvement of individuals with impairments for effective tourism participation, in complementary patterns with non-impaired peers. As noted by the results of Buhalis and Darcy (2011); Chikuta *et al.*(2017); Darcy (2010); Darcy and Buhalis (2011) and Snyman (2002) researches which highlighted that impairments (temporary and permanent) are a life phenomenon, and have limited effects on ability to participate in tourism (socio-economic) activities that surrounds individual's livelihood, especially when the impairment is in mild condition (c.f 5.2; c.f 6.4; c.f 6.5.1). The model in Figure 6.1 and Figure 6.2 perceive that the twenty-first century high-tech based industrial productive upholds the use of assistive and/or supportive systems (assistive devices/equipment) by non-impaired persons (c.f 5.2; c.f 6.4). However, when such is set for persons with physical impairments in mild condition, costs are over-emphasized at the expense of considering the productive input and output (c.f 6.5.1). Hence, the essence of the accessible tourism human capital development model is to establish sustainable socio-economic participation of humans regardless of whether or not having impairments (see also Figure 6.1 and Figure 6.2).

According to Figure 6.1 and Figure 6.2, there are complementary relationships in formal tourism education, community (hosting and general), tourism industry/workplace, career development path and visitors' needs among other stakeholders' needs within the tourism value chain. Hence, the roles of the persons with impairments and their gatekeepers in the tourism education is to facilitate in empowering the persons with and without impairments for them to have capacity to serve tourism markets (impaired and non-impaired visitors) (c.f 5.2; c.f 6.4; c.f 6.5.1). Hence, according to (c.f 5.2; c.f 6.4; c.f 6.5.1) the mentioned model in Figure 6.1, regards person with impairments as:

- i). potential practitioners (who need to be competent to serve visitors with or without impairments).
- ii). prospectus visitors whose needs are addressed by both human capital and physical infrastructural accessibility.

iii). key informants for the creation of non-disabling tourism human capital development environs as anchored in shared space teaching and learning which enhances the enrolment of persons with impairments and non-impaired peers. This enables proactive approach in attending the teaching and learning needs in addition to other retrofitting approaches when necessary.

e) According to Figure 6.1, the accessible tourism human capital development must be rooted in **monitoring and evaluation** systems with objective criteria, benchmarks, and timelines throughout the governance levels. This bolsters a systematic implementable system that enhances accountability and enforceability as coined in the industrial needs and the tourism community development as informed by manpower needs analysis (Nhuta *et al.*, 2015). Therefore, according to (c.f 5.2; c.f 6.4; c.f 6.5.1) the monitoring and evaluation should be set through designated offices whose roles align with the set impairment issues (see Figure 6.2). In this standing, there is need to evaluate both tourism practitioner-workplace role size as aligned to accessible tourism competencies impartation from a formal tourism education (human capital) and investment (see Figure 6.2).

f) Figure 6.1 highlights the pursuit of **(re)position impairments** throughout the multi-facets of the tourism value chain/network which includes the societies/communities within the context of governance (c.f 5.2; c.f 6.4; c.f 6.5.1). This is because the society and industry over-sympathise, and such upholds negative perceptions, attitude and behaviours towards impairments and persons with impairments. This model in Figure 6.1 and Figure 6.2, highlight processes which perpetuates the adoption of changes aligned with set targeted audience and/or readership's unique socio-economic characteristics within South Africa's social stratified structures. This model's contributions are based on 'how' impairments and persons with impairments can be mainstreamed in the socio-economic endeavours (c.f 5.2; c.f 6.4; c.f 6.5.1). Therefore, the said model in Figure 6.1 and framework in Figure 6.2 can enhance strategies which complement the transformation of stakeholders' psychomotor, cognitive, affective domains for an observable/measurable satisfaction of expectations which builds trust among impaired and non-impaired persons. According to Makuyana and Saayman (2018) such trust bolsters the generation of positive attitude and behaviour towards impairments/impaired persons (c.f 5.2; c.f 6.4; c.f 6.5.1). This implies that accessible tourism human development creates information (knowledge) as primary and secondary sources of knowledge that contributes in the impairments' re-positioning strategies (c.f 5.2; c.f 6.4; c.f 6.5.1). Such has direct and indirect influence on the monitoring and evaluation on profiling socio-benefits, perceptual positioning and mapping, awareness, resources accessibility, career dreams, and self-confidence among the impaired persons in societies in South Africa. This would be complemented by other forms of education and awareness strategies as augmented by media (see Figure 6.1 and Figure 6.2).

The Accessible Tourism Human Capital Development implementation framework

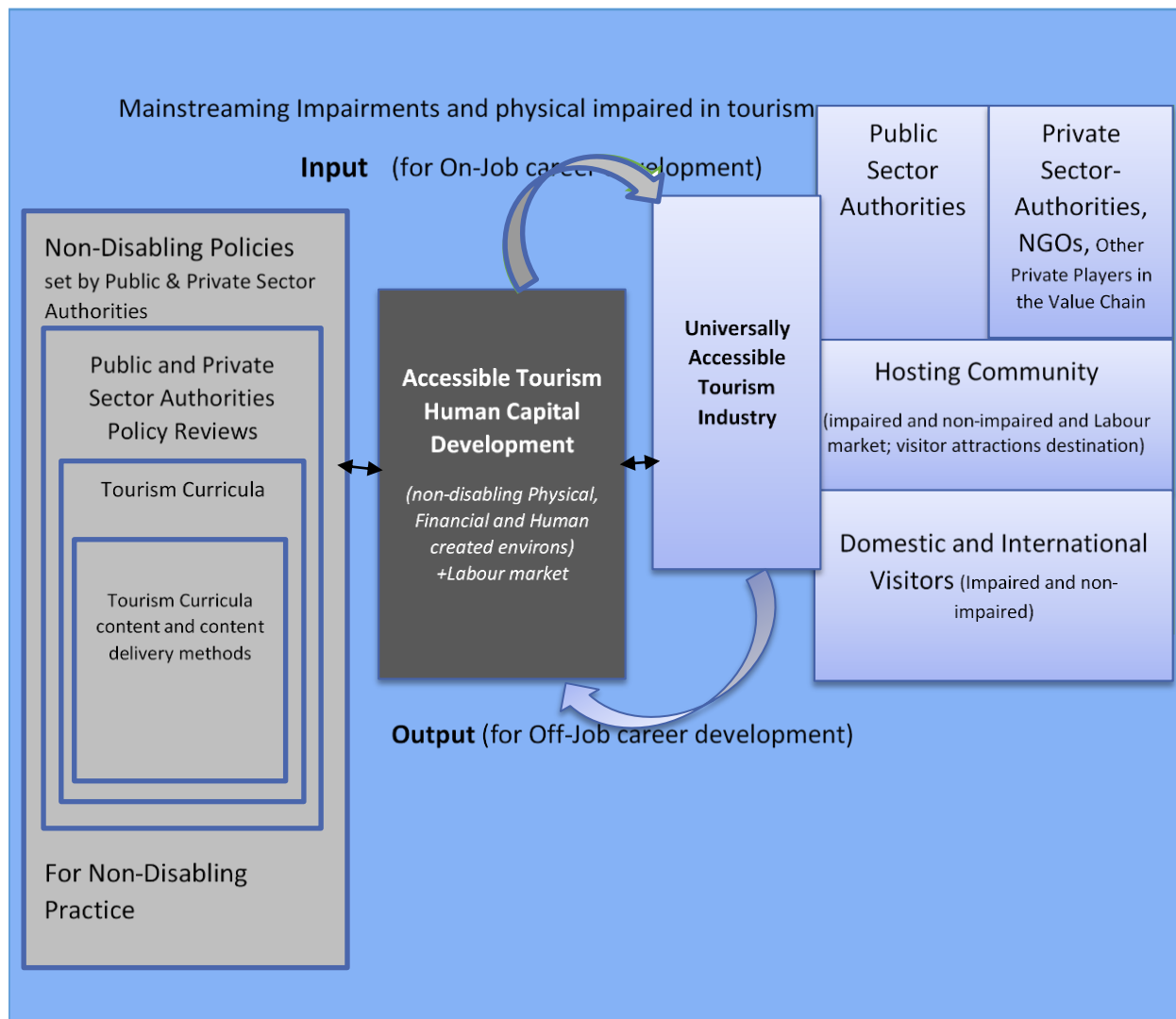


Figure 6.2: ATHCD implementation framework that is informed by ATHCD model in Figure 6.1 above

The ATHCD theoretical model's framework guide in Figure 6.2 summarises the interpretation of the theoretical model presented in the Figure 6.1. Thus, the framework in Figure 6.2 addresses the workflows aligned with each facet in Figure 6.1 as informed by (c.f 5.2; c.f 6.4; c.f 6.5.1). Such would establish procedural and process guidelines within the mainstream tourism education. The framework in Figure 6.2, present the explanation using a continuous circle-systematic approach that upholds the top-down and bottom –up approaches embedded in the model shown in Figure 6.1. Hence, the following paragraphs briefly interprets the relationships presented in Figure 6.2 (c.f 5.2; c.f 6.4; c.f 6.5.1):

- i). As shown in Figure 6.2, there is an overall input set by the government and quasi-government authorities through policies and acts as overarching guides for the accessible tourism human

capital development (tourism education system/higher learning system) in South Africa. This higher learning in Figure 6.2, is composed of institutionalised structural approaches endorsed and enforced by acts, policies, procedures, regulations, rules and by-laws. Therefore, the legislative frameworks creates the environment which govern and sanctions private and public higher learning institutions' (labour/manpower/human capital and consumer) market-driven competencies which are i) transformed into curricula, ii) curricula content, and iii) the teaching and learning methods which may be regarded to be relevant in the capacity building process. The Figure 6.1 shows this segment as the first area that needs to be addressed through policy recommendations and systematic reviews through the proper set structural protocols.

ii). As highlighted in Figure 6.2, the higher education (tourism human capital development) would be composed of non-disabling physical and non-physical human created environment. As an input-component, tourism human capital development fosters the development of human resources with competencies which would enable the tourism industry (workplace) to be accessible and to address tourism labour and consumer markets needs regardless of whether or not having impairments. This subset shown in Figure 6.2, is composed of the tourism educators/trainers, learners to be practitioners when they graduate, management and staff. The said players in the higher learning system have roles to play in creating non-discriminative socio-economic arrangements within the mainstream tourism (see Figure 6.2). Hence there is need to explore the stimuli behind their perceptions, attitudes and behaviour. Such have an intended and unintended impact on the tourism industrial experiences by both impaired and non-impaired persons (Makuyana & Saayman, 2018).

iii). As denoted in the Figure 6.2, the current author proposes that the tourism industry is the main processing point of the system, regardless of it being influenced by the government and quasi-government authorities. Hence, the private and public owned tourism designed facilities' management and operations (practitioners and consumers) relies on the strategic and tactical competencies for the creation of non-discriminating organisational culture (among the principals, intermediaries and at the both visitor generation and receiving regions) on the impaired peers (Leiper, 1979; 1990; Makuyana, 2019). This has impacts on the decency and quality of the service encounter (experiences) (Makuyana & Saayman, 2018).

iv). Within this systematic lens, the framework in Figure 6.2 is informed by the theoretical model in Figure 6.1. Thus, in essence, Figure 6.2 points that both the tourism industry and the higher learning may be regarded as part of output. However, there is a continuous cyclic manner presented in Figure 6.2, which exhibits a symbiotic linkage among the elements. This implies that each component in the framework (see Figure 6.2) has aspects of a system that upholds an input-

processing-output mechanism throughout the tourism career development path. This positions the societies as the central platform which is composed by impaired and non-impaired persons in both tourisms designated and non-designated tourism areas (see also Figure 6.1). Thus, societies are influenced and/or influences the tourism education and industry and/or organisational (workplace) social capital's acceptable and unacceptable behaviours for both the external and internal tourism labour and consumer markets whether or not having impairments.

From this standpoint, the current author suggests that each fraternity has different socio-economic drivers. Therefore, there is need to develop practical guidelines and/or mechanism for each facet in order to mainstream impairment issues and persons with impairments within their mandated socio-economic endeavours as guided by the model in discussion (see Figure 6.1 and Figure 6.2). Makuyana and Saayman (2018) posit for the establishment of stimuli underlying perceptions, attitudes and behaviours as influenced by the sources of information and 'how' the information was developed and/or generated. Such would enable the establish mechanism to address key areas which would enhance sensitisation among the societies, while re-positioning of impairments in humanity and dignity and not only for 'charity' and for a 'sick-role'. From a tourism perspective, such may influence both private and public organisations to adopt social entrepreneurial and social accountability practices in pursuing their organisational goals.

Within this standpoint, the current researcher opines that the above-mentioned recommendations (c.f 5.2; c.f 6.4; c.f 6.5.1) in this chapter including the model and framework may have positive influence on:

- a). Promoting positive attitudes toward individuals with disabilities and their families.
- b). Recognition and reinforcement for success of all student regardless of whether impaired while enhance self-esteem.
- c). Demonstrating various classroom management techniques that assist impaired and non-impaired students in their social interaction and self- regulation.
- d). Establishing and maintaining collegial relationships with school and community.
- e). Modelling respect and acceptance of students regardless of being impaired or non-impaired.
- f). Providing opportunities for meaningful and ongoing social interaction among all students (impaired and non-impaired).
- g). Facilitating the participation of all students (impaired and non-impaired) in large- and small group interaction

- h). Use grading procedures appropriate to the needs of students with learning disabilities
- i). Developing and implementing lesson plans to meet students' unique needs as identified in individualized education programs within the universal design instructions.
- j). Developing an effective partnership with family in the education of the learners.
- k). Modifying instruction given such external factors as size of grouping, seating, pace of instruction, and noise level.
- l). Having knowledge of current definitions and characteristics of individuals with impairments and how these impairments affect students' development, educational performance and the industrial productivity as both visitors and human resources.
- n). Modifying teaching instruction given students' unique learning characteristics out of a holistic knowledge of legal rights of the students and parents/guardians and the responsibilities of tourism educators, the School of Tourism Management and its Research Unit regarding the related needed services for both impaired and non-impaired learners.
- m). Planning and implementing teaching instruction in collaboration with the Disability Centre/Unit at the higher learning institution.
- o). Demonstrating knowledge of the continuum of services and placements for students with impairments.
- p). Integrating students with physical impairments into the academic and classroom/school community.
- q). The use of various formal and informal assessment techniques, including observation, interviews, samples of student work, student self-assessments, and tourism educators-made tests.
- r). Evaluating the learner performance on an ongoing basis in order to make instructional modifications and referrals when appropriate.
- s). Identifying informally each learner's strengths and weaknesses across developmental areas.
- t). Modifying/ adapting assessment tools in order to meet the needs of learners with impairments as well as non-impaired peers.

u). Adapting technology for learners (with or without impairments) with the teaching and learning processes.

v). Familiarisation of the commonly used instruments for assessment of students with impairments.

w). Having knowledge of procedures for accessing and providing education and related services (i.e., pre-referral, referral, and implementation) for the impaired and non-impaired learners.

6.6 LIMITATIONS OF THE STUDY

The study limitation may be scoped in the aspect that it used one case study on the higher learning institution and South Africa (as source of persons with physical impairments' voice) to bolster an African view on the policies governing institutions. Though such was essential for the development of concept/model rooted in pillars informed by a real in-depth situation for the abstractions that bolster a great generalisability. This implies that the postulated theoretical model shall be tested for applicability.

South Africa is a middle-income earning country, hence other African countries and other developed countries can take the pillars for the model; however, the application needs to be re-aligned to suit the set countries socio-economic setting.

6.7 RECOMMENDATION FOR FUTURE RESEARCH

The following areas are projected for future research:

- i) Investigating the nexus between (disability) impairments and tourism career development.
- ii) An analysis of the socio-economic impacts of impairment to tourism entrepreneurship among the persons with impairments.
- iii) An investigation on the impact of (disability) impairments in tourism social entrepreneurship as part of business management culture.

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ANNEXURES

Annexure A: Tabulated Literature results

Table A1: Results of Tourism literature that scopes impairment issues

Country /region	No. of Researchers	Authors	Year	Area of focus	Current Study Objective	Assessment measure	Outcome (influence on policies)
General Europe	1	Handbook on making Europe accessible	1997	Making Europe more accessible	Objective 1: Content analysis on tourism education's peer-reviewed articles (published and unpublished theses) and books as key informants for legal framework (policies) development in higher tourism education and training for the tourism industry (workplace) in context of mainstreaming physical impaired and impairment issues in South Africa.	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace). The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The deduction is that the legal frameworks and handbook were set from a human right protocol (international), which fostered the development of domestic enactment (at a country level). However, tourism literature as contexted to impairments is still limited due to lack of comprehensive information for the tourism human capital development policies and formal competencies. Nonetheless the general human rights advocacy seem to have made an influence on policies, though there is a void on enforceability and accountability.
Asian-Pacific	1	Conference report for ESCAP	2000	Barrier free tourism for people with disabilities	Objective 1: Content analysis on tourism education's peer-reviewed articles (published and unpublished theses) and books as key informants for legal framework (policies) development in higher tourism education and training for the tourism industry (workplace) in context of mainstreaming physical impaired and impairment issues in South Africa.	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace). The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The deduction is that persons with impairments have been pushing for removal of barriers, though the mechanism seems to non-impaired counterparts as impaired people want to be treated like other people, yet they are perceived as being barred by socio-economic arrangement. To this effect, tourism literature on impairment issues have very limited contribution in either policy and even formal competencies reviews.
South Africa	1	Snyman	2002	The needs of tourists with disability (Hons-mini-dissertation)	Objective 1: Content analysis on tourism education's peer-reviewed articles (published and unpublished theses) and books as key informants for legal framework (policies) development in higher tourism education and training for the	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace). The relationship between the tourism-impairment issues as set in themes in	A South Africa view signalled the need to understand needs and motivation of persons with impairments, however there is insufficient literature that can provide adequate information that can convince the policy makers and decision makers for tourism to mainstream impairment issues in tourism

					tourism industry(workplace) in context of mainstreaming physical impaired and impairment issues in South Africa.	literature and the level of coverage in context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	industry in the country from a non-human right advocation.
United Kingdom	2	Shaw & Cole	2004	Disability as contexted in holiday making and the tourism industry in the UK.	Objective 1: Content analysis on tourism education's peer-reviewed articles (published and unpublished theses) and books as key informants for legal framework (policies) development in higher tourism education and training for the tourism industry(workplace) in context of mainstreaming physical impaired and impairment issues in South Africa.	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	From the literature chapters of this study, this region is one of the key contributing region in the disability studies and advocacy for disability rights, however, the tourism industry is yet to have a clear policy that inform practices from the comprehension of impairment issues and productivity. Though informal training has been set among other accessibility campaigns that address impairment types in their spectrum from a general accessibility perspective and evaluation.
Australia	2	Yan, McKercher & Packer	2006	Tourism from a determinants-constraints within the demand side.	Objective 1: Content analysis on tourism education's peer-reviewed articles (published and unpublished theses) and books as key informants for legal framework (policies) development in higher tourism education and training for the tourism industry(workplace) in context of mainstreaming physical impaired and impairment issues in South Africa.	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The deduction is that there is a significant influence set on the industrial policies and national frameworks through the influence of researches aligned with accessible tourism, as such were informed by the human rights advocation. However, such literature has not yet been co-opted in the formal tourism human capital development systems.
Australia	1	Darcy	2006	Experiences of persons with disability as aligned to the Air travel chain	Objective 1: Content analysis on tourism education's peer-reviewed articles (published and unpublished theses) and books as key informants for legal framework (policies) development in higher tourism education and training for the tourism industry(workplace) in context of mainstreaming physical impaired and impairment issues in South Africa.	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in context of impartible knowledge and skills within formal teaching and learning domain for career	The deduction is that there is a significant influence set on the industrial policies and national frameworks through the influence of researches aligned with accessible tourism, as such were informed by the human rights advocation. However, such literature has not yet been co-opted in the formal tourism human capital development systems.

						development and service delivery to visitors.	
General Europe	1	European Network for Accessible Tourism	2007	Rights of Tourists with Impairments	Objective 1: Content analysis on tourism education's peer-reviewed articles (published and unpublished theses) and books as key informants for legal framework (policies) development in higher tourism education and training for the tourism industry (workplace) in context of mainstreaming physical impaired and impairment issues in South Africa.	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The deduction is that the legal frameworks and handbook were set from a human right protocol (international), which fostered the development of domestic enactment (at a country level). However, tourism literature as contextualized to impairments is still limited due to lack of comprehensive information for the tourism human capital development policies and formal competencies. Nonetheless the general human rights advocacy seem to have made an influence on policies, though there is a void on enforceability and accountability.
Turkish	3	Ozturk, Yayli & Yesiltas	2008	A hotel and Travel managers' evaluation on the readiness of Turkish tourism industry for disabled market.	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	There is very limited contribution towards either tourism higher education policy development or tourism formal capacity development
General	1	Luiza	2010	Ignored opportunity in accessible tourism.	Objective 1: Content analysis on tourism education's peer-reviewed articles (published and unpublished theses) and books as key informants for legal framework (policies) development in higher tourism education and training for the tourism industry(workplace) in context of mainstreaming physical impaired and impairment issues in South Africa.	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The deduction is that Human Rights view enhanced the advocacy for equal access to tourism services for visitors with and without impairments. This probed for the realisation of opportunities associated with disability tourism market. Thereby UNWTO developed agenda on accessible tourism which latter brought up best practices and handbook for in-house training as scoped by Europe for all 'universal accessibility campaign'. To this effect, it is the human rights view which opened up influence on policy, though the policy still lacks the typical mechanism to address impairment issues as informed by the tourism view on impairments and socio-economic active participation of such as rooted in professional competencies through non-disabling formal human capital development systems.

United Kingdom	3	Richards, Pritchards & Morgan	2010	National report on survey on accessibility provision.	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	From the literature chapters of this study, this region is one of the key contributing region in the disability studies and advocacy for disability rights, however, the tourism industry is yet to have a clear policy that inform practices from the comprehension of impairment issues and productivity. Though informal training has been set among other accessibility campaigns that address impairment types in their spectrum from a general accessibility perspective and evaluation.
Australia	1	Darcy	2010	Challenges in traveling as scoping travel medicine and disabled travellers	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The deduction is that there is a significant influence set on the industrial policies and national frameworks through the influence of researches aligned with accessible tourism, as such were informed by the human rights advocacy. However, such literature has not yet been co-opted in the formal tourism human capital development systems.
Slovanian	3	Bizjak, Knezevic & Cvetreznik	2010	A tourism student perspective on attitude change towards guests with disabilities	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	This is useful in asserting the ability for cognitive, affective and psychomotor domains through the formal teaching and learning. However, such thrive well if bolstered by non-disabling policies and knowledge and skills within the curriculum content and content delivery mechanism
Denmark	2	Blichfeldt & Nicolaisen	2011	Disabled travel is not easy but doable	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The	This propel the view that integration of impaired persons in tourism industry is not easy unless a change of mentality is set as tourism market with access needs differs among the disability spectrum and as either temporary or terminal; regardless of such

						relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	persons having the impairments, resources and motivation to participate in tourism. Thus the tourism literature is yet to adequately influence policies that guides practices in both industry and higher education and training.
Taiwan	2	Chang & Chen	2011	Identifying mobility services needs for disabled air passengers	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	There are limited effects on policies in either tourism industry or formal training due to limited literature that bolster the comprehensive understanding of impairment issues in tourism
General Europe	3	Darcy, Michopoulou, Ambrose & Buhalis	2011	Special issues editorial on accessibility tourism in future.	Objective 1: Content analysis on tourism education's peer-reviewed articles (published and unpublished theses) and books as key informants for legal framework (policies) development in higher tourism education and training for the tourism industry (workplace) in context of mainstreaming physical impaired and impairment issues in South Africa.	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The deduction is that the legal frameworks and handbook were set from a human right protocol (international), which fostered the development of domestic enactment (at a country level). However, tourism literature as contexted to impairments is still limited due to lack of comprehensive information for the tourism human capital development policies and formal competencies. Nonetheless the general human rights advocacy seem to have made an influence on policies, though there is a void on enforceability and accountability.
America	3	Shi, Cole & Chancellor	2012	Understanding leisure travel motivations of travellers with acquired mobility impairments.	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career	The deduction is that there is need to understand travel motivation would foster the preparedness of the tourism industry from policy to practice. To this standpoint such is not yet co-opted in the human capital development as the hub for both industry and career development for both impaired and non-impaired persons. This void still perpetuates imbalances in socio-economic independence and disabling tourism innovation and development among the global citizen.

						development and service delivery to visitors.	
Australia	3	Small, Darcy & Packer	2012	The embodied tourists experience of people with vision impairments from a management angle. Setting a research agenda for Accessible Tourism.	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace). The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The deduction is that there is a significant influence set on the industrial policies and national frameworks through the influence of researches aligned with accessible tourism, as such were informed by the human rights advocacy. However, such literature has not yet been co-opted in the formal tourism human capital development systems.
United Kingdom	1	People 1 st	2012	Disability awareness training in the hospitality, leisure, travel and tourism sector.	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace). The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	From the literature chapters of this study, this region is one of the key contributing region in the disability studies and advocacy for disability rights, however, the tourism industry is yet to have a clear policy that inform practices from the comprehension of impairment issues and productivity. Though informal training has been set among other accessibility campaigns that address impairment types in their spectrum from a general accessibility perspective and evaluation.
Taiwan	2	Chang & Chen	2012	Factors that influence meeting the needs of disabled air passenger	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace). The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	There are limited effects on policies in either tourism industry or formal training due to limited literature that bolster the comprehensive understanding of impairment issues in tourism
Australia	1	Darcy	2012	Disability framework for the action: Inherent complexity in disability,	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice	The deduction is that there is a significant influence set on the industrial policies and national frameworks through the influence of researches aligned with accessible tourism,

				accessible tourism and accommodation information preferences		in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	as such were informed by the human rights advocacy. However, such literature has not yet been co-opted in the formal tourism human capital development systems.
South Korean	3	Lee, Agarwal & Kim	2012	Influence of travel constraints on travellers with disabilities' intention to travel.	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The literature is adding up to other resources on constraints and access needs market's willingness/commitment towards tourism participation. These resources are still to be co-opted for the development of non-disabling knowledge and even policies.
Portugal	1	Figueiredo, Eusebio & Katsenholz	2012	Diversity among tourists with disabilities as a pilot study for accessible leisure tourism experiences in Portugal	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	This would be a god exploratory knowledge that permeates more researches which would seek to inform both policy development and tourism human capital
Spanish	1	Pagan	2012	Time allocation for persons with disabilities in Tourism.	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge	These are more of preliminary researches which are not saturated enough to inform tourism policies and tourism curriculum content within the formal tourism human capital development

						and skills within formal teaching and learning domain for career development and service delivery to visitors.	
USA and Republic of Korea	3	Kim, Stonesifer & Han	2012	Accommodating the disabled hotel guest's implications for the hotel management and guests.	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	There is very limited impact to policy review for non-disabling arrangements through either tourism policies or formal tourism human capital development systems.
Jordan	1	Allan	2013	Reasons persons with impairments engaging in tourism activities.	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	This brings a deduction that the tourism industry developed informal training on principles and practices that seek to address inclusive mechanism though such permeates the clues of 'second class' citizen feeling among the impaired persons.
America	2	Kim & Lehto	2013	Establishing the motives and activities of families traveling with children possessing disabilities.	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The deduction is that there is need to understand travel motivation would foster the preparedness of the tourism industry from policy to practice. To this standpoint such is not yet co-opted in the human capital development as the hub for both industry and career development for both impaired and non-impaired persons. This void still perpetuates imbalances in socio-economic independence and disabling tourism innovation and development among the global citizen.
Spanish	3	Navarro, Andreu & Cervera	2014	Value co-creation among hotels and	Objective 1	The linkages between literature and the level of influence in policy	These are more of preliminary researches which are not saturated enough to inform

				disabled customers using exploratory approach		development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	tourism policies and tourism curriculum content within the formal tourism human capital development
General	1	UNWTO report	2014	Highlights of 1st UNWTO conference on accessible tourism in Europe	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The deduction is that Human Rights view enhanced the advocacy for equal access to tourism services for visitors with and without impairments. This probed for the realisation of opportunities associated with disability tourism market. Thereby UNWTO developed agenda on accessible tourism which latter brought up best practices and handbook for in-house training as scoped by Europe for all 'universal accessibility campaign'. To this effect, it is the human rights view which opened up influence on policy, though the policy still lacks the typical mechanism to address impairment issues as informed by the tourism view on impairments and socio-economic active participation of such as rooted in professional competencies through non-disabling formal human capital development systems.
Malaysian	5	Mothiravally, Aug, Baloch, Kulampallil & Geetha	2014	Attitude and perception of visually impaired travellers	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The deduction is that, this is good foundational information, which permeates for more comprehensive mining of data which may be useful in policy development in both tourism formal education and the tourism industry. Such would augment the existing teachable formal tourism skills and knowledge
Bangladesh	1	Das & Rudra	2015	Tourism accessibility for disabled travellers from an optimistic concept in	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice	There is very limited influence set by this literature towards either policy or competencies development in the tourism fraternity. This is because there is still more

				Bangladesh's tourism industry		in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	details on tourism and impairments which needs to bring up adequate argument for tourism policy and competencies reviews.
General	1	UNWTO publication	2015	Manual on accessible tourism for all good practices in the public and private sector.	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The deduction is that Human Rights view enhanced the advocacy for equal access to tourism services for visitors with and without impairments. This probed for the realisation of opportunities associated with disability tourism market. Thereby UNWTO developed agenda on accessible tourism which latter brought up best practices and handbook for in-house training as scoped by Europe for all 'universal accessibility campaign'. To this effect, it is the human rights view which opened up influence on policy, though the policy still lacks the typical mechanism to address impairment issues as informed by the tourism view on impairments and socio-economic active participation of such as rooted in professional competencies through non-disabling formal human capital development systems.
Poland	1	Zajadacz	2015	The contribution to the geography of disability to the development of accessible Tourism	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The deduction is that debates on the tourism and impairments is gaining momentum, however there is still a void in developing sustainable mechanism to mainstream while rooted in a system that enhances responsibility (as such persons have potential) while alleviating the status quo which has been perpetuated by bleakness in the comprehension of impairment issues from a medical, traditional and human rights angle. Such has bolstered resentment and non-mutual adoption of impairments in humanity. To this effect, the tourism literature has not yet fostered the influence on either policy or formal capacity development for both the tourism industry and tourism education
South Africa & Zimbabwe	1	Chikuta	2015	Universal accessibility in Parks (Gonarezhou and Kruger)-PhD Thesis	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice	This adds on the South African tourism-impairment literature that is shared with Zimbabwe, however such had very limited effects as the dates of these researches were

						in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	done after Kruger National Park had already put in place physical facilities for the nature-based tourism product to be accessible. However, the literature shared same findings with the others who articulated on motivations of travellers with disabilities/impairments/access needs. To this effect, such had limited influences towards policy reviews and human capital development. Such is evident by the void in the relevant tourism policies and tourism education.
United Kingdom	1	Visit England	2015	Re-envisioning tourism and visual impairments	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	From the literature chapters of this study, this region is one of the key contributing region in the disability studies and advocacy for disability rights, however, the tourism industry is yet to have a clear policy that inform practices from the comprehension of impairment issues and productivity. Though informal training has been set among other accessibility campaigns that address impairment types in their spectrum from a general accessibility perspective and evaluation.
Australia	3	Vila, Darcy & Gonzalez	2015	Competing for the disability tourism market from a comparative factor analysis.	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The deduction is that there is a significant influence set on the industrial policies and national frameworks through the influence of researches aligned with accessible tourism, as such were informed by the human rights advocacy. However, such literature has not yet been co-opted in the formal tourism human capital development systems.
United Kingdom	1	British beer pub	2016	Reasons for making beer pubs accessible Volume and value of accessible tourism in England.	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in	From the literature chapters of this study, this region is one of the key contributing region in the disability studies and advocacy for disability rights, however, the tourism industry is yet to have a clear policy that inform practices from the comprehension of impairment issues and productivity. Though informal training has been set among other

						literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	accessibility campaigns that address impairment types in their spectrum from a general accessibility perspective and evaluation.
Indian	2	Bindu & Devi	2016	Accessible Tourism: Determinants and constraints from a demand side view.	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The deduction is that there is very limited knowledge other than emphasizing constraints and determinants and motivations of accessible tourism. From such stand point, there is need for a mammoth task in developing more tourism literature which can be shared with policy makers for either the creation of non-disabling environs or formal skills and knowledge in tourism.
Turkish	2	Ozogul & Baran	2016	Accessible tourism as a golden opportunity for specialised Travel agencies.	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	There is very limited contribution towards either tourism higher education policy development or tourism formal capacity development.
General	1	UNWTO publication	2016	Manual on Accessible Tourism for all (principles, tools and best practices) Manual for accessible tourism for all.	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The deduction is that Human Rights view enhanced the advocacy for equal access to tourism services for visitors with and without impairments. This probed for the realisation of opportunities associated with disability tourism market. Thereby UNWTO developed agenda on accessible tourism which latter brought up best practices and handbook for in-house training as scoped by Europe for all 'universal accessibility campaign'. To this effect, it is the human rights view which opened up influence on policy, though the policy still lacks the typical mechanism to address impairment issues as informed by the tourism view on

							impairments and socio-economic active participation of such as rooted in professional competencies through non-disabling formal human capital development systems.
Poland	1	Popiel	2016	Tourism market, disability and inequality from a problem-solution perspective.	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The deduction is that debates on the tourism and impairments is gaining momentum, however there is still a void in developing sustainable mechanism to mainstream while rooted in a system that enhances responsibility (as such persons have potential) while alleviating the status quo which has been perpetuated by bleakness in the comprehension of impairment issues from a medical, traditional and human rights angle. Such has bolstered resentment and non-mutual adoption of impairments in humanity. To this effect, the tourism literature has not yet fostered the influence on either policy or formal capacity development for both the tourism industry and tourism education.
General	1	Isrif	2017	Disability Tourism for children.	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The deduction is that Human Rights view enhanced the advocacy for equal access to tourism services for visitors with and without impairments. This probed for the realisation of opportunities associated with disability tourism market. Thereby UNWTO developed agenda on accessible tourism which latter brought up best practices and handbook for in-house training as scoped by Europe for all 'universal accessibility campaign'. To this effect, it is the human rights view which opened up influence on policy, though the policy still lacks the typical mechanism to address impairment issues as informed by the tourism view on impairments and socio-economic active participation of such as rooted in professional competencies through non-disabling formal human capital development systems.
South Korean	1	Lyu	2017	Tourism products, which people with disabilities are willing to pay for more	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge	The literature is adding up to other resources on constraints and access needs market's willingness/commitment towards tourism participation. These resources are still to be co-opted for the development of non-disabling knowledge and even policies.

						and skills within formal teaching and learning domain for career development and service delivery to visitors.	
Zimbabwe	1	Chikuta	2017	The absence of disability issues in the hotel policy in Zimbabwe.	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	This was more of a pointer to a gap in the hospitality sector.
Germany	1	Rebstock	2017	Economic benefits of improved accessibility to transport systems for the role of transport in fostering tourism for all.	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The United Nation's agenda on making Europe accessible fostered a continental view to be universally accessible due to the aspect that 'baby-boomers' access needs shares with persons with impairments. Such goes hand in glove with the propensity to travel from the access needs tourism markets' economic value addition. To this effect, challenges towards accessibility are being articulated as a mechanism to address them. However, tourism literature in this subject is yet to have influence either on policy review or higher learning policies. This void reaches to the absence of such influence in the tourism formal teaching and learning systems
Turkish	1	Tutuncu	2017	Accessibility factors which bolster satisfaction of people with physical disabilities in hotels.	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	There is very limited contribution towards either tourism higher education policy development or tourism formal capacity development.

Italian	3	Agovino, Casaccia, Garofalo & Marchesano	2017	Tourism and disability in Italy: limits and opportunities	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace). The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The same theme is set from different countries, regardless of the aspect that such addresses similar issues as set by other researches. Hence it is an issue of semantics in phrasing the topics. However, such literature has not yet enhanced the alleviation of the void in adequate theoretical base that scopes on tourism and impairment issues. Such theoretical based may have influential effects which may inform legal frameworks and knowledge and skills for the tourism higher learning and industry.
China	2	Hong & Loi	2017	Barriers to holiday-taking for visually impaired tourists and their families	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace). The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The deduction is focused on conceptualising disabilities and barriers for tourism participation. This may be a good informant though human rights views focus on similar approaches which have informed inclusive approaches in the legal frameworks. However, inclusive approaches partially address the impairment issues from a socio-economic participation and there is a void from formal tourism human resources empowerment perspective.
China	2	Loi & Hong	2017	People with Disabilities in the Tourism industry (concept and issues).	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace). The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The deduction is focused on conceptualising disabilities and barriers for tourism participation. This may be a good informant though human rights views focuses on similar approaches which have informed inclusive approaches in the legal frameworks. However, inclusive approaches partially address the impairment issues from a socio-economic participation and there is a void from formal tourism human resources empowerment perspective.
South Africa & Zimbabwe	3	Chikuta <i>et al</i>	2017 & 2018	The motivations of tourists with disabilities as aligned to Nature based tourism	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace). The	This adds on the South African tourism-impairment literature that is shared with Zimbabwe, however such had very limited effects as the dates of these researches were done after Kruger National Park had already put in place physical facilities for the nature-

						relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	based tourism product to be accessible. However, the literature shared same findings with the others who articulated on motivations of travellers with disabilities/impairments/access needs. To this effect, such had limited influences towards policy reviews and human capital development. Such is evident by the void in the relevant tourism policies and tourism education
Australia	2	Mckercher & Darcy	2018	Reconceptualising barriers to travel by people with disabilities.	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The deduction is that there is a significant influence set on the industrial policies and national frameworks through the influence of researches aligned with accessible tourism, as such were informed by the human rights advocacy. However, such literature has not yet been co-opted in the formal tourism human capital development systems.
United Kingdom	1	The National Autistic Society	2018	Welcoming autistic people for guiding tourism venues in England	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	From the literature chapters of this study, this region is one of the key contributing region in the disability studies and advocacy for disability rights, however, the tourism industry is yet to have a clear policy that inform practices from the comprehension of impairment issues and productivity. Though informal training has been set among other accessibility campaigns that address impairment types in their spectrum from a general accessibility perspective and evaluation.
United Kingdom	1	Visit England	2018	Accessibility-non participation	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge	From the literature chapters of this study, this region is one of the key contributing region in the disability studies and advocacy for disability rights, however, the tourism industry is yet to have a clear policy that inform practices from the comprehension of impairment issues and productivity. Though informal training has been set among other accessibility campaigns that address impairment types in their spectrum from a

						and skills within formal teaching and learning domain for career development and service delivery to visitors.	general accessibility perspective and evaluation.
United Kingdom	1	Visit England	2018	Listen up to persons with hearing impairments	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	From the literature chapters of this study, this region is one of the key contributing region in the disability studies and advocacy for disability rights, however, the tourism industry is yet to have a clear policy that inform practices from the comprehension of impairment issues and productivity. Though informal training has been set among other accessibility campaigns that address impairment types in their spectrum from a general accessibility perspective and evaluation.
Australia	1	Department of Economic Development, Tourism and Arts	Not provided	Accessibility resource kit	Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The deduction is that there is a significant influence set on the industrial policies and national frameworks through the influence of researches aligned with accessible tourism, as such were informed by the human rights advocacy. However, such literature has not yet been co-opted in the formal tourism human capital development systems.
Germany	1	Kagermeier	Not provided		Objective 1	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The United Nation's agenda on making Europe accessible fostered a continental view to be universally accessible due to the aspect that 'baby-boomers' access needs shares with persons with impairments. Such goes hand in glove with the propensity to travel from the access needs tourism markets' economic value addition. To this effect, challenges towards accessibility are being articulated as a mechanism to address them. However, tourism literature in this subject is yet to have influence either on policy review or higher learning policies. This void reaches to the absence of such influence in the tourism formal teaching and learning systems

Czech and Poland	1	Valkova	Not provided	Challenges of persons with impairments in tourism for all approach.	Objective 1: Content analysis on tourism education's peer-reviewed articles (published and unpublished theses) and books as key informants for legal framework (policies) development in higher tourism education and training for the tourism industry(workplace) in context of mainstreaming physical impaired and impairment issues in South Africa.	The linkages between literature and the level of influence in policy development (legal framework), decision making that informs practice in tourism higher learning systems and the tourism industry (workplace).The relationship between the tourism-impairment issues as set in themes in literature and the level of coverage in the context of impartible knowledge and skills within formal teaching and learning domain for career development and service delivery to visitors.	The deduction bolsters the reaction of tourism management and non-management stakeholders in line with the challenges faced by persons with an impairment in tourism. However, such challenges seem to persistently exist as there is still more negative and unwillingness to mainstream due to lack of comprehensive understanding of impairments' (physically and in mild condition) relationship to productivity and ability to play an active socio-economic role through tourism participation. Hence, this gives cues to the tourism literature's failure to influence policymaking as augmented by a void in related formal knowledge and skills which addresses such challenges by the human resources capability.
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Source: Author's compilation from the literature analysis for this study

Annexure B: Results from questionnaires from persons with impairments

Table A2: Results from questionnaires from persons with impairments

Questions	No. of Participants	Responses from Persons with impairments	Study Objective	Outcome
Opinions on travel interests as contexted to service delivery at tourism facilities/designed places	20	They like travelling but tourism is too expensive for visitors/persons with impairments and accessibility is problematic. There is need for tourist destinations areas to have both facilities and staff that can cater for disabled persons in context of having professional expertise/capabilities and equipped to serve persons with impairments. Like able bodied individuals, disabled individuals also do love and enjoy travelling and are adventurous and such bolster self-discovery. I travel for business and need full access. Like traveling as family in South Africa and international though challenges come from reception at the tourism establishments wherever I go due to physical disability, yet professional services are expected and to be treated like a normal being with travel needs like anyone. This makes travel virtually impossible. Would like travelling to tourism destinations, and looking forward to have a good experience as set by staff that are sensitive to my needs and to be treated like any other customers without impairments and such can make feel welcomed as augmented by physical facilities. Love swimming and swims so well.	Objective 3	The voice of the persons with physical impairments exhibited that the tourism human capital lacks capacity to bolster the desire to actively participate in tourism.
	2	Good experience while traveling internationally and Accessibility and economical.		
	1	Not really interested in travelling due to very few facilities accommodate persons with impairments. Transport remains inaccessible and don't like travelling in these situations, though liking to travel.		
	9	I am giving my views and opinions as a wheelchair user. Family vacations mostly coastal. Also enjoy resorts such as Sun City (very accessible and wheelchair friendly). Mauritius vacation was a challenge, but resort personnel very helpful and friendly. One must evaluate the type of activities the resort offers. Persons with different range of disability not only want to view but also participate in leisure activities. Ramps & Pathways: Permit wheelchair users, as well as people pushing strollers, carts, or other wheeled objects, to more easily access buildings and tourism sights; Accessible bedrooms to allow space for a wheelchair to manoeuvre; Accessible Toilets/Bathrooms; Air conditioning in bedrooms; Disabled parking bays; A lift (or elevator) in multi storey buildings; Wheelchair platforms, so that wheelchair users can enjoy sight-seeing; Public transport, such as buses, shuttles, etc, with hydraulic lifts for wheelchairs to access tourism sights from place of accommodation; Signage with clear indication of wheelchair parking bays, pathways, assistance, public bathrooms/toilets etc; Electronic App for cell phones or other electronic devices specially designed for persons with limited to no movement that identifies public places and sites which meet all of the above criteria. This electronic app must be in the form of a map that is relevant to the specific vacation destination.		

Views based on the experiences at tourism designed/facilities/ destination in South Africa.	3	Fair facilities with wheelchair accessible accommodation, but most are inaccessible to persons with impairments.	Objective 3	The voice of the persons with physical impairments exhibited that the tourism human capital lacks capacity to bolster the desire to actively participate in tourism.
	5	Preferred staying at home as usually gestures of not wanted at tourism destinations overrides augments' staff's weird over-sympathy. Sometimes treated as burden, however, the staff would be obliged as there would be a payment for the service.		
	4	Generally had good experiences though standards in South Africa are not the same with other countries.		
	3	Staffs are usually not empathetic, sensitive and equipped to communicate and to serve the persons with impairments and the facilities are not accommodative. Thus, the expectations are like non-impaired counterparts, which are to ensure safety, security and no hiccups as set more by the staffs.		
	1	Traveling is expensive and requires special facilities as compared to non-impaired counterparts e.g. wheelchair users to be more specific, requires more in all infrastructures/superstructure.		
	5	Bad experience from staff's/service providers' failure due to ignorance on how best can they serve visitors like me; most of times vigour is taken away the way I will be handled by both work staff and other visitor e.g. impatience, gaze look and sympathetic stare and at times unrequested help that makes me to feel like I am not a full human. I had no problem till I acquire this impairment, the staff seem to be hesitant in serving me and I noticed that even when serving others with impairments and all ruins the whole experience.		
	10	Ability to travel exist, but its hampered by: experience as always pay for 2 and access is not understood well among non-impaired; means from moving from one point to the other, most tourism destinations are not designed for us and we are forcing ourselves to them, regardless that the non-impaired persons forgets that they are not immune to acquisition of impairments, though when they realised the need to be treated as a normal being after all; non-impaired counterparts' approaches to be taken as only a burden for charity; have to travel with helper as facilities (staff) can't accommodated us.		
	1	Some are inaccessible (bathroom/showers and toilets) for wheelchair users especially tourists' destinations in South Africa are not are wheelchair friendly (other impairments) although their adverts note that they are friendly to persons with impairments, e.g. rooms (doorways too narrow) and some are even inaccessible.		
Opinions based on experiences at tourism/facilities while being served by the Human Capital/ staff and/or Staff serving visitors with impairments	19	Generally, people want to help but: most of human capital are not formal/professionally sensitised hence not sure on how to interact with persons with impairments (solutions-educate them for a service par excellent to visitors); staff lack skills and knowledge on how to handle persons with impairment; Ignorance on the impact of disability on individuals and family; and few are informally	Objective 3	The voice of the persons with physical impairments exhibited that the tourism human capital lacks capacity to bolster the desire to actively participate in tourism.

		<p>sensitized in disability management e.g. Travel Steward Course which is currently developed by HWSETA may help here and training on disability issues and how to serve visitors with impairments e.g. sign language among other professional competencies); Staff don't know how to treat persons with impairment, yet I am just like anyone, it's just that I have limp impairment; staff ignorance on how to handle visitors with impairments and we notice because we are sensitive to such; regardless of having our assistive devices, however as we are marginalised, the rural folk might not have these devices, hence there is need for knowledge among the service providers. South Africa's tourism industry is far beyond in terms of capital investment, manpower development is to serve and reach the persons with impairments.</p>		
	3	They are helpful and good experience which was set in a tone that even when it's not accessible, they would be apologetic.		
	1	Few wheelchair friendly accommodations.		
	7	Need to develop mechanism to make staff to understand and appreciate that we are human just like them as non-impaired are impatient.		
	2	Most experience is bad, except few facilities I am a regular client, and some are helpful due to interactive experiences though most are not helpful.		
Opinions on description of aptitude, attitude and approaches set by Human Capital throughout service delivery	13	Ignorance about disability needs, hence over sympathetic that overrides services which gives a feeling of out of place and feel that something is very wrong with one. Are discriminating and treat us like not normal humans. Insensitive e.g. a tourist destination in Free State has nothing aligned with making the place accessible to anyone with any form of impairments.	Objective 3	The voice of the persons with physical impairments exhibited that the tourism human capital lacks capacity to bolster the desire to actively participate in tourism.
	7	They are trying but such is from a general lack of understanding on the problems of persons with impairments encounters and therefore they are ill-equipped to respond to such problems.		
	3	Fine/Good experiences, though they don't know exactly the needs and how to react in various situations.		
	7	Need more training on the disability issues and often uncertain to the needs of the visitors with impairments, poor aptitude as they lack capacities (though natural instincts and societal background limited their interactive exposure to persons with impairments), hence exhibits unprofessional attitude, behaviour and gestures though most cases will be unintentionally, but sends the message/cues that says it's not for you and we can't 'accommodate/include you', which is not good because in all encounters we share and inhabit the earth together as humans, especially when the impairment can't not be hidden. Thus, they seem to have troubled on how to serve us as they try to show that they are sorry for having the impairment. Tourism industry must invest in courses for staff and management of tourism destinations, designed especially with the focus on the needs of persons with impairments. Such would bolster		

	1	training disabilities and issues around it. This would enhance better service to visitors with impairments from an understanding standing point. Staff aptitudes needs formal knowledge development on impairment issues as such lack of knowledge brings improper attitudes and behaviours.		
	1	Not helpful.		
	1	The question does not make sense!		
Opinions on skills/knowledge (capacity) to serve your tourism/travel needs and wants	5	Yes	Objective 3	The voice of the persons with physical impairments exhibited that the tourism human capital lacks capacity to bolster the desire to actively participate in tourism.
	18	No		
	9	Maybe		
Opinions if Higher Education and Training give heed through policies that can foster tourism higher learning's view towards mainstreaming knowledge set as means to address the capacity development among the tourism human resources (Human capital)	26	(Yes) This would help if formal training programs were more conscious of the need for inclusive practices on all levels. This would bring initiation to be included from education to employment. This would be great because from the in-formal training i have received, i have realised that the non-impaired persons we trained with started with a bit of confusion on how to interact and/or to handle me, but we completed the courses treating me just as they treated the other non-impaired folks. From this juncture, i think formal knowledge as rooted in exposure to interactive shared space brings a change in attitude, behaviour and aptitudes. It would be a great gesture of taking us seriously on a mutual basis/stand point and not from human rights and other advocacy as per se. best move that higher education and training would have done for us by giving heed through non-disabling policies, which would mainstream impairments knowledge and impaired persons. This would foster access to professional service for memorable experiences, while giving opportunity for us to acquire formal perceived 'good' skills/knowledge with limited aggressive approach to 'bull-doze' in systems and structures that were never meant for us and does not need us to be there. This would be great and we-persons with impairments desire to have unlimited profession and career choices as based on ones' personal capacity and dreams. I love this and i promise i would be available to help in all possible ways available for such to prosper, because there is no existing shared space training institution that provides such and the existing once are separated in the name of special education and provides limited vocational skills. Actually, I would also love to enrol with the NWU if it is taking this way of thinking on board. I think this might take time (process) but it would be good if it is implemented.	Objective 3	The voice of the persons with physical impairments exhibited that the tourism human capital lacks capacity to bolster the desire to actively participate in tourism.
	3	It's not a matter of choice; It is a part of the Implementation Matrix in the White Paper on the Rights of Persons with Disabilities which is built on the UN Convention on Rights of the Persons with Disabilities.		
	1	It does not work.		
	2	This can start at secondary school level, as part of Life Orientation and then more in depth for those choosing Tourism as a subject from Grade 10.This would be a good starting point		

		towards inclusion of people with impairments in higher education learning as most people with impairments just reach primary and secondary education, thus very few have gone through to tertiary level and therefore many lack knowledge and skills to get formal employment.		
Views on how people around you view and understand individuals with impairments as contexted towards mainstreaming impairments and impairment issues in the tourism education and training	19	They not geared for mainstreaming and are insensitive and ignorant. I think people do not understand what our needs are and as such we are often excluded. People think people living with impairments are to be pitted and not treated just as people without impairments. The non-impaired persons may want to help us to participate but they don't know how to do it. I think people are impatient and are of the view that people with disabilities cannot perform as much as they can and view us as we can't do anything for themselves. The community members are usually scared as they don't know how, what; when to help, hence such end up bring a discriminating effect as they would be taking me like a 'sick persons'. However, this different from my family as they understand me in all contexts. The general population are still having a mentality of secluding us in their things. Hence, there is need to make a strategic, subtle education and awareness to break the defensive and wall that already exists. I might not know how, but i would say, take e.g. on how AIDS and HIV has been promoted subconsciously through media that takes on board the need to prevent pregnancy, yet indirectly its preventing AIDS/HIV. My opinion is that, maybe they noticed that people are afraid of responsibilities that come with pregnancy and not AIDS/HIV itself. I believe persons with disabilities are largely marginalized by the able-bodied community due to ignorance and wrong perceptions; they are not afforded opportunities enough to show off their abilities. I think people think that people with impairments cannot really do without the help of people without impairments.	Objective 3	The voice of the persons with physical impairments as reflecting societal perceptions of impairments and impairment issues and active participate in tourism.
	2	I don't care what people think, it is fundamental right in the Bill of Rights. Some appreciate and mainstreaming is the norm where i live, but i think there is a huge need to keep talking about disability issues particularly in terms of training staff. If we (persons with and without any form of impairment) are not educated from a young age, we will never know how to truly accommodate them.		
	4	People can be ignorant of the problems that need to be improved; hence persons living with disabilities are segregated; most could care less and don't like it.		
	2	Most people do not see people will disabilities as a consumer group; but others are used to me, but they at first treated me as not normal and sick. Most of my family members take me as like themselves, but the general society views me as not normal. The society still view us like 'pest' that cause problems in their circles. the society view us as 'second-class' citizens, who might be of no value and are not many enough to be considered...but people forget that no-one is immune to acquire impairment like i did...i was born non-impaired.		

	5	<p>They think people living with impairments do not have the desire to travel and consume tourism products.</p> <p>I think it is noble to have impairment issues and impaired persons mainstreamed in tourism as we travel significantly and would love to work in the industry too.</p>		
Opinion on self-view and impairments issues as aligned to the societal views set by the question above.	1 27 1 1 1 1 1	<p>Yes</p> <p>No</p> <p>I don't understand what you mean with this question.</p> <p>I think it depends on the severity of impairment because some people with disabilities need help with most things whilst others may not need as much help.</p> <p>We are normal human who needs to be treated like anyone else, hence this is worthy giving attention to for humanity sake.</p> <p>We are people full of potential in socio-economic and political spheres.</p> <p>I love persons with impairments because it's not their wish and they are humans after all. All the good that is thought to be provided for non-impaired, such access should be given to us also. We can...and we are able...</p>	Objective 3	Impaired persons' perception as cues that determine the level towards the pursuit of mainstream impairment issues.
Justification for the responses above.	8 1 3 1 7	<p>I understand the needs of people with disabilities; We are all the same. Some use legs to walk; others use wheels, crutches, callipers or whatever to move around. I think a person living with a disability can do as much as a person without impairments, but we are often side-lined as people think we cannot do better by ourselves. I think living with impairment does not limit a person's capabilities. They also have the same interests as people without impairments. People with impairments can also do what can be done by non-impaired people but they need to have similar access to the same education and training as their counterparts. I think it would help if training programs were more conscious of the need for inclusive practices on all levels. I think people with disabilities just need to have equal access to all levels of education and be equipped with the same knowledge and skills as non-impaired people. People with disabilities also need to travel and hence are consumers of tourism products. People with impairments also want to travel and have needs just as the non-impaired counterparts.</p> <p>I don't understand what you mean with this question.</p> <p>Persons with Impairments are neglected. People with disabilities are frowned upon. I see it every day. If a person doesn't meet the status quo. Set forth by the public at-large. Then they are treated as less of a person. Adolph Hitler would be jumping for joy.</p> <p>Explained above question.</p> <p>I think, sometimes it's hard to feel how others feel until you have the knowledge. Thus, knowledge gives you clues that will guide attitudes and behaviour when given change for interactions. Thereby, interactive experiences</p>	Objective 3	Impaired persons' perception as cues that determine the level towards the pursuit of mainstream impairment issues.

	5	<p>remodel attitudes and behaviours as one realises that sometimes persons with mild impairments can be better than the perceived normal. Hence, are normal like anyone else.</p> <p>We are people and are able to do, even more than what the non-impaired think as we also have good IQ, AQ and EQ. So, we also long to participate in both tourism and other societal /economic activities. Some people with impairments can be able to do what the non-impaired persons can do. I think given an opportunity disabled people can also perform as much as non-impaired people. People just need to look at the unique abilities of each individual. I think people with disabilities need to be given an opportunity to discover and display what they are good at as they also possess intellectual capabilities just as non-impaired persons. I believe each individual has their own capabilities and even people with disabilities need to be given opportunities to do what they do best. People hugely focus on the limitations of the disabilities rather than the unique capabilities of each individual. We are normal humans who deserve treatment with dignity as set in humanity. The societal view that we are not normal is based on ill-informed platforms and the only belief that we are set for charity only... we also want to live and participate in societal issues too.</p>		
	4	<p>I think this step would uphold respect and value sharing among all humans in the global village. We are humans like any one and deserve to have socio-economic independence that is supported by full participation and also to be served professionally by any service provider. We are people and for you own information 78-90% of global population is living with a form of impairment, but people over-emphasis and stigmatize physical visible and consider other impairments as acceptable e.g. one wearing spectacles-due to short sighted, but all its impairment as spectacles are assistive devise for reduction of disablism. Other than having an impairment which can be alleviated by assistive devices, we can and have potential to do and participate in all facets of socio-economic aspects of local society and nation at large. We are able and we don't need to be taken for granted in the systems which were created separating us, yet real life we live with others and we need others just as anyone does.</p>		
	1	<p>I try to be considerate; some expect to served or preferred treatment, and while some w/hidden disabilities get treated get no help!!</p>		
	1	<p>Equality.</p>		
	1	<p>Some people with severe impairments does require assistance and cannot really perform as the non-impaired people. As a quadriplegic I still concentrate on my own impairment and not those with other types of disability.</p>		
Opinions on the need to have tourism higher learning system to impart formal employable skills and knowledge for	21	<p>It is a great idea; this is good and supports this; it's necessary. It's a good idea because disabled people also consume tourism products and they need to be served by people who understand them. That would make our traveling very good and i support this. This would a unique stance set by the</p>	Objective 3	<p>The persons with impairments' opinions on mainstream impairment issues and physical impaired in the tourism human capital development.</p>

the tourism staff to have the capacity to serve persons (visitors) with impairments.	10	<p>North-West University. I support this noble stance. This is good move, hope it will be put to action, at least North-West university may set the pace... I feel this is a good stance, i realised it when i got impaired, though before acquiring this impairment i never thought that we are just as normal as anyone. That absolutely must happen. This would be excellent, as it would uphold value extraction/realisation as aligned with value for money which we could have paid for the visits engaged at a tourism destination in South Africa to start with. I support this initiative as it would facilitate non-impaired persons to understand us in the first place. Service provisions would come later... That would be a good move as this will equip tourism staff with the knowledge and skill so that they are better able to serve people with impairments. They will also be sensitive to the needs of customers with impairments and understand their needs. Positive. That is good as it will enable them to better understand the needs of impaired people and how to serve them better so that they can also have memorable events when they travel. This would be a good starting point.</p> <p>See 3.d) above and Travel Steward course by HWSETA.</p> <p>It's very important to provide formal training. It is important to impart skills and knowledge for tourism staff so that they can have the capacity to serve people with impairments. That would be a good initiative as it will equip tourism staff with the skills to deal with people living with disabilities. That is good as it will allow people with disabilities to be equipped with the same knowledge and skills as their non-impaired counterparts and hence have access to higher paying jobs. Training. I think that for those with the intellectual capability to reach tertiary education need to be awarded an opportunity to do so indiscriminately. Knowledge betters the understanding of the needs of persons with impairments as to create a memorable tourist experience. It is important because impaired persons also consume tourism products and hence, they need the necessary knowledge and skills to better serve that market.</p>		
	1	Not sure.		
Opinions on persons with mild physical impairments working in the tourism/hospitality organisations.	29	<p>They must be in the tourism sector; If they can do the job, not problem. It's good but all people with disabilities needs to be formally employed in those sectors. I think we deserve to be given opportunity just as the perceived normal is exposed to such. Though i know some who are in the tourism sector, however they did not acquire the formal tourism qualification. Just like non-impaired they perform differently, but what I think is give them chance and if possible, make them access formal tourism /hospitality training. They are good i tell you and most of us we work to prove that we can do as non-impaired counterparts can do... even better... There are some, who are working in the sector, but empowering them and their non-impaired counterparts would bolster much value extraction. On the other hand, this would foster better experiences to visitors with impairments. I think we are as good as anyone and I think if given chance to access formal skills e.g. in tourism /hospitality</p>	Objective 3	Opinion of persons with impairments in context of participation in the tourism/hospitality career/occupations.

		<p>we can be stood to compete and get jobs on merit basis, rather than sympathy. The person's physical disability should not be used as a reason to deny employment. Mainstreaming/Inclusion are always a good thing and important! People with disabilities should be able to pursue careers and being visible in society normalizes disability to a degree and can bring greater awareness of needs to people without disabilities. Actually, some of us dream of working in this industry and some who have boldness have pushed their way in. Thus, the access to employable competences would be a great step that sends a gesture that we are like any other humans in this global village. In addition, sometimes it feels good to be served well with a person with impairment. Thus, i will be happy and saying inside, 'show the world what God gave you to serve others'. I am glad if such opportunity is given to us... Actually, i do have a couple of friends who have passion for this industry, we are a potential labour market especially given opportunity to acquire the employable skills, and it will be a plus. That would be good because people with impairments also need formal employment. Those who can be formally employed because they have what is required in terms of qualifications and knowledge need to carry out their duties; i don't see any problem with that. A definite must!!! These people understand exactly the persons with disabilities' needs and requirements. They can make recommendations for accessibility due to personal experience. Tourists will have first-hand experience and observe the abilities of a person with impairments. They also need to be made aware of the problems faced with people with severe impairments and be adequately equipped to handle their needs. If they are equipped to do the job that is great. It's a step towards inclusion of the often-marginalised impaired people. If they can perform as expected in their roles they need to be employed in those sectors. Those who can get formal employment and can perform well in those roles need to get formal employment and opportunities. It is good for them as it gives them an opportunity to fend for themselves and not have to rely on friends and family for their upkeep. They can do very well as they are able to work, this would be enhanced by the accessibility of employable skills and knowledge as proposed in this survey.</p>		
	1	Don't have one.		
	1	I think that is good but even people with severe disability need to be included as well.		
	1	No problem.		
Views on ways in which tourism teaching-learning's environs to be non-disabling/non-discriminating as rooted with interactive-share learning space.	1 10	<p>Don't understand the question.</p> <p>Bring in modules of universal access and UN convention to learning material. It is just living life. Read "Disabilism" by Andre Kalis. Take on-board people in the team with impairments and educate people in the work environment and educational institutions about it. Awareness and advocacy are key here; the more people know, the greater the opportunity of employment and interaction with disabled individuals. The trainers/lecturers need to be</p>	Objective 3	Views on how to mainstream impairment issues and physical impaired persons within the formal tourism higher learning.

		<p>trained either in-service or workshops on impairments issues; this would assist in policy and practice as either the institution liaise or get more information pertaining creating shared space teaching and learning environs. it's not an event, but process that needs: i) strategic education and awareness to both impaired and non-impaired, take note, most of such have either developed a defensive mentality or selective listening approach, hence there is need to depart from the traditional ways of education and awareness campaigns. ii) Address policies, curricula and curricula content and delivery to uphold knowledge on impairments to both impaired and non-impaired because even the impaired persons sometimes are not informed of their potential and value regardless of impairments. iii) address the educator's competences and know-how when handling persons with impairments and non-impaired...let's make natural instincts combine with developed knowledge base..., this even goes on to the language usage and general environs setting...such has psychological and emotional impact that end up impacting all the inclusive initiative. iv) Creation of shared space interactions in all activities e.g. removal of separation Olympics into classes like para and normal ...we need to be cheered up just as anyone. In short i think there is need to develop and institute frameworks and/or policies that bolster non-disabling approaches from policy to practices not only at a school level but beyond walls of learning in class. i think, trainers are the ones who plays a critical role in creating these environs at implementation level, hence a need for policies that specifically support the practice. The other learners usually adjust to the climate set by the teaching and learning environs.</p>		
	1	<p>I think there is need to reach out to both persons with impairments and non-impaired in order for us to know where to apply for enrolment according to the level of mainstreaming stance. Obvious policy and policy implementation should guide this entire stance.</p>		
	17	<p>I think non-impaired should open-up and interact with persons with impairments, and this applies to persons with impairments too, because there so much that is not known in both life spheres (impaired and non-impaired). This would enhance appreciation of each other and the need for each other. i think first there is need to realign policies, then develop implementation framework for the policies. Within the implementation process, i think it's ideal to reach-out to both non-impaired and impaired communities, so that when you bring the education and awareness to the media, it would be reinforcement and endorsement. On the other hand, the trainers should have both knowledge on impairments and impairment issues as mechanism to prepare them and to give them capacity to handle persons with impairments in our diversified conditions. Such would be easier to bring either super-structural or equipment/teaching and learning environment setting in curricula content delivery and even the curricula content development. This would be set from a comprehensive informed trainer. This would</p>		

		<p>make learners with and without impairment to learn how to relate with us, throughout the learning process. To this effect, when they get into the industry, it will be a smooth flow of normal service without freaking out. I think it all starts with how the teacher handles us. The other learners adopt that as part of learning. From my secondary school experiences, other learners open up in response to how we also open up to them. Awareness and advocacy is critical and as more people know, the greater the opportunity of employment and interaction with disabled individuals as the focus would be on the person's ability and value they may add in the industry. There's need for education and awareness to change people's attitudes and perceptions. It also important for the people with impairments themselves so that they realise that they can do what other people can do. One can only fully understand the different types and levels of a person's disability and the needs connected therewith by interaction/socializing with a person with a disability or people who work with persons with disabilities. The disabled people themselves need to be taught and encouraged to be their exceptional best in order for them to boost their self-esteem and believe that they also have their unique abilities which they need to tap into. Education and awareness need to be done with the non-impaired persons to change their mind-sets and perceptions about people with disabilities hence removing the stigma and marginalisation of people with disabilities. Facilities should be created so that impaired people will be able to access the same level of education as non-impaired people so that they can secure better employment opportunities. Awareness should be done from primary level to tertiary and there is need for that so as to change the mind-sets and attitudes of people towards impaired persons. i think people with impairments need education and need to realise that being disabled does not make them any inferior to the non-impaired persons, non-impaired persons need to be taught that disability does not mean inability and hence change their perceptions regarding people with impairments. First there is need to gather more voice from us and blend with other already existing knowledge. Such would inform the development of non-disabling platforms in education and training. However, don't forget to apply such even at basic ECD, primary and secondary education levels.</p>		
	2	<p>Impaired people and non-impaired people need to have equal access to all levels of education and employment. People should be taught even at household level so that they are aware that people with disabilities can also perform as much as a person with no disability. There is need for total transformation in terms of how people with disabilities are viewed and thus change attitudes and perceptions to be more inclusive.</p>		
	1	<p>There should be no separate 'special' classes for people living with disabilities and they should have access to the same level of education and training as non-impaired people.</p>		
Opinions/feeling about facilitating for the persons	2	Fine and fantastic	Objective 3	Persons with impairments' opinions in adding value

with mild physical impairments to have opportunities to acquire formal employable tourism skills/knowledge for such to work and pursue a tourism/hospitality career.	7	Good initiatives/idea and has to include persons with severe impairments; broadens our career/professional choices and pursuit of potentials; will equip learners with necessary skills and knowledge for formal employment.		towards the postulated mainstreaming in the formal tourism higher learning.
	4	Very Important and necessary.		
	2	Support for all persons with impairments.		
	2	Yes, doing so is helpful.		
	4	Great, because some of us have dreams to work in the tourism/hospitality industry, but don't qualify due to lack of qualifications required and to have economic independent life too.		
	9	This in the best stance that North-West University would bring forth in its pursuit of innovation and development. Such knowledge will impact even the societal view of such practice as both graduate, industry and community in the long run will mainstream in a holistic approach as education is one of change agents. This would bolster career development especially the persons with impairments within the tourism and hospitality industry. In addition, this can be one institution that the South Africa grading and standards can get training and have training manuals that guide in full knowledge about impairments and impairment issues among other government departments e.g. SETA/CATHSSETA for both higher education and training and even tourism, sports and culture. I support this move and my prayer is to see this being implemented at least, North-West University has spearheaded this, so we would be happy to have this institution and other providing opportunities to both non-impaired and impaired to acquire employable tourism skills and knowledge for career pursuit in South Africa and beyond borders. This is the greatest step that North-West University would be advocating for among other good work in both research and community services. This would help the industry to create non-disabling workplace for career development.		
	2	I love this and i have been involved in similar approaches though it's aligned with in-house training for some airlines in South Africa. This would be a good stance for formal tourism programmes as the need is there for each child and youth to explore into their potential. I am willing to discuss this.		
Ideal ways/mechanism to create non-disabling within the teaching and learning environments for the tourism higher learning.	2	The first step has been set through this survey, take our voice into policies and develop framework for implementation as supported by theoretical base for the teaching resources. This would inform the industrial practices and societal view adjustment. There is need for proper supportive policies, which are enforceable/implementable. Then, the rest falls in place.	Objective 3	Opinions on how to uphold mainstreaming impairment issues and physical impaired persons in formal tourism education.
	5	The trainers should be trained in this issue, hence train the educators and provide them with sufficient knowledge of impairments in all spectrum. such would develop capacity in them to train and create a non-disabling teaching and learning shared environments. Books should be written specifically for tourism and hospitality, then the modules should		

		<p>incorporate this knowledge either as chapters or modules-this however is determined with curricula developers. For manuals should be developed from our voice and guide/inform teaching and non-teaching staff. Such i think would be necessary even to do workshops, short courses/in-service training to both industrial practitioners and educators, after this concept has been patented by this researcher, such would facilitate the pursuit of the intention and vision behind this with the help of all relevant stakeholders. I think this can help in creating non-disabling teaching and learning environment and culture at tourism higher learning. I hope such would be adopted in other disciplines too. Make reading material available in all levels of learning e.g. braille to cater for the blind and also engage people with impairments in teaching in modules taught at all higher learning institutions. There is need to have a knowledge base in the subject, and then it would be much easier to follow in application. This should be integrated in their modules in their tertiary studies or as an independent course which should become a mandatory requirement.</p> <p>Implementation Matrix of WPRPD.</p>		
	5	<p>Open conversations with persons with impairments; Engage people with disabilities to teach and have people with no impairments learn such things as sign language or braille; Take on-board people in the team with impairments. This needs an approach that is rooted in engaging the persons with impairments advocating organisations, government departments such as education and tourism, higher institutions e.g. North-West University and the researcher so that this research initiative may go beyond just documenting these surveys. Such can enable knowledge development through collaborative methods, policy development maybe through Green Paper and White Paper that provide framework for key decisions and also implementation frameworks and training the trainers' manuals, curricula content and delivery mechanism, workshops among other practical stance that can bring to practice from formal teaching and learning to the industry and society.</p>		
	1	Inclusive education.		
	5	<p>All learning opportunities should be accessed by all regardless of whether an individual has impairment or not; this makes the disabled people aware that they also have their unique abilities; disability does not mean they cannot do or achieve anything. Also educate non-impaired persons that they do not need to view people with disabilities as people who cannot do anything and are always dependent on others.</p>		
	7	<p>Facilitating awareness through educational campaigns to change attitudes regarding impairments, provide accessible facilities and training at all levels including tertiary education to all. Creating awareness on disabled travellers, how they do it and what their requirements may be. As far as any employee in this sector is concerned, the main focus must be on the value such an employee can add to the industry and on what they can do,</p>		

		<p>rather than on their limitations. I think there is need to reach out to us the persons with impairments as most of us have adopted a low esteem (self-confidence) as our ego has been crashed since at a very tender age. Then the education system in general can mainstream impairment issues in their curricula. This would enable any discipline including tourism to mainstream right through to workplace. In addition, the approach of training special education teachers should be supplemented by making everyone to appreciate and have a general understanding of impairments in all possible spectrums. To this effect, it will be easier to create non-disabling teaching and learning from policy- curricula content and delivery due to open minded listening set by knowledge of impairments. I think, first there should be proper policies that facilitate the implementation and creation of non-disabling environment. This may be established in the curricula and the content, which would inform the content delivery mechanism. However, still the educators/trainers should have a comprehensive understanding of impairment issues as this knowledge can bolster the creation and maintenance of non-disabling classroom situations and beyond. Create awareness and enrol impaired people in tourism higher learning. Focus should be on each person's ability and not their limitations.</p>		
	5	<p>There need to be a total mind-shift and attitudes in the abled bodied communities in order for there to be a visible change in the lives of this vulnerable people, special needs training units should be established at all higher education facilities but also at primary and secondary school level. Visits to different tourist destinations/sites/resorts accompanied with a person using a wheelchair, as well as people pushing strollers, carts, or other wheeled objects to observe the needs better. This will create a better understanding of adaptive infrastructure design. Videos/Youtube provides ample information on ways other countries design the tourism sites to be adaptable. Non-impaired persons should learn together with the impaired persons so that they can also understand them and their needs.</p>		
	1	Do know.		
	1	Not sure.		
Unique things to be done for the tourism higher learning to enable capacity development in both impaired and non-impaired persons for them to serve the tourism interests (needs visitors both impaired and non-impaired) through Human Resources competencies perspectives.	10	<p>There is need for non-disabling policy in both higher education and tourism sector, and then there is need to teach on impairment issues. Conversations with people with disabilities and connecting with accessible tourism organizations; Engage people living with impairments and involve them in the teaching-learning process. Impart the necessary skills and knowledge to the various players in tourism from learning to industry so that they can serve people with impairments. See each person from cradle to grave as having the ability to enjoy daily living. Get disability inclusion specialists in to lecture, make sure training facilities and materials are accessible, and align to international best practice standards.</p>	Objective 3	Opinions of persons with physical impairments on what can be perceived to be 'outstanding/special/unique' requirements that can foster mainstreaming approaches to be set in formal tourism education.
	5	<p>Training staff should be taught to train disabled people; disabled people can also be incorporated in teaching. Education and</p>		

		<p>awareness enrol people with impairments in institutions of higher learning and give them an opportunity to get knowledge and skills for formal employment. Awareness and revising the study material to consider the needs of impaired people and train non-impaired people how to communicate and help people with disabilities. Relook at the current modules being trained. More interaction with disability organisations / persons with disabilities. Maybe even one-week in-service training with a disability organisation to have a hand on understanding. Start at school level and thereby create a much earlier understanding, awareness and interest of the needs and abilities of persons with impairments. Children are not shy to ask questions and are eager to learn. When a learner later decides to continue their career in the tourism industry, they will not be totally ignorant. This also applies to the engineering students.</p>		
	1	Huh; not sure.		
	2	The non-impaired students should be trained on how to deal with people with impairments by learning for example sign language and braille. The people with impairments should have access to education even at tertiary level so that they can also have equal employment opportunities as their non-impairment counterparts.		
	2	Making people living with disabilities that they also need to travel and consume tourism services, educating people and even families with people with disabilities and communities to remove stigmatisation and hence be inclusive and change people mind-sets.		
	4	<p>Start employing more persons with disabilities in the workplace as once employees are exposed to persons with disabilities in the workplace, they will also be more open to work side by side with persons with disabilities. Train the non-impaired persons; have them work with impaired people so that they can understand them and their needs. Give access to disabled people to higher learning by enrolling them in institutions and impart the necessary knowledge and skills to them. Currently, non-impaired persons practice selective listening to the voice of persons with impairments. This can be alleviated if such researches like this are supported and implemented, because there is need for a knowledge base that informs the alleviation of this gap in existence, hence mainstreaming impairments and impaired persons in tourism will be a reality. I suppose this study is an inception towards getting more voice even in quantitative methods for much refined stance in developing solid advises for mainstreaming (as rooted in tools used for such) in tourism education and training at the North West University and others. I think it needs a joint effort that includes liaising with persons with impairments associations and all relevant stakeholders in this. However, i would take this platform to thank and applause North-West University for this initiative. I pray they finish it through practice among other initiative to reach the persons with impairments for us to make use of this opportunity.</p>		

	3	There is need to change the view of impairment as charity and attach value to us also as socio-economic contributors in form of taxes among other non-monetary attached services we can provide to societies. There is need for awareness in people with impairments and encouragement for them to know that they can do as much as their non-impaired counterparts and hence change attitudes and mind-sets. Non-impaired persons can also actively learn for example braille reading or sign language in order for them to be able to communicate with the impaired persons.		
	3	I think one of unique thing that needs to be taken note of is, impairments are in spectrum, hence it is not good to stereotype and classify such in one cluster. This is synonymous to cultures, there are in their diversity, but organisations thrive to be objective and tap each culture towards set goals. So i think let's take away judgement by outside, without trying to give opportunity to a human being, though might have impairment. Remember, it's acceptable for a so called normal to be given assistive devices like computers/car, but when such applies to us, it's taken as something else. In short i am saying we don't demand unnecessary things, other than that which enhance efficiencies in productivity just like anyone.		
	1	We also need career guidance and career coaching in addition to the development of tourism education to mainstream impairment issues and impaired persons.		
	1	Just start carrying it out. Nothing much except that there is needs to listen to our voice and develop such into knowledge and skills set for both impaired and non-impaired persons.		

Source: author's compilation from collected data

Annexure C: Results of the persons with impairments' gatekeepers' questionnaires survey responses

Table A3: Results of the persons with impairments' gatekeepers' questionnaire survey responses

Questions	No. of Participants	Clustered responses from Gatekeepers	Study Objective	Outcome
Brief details about the Gatekeeper organisations as aligned with impairment issues	1 1 1 1 1 1	Blind SA firstly advocates for issues regarding blindness, thereafter we receive information from other disability sectors and familiarise ourselves with any possible relevant matters. Our organisation represents quadriplegics and paraplegics in South Africa. The Quad Para Association of South Africa (QASA) is a non-profit organisation (NPO 000-881) of Quadriplegics and Paraplegics in South Africa. QASA's mission is to be an effective "co-ordinating, policy-making and supporting organisation striving to prevent spinal cord injury and to improve the lives of quadriplegics and paraplegics by securing resources to advocate, educate, capacitate, support and mobilise." We are disability inclusion specialists - working to identify and minimise barriers to inclusion that prevent equal access to work opportunities of people with a disability. Cape town association for the physically disabled assist persons with disabilities with employment, basic needs social needs. Our company is a travel agency specialized in accessible tourism. Accessible tourism.	Objective 3	Key informants' positioning in advocacy for impaired persons
can you briefly share opinions on persons with impairments' travel/tourism interests	1 1 1 1	Like able bodied individuals, disabled individuals also do enjoy travelling. There are challenges regarding getting around independently, cost of travelling due to requiring a helper or someone to take one to a destination or the issue of getting acquainted with an unknown place. Wheelchair users more specifically expect an accessible environment in all infrastructure. The opportunity to participate in tourism, accessible accommodation, accessible toileting and bathing facilities. Accessible conferencing and meeting facilities. The main focus is accessibility of travel and ensuring that the staff that will be dealt with during their travels have been sensitised to the needs of persons with disabilities. The expectation is the same as an able-bodied person - to ensure travels are safe, secure and done smoothly with no hiccups. I can't speak for other people with a disability, as each individual's tastes and preferences differ like everyone else. My preference - it would be great to get the support of travel and tourism authorities to actually check compliance of members against Universal design standards - many places claim to be 'accessible' however their modifications are not aligned As a person with a disability myself (cerebral palsy-wheelchair), I believe persons with disabilities are largely marginalized by the able-	Objective 3	Key informant view on tourism interests for the persons with impairments as ascertaining the need for mainstreaming stance.

	1	<p>bodied community due to ignorance and wrong perceptions, they are not afforded opportunities enough to show off their abilities.</p> <p>From our experience, our guests with special needs were very friendly, cosy but at the same time a little fearful and with low expectations or no expectations. They needed adapted accommodation, transportation and assistance during the trip.</p>		
	1	<p>Security that everything will be as planned and no surprises.</p>		
opinions on your experiences at the tourism facilities/destination as the tourism human capital/human resources/manpower served the visitors with impairments	1	<p>There is a willingness to assist, however one constantly has to advocate for yourself in terms of what you may require or not require. Travelling with Mango is an issue when using a guide-dog. You first have to book your seat and then call the call centre regarding your meet and assist requirements and to enquire if you can be taken on the flight you had booked for. On the other hand, with Kulula you can indicate your meet and assist requirements during booking.</p>	Objective 3	Key informant view on tourism interests for the persons with impairments as ascertaining the need for mainstreaming stance.
	1	<p>Presently there are very few facilities that are universally accessible for wheelchair users and very little awareness and sensitisation awareness around disability in the tourism industry.</p>		
	1	<p>Most human capital are not informed or sensitised hence they are unsure of how to interact with persons with disabilities. The focus should be to properly educate in order to provide a service par excellence to visitors / guests.</p>		
	1	<p>This is a confusing question - not sure what you are asking.</p>		
	1	<p>My experiences over the years is that there was a good improvement in accessibility at tourist facilities but there is still very much to be done in order to get to the required standard due to the fact that businesses always use financial constraints as an excuse not to do the proper adaptations to their premises.</p>		
	1	<p>In general, good experiences, very helpful but unfortunately, they didn't know exactly the needs or how to react in various situations.</p>		
	1	<p>There is still a lot of ignorance about what to do, and also knowing the possibilities in the facility.</p>		
View of people around about an individual living with impairment?	1	<p>Most often people find such a person to be an inspiration and "brave".</p>	Objective 3	Key informant's view on the societal view about persons with impairments.
	1	<p>Most people do not see people with disabilities as a consumer group.</p>		
	1	<p>They have preconceived notions that persons with disabilities cannot think for themselves or do anything for themselves. They are reluctant to make eye contact or engage because of the lack of knowledge and understanding. There is also the impatient factor that a person with mobility impairments may take a little longer to "walk" from A to B than an able-bodied person. It all boils down though to lack of being educated about persons with disabilities.</p>		
	1	<p>Everyone is different - but the stereotype of disability still results in people a person's 'ability' based on their stereotype of their 'disability' - this continues to exclude equal participation</p>		

	1	Out of my own personal experience, people don't really have the patience, empathy with persons with disabilities. A lot of sensitization is needed across the board.		
	1	Probably compassion.		
	1	No		
Is that the way you feel too about an individual with impairment(s)?	1	Not really.	Objective 3	Key informants' view of persons with impairments. This ascertains the extent of advocacy/representation of their membership.
	1	I see people with disabilities as a consumer group with the potential to be able to travel and enjoy tourism experiences and offerings.		
	1	No, I have been working with person with disabilities for approximately 10 years now that you look past the disability and see the person and their abilities.		
	1	No		
	1	I am personally very passionate about disability issues and consider myself as an activist for the rights of persons with disabilities all over the spectrum.		
	1	No, because i interacted with a few people with impairment and they are people just like us.		
	1	No		
What is your opinion, if the higher education and training give heed through amending policies that can bring your organisational role to change from encouraging tourism higher learning into the more collaborative and/or partnership-oriented role for mainstreaming persons with impairments?	1	Firstly, disabled individuals may be treated differently and secondly it may possibly lead to individuals being employed.	Objective 3	Key informants' organisational positioning in inputting value towards the mainstreaming impairment issues and physical impaired in formal tourism human capital development.
	1	We would support this initiative.		
	1	This will be a huge leap which will allow for the integration and inclusion of persons with disabilities. There is no need for segregation as able bodied and persons with disabilities should both be given the same chance to advance their careers. It's long overdue.		
	2	In my opinion, that will be a good starting point, but with all the red tape and bureaucracy i cannot see that happening in the near future at least.		
	1	It would be great!		
	1	Don't understand the question.		
Can you describe aptitude, attitude and approaches that the tourism human capital/human resources/manpower/staff members have/exhibited and/or used during the service delivery?	1	Empathy, care, patience, the ability to find the right solutions; Willingness to learn about the impairment and of course consciousness; Eagerness and willing to assist; Generally, I have found staff to be very helpful and accommodating - particularly if they see you are confident with your own disability and know what assistance you require.	Objective 3	Key informants' opinions to ascertain the existence of lack of capacity among the tourism human resources.
	4	The attitude towards people disabilities has been ignorant and uninformed.		
	1	There is no middle ground service delivery has either been excellent or extremely lacking. Accessibility also plays a huge role in offering a good service to persons with disabilities.		
	1	I would say about 50/50 split between persons with empathy, willingness to assist and understand disabilities and persons who just can't be bothered, and they serve only their own interest.		
Do they have the skills/knowledge (capacity) to serve	1	Maybe	Objective 3	Key informants' opinions to ascertain the
	1	Yes		

persons (visitors) with impairments?	5	No		existence of lack of capacity among the tourism human resources.
Opinions on the need to have tourism higher learning to impart formal employable skills and knowledge for the tourism staff to have the capacity to serve visitors with impairments?	2 1 1 1 1 1	It would enhance the interaction from the tourism and improve the experience for the traveller. It is absolutely imperative that disability sensitisation and disability rights are brought into learning. The need is great as tomorrow they could be in a motor vehicle accident or any freak accident and they could end up being a person with a disability. It is important for human capital dealing with public to be well informed and well trained for any situation that they may find themselves in. Excellent idea - it is part of good customer service and will give the venue etc. the competitive edge. it is absolute critical to have proper trained staff to work with persons with disabilities and this counts for all sectors in society, and not only the tourist industry. I think this is the key to success in tourism field and there is the need for educating everyone in the companies.	Objective 3	Key informants' opinions towards alleviating the lack of capacity among the tourism human resources.
Your opinions on what can be done for the tourism human capital/manpower to have professional capacity to serve visitors with impairments?	1 1 1 1 1 1 1	Creating awareness with tourism staff on how to assist travellers. People with disabilities must be employed in the tourism sector. The tourism industry should have a mandatory requirement of completing a course that speaks to the understanding of assisting persons with disabilities. Challenge their stereotypes, learn etiquette, and learn to feel more confident when engaging with people with a disability. I believe that intensive awareness programmes should be run, and training should take place in order for the specific industry to provide an all-inclusive and quality service to persons with disabilities. Maybe attending to some courses about accessible tourism, customer care, and why not, legislation. Provide trainings to them to raise consciousness and knowledge about it.	Objective 3	Key informants' opinions towards alleviating the lack of capacity among the tourism human resources.
Opinions on persons with mild physical impairments working in the tourism/hospitality organisations	1 1	Personally, I have not experienced a disabled person working in this sector. I believe that disabled individuals should be employed in the tourism sector wherever it may be possible for them to work. A blind person may not be able to check passengers in and verify their identity documents, but they may be able to assist in a call centre. A deaf person may not be able to assist face to face or telephonically, but they may be able to assist with i.e. admin. People with disabilities can work in all aspects of the tourism industry. It should not be stated that only people with mild physical disabilities.	Objective 3	Key informants' opinions towards alleviating the lack of capacity among the tourism human resources for non-disabling tourism career path (workplace-

	1	The disability should not be seen but rather the potential and value that the individual could bring to the organisation. Also "mild" and "invisible" disabilities is not giving all persons with disabilities a fair chance to attain and secure mainstream employment which is the biggest game changer in any person with disabilities lives. Reasonable accommodation can be used to integrate and include persons with disabilities in the workplace. Not just mild physical impairments - but many different types of disability should, and could, work in the tourism and hospitality industry.		formal higher learning).
	1	Most of positions filled by persons with disabilities in mainstream employment is basic jobs like a receptionist, telephone operators and other basic administration tasks. There is not much scope for them to be promoted or advance in their careers.		
	2	I think this is good. Inclusion of people with impairments is a step to progress.		
	1	It's a very good inclusive initiative.		
Opinions on ways to alleviate barriers at tourism: i) workplace and ii) teaching-learning socializing and interactive relationship with peers, teachers, teaching methods, tourism-impairment teaching content and when developing tourism curricula that cater for impaired and non-impaired persons concurrently?	1	Awareness and advocacy are key here. The more people know, the greater the opportunity of employment and interaction with disabled individuals. Focusing on the person's ability and value they may add in the industry will go far in possibly opening doors of employment in the industry.	Objective 3	Key informants' opinions towards alleviating the lack of capacity among the tourism human resources.
	1	Consult the White Paper on the rights of people with disabilities.		
	1	The first step is to do a complete access audit to ensure that the organisation is accessible and a person with disability can be reasonably accommodated. The second is to run sensitisation workshops in the organisation and the next step is start employing more persons with disabilities in the workplace as once employees are exposed to persons with disabilities in the workplace, they will also be more open to work side by side with persons with disabilities.		
	1	Get a professional disability inclusion specialist to identify environmental, policy-related, and attitudinal barriers - awareness is key to implementing change.		
	1	There need to be a total mind-shift and attitudes in the abled bodied communities in order for there to be a visible change in the lives of this vulnerable people, special needs training units should be established at all higher education facilities but also at primary and secondary school level.		
	1	I didn't understand the question.		
	1	i) On-board people in the team with impairments ii) educate people in the work environment and educational institutions about it.		
Ideal ways to create non-disabling teaching and learning environs for tourism higher learning, from a meso, micro and macro-level?	1	Creating awareness on disabled travellers, how they do it and what are their requirements may be. As far as any employee in this sector is concerned, the main focus must be on the value such an employee can add to the industry and on what they can do, rather than on their limitations.	Objective 3	Key informants' opinions towards alleviating the lack of capacity among the tourism human resources.
	1	Consult the White Paper on the rights of people with disabilities.		
	1	This should be integrated in their modules in their tertiary studies or as an independent course which should become a mandatory requirement.		

	1	Get disability inclusion specialists in to lecture, make sure training facilities and materials are accessible, and align to international best practice standards.		
	1	Facilities should be created so that persons with disabilities will be able to enjoy the same level of education as abled bodied persons in order to secure better future employment and give them a sense of dignity and build their self-confidence and self-esteem.		
	1	Sorry, I am afraid I didn't understand the question.		
	1	Partnerships with big institution, public entities and organisations that can be the ambassadors for it and provide such learning environments.		
How do you feel about facilitating for impaired persons with the mild condition to have opportunities to acquire formal employable tourism skills and knowledge for such to work and pursue a tourism/hospitality career?	1	It should be encouraged.	Objective 3	Key informants' opinions towards alleviating the lack of capacity among the tourism human resources.
	1	They must be employment opportunities for all people with disabilities in the tourism industry.		
	1	Persons with disabilities have been pushed into "special schools" which meant that they did not receive the same opportunities as their mainstream counterparts unless they came from a wealthy family then they were given the best education and their parents created the opportunities for them. In order to ready persons with disabilities they should first be put on a bridging course to give persons with disabilities a foundation to build upon. Also, from my experience a lot of building up of morale needs to be done as your whole life you were told what you can't do and not encouraged to what you can do.		
	1	Not just mild physical impairments - but many different types of disability should, and could, be included in the tourism and hospitality industry		
	1	Once again, there is not enough being done to facilitate abovementioned.		
	1	It would be great!		
	1	I think it's necessary. Tourism is for all as well as is for everyone to pursue the hospitality career.		
what do you think can stand out (unique aspect that needs attention) to be done for the tourism higher learning to enable capacity development in both persons with impairments and the non-impaired peers, for them to serve the travel interests/needs of visitors (both impaired and non-impaired) from a human capital /manpower competencies/skills/knowledge development perspective?	1	As mentioned before, awareness and advocacy are key elements. Also, there is no room for prejudice.	Objective 3	Key informants' opinions on what might be required to set for mainstreaming physical impaired persons and impairment issues in the formal tourism education.
	1	Understand the white paper on the rights of persons with disability.		
	1	Relook at the current modules being trained. More interaction with disability organisations / persons with disabilities. Maybe even one-week in-service training with a disability organisation to have a hand on understanding. The main element is the fear of the unknown. Many people do not know how to treat persons with disabilities as they have not been exposed to them from foundation schooling level.		
	1	Get a professional disability inclusion specialist to identify environmental, policy-related, and attitudinal barriers - awareness is key to implementing change for: 1. A change in mind-shift. 2. Proper and accessible training.		
	1	To attend the accessible tourism classes and to experience tourism, to work in the tourism field.		

	2	Understand and take always into account that an impairment is a barrier that everyone around should work towards minimizing or even, when possible, eliminating, so everyone (people with and without impairment) can continue doing whatever they want to do regardless of such barrier.		
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Source: author's compilation from collected data from the participants

Annexure D: Results of Tourism Educators' responses from the questionnaire survey.

Table A4: Results of Tourism Educators' responses from the questionnaire survey.

Questions	No. of Participants	Clustered response from Tourism Educators	Study Objective	Outcome
The Tourism Higher learning institution has done well in human capital development for industry; can you briefly explain on how the School of Tourism /TREES has facilitated in developing policies guiding tourism human capital capacity development in line with impairment issues/knowledge/skills, and mainstreaming such persons?	1 1 1	I truly have no idea. I know that for students with slight mental illness, we provide extra time to complete assignments and tests. As far as I am aware, the School has worked positively in two ways: 1) Being open to any student, indiscriminately; and 2) Running studentships/study leading programs related to the subject mentioned in this question. In addition, the School aligns with community engagement agendas, including the elements mentioned in this question. The School of Tourism adhere to the policies of the university in this regard. Students are facilitated; given additional time enabling them to complete their work. In previous instances slides have been enlarged to accommodate persons with visual impairments. The school also provides additional writing time for students that apply for this. The facilities and building make provision for learners with impairments.	Objective 2 & 3	Key informant for the formal tourism human capital development as contexted to impairment issues and physical impaired persons from policy to practice.
Can you please tell more on the level of the policy scoping on persons with impairments issues in line with empowering learners with the capacity to serve such visitors in the tourism industry?	1 1 1	At this stage, there is not much focus on this, especially in my field of research/teaching. The tourism industry can be a place of integration for people with impairments issues, in that many professions can easily be filled by people with such issues, such as disabled people. This type of integration can benefit people with impairments issues, as well as society, the tourism sector, and practitioners. There is a limited/void on policy that scopes such from tourism teaching-learning as means to empower/ to develop capacity among learners. Indeed! We do not have such a policy for the school but work under the policy of the University stating access to all adhering to the admission requirements.	Objective 2 & 3	Key informant for the formal tourism human capital development as contexted to impairment issues and physical impaired persons from policy to practice.
Tell me more on what you think on how policies, can addresses tourism capacity development in higher learning systems guides the teaching and learning practices (lecturers capacity, curricula content, curricula delivery mechanism, student-student conduct guide, employment/host societal view on impairments and tourism	1 1	I think policy development should be at the root of this as it will act as driving force. Policies should support, to the best of their abilities, the successful integration of people with impairments issues, starting from education institutions, all the way to enterprises and the various industries. At the university level,	Objective 2 & 3	Key informant's opinions on the formal tourism human capital development as contexted to impairment issues and physical impaired persons from policy to practice.

etcetera) for empowering both non-impaired and impaired persons, as a means to enable such to serve the impaired visitors tourism/travel/hospitality interests (needs, motivations, expectations, tastes, preferences and wants) at tourism designed places/facilities in South Africa? (This applies for tourism conventional/long scoped and short scoped courses)	1	<p>increasing awareness would be relevant, through information sessions and workshops for educators, and dedicated classes in some relevant modules for the students.</p> <p>This is an aspect that can be given attention in the curriculum to make learners aware and equip them with skills to work with people with impairments. One should also realise that it is the smaller part of the population. Therefore, the appropriate time should be allocated to the content. Though the practical application of knowledge. Students can easily learn have to accommodate tourists with impairments.</p>		
From your understanding, most graduates have no teaching-learning interactive exposure that bolsters comprehensive knowledge of persons with impairments throughout the studying period/module, at the higher learning institution. In your opinion, can you describe the attitude and approaches that the current tourism human resources most likely to have when serving impaired visitors?	<p>1</p> <p>1</p> <p>1</p>	<p>I think that even though it is not necessarily thought, most graduates will have a sense respect for persons with impairments. I think that when examining the smaller aspects or way of doing things, the graduates might be a little ignorant.</p> <p>Any respectable student (or human being) should use good judgement and compassion in dealing with people with various issues, whether economic, medical, or other. Even though an undergraduate student may not receive enough exposure to knowledge regarding persons with impairments, this does not mean that the very same student won't know how to properly interact with such persons, and this is based on the very simple concept of human compassion. I have dealt with secondary school children who, while not receiving any educational exposure on the matter, knew exactly how to deal with fellow classmates who were affected by serious impairments (they did so with the uttermost kindness). So, education should rather focus on matters of compassion and understanding with anyone indiscriminately, which are the basis of any respectable behaviours of human beings. And this should begin from elementary school, not university.</p> <p>I think some might be scared to work with people with impairments but also empathetic. Exposure to such people will however build the confidence of staff to accommodate people with impairments.</p>	Objective 2 & 3	Key informant's view on the formal tourism human capital development as contexted to empowerment of learners (human resources) to have capacity/ knowledge and skills on impairment issues and physical impaired persons.
From your opinion and experience in the tourism education, do the tourism human resources have the skills/knowledge (capacity in the context of psycho-motor, cognitive and affective) to serve visitors with impairments?	<p>2</p> <p>1</p>	<p>Maybe from either natural intuition or informal workshops etc.</p> <p>In a number of countries, this depends on the level of impairment which may or may not require adhoc personal assistance. Therefore, the skills/knowledge of</p>	Objective 2 & 3	Key informant's view on tourism human capital's capacity/ knowledge and skills on impairment issues and physical impaired persons.

employable tourism skills and knowledge for you to be able to serve visitors?	1	These people should have access to acquiring such skills and knowledge, same as anybody else.		impairment issues in tourism education.
	1	I support this as indicated above.		
Can you please share your opinions on ways to alleviate barriers at tourism: i) workplace, and ii) teaching-learning socializing and interactive relationship with peers, teachers, teaching methods, tourism-impairment teaching content and when developing tourism curricula that caters for impaired and non-impaired persons concurrently?	1	i) Get someone with such knowledge on disabilities to speak to staff and then one will be able to provide opinions. It is difficult to form opinions if you are not completely sure of what is needed (and what forms of mild disabilities exist). ii) Same as question.	Objective 2 & 3	Opinions from tourism educators' angle of creating a non-disabling environment in the tourism higher learning.
	1	Awareness campaigns, information sessions, and if the university does not have it yet, a unit which will provide specialized assistants (these people actually have degrees on how to take care of people with impairments) and a space for people with impairments. Such things exist, for instance, in universities in the UK.		
	1	i) improvement of knowledge ii) People are not aware of challenges, iii) people are not sensitive to these impairment issues.		
In your understanding/knowledge, what can be the ideal ways to create non-disabling teaching and learning environs for tourism higher learning systems?	1	Infrastructure development to accommodate all impairments, and human capital to assist students where needed.	Objective 2 & 3	Opinion from non-impaired tourism educators on what they perceive is ideal for the creation of non-disabling teaching and learning environs.
	1	As I said above, the university should have a unit which takes care of students with impairments, provide them with spaces where they can study and work (many for instance need a very quiet environment), and provide specialized assistants.		
	1	Having enough knowledge to be able to develop such environments. Learn from other institutions that are already successful in this regard.		
What do you suggest as means to enhance non-disabling attitude among the non-impaired tourism educators and learners?	1	Education from school level, or at least a short course during first week at university.	Objective 2 & 3	Non-impaired view set by tourism educators in line with ways to change attitude among tourism educators without impairments.
	1	Any human being deserves to be treated with compassion, whether impaired or non-impaired. Based on this principle, non-disabling attitude should be natural among educators and learners.		
	1	Improvement of knowledge; showing the importance of this market in the industry.		
In this same line of thinking, in what ways do you think Tourism higher education and training can do creating opportunities for mildly/minimal physical impaired persons to work in the tourism/hospitality organisations for example hotel, travel agent/tour operator, car hire, events company etcetera after acquiring the professional	1	Not sure. Hire people who work with people with impairments and ask their opinions - it will provide a more accurate perception	Objective 2 & 3	Views of tourism educators as giving cues towards industry (workplace) feasibility to mainstream impairments and physical impaired persons.
	1	Open days at universities expose any student to potential employment opportunities.		
	1	Normally, educators (the lecturers) can only guide the student the best way they can, regardless of		

Annexure E: Results of Online (Facebook) group forums discussions.

Table A5: Results of Online (Facebook) group forums discussions.

Questions	No. of Participants	Clustered responses for the persons with impairments	Study Objective	Outcome
Can you please briefly tell me about your organisation you are associated with, as aligned with persons with impairments issues?	97 125 64 57	Blind SA firstly advocates for issues regarding blindness, thereafter we receive information from other disability sectors and familiarise ourselves with any possible relevant matters. Our organisation represents quadriplegics and paraplegics in South Africa. We are disability inclusion specialists - working to identify and minimise barriers to inclusion that prevent equal access to work opportunities of people with a disability Cape Town association for the physically disabled assist persons with disabilities with employment, basic needs, social needs. Our company is a travel agency specialized in Accessible Tourism.	Objective 3	Confirmation if the persons with impairments had affiliation to any gatekeeper. (such would validate the role of gatekeepers in representation/key informant on such persons' opinions)
Opinions on travel interests as contexted to service delivery at tourism facilities/designed places	50 9 64 127 38 62	Tourism is too expensive for most persons with impairments. Accessibility remains problematic wheelchair accessible accommodation and tourism facilities. I use a wheelchair and have travelled internationally for a number of years. In general, my experiences have been good. Not really interested in travelling as there are very few facilities that accommodate people living with disabilities. Looking forward to having good experiences through tourism facilities that need to have staff that are equipped professionally to serve people with disabilities and being sensitive to my needs and can make me feel welcome. Like able bodied individuals, disabled individuals also do enjoy (i	Objective 3	Ascertaining on travel/tourism interests as aligned with service encounters.

	50	<p>love) travelling, adventuring as it perpetuates self-discovering, love activities like swimming.</p> <p>It would be great to get the support of travel and tourism authorities to actually check compliance of members against Universal design standards - many places claim to be 'accessible' however their modifications are not aligned.</p> <p>As one of persons with a disability myself (cerebral palsy-wheelchair), I believe persons with disabilities are largely marginalized by the able-bodied community due to ignorance and wrong perceptions, they are not afforded opportunities enough to show off their abilities.</p>		
	5	<p>From our experience, our guests with special needs were very friendly, at the same time a little fearful and with low expectations or no expectations.</p>		
	4	<p>Security that everything will be as planned and no surprises.</p>		
Views based on the experiences at tourism designed/facilities/destination in South Africa	4	<p>Good experiences.</p>	Objective 3	The voice of persons with impairments as informed by service encounters/experiences at the tourism facilities.
	93	<p>Very few places are accessible and limited opportunities participate in tourism. Most of the tourism facilities is not even design for us...it seems as we are forcing ourselves to them. Yet the counterparts of us forget that no-one is immune to acquire impairment, though when they have it, they realise the need to be treated as a normal being after all, not taken as a burden for charity.</p>		
	120	<p>Most of my experiences are bad, though my husband tries to cover up whenever the staff or service provider fails to due to ignorance on how best the serve persons can like me. Tourism staffs are usually not empathetic and not fully equipped to serve and to communicate with people with disabilities and the facilities are usually not accommodative.</p> <p>Accessibility should mainly come from the staff gestures of not wanted at most facilities, though some facilities' staff over</p>		

	69	sympathize to the extent that it feels weird. They don't want us there. The expectation is the same as an able-bodied person - to ensure travels are safe, secure and done smoothly with no hiccups, however the long gaze and sympathetic stare and at time unrequested help that ends up making me feel like i am not human. I had no problem till I acquire this impairment, the staff seem to be hesitant in serving visitor with impairment and it ruins the whole experience. In most cases staffs do not know how to handle customers who are impaired, and such bolsters' facilities' inaccessibility.		
	50	Tourism is expensive for non-impaired persons. Staying home is preferable.		
	7	It's a mixed bag because we pay for the services.		
Opinions based on experiences at tourism/facilities while being served by the Human Capital/ staff and/or Staff serving visitors with impairments	57	There is a willingness to assist, however one constantly has to advocate for yourself in terms of what you may require or not require. In general, good experiences, very helpful but unfortunately, they didn't know exactly the needs or how to react in various situations.	Objective 3	The voice of persons with impairments as informed by service encounters/experiences as served by the tourism human resources (staff).
	286	Presently there are very few facilities that are universally accessible for wheelchair users and very little awareness and sensitisation awareness around disability in the tourism industry. Most human capital are not informed or sensitised hence they are unsure of how to interact with persons with disabilities. The focus should be to properly educate in order to provide a service par excellence to visitors / guests. There is still a lot of ignorance about what to do, and also knowing the possibilities in the facility.		
In your opinion, can you describe aptitude, attitude and approaches that the tourism human capital/human resources/manpower/staff members have/exhibited and/or used during the service delivery?	5	Aptitude: Eagerness, willing to assist and willingness to learn about the impairment and of course consciousness.	Objective 3	The voice of persons with impairments as informed by service encounters/experiences as contexted to aptitude; attitude and approaches during the service delivery by the tourism human resources (staff).
	200	The aptitude towards people disabilities has been ignorant and uninformed and there is no		

		<p>middle ground service delivery has either been excellent or extremely lacking. I think it would help if training programs especially at tertiary level were more conscious of the need for inclusive practices on all levels.</p>		
	5	<p>It is not a matter of choice! It is part of the Implementation Matrix in the White Paper on the Rights of Persons with Disabilities [which is built on the UN Convention on the Rights of the Person with Disabilities].</p>		
	3	<p>This would a welcome initiative as this would mean inclusion of people with disabilities at all levels from education to employment.</p>		
	30	<p>That would be good for people living with disabilities for us to be mainstreamed in both receiving and participating in tourism, as set through relevant aptitudes portrayed by staff other than the in-formal training i have received. I realized that the non-impaired persons we trained with started with a bit of confusion on how to interact and/or to handle me but ended well. Hence i think knowledge and exposure brings a change in attitude, behaviour and aptitudes.</p>		
	20	<p>This would be great if the higher education and training would have done for us by giving heed through non-disabling policies, which would mainstream impairment knowledge and impaired persons. In addition, this will be an opportunity for us to acquire formal perceived 'good' skills/knowledge with limited aggressive approach to 'bull-doze' in systems and structures that were never meant for us and does not need us to be there.</p>		
	20	<p>This is what i think we- persons with impairments desire. Thus, to have unlimited profession and career choices which we can choose from as per one's personal capacity and dreams. The existing</p>		

		<p>education is separated in the name of special education and provides limited vocational skills. Actually, i would also love to enrol with the NWU if it's taking this way of thinking on board. That would be a step towards inclusion of people with impairments in tertiary education.</p>		
	60	<p>That would be a huge step towards empowering people with disabilities as they will also stand a chance to be formally employed. That is very important as it is a step towards empowering people without impairments and equipping them with the necessary knowledge and skills that enables the non-impaired persons to have an understanding of the needs of impaired persons.</p>		
	240	<p>Attitude: They're insensitive and ignorant, hence I think people do not understand what our needs are and as such we are often excluded. People think people living with disabilities are to be pitied and not treated just as people without impairments, hence people living with disabilities are segregated.</p>		
	20	<p>I think people are of the view that people with disabilities cannot perform as much as they can.</p>		
	43	<p>Most people do not see people with disabilities as a consumer group and do not have the desire to travel and consume tourism products.</p>		
	4	<p>Most of my family members take me as like them, but the general society views me as not normal and sick and the society still view us like a 'pest' that cause problems in their circles.</p>		
	20	<p>They view us as 'second-class' citizens, who might be of no value and are not many enough to be considered... but people forget that no-one is immune to acquire impairment like I did... I was born non-impaired. The community members</p>		

	13	are usually scared as they don't know how, what, when to help me, hence such end up bring a discriminating effect as they would be taking me like a 'sick persons'.		
	3	The general population are still having a mentality of secluding us in their things. Hence there is need to make a strategic, subtle education and awareness to break the defensive and wall that already exists.		
	17	I believe persons with disabilities are largely marginalized by the able-bodied community due to ignorance and wrong perceptions, they are not afforded opportunities enough to show off their abilities.		
	13	Approaches: Great approaches.		
	230	No, bad approaches.		
	74	I think it depends on the severity of impairment. Some people with disabilities needs help with most things whilst others may not need as much help.		
		We are normal human who needs to be treated like anyone else, such is noble because that is worthy giving attention to for humanity sake and we are people full of potential in socio-economic and political spheres. All the good that is thought to be provided for non-impaired, such access should be given to us also. We can...and we are able		
(Opinion) if Higher Education and Training give heed through policies that can foster tourism higher learning's view towards mainstreaming knowledge set as means to address the capacity development among the tourism human resources (Human capital)	343	Great idea and we would support this initiative that should be supported in all possible forms.	Objective 3	The voice of persons with impairments as informed by service encounters/experiences as contexted to aptitude; attitude and approaches during the service delivery by the tourism human resources (staff).
Views on how people around you view and understand individuals with impairments as contexted towards mainstreaming impairments and impairment issues in the tourism education and training	62	Some are inspiration and "brave".	Objective 3	The voice of persons with impairments as informed by experiences with other societal members.
	127	Most people do not see people will disabilities as a consumer group. They have preconceived notions that persons with disabilities cannot think for themselves or do anything for themselves. They are		

	57 97	<p>reluctant to make eye contact or engage because of the lack of knowledge and understanding. It all boils down though to lack of being educated about persons with disabilities. Everyone is different - but the stereotype of disability still results in people a person's 'ability' based on their stereotype of their 'disability' - this continues to exclude equal participation.</p> <p>Generally, people want to help but have no idea of the impact of disability on individuals or family.</p> <p>Very few people are sensitized on disability management. I think staffs generally need more training on disability issues and are often uncertain about how to serve visitors with disabilities.</p>		
Opinion on self-view as person with impairments	343	I see people with disabilities as a consumer group with the potential to be able to travel and enjoy tourism experiences and offerings. I think many providers are trying but generally don't understand the problems people with disabilities encounter and therefore are ill equipped to respond to those problems.	Objective 3	Personal view as contexted to tourism participation especially as a visitor.
Opinions on the need to have tourism higher learning system to impart formal employable skills and knowledge for the tourism staff to have the capacity to serve persons (visitors) with impairments.	147 180	<p>It is absolutely imperative that disability sensitisation and disability rights is brought into learning; it's necessary because you never know tomorrow one can be in an accident and one can acquire either temporary or permanent impairment(s). It is important for human capital dealing with public to be well informed and well trained for any situation that they may find themselves in.</p> <p>Excellent idea - it is part of good customer service and will give the venue etc. the competitive edge. It is absolute critical to have proper trained staff to work with persons with disabilities and this counts for all sectors in society, and not only the tourist industry. There is the need for educating everyone in the companies through the impartation of formal skills and knowledge for tourism staff so that they can have the capacity to serve</p>	Objective 3	Opinions of persons with impairments as contexted to tourism participation as a capacity development to learners and human resources.

	<p>9</p> <p>7</p>	<p>people with impairments. On the other hand, such will allow people with disabilities to be equipped with the same knowledge and skills as their non-impaired counterparts and hence have access to higher paying jobs.</p> <p>This would a unique stance set by the North-West University. I support this noble stance. This is good move, hope it will be put to action, at least North-West university may set the pace...</p> <p>I feel this is a good stance, i realised it when I got impaired, though before acquiring this impairment I never thought that we are just as normal as anyone, hence a better understanding of the needs of persons with impairments would enhance the create a memorable tourist experience.</p>		
Can you share on what you think can be done for the tourism human capital/manpower to have professional capacity to serve visitors with impairments?	343	<p>Creating awareness with tourism staff on how to assist travellers and provide trainings to them to arise consciousness and knowledge about it. The tourism industry should have a mandatory requirement of completing a formal course that speaks to the understanding of assisting persons with disabilities and equip them to handle such persons' needs. Challenge their stereotypes, learn etiquette, and learn to feel more confident when engaging with people with a disability. i believe that intensive awareness programmes should be run, and training should take place in order for the specific industry to provide an all-inclusive and quality service to persons with disabilities. Maybe attending to some courses about accessible tourism, customer care, and why not, legislation. People with disabilities must be employed in the tourism sector. I think that is good but even people with severe disability need to be included as well. People with disabilities should be able to pursue careers and being visible in society normalizes disability to a</p>	Objective 3	Opinions of persons with impairments on how the existing disablement in tourism human capital can be alleviated.

		advance in their careers. Impaired people and non-impaired people need to have equal access to all levels of education and employment.		
	41	There is need for total transformation in terms of how people with disabilities are viewed and thus change attitudes and perceptions to be more inclusive. There should be no special classes for people living with disabilities and they should have access to the same level of education and training as non-impaired people. Take on-board people in the team with impairments and educate people in the work environment and educational institutions about it. Awareness and advocacy are key here, hence the more people know, the greater the opportunity of employment and interaction with disabled individuals.		
	50	This process needs: i) strategic education and awareness to both impaired and non-impaired, take note, most of such have either developed a defensive mentality or selective listening approach, hence there is need to depart from the traditional ways of education and awareness campaigns. ii) Address policies, curricula and curricula content and delivery to uphold knowledge on impairments to both impaired and non-impaired because even the impaired persons sometimes are not informed of their potential and value regardless of impairments. iii) address the educator's competences and know-how when handling persons with impairments and non-impaired...let's make natural instincts combine with developed knowledge base..., this even goes on to the language usage and general environs setting...such has psychological and emotional impact that end up impacting all the inclusive initiative. iv) Creation of shared space		

	40	<p>interactions in all activities. In short i think there is need to develop and institute frameworks and/or policies that bolster non-disabling approaches from policy to practices not only at a school level but beyond walls of learning in class. I think, trainers are the ones who plays a critical role in creating these environs at implementation level, hence a need for policies that specifically support the practice. The other learners usually adjust to the climate set by the teaching and learning environs.</p> <p>Policy and policy implementation should guide this entire stance. I think non-impaired should open-up and interact with persons with impairments, and this applies to persons with impairments too, because there so much that is not known in both life spheres (impaired and non-impaired). This would enhance appreciation of each other and the need for each other. I think first there is need to realign policies, then develop implementation framework for the policies. Within the implementation process, I think it's ideal to reach-out to both non-impaired and impaired communities, so that when you bring the education awareness to the media, it would be reinforcement and endorsement. On the other hand, the trainers should have both knowledge on impairments and impairment issues as mechanism to prepare them and to give them capacity to handle persons with impairments in our diversified conditions. Such would be easier to bring either super-structural or equipment/teaching and learning environment setting in curricula content delivery and even the curricula content development. This would be set from a comprehensive informed trainer. This would make learners with and without impairment to learn how to relate with us, throughout the learning process. To this effect, when they get into the industry, it will be a</p>		
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		smooth flow of normal service without freaking out.		
	40	Awareness and advocacy are critical. The more people know, the greater the opportunity of employment and interaction with disabled individuals. Focusing on the person's ability and value they may add in the industry will go far in possibly opening doors of employment in the industry. Therefore, there is need for education and awareness to change people's attitudes and perceptions. It also important for the people with impairments themselves so that they realise that they can do what other people can do.		
	40	The disabled people themselves need to be taught and encouraged to be their exceptional best in order for them to boost their self-esteem and believe that they also have their unique abilities which they need to tap into.		
	50	Education and awareness need to be done with the non-impaired persons to change their mind-sets and perceptions about people with disabilities hence removing the stigma and marginalisation of people with disabilities. I think people with impairments need education and need to realise that being disabled does not make them any inferior to the non-impaired persons, non-impaired persons need to be taught that disability does not mean inability and hence change their perceptions regarding people with impairments.		
	20	Facilities should be created so that impaired people will be able to access the same level of education as non-impaired people so that they can secure better employment opportunities and there is need to gather more voice from us and blend with other already existing knowledge.		
	10	Such would inform the development of non-disabling platforms in education and training.		

Can you please share your opinions on ways to alleviate barriers at tourism: i) workplace and ii) teaching-learning socializing and interactive relationship with peers, teachers, teaching methods, tourism-impairment teaching content and when developing tourism curricula that caters for impaired and non-impaired persons concurrently?	97	Focusing on the person's ability and value they may add in the industry will go far in possibly opening doors of employment in the industry.	Objective 3	Opinions that gives suggestions towards mainstreaming in both tourism education and workplace.
	67	The first step is to do a complete access audit to ensure that the higher learning institution is accessible and a person with disability can be reasonably accommodated. The second is to run sensitisation workshops in the higher learning institution and the next step is start employing more persons with disabilities in the workplace as once employees are exposed to persons with disabilities in the workplace, the non-impaired counterparts will also be more open to work side by side with persons with disabilities.		
	60	Get a professional disability inclusion specialist to identify environmental, policy-related, and attitudinal barriers - awareness is key to implementing change. There need to be a total mind-shift and attitudes in the abled bodied communities in order for there to be a visible change in the lives of this vulnerable people, 'special needs training' units should be established at all higher education facilities but also at primary and secondary school level.		
	62	i) Take on-board people in the team with impairments ii) educate people in the work environment and educational institutions about impairments and impairment issues.		
	30	This in the best stance that North-West University would bring forth in its pursuit of innovation and development. Such knowledge will impact even the societal view of such practice as both graduate, industry and community in the long run will mainstream in a holistic approach as education is one of change agents. This would bolster career development especially the persons with impairments within the tourism and		

	27	<p>hospitality industry. In addition, this can be one institution that the South Africa grading and standards can get training and have training manuals that guide in full knowledge about impairments and impairment issues among other government departments including higher education and training and even tourism, sports and culture. I support this move till it is being implemented at least; North-West University has spearheaded this, so we would be happy to have this institution and other providing opportunities to both non-impaired and impaired to acquire employable tourism skills and knowledge for career pursuit in South Africa and beyond borders.</p> <p>This is the greatest step that North-West University would be advocating for among other good work in both research and community services. This would help the industry to create non-disabling workplace for career development. I love this and i have been involved in similar approaches though it's aligned with in-house training for some airlines in South Africa. This would be a good stance for formal tourism programmes. Hence, it is good because that will equip them with the necessary skills and knowledge for formal employment.</p>		
In your understanding/knowledge, what can be the ideal ways to create non-disabling teaching and learning environs for tourism higher learning, from a meso, micro and macro-level?	35	<p>Creating awareness on disabled travellers, how they do it and what their requirements may be. As far as any employee in this sector is concerned, the main focus must have been on the value such an employee can add to the industry and on what they can do, rather than on their limitations. Make the disabled people aware that they also have their unique abilities; disability does not mean they cannot do or achieve anything. Also educate non-impaired persons that they do not need to view people with disabilities as people who cannot do anything and are always dependent on others.</p>	Objective 3	Opinions that support feasibility of the phenomenon on study from a person with impairment angle.

	20	Create awareness and enrol impaired people in tourism higher learning. Focus should be on each person's ability and not their limitations.		
	30	Consult the White Paper on the rights of people with disabilities.		
	30	This should be integrated in their modules in their tertiary studies or as an independent course which should become a mandatory requirement.		
	32	Get disability inclusion specialists in to lecture, make sure training facilities and materials are accessible, align to international best practice standards; Engage people with disabilities to teach and have people with no impairments learn such things as sign language or braille.		
	22	Facilities should be created so that persons with disabilities will be able to enjoy the same level of education as abled bodied persons in order to secure better future employment and give them a sense of dignity and build their self-confidence and self-esteem.		
	27	Partnerships with big institution, public entities and organisations that can be the ambassadors for it and provide such learning environments.		
	20	Open conversations with people with disabilities.		
	27	Facilitating awareness through educational campaigns to change attitudes regarding impairments, provide accessible facilities and training at all levels including tertiary education to all.		
	30	There need to be a total mind-shift and attitudes in the abled bodied communities in order for there to be a visible change in the lives of this vulnerable people, special needs training units should be established at all higher education facilities but also at primary and secondary school level.		

	10	Creating awareness on disabled travellers, how they do it and what their requirements may be. As far as any employee in this sector is concerned, the main focus must be on the value such an employee can add to the industry and on what they can do, rather than on their limitations.		
	30	I think there is need to reach out to us the persons with impairments as most of us have adopted a low esteem as our ego has been crashed since at a very tender age.		
	10	Then the education system in general can mainstream impairment issues in their curricula. This would enable any discipline including tourism to mainstream right through to workplace. In addition, the approach of training special education teachers should be supplemented by making everyone to appreciate and have a general understanding of impairments in all possible spectrums. To this effect, it will be easier to create non-disabling teaching and learning from policy-curricula content and delivery due to open minded listening set by knowledge of impairments. There is need to have a knowledge base in the subject, and then it would be much easier to follow in application. This needs an approach that is rooted in engaging the persons with impairments advocating organisations, government departments such as education and tourism, higher institutions e.g North-West University and this researcher so that this research initiative may go beyond just documenting these surveys. Such can enable knowledge development through collaborative methods, policy development maybe through Green Paper and White Paper that provide framework for key decisions and also implementation frameworks and training the trainers' manuals, curricula content and delivery mechanism, workshops among other practical stance that can		

		bring to practice from formal teaching and learning to the industry and society.		
	12	I think, first there should be proper policies that facilitate the implementation and creation of non-disabling environment. This may be established in the curricula and the content, which would inform the content delivery mechanism. However, still the educators/trainers should have a comprehensive understanding of impairment issues as this knowledge can bolster the creation and maintenance of non-disabling classroom situations and beyond.		
	30	The first step has been set through this survey, take our voice into policies and develop framework for implementation as supported by theoretical base for the teaching resources. This would inform the industrial practices and societal view adjustment.		
	30	Train the educators and provide them with sufficient knowledge of impairments in all spectrums. Such would develop capacity in them to train and create a non-disabling teaching and learning shared environments. The trainers should be trained in this issue. Books should be written specifically for tourism and hospitality, then the modules should incorporate this knowledge either as chapters or modules-this however is determined with curricula developers. For manuals should be developed from our voice and guide/inform teaching and non-teaching staff. Such i think would be necessary even to do workshops, short courses/in-service training to both industrial practitioners and educators, after this concept has been patented by this researcher, such would facilitate the pursuit of the intention and vision behind this with the help of all relevant stakeholders. I think this can help in creating non-disabling teaching and learning		

	5	<p>environment and culture at tourism higher learning. I hope such would be adopted in other disciplines too.</p> <p>There is need for proper supportive policies, which are enforceable/ implementable. Then, the rest falls in place. Make reading material available in all levels of learning within communicable means e.g. braille to cater for the blind and also engage people with impairments in teaching. This should be integrated in their modules in their tertiary studies or as an independent course which should become a mandatory requirement. Non-impaired persons should learn together with the impaired persons so that they can also understand them and their needs. Visits to different tourist destinations/sites/resorts accompanied with a person using a wheelchair, as well as people pushing strollers, carts, or other wheeled objects to observe the needs better. This will create a better understanding of adaptive infrastructure design. Videos/YouTube provides ample information on ways other countries design the tourism sites to be adaptable.</p>		
How do you feel about facilitating for impaired persons with the mild condition to have opportunities to acquire formal employable tourism skills and knowledge for such to work and pursue a tourism/hospitality career?	<p>20</p> <p>20</p>	<p>It should be encouraged. They must be employment opportunities for all people with disabilities in the tourism industry.</p> <p>Persons with disabilities have been pushed into "special schools" which meant that they did not receive the same opportunities as their mainstream counterparts unless they came from a wealthy family then they were given the best education and their parents created the opportunities for them. In order to ready persons with disabilities they should first be put on a bridging course to give persons with disabilities a foundation to build upon. Also, from my experience a lot of building up of morale needs to be done as your whole life you were told what you can't do and not</p>	Objective 3	Opinions that gives insights on willingness of impaired persons to support mainstreaming of impairment issues and impaired persons' career development in tourism.

		encouraged to what you can do.		
	29	Not just mild physical impairments - but many different types of disability should, and could, be included in the tourism and hospitality industry.		
	23	I think it's necessary. Tourism is for all as well as is for everyone to pursue the hospitality career.		
	20	Conversations with people with disabilities and connecting with accessible tourism organizations.		
	20	See each person from cradle to grave as having the ability to enjoy daily living.		
	15	Use people with disabilities in the learning as engaging people living with impairments and involve them in the teaching-learning process. Impart the necessary skills and knowledge to the various players in tourism from learning to industry so that they can serve people with impairments.		
	5	The non-impaired students should be trained on how to deal with people with impairments by learning for example sign language and braille.		
	22	The people with impairments should have access to education even at tertiary level so that they can also have equal employment opportunities as their non-impairment counterparts.		
	10	Making people living with disabilities that they also need to travel and consume tourism services, educating people and even families with people with disabilities and communities to remove stigmatisation and hence be inclusive and change people mind-sets.		
	20	Dual conversations with people with disabilities and connecting with accessible tourism organizations.		
	10	Get disability inclusion specialists in to lecture, make sure training facilities and materials are		

		accessible, align to international best practice standards.		
	10	Start employing more persons with disabilities in the workplace as once employees are exposed to persons with disabilities in the workplace, they will also be more open to work side by side with persons with disabilities.		
	17	Currently, non-impaired persons practice selective listening to the voice of persons with impairments. This can be alleviated if such researches like this are supported and implemented, because there is need for a knowledge base that informs the alleviation of this gap in existence, hence mainstreaming impairments and impaired persons in tourism will be a reality.		
	10	There is need for non-disabling policy in both higher education and tourism sector, and then there is need to teach on impairment issues.		
	5	I suppose this study is an inception towards getting more voice even in quantitative methods for much refined stance in developing solid advises for mainstreaming (as rooted in tools used for such) in tourism education and training at the North West University and others.		
	5	I think it needs a joint effort that includes liaising with persons with impairments associations and all relevant stakeholders in this. However, I would take this platform to thank and applause North-West University for this initiative. I pray they finish it through practice among other initiative to reach the persons with impairments for us to make use of this opportunity. There is need to change the view of impairment as charity and attach value to us also as socio-economic contributors in form of taxes among other non-monetary attached services we can provide to societies.		

	10	<p>I think one of unique thing that needs to be taken note of is, impairments are in spectrum, hence it is not good to stereotype and classify such in one cluster. This is synonymous to cultures, there in their diversity but organisations thrive to be objective and tap each culture towards set goals. So i think let's take away judgement by outside, without trying to give opportunity to a human being, though might have an impairment. Remember, it's acceptable for a so called normal to be given assistive devices, but when such applies to us, it's taken as something else. In short i am saying we don't demand unnecessary things, other than that which enhance efficiencies in productivity just like anyone.</p>		
	10	<p>We also need career guidance and career coaching. In addition to the development of tourism education to mainstream impairment issues and impaired persons. There is need for awareness in people with impairments and encouragement for them to know that they can do as much as their non-impaired counterparts and hence change attitudes and mind-sets. Non-impaired persons can also actively learn for example braille reading or sign language in order for them to be able to communicate with the impaired persons.</p>		
	12	<p>Awareness and revising the study material to consider the needs of impaired people and train non-impaired people how to communicate and help people with disabilities.</p>		
	5	<p>Relook at the current modules being trained. More interaction with disability organisations / persons with disabilities. Maybe even one-week in-service training with a disability organisation to have a hand on understanding. Start at school level and thereby create a much earlier understanding, awareness and interest of the needs and abilities of persons with impairments. Children</p>		

		<p>are not shy to ask questions and are eager to learn. When a learner later decides to continue their career in the tourism industry, they will not be totally ignorant.</p> <p>15 Staff should be taught to train disabled people; disabled people can also be incorporated in teaching.</p> <p>15 Education and awareness enrol people with impairments in institutions of higher learning and give them an opportunity to get knowledge and skills for formal employment. Train the non-impaired persons; have them work with impaired people so that they can understand them and their needs. Give access to disabled people to higher learning by enrolling them in institutions and impart the necessary knowledge and skills to them.</p> <p>10 There is need for engaging people with impairments in an effort to understand their needs and also make people with non-impairments learn together with impaired persons so that they can know how they want to be treated.</p> <p>5 Nothing much except that there is needs to listen to our voice and develop such into knowledge and skills set for both impaired and non-impaired persons.</p>		
From your understanding, what do you think can stand out (unique aspect that needs attention) to be done for the tourism higher learning to enable capacity development in both persons with impairments and the non-impaired peers, for them to serve the travel interests/needs of visitors (both impaired and non-impaired) satisfactory from a human capital /manpower competencies/skills/knowledge development perspective?	<p>90</p> <p>70</p> <p>64</p> <p>62</p>	<p>As mentioned before, awareness and advocacy are key elements. Also, there is no room for prejudice.</p> <p>Understand the white paper on the rights of persons with disability.</p> <p>Maybe even one-week in-service training with a disability organisation to have a first-hand on understanding. The main element is the fear of the unknown. Many people do not know how to treat persons with disabilities as they have not been exposed to them from foundation schooling level.</p> <p>Get a professional disability inclusion specialist to identify environmental,</p>	Objective 3	Persons with impairments' view on what they perceive is necessary for the mainstreaming to be practical in tourism education.

	57	<p>policy-related, and attitudinal barriers - awareness is key to implementing change.</p> <p>To attend the accessible tourism classes and to experience tourism, to work in the tourism field. Understand and take always into account that an impairment is a barrier that everyone around should work towards minimizing or even, when possible, eliminating, so everyone (people with and without impairment) can continue doing whatever they want to do regardless of such barrier.</p>		
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Source: author's compilation from collected data from participants.

Annexure F: Results of interview meetings with persons with impairments' gatekeepers

Table A6: Results of interview meetings with persons with impairments' gatekeepers

Questions	No. of Participants	Clustered responses for the persons with impairments' gatekeepers	Study Objective	Outcome
Can you share the organisational position in line with impairment issues?	3 2	The organisation is entirely set to advocate for the visually impaired persons in their spectrum e.g. human rights, provision of supportive resources that sustain daily activities as an independent individual. Thus, it is a well flagged NGO with all key sections/departments that essentially perpetuate advocacy and representation for such persons to be considered within the society. The BA has a handful of mechanism to support visually impaired and non-impaired members e.g. braille written material and braille reading and writing etc. The organisation facilitates in recommending visual-impaired friendly computer-based soft-wares and programmes and systems. The organisation also facilitates in advising and creating visual-impaired friendly education/teaching and learning environs. The organisation is entirely set to advocate for the all impaired persons in their spectrum e.g. human rights, provision of supportive resources that sustain daily activities as an independent individual. Thus, why it changed from National Council for Persons with Physical Disability South Africa to National Council for Persons with Disability South Africa as liaising with both public and private sectors for perpetuating advocacy and representation for such persons to be considered within the society. Hence, the organisation has no paid membership/affiliation. The organisation also facilitates in advising and creating impaired friendly education/teaching and learning environs and share same objectives with the project postulated initiative.	Objective 3	Opinions ascertained the gatekeeper in line with being key informant for the persons with impairments.
What might be the key travel interests: expectations, wants, needs, motivation and	5	Motivations: The motivations are as like any other which either enables or creates the need to travel to any tourism designed	Objective 3	Opinions to ascertain persons with impairments' motivation, taste

taste/preferences among persons with impairments?	5	<p>facilities. Such includes the availability of resources and money, time and the need to explore and access places and have a feel of different cultures among other societal groups. The persons with impairments have motivations like anyone, which enhances travelling to tourism designed facilities e.g. availability of resources, time and the need to explore and access places and different cultures.</p> <p>Taste and preference: We love all that is offered for other tourists/visitors because impairments do not really affect humanity-related tastes/preferences, though individuals have many refined specifics, and such is common to all humans. We love all that is offered for other non-impaired counterparts because impairments do not really affect humanity-related tastes/preferences, though individuals' preferences differ, and such is common among people.</p>		and preferences, expectations and needs as foundation for mainstreaming such in tourism.
	5	<p>Expectations: -to be treated as an independent and full human being; assistance should be offered when it is requested just as any other individual/visitor does. The persons with disabilities love to travel and to be treated as an independent and full human being before, during and after their travelling for tourism; assistance should be offered when it is requested just as any other individual/visitor does. Thus, even served, it preferred to be served not through other orders/requests.</p>		
	5	<p>Needs: -It is of necessity to have Universal Designed facilities as augmented with staff's capacity/ability to serve persons with disabilities. There is a need for Universal Designed facilities as augmented with staff's capacity/ability to serve us, well. Such emanates from customer service, attitude and non-verbal cues which are appropriate and not over sympathized at during a service encounter, which ends up ruining the experience.</p>		
Can you share your experiences at tourism/hospitality facilities?	1	I usually have no problems as I am made myself a regular traveller of certain places, hence the staff members now know and	Objective 3	Opinions from their experience as a reflection to what is experienced by

		<p>understand me. However, the staff uses tacit/intuitive knowledge within the service delivery; they build confidence as I kept interacting with them. However, my first visits were infested with confusion among them on whom and how to serve or handle my needs at the place. I think with interactions-based experiences, they now appreciate that I am as an independent and normal human, hence they treat me like any other visitor and i also leave 'tips' or gratuity.</p>		persons with impairments.
	1	<p>I always have problems as usual because the non-impaired counterparts/staff treat me like i have a burden and I burden them too, hence take me as someone who live by sympathy and can't be socio-economic independent, to this extent, u can feel the voice tone and the way service will be given to you is exaggerated and full of sorry kind of approach. I think it is caused by the lack of any clue and/or ignorance of impairment issues.</p>		
	1	<p>The tourism staffs lack the capacity to serve us –the guest/tourists with impairments and most of the time I travel with my family I end up being quiet because we are treated as not normal full humans. For example, when you request for menu, usually they don't have braille one, so usually I suggest to the one serving us to read for us, and you can feel and hear the tone is not confident and as if he/she will be talking to a kind of sick/kid or someone not normal.</p>		
	1	<p>I observed that the tourism staff members use intuitive knowledge within the service delivery as they exhibit confusion among them on whom and how to serve or handle persons with disability if they visit their place.</p>		
	1	<p>Hence the tourism staffs lack the capacity to serve us –the guest/tourists with impairments and most of the time I travel with colleagues, they are treated as not normal full humans. I always have problems as usual because the non-impaired counterparts/staff treat me like i have a burden and I burden them too. I think such is a by-product</p>		

		of lack of any clue (ignorance) on impairment issues.		
Can you please describe aptitude, attitude and behaviour among the tourism human resources during service delivery?	5	<p>Aptitude: knowledge/skills impartation can develop relevant aptitude; such is determined by the learning process within tourism human capital. This is determined by competencies to handle persons with impairments as such begins with the trainer/educator's competencies. This can only be developed in a person through proper approaches in education. Remember not all that one has learnt, will be applied by people, but usually such is determined by the approach used in the learning process, which will be evidenced in the application in life (society/workplace). I think knowledge creation first, from my viewpoint is the key/critical position for it to be easy to fuse in tourism human capital. Thus, aptitude is an effect of learned competencies; hence if the formal tourism human capital development is void of such knowledge/skills; tacit/intuitive knowledge cannot sustain the industrial positive aptitude among the staff and management. Such even makes it difficult to implement and enforce accommodation of persons with impairments concept because the industry and education/training are ignorant on how to accommodate and not talking of mainstreaming impairment issues and us. An example based on experiences at school (high school and higher learning institution) was as, "the special education/class approach is flawed as it made it difficult when interacting with others in the society, on the other hand, it was also difficult for the non-impaired counter-parts because they had limited interactive opportunities/access, hence such fostered their ignorance-based approaches during interactions." In short, aptitude is determined by competencies to handle persons with impairments as such begins with the trainer/educator's competencies in this, then the learner will learn and apply at the workplace whenever the situation arises. Therefore, such should incept in the formal tourism human capital development as an element/part of the learning process, while</p>	Objective 3	Key informant is opinions as aligned to tourism staff capacity to serve visitors with impairments, such give cues on skills and knowledge missing.

	5	<p>having if possible, having both impaired and non-impaired learners in the same teaching and learning place/space.</p> <p>Attitude and behaviour: The attitude and behaviour are a mixed bag as the education and socio-environmental learning contribute to the level of ignorance and incapability of the tourism educators/staff and management. The tourism staff usually exhibit a negative attitude and behaviour as they regard us as sick people/abnormal persons. Hence, non-impaired staffs in tourism facilities seem to be defensive for their space and seem to be unsure of how to handle you. Attitude and behaviour are a by-product of education and learning, hence there is a void in the tourism education; such contributes to the level of ignorance and incapability of the tourism educators/staff and management. This is because there is no a theoretical base for the knowledge and skills impartation to learners. Automatically, it would imply that tourism human resources are unsure, might have a mixed/negative attitude and behaviour exhibition during service delivery. Such is due to ignorance of impairment issues and how to handle such persons whenever they visit the tourism designed facility, and then said, "the tourism staff usually exhibit negative attitude and behaviour as they view us as sick people/abnormal persons." and added "that the non-impaired staff in tourism facilities seem to be defensive for their space", and most of the cases, when you visit their places, they receive you expressing a bit of being shocked-confused kind of expression until when you have paid up for their services/products. I think all this is a result of bleakness/ignorance on knowledge on issues around impairments, impairments effects on humans within the impairment spectrum.</p>		
By the way, can you share your views on how people around view persons with impairments?	5	<p>Workplace: they now appreciate that persons with disabilities work harder in everything, hence are treated with respect and dignity. My colleagues are well-informed, about us and they love us and</p>	Objective 3	This gives cues on the extent in which non-disablism approaches towards mainstreaming

	5	<p>treat us like anyone. They know and appreciate that a person with impairments is a full human being, who deserves to be treated with respect and dignity.</p> <p>General societal members: society still lacks comprehension on issues around impairments from both interactive and information sharing entities. The society seems not to have a clear understanding and know-how on impairments issues and such persons. The society seem not to have a clear understanding and know-how on impairments issues and such persons, hence regard us as not normal like them. I wish everyone in the society is well-informed, about us, love us and treat us like anyone within this global village. Society still lacks comprehension on issues around impairments, not from being informed by advert-kind of approach but as part of their daily experiences and information sharing entities so that their interaction would be based an informed position.</p>		<p>impairments should scope on, from a tacit knowledge and skills in the tourism education and beyond teaching and learning walls.</p>
Can you please share, is the above question is similar to the way you think/view people with impairments?	5	<p>No-when one acquires impairment, such does not compromise the human aspects, however, it is the socio-economic setting that kills the ego, emotional vigour which ends up making few to insist in the push and pursue socio-economic independence through pursuing career regardless of prevailing disabling milieu. No-impairment does not compromise the being, however, socio-economic setting that disempowers individuals' esteem and emotional vigour. To this effect, the majority fails to pursue socio-economic participation. We are people hey and using the term disabled is disempowering in its essence.</p>	Objective 3	<p>These opinions reinforce the stance in which impairments are perceived by key informants...such is vital towards efforts and initiatives to mainstreaming in the tourism education.</p>
Can you share your opinions on policy amendment for Persons with impairment council/association to change the role to collaborative/partnership approach for mainstreaming purposes?	5	<p>Actually, we have facilitated for a joint Disability Centre in higher education institutions for the management and coordination on supportive services for our members. However, such is anchored in university general policies on persons with impairments. Though this approach has not influenced the curricula, curricula content and the curricula content delivery methods that explicitly cater to non-impaired and impaired concurrently. It is only when higher learning in tourism make</p>	Objective 3	<p>These opinions provide cues on alleviation of disablism.</p>

		<p>bold initiation to contribute on their policy, which would help the School of Tourism to make specific policy/by-laws that guides the policy implementation as such reduce huddles when one wants to mainstream/cater our needs especially starting with mild conditions, though the impairments issues can be attended in their spectrum because there are key aspects which can cater for all impairments, then as any other so-called normal, have specific requirements which needs more attention. However, universal design approaches cost less than when one retrofit/renovate facilities. This can be a great development because the trainers /educators cannot be taught, or cannot teach or familiarise on impairment issues if their syllabus (curricula content guide) and the curricula is void/ silent on such; this implicates the curricula content delivery methods which somehow do not cater for all impairments. Generally, non-impaired persons assume that when they have designed wheelchair-friendly facilities, such caters for all physical visible impairments. After all, the acclaimed wheelchair-friend designs lack standardisation due to non-impaired people's assumptions which are not based on consultation of either person with impairments associations/council/alliances. We and other persons with disability organisations have facilitated the development of White Paper on Disability and Disabled Persons among other initiatives though we don't have power/mandate to enforce the implementation. Different organisations and university take in the disability issues into their policy differently. However, universal design approaches have been encouraged to be adopted by higher learning organisations.</p>		
From your general assessment, does the tourism human resources have the capacity (skills and knowledge) to professionally serve visitors with impairments?	5	I can say, the tourism staff lack capacity as guided by proper attitude when serving persons with impairments e.g. when you visit tourism facility as said by my colleague, they kind of exhibit confusion on who can serve you and how come you visited them kind of expression. Both the	Objective 3	Feedback on perceived existence of gap among the tourism human resources as aligned to tourism formal education.

		<p>persons with impairments and tourism staff interact on an assumption basis, of which such assumptions are not communicated and may not apply to all circumstances. This poses challenges meeting expectations from both service participants during a service encounter. This is worsened sometime, when you have an impairment and you communicate to them/tourism staff, they can take for granted saying let do what we think is good for her because she is not normal. There is a gap in tourism education on this capacity, hence unless it is filled, this may continue to the foreseeable future generations. Tourism staff lack the capacity to serve persons with impairments. There is a gap in tourism education on this capacity, hence unless it is filled, this may continue and worsen incomplete communicable knowledge among persons without impairments.</p>		
<p>Can you please share your opinion on the need to have tourism higher learning to impart formal skills and knowledge for the learner and/or staff, to have the capacity to serve visitors with impairments?</p>	5	<p>This would be a unique initiative set for the tourism industry because this gap has been there since, regardless of some initiatives from an infrastructural and superstructural angle, which lacks standardized approaches. Thus, human capital /employable skills would enhance the total accommodation of persons with impairments. In short, I am saying employable skills and knowledge is noble and we are ready to contribute to the skills/knowledge development process. This would improve persons with disabilities experiences whenever they visit tourism designed facilities. On the other hand, enable persons with impairments, whose career dream is to be a member of the tourism industry's multifaceted sectors. Participants highlighted that the employable tourism skills should incorporate IT especially tourism related, access need marketing approaches, consumer behaviour of both persons with impairments and non-impaired counterparts etc...; and added that employable tourism skills/knowledge should not only end with North-West University's School of Tourism, we are supportive of this step towards tourism human capital development's mainstreaming</p>	Objective 3	<p>Key informants' perceived need to fill the gap among the tourism human resources as aligned to tourism formal education and provides cues on the areas to incept the initiatives.</p>

		<p>initiative as impairments are not only found with people born with them, some acquire them with life-cycle stages and incidents and accidents which happens in life. This also includes ageing because as one grows with age, impairments catch up, hence such persons when they visit tourism designed facilities, they need similar professional services as a persona with impairments does. Participants would be happy because the initiative may set the tourism industry at a better position in the mid to long run as infrastructural and superstructural angle, which lacks standardized approaches, would be bolstered by professional knowledgeable manpower. we are supportive of this step towards tourism human capital development's mainstreaming initiative as impairments are not only found with people born with them, some acquire them with life-cycle stages and incidents and accidents which happens in life.</p>		
<p>Can you share your opinions based on your experience, what can be done for the tourism human capital development to have the professional capacity to serve visitors with impairments?</p>	5	<p>There is a need to develop teaching supportive materials first e.g. Training the trainer manuals, there is also a need to develop learner's manuals especially in occupational related work in the tourism facets. This will help both impaired and non-impaired counterpart as a mechanism to bolster efficiency at the workplace. The persons with impairments council's services to be incorporated within the approaches to be set within School of tourism (NWU) as key advisory in the implementation for efficiency in mainstreaming impairment issues in the curricula and curricula content and the relevant delivery methods (tourism human capital development). I quote," you will realise that there is not much superstructural reconfiguration as compared to curricula, content and the delivery approaches for mainstreaming such issues." There is a need to develop and do researches aimed at writing tourism books, chapters and topics that cover e.g. Consumer behaviour of persons with impairments in their spectrum, marketing communication/ tourism marketing that fuses traditional and contemporary ways with a mainstreaming</p>	Objective 3	<p>Key informants' perceived competencies needed to fill the gap among the tourism human resources as aligned to tourism formal education.</p>

		<p>approach for the persons with impairments. Such can even be set for in-service/manuals/short courses etc. There is a need to develop teaching supportive materials as already there are some in-house Training manuals being developed for government department workforce. Anything for us should be done either in collaboration with us or by us for us to be part of ownership and implementation level</p>		
<p>Can you share your opinions, on the incorporation of persons with impairments at the workplace in different facets of the tourism industry?</p>	5	<p>This is normal, the challenge is faced by most non-impaired counterparts who don't give us a chance, and when they advertise jobs put clauses that say Persons with disabilities you are encouraged to apply. They just put it as a statement that lacks practical implementation as acclaimed stance. Hence renders or nullify the workplace rights to work and or non-discrimination as they would say such lacks the knowledge and skills. To this effect, if tourism human capital development mainstream this, it will alleviate the justification of not recruiting or providing work placement to qualified persons with impairments, who may pursue a career through accessing more competency within a formal tourism higher learning system. Not all impairments render one to be unable to work or play etc I mean elements that make a human. "we are like anyone who has potential that needs proper socioeconomic support and human capital development is the key areas which can facilitate change in societal mentality." Hence, it's normal for us to be part of the working team and it's our dream and we love to work. Participants added that they know some individuals with impairments who work so well and are productive /efficient as compared to non-impaired counterparts within the tourism industry especially in Cape Town. In addition, there are some members of Blind Association who were enrolled at the NWU, hence this initiative if adopted, will make a lot of positive difference, that can go beyond policy and a gesture that would contribute in changing community perspective towards impairments especially from a nonreligious /non-medical angle.</p>	Objective 3	<p>Key informants' opinion as aligned to impairments and workplace as rooted in mainstreaming impairments issues and physical impaired in the tourism education.</p>

		<p>Thereby the society may as time goes on embrace reality that we are humans like them, and we can play a role in socioeconomic activities. This would be good because they long to be employed and work for their own livelihood.</p> <p>Not all impairments render one to be unable to work or play etc. Hence, it's normal for us to be part of the working team and we desire to work.</p>		
Can you share your opinions based on your experience and opinions, on ways to alleviate barriers at tourism workplace and in teaching and learning system	<p>5</p> <p>5</p>	<p>Workplace: it is imperative to have adequate knowledge on impairment issues are the foundation to address the barriers experienced at the workplace and for teaching and learning to foster a socialising/interactive relationship with peers in a natural setting. There should be no separate teaching and learning space "special education or special needs education" as is disabling and enhances wrong perception and bars interactive experiences among learners for a better understanding among non-impaired and impaired in the context of potential, work ethics and performance. There is a need for knowledge on impairment issues is the foundation to address the barriers experienced in the workplace.</p> <p>Teaching and learning: teaching and learning should uphold socialising/interactive relationship with peers, to this effect it is crucial to empower trainers/ educators with capacity to handle persons with impairments in all spectrum. Such will perpetuate learners to interact and learn on each other in a natural setting and not as an obligation/forced. The creation of separate teaching and learning space and labelling it as special education or special needs education is disabling as it gives a wrong picture...imagine the use of assistive devices among non-impaired is taken as normal but when it's us its deemed abnormal. In short, we are saying barriers can be alleviated through the creation of interactive platforms which are rooted in shared space teaching and learning, as enabled by explicit knowledge as complemented with interactive-experiential</p>	Objective 3	Key informants' opinion as aligned to impairments and workplace as rooted in mainstreaming impairments issues and physical impaired in the tourism education.

		<p>comprehension of how to interact with us and our capabilities as like any other humans. This may enhance the understanding among non-impaired and impaired in the context of potential, work ethics and performance.</p> <p>There is limited to lack of exposure in terms of interactive platforms, such fosters the assumptions that persons with impairments are 'unable'/'inable', hence even the use of the word persons with a disability gives an emotional and Psychological effect to an individual. There is need to use Universal Design Instructions as part of teaching methods. In addition, there is need to develop tourism - impairment teaching content and review curricula for the incorporation of impairment issues; hence we are here to help in guiding this study to develop the coverage/ scope for tourism human capital to acquire the capacity to cater for both impaired and non-impaired guests concurrently.</p>		
May you please share with me your opinions on the creation of non-disabling teaching and learning environment at tourism higher learning: Meso, Micro and Macro level?	5	<p>Meso: Educating both persons with disabilities and non-impaired counterparts on who they are, their potential, humanity, tourism participation and ability vs impairments. This is because most of us need an approach that ignites ego which was crashed by daily adverse encounters from birth, childhood etc. Then the non-impaired needs an educative approach that cracks their already set defensive on their spaces against us, seeing us as sick and abnormal hence regarding us as socioeconomic rejects-kind of attitude. This bar embracing us as their human peers. Such can enhance knowledge on impairment to both persons with disabilities and non-impaired counterparts in the context of life as humans and the potential they have in a shared-space socio-economic environment.</p> <p>Micro: there is a need for policies that guide individual faculty or department's teaching and learning approaches as aligned with mainstreaming impairment issues, then persons with impairments. Policies should support and guide department's teaching and learning as mainstreaming impairment</p>	Objective 3	Key informants' view on levels in which disablism can be alleviated as influenced by mainstreaming approaches in the tourism education.

	5	<p>issues, then persons with impairments.</p> <p>Macro: There is a need for the development of persons with impairments national policy, national strategy as augmented by the relevant socioeconomic policy which implicates higher education and tourism development.</p> <p>Socio-economic policies should be explicit human capital development to mainstream persons with impairments. Such should emanate from National policy, national strategy in higher education and tourism departments.</p> <p>Mainstreaming should also be set from ECD, Basic and Secondary education much refined societal change.</p>		
Can you share your views, how do you feel about facilitating for the mild physically impaired persons to have opportunities to acquire formal employable tourism skills and knowledge for such to be able to work and pursue tourism career?	5	<p>I will be available and happy to contribute in this because if an individual with an impairment accesses empowerment in the knowledge that sustains career development, it would enhance economic independents and can be of more participative value from household level to the general community. Participants would be glad and would be willing to assist in any Information and Technology - related and general value contribution to this noble approach which would foster a sustainable mechanism of mainstreaming impairments in tourism human capital development. Participants would be happy and said that they would be expecting to be engaged for some recommendations/advise on approaches to be set for the delivery of the tourism curricula content for both impaired learners and non-impaired. This would bring clarity to persons with an impairment in line with career development through formal tourism human capital development and workplace. This would enhance economic independence and participation in tourism. Remember 2014 Cape Town Society report highlighted that 97% of known statistics in South Africa are unemployed, due to lack of competencies. This would bring to picture efficient ways to engage persons with disabilities organisation for the</p>	Objective 3	Key informants' opinions on non-disabling career development as set by a balance between tourism education and workplace.

		implementation and dissemination of knowledge on universal design as the human capital would practice such out of understanding.		
What do you think is outstanding aspects that should be put in place for the success of this postulated initiative?	5	I would advise incepting this and such would build up confidence that it is feasible, and the other industries would join including general education from ECD to higher education.	Objective 3	Key informants' critical point of inception for mainstreaming impairments issues.
From your understanding what do you think might be an outstanding (unique) aspects which need attention for the tourism higher learning to enable capacity development in both persons with and without impairments for them to serve the needs of impaired and non-impaired visitors satisfactory from a tourism human capital competencies perspective?	5	I think most of the thinks were discussed, but to over-emphasize on this might be necessary; thus there is need to adopt this from a policy level, which would be cascaded to departmental level policy/by-laws/rules which guide non-disabling teaching and learning in both tourism and other sectors because this is a gap that is existing in all sectors so to say.	Objective 3	Key informants' opinion on what may be perceived to be required that which in disabling conventional systems might have established.

Source: Author's compilation from collected data from the participants.

Annexure G: Results of tourism educators' interviews.

Table A7: Results of tourism educators' interviews.

Questions	No. of Participants	Clustered responses for the tourism educators	Study Objective	Outcome
The Tourism Higher learning institution has done well in human capital development for industry; can you briefly explain on how the School of Tourism /TREES has facilitated in developing policies guiding tourism human capital capacity development in line with impairment issues/knowledge/skills, and mainstreaming such persons?	2 1 1 1 1 1 1 1	There is no specific policy on impairments for the Research Unit (TREES) and the School of Tourism, that actively advocates/look/focus on the disabled. However, there is an example that in tourism management, guest house and hotel management sets on theoretical emphasize that accessibility of persons with impairments is a huge issue; hence all products and services should be accessible to everybody. Not informed of any in this School of Tourism. No one tells you how to handle the persons with impairments. Not sure of the policy, I don't think we have the policy specifically for the School of Tourism-it's a gap. Yes. I am not aware of such as aiming to attend persons with disability and impairment issues in School of Tourism. I am not aware of that in the School of Tourism and TREES, suppose there must be one regarding impairment and persons with disabilities. Are you saying from North West University Policy or Tourism department? Regarding training; no, we don't have one as a department, though the university has a general policy on that.	Objective 3	Supportive opinions to ascertain such mainstreaming from the tourism educators at the higher learning institution in case within the policy and practice context.
Can you please tell more on the level of the policy scoping on persons with impairments issues in line with empowering learners with the capacity to serve such visitors in the tourism industry?	1 2 2 1	In practice, it is not mandated, and no feasible applicable training/ education/knowledge that answers how should it be done from teaching or that a learner is taught through the modules. The North West University has a policy that highlights on aspects aligned with disabilities, though there is no capacity development to lecturers or non-teaching staff, on how to handle persons with impairments. The university has a policy that deals with disability and from such we enrolled 2 students with impairments (visual and mobility-wheel chaired). It facilitated in development of downstairs venues which are accessible by persons with disabilities, ramps and elevators to	Objective 3	Supportive opinions to ascertain such mainstreaming from the tourism educators at the higher learning institution in case within the policy and practice context.

	1	make the building accessible by such persons.		
	1	Only the university has the policy on persons with disabilities and enhances enrolment of such.		
	1	To answer this, you that way, the university has a guideline-policy that must be adhered to by every department. We can change them to suit us, but I don't think in a practical manner that we really implement those policies.		
	1	Looking at the students in the department with disabilities; Currently, we have one with (mobility issues) disabilities, but that one is put in front of the class.		
	1	One or two mobility problems have no big issues; normally in situations like this we put in front of the class, the people with wheelchairs something like that; and tests maybe impairment, students in class they exams writing skills, as they can't read and write that fast; giving them extra-time through putting them in a separate venue.		
Tell me more on what you think on how policies, can addresses tourism capacity development in higher learning systems guides the teaching and learning practices (lecturers capacity, curricula content, curricula delivery mechanism, student-student conduct guide, employment/host societal view on impairments and tourism etcetera) for empowering both non-impaired and impaired persons, as a means to enable such to serve the impaired visitors tourism/travel/hospitality interests (needs, motivations, expectations, tastes, preferences and wants) at tourism designed places/facilities in South Africa? (This applies for tourism conventional/long scoped and short scoped courses)	3	No module/topic that address impairment issues in tourism education. Not in any of the subjects and/or module I teach scopes impairments or knowledge on persons with disabilities. Not even any empowerment I learnt here at the university or any other workshop or seminar on this subject (tourism and impairments and persons with disabilities capacities). I am not aware of anyone who was given that type of training in the department and/or has the understanding of such issues. Not yet I know of empowerment on impairments. the only approach, teaching and learning and material dimension on how the industry can be suitable for persons with disabilities and not regarding the students in teaching and learning and more on how to develop capacity.	Objective 3	Ascertaining the existence of the gap and mechanism to alleviate such from policies at the tourism higher learning.
	1	Tourism Management and Guest House Management have some aspects like at least one room caters for such guests and the room should be set in physical accessibility specifications though it's not standardised. (it's an accommodating approach). The provision of wheelchair.		
	2	We do learn about these things; but it has not yet been set as a major objective within the tourism curricula context and study guideline. Tacit (knowledge) and government email to say one student with impairment. The student has a letter (I was shown) and speak of her rights to education. Students comes to lecture before the module starts, but I write all the rules for her.		

	2	Such can enhance capacity development towards impairments and persons with disabilities, but nothing has been set by the university to equip educators, especially on how to handle the students with disabilities on campus. I don't know, but every section in the university is forced to adhere to the North West University policy on persons with disabilities.		
	2	Currently, the university disability policy has not facilitated in capacity development or knowledge to the university teaching and non-teaching staff and even the education environs are still more disabling.		
From your understanding, most graduates have no teaching-learning interactive exposure that bolsters comprehensive knowledge of persons with impairments throughout the studying period/module, at the higher learning institution. In your opinion, can you describe the attitude and approaches that the current tourism human resources most likely to have when serving impaired visitors?	1	The size of class determines interactive exposure, for example, 300 students may have difficulties in interactive exposure; however, small classes like 25 learners are more interactive exposure between the learners.	Objective 3	Tourism educators' opinions on the level of competencies possessed by learners after graduating/acquiring the qualification as contexted to capacity to serve visitors with impairments (physical impairments).
	1	Hence more detailed, individualised approaches /module would help as this is brought from the special needs class that would adopt different mechanism in teaching and learning as separate from the mainstream. To this effect, North West University usually during tests and examinations writing gives extra time to persons with impairments in a separate of venue. This is set to alleviate the feeling of being left behind, on the other hand, other students may not worry and question why that one? It would not be a means towards mainstreaming, but not sure if a lot of students take it from a human right, but with no problems especially visible (physical) impairment for example wheelchair.		
	1	If it's visible, it is in human nature to treat that person diligently; unless if it, not a physical impairment, it would not be necessarily needing to be addressed.		
	1	Teaching and Learning set up is more on disabling side as it is a challenge and yet outside class interaction is limited especially for the visually impaired. For example, in one of the classes I teach, I have a girl with a visual impairment, when she gets in class, everything and everyone literally change, and the environment would be no longer as it was and as it would keep telling them that she is not part of this and not needed here. She was automatically set to sit on her own. This is not because they don't like her but feels sympathetic and some actually don't know what to say or do to her. As a lecturer when I walked into the class, I did not know how to handle her (it was my first year in teaching and have never had such scenarios), I did not know how to talk		

	1	to her, how do I react and what am I allowed to do or how should I do it.		
	1	Yes, the non-impaired and impaired learners do interact in group works and help each other.		
	1	As long they are in the same venue, there is interactive exposure, except when writing exams and tests, thus when they are separated as a means to serve their interests alone.		
	1	Some things that are learnt in class interaction may be taken on as it is not, in everyday life that such are scoped in mainstreaming. Thus, such applicable things should be part of the policy, though I am not aware of.		
	1	There is a girl in the department who broke her leg, thus was temporary impaired, and a chair was put in the front desk for accessibility purposes. However, no officially training on how to handle impaired persons and on impairment issues. Hence tacit knowledge dominates.		
	2	No, there is no exposure for example, on how do you handle the blind persons; how do you work with blind in class; how do you live with people with speech problem; how do you keep the people with body impairments like walking.		
From your opinion and experience in the tourism education, does the tourism human resources have the skills/knowledge (capacity in the context of psycho-motor, cognitive and affective) to serve visitors with impairments?	1	Currently, it does not.	Objective 3	Tourism's educators (key informants) view in line with competencies of the tourism human resources to serve visitors with impairments.
	1	It's difficult to answer.		
	1	No, because there is no specific topic/module in the School of Tourism offered programmes, which teaches on impairments, even just to make the learners and lecturers to understand impairments and/or counterparts.		
	1	They absolutely do not have the capacity to serve guests with impairments (disabilities) from a formally learnt skills/knowledge. The student in my class always does things for herself.		
	1	Not paying attention to it, they do quite well though, though I am not acquainted in depth.		
	1	They don't have as current content is void of such knowledge on impairments and capacity to empower human resources to serve persons with disabilities amicably.		
	1	It depends on the type of impairment.		
	1	I don't think anyone can need to be specifically be trained on that, but we can think of ways of adjusting on my teaching and learning approaches in a class meeting for persons with disabilities.		
	1	Currently, the curricula do not address the impairment issues at all.		

	1	They do not have, but we always as humans try to accommodate persons with disabilities as much as possible.		
What are your opinions on the need to have tourism higher learning to teach formal employable skills and knowledge for the tourism staff to have the capacity to serve visitors with impairments in tourist facilities and/or destinations in South Africa?	2	It is a challenge for staff to handle learners with impairments for example wheelchair and learning disabilities (impairments). But the staff do not take responsibility on the learning process of such as there is no empowerment on such from North-West University. The university facilitates physical accessibility; signs when note making, exam and test writing, communicate to lecture, especially on the timetable.	Objective 3	Key informants' Opinions in context of readiness to facilitate the empowerment of tourism learners with capacity to serve physical impaired learners and/or visitors.
	2	Such would be a great stride that would be unique in South Africa for TREES and/or School of Tourism to facilitate for capacity development in staff for such to be able to handle both learners and visitors with impairments. Such would bolster non-disabling teaching and learning environment (curricula content, content delivery, how, where, what, when to do, say and general to handle such with the appropriate attitude, behaviour), moderate and teach other non-impaired persons on impairment issues.		
	1	That will good, there is a gap existing.		
	1	This would be a welcomed idea to develop capacity in staff to serve persons with disabilities because such persons with disabilities apply and are enrolled for programmes in the school of tourism.		
	1	There is a need to know specific impairments of the students. There is a need to have time to talk to the persons with disabilities and make special arrangements and facilities based on their level of challenges.		
	1	I don't know about any student around with impairments, as small impairments might not be visible and insignificant to be noticed by us who are ignorant of such (impairment issues).		
	1	Most important of all is to train somebody to have skills to handle persons with disabilities such as blind, deaf among others, on the other hand, the blind, deaf should have access to have tourism skills which the non-disabled persons can access; what I am trying to say is people with disabilities, for instance, walking disabilities can be trained. In short, there is no training on disabilities/impairments, though we try to accommodate persons with disabilities as far as possible.		
	1	There is physical accessibility at the university for example ramp, elevator, parking space, however, such is skewed towards mobility impairment		

		as there is nothing for the blind and other types of disabilities, for example, deaf etc like audio for room numbers etc. If comparing with overseas like Holland, the blind is catered for even on the traffic lights and mostly compatible with all impairments. Though tourism knowledge on such persons and impairments is lacking. For example, I once worked with South Africa National Parks in Kalahari Sands, they have one campsite-chalets unit with one out of five that caters for disabilities, but the focus on mobility/wheelchair. We had the ramp on the facilities, but the movement between chalets and the rest of facilities is difficult.		
What is your view on the impact/effect on learners, if the higher learning institution's organisational role changes from encouraging tourism higher learning to mainstreaming impairment issues, to a more directive-oriented role for socio-economic participation in line with tourism curricula and the whole tourism education and training?	1	From encouraging to mainstream impairments knowledge development and practice. There is a need to review the modules after ascertaining where it could be most beneficial to introduce as a topic, module, class task work, as aligned to impairment issues and persons with impairments.	Objective 3	Key informants' view from a trainer/educator standpoint. Such informs insights on approaches for mainstreaming in the tourism education.
	1	It is not a priority at the moment, for example, eco-tourism and hospitality management concepts in business are applicable in various areas whether a person has impairments or not. However, such addresses the employees, because there are jobs that a person with impairment cannot do, such as a game rancher.		
	1	In practice, people may not employ a person with impairment/disability.		
	1	That would be great, I would like that because the thing is, it is not formal on the way we are handling persons with impairments and if we just go on like this, it will be keeping on marginalising such as in the context of schools, homes and society. This is because already such has been making them to feel and to be taken as an outsider of society, homes and schools.		
	1	Yes. It will be good, as there is not enough on institutional thinking about impairment issues. They should encourage persons with a disability first for them to have the boldness to interact with non-impaired persons.		
	1	Mainstreaming entails that there is no need to reconfigure environs, hence usable by anyone at a go, hence such would be unique and would contribute to society.		
	1	It would be great, thus currently we accommodate everyone, but I think there is a need for awareness and other things that students and lecturers have to be empowered on.		
	1	Take note, the enrolment in the School of Tourism denotes that already students are not interested.		

	2	<p>Though I don't know if it is due to not providing special services or facilities or it's their ignorance? How we do have access to the building and a ramp was constructed last year (though it seems as if the ramps differ in gradient), elevators, parking, though I don't have an idea if it's sufficient.</p> <p>Training students to work with persons with disabilities; I don't think it may be a major problem. I think it will be: on how to work with persons with disabilities; if we don't have the capacity, it would be to give some skills and knowledge on how to do work with persons with disabilities, the number of students and will understand and/or training as lecturers would handle such in a dignified and professional manner.</p>		
Can you share your opinion on persons with mild/minimal physical impairments working in the tourism/hospitality organisations for example hotel, travel agent/tour operator, car hire, events company etcetera?	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p>	<p>The mild physical impairment can work in the tourism/hospitality especially if the training is formalised, for example, a wheel chaired person can facilitate flight booking or in travel agent business as such is non-manual work.</p> <p>This means catering persons with impairments would be more respectful especially for employment.</p> <p>Not judgmental, I am fine with it, though people get impatient on that as expectations will contrast with reality, however, I would love for giving them a chance.</p> <p>That would be great, and I don't mind. It's not about impairments as long as I get service and the work is done well.</p> <p>There is no difference.</p> <p>I think everyone should be aware of impairments and persons with disabilities.</p> <p>It might not be a problem, but you might not be sure on how: to talk to him/her, how to approach/ even not sure on how to say or seek help, for example, if she/ he is on the front office, should you say, I am here for my room. However, if the person with a disability is capable of doing his/her job it will be ok, thought the challenge comes on how to behave or reacting, for example, the extent of friendliness without showing sympathy, you are not sure if you could speak fast/slow, or any words or formal words/informal words, which might feel or depict ignorance and rude at the same time trying to be kind, hence it creates such kind of confusion and a little bit of stress. NB. All this is due to ignorance (interactive exposure and knowledge of such from a socio-economic perspective directed to foster service delivery/human capital development).</p>	Objective 3	Tourism educator's perception of impairments and workplace efficacies... such provides cues on mechanism to alleviate disablism from the tourism education to workplace practices.

	1	Generally people and society exclude, but government should assist in support for reducing lack of awareness, marketing, school curricula from young education level for an explicit knowledge development on how persons with disabilities live, approach in socio-economic spheres, for example, if a person with impairment come and join the class or workplace, challenge comes on how to approach, open people's minds and dialogue; because sub-conscious reaction make one scared, confused and not know what to say. All this is an effect of ignorance on the subject and such persons. Take note, engineering people have their way of establishing physical accessibility, but in tourism, it is still bleak.		
	1	I don't have a problem with it, but sometimes employ persons with disabilities may depends on the type of tourism product/ which may keep away from tourists. persons with disability can be capable in all duties for any person at work		
How do you feel/opine about creating opportunities for mildly/minimal physical impaired persons to acquire formal employable tourism skills and knowledge for you to be able to serve visitors?	1	Practical, student exposure is limited, hence persons with impairments should work with non-impaired persons. Thus, non-impaired persons balance the persons with impairments in the workforce.	Objective 3	Ascertaining tourism educators' standing point in line with mainstreaming impairment issues and physical impaired persons in the tourism education.
	1	You can teach someone, but never able to know unless getting a practical exposure on impairment, if non-persons with impairments are ignorant of that they never know how to respond to such persons.		
	1	This implicates tourism education capacity development, hence if TREES facilitate for the creation of the knowledge set, such would be a good idea and very important development as means to augment the focus on wheelchair accessibility, while overlooking in serving other impairments at the University.		
	1	This is vital to make the persons with impairment to have skills and/or education as they were being left out in competences, which they can be as good as non-impaired persons.		
	1	It would be great because I think already tourism education caters for different cultures and other market needs. This would help /enhance the serving market well with multiplier-effects.		
	1	This would be good as there is a need to empower such with skills because they are not different to other non-impaired persons.		
	1	I think that is important because persons with disabilities, not being to work anywhere because you can't communicate across them every day;		

		<p>sometimes you walk past them for example in a mall and you don't know to what extent they need to be sensitive towards, you can't go and say hi, I see you have an impairment/disability, how are you? Some are comfortable, and others are not and feel strayed and offended. But it's a natural thing that such happens and empowering them to work with persons with disabilities and/or serve them professionally will be great.</p>		
	1	<p>This is difficult one, I think we can incorporate a part to work with persons with disabilities; how do we develop facilities; what do we need to do; training on how do and treat work with persons with disabilities in the industry in line with how do we handle persons with disabilities and treats persons with disabilities as a team.</p>		
	2	<p>Couple of literature has covered on how to develop facilities, product/services and physical/architectural accessibility, but none is on human capital/knowledge and skills (tourism education and training) for students.</p>		
Can you please share your opinions on ways to alleviate barriers at tourism: i) workplace, and ii) teaching-learning socializing and interactive relationship with peers, teachers, teaching methods, tourism-impairment teaching content and when developing tourism curricula that caters for impaired and non-impaired persons concurrently?	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>Problem solving handout.</p> <p>Visiting persons with impairment.</p> <p>Jobs recruitment and selection to have a comprehension on what should be looked for, specific ways of accommodating persons with impairments. Recruiters for tourism should acknowledge and not encourage but practice it. Establish workplace -tourism education/knowledge sharing.</p> <p>This is ideal in terms of module for training at higher learning and also at the workplace as on impairments and how persons with impairments are served in the professional manner. Then share the knowledge with the industry so that training and education would inform the industrial practice and policy. Industry (workplace) should create space and accommodate and not as inclusive, but as part of mainstream team. These shares similar professional approaches that is required by baby boomers, yet as it lacks in the manpower. Both non-impaired and impaired can be equipped with capacity from an explicit tourism knowledge.</p> <p>Funding and more resources to accommodate persons with disabilities.</p> <p>Make the major types of impaired persons to be involved and/or have their voice/opinion as contribution for strategic planning. There should be a policy that guide the whole process in non-disabling teaching and learning.</p>	Objective 3	Key informants' view in alleviating disabling tourism education.

	1	The education of the persons with disabilities and education to them and non-impaired persons, thus marketing is still needed on this issue of impairments and impaired persons in tourism participation. Create awareness to students (with and without impairments). Living and socialise together at school, such bolster day to day experiential exposure.		
	1	Education and training for people to train others, who will intent educate others. workshops on that and familiarise that students and non-students (easier to familiarise information for potential students). Make this to be part of the university marketing and management plans. Lack of education and awareness, I am aware of people with disabilities and I notice disabled persons and most people around me are aware of this, but it's all about the aspect that mostly at first encounter we don't know what to do, what is needed, hence approach might be disabling without intention/unknowingly. Lecturers, workshops and seminars for tourism to establish, such would show and identify that impairments, hence acknowledging that there are somethings that must be wrong.		
	2	Recognise the need first, the North-West university and collaboration with government and other advocacy associations/councils/organisations should be in dialogue with the persons with disabilities e.g. wheelchair like electronic cart; such support on development of how we can improve and make more accessible services e.g. student living from town to university, I know of a student drive cart and can push them up.		
In your understanding/knowledge, what can be the ideal ways to create non-disabling teaching and learning environs for tourism higher learning systems?	2	Develop and support schools for impairments, then non-impaired would organise group tours to such and see how they apply and learn skills and knowledge. Train hospitality, then expose the non-impaired learners to the impaired persons through field trips. Introduce the theoretical work to blend the trip knowledge.	Objective 3	Key informants" view on ideal and practical mechanism towards mainstreaming impairment issues and physical impaired persons in the tourism education.
	1	It's good, persons with impairment don't know what it entails to have impairments, hence they need to be informed. Such can do also to non-impaired persons. This awareness on impairments would for, why not mainstreaming persons with impairments.		
	1	TREES and School of Tourism blend the teaching and learning for persons with disabilities and non-impaired persons, what unique need to be set for shared space. I acknowledge that		

	2	no detail of persons with disabilities in tourism spheres. Getting knowledge on the needs would foster telling non-impaired on the persons with disabilities. Module can be set on the tourism education and training for the human resources to be able to serve persons with disabilities. This can be put as a chapter within each module in the already existing programmes. involve them in solving their related challenges.		
	4	Education still, but I am not sure who will provide such, probably you after you finish your study can facilitate for the education (practicals, tourism management, change /amend /facilitate for the introduction of a non-disabling policy, mandatory training on impairments and how people (disabled and non-disabled) can interact in both teaching and learning environs and at workplace. The persons with disabilities want/need to be treated with dignity like any other perceived 'normal' people-without disabilities. There is need to acknowledge their need to be independent and need to work. Remember access need market is huge, yet the current initiatives only focus on persons with disabilities and access needs (baby boomers-ageing etc.) only on people on wheelchairs' accessibility. The gaps are we do not train our students on how to work and/or serve persons with disabilities which makes up such a huge market need. To this effect our students are not taught and don't know just as we do.		
What do you suggest as means to enhance non-disabling attitude among the non-impaired tourism educators and learners?	1 1 1 1 2	Having the exposure and awareness that impairments might not always reduce ability. It is difficult, as human rights has its view. However, creating platforms that help to show that impairments are not a problem as per se. Making group focus discussions and group work related tasks, which uphold interacts and/or talking between non-impaired and impaired. Lecturers and learners should acknowledge and get to them and provide what suit and help them as their needs. Create unlimited exposure to persons with impairments environs and vice - versa. Alleviate lack of knowledge, hence enhancing proper view that is supported by proper approaches as currently we do not know how to approach; how to say things, how to do things in the correct manner in line with dignity and making the person with disability feel mainstreamed. I	Objective 3	Key informants' postulations set towards aiming to change attitudes among non-impaired tourism educators for them to adopt mainstreaming approaches in tourism education.

		<p>guess some things are more sensitive to persons with disabilities as compared to non-impaired persons, it is difficult to know what to say and I think our students and lecturers always find ways to help though its tacit knowledge as we don't know how to do it officially/professionally in a correct manner.</p>		
	1	<p>We can have persons with disabilities working anyway, but still people will have to work with them from outside will also need to know how to interact with such people at the tourism facility. Taking an example HR at this university, if a post comes out and applications are set for the same post and having same qualifications (person with disability and non-impaired), usually, though I am not very sure, but they will likely take a non-impaired person, due to lack of understanding. Most likely the assumption is non-impaired are faster, do quicker, even know how to do this; yet person with disability can do the same or in the same way or better than the non-impaired.</p>		
	2	<p>The biggest problem is we don't know what and how to treat the persons with disabilities. We don't know how and what can be done to them; how far do we suppose to support them; what can do; training on how you work with the persons with disabilities (lack of knowledge among non-impaired counterparts). Hence knowledge is that which is needed.</p>		
<p>In this same line of thinking, in what ways do you think Tourism higher education and training can do creating opportunities for mildly/minimal physical impaired persons to work in the tourism/hospitality organisations for example hotel, travel agent/tour operator, car hire, events company etcetera after acquiring the professional employable skills and knowledge?</p>	<p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>1</p>	<p>Having seminars, workshops that support the empowerment of the impaired as well as non-impaired.</p> <p>Recruiters should be informed of such stance on competences set for the non-impaired and impaired persons in tourism.</p> <p>Something is to be done; however, it can start with the persons with impairments' perception and mentality. The lack of information bars, hence I do what I think is good to handle the persons with disabilities.</p> <p>Creation of adequate non-disabling industry-market driven knowledge and skills would bring mainstreaming that does not compromise service quality. Not sure, but people go out of their way to help people with disabilities, though not sure on how to do it and the extent of doing it, but such scenario is not proper at workplace as workplace should bolster independence and teamwork. This implicates the creation of knowledge and the acquisition of such created knowledge by the persons with and without impairments.</p> <p>I don't know if they are ways /proper criteria, I can download about to these are the descriptive steps to follow, the</p>	Objective 3	<p>Tourism educators' opinions on creating accessible tourism education to physical impaired for work placement in the tourism industry.</p>

	2	<p>things you need to put in place in order to work with persons with disabilities; probably so as to continue working normally as per guidelines of specific types of impairments, can think logically and if you can do statistically analysis for persons with disabilities and cannot think about it emotionally but logical. I cannot see if they can practical do work/ work with, as it is possible to work for example office related work, if one can't walk.</p> <p>Some persons with disabilities might not be aware that they can do, hence cannot apply because they are not aware of what they were expected of and building accessibility. We are not sure on how we are expected to do and behave towards them.</p> <p>Tourism education can create non-disabling in that it can provide and fill the gap in accessibility by establishing know-how on: handling persons with disabilities such as blind, speech etc, working with such in class, live with such people, keep person with body disabilities e.g. when one can't walk.</p>		
From your understanding, what do you think can stand out (unique things) to be done for the tourism higher learning to enable capacity development in both mildly/minimal physical impaired persons and the non-impaired counterparts, for them to serve the tourism interests/needs of visitors (both impaired and non-impaired) satisfactorily from a human capital competencies/skills/knowledge perspective?	2	Education -Knowledge and skills is vital, but at the moment it is not available in tourism context.	Objective 3	Tourism educators perceived 'special requirements' needed for the tourism education to mainstream physical impaired persons and impairment issues.
	2	First there is need to ascertain if the persons with disabilities want to interact with non-impaired for example interactions, and then ask the non-impaired such as students, why do they don't want to interact; may be the might not want to interact not because of the impairment as it might be assumed. For example, the visually impaired girl in one of the classes I teach, in the group work, she would lead the group, interacting and she was in control and they trusted her and had not having problems with impairments.		
	2	Blend improvement on physical accessibility to cater for all types of impairments, then foster explicit knowledge development that can enhance the establishment of physically accessibility. All should be informed by the opinions of persons with disabilities.		
	1	Listen to the persons with disability, rather than assuming their needs.		
	2	The attitude of both persons with disabilities and without disabilities either at workplace and even the other human resources, hence, there is need to make all people in tourism spheres and society about impairment issues and abilities/competences especially among mild condition impairments.		
	1	Insufficient funding as such lack incorporation in strategic budgets.		

	1	Inadequate tourism knowledge on such issues and persons.		
What do you think on the assertion among most non-impaired people that individuals with impairment cannot participate in tourism as either a visitors or human capital? Is that the way you feel too? Can you explain your view in line with mainstreaming tourism education and impairment issues?	1	Non-impaired people take the people with impairments for granted, though infrastructural accessibility is improving gradually.	Objective 3	Key informants' view as aligned to the mainstreaming approach in postulation by this study.
	1	I think non-impaired people, we don't understand the persons with impairments problems and how to solve them and change socio-economic position so as to mainstream such.		
	1	They do want to, however, the created environment by the general society limits and discourage the vigour to participate in 'labelled' non-impaired activities.		
	1	I feel they should be given chance.		
	1	The current tourism education curricula and the content delivery mechanism does not mainstream all types of impairments.		
	1	Though there is no exception when teaching non-disabled and disabled, as the class is a mixed group in one shared teaching and learning environment.		
	1	The assertion is due to lack of information on persons with impairments especially the ones in mild conditions.		
	1	They are as able as anyone, giving them chance, will bring their ego, esteem, and desire to be independent sprouts well.		
	1	They are people like anyone with the desire to live and participate in all socio-economic activities in society. Hence mainstreaming would emanate in development of tourism policy, curricula content that support mainstreaming of impairments issues and persons with disabilities.		
	1	Persons with disabilities are just like anyone and need support in all socio-economic spheres just as the non-impaired. For example, When I was with South Africa National Parks, we had a colleague who had mobility challenges and used wheelchair, he was so independent and could do projects just as like other team members. I think non-impaired should understand the persons with disability feelings, such would enhance and facilitate and/or will be good to train workforce in such competences.		

Source: author's compilation from collected data from the participants

Annexure H: Results from non-participatory observation at NWU

Table A8: Results from non-participatory observation at NWU

Observational areas (question format)	Observer	Study Objective	Outcome
Are learning facilities and equipment by physically impaired individuals within the tourism higher learning institution (NWU-School of Tourism i.e. Potchefstroom and Mafikeng campuses and TREES) accessible?	Researcher	Objective 2	Physical infrastructure has been put in place, though such is focused on wheelchair users and with limited scope to other impairments like visual, hearing etc.
Are the teaching methods for the physically impaired individuals within the tourism higher learning institution mainstreaming persons with physical impairments?	Researcher	Objective 2	There is still a void, hence the need to bring on board the universal design instruction into the tourism education.
Are the studying materials, studying areas (such as library, computer labs etcetera) for the physically impaired individuals within the tourism higher learning systems accessible to physical impaired persons?	Researcher	Objective 2	Mostly accessible to wheelchair and other form of impairments are not catered for.
Is there non-disabling shared space among impaired and non-impaired learners/students while learning at the tourism higher learning institution?	Researcher	Objective 2	There is a void in this approach in the teaching and learning environs.
The depth of skills and knowledge (content) for the human capital development within the tourism curricula. Such would be a key in making tourism human capital to have the capacity to serve the travel/tourism/hospitality needs of the visitor with impairments at a destination in South Africa.	Researcher	Objective 2	There is a void that needs to be filled.
The tourism/travel/hospitality institution's ability to employ human capital with the capacity to serve impaired individuals to serve both impaired peers and non-impaired counterparts at tourism/hospitality education and training level.	Researcher	Objective 2	There are limited cues on this.
The extent of capacity for the trainers to train and educate the physically impaired individuals/learners within the tourism higher learning institution.	Researcher	Objective 2	There are limited cues, though the 2 enrolled persons with impairments seem to be thriving.
The extent of support in form of psychological facilities (such as counselling services), physical facilities	Researcher	Objective 2	There is a university-office that handles disabled persons. There is

(infrastructural and super structural) set up, assistive technology devices and communicative means that are accessible to the physically impaired individuals within the tourism higher learning systems.			bursary for persons with impairments at a university level.
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Source: author's compilation from the data collected for this study.

Annexure I: The Questionnaire

The questionnaire is on the study entitled: **A construct for universal accessible tourism and hospitality human capital development in southern Africa.**

The study seeks to explore on the issues aligned with accessibility of tourism and hospitality higher learning systems by visual, touch, hearing, speech and mobility impaired persons. The scope emanates from the ministerial policies to the lowest level of implementation. The objective of this study is to develop tourism and hospitality education and training systems that are accessible by all global citizens without emphasising on either impaired or non-impaired.

Instructions

Please complete the all questions. Put ticks where applicable and provide details where applicable.

Section A-demographic data

- i) What is your gender Male ☐ Female ☐
- ii) What is your occupation?.....
- iii) Which department are working for?.....
- iv) May you provide the name of the organisation?.....
- v) What is your experience in this organisation?.....
- vi) Do you have any difficulties on your body functioning?.....
- vii) What kind of difficulties do you experience when you are doing your day to day activities?

Visual	Yes	No
Hearing	Yes	No
Touch	Yes	No
Mobility	Yes	No
Speech	Yes	No
Other (specify please)	Yes	No

- viii) To what extent does the difficulties affect your body functioning and activities involvement and participation without assistive devices? E.g. Spectacles etc.

No difficulty	Yes	No
Mild difficulty	Yes	No
Moderate difficulty	Yes	No
Severe difficulty	Yes	No
Complete difficulty	Yes	No

Section B- Limitation in Activities and Participation

- i) Are the tourism and hospitality higher learning institutions accessible to both persons living with temporary or permanent impairments?
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.....

- ii) Which type of impairments' needs have been addressed?

Visual	Yes	No	Explain your answer.....
Hearing	Yes	No	Explain your answer.....
Touch	Yes	No	Explain your answer.....
Mobility	Yes	No	Explain your answer.....

Speech	Yes		No		Explain your answer.....
Other (specify please)	Yes		No		Explain your answer.....

iii) What accessible mechanism has been put in place?

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.....
.....

ix) How do you communicate with the following persons living with impairments?

a) Visual

b) Hearing

c) Speech

In line with: a) Enrolment adverts and notices?

.....
.....

b) Teaching/training instructions?

.....
.....

x) To what extent do you think the difficulty faced by persons living with impairments, can affect tourism activities involvement and participation at a tourism destination?

No difficulty	Yes	No
Mild difficulty	Yes	No
Moderate difficulty	Yes	No
Severe difficulty	Yes	No
Complete difficulty	Yes	No

xi) What are your views in line with facilitating tourism/hospitality (staff) workforce's ability to serve the needs and wants of the guests living with impairments?

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.....
.....

xii) Which skills and knowledge would you expect tourism/hospitality workforce to have in order to have capacity to serve your needs: from when a potential guest with an impairment are *looking for travel information* at tourism information sources/centers; *travel agents/tour operators* to the actual *transit (tourism transport)*, and the *destination where there are staff that serves you while partaking in activities, enjoying the attractions at the same time using ancillary services and amenities*.

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xiii) How best do you recommend for a solution to tourism manpower development for them to have capacity to serve impaired guests?

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.....

- xiv) What is your opinion on making impaired persons to be empowered with formal tourism/hospitality skills and knowledge and be part of the tourism/hospitality manpower?

Section C-Environmental restriction

- i) Are there policies that clearly support the Human Capital development in tourism/hospitality knowledge and skills for both visual, speech, hearing, touch and mobility impaired persons and the non-impaired peer in same shared learning environment within the higher learning mainstream?

- ii) How is it being implemented in the tourism and hospitality manpower development?

- iii) How are is the organisation ensuring and monitoring the quality (Quality Assurance) of the formal skills and knowledge impartation throughout the policy implementation mechanism/system?

- iv) In your opinion, how can tourism manpower development system assist in alleviating the involvement and participation restrictions of visual, speech, hearing, touch and mobility impaired persons that he/she can access the tourism/hospitality skills and knowledge, in order to access opportunities that comes with employability of acquired competences?

- v) In your opinion, what can you recommend the tourism staff members to be trained in, for them to serve visual, speech, hearing, touch and mobility impaired persons to their satisfaction?

- vi) Are there visual, speech, hearing, touch and mobility impaired persons who have a tourism/hospitality as a dream career/job?

- vii) In your opinion, how are the visual, speech, hearing, touch and mobility impaired persons pursue their career dreams in line with the communities, schools, colleges and universities?

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.....
viii) Are there policies that support the employment of visual, speech, hearing, touch and mobility impaired persons for tourism/hospitality sector?.....

ix) How does the policy implementation get enforcement?
.....
.....
.....

x) Do you track the employability of the qualified visual, speech, hearing, touch and mobility impaired persons?
.....

xi) How do you do it?
.....
.....
.....
...

xii) Does the existing tourism/hospitality and general education and training allow visual, speech, hearing, touch and mobility impaired persons to get the skills and knowledge at the higher learning institutions' mainstream?
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.....
.....
.....

xiii) Why is tourism/ hospitality inaccessible for the formal education and training that is aimed at empowering non-impaired manpower to serve guests/tourists with impairments?
.....
.....
.....

xiv) What makes the existing tourism/hospitality education and training inaccessible for the visual, speech, hearing, touch and mobility impaired persons to be empowered with skills and knowledge in order to serve both impaired and non-impaired guests at higher learning institutions?
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.....

xv) Are there existing policy implementation enforcement system/legal instruments on accessibility issues for the tourism/hospitality human capital development systems?
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- xvi) Are the learning facilities and equipment within the tourism and hospitality higher learning institutions accessible to visual, speech, hearing, touch and mobility impaired persons?
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.....
- xvii) Are the teaching/training methods accessible to visual, speech, hearing, touch and mobility impaired persons within the tourism and hospitality higher learning institutions?
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.....
- xviii) Are the study materials accessible for the visual, speech, hearing, touch and mobility impaired persons within the tourism and hospitality higher learning systems?
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.....
- xix) What is the extent of shared space amongst visual, speech, hearing, touch and mobility impaired and non-impaired students while learning at the tourism and hospitality institutions?
.....
.....
- xx) In your opinion, what is the depth of skills and knowledge for the human capital development with the tourism and hospitality curricula that enables the manpower to have capacity to serve the travel/tourism/hospitality needs of the visual, speech, hearing, touch and mobility impaired guests at a destination?
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.....
- xxi) What is the extent of the tourism/travel/hospitality value chains employ human capital with capacity to serve visual, speech, hearing, touch and mobility impaired and non-impaired guests; while the living with impairment?
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.....
.....
- xxii) What is your opinion, on the ways that can be set for the formal manpower development systems to facilitate a making tourism and hospitality human capital development to be universally accessible by visual, speech, hearing, touch and mobility impaired and non-impaired persons without making anyone to feel discriminated and secluded (or included as like a second-class human being)?
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.....
.....

THANK YOU

Annexure J: The Interview guide

My name is, I would like to have an interview with you for a study entitled: **A construct for universal accessible tourism and hospitality human capital development in southern Africa.**

The study seeks to explore on the issues aligned with accessibility of tourism and hospitality higher learning systems by visual, touch, hearing, speech and mobility impaired persons. The scope emanates from the ministerial policies to the lowest level of implementation. The objective of this study is to develop tourism and hospitality education and training systems that are accessible by all global citizens without emphasising on either impaired or non-impaired.

Section A-Demographic data

- xv) The interviewee's gender
- xvi) Do you have a family?
- xvii) Can you give us the details of the family structure?
- xviii) What is your educational level?
- xix) Can you briefly explain what made you managed to be at that level? What challenges did you experienced from the community and at school?
- xx) What do you do for a living?
- xxi) Where do you stay?

Section B- Limitation in Activities and Participation

- iv) Do you have any difficulties on your body functioning?
- v) Is the difficulty temporary or permanent?
- vi) Which part of your body faces this difficulty when taking care of yourself?
- vii) How do you take care of yourself?
- viii) Do the difficulties affect the other areas of your body functioning?
- ix) Can you give details on how does it affects you?
- x) Which activities execution are mostly impacted negatively?
- xxii) To what extent does the difficulties limit you in activities involvement and full participation?
- xxiii) Do the difficulties affect your desire to travel? What are you travel motivations (what makes you to desire to travel)?
- xxiv) What are your expectations in line with tourism/hospitality (staff) workforce's ability to serve your needs and wants?
- xxv) Which skills and knowledge would you expect tourism/hospitality workforce to have in order to have capacity to serve your needs: from when you are looking for travel information at tourism information centers; travel agents/tour operators to the actual transit (tourism transport), and the destination where there are staff that serves you while partaking in activities, enjoying the attractions at the same time using ancillary services and amenities.
- xxvi) From your travel/tourism/hospitality experience what were the main manpower inabilities when serving you?
- xxvii) How best do you recommend for a solution to tourism manpower development?
- xxviii) What is your opinion on facilitating tourism/travel/hospitality to have impaired persons empowered with formal skills and knowledge to serve tourism/ hospitality guests?
- xxix) Can you suggest the needed skills and knowledge necessary for such to be practical/feasible?

Section C-Environmental restriction

- xxiii) Do you get room for either intrapreneurial or entrepreneurial contribution for your socio-economic responsibilities?
- xxiv) What assistive technological devices that you use to alleviate the difficulties in both personal and job-related tasks and activities?
- xxv) On other hand, can you explain the restrictions you experience while partaking tourism and hospitality services and products?
- xxvi) Can manpower development assist in alleviating the restrictions?
- xxvii) What can you recommend the tourism staff members to be trained in, for them to serve persons living with impairment to their satisfaction?
- xxviii) Are there policies that clearly support the Human Capital development in tourism/hospitality knowledge and skills for both persons living with impairments and the non-impaired peer in same shared learning environment?
- xxix) How are the persons living with impairments pursue their career dreams in line with the communities, schools, colleges and universities?
- xxx) Are there persons living with impairments who have a tourism/hospitality as a dream career/job?
- xxxi) Are there policies that support the employment of persons living with impairments for tourism/hospitality sector?
- xxxii) Does the implementation get enforcement?
- xxxiii) Does the existing tourism/hospitality and general education and training allow persons living with impairments to get the skills and knowledge at the higher learning institutions?
- xxxiv) Why tourism/ hospitality is inaccessible for formal education and training for the skills and knowledge empowerment to non-impaired manpower to serve guests/tourists with impairments at the Higher Learning institutions?
- xxxv) What makes the existing tourism/hospitality education and training inaccessible for the persons living with impairments to be empowered with skills and knowledge in order to serve both impaired and non-impaired guests at higher learning institutions?
- xxxvi) Are there existing policy implementation enforcement system/legal instruments on accessibility issues for the tourism/hospitality human capital development systems?
- xxxvii) Are the learning facilities and equipment within the tourism and hospitality higher learning institutions accessible to persons with impairments?
- xxxviii) Are the teaching/training methods accessible to persons living with impairments within the tourism and hospitality higher learning institutions?
- xxxix) Are the study materials accessible to the impaired persons within the tourism and hospitality higher learning systems?
- xl) What is the extent of shared space amongst impaired and non-impaired students while learning at the tourism and hospitality institutions?
- xli) What is the depth of skills and knowledge for the human capital development with the tourism and hospitality curricula that enables the manpower to have capacity to serve the travel/tourism/hospitality needs of the guests with impairments at a destination?
- xlili) What is the extent of the tourism/travel/hospitality value chains employ human capital with capacity to impaired and non-impaired guests; while the living with impairment?

THANK YOU

Annexure K: The Panel/ Group Discussion guide

My name is I am a facilitator for a discussion entitled: **A construct for universal accessible tourism and hospitality human capital development in southern Africa.**

The discussion seeks to explore on the issues aligned with universal accessibility of tourism and hospitality higher learning systems to the visual, speech, touch, mobility and hearing-impaired individuals; starting from the ministerial policies to the lowest level of implementation. The objective of this study is to develop tourism and hospitality education and training systems that are accessible by all global citizens without emphasising on either impaired or non-impaired. This would enable tourism and hospitality manpower to have capacity to serve impaired guests/tourists at tourism destinations.

Section A-General information

- xxx) The gender distribution of the groups.
- xxxi) The representation of organisations and persons living with impairments and non-impaired peers.
- xxxii) General what are the educational levels of the major persons living with impairments present and overall picture?
- xxxiii) Brief explanations on what would have enabled them to reach that levels of education?
- xxxiv) Brief explanations on challenges they experienced from the community and at school?
- xxxv) How did the other persons especially the non-impaired assisted?
- xxxvi) To your opinion how this can be made to be learn at institutions that are responsible for manpower development?

Section B- Limitation in Activities and Participation

- xi) Do persons living with impairments have any difficulties on their body functioning?
- xii) Is the difficulty temporary or permanent?
- xiii) Which part of the body faces these difficulties when taking person care?
- xiv) How do the persons living with impairment take care of themselves?
- xv) Do the difficulties affect the other areas of the body functioning?
- xvi) Give in detail, on how does it affects individuals with different impairments?
- xvii) Which activities execution are mostly impacted negatively?
- xxxvii) To what extent does the difficulties limit the individuals with different impairments in activities involvement and full participation?
- xxxviii) How best can this be alleviated through manpower development?
- xxxix) Do the difficulties affect the individual's desire to travel?
- xl) What are the individuals' travel motivations (what makes one to desire to travel)?
- xli) What are the different expectations in line with tourism/hospitality (staff) workforce's ability to serve the needs and wants of guests living with different impairments?
- xl ii) Which skills and knowledge would individuals expect tourism/hospitality workforce to have in order to have capacity to serve the needs of different persons living with impairments (this would also imply on the times when individuals are looking for *travel information* in tourism and hospitality information centres/sources, *travel agents/tour operators* to the actual transit (*tourism transport*), and the destination where there are *staff that serves the individual's specific needs while partaking in activities, enjoying the attractions at the same time using ancillary services and amenities*)?
- xl iii) From your travel/tourism/hospitality experiences, what were the main manpower inabilities when serving you (visional, speech, mobility, touch and hearing impaired)? And /Or you

- have not yet travelled due to the fear of the unknown that includes failure of the general tourism workforce to serve you (your travel needs and expectation) satisfactorily?
- xliv) How best do you recommend for a solution to tourism manpower development so that the tourism and hospitality staff can serve you to your satisfaction?
 - xliv) How do you feel when you are to be served by a tourism/ hospitality qualified person living with impairments?

Section C-Environmental/institutional restriction and barriers that disables a person with impairment

- xliv) Does an individual living with impairment get room for either intrapreneurial or entrepreneurial contribution for the socio-economic roles/responsibilities?
- xliv) What do you think and feel if you are given this chance through tourism and hospitality?
- xliv) What assistive technological devices that is needed to alleviate the difficulties in both personal and job-related tasks and activities? Do this apply to all industries such as tourism and hospitality? Can you explain your response please?
- xlvi) On other hand, can you explain the restrictions you have experienced while partaking tourism and hospitality services and products?
- xlvi) Can manpower development assist in alleviating the restrictions?
- xlvi) What can you recommend the tourism staff members to be trained in, for them to alleviate the discriminative/ disablism for them to serve persons living with impairment to their satisfaction?
- xlvi) Are there policies that clearly support the Human Capital development in tourism/hospitality knowledge and skills for both persons living with impairments and the non-impaired peer in same shared learning environment? Can you explain your response?
- i) How are the persons living with impairments pursue their career dreams in line with the communities, schools, colleges and universities? Is this possible? Can you explain your response?
- li) Are there persons living with impairments who have a tourism/hospitality as a dream career/job? Can you explain your response? In addition, what your suggestion in detail, in line with manpower development support the impaired persons to acquire the employable expertise?
- lii) Are there policies that support the employment of persons living with impairments for tourism/hospitality sector? Can you explain your response? What are the flaws in employing impaired persons? What are the strengths in employing impaired persons (NB Canada's researcher Gronschl strongly recommended Canadian hotel sector to recruit impaired persons as part of the labour force)?
- liii) In line with policy (if any), what is the extent of the implementation get enforcement?
- liv) Does the existing tourism/hospitality and general education and training allow persons living with impairments to get the skills and knowledge at the higher learning institutions?
- lv) What makes the tourism/ hospitality inaccessible for education and training skills and knowledge to empower manpower to serve guests/tourists with impairments at the Higher Learning institutions?
- lvi) What makes the existing tourism/hospitality education and training inaccessible for the persons living with impairments to be empowered with skills and knowledge in order to serve both impaired and non-impaired guests at higher learning institutions?
- lvii) Are there existing policy implementation enforcement system/legal instruments on accessibility issues for the tourism/hospitality human capital development systems?

- lviii) Why they are not effective in bring up accessible human capital development in order to serve accessibility needs of the persons living with impairments through manpower capacity?
- lix) Are the learning facilities and equipment within the tourism and hospitality higher learning institutions accessible to persons with impairments?
- lx) Why the enrolment of persons living with impairments is very limited?
- lxi) Are the teaching/training methods accessible to persons living with impairments within the tourism and hospitality higher learning institutions?
- lxii) Which ones are being served and why other persons living with impairments are not granted the opportunities to access the skills/knowledge impartation like their counterparts?
- lxiii) Are the study materials accessible to the impaired persons within the tourism and hospitality higher learning systems? Why are they not accessible?
- lxiv) What is the extent of shared space amongst impaired and non-impaired students while learning at the tourism and hospitality institutions? Why the education system did separate the learning spaces (starting from primary to tertiary) in the name of special education?
- lxv) What is the depth of skills and knowledge for the human capital development with the tourism and hospitality curricula that enables the manpower to have capacity to serve the travel/tourism/hospitality needs of the guests with impairments at a destination?
- lxvi) What is the extent of the tourism/travel/hospitality chains in employing human capital with capacity to serve impaired guest and/or impaired manpower to serve both impaired peers and non-impaired counterparts?

Annexure L: Introductory letter

North-West University-Potchefstroom Campus
Tourism Research in Economic and Environment and Sciences (TREES)
Private Bag X6001, Potchefstroom, 2520
South Africa.

Date:.....

To whom it may concern

Dear Sir/Madam

RE: INTRODUCTORY LETTER TO STUDY PARTICIPANTS

My name is Tawanda Makuyana. I am a PhD-Tourism Management student with the North-West University. I am studying in the Tourism Research Economic Environments and Societies (TREES). I am carrying out a field-survey for study entitled: **A construct for universal accessible tourism and hospitality human capital development in southern Africa. Ethic NO. NWU-00248-18-A2**

The purpose of the study is to explore on the issues aligned with universal accessibility of tourism and hospitality higher learning systems to persons living with impairments; starting from the ministerial policies to the lowest level of implementation. The main objective of this study is to develop tourism and hospitality education and training systems that are accessible by all global citizens without emphasising on either impaired or non-impaired.

This is possible through:

- i) *Getting data on accessibility expectations of people with visual, hearing, mobility, speech and touch impairments, that would be addressed through the tourism and hospitality training of such industry's manpower to be able to serve impaired guest/tourists in southern Africa;*
- ii) *Assessing the extent of the disablism in tourism and hospitality higher education and training policies and practices through the tourism and hospitality human capital development value chain in Southern Africa;*
- iii) *Then comprehensively translate and interpret the persons living with impairments' voice into manpower skills and knowledge framework for the formal tourism and hospitality human capital development systems in Southern Africa.*

The data collection is to be conducted in three separate phases with the aim of gathering all comprehensive data that might be deemed necessary for the issue on study. May you please read and sign the attached consent form and then complete the questionnaire.

Thank you for your participation.

Regards

Tawanda Makuyana (University student No. 29694418)

Annexure M: Consent Form for the study participants

I, the undersigned,..... hereby give my consent that:

I agree to provide data for the study entitled: **A construct for universal accessible tourism and hospitality human capital development in southern Africa.**

I have understood the purpose/aim of the study and I agree to participant in the survey. The researcher shall give feedback on the study through report format and will be available to present it to all interested relevant stakeholders (participants) of this study.

I understand that the purpose of the data is for this study **only**; hence the researcher and institution shall keep the identity of the data providers private and confidential. The data shall be analysed and stored at North West University- Potchefstroom Campus (library) according to the ethical standards of storage and destruction of data from surveys.

Participant's Signature:.....Date.....

Researcher's Signature (NWU PhD student)..... Date.....

Witness Signature..... Date.....

Annexure N: Language Editor's endorsement

Pat Finlay English Language Editing

... with distinction

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29 November 2019

TO WHOM IT MAY CONCERN

This is to certify that I, a native English language speaker, have edited the thesis, **A model for the accessible tourism human capital development for the physical impaired persons in South Africa**, Doctor of Philosophy of Tourism Management by Tawanda Makuyana, Student number: 29694418, for English style, language, and consistency.

The responsibility to accept or reject suggestions rests with the author.

Thank you for the opportunity to do this.

Sincerely



P J Finlay

Patricia-Anne Joy Finlay

Accredited full member of the Professional Editors Guild