

Chapter 19

Development and Investment Scenario in Tourism Education in Bangladesh



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Abstract Bangladesh is a land of natural treasures. It acquires the diverse nature of tourism prospects. The tourism industry of Bangladesh is yet to fully develop. One of the major deficiencies is identified here is the lack of appropriate tourism education. There is a dire need for tourism professionals in Bangladesh that can be prepared through proper tourism education. But most educational institutes are not equipped adequately and developed to provide an progressive level of tourism to cope with the current need of the tourism industry because of short of investment. This chapter mainly focuses on the development and investment scenario in tourism education in Bangladesh. This chapter finds out that the lack of coordination of different stakeholders of the industry is caused for not having a proper development plan for tourism education. Not only that, there is not enough investment in this sector from public and private organizations. It is recommended that this industry needs a fundamental transformation from the primary level to the tertiary level, which including curriculum, program offering, pedagogy, andragogy, research, training, and learning environment. The chapter concludes in the hope that these necessary measures will embellish this industry that will convert human forces to human capital and create a great impact on the country's GDP and the growth of the international market.

Keywords Tourism · Education · Development · Investment · Bangladesh

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Introduction

Education is the primary building block of any industry. No industry can be developed and take a market position without it. Every industry needs a specialized, professional, and technical workforce to establish itself in the market. Most of the tourism economy based countries emphasize on advanced tourism education. In Bangladesh, the tourism industry is also in dire need of effective and appropriate tourism education. In the primary and secondary levels of education, there are no significant aspects of tourism education. Though there are enormous numbers of public and private universities at the tertiary level, only a few of them are providing tourism education. There are some institutions are working in that sector, but the contribution is not satisfactory. However, this industry needs various activities to develop an appropriate education system and a huge amount of investment in this purpose. For this reason, the primary objective of the chapter is to discuss the development and investment scenario of tourism education briefly. To accomplish this objective, data were collected through primary and secondary sources.

The Literary Investment and Development

The development of Tourism education is the best instrument to build up indigenous knowledge on tourism services and equip our people to excellence in the tourism business and tourism profession (Huda et al., 2012).

Malihah and Setiyorini (2014) defined education as a conscious and objective effort for developing human resources to be a better person, which cannot be separated by human life and their daily activities, including their activities in doing their leisure activities, recreation, and tourism. They further stated tourism education is the way tourists' destination prepare the human resources to work professionally in the development of the tourism industry.

Qian et al. (2019) have discussed the development and evolution of tourism education from vocational to university higher education levels in different countries. Apart from the tourism organizations (i.e. BTB, BPC, ATAB, TOAB, Civil Aviation of Bangladesh, DMO, BBA, NHTTI, etc.), there are different private and public universities (i.e. DU, RU, NSTU, PU, BSMRSTU, etc.) that offer hospitality degree to create workforce for this industry by providing theoretical and practical experiences (Ananya et al., 2019). A collaborative framework of these stakeholders can help to build the overall growth of this industry. NHTTI is working on tourism education that emphasizes training and different practical training even after getting graduation and post-graduation. They aim to develop manpower that may deliver reliant workforces to several hotels and tourism operating organizations. To ensure excellent customer service, its need to create an expert workforce. The private and public university is also making their effort in this regard. The Ministry of Education

and UGC approve different tourism-related courses in secondary, higher secondary, and tertiary levels to create juvenile research in this field.

García and Ruiz (2020) and Penprase (2018) indicate that tourism is the third position as a worldwide export category and is the main export factor in many developing countries. They proposed an approach to the educational competencies in the training of tourism professionals for Industry 4.0, focusing on sustainable development and the exploration of the concepts of intellectual capital, tourism, and the fourth industrial revolution.

Ahmed (2019) discussed the bright prospects of the tourism industry. This industry is advancing its way by creating new jobs every year, expecting to increase its number. The development of tourism in Bangladesh mainly depends on the sustainable development of this sector, which can be achieved through infrastructure services and having an adequate marketing policy. This comprehensive development can increase the market, which creates new job opportunities that can only increase the different skills of human resources. Diversity of this developed skilled can develop different types of tourism.

According to Nipa et al. (2015), Bangladesh can be benefited from the prospects of public-private partnership (PPP) that leads the future economic growth in this industry. Tourism market is now identified through SCP (Structure, Conduct, Performance) framework. This can be created by PPP that drives different related issues for the growth of the tourism industry and generates a relationship between employment generation and revenue growth by providing employment opportunities to unemployed people. To support these unemployed people, PPP needs to work together to develop infrastructure and an oligopolistic market and it should ensure maximum outcome from this industry.

According to the USAID report regarding the potential tourism aspects of Bangladesh (Uddin, 2019) reviewed the report and discussed the focus of private sector contributions on countries economy through revenue and job creation. It identified that this industry's growth depends on having a skilled human resource in MMES (Micro, Small and Medium Enterprises) that impact the country's GDP. This also finds out the absence of fiscal policy in this sector, which needs to introduce to establish the proposed master plan and economic zones for tourism.

The Ministry of Education of Bangladesh has formulated a policy named National Education Policy 2010 as the directives provided in the country's constitution. This education policy aims at cultivating basic human values in people of every spare and pursues to suggest ways through which citizens can be groomed to become leaders in pro-people development programs and progress of the society (Ministry of Education, 2020). This policy plays an important role in paving the way for establishing tourism education at various education levels.

Bangladeshi policy planners are not giving enough importance to prepare advanced tourism policy for this sector rather. They are wasting their time by not being serious about it (Siddiq, 2019). For that reason, this industry is losing its share in the international market. There are not enough funds for infrastructure development and promotion of this country to disperse its negative image. Lack of commitment, outdated development concept, less effort to update, lack of professionalism

delayed project of JICA and not enough latest effort to improve made it impossible to develop and improve this sector. BPC and BTB should emphasize creating skilled valued professionals rather than just changing the top.

Not only is tourism education important to develop this sector, but it also needs to increase and develop the country's overall literacy rate. Though it is a long process to develop the overall literacy rate to increase communication skills with foreigners, authorities can generate an emergency program to fulfill this industry's immense need. Most of the university in BD does not provide specialized formal education and training on tourism to develop skilled personnel in this regard. It has been suggested to plan accurate measures to rapidly train and develop good manpower for facing the current need.

Development and Investment Scenario of Tourism Education in Bangladesh: Agency Wise Roles

As changes occur in the global climate, globalization, political and legislative factors, technological factors, demographic factors, social and cultural factors, etc., those influence change in industries and businesses (Belcourt et al., 2010) the tourism industry. And these social, environmental, political, demographic, cultural, and economic reformations create change in the type of skills needed (Stanciulescu & Bulin, 2012) by the tourism industry. The development of tourism education is the best tool to build up indigenous knowledge on tourism services and equip our people to excellence in the tourism business and tourism profession (Huda et al., 2012). Not only that, a need-based academic curriculum and facilities both at the public and private stage of building up tourism entrepreneurs, professionals and most importantly, a well-groomed nation with the character and consciousness on hospitality will pave the way for Bangladesh to become an ideal tourist destination (Huda et al., 2012). We need to instill hospitality behavior and understanding in the nation that comprises people of all spares irrespective of age, gender, level of educational qualification, occupation, race, region, religion, etc. It is only possible if proper development and investment in tourism education is fostered in Bangladesh through primary & secondary, higher secondary, technical & Madrasa education, and tertiary level of education.

As opined by Qian et al. (2019), tourism education began as a development of technical/vocational schools in Europe. These schools emphasized training in core competencies such as hospitality, hotel management, and related business skills. In Bangladesh, this trend prevailed, and it too started with technical and vocational institutes. Later on, tourism education has been initiated by different public and private universities at the tertiary level also.

Development and investment in tourism education in Bangladesh can be discussed from the part of its stakeholders. Among many of them, the entities that are contributing to the development of tourism education are:

Bangladesh Parjatan Corporation (BPC)

Bangladesh Parjatan Corporation (BPC) was founded in 1973 to make Bangladesh one of the most attractive tourist cities in the world through the constitution of 1972, order no 143 (Bangladesh Parjatan Corporation, 2020). It is a National Tourism Organization (NTO) of Bangladesh and an autonomous organization under the Ministry of Civil Aviation and Tourism. Some of its missions, directly and indirectly, are related to tourism education. These are to develop and maintain international standard tourism products and ancillary facilities; to involve government and encourage the private sector in developing physical infrastructure (i.e. road, rail, air, and waterways for easy accessibility; to ensure security & safety of the tourists; to encourage pro-poor tourism industry for their economic betterment and empowerment; to develop ecotourism based on nature and ethnic culture; enhance the balance of payment, create employment opportunities, alleviate poverty and create social harmony through tourism activities; to enhance the marketing of tourism products at home and abroad; to develop human resource in the tourism industry; promote and maintain close cooperation with regional and international counterparts of the industry, etc.. As stated by Ananya et al. (2019), BPC is trying to promote the heritage and tourist attractions, creating the bright image of Bangladesh to foreign and domestic countries, develop existing tourist sites, identifying new tourist zone and promotion, providing training to the workforce to make them skilled, in developing accommodation and quality of food, developing civic and official benefits, service development, etc.

National Hotel and Tourism Training Institute (NHTTI)

A Training institute named National Hotel and Tourism Training Institute (NHTTI) was established in 1974 under Bangladesh Parjatan Corporation (The National Tourism Organization). This institute offers various courses of different duration, with the purpose to develop professionalism and provide teams of skilled and trained manpower to meet the increasing demands of the trained personnel for the tourism and hospitality industry in the country. Besides offering regular courses, NHTTI has started a two-year duration diploma in Hotel Management in 1994. The courses offered by NHTTI are- diploma in Hotel management, diploma in culinary arts and catering management, national certificate course, professional chef course, diploma in tourism and hospitality management, etc. (National Hotel & Tourism Training Institute, 2020).

Pacific Asia Travel Association (PATA)

Pacific Asia Travel Association (PATA) is a voluntary association that was founded to stimulate and create awareness to ensure eco-friendly tourism in a certain territory. PATA is a strategic partner of UNWTO and a membership association that plays an active role in the responsible development of the Asia Pacific travel and tourism industry, including Bangladesh (Pacific Asia Travel Association [PATA], 2020). They organize several seminars and conferences to ensure sustainable tourism by building effective human resources in Bangladesh for addressing climate change issues and Rohingya crisis in Cox's Bazar. It ensures a win-win situation among all the stakeholders of the industry by embedding ethical practices practically and manually. They also publish journals about the existing and upcoming tourism resources in the Pacific regions and thus help the member nations and Bangladesh to introduce new tourism products and services around the world. They conduct marketing researches to provide valuable insights, forecasts, and analysis to help members to make better business decisions.

Association of Travel Agents of Bangladesh (ATAB)

Association of Travel Agents of Bangladesh is the first registered association of travel agents operating in Bangladesh (Association of Travel Agents of Bangladesh [ATAB], 2020). It is one of the leading travel agents' association in the country, functioning with 3500 members. It has established the ATAB Tourism Training Institute (ATTI) in 2007 to provide skilled manpower for the travel and tourism industry of Bangladesh and other countries. About 2700 trainees have been trained and certified by ATTI who are already engaged at different organizations. The government has approved the ATAB Tourism Training Institute (ATTI) & thus, the institute is directing courses like "Ticketing & Reservation" by following the proper curriculum as NTVQF (National Technical and Vocational Qualifications Framework) Level-2.

Apart from these institutions, other institutions are also investing in offering different vocational courses. Some of these institutions are i. Bangladesh Hotel Management & Tourism Training Institute; ii. Bangladesh Skill Development Institute; iii. Bangladesh Tourism Guide; iv. Tommy Miah's Hospitality Management Institute; v. Meghna Shorobor Resort; vi. Seagull School of Hotel Management; vii. Western Institute of Business and Technology (WIBT) College; viii. Royal Park Institute of Hotel Management Tourism and Catering; ix. The City and Builders of London Institute; x. Institute of Tourism and Catering Services; xi. Cambrian College; xii. Hotel Razmoni Ishakha Hotel and Management Training; xiii. The Guardian Hotel and Tourism Training Institute; xiv. Bangladesh Hotel and Tourism Training Institute; xv. International Hotel and Tourism Academy; xvi. The Regency Hospitality Training Institute (Pajatanbd.com, 2020).

Initiatives have been taken, and these organizations have made investments to provide tourism courses. They have developed scopes for skill-based course materials, labs, and practical exposure for ensuring quality education in the institutes.

Public and Private Universities

Later on, interest and demand from the public and private sectors encouraged rapid growth of tourism studies and the development, and establishment, of departments of travel and tourism at private and public universities in addition to technical schools. Stanculescu and Bulin (2012) emphasized shaping the tourism higher education curriculum to make students achieve different technical, functional, and self-management.

The numbers of the institutions are providing tourism education is given in the following Table 19.1.

These institutions mainly emphasize the front desk, food and beverage related courses, core business, and some selected major related to tourism. But education in tourism is a vast area, and the institute or organization should cover as much area as possible.

Investment and development have been made at graduation level education to some extent also. Two public universities and 11 private universities are providing four-year degree (Parjatanbd.com, 2020). The name of these universities is given in Table 19.2. Some other universities are also applying to University Grant Commission (UGC) to open that course.

Ministry of Education, Bangladesh

Hospitality is an innate characteristic in Bangladeshi ethics, that the visitors appreciate the most during their visit in Bangladesh. But these values should be further instilled and enhanced using schooling and formal education from early age. It will evolve us as a host nation and instigate our youths to become tourism professionals, entrepreneurs, and researchers. Hence tourism education needs to be included in our primary and secondary, and higher secondary education curriculum. Ministry of

Table 19.1 Name of the institutions providing tourism education

Type of institution	Number
Public university	2
Private university	11
Public/private institutes/colleges	19
Consultancy firms	7

Source: Developed by the authors, 2020

Table 19.2 Name of the public and private universities that provide tourism education

Name of the university	Type of university
University of Dhaka	Public university
Rajshahi University	
International University of Business and Agriculture and Technology	Private university
American International University – Bangladesh	
Daffodil International University	
IBAIS University	
World University of Bangladesh	
Primeasia University	
Royal University of Dhaka	
Victoria University of Dhaka	
Victoria University of Bangladesh	
European University of Bangladesh	
Fareast International University	
Cox’s Bazaar International University	

Source: Developed by the authors, 2019

Education of Bangladesh and their concern organization, the Bangladesh Education Board, is responsible for formulating these policies. They have formulated a nationwide education policy named “National Education Policy 2010” (Ministry of Education, 2020). The main aims of this policy are focused at the propagation of values, that tries to recommend ways through which people can be trained to become leaders in pro-people improvement agendas and society’s development (Ministry of Education, 2020).

The education policy is a generalized one. This isn’t easy to stem out information from it exclusively related to tourism education. Some significant points are highlighted here based on their relevance and significance in developing tourism education and developing a proper mindset among mass people, which will enable them to respond to changing dynamics of the global tourism industry.

There will be three sections in the secondary level of education- general, madrasa, and technical, and there will be some branches in each section. Yet, regularity will be maintained through some specified compulsory courses, such as Bangla, English, Bangladesh Studies, General Mathematics, and Information Technology for all sections (Ministry of Education, 2020). The syllabus of various classes will be organized keeping syllabus of other streams in mind comprising the compulsory subjects such as Bangla, English, Moral Science, Bangladesh Studies, General Mathematics, Social Environment, Environmental Science etc. that will include concepts of climate change and information technology (Ministry of Education, 2020).

This subject, in one way or another, fosters basic knowledge of tourism among students.

Morality is engrained and learnt from religion. Social and cultural ethics and regional veracities have significant contribution to it also. The objective of religious

and ethical education is to create awareness about the respective religions of the learners, improve the pupils' behavioral patterns, establish moral qualities in life, and build the learners' ethical character (Ministry of Education, 2020).

This objective perfectly aligns with ensuring tourists' safety, getting cooperation, and positive treatment from local people.

This objective perfectly aligns with ensuring tourists' safety, getting cooperation, and positive treatment from local people. Subjects such as defense studies, comparative theology, peace and conflict, climate change, etc. will be included in the curriculum of higher education. The objective of this inclusion is aiding the students acquiring international standard education; creating keenness to learn, helping them grow up with human qualities; magnifying the prospect of knowledge; effectively familiarizing students with the knowledge of the up-to-date world; constructing citizens who will possess systematic, liberal, humane, progressive and forward-looking mindset; creating a community inspired by insight, originality, human values, and patriotism. (Ministry of Education, 2020).

As stated in National Education Policy 2010, the policy has treated business studies as a comprehensive establishment of essential divisions of knowledge that are necessary to operate industries, trade, and service organizations. One of its strategies clearly emphasizes the need for inclusion of tourism education in the curricula, which states: "It is necessary to identify the prospective sectors like tourism, hotel management and to expand them; sufficient and efficient manpower will be created. So, provision of education and training will be there for the sectors thus earmarked". Some other of its strategies to develop tourism education and human capital in this industry are first, measures are initiated to extend, revise and coordinate business studies depending on its local and international demand. Second, course syllabus and textbooks of business school will be designed keeping the need of industries, product and service based entities and trade organizations, along with their potential growth in mind will be introduced for all levels of commerce education. Third, it is necessary to have an exchange of views between universities and industries or business houses in designing syllabus and course curriculum at university and college levels. A combined committee will be made consisting university faculties, industrial professionals and representatives of the decision-making authorities to construct the syllabi and course materials to be exercised in all universities- which will ensure the sharing of ideas among industries, academia and government in preparing subject based syllabus and curriculum. Fourth, to ensure acquirement of industry based hands-on experience and knowledge, doing internships in different areas and divisions of business has been made mandatory for the students which is a basic requirement for completing their graduation and post-graduation degree. Fifth and finally, up to date skill based courses will be opened and required human resources will be appointed to ensure more effective utilization of the infrastructure of sixteen commercial institutions of Bangladesh.

Ministry of Civil Aviation and Tourism, Bangladesh

The Ministry of Civil Aviation and Tourism was formed in August 1975, with the objectives to facilitate safe, convenient and efficient civil aviation facilities as well as to ensure attraction of tourists by diversifying tourist products and improving associated services (Ministry of Civil Aviation and Tourism, 2020).

According to the Ministry of Civil Aviation and Tourism (2020), the ministry and its concerned organizations have undertaken investment and development initiatives in tourism education and training.

Civil Aviation Authority of Bangladesh has facilitated 10,992 man-hours of training to 2620 trainees under 195 courses at home and abroad. Other than that, 1162 employees have received on the job training for 15,942 man-hours.

Biman Bangladesh Airlines has initiated the Bangladesh Airlines Training Center to provide education and training to employees of Biman by six faculties as Operations Technical; Customer Service; Management Development; Sales and Marketing; Engineering (Aerospace); and Engineering (Avionic) (Ministry of Civil Aviation and Tourism, 2020).

The Ministry of Civil Aviation and Tourism (2020) plans to expand the scope of the training center by adding simulator, helicopter aerospace education, and transformation to type rated training organization.

As described by the Ministry of Civil Aviation and Tourism (2020), Biman Bangladesh Airlines also plans to initiate long –awaited Graduation Program named: BSC in Aircraft Maintenance Engineering (Aerospace); BSc in Aircraft Maintenance Engineering (Avionics); BBA in Aviation Management; and MBA in Aviation Management.

As per the Ministry of Civil Aviation and Tourism (2020), the ministry and **Bangladesh Parjatan Corporation** (BPC) have been arranging courses through NHTTI on hospitality management and are contributing to the supply of an efficient workforce to the tourism industry. They are facilitating the flowing courses of different duration (Table 19.3).

BPC also initiated the following activities in 2018–2019 as mentioned in the Annual Report 2018–2019 (Ministry of Civil Aviation and Tourism, 2020, p. 49) (Table 19.4).

Bangladesh Tourism board, in 2018–2019 has arranged the following courses (Table 19.5).

Issues Need Attention to Minimize for Investment and Development of Tourism Education in Bangladesh

MSMEs (Micro, Small and Medium Enterprises) are the main driving forces for Bangladesh's tourism industry. This includes different restaurants and region-based hotels, tour operators and recreational initiative based businesses which are

Table 19.3 Courses offered by NHTTI

No	Course name	Duration
1	Diploma in Hotel Management	2 years
2	Diploma in Tourism and Hospitality Management	1 year
3	Diploma in Culinary Arts and Catering Management	1 year
4	Professional Chef Course	1 year
5	Professional Baking Course	10 months
6	National Certificate Course in Front office and Secretarial Operations	18 months
7	National Certificate Course in Food and Beverage Production	18 months
8	National Certificate Course in Food and Beverage Service	18 months
9	National Certificate Course in Housekeeping and Laundry	18 months
10	National Certificate Course in Bakery and Pastry Productions	18 months
11	National Certificate Course in Tour guide and Travel Agency operations	18 months
12	Special Fast-food, Snacks, and Dessert Bakery Course	5 months
13	Food, Hygiene, and Sanitation	3 months
14	Tin Chef Course	3 months

Source: Ministry of Civil Aviation and Tourism (2020, p. 48)

Table 19.4 Courses summary offered by NHTTI

Course	Number of courses	Number of students
National certification courses	18	921
1 and 2 years courses	5	303
Short-term courses	24	966
Total	27	2190

Source: Ministry of Civil Aviation and Tourism (2020, p. 49)

supporting this industry; though Uddin (2019) mentioned that this sector requires more skilled Human Resources trained by a suitable tourism education system. Human resources developed by tourism education can play a dynamic role by contributing to the country's GDP, which is expected to raise to US\$7.5 billion by 2028. Uddin (2019) also mentioned some non-fiscal supports from Bangladesh Tourism Board (BTB) and Bangladesh Investment Development Authority (BIAD) for the the proposed tourism master plan and export zone for tourism that can only be achieved by developing an effective tourism education system.

The tourism industry has created a huge number of jobs every year, but the number is still not significant because of the lack of contribution to tourism education. The curriculums of tourism education are not focusing on the sustainable

Table 19.5 Courses offered by BTB

Course name	Number of courses	Number of students
New comer tour operator course	3	75
Tour guide course	3	90
Street food vendor course	5	218
Community based tourism course	5	104
Total	16	487

Source: Ministry of Civil Aviation and Tourism (2020, p. 61)

development of this industry. An advanced educational curriculum is absent and does not create expected jobs (Ahmed, 2019).

Many tertiary-level educational institutions are not providing formal education on tourism (Huda et al., 2012). Only very few numbers of private and public universities are offering tourism education. The number of professional institutes is also very minimal.

According to Huda et al. (2012), the public and private sectors need to take development initiatives to create a pro-tourism educational environment and to come up with effective directions to support hospitality education in Bangladesh. However, there is an insufficient investment from the public and private sectors to develop educational facilities in tourism that lack behind this industry to have skilled workforces.

This industry needs the development of professional competency. Siddiq (2019) acknowledges Bangladesh's two most responsible organizations BPC and BTB, for that. BPC and BTB are not giving sufficient effort to ensure development of professional capabilities that are necessary to support and develop this industry. The primary goals should retain not only the capability but also enhance it. For this purpose, these two organizations should emphasize developing advanced professional competency by ensuring appropriate tourism education.

The organization that provides tourism education are not able to meet the quality of international education. Because of inadequate advanced education facilities, employers do not get skilled employees for this industry. There is a lack of opportunity to develop skilled personnel through specialized training programs, and the number of qualified trainers is also very nominal. Foreign skilled labor takes a higher position in the industry because of a lack of skilled and education of local people in tourism.

Cross-cultural training is an important criterion for tourism education. Most universities teach their future human resources about the differences in culture and how to cope with them. Universities and institutions in Bangladesh should focus on cross-cultural training to serve this diverse industry.

In every country, government agencies have important contributions to promoting, developing, and monitoring hospitality and tourism education. So to ensure a prominent tourism industry it needs to make sure a well-structured tourism education system. The absence of coordination between different government agencies creates obstacles in developing an advanced tourism education system.

Conclusion

Now in Bangladesh tourism industry is just not a source of revenue rather, it becomes a sector to promote the future developments of this country. Through tourism, many other industries try to build their mark on the international market. The government is also taking different steps to make this industry more attractive, one of that is to develop educational prospects on tourism. Ministry of Education and UGC are working together to introduce and operate different courses on the tourism industry. They are increasing their attention and investment to make it successful. Different private and public universities and institutions are also making efforts to create skilled human resources in this industry. But comparatively to other tourism developed countries, the effort is not enough. It needs more strategically developed plans and investment in tourism education. For that reason, it should give more pay attention to private-public relationships. The responsible authority of this industry needs to be more proactive to work in advance to support tourism education. This industry requires more specialized training institutions as well as expert trainers.

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