

Uses of tourism resources for educational and community development: A systematic literature review and lessons

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ARTICLE INFO

Keywords:

Regional tourism management
Tourism resources and community assets
Educational attainment and community development
Young people and children

ABSTRACT

This article examines the current state of knowledge and gaps in existing research regarding the uses of tourism resources for regional children and young people's educational attainment and community development. Using a systematic literature review methodology, 21 English-language empirical research articles published between 2012 and 2021 were selected. The study points to areas for future research on tourism development and management to support educational attainment of local children and young people and subsequent community development activities in regional destinations. Specifically, this review's conceptual and theoretical values refer to reframing the tourism industry and community relationship as interdependent and mutually supportive, which can situate the industry's goals within community development perspectives. This entails prioritising community stakeholders' involvement in tourism development activities. For instance, measuring tourism's contributions to a regional community's educational attainment should reflect local young people and children's preferences for learning opportunities.

1. Introduction

Many rural and regional communities receive insufficient support from their governments and social service networks. It impacts educational outcomes, health care, social, economic, and environmental well-being in regional places (Eversole, 2015; McKinnon, Kennedy, & de Cotta, 2021; Wiseman & Brasher, 2008). Employment and infrastructure facilities are also comparatively limited in these areas (Eversole, 2015). Tourism is often suggested as a strategy to achieve sustainable development goals by enhancing regional communities' economic, social and environmental well-being (Akama & Kieti, 2007; Ooi, 2013; UNWTO, 2013; ILO, 2019; Gao, Lin, & Zhang, 2020). Research and policy practice frequently advocate to expand the capabilities of tourism projects for poverty reduction, economic expansion and sustainable development (Bianchi, 2018; Budeanu, Miller, Moscardo, & Ooi, 2016; Mosedale, 2014; Scheyvens & Hughes, 2019). Yet, there is a tendency to assume that the indirect benefit comes from tourism development enhances educational and social outcomes. This overlooks the significance of developing specific programs and promoting tourism for substantive educational and social consequences. Although educational attainment

and community development are inextricably linked to the overall development of regional communities, and significantly contribute to achieving associated sustainable development goals (Shelley & Ooi, 2020; Ooi & Shelley, 2023; Mir, Ooi, & Shelley, 2024-Forthcoming).

Scholarly analysis of sustainable tourism development and management activities tends to evaluate tourism's social and economic significance in at least two ways. The first targets tourism activities that generate employment opportunities and contribute to local livelihood by sharing physical and infrastructural resources (e.g., Lai & Hitchcock, 2017; Siakwah, Musavengane, & Leonard, 2019; Zhuang, Yao, & Li, 2019). This approach reflects the Agenda for Sustainable Development Goal (SDG)-2030 Target 8.9, focusing on the importance of showcasing local culture and products and sustainable tourism's role in employment (Bianchi & de Man, 2021). The second way highlights the limitations of using a universal framework for sustainable tourism development and management. Such research points to the inadequacy of tourism policy and practices when they ignore diverse political, cultural and environmental features, and obscure the underlying tensions and inequalities of tourism collaborations in local, regional and transnational settings (Dangi & Jamal, 2016; Higgins-Desbiolles, Carnicelli, Krolkowski,

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<https://doi.org/10.1016/j.tmp.2024.101278>

Received 2 February 2023; Received in revised form 19 June 2024; Accepted 26 June 2024

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Wijesinghe, & Boluk, 2019). Within political economy approaches, tourism scholars argue that profit maximisation and poverty alleviation do not always entail reciprocity and the sharing of benefits between the community and the tourism industry (Bianchi, 2018; Scheyvens & Hughes, 2019). Furthermore, uneven power relations between stakeholders in tourism collaboration exacerbate vulnerabilities and marginalisation of participating local and regional communities (Barton, 2018; Bianchi & de Man, 2021; Jamal & Camargo, 2014; Nelson, 2012).

Informed and active engagement of communities within tourism-related activities is necessary for achieving sustainable development goals in rural and regional settings. In this context, developing direct and systematic ways for educational attainment, health, and community well-being will work as the primary enablers for tourism and community development (Mir et al., 2024-Forthcoming). Yet, a few studies reflect on the use and impact of tourism to support the learning experiences of young people and children (e.g., Johns et al., 2016; Shceuerman, 2015; Shelley & Ooi, 2020). However, most research tends to conceive educational and social outcomes as an indirect by-product of tourism development and management in regional destinations (e.g., Canosa, Graham, & Wilson, 2020; Larson & Poudyal, 2012; Nkwanyana, 2018).

This systematic literature review analyses tendencies and patterns within published empirical research regarding the use of tourism resources for the educational attainment of children and young people and community development in regional areas published between 2012 and 2021. In doing so, the study has two goals. First, to explore the contradictions of tourism development in regions. This includes tourism's apparent economic contribution to the community versus the actual limited opportunities in lucrative employment, activating natural and cultural assets for tourism but not contributing to broader regional educational and social outcomes. Secondly, to systematically review empirical analyses of tourism's relationships with education and community development activities in regional areas. Consequently, this systematic literature review suggests new areas for tourism scholarship and just as importantly, alludes to the theoretical and practical implications when investigating tourism and community relations.

2. Conceptualising educational attainment and community development

This section briefly defines key concepts, such as educational attainment, that are consistently used and reflected in the findings and analysis of this systematic literature review.

Even in affluent countries such as Italy and Spain, there are regional disparities in educational attainment. Moreover, regional disparities exist in educational achievement in all countries for which Programme for International School Assessment (PISA) data are available (Daniele, 2021). Inequalities in educational attainment levels is reflected in the distribution of economic prosperity (Rodríguez-Pose & Tselios, 2010). Thus, educational attainment is one of the significant elements for economic and community development and for creating employment in diversified sectors, including tourism. Research identifies creating formal and informal learning opportunities as an effective source for aspiration, parental engagement, and educational success in regional communities (Shelley & Ooi, 2020). Building the cultural capital of the local community by engaging young people and children in learning with and at local tourism destinations may help foster their curiosity and love of learning. In this systematic review, we broadly define educational attainment to include informal and formal learning (as discussed by Ooi & Shelley, 2023; Mir et al., 2024-Forthcoming).

We conceptualise community as a stratified system of interactions between different interest groups sharing the same social, cultural and geographic spaces (Ooi, 2023). Subsequently, community development is a continued process that engages these interest groups, including community members such as residents, and young people and children to meet their needs and expectations. Likewise, we consider tourism development a process involving stakeholders and using cultural,

environmental and natural resources to serve businesses, economy and community development goals (Ooi & Shelley, 2023).

3. Methodology

A systematic literature review is a credible method that allows researchers to analyse existing academic literature in one specific field and provide comprehensive and evidence-based study outcomes (Dewey & Drahota, 2016; Pickering & Byrne, 2014). It is designed to avoid subjective and potential biases that may occur in some traditional narrative reviews (Petticrew & Roberts, 2006). Thus, there is a growing interest in using a systematic review in social science research to assess the state of knowledge and develop a comprehensive understanding of a particular topic (Davis, Mengersen, Bennett, & Mazerolle, 2014; Victor, 2008). We followed the *Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA)* guidelines for this study (for more, see Moher et al., 2015). We also used COVIDENCE systematic review management software for data management, review, and selection of literature. The peer review process involved all the authors in identifying, selecting and analysing relevant empirical research that discusses the uses of tourism for educational and community development.

3.1. Search strategy, concepts & terms and databases & research question

The concepts and search terms are related to the key theme: "tourism for educational and community development", and the research question: "How are cultural and environmental tourism resources used for educational and community development?". In May 2021, the authors brainstormed and developed a list of key concepts and potential search terms with the support of a research librarian. The first author tested search terms using the key concepts and combined all the search terms to find the results on *Scopus* and *Web of Knowledge* databases. Following the outcome, the first author and the co-authors reviewed, adjusted and revised the search strategy and discussed the selection criteria for a few times throughout June and July 2021. Based on the preliminary results of the searches, the research team performed revised systematic searches on the *Scopus* database in August and September of the same year. Additional searches were conducted in the *Web of Knowledge* database to validate the searches on *Scopus* and cross-check if the retrieved documents matched the revised search terms, concepts, and the finalised research question.

After identifying relevant literature through systematic searches, the authors separately conducted hand searches using Google and Google Scholar databases. Hand searches were executed, following a refined search strategy ("cultural tourism resource" OR "environmental tourism resource" OR "tourist destination" OR "tourism activities" OR "cultural attraction" AND "regional development" OR "community development" AND "teaching" OR "learning" OR "education" OR "young people" OR "children"). The other sources of relevant documents came from reference lists of journal articles and relevant journals' websites (i.e., *Journal of Tourism Management Perspectives*, *Journal of Sustainable Tourism*, *Journal of Museum Education*, *Journal of Rural Studies*).

3.2. Document selection process

This systematic literature review developed specific search terms, concepts, and inclusion and exclusion criteria to identify relevant literature published between 2012 and 2021. We chose the ten-years limit since trial searches only found a few studies related to the research topic published before this time. Using systematic searches in two databases (SCOPUS and Web of Knowledge) and literature searches on google, google scholar and specific journal websites, the research team screened, sorted and selected empirical research articles on the uses of cultural and environmental tourism resources for educational and community development. Eventually, this systematic literature review followed three stages of document selection, as suggested by Page

et al. (2021). First, using COVIDENCE systematic review management software, the authors individually screened the titles and abstracts to check the research articles' eligibility and availability. The three authors voted independently for each of the primarily screened abstracts and resolved conflicts in specific cases. In the second stage, all available documents (electronic PDF version) of selected abstracts were collected and uploaded to COVIDENCE software so that the authors could individually screen the full texts of articles for inclusion in the data extraction section. Finally, we agreed to include 21 documents for data extraction and further analysis as per this systematic review's research question and objectives. Among these, four papers were found from hand-searched documents, and the other seventeen came from systematic searches.

Following the PRISMA guideline, 822 documents were found from systematic and manual searches. We imported the abstracts of these documents to the COVIDENCE systematic literature review management software. After the duplication-checking in COVIDENCE, 191 entries were removed. The imports concluded with 631 abstracts of primarily selected documents. Each author independently screened the revised number of abstracts and voted for the removal of 572 abstracts from the records. These were removed because they did not meet the selection criteria (see Table 2), such as for nonempirical studies, unavailability of full text, and unrelated results and findings. Subsequently, the authors individually reviewed 59 full-text documents of the rest of the entries to finalise the selection process. The first author prepared quality assessments of each of the papers selected for full-text screening (59 Documents) and developed a Microsoft Excel spreadsheet using the *Critical Appraisal Skill Programme (CASP)-Qualitative Studies Checklist (2018)*. It assisted us in checking whether the selected articles' aims, methodology, study design and settings, results and findings reflect this systematic review's research question and study objectives. The authors used exclusion categories to remove 38 documents that mismatched this systematic review's selection criteria. We did not finally select these articles for reasons such as the type of publications (i.e., published as a

systematic review), source of data (if depended only on secondary sources of data, research settings (i.e., the research was not carried out within a particular location, population group/community set-up) and research outcomes (tourism's impacts on social, economic and educational outcomes are not discussed). Thus, among 59 studies, we included 21 papers for further evaluation and data analysis focusing on this systematic literature review's research question and objectives. The PRISMA-2009 flow diagram below elaborates on the selection of documents (Fig. 1). (See Table 1.)

3.3. Review of selected documents

In accordance with the conventions of a systematic literature review, a quality assessment was conducted using the *CASP qualitative studies checklist (2018)*. The review and assessment of the finally selected documents were divided into three parts. First, basic information (*ID., title, location, types of research*), characteristics of included studies (*aims of the study, research design and methods, participant's information, recruitment process, duration, and funding sources*) and thematic codes and categories on the findings of the reviewed papers were populated in customised summary tables. Following a detailed questionnaire, this stage assessed the overall relevance of each document. In the second phase, we extracted data from the relevant studies and identified themes regarding using and mobilising cultural and environmental tourism resources for educational and community development. Each document was coded and categorised into specific themes and analysed accordingly. Finally, we collated, organised and compared the evidence extracted from the included documents and developed a qualitative summary following the study topic, objectives and research question.

3.4. Limitations of document search and selection process

This systematic review performed searches for research articles published between 2012 and 2021. We only considered the full text

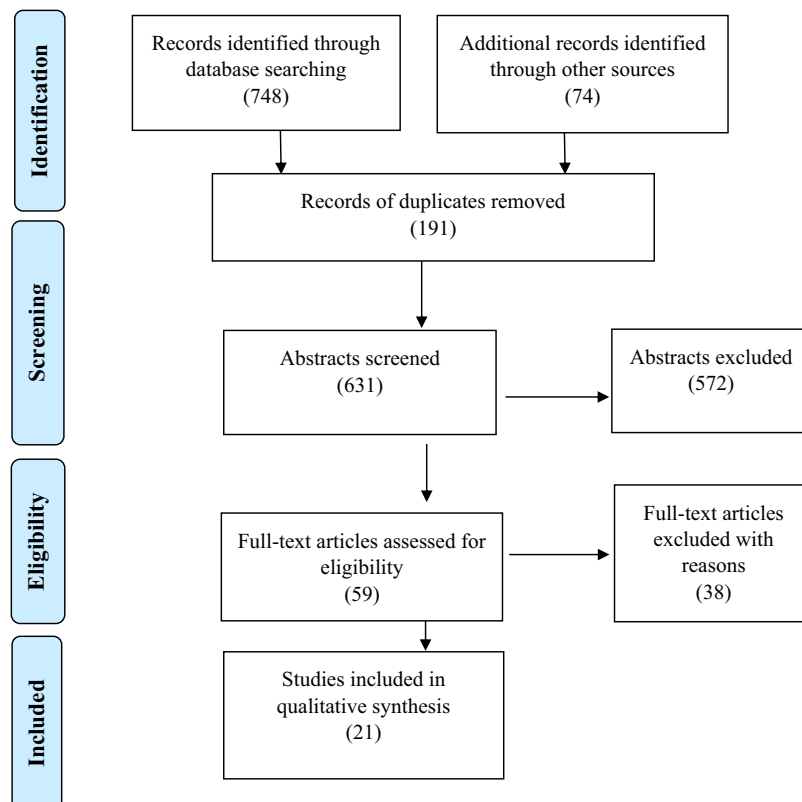


Fig. 1. PRISMA-2009 flow diagram.

Table 1
Search terms and databases for systematic search.

Search Term/Concepts 1	Boolean Operator	Search Term/Concepts 2	Boolean Operator	Search Term/Concepts 3	Databases
Cultural tourism resource Environmental tourism resource Tourism activities Tourist destination Cultural attraction	AND	Community Development/Regional Development Educational Development	AND	Young People Children Education Teaching Learning	Scopus Web of Knowledge

Table 2
Selection criteria.

	Inclusion Criteria	Exclusion Criteria
Date Range	Published between 2012 and 2021	No longer than ten years since the publication
Publications Language/Type	Originally published research, journal articles, and conference proceedings written in English.	No other languages are preferred; book chapters/reports/policy briefings, book reviews, and book chapters are not considered.
Documents Availability	Only if full text is available	Selected through screening but rejected if full text is not available
Source of data/databases	Available via Scopus and Web of Knowledge through systematic search, and hand search on Google and Google Scholar using search terms and concepts	If not available in these databases
Study Design, Methodology and Source of Data	Qualitative, quantitative, and mixed-method research using interview, semi-structured interview, narrative analysis, case study, and survey conducted with a study population; and the source of data is empirical (first-hand; primary)	Systematic reviews, discussions, and policy reports using data from secondary sources; excluded if not carried out in a community
Study focuses on	The uses of cultural end environmental tourism resources for educational and community development The impact of tourism on socio-cultural, educational, environmental, and economic outcomes	If educational, regional and community development is not specifically featured If the impact of tourism on socio-cultural, educational, environmental, and economic outcomes is not addressed
Presence of Search concepts/terms on abstract, title, and keywords	1. Cultural and environmental resources, tourism activities, tourism destinations, cultural attraction 2. Community development and regional development 3. Young people, children, education, teaching, and learning	Excluded if these concepts/search terms are not present in the keywords, abstracts, or title of the identified documents
Quality/Relevance Category indicators for full-text review	Empirical study (Critical, theoretical, conceptual, descriptive, analytical and useful)	If not empirical (not useful, not relevant, not focused on educational, regional and community development)

available with methodological and empirical evidence on tourism and educational and community development. One of the limitations of the systematic literature review is that it followed a comprehensive search strategy, which eventually restricted the selection of a few studies. However, this structured process is also advantageous since it allows the

selection of best-quality articles to address the research question (Petticrew & Roberts, 2006; Victor, 2008). Thus, a few journal articles seemed relevant but could not be incorporated for further review (for example, Chatkaewnapanon & Kelly, 2019; Denny, Shelley, & Ooi, 2019). We also excluded a few book chapters and reports as these mismatched the review’s selection criteria (e.g., Shceuerman, 2015; Wiltshier & Clarke, 2019).

4. Results

This section presents significant findings in the reviewed articles, following data extraction into thematic categories (see subsequent summary tables). This predominantly descriptive section has two parts. The first part shares highlights from the reviewed documents regarding methodology and research design, publication trends, study locations and tourism settings based on the *CASP- Qualitative Studies Checklist* (2018) assessment. The following one focuses on the thematic presentation of findings in reviewed articles on using tourism resources in regional areas and how these are emphasised for educational and community development.

4.1.1. Methodology and research design reported in reviewed documents

There were differences in methods in the selected papers. Sixteen of 21 reviewed studies use qualitative and/or qualitative and mixed methods in the research. As for the rest, five journal articles use quantitative methods and/or do not provide sufficient information regarding their methods. Thus, qualitative tools and techniques are more widely used in the reviewed studies. The qualitative and mixed methods research-based papers employ in-depth interviews, ethnographic interviews, key informant interviews, and survey methods for data collection. In some cases, focus group discussion, case study, participatory research and/or project-specific tools are also applied for data collection. Seventeen out of the total selected 21 papers use a well-designed research plan that suits the research question, objectives, methods, and findings of individual study. The rest of the articles lack detailed information and clarity on the research design, research question, methods, and findings.

Among the included articles, a significant portion (seventeen out of 21 papers) provides a detailed discussion on the participant recruitment strategy and the sampling methods employed for data collection. Participants are recruited to explore their involvement in tourism settings and to share their perceptions and experiences regarding tourism development. These studies use sampling methods for recruitment, including purposive, snowball, random and convenience sampling, and survey methods. The rest of the four papers do not clearly state their sampling methods. Four of the 21 reviewed documents provide information on ethical aspects and considerations, including informed consent and parental consent, non-conflicting community interest and participant management. Two documents partly discuss the data management and confidentiality of participants. The rest of the articles (15 out of 21 evaluated) do not provide specific information regarding ethical considerations.

Table 3
Summary of main findings (methodology & research design, publication trends, study locations & tourism settings).

Author, Year and Name of the Journal	Study Location(s) Country Name	Tourism Setting(s) (Reported-R; Not Reported-N. R)	Research Design (Reported-R; Not Reported-N. R)	Methodology/ Methods	Participants	Participation of Young People and Children (Reported-R; Not Reported-NR; Partially Reported-P. R)	Ethical Aspects (Discussed-D; Not Discussed-N. D; Partially Discussed)
Ćurčić et al. (2021)	Serbia	R	R	Qualitative and Mixed methods	Community Members, including Young People and Elderly Villagers	R	N. D
Sustainability Innes & Sharp, 2021	France and Belgium	R	N.R.	Qualitative	Students visiting the heritage museum sites	P. R	N. D
Museum Education Nematpour & Khodadadi, 2021	Iran	R	R	Quantitative	Local farmers/suppliers	N. R	N. D
Current Issues in Tourism Bertella & Rinaldi, 2020	Evaluation of two projects in Lebanon and Cape Verde	R	R	Qualitative	Various Stakeholders, Partner Representatives	N. R	N. D
Journal of Sustainable Tourism Canosa et al. (2020)	Australia	N.R.	R	Qualitative	Children, Young People and Adults	R	D
Environmental Education Research McGinnis, Harvey, and Young (2020)	Australia	R	R	Qualitative and Mixed methods	Aboriginal Community Members and Elders, Non-aboriginal Community Members and Young People	R	D
Tourism Planning and Development Qu, McCormick, and Funck (2020)	Japan	R	R	Qualitative and Mixed Methods	Community Members, including Returning Migrants, New urban and rural in-migrants, and seasonal commuters	N. R	N. D
Sustainable Tourism Wiltshier (2020).	U.K.	R	N.R.	Not Specifically Reported	Not discussed	N. R	N. D
Tourism Futures Zhuang et al. (2019)	China	R	R	Qualitative and Mixed methods	Community Members	N. R	D
Sustainability Scheyvens and Hughes (2019)	Fiji	R	N.R.	Not Specifically Reported	Not Discussed	N. R	N. D
Sustainable Tourism McGill (2018).	USA	NR	R	Qualitative	Community Members, Young People and Children	R	P. D
Heritage Studies Nkwanyana (2018)	South Africa	R	R	Qualitative	Students and Learners, and Community Members	P. R	P. D
African Journal of Hospitality, Tourism and Leisure Walter, Regmi, and Khanal (2018)	Nepal	R	R	Qualitative	Homestay Tourism Hosts and Community Members	N. R	N. D
Tourism Management Perspectives Dillette, Douglas, Martin, and O'Neill (2017)	The Bahamas	R	R	Qualitative and Mixed methods	Community Members involved and not involved in Volunteer Tourism	N. R	N. D
Sustainable Tourism Longart, Wickens, Ocaña, and Lugsha (2017)	Ecuador	N.R.	R	Not Specifically Reported	Tourism Board Members, Community Members, University Teaching and Research Unit Members	N. R	N. D
Hospitality, Leisure, Sport and Tourism Education Abascal, Fluker, and Jiang (2016)	Australia	R	R	Qualitative	Domestic Visitors	N. R	N. D
Sustainable Tourism							

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Table 3 (continued)

Author, Year and Name of the Journal	Study Location(s) Country Name	Tourism Setting(s) (Reported-R; Not Reported-N. R)	Research Design (Reported-R; Not Reported-N. R)	Methodology/ Methods	Participants	Participation of Young People and Children (Reported-R; Not Reported-NR; Partially Reported-P. R)	Ethical Aspects (Discussed-D; Not Discussed-N. D; Partially Discussed)
Ruoss, E. (2016)	Different world Heritage sites in	NR	NR	Not Specifically Reported	Not discussed	N. R	N. D
Management and Policy Issues Kim (2015).	European Countries Japan	R	R	Not specifically Reported	Not discussed	N. R	N. D
Tourism Planning and Development Mgonja, Sirima, Backman, and Backman (2015)	Tanzania	R	R	Qualitative	Government Officials, Community Members	N. R	N. D
Development Southern Africa Agyeiwaah, Akyeampong, Boakye, and Adu-Gyamfi (2014)	Ghana	R	R	Qualitative	Homestay Owners and Hosts	N. R	N. D
Tourism Planning and Development Minnaert (2012)	The UK	R	R	Qualitative	Holiday Participants, Support Workers, and Welfare Agents	P.R	D
Travel Research							

4.1.2. Publication trends, study locations and tourism settings

Findings on publication trends, study locations, tourism stakeholders and tourism settings (see Table 3 for more information) serve this systematic review in two-folded ways to identify gaps and implications for future research. First, it helps indicate research trends and geographical distribution of the research focusing on tourism’s implications for young people and children’s educational attainment and community development. Secondly, the result shows current preferences for using tourism settings and elaborates on the main tourism stakeholders in regional tourism destinations discussed in the literature.

During the decade that this review considers, with a few exceptions, it indicates a gradual increase in the number of publications meeting our inclusion criteria. Most studies (14 of a total of 21) are based in Asia, Europe and the Australia-Pacific regions, including five each for Asia and Europe and four for the Australia-Pacific region. Three studies were conducted in the African region. Among the rest of the four reviewed documents, three were based in different countries of South America and North America regions. The other one was conducted in multiple locations of Lebanon and Cape Verde.

Most research outputs (n7) reflect the impact of tourism development on the local community and the visitors, which includes rural development programs, homestay tourism’s impact on the local economy, cultural settings and educational outcomes, and failure and success of tourism for regional development. Several papers (n5) focus on community perceptions and provide suggestions for improving the social and economic outcomes of tourism. A similar number of articles linked to the previous stream emphasise tourism development and management, issues and challenges in implementing tourism projects within the community for learning opportunities, and the social and economic benefits. The other four studies evaluate the collaboration between participating stakeholders regarding promoting tourism and enhancing interactions for increasing economic and social outcomes. In most studies (n14), young people and children are not research participants. The remaining cases (n7) specifically and/or partially included children and young people in the study design.

A wide range of tourism settings are represented in the

systematically reviewed articles. Much of this research explores heritage tourism, indigenous tourism and cultural tourism settings (n7). This stream corresponds with the growing interest in studying the implications of cultural and heritage tourism settings for tourism development with economic and community outcomes. This tendency is explicitly supported by the investigations around environmental tourism, ecotourism and homestay tourism for the local population and host communities’ educational, social and economic benefits (four selected documents). Five articles specifically discuss rural, agricultural and community tourism settings regarding derived and perceived impacts on social and economic benefits. Apart from these areas of interest, some studies evaluate social, co-creative and volunteer tourism settings for extended learning opportunities and community development.

4.2. Tourism for educational and community development

The studies included in this review analyse tourism resources and the impact of tourism development for educational and community development through different lenses. Broadly, some studies highlight different tourism settings and tourism development approaches to enhance children and community members’ educational outcomes and to support community development. Other studies mainly focus on mobilising tourism resources and tourism development in regional areas for economic benefits (See Table 4).

Walter et al. (2018) refer to community-based learning activities in two eco-tourism villages in Nepal. This paper analyses visitors’ and community members’ mutual contributions to managing environmental tourism resources. Further, an ecotourism-based livelihood supports developing specific knowledge of environmental conservation. In another research conducted in Ghana, Agyeiwaah et al. (2014) investigate the importance of developing specific skills and knowledge in using tangible and intangible tourism resources. They argue that it may increase income and employment, foster social interactions between visitors and community members, and preserve local cultural values. Both these cases emphasise the influence of tourism development upon community members’ and visitors’ cultural capital. The focus includes

Table 4
Summary of main findings (tourism for educational and community development).

Author and Year	Research Streams and Contexts	Tourism Service Providers and Participating Stakeholders	Tourism Resources Discussed/ Identified	Purposes and/or Implications for Mobilising Tourism Resources	Specific Outcomes for Young People and Children's Educational Attainment	Specific Outcomes for Community Members and Visitors/Community Development
Ćurčić et al. (2021)	Sustainable Development	Government, Local Tourism Organisation and NGO, and Community Members	Cultural and Economic Resources	Economic and Rural Development		Social and economic benefits for community members
Innes and Sharp (2021)	Tourism, History and Heritage	WWI Museum of Belgium and France, Visiting Students and Pre-school Teachers	Heritage Resources	Educational Development	Contribution towards young people and visitors' knowledge of history and heritage	
Nematpour and Khodadadi (2021)	Sustainable Socio-economic Development	Local Farmers/Suppliers	Not Specified	Not Specified		Social and economic benefits for community members and subsequent learning opportunities
Bertella and Rinaldi (2020)	Sustainable Development	LMT project- Local Associations, Guides and Tour Operators, UNESCO Heritage Committee and Public and Private Schools	Community Resources	Educational and Social Development		Long-term and infrastructural development for educational outcomes
Canosa et al. (2020)	Sustainable Tourism Development	Cape Verde- Local Associations, Representative of Local Municipalities, Government organisations, Local Tourism Operators and Schools	Children and Young People, Community Members	Not Specified	Not Specified	Enhancing young people and children's knowledge of the environment
McGinnis et al. (2020)	Sustainable Tourism Development	Wagiman Aboriginal and non-Aboriginal Community Members and Visitors	Indigenous Knowledge and Community Heritage Resources	Community Development (Projected)		Community development through collaboration between community members and visitors
Qu et al., 2020	Tourism Development	Visitors, Local Communities and Local government	Cultural Tourism Resources	Community Development		Social benefits for community members through tourism development
Wiltshier, 2020	Community-Based Tourism Development	Community Members, Visitors and Local Government	Community Tourism Resources	Community Development		Enable and engage community members with tourism development for community development
Zhuang et al., 2019	Socio-cultural Impact of Tourism Development	Local Government and Community Members	Economic Resources	Socio-economic Development		Social and economic benefits for community members
Scheyvens and Hughes (2019)	Socio-cultural Impact of Tourism Development	Tourism Industry, Local Community and Government.	Tourism Resources	Economic and Community Development		Economic and community development outcomes for community members
McGill (2018)	Community-based Heritage	Community Members, Young People and Children, and Tourism Organisations	Not Specified	Not Specified	Improving educational outcomes of children and young people by promoting and preserving cultural heritage	Improving educational and social outcomes of community members' role in promoting and preserving cultural heritage
Nkwanyana (2018)	Heritage Resource Conservation and Community Development	Community Members	Not Specified	Not Specified	Providing educational benefits through the sharing of knowledge between young people and community members	Providing educational benefits through the sharing of knowledge between young people and community members
Walter et al. (2018)	Host Learning and Community-based Eco-tourism	Local Community and International Visitors	Environmental and Eco-tourism Resources	Educational, Economic and Environmental Development	Opportunities for young people to enhance cultural and environmental knowledge, and social skills	Opportunities for community members and visitors to enhance cultural and environmental knowledge, and social skills
Dillette et al. (2017)	Volunteer Tourism	Local Representative, Bahamas Ministry of Tourism, Community Leaders, Bahaman Islanders	Not Specified		Prospective learning outcomes and professional expertise of young people	Future learning outcomes and expertise of community members
Longart et al. (2017)	Tourism Development	Stakeholder University's planning unit and research unit, Tourism board, Students, Teachers and Community Members	Not Specified	Not Specified		Stakeholders' relationship in service learning project

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Table 4 (continued)

Author and Year	Research Streams and Contexts	Tourism Service Providers and Participating Stakeholders	Tourism Resources Discussed/ Identified	Purposes and/or Implications for Mobilising Tourism Resources	Specific Outcomes for Young People and Children's Educational Attainment	Specific Outcomes for Community Members and Visitors/Community Development
Abascal et al. (2016)	Indigenous and Heritage Tourism	Tourism Service Providers and Domestic Visitors	Indigenous Tourism and Heritage Resources	Indirect Educational Development		Indirect Educational Benefits of Visitors through Participation in Indigenous Tourism Activities
Ruoss, E. (2016)	Sustainable Growth and Local Development	Local Community, Government and World Heritage Organisation	Heritage Tourism Resources	Community Development (Projected)		Enabling Community Members to select and manage heritage and tourism sites
Kim, 2015	Tourism Development	Visitors, Community Members, Food Companies and Young people	Food Tourism Resources	Community Development and Economic Development	Social and Economic Benefits for Young People	Social and Economic Benefits for Community Members
Mgonja et al. (2015)	Community Tourism Development	Government, Community Tourism Program, Tourism Board and Local Community	Community Tourism Resources	Educational and Community Development		Educational and Social Benefits for Community Members through Tourism Development
Agyeiwaah et al. (2014)	Regional Tourism Development	Village Community and International Visitors	Community Tourism Resources	Educational and Community Development, and Economic Development		Educational and Community Development Outcomes for Community Members through Homestay and Eco-Tourism
Minnaert (2012)	Social Tourism	Family Holiday Association and Low-income Families	Community and Educational Tourism Resources	Educational Development		Advocate for Enhanced Educational Outcomes for Disadvantaged Social and Economic Groups

the ways in which this enables community members to perform competently in specific tourism settings.

Heritage sites and tourism destinations have significant scope to support informal learning activities of different social categories of the population. Innes and Sharp (2021) explore how visiting the selected World War sites in France and Belgium familiarises Australian university students with a world history approach. The authors argue that learning through participation in transnational historical sites improves historical empathy and educational outcomes of young students and educators coming from local and national communities. On the other hand, Minnaert (2012) emphasises using tourism resources to promote informal learning activities for disadvantaged social groups in the United Kingdom. The study finds that social tourism resources such as holiday tours, social interaction and community visits provide an experiential learning opportunity to low-income families (including those affected by HIV, asylum seekers, and families looking after disabled children) who had not travelled in the last four years (Minnaert, 2012, p.612). Thus, the learning outcomes of social tourism may empower socially categorised people with a new skill to explore diverse aspects of life, being part of the community of practice and inclusive initiatives.

Another aspect of using tourism resources for educational and community development is to incorporate indigenous knowledge into tourism development. McGinnis et al. (2020) present a unique area of tourism development through identifying, conserving, and managing community heritage. Using digital content and platforms, this approach can portray indigenous knowledge and skills to visitors and local stakeholders. Eventually, it engages the local community and visitors in tourism activities with the possibility of improving participants' educational attainment and residents' employment. Likewise, Abascal et al. (2016) emphasise collaboration between the visitors and community members in indigenous tourism sites to encourage the exchange of views, learning experiences and cultural values and contribute to community development. The paper suggests that tourism resources (such as indigenous tourism sites, heritage and historical sites and rock-art sites) could be used for sharing knowledge about aboriginal history with visitors. However, the local community's perception of how they conceptualise visitors' demand to learn about aboriginal culture and

history is missing in this study.

A few other studies explain the impact of tourism development and tourism resources on individual or collective social, educational and economic outcomes by presenting specific tourism development models and cases (for example, Bertella & Rinaldi, 2020; Ruoss, 2016; Scheyvens & Hughes, 2019). Several reviewed articles also discuss the failure, success and discrepancy in tourism development projects and their influence on socio-economic and educational attainment. For instance, Ruoss (2016) reports the failure of tourism for local development and proposes guidelines for the potential use of tourism and heritage resources. Mgonja et al. (2015) reveal the inconsistencies in the outcomes of community tourism programs and the sharing of tourism benefits with local stakeholders. On the other hand, Bertella and Rinaldi (2020) present two renewed and distinctive learning communities as the outcomes of co-creative and community practices: LTMA and the Natour-Fogo network. Their study findings emphasise strengthening the partnership between non-government development organisations (NGDO) and local communities for creating and continuing long-term economic and educational outcomes. Wiltshier (2020) suggests a framework for using tourism events and activities to serve communities. The study shows that sharing the community and tourism resources could contribute to tourism development, learning outcomes and community development.

Using tourism resources to support educational and social outcomes is not explicitly mentioned in six of the total 21 reviewed articles. Yet, these studies provide relevant findings from distinctive tourism activities and programs in different locations. For instance, the work of Canosa et al. (2020) on learning and growing sensitivity around the impact of tourism on the environment, McGill's (2018) study of community-based heritage scholarship for promoting and preserving cultural heritage and training and learning opportunities for the participating stakeholders in tourism service project discussed in Longart et al. (2017). Arguments and evidence supporting the prospective and derived impact of tourism development creating social and educational benefits for participating community members, including children and young people is apparent in these cases. For example, Nematpour and Khodadadi (2021) find that the socio-economic benefits

of farm tourism in Iran could support improving learning and educational activities within the community. Dillette et al. (2017) suggest sustainability and education as the most potent examples of the positive impacts of volunteer tourism activities in the Bahamas Islands.

In sum, tourism, economic growth and social outcomes are linked to achieving sustainable development goals (SDGs) within a given transnational, national and regional context. It is perceived that the implementation and outgrowth of tourism projects create diversified work opportunities for local and regional communities. However, the studies we systematically found and reviewed have not focused on the structural complexities and moral limits of the regional tourism industry and regional tourism governance regarding using tourism resources to enhance educational and community development outcomes. It is pertinent to know how the tourism industry structure is formed and situated within the regional economy and market systems if we want to prepare the local human resources with improved cultural capital and educational skills seeking employment opportunities. Locating and engaging stakeholders (i.e., children and young people) within the tourism development activities and regional policy and practices is equally important to mobilise tourism resources for serving educational attainment and community development purposes.

4.3. Mobilising tourism resources for educational and community development

This systematic review identifies thirteen documents that connect tourism development and the utilisation of tourism resources for economic and community development. Some studies argue that tourism development is a pathway to economic and community development. This occurs by using cultural and environmental tourism resources and community assets, such as in the case of rural development in Serbia, presented by Ćurčić et al. (2021). Comparable findings can also be extracted from the works of Zhuang et al. (2019) and Qu et al. (2020). Both studies discuss the importance of mobilising heritage and cultural resources for economic and community development. Zhuang et al. (2019) show how World Heritage Site resources are mobilised in three villages of Rural China with distinct impacts on the villagers' social value, lifestyle and livelihood. Qu et al. (2020) emphasise the importance of community engagement for regional tourism development and activating local resources such as community art and festivals for community development. Broadly, findings from these studies indicate the tendency to mobilise tourism resources primarily to serve regional economic growth with supplementary social benefits for respective communities. Even though educational attainment has not been prioritised as part of such social outcomes.

The capability and performance of the local tourism industry in mobilising tourism resources received specific attention in the works of Kim (2015), Scheyvens and Hughes (2019) and Wiltshier (2020). Kim (2015) presents the case of the Tatebayashi Noodle Grand Prix festival, an annual food festival hosted by the city of Tatebayashi in Gunma prefecture, Japan, since 2011. The findings illustrate the optimistic side of the tourism industry to support local economic and social outcomes by mobilising local cultural and food tourism resources. On the contrary, Scheyvens and Hughes (2019) present examples of diversifying tourism resources to enhance the economic and social outcomes of local communities in Fiji. Yet, the authors indicate that inconsistent interactions between the tourism industry, government and non-government organisations could affect the community's sustainable development goals (SDGs) achievement with limited employment opportunities for the local population. In a separate study, Wiltshier (2020) argues that collaborative tourism projects in the community enable mobilising tourism resources by engaging the local population and eventually foster positive social and economic benefits for both the visitors and community members. In summary, the studies above point to both the positive and contradicting role of the tourism industry and service providers in mobilising tourism resources, primarily for economic development with

ad-hoc social benefits.

Some reviewed articles partly reflected on mobilising tourism resources for educational and community development in rural and regional areas. These studies connect tourism development and tourism resources to explore cultural and environmental knowledge, skills and behaviours of visitors and community members in both the tourism sites and the communities. However, little information is reported regarding long-term collaboration between participating stakeholders to activate tourism resources for local young people and children's educational outcomes and community development. Both Agyeiwaah et al. (2014) and Walter et al. (2018) emphasise the importance of homestay eco-tourism as it provides space for interactions and learning experiences by sharing the cultural and linguistic skills of the local communities and visitors. Walter et al. (2018) argue that sharing cultural and environmental resources actively engages the guests (visitors) and host (local community members) to exchange cultural knowledge, skills and behaviour concerning environmental safety and preserving community assets. Agyeiwaah et al. (2014) refer to tourism collaboration in addressing challenges towards cultural exchange, such as culture shock, insecurity and hostility between the host and guests, and language barriers in homestay eco-tourism. However, these research outputs do not clarify whether sharing resources could also engage local young people in cultural exchange and learning activities.

Several studies provide evidence on the role of educational and community organisations in mobilising heritage and tourism resources to support educational and community development goals. However, these are not directly linked to the social, geographic and economic contexts of specific regional communities. Innes and Sharp (2021) show that educational institutions can help promote participatory learning opportunities (such as visiting history and heritage sites) for young people. Similarly, community organisations may perform a significant role in mobilising tourism resources to develop informal and experiential learning opportunities for socially disadvantaged groups (for instance, *Family Holiday Association, a London-based social tourism charity* discussed in Minnaert, 2012). This may also involve non-government development organisations (NGDOs) and their project partners more structurally to develop collaborative strategies for existing and emerging local learning communities, as portrayed by Bertella and Rinaldi (2020). Consequently, through collaborations with external actors, municipalities and schools, and establishing training and educational programs, communities can promote co-creative tourism and improve learning outcomes.

5. Discussion

This systematic literature review includes empirical research that considers educational and community development as outcomes of tourism development in regional areas of different countries over the last decade (2012–2021). Within the literature, we have identified various practices of using tourism resources for community development and improving young people and children's learning outcomes. The field continues to expand as different types of tourism resources are mobilised for community development, such as cultural and heritage, environmental, and eco-tourism resources are included in several reviewed documents (for example, Mgonja et al., 2015; Walter et al., 2018). This review shows that within the included studies, there is still a dearth of empirical research regarding the influence and outcomes of mobilising cultural and environmental tourism resources on the educational attainment of young people and children and community development in regional tourism destinations. The review also suggests some theoretical limitations in the literature. Within this context, we present the main lessons of the review and reflect on theoretical perspectives, methods, and findings to identify research gaps and provide directions for future research.

First, a substantial portion of reviewed documents assumes educational and community development as an indirect benefit of tourism

development (for example, Abascal et al., 2016; Nkwanyana, 2018). Economic development is outlined as the primary outcome of tourism development for a regional community and local stakeholders in most of the systematically reviewed and analysed literature (for example, Nematpour & Khodadadi, 2021; Zhuang et al., 2019). Therefore, framing economic growth as the preferred outcome has eventually categorised educational and community development as a by-product of regional tourism activities. This approach needs to be revised to address the by-product challenge, track linkages between tourism, education and community development, and examine how outcomes in one affect outcomes in another. While measuring *indirect outcomes of tourism development*, we need to be intentional about creating some expectations about direct benefits for educational and community development.

Some studies identify tourism development contributions to educational and community development. However, the reporting lacks sufficient detail to identify broad trends or themes in how the tourism industry contributes to educational and community development. Drawing on the community-based tourism (CBT) approach, exploring diversified aspects and elements of cultural, environmental and community tourism programs can be helpful in this context, as discussed by Mgonja et al. (2015). Local communities should be regarded as the primary stakeholders in tourism development's decision-making process and collaborations to link up between the tourism industry, community and businesses. Engaging community groups and participants in the process is pertinent to identifying precise ways of using and implementing tourism resources and sharing benefits with them (for example, young people and children). Instances from the literature, such as learning opportunities from the visits (Innes & Sharp, 2021; Minnaert, 2012), sharing of local knowledge through filming and documentation (McGinnis et al., 2020) and environmental education of young people and children (Canosa et al., 2020) indicates areas to explore tourism industry's capability and the role of educational and community organisations in this regard.

Thirdly, some studies discuss the significance of mobilising tourism resources with both direct and indirect educational and community development potentials (see, for example, Bertella & Rinaldi, 2020; Innes & Sharp, 2021). A few articles also outline community development, cultural and environmental skills and knowledge, and behavioural learning of visitors and community members as significant outcomes of tourism activities (for example, Abascal et al., 2016; Qu et al., 2020). But, the findings show that the tourism industry's primary focus is not on identifying and activating tourism resources by engaging the local community and stakeholders in tourism planning, development, and management. The power relations in regional community-based tourism partnerships are also not elaborated in reviewed studies, such as the issues that hinder local stakeholders' participation in relevant tourism activities. Subsequently, the discrepancy in tourism development and management portrays 'tourism demand' from the tourism industry's point of view. Rural places, regional communities and their economy have many functions and interpretations (Ooi, 2023; Woods, 2010). However, many reviewed articles have not adequately explained tourism development and management following diversified social, cultural and economic contexts of regional communities. Still, a substantial effort is required to explore how tourism development can be brought in accordance with the values and practices of regional communities.

Fourthly, a significant observation of this review is that only a few studies situate young people and children as the primary beneficiaries/recipients of tourism development activities (for example, Canosa et al., 2020). It also reflects that children and young people are not incorporated in many tourism settings as a main stakeholder of regional communities. Based on the reporting on ethical considerations, children are also underrepresented as research participants. Furthermore, there is no focus on how tourism development and management can contribute directly to the educational attainment of young people and children in regional destinations. Emphasis on creating tourism demand and

expanding tourism experiences for visitors has situated the category as the primary participant/recipient of educational activities in homestay tourism, eco-tourism, and community tourism activities. Eventually, in some cases, the community residents are also seen as passive in realising the learning opportunities when collaborating with tourism partners (for example, Agyeiwaah et al., 2014). Thus, a rethinking would be desirable, through which tourism development practices prioritise the welfare and needs of young people and children, with a focus on using tourism resources for their own educational and social benefits.

Finally, the prospects and challenges of tourism as a tool for poverty reduction and local development is another dominant research stream we found in this systematic review (for example, Ćurčić et al., 2021; Scheyvens & Hughes, 2019). These journal articles highlight the impact of tourism activities on regional and local communities' economic and community outcomes linked to wealth creation, economic productivity and resource management. There is a tendency to emphasise economic development instead of exploring how educational and community development goals could be attained in regional tourism destinations. Using tourism resources for educational outcomes and community development lacks a structural and empirical basis to generate respective tourism development practices. Besides, tourism's economic and social benefits are unevenly distributed among participating stakeholders (Mosedale, 2014). These systematic and structural challenges must be addressed before we can identify and mobilise tourism resources for educational and community development.

All the studies provide valuable insights, but each has its limitations. These include empirical gaps and theoretical shortcomings evident in the reviewed articles. This systematic literature review has also revealed that many established tourism frameworks and approaches have failed to address the need for genuinely putting the community first. Using tourism to support the educational outcomes of young people and children and community development in regional communities remained overshadowed in most of the selected and reviewed articles. Following the above observations, we propose a tourism serving the community approach and creating and building interdependency between the community and tourism industry, which involves the following components in the conclusion section.

6. Conclusion

This systematic literature review focused on an important question - *How are cultural and environmental tourism resources used for educational and community development?* Participation in educational attainment and aspiration programs is crucial to improve cultural capital and to survive in the changing economy and society (Shelley & Ooi, 2020). Educational attainment and qualifications are related to employment conditions and the sustainable development of a regional community (Perkins & Turner, 2014). Thus, in analysing regional development, it is relevant to know how local government agencies and associated organisations engage with educational and community development challenges. This review provides commentary on contemporary scholarship. It offers insights about practical and theoretical considerations. Mobilising cultural and environmental resources through the tourism industry and community organisations could contribute to purposeful learning opportunities for local young people and children, and visitors. Considering community-specific challenges, tourism initiatives that engage the local community and young people must expand learning support and employment opportunities in regional areas. As several reviewed documents suggest, through an effective engagement between the community and tourism industry, resources can be identified, shared and learned in a collaborative process using communicative tools such as storytelling and visual representation, creative workshops, community and group activities in tourism and heritage sites, and skill development training. Experienced local members (such as educators, artists and experts in relevant fields), visitors, local young people and children, tourism and community service providers, and government and non-

government organisations should be included in regional tourism planning and development concurrently.

7. Theoretical implications

Specifically, this review has shown that the existing literature on tourism supporting educational and community development is not aligned conceptually and empirically. On the one hand, the booming tourism industry regards regional cultural and tourism resources as a core element for designing and implementing new tourism projects. On the contrary, it often disregards the diversity, complexity and challenges the local young people and children and the population face for education, employment and community facilities. Even in community-first tourism development, the framing is still about the tourism industry (Ooi & Shelley, 2023). A tighter alignment of educational and community development goals within the discourse and the research on the tourism industry is pertinent. Tourism needs to be situated within a holistic view of society instead of seeing society from the context of tourism. The framing should be about the community and how the industry should fit the community's needs, such as in educational attainment for local young people and children. Subsequently, research should be able to explore diversified and untapped cultural and environmental tourism resources and their implications for educational and community development in regional destinations. The first step is to focus on the local community, children and young people and develop tourism programs and events accordingly. Secondly, tourism measuring progress should be defined following the perspective of participating local and regional communities and regarding fulfilling their needs. This is not common in community and tourism development practices today. There will also be methodological and conceptual consequences that must be addressed (e.g., Mir et al., 2024-Forthcoming).

8. Practical implications

Our theoretical insights formulated following the findings of this review reflected upon the structural limits and lack of the tourism industry, regional tourism organisations and local tourism governance in using tourism resources to enrich educational and community development outcomes. We also mentioned that the tourism industry's secondary benefit approach to support educational and community development is fragmented and obscured. While suggesting to address the tourist-centric logic based on which the tourism industry is situated in the regional economy and the market systems, we also emphasise evaluating the local rights and expectations. The practical implications of this study highlight the importance of a community-centred and local stakeholder-informed tourism development and management approach that allows a deeper connection between the tourism industry's goal and regional policy and practices. We acknowledge this partnership as a prerequisite for practical engagements and collaborations regarding using and mobilising tourism resources to serve the educational attainment of young people and children and to achieve community development goals in regional areas. The practical implications of a tourism-serving community approach can be identified through two linked outcomes. First, it will help improve the cultural capital, knowledge and skills of local youth and children, community members and visitors. Secondly, adopting this approach may enhance community services and facilities in achieving sustainable development goals by engaging the local community in regional tourism management.

9. Limitations and future research

A systematic review has several limitations because of its narrow selection process (Petticrew & Roberts, 2006). We acknowledge that this study has a few failings. The first limitation is that the study focuses mainly on qualitative and empirical findings based on journal articles published between 2012 and 2021. Therefore, future research, including

a few relevant government and non-government study reports, grey literature and journal articles selected from an extended period, may provide additional findings on the researched topic. Secondly, the selection criteria initially restricted us to follow the presence of search concepts/terms on the abstract, title, and keywords of the resultant literature. In order to ensure the accuracy of resulted documents, we might have excluded a few relevant articles without further review. Finally, the selection process did not exclude any specific journal in the systematic and hand searches. However, our search terms and selection criteria emphasised the potentiality of the tourism industry in providing strategic and technical support and resources for young people and children's educational attainment and community development. As a result, we received most of the documents from tourism research journals.

Relevant literature published in the last ten years (2012–2021) on tourism, educational and community development is mostly embedded with sustainable tourism development and management discourses. Further research is pertinent to outline the limitations of the current sustainable tourism development frameworks in mobilising cultural and environmental tourism resources and local assets. Eventually, tourism initiatives need specific collaboration with regional and local communities to identify innovative ways to benefit from each other for educational and community development. We also suggest that future systematic reviews investigate how current literature considers the educational rights, participation, and engagement of young people and children within tourism development and management activities. This can be done by employing a more extensive and diverse sampling of studies to avoid potential biases. Additionally, varied search strategies incorporating multiple databases may provide more substantive findings regarding the uses of tourism resources for social and educational outcomes.



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Declaration of competing interest

None.

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