Lifelong learning in tourism and sospitality: Breakthrough European and Asian Experience

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Abstract

Relevance of the study is caused by the fact that in the world programs of lifelong learning are in priority. We have generalized and classified breakthrough European and Asian further vocational education experience in tourism, and conducted monitoring of retraining and continuing education programs with Internet resources use. We came to conclusion that next points have to be implement in the Russian context: use of project works in training process; organization of joint schools and workshops in different languages; organization of distance learning e-learning program; maximum hours for practical work; technical equipment and software support. Specific feature of informational society is lifelong education. This is gradual lifelong process, providing continuous knowledge replenishment and development of people of different age.

Keywords: Further vocational education (FVE), FVE quality control, FVE subject, lifelong learning, qualification requirements.

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1. Introduction

At the present day tourism is dynamically developing sphere on a worldwide scale. Day by day consumers (tourists) become even more critical to qualification of service personnel (guides, guides-interpreters and instructors-guides). It leads to necessity for changes in whole structure of tourism and hospitality education (Penfold, 2009).

2. Literature Review

The Russian Federation announces that tourism should be one of the leading braches of economy. That is why during concept design of tourism development, qualification frameworks, human resources provision it is necessary to take accumulated vast experience of foreign states into account. Different aspects of this experience are conceived (Pauline & Hsu, 2015), when they are referred to Tourism Education: Global Issues and Trends (Pauline et al., 2015). Some authors (Tzu-Ling & Ching-Cheng, 2012) consider that it is necessary to think not only over society and culture challenges, which change the concept of education in general in the sphere of tourism, but also they prefer to draw up the competences hierarchy of graduate of the higher educational institution, preparing professionals in tourism and hospitality sphere (Tzu-Ling et al., 2012). Position of the third group of researchers (O'Connor, Maurer, Höpken): Today all strategies of continuous education in tourism and hospitality sphere shift toward E-tourism education (O'Connor, 2004; O'Connor, 2003; Maurer, 2014; Fesenmaier, Klein & Buhalis, 2000).

In academic literature, devoted to critical re-evaluation of E-tourism education, upgraded FVE program, based on mix of disciplines, is widely introduced. Among them the following disciplines are usually mentioned: Advances in tourism management, Business Intelligence and Web Data Mining, Customers, Marketing Communication & Social Media, Designing Tourism Experiences, Developing e-Business, Digital Marketing, E-Business Entrepreneurship, E-Marketing and Social Media Marketing, E-Tourism, Innovative ICT applications and business intelligence in tourism, Mobile Communication & Mobile Marketing, Principles of Consumer Behavior in Tourism, Strategic Marketing for Destination Marketing Organizations (Beltlassen & Catod).

3. Methods

For the purpose of generalization and classification of tourism FVE experience in foreign states monitoring of retraining and advanced training programs with web-resources usage was conducted. Content analysis of educational programs and courses was carried out. As key words and categories, on which the analysis was conducted, were selected the following: FVE subject; structural unit, on which basis retraining is carried out; availability of coordinating structure; general program concept; study plans; document, given upon results of FVE learning program.

In order to analyze FVE programs in foreign states we divided them into four blocks, to present objective picture of advanced training possibilities, retraining and guides, guides-interpreters and instructors-guides appraisal in Europe and USA, Asia and Africa, in Australia and CIS countries.

4. Results and Discussion

Analysis of FVE programs in «European states and USA» showed the existence of many schools and institutions on advanced training and retraining. However, it is possible to obtain work permit only in case of appraisal at authorized organization (for example, in Spain it's Asociaciones Profesionales de Guías de Turismo; in the USA these are regional professional organizations, for example, Chicago professional guides association, in Great Britain - Association of Professional Tourist Guide and Institute of Tourist Guiding).

Moreover, in countries of this group there are many guide's ranking (guides-interpreters, guides - drivers, cave-guides, eco-guides, guides accompanying to sacrosanct places, guides, working at the same route, art-guides and etc.) and definite territorial restriction, i.e. in guides documents it is mentioned in which region he is allowed to perform his professional activity (for example, in Spain, if the guide was certified and he obtained license to work in Barcelona, then in order to work in other region of the country he has to be re-qualified exactly in this region). To our opinion, it's quite rational approach, which gives additional assurance to tourists that their guide has deed knowledge on region, its historical and culture peculiarities and etc.

In Asian and African states further education in tourism is made by provision of courses, generally short-term and during summer, so called vocational educational programs. Also there are programs lasting up to one year, aimed at improvement of skills of specialists in interested spheres. The majority of educational institutions of Asian and African region are members of National tourism associations /organizations, which in their turn participate at World tourism organization. Some researchers highlight the importance of short-term programs with specific combination of lessons and trainings at summer schools (Payne, Vinod): Observe local community traditions, food preparation, economic activities, religious practices, and arts and folkloric dance. Ask questions to stakeholders and community members. Participate in a local festival and community service. Discuss issues with group members. Reflect alone (Vinod).

In Australia much attention is paid to tourism and education development in general, as it is evidenced by multiple universities and schools. Year-round courses under different specializations in tourism sphere are held in universities and colleges. Evaluation of qualification level and readiness of person work is carried out by Guiding Organizations Australia (GOA), recognized by state government and representatives of tourism industry.

In the majority of CIS countries higher educational institutions, specialized on human resources retraining for tourism sphere, are just starts their formation or exist only for some years. That is why further education program is also at development stage.

Obtained results could be reported in the following way:

4.1. European states and the USA

FVE subject. Blue-bage University (Great Britain), Jaume I University (Spain), International school of tourism sciences (Italy), School of Tourist Guides in Greece (Greece), Iceland Tourist Guide School (Iceland)

Existence of FVE control structure. Majority of subjects, providing human resources training, are members of associations and organizations (institutes). In European Union countries and USA there are organization, which centrally control issue of licenses and certificates on tourism activity.

General FVE programs concept and methodology. Main task of European and American tourism schools is the training of high-qualified guides, guides-interpreters, and instructors. There are courses on training of specialist in specific areas of knowledge – art-guide, meeting guide, sightseeing tour guides and etc. Education program includes: history studying of the region, where the activity will be performed; compulsory second/additional language learning; grammatical speech teaching; art – culture, fine arts studying; region geography; geography of the region across the world. In the USA and in all European countries programs of internship of students exchange are very popular; this allows increasing level of intellect and possibility to obtain experience in other location.

Practical component of FVE programs. In educational programs theoretical knowledge and their practical application is emphasized. All institutions have bases for practice classes. Exercise at first stages is made through event simulation on the route, and then on real groups of tourists under teachers control.

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Usage of information and communication technologies in educative process. Availability of good equipped computer classes for routing and excursion plan development, part of the studying is held with the help of 3D maps.

FVE quality evaluation. Certificate or right (card) obtaining, license, approved at National Federation of tourist guide associations (National Federation of tourist guide associations) increase competitiveness of the student, this certificate is international. Presence of this document allows guides and instructors to allocate their data in national registers; this gives to tourists opportunity to get acquainted with their qualification.

Document, given according to results of FVE study. In the majority of European countries guide card, guide license or certificate are issued (Blue badge card, Carnet de la guia turistica), in the USA certificate is given for confirmation (Tour guide certificate), in such countries as Spain you need to validate your guide license every 3 years, in Italy, Great Britain, Portugal, France this document is not limited in time. However according to code of ethics they need to improve their skills regularly.

Control in the system of issued certification documents. System of document issue in Europe and the UAS is controlled by professional associations of the country, state authorities and/or NFTGA (National Federation of tourist guide associations).

4.2. Asia and Africa

FVE subject. University of Hawai`i; Hawai'i International Hotel Institute; The Singapore Hotel and Tourism Education Centre (SHATEC); Haikou Vocational Tourism School; Korea Tourism Organization; Indian Institute of Tourism and Travel Management (IITTM); East Asia Institute of Management (EASB).

Existence of FVE control structure. Field Guide Association of South Africa (Field Guide Association of South Africa), Government of Hainan Island (China), Appraisal Center (Appraisal Center) and Training Center of Professional Skills (Training Center of Professional Skills), local education departments.

General FVE programs concept and methodology. Guides training support by studying, complying with FGASA and National education standards; improvement of management skills, professional experience exchange, development of interconnection between sectors of tourism industry, awareness building on social, culture and economic results of the activity; bringing tourism in Asia at strong leading positions; studying, development and evaluation of top-ranked specialist.

Practical component of FVE programs. Work on real routes, at education agency on sales and excursion carrying out.

Usage of information and communication technologies in educative process. Modern information technologies, rooms for video conferences, multimedia technological laboratories.

FVE quality evaluation. Document obtaining means compliance to qualification requirements of state standards, applicable to guides, guides-interpreters, instructors.

Document, given according to results of FVE study. Certificate.

4.3. Australia

FVE subject. William Angliss Institute, International College of Management, Sydney, University of Ballarat, Flinders University.

Existence of FVE control structure. State authorities, including department of hospitality and tourism.

General FVE programs concept and methodology. Programs are aimed and designed for those, who already work in the sphere of tourism, hospitality and event tourism at the present moment, especially at operating level, as well as those, who are interested at knowledge and skills improvement in this area.

Practical component of FVE programs. Much attention is paid to practice with tourists; many hands-on trainings are conducted for students to see real work conditions (especially those, who carry out certification at first time). Before appraisal you need to get letter of indemnity from further employer or documents on individual entrepreneurship maintenance.

Usage of information and communication technologies in educative process. Whole complex of information and communication tools is used: interview with practice, workshops, objects' databases, patterns for tour development and etc.

FVE quality evaluation. Obtaining of guide card means compliance with qualification requirements of Guiding Organizations Australia (GOA), which is absolutely responsible for this guide and could assign sanctions or cancel the card.

Document, given according to results of FVE study. Photo ID Card, its annual prolongation is obligatory and available only after qualification testing.

Control in the system of issued certification documents. Document issue is controlled by Guiding Organizations Australia (GOA)) and Department of hospitality and tourism.

4.4. CIS Countries

FVE subject. Institute of Tourism, advanced training and re-training of human resources faculty, Belarus state university of physical education.

Existence of FVE control structure. Ministry of sport and tourism of the Republic of Belarus.

General FVE programs concept and methodology. Concept of programs is non-diversified, that is why instructors under program «Sport and tourism activity» and «Tourism and recreational activity», guides under program «Social and cultural support of tourism activity » are trained.

Practical component of FVE programs. Upon courses completion two-week traineeship at tourism organizations of the Republic for students of re-training programs. During traineeship students strengthen obtained knowledge and acquire professional skills of specialists in the sphere of tourism, hospitality, recreation and tour guidance, also they have a possibility of further job placement.

Usage of information and communication technologies in educative process. Studying is conducted at technically equipped classrooms, practice lesson is carried out in computer classes, equipped with modern computers.

FVE quality evaluation. Obtaining of diploma is possible only in case of compliance of theoretical knowledge quality, practical skills and qualification requirements, mentioned in program standards.

Document, given according to results of FVE study. Diploma on re-training at the level of higher education in a state-approved format.

Control in the system of issued certification documents. Ministry of sport and tourism of the Republic of Belarus; State institution «National tourism agency».

5. Conclusion

Therefore, having classified foreign experience, we come to conclusion that the following will be relevant for implementation into modern Russian FVE programs:

– Use of student's project papers, created in the format of on-line excursions (for example, excursion on Russian regions, which could be used as work sample, methodological materials and etc.) in studying process;

– Organization of joint schools and workshops for exchange of experience in excursion carrying out, development of non-standard routes and accompaniment programs at different events;

– Distance education programs (via internet – e-learning). It is comfortable for people, who save their time; moreover, there is no need to adjust to schedule;

– Provision of maximum quantity of hours for practical work on routing and programs composing and their test with volunteers (free excursions for pupils, pensioners and etc.), trainings on contact establishment with audience, action in non-standard situations, usage of problem-based learning methods (Kolmos, 2002);

– Availability of up-to-date equipment and software (3Dmaps, routing cliché and etc.) sufficient for each student;

– Necessity of annual qualification improvement by at least one compulsory course, seminar or methodological event attendance.

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