

better positioned to make the growth and development of its tourism industry more sustainable and dynamic, thus more effectively claiming its share in this now very competitive market worldwide. Use of appropriate HRD optins, furthermore, allows the host country to not only maximize its sociocultural and economic benefits from tourism but also to minimize its related costs: to the advantage of tourists, operators, and destinations. In years to come, systematic tourism destination planning and management will continue to reach higher levels of sophistication and integration, with HRD models/options firmly and strategically lodged in the core. Undoubtedly, the WTO Human Resource Development department, the WTO. Themis Foundation and the WTO Education Council can be of great help to this respect.

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### **The Field is Ready: Is Your Country Ready?**

- A fast expanding landscape of tourism knowledge is already in place, with thousands of colleges and universities, among entrepreneurial enterprises, utilizing abundant resources to develop and offer education and training programs worldwide (Figure 2)
- The range of hospitality and tourism tasks is sketched, guiding education and training models at all levels (Figure 1)

### **ACTIONS AND STRATEGIES**

The importance of education and training, or investment in human resources development, is known to many. The multidisciplinary field of knowledge allows for delineation of tourism's structure, function, operational requirements, sociopolitical strategies, and challenges and opportunities ahead, among other things. To further mobilize informed education efforts, to fully respond to human resource needs of the country, major players should be involved in order to anchor tourism to banks of knowledge and industry:

#### **Tourismification of the Industry**

- Calls for government's facilitation and involvement
- Requires industry's commitment and action
- Necessitates trade associations' encouragement and participation

#### **Scientification of Tourism**

- Invites government involvement
- Requires university commitment
- Depends on industry support

#### **Your Call**

- Your country's education and training actions and programs in tourism should have begun or been established yesteryear.
- By joining forces and committing to a mix of HRD models, the country is

- Local programs
- State or province programs
- National programs
- Regional programs
- International programs

#### **Affiliation Options**

- Traditional college or university Programs
- Industry supported/based programs
- Government supported/based programs
- Combination of the above programs

#### **Level Options**

- Traditional vocational/hands on programs
- Undergraduate programs
- Master programs
- PhD programs

#### **Questions**

With these sample models introduced here, the reader needs to ask some questions regarding the status of tourism education and training in his/her country, including:

- What do my country's delivery models look like?
- How many students enter and finish these programs annually?
- Is the number sufficient in comparison to the annual growth of tourism?
- What industry-based program is in place and what supports are available?
- Which of the above models are absent in my country?
- Which (new) ones should be fostered and why?
- Which levels of training need more emphasis in my country and why?
- Is my country responding to its present needs effectively?
- Is my country ready to retain its share of tomorrow's global market?

society concerned.

- The efficiency requisite: accomplishing objectives with optimal use of resources.
- Assisting in defining the parameters.
- Identifying needs in tourism education, training and research.
- Outlining procedures and practices.
- Introducing means and tools of instruction.
- Offering a shopping mall of products and services.

**The WTO Model foreshadows success in tourism education, training and research as the result of partnership action among: (i) the interested partner (national-regional local government, tourism destinations, private concerns or a combination of these); (ii) the performing partner (education, training or research institutions belonging to the WTO. Education Council) and (iii) the strategic partner (the WTO. Human Resource Development Dept., the WTO. Themis Foundation and the WTO. Education Council).**

- Facilitating the transfer of know-how in tourism education, training and research.
- Using an optimal mix of new and traditional technologies depending on circumstances.
- Placing due emphasis in the education and training of government officials and in building the know-how of tourism administration teams

## **ALL MODELS**

These twelve models, among others, suggest a diverse range of programs or settings that can assist in the training and education of the tourism workforce anywhere. Together, they articulate a variety of models, to be used singly or together. They suggest various options, including:

**Geographic Options:**



include:

- Recognizing that neighboring countries have similar needs
- Realizing that they can be destinations and markets for one another
- Capitalizing on cultural and linguistic similarities
- Forming multi-national professorial and student bodies
- Offering field experience in each other's countries
- Allowing each part of the program to be offered in a different member country

### 11. The Northe-South Model

This model is quite similar to the previous one, but formed for different reasons. The early phase of such a collaborative relationship, for example, was formulated among Finland, Sweden, and Spain, but they can exist elsewhere, for similar or different reasons. Special features of this model include:

- Bringing together fully developed educational institutions of different countries
- Capitalizing on each other's strengths
- Sharing multidisciplinary professors and students
- Promoting multilingual abilities
- Utilizing supply and demand expertise and perspectives, as can be the case in such geographic formations
- Allowing for program/product specialization

### 12. The WTO Model

This model has very special characteristics as it refers to the education, training and research policies of an intergovernmental organization specializing in the construction and development of cooperative tourism policy frameworks. The model foresees success in tourism education, training and research as the result of partnership action among: (i) the interested partner (national-regional-local government, tourism destinations,

model include:

- Providing host country options
- Offering a vast choice of universities and programs
- Accommodating varied lengths of study
- Offering internal/external financial supports
- Learning other languages/cultures
- Allowing studies related to the home country

### **9. The Iran Model**

For countries with limited educational expertise to offer a fullfledged degree program in hospitality and tourism, the option of having a well-established foreign university offer their degrees in their lands can become an alternative by itself. Here this is called the Iran model because this country has developed a bilateral education bridge with a British university. The latter offer their BSc degree in Tehran, without Iranian students needing to set foot on this UK campus. Special features of this model include:

- Preparing local instructors in advance
- Providing a 2+1 BSc program to students (ie, 2 years taught in the home country and the last year by the foreign university)
- Adjusting curriculum to reflect values of the host country
- Allowing UK students to do research or conduct fieldwork on the off-shore campus
- Establishing a "satellite" campus in the host country, with the intent of going regional at a later phase
- Providing opportunities for the host professors to teach in UK at a later stage

### **10. The Regional Model**

Several neighboring countries may join forces to offer tourism education/training programs for the regions. Special features of this model

Thus, faculty from related fields and various resources are pulled together to offer surrogate programs, possibly leading to a full-fledged one at a later date.

Special features of this model include:

- Pulling together professors from various fields
- Requiring limited budget and change in personnel allocation
- Receiving campus-wide roots and interest
- Attracting students from diverse fields
- Offering multidisciplinary perspectives
- Leading to graduate level studies

#### **7. The Finland Model**

This model involves the whole country in putting a program together. It is called here the Finland model because this country has successfully created a dedicated education network by bringing faculty and expertise from its various universities. Their model, known as the Finnish University Network for Tourism Studies (FUNTS), is made up of 20 counties located all over the country, operating through a centralized headquarters. Special features of this model include:

- Utilizing the existing faculties nationwide
- Spreading education responsibility across the country
- Using a large and complete multidisciplinary base
- Providing a suitable foundation for postgraduate degrees and research
- Allowing each student to receive a degree from his/her own university
- Preparing students for entry in various entrepreneurial and public administration positions

#### **8. The Overseas Model**

Countries with no dedicated programs of any type in tourism, as well as those who do, see their students getting their training/education in other countries with well-established programs in this field. Special features of this



- Upgrading services across sectors/regions
- Using internal/external expertise
- Working with other sectoral associations

**4. The Self-Contained Model** This model refers to traditional school or college programs, with various lengths of duration, which offer general or specialized training/education programs in the field, such as hotel or restaurant programs. Special features of this model include:

- Placing professors and students under one roof for an extended period of time
- Developing and offering curriculum internally
- Being less dependent on external conditions and resources
- Appealing to the industry for management training needs
- Accommodating business influences
- Incorporating expertise from the field to the classroom

#### **5. The Department Add-On Model**

Such programs, in form of specialized courses as a minor (vs major), are established in traditional university departments, such as those offering degrees in management, anthropology, or economics. Special features of this model include:

- Arranging course offerings through a single department
- Requiring no extra personnel or budget
- Appealing to non-tourism students
- Resulting in student research papers and theses
- Leading to graduate studies
- Spreading interest in tourism to other students

#### **6. The campus-Wide Model**

Here a given campus recognizes the importance of hospitality and tourism but may not have the resources to have a dedicated program in this field.

tour agency, often acts internally and independently, offering its own on-the-job training program, to both present employees and newcomers.

Specific features of this model include:

- Offering training when needs arise
- Dealing with specific situations
- Training during low seasons
- Demanding training as a condition for promotion
- Utilizing internal expertise to offer training sessions
- Contracting part-time outside trainers

## **2. The High School Model**

During recent years, some touristically oriented destinations have started offering training at high school level. This way, they give an early start to the youth who are interested in occupying "assembly line" jobs (bottom of the pyramid) in hospitality and tourism businesses. Special features of this model include:

- Offering vocational training in hospitality and tourism
- Making it appealing to students because it can be free
- Allowing sectoral specialization, attracting industry support
- Providing the industry with quick/fresh trained personnel
- Tempting the smarter students among them to college programs
- Setting up schools anywhere in the country

## **3. The Trade Association Model**

Some trade associations have expanded their mission and offer training/education as a membership benefit. Special features of this model include:

- Reflecting the overall needs of the sector
- Integrating education as a membership benefit
- Bringing sectoral businesses together for shared purposes

throughout the pyramid reflects the degree of widening or narrowing contacts with tourists. "Professionalism" is important to the entire workforce, but manifests itself more in contact situations, as does "hospitality". To enlarge on the latter, it must be recognized that tourism is a both-art-and-science field, with being its "art" (or soul) and tourism its "science" (or corpus). But regardless of how this distinction between them is argued, still those who are in direct (front) contacts with tourists must master the art of communications and hospitality, to appropriately attract, receive, accommodate, and serve their customers coming from the same or other countries, with similar or diverse backgrounds and expectations. Finally, "cosmopolitanism" further defines the concept and practice of hospitality/tourism. Education and training programs for front positions must include an understanding of the cultures of their near and far tourist generating markers, for efficient cross-cultural communication, within and beyond their own immediate home culture. Here cosmopolitanism also suggests that the front people need to speak at least one of the languages of their main markers, again regardless of which layer of pyramid they occupy.

## TRAINING AND EDUCATION MODELS

With Figure 1 used as the backdrop, several training/education models can now be outlined, all of which are presently in use, in one form or another, worldwide, Admittedly the list is not comprehensive, but it covers a range of options, singly or in combination. The models are not ordered according to their importance; instead the list begins with training ("hands-on") programs, leading to education ("minds-on") models. To preserve the original flavor of the presentation, as made at FITUR 2000, the format of the the talk is retained, with only minor changes added for possible clarification.

### 1. The In-House Model

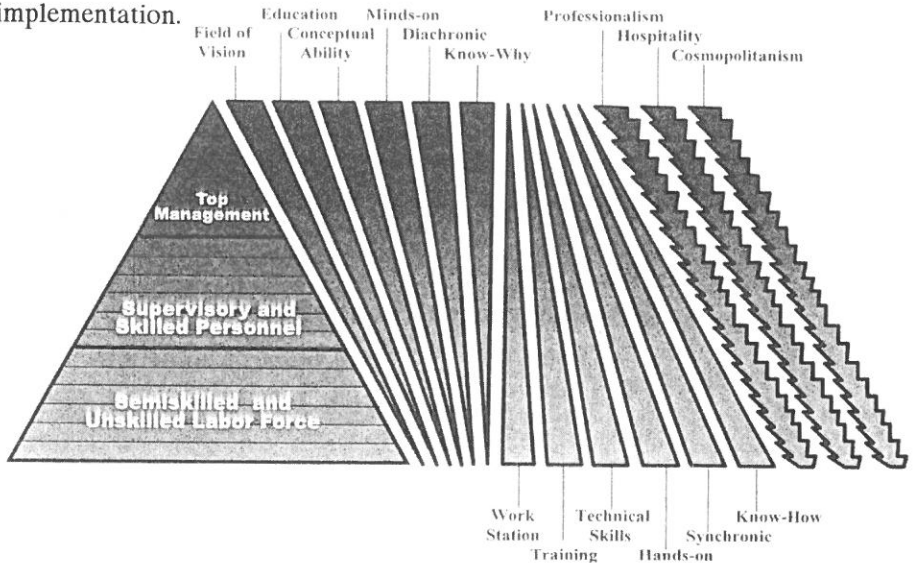
As this model's title suggests, each business, whether a hotel property or

another, and thus by commenting on one, the other is also defined. Recognizing the nature of tourism, education of the top cader for such tasks represented by the first group of vertical bars to the left of the chart are accomplished through well-rounded multidisciplinary curricula. Such programs (or courses in the British sense) are designed to provide present/future public and private executives with an integrated "field vision" of the industry, of the interrelationship and interdependence among its many sectors, of the shifts and trends in each as well as the whole, of how these together relate to the broader sociopolitical systems shaping tourism, and more. In contrast, the next group of the vertical bars, which narrow upward, suggests that tasks performed by assembly-line workers in the bottom of the pyramid are limited to their "work station".

Figure 1 shows some other categorically distinctive differences between the top and bottom groups, with the widths of their respective bars suggesting the intended realm of each of their tasks, including, an education/training mix for the middle portion of the pyramid. For instance, the curriculum designed for the upper echelon must result in "conceptual ability", again inurtured in appropriate multidisciplinary contexts. On the other hand, training programs intended for the bottom layers would instill "technical skills". Other paired bars include "minds-on" vs. "hands-on", "diachronic" (a vision of the future a la present and past) vs. "synchronic" (the now of the assembly line work), and "know-why" vs. "know-how" two sets of bars, despitetheir apparent separations, which generally distinauish education from training.

The varying shape of the third group of vertical bars of Figure 1 depends on whether the employees in the top, middle, and bottom layers are in direct contacts with toruists ("front" vs. "back" employees). Obviously those prepared to directly serve tourists need to have added eduction/training for the front functions. That is why the bars do not narrow up to down, but their scope

WTO member countries and other interested destinations to decide which HRD alternatives are already available in their jurisdictions, which are lacking, and whether some additional ones should be adopted/adapted for implementation.



**FLGURE 1. Tourism Education - Training Continuum**

For this discussion, the tourism workforce (which is over 7 million strong in the United States, for example, and over 120 million worldwide) forms a pyramid shape. Various studies suggest that the small group of management administration leadership occupies the tip of the pyramid, with the larger group of middle and supervisory personnel in the middle, and the bulk of unskilled and semi-skilled workers in the bottom.

In tourism, like most other fields, the two terms "education" and "training" are often used interchangeably. In this article, "training" covers what is offered to those who want to occupy "hands-on" or "assembly line" jobs and "education" to those interested in "minds-on" or leadership positions. As Figure 1 suggests, the top and bottom positions stand in contrast to one

# **Tourism Education and Training Models**

## **Getting to the Core of Destination Planning and Management**

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### **INTRODUCTION**

All WTO-member countries recognize that their continued success in tourism will depend on how well their present and future workforces are prepared to respond to various needs of this multifaceted industry. Countries which depend on its economic earnings understand the centrality of human resources development (HRD) in tourism operation and management, knowing too well that popularity and continued sustainable growth of their destinations is directly related to the quality of their tourism workforce. And this fact is internalized and acted upon as they begin to compete for their share in this very competitive global industry.

Efforts in tourism education and training are being assumed by at least three main stakeholders: government agencies, private and public universities, and industry sectors. They use a combination of HRD models in order to effectively respond to the destination management needs in their respective countries. The purpose here is to identify several models presently in use and comment on their main features. This "inventory" of models should assist