

**ACADEMY OF
PHYSICAL EDUCATION
IN CRACOW
INSTITUTE OF TOURISM IN
WARSAW**



**CONFERENCE
“EDUCATION OF STAFF
FOR TOURISM IN
EAST EUROPEAN COUNTRIES”**

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TOURISM EDUCATION IN EASTERN EUROPE

In order to propose an adequate model of Tourism Education in Eastern Europe one has to answer three questions:

- what kind of staff do we need in tourism ?
- what content (curricula) and level of education we need?
- what should be the structure (organization) of education?

It is not so easy to answer the first question, because it is not so clear what kinds of professions are strictly connected with tourism, are tourism professions and what are only accidentally connected with it.

Usually five categories of professions are taken into consideration:

- a/ Hotels (motels ...) - workers, technicians, receptionists, administration,
- b/ Restaurants ... - workers, cooks, waiters, supervisors,
- c/ Travel Agencies - office workers, tour operators, guides, marketing workers, administration
- d/ Tourism Administration - central- regional- and local-administration officers
- e/ Schools ... - teachers, professors, administration.

Having in mind three main levels of education (vocational, undergraduate and postgraduate)we must now try to answer a very difficult question: what level of education is necessary for each category of professions mentioned above ? (living out account the number of persons needed in each category in a given period of time!)

One of the possible answers could be as follows:

- The lowest level of education (vocational) is needed for workers, cooks and waiters;

- The professional level (undergraduate studies) are needed for technicians, receptionists, supervisors, office workers, tour operators and local administration;

- The highest level (postgraduate - M.A.) is needed for hotel administration, Travel Agencies administration, marketing workers, guides, central and regional administration, teachers and professors. But it arises here another question: can it be M.A. in different scientific disciplines or - and if so, when, should it be M.A. in t o u r i s m ? Could we agree with the proposal, that M.A. in tourism is especially needed for leaders in central and regional tourism administration and for faculties strictly connected with tourism?

The content (curriculum) of education depends of course on the kind of school (level and discipline). But taking into consideration the transitional situation of the east european countries it might be useful to make at this moment a few more general remarks.

The content of education in those countries should be, first of all, such that the final Certificate could be comparable with similar certificates in the west european countries. The curricula have to correspond to the western standards.

It is consequently evident that - taking into consideration the great differences in the economic and technical development between West and East Europe - one has to introduce into the curricula much more than now knowledge about economics, management, marketing, communication, foreign languages (as it just started in Cracow).

The third remark is related to a more complicated problem. It is the problem of the importance of rather more general or rather more specialized education. It is a broader problem - not only connected with tourism studies but related to tourism studies as well. The last findings of the sociology of education demonstrate that a person working as a professionalist, is better prepared to the job after general education than after only narrow specialized education. The same seems to be valuable in tourism studies (A.Seaton).

Tourism is not only economic, but a cultural phenomenon. Tourism is a function of culture, an element of culture, a means of cultural transmission. Tourism can be also a factor of cultural changes (Przeclawski and Travis: 8-12)

The tourism education, especially as regards the university level, can not be only professional. This education must enable to understand tourism in a wider cultural context. It seems to us that it does correspond to some modern points of view when looking on tourism not only as on an industry, but as on a social and cultural phenomenon, when understanding the interrelations between culture, society, man and tourism. And in order to attain it we have to introduce into the curricula the science about culture, sociology, anthropology, psychology, even philosophy.

The east european countries become now very practically oriented. With the market economy the pragmatic point of view comes to be dominant. But it risks "to throw out the baby with the bath water".

The tourism education - and that is the fourth remark - means not only the transmission of information and the achieving of skills. It means also the formation of attitudes, attitudes of hospitality and service. But this - extremely important element - depends not only on curriculum but first of all on the personality of teachers and the whole "atmosphere" in the school.

After those general remarks let us try to answer the third question, namely, what can one propose as regards the structure, the organization of tourism education, which could be the best one for the east european countries ?

3.3. There are three levels - as mentioned above - of the educational system: vocational level, undergraduate and post-graduate. One has to add also some short professional courses.

Vocational level: (workers, cooks, waiters) 3 - years (after primary school) Hotel - and Catering schools

Professional level : (technicians, receptionists, supervisors, office workers, tour operators and local tourism administration) 3 years Tourism or Hotel and Catering colleges (Undergraduate) with the possibility to continue in postgraduate studies.

Postgraduate level : (hotel managers, travel agencies managers, marketing managers, guides, central and regional tourism administration, teachers) 2 years postgraduate studies (tourism faculties or different other university faculties with M.A. in tourism or in economics, law, anthropology, geography and so on).

It seems to us that in each of mentioned countries should be organised in the next future the possibility of getting M.A. in tourism. It means that either the school of tourism on the university level or the faculty of tourism at the university should be created.

Such project was elaborated in Cracow (Appendix I).

Let us, to the end, to make a proposal, concerning the necessity of creation in one of the East European countries an international school of tourism on the university level, which main goal should be "the training of trainers" (Appendix II).

4. Conclusions

East european countries are now going to join the West Europe. But what does it really mean? There are many different values, many different ways of life present in West Europe. What kind of them will East Europe follow first?

Will it follow first the pluralism of values, existing in West Europe, the mutual tolerance of different values - or will it follow first of all the relativism of values and - as consequence - the ethic nihilism?

Will the east european countries follow in the next future the example of West Europe as a region of dialogue or they will copy rather the examples of religion fanaticism?

The idea of a big community or the ideas of separatism and nationalism will play the most important role in the development of the east european countries?

And what can one foresee as regards the role of tourism in this development? Would it be the factor of development towards the values of tolerance, dialogue, mutual understanding? If so, what kind of tourism should we encourage first of all in East Europe?

And what kind of education do we need? What kind of personality of the European should be formed (or rather: self-formed) through the process of education?

What consequences of such kind of reasoning relating to tourism education? Is it really the most important in tourism education, especially as regards the "leaders" - the high technical and economic quality of this education? Is it not much more important the understanding of the contemporary world, of the contemporary processes, the formation of "open mind"? Should it not to be the first task of education in tourism to look on the best european traditions of dialogue, tolerance, cultural collaboration?

It would be useful to start with the discussion on this kind of questions. Thank you.

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APPENDIX 1.

INTERUNIVERSITY DEPARTMENT OF TOURISM IN CRACOW (IDT) JAGIELLONIAN UNIVERSITY - ACADEMY OF ECONOMY ACADEMY OF PHYSICAL EDUCATION

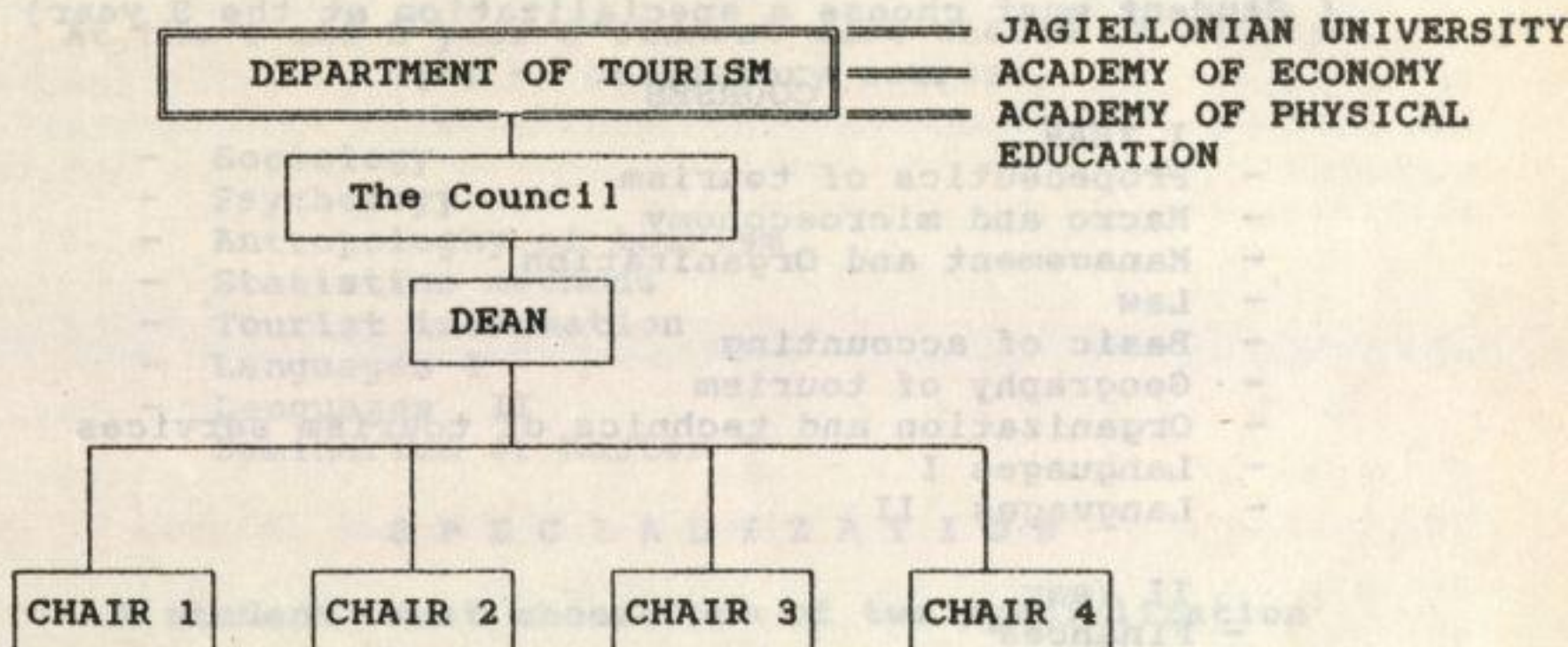
Program : TOURISM,

University and extramural study

The graduate get diploma Master of Tourism

I. ORGANIZATION IDT

1. The structure



Intercollegiate Department of Tourism will be created according to resolutions made by Jagiellonian University, Academy of Economy and Academy of Physical Education Senates. Faculty Council consist of academic teacher who will work for the Faculty.

The Dean is choosed by Faculty Council and represents Rectors of these three high schools.

TOURISM PROGRAM will be created as university and extramural studies. A graduate will get his diploma after 3 - year studies (technical diploma in tourism with specialization in hotel management or tourist management) or Master of Tourism (with specialization: regional policy for tourism or tourist agency management) if he graduates from higher level.

2. STAFF

At the beginning the staff will consist of 8 proffesors and 7 doctors and some academic teachers. It may be expected that after 5 - 10 years qualification of the staff will be high enough and the Faculty will get the right to grant doctor's degree.

3. Scholarsihp will be paid by one of the schools after making some special arrangement.

4. Finances - all 3 schools

5. Localization - as the housing conditions are not very good - for the beginning the Faculty will be organized at Academy of Physical Education.

PROJECT OF THE PROGRAMME

ASSUMPTION

2 - levels studies of modern formula and programme. A student is to choose 1 specialization on every level of studies. Results of exams and studies will be cleared by credit, every student will be cared individually.

THE UNDERGRADUATE PROGRAM

(Student must choose a specialization at the 3 year)

COURSES

I YEAR

- Propedeutics of tourism
- Macro and microeconomy
- Management and Organization
- Law
- Basic of accounting
- Geography of tourism
- Organization and technics of tourism services
- Languages I
- Languages II

II Year

- Finances
- Organization of office work
- Analysis of market
- Basic of marketing
- Basic data proceeding
- Languages I
- Languages II

III Year

- Marketing of tourist services
- Transport
- International tourism organization
- Proseminarium
- Languages I
- Languages II

SPECIALIZATION

I. TOURIST AGENCY

- Tourist law
- Tourist Enterprise
- Technics of negotiations

II. HOTEL AND RESTAURANT

- Hotel Enterprise
- Hotel and restaurant services
- Hotel and restaurant managemnet

PRAKTICE;

- praktice I - 6 weeks
- praktice II - 6 weeks
- praktice III - 4 weeks

SITE CLASIS

1. Clases of specialisation
2. Hiking or tramping camps

THE GRADUATE PROGRAM

At the 4 and 5 year a student must choose 8 courses,
[*] - obligatory courses

- Sociology
- Psychology
- Antropology of tourism
- Statistics methods
- Tourist information
- Languages I
- Languages II
- Seminarium of Master *

SPECIALIZATION

A student must choose one of two specialization

REGIONAL TOURISM POLICY

- Public and local administration
- Economy of region
- Management of attractions

MANAGEMENT OF TOURIST ENTERPRISE

- Management of tourist enterprise
- The method of marketing research
- International tourism market

V YEAR

- Socjology of tourism
- Psychology of tourism
- History of culture and art
- Knowledge of country
- Ecology
- Comunications
- Tourism policy *
- Human resources
- Languages I
- Languages II
- Seminarium of Master *

SITE CLASSES

1. Classe of space and cyultural theme - 1 week
2. Classe of organisation and economy theme - 1 week
4. Interantional Tourist Fair - 1 week

- praktice IV - 4 weeks

MOTIVE

Incoming and outgoing tourism in Poland is still increasing. Improvement of tourism services level requires not only new investments and facilities but also new staff which should be educated and trained on European level. We need staff with technical diplomas in hotel management, catering and travel agencies, as well as managers with Master's diplomas.

APPENDIX 2

INTERNATIONAL SCHOOL OF TOURISM

Taking into consideration the new political, social and economic situation in the Middle- and East Europe and the rapid increase of tourism in this region to be expected it seems necessary to create as soon as possible an international centre, "International School of Tourism" for this region.

Such desire was formulated, inter alia, at the Conference "Tourism in Europe towards the Year 2000" (Heraclion, Crete, May 1991) as well at the Conference "New Horizons in tourism and Hospitality Education, Training and Research" (Calgary, Canada, July 1991).

In the East European countries like the Baltic countries (Lithuania, Latvia, Estonia) in Russia, Belorussia, Ukraine - the creation of new - or the profound transformation of existing system of tourism education is needed. It requires a number of high qualified staff, high educated elite, responsible afterwards for bringing into practice such educational reform in each of countries mentioned. Therefore this International School should be organised on the postgraduate university level and become a centre for "training the trainers" in tourism.

Let us to describe the outline of this project.

Goal : Training of trainers in tourism (postgraduate courses with M.A. in tourism for the East - and Middle European countries. First of all Lithuania, Latvia, Estonia, Russia, Belorussia, Ukraine, but also Bulgaria, Romania, Czecho-Slovakia, Hungary and Poland).

Students : - Officers and teachers of tourism in the schools and faculties,

- Tourism administration officers on the central, regional and local level,

- Leaders in tourism business and tourist organizations.

Teachers: University professors and high qualified tourism managers from West European countries, the United States of America and some from Middle- and East-European countries.

Language: English

Courses: History, Geography, Culture of Europe, Regional economics, Physical planning, Human ecology, Organization and management, Law, Public and municipal administration, Marketing, Tourism economics, Transport, International tourism market, Banking, Geography of tourism, History of tourism, Anthropology, Sociology, Psychology of Tourism, Impact of tourism, Tourism and Religions, Tourism policy, Planning, Tourism information, Communication, New technologies, Statistics, Methodology of research, Forecasting, Organization of tourism teaching, Ethics of tourism, Languages, Philosophy of Tourism.

Structure: Postgraduate, 4 semesters course (M.A. in tourism)
The last semester is reserved for preparing a thesis on tourism.

Entry requirements: Applicants must hold a certificate of professional or undergraduate level school in tourism and be sufficiently proficient in written and spoken English.

Tourism administration officers on the central, regional and local level.

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Chair of Tourism

HIGHER EDUCATION OF TOURISM IN EUROPEAN COUNTRIES (MODELS, MODIFICATIONS, TRENDS)

The opinions of the World Tourism Organization, World Travel and Tourism Council experts indicate the constant growth of a tourism function among the branches of modern economy. Shortly, tourism is supposed to outstrip telecommunication, motor and oil industries. Tourism expenses take the second place in the structure of household budgets and every 14 employee in the world works in the field of tourism.

The tourism in highly developed countries has established a powerful labour market developing dynamically and creating the demand for well-educated executive staff employed in tourism services. The developing tendency of tourism and simultaneously of a tourist market produces a great demand for different educational forms preparing suitable staff. In consequence of this tendency we have observed the fast growth of tourist education both at the technical college and university levels.

One of the rules of the international "Hague Declaration of Tourism", 1989, is devoted to personnel education. It states that the tourism quality depends directly on the tourist education of all society and especially on the education of professional personnel. It encourages the international unification of educational curricula and methods necessary for international co-operation.

The last decade has shown a tremendous growth of tourism higher education in the world, especially in Europe. At the beginning of the 1970s, only a handful of colleges offered any vocationally relevant qualifications in travel and tourism. Now we have over 500 universities, politechnics and colleges offering some 20 000 students knowledge and skills required for a career in the tourist industry. These range from basic technical skills courses up to specialist Masters' and Doctoral degree (Holloway Ch., 1991).

The basic differences of educational administrations, systems and traditions in Europe have resulted in tourism courses of different duration and programmes and the application of different approaches in each country (Cooper, Westlake and Latham, 1990). Methods of students' selection also differ in terms of required qualifications and the degree of other skills for admission to a course. In addition, fee levels vary from country to country according to tradition and social policy.

"Truly understanding tourism requires a holistic educational programme which provides students with information about and exposure to tourism's economic, political, socio-cultural, technical and environmental phenomena" (Burke J., 1988).

This kind of understanding is central. If tourism is a discipline in its own right, rather than just an application of other kinds of knowledge, then a degree - any Tourism degree - should bring to bear the significant, specific content that illuminates it from as wide a disciplinary base as possible (Seaton A., 1991).

There have sprung up more than two hundred institutions of higher education in Europe offering courses in tourism. There are few centres organized as multidisciplinary (holistic) studies containing in their educational curricula all aspects of tourism. However, most academic centres choose one or two recognized scientific disciplines providing the basis for the application to tourism.

Graph 1 presents several basic models for tourism staff education at a higher level. (Partly, it has been designed on the basis of Koster's graph - 1991).

Model 1. Schools, institutes or faculties offering the holistic type of tourism studies. Instead of individual standard courses, the whole range (complex) is offered. This model can be exemplified by the Institute of Tourism and Transport Studies with the Department for Tourism and Leisure Studies in Breda and

also by the University in Washington, Academy of Physical Education in Cracow (see bulletin about tourist studies in Cracow).

Model 2. Hotel schools with an option in tourism studies. It is the oldest model of tourist higher education throughout the whole world. Generally speaking, tourist curricula in these schools concentrate on services offered by hotels.

Model 3. Business schools with an option in tourism. The main course of these studies deals with business economics, whereas tourism constitutes just one of many specializations, an applied study field. This model seems very popular in Central Europe e.g. in Germany, Switzerland, Austria. The graduates possess good knowledge of marketing economics, managing techniques but they know little of tourism.

Model 4. Sports academies educating sports and physical training instructors. In the framework of leisure activities they essentially overlap with tourism but it is a narrow specialization. The priority at these academies is to educate teaching personnel, among other things, for conducting school activities connected with tourism.

5. UNIVERSITY MODELS

Higher level education for tourism organized at University faculties of different profiles, mostly within the programmes of economics, geography, philosophy and sociology. In all these cases the main profile of studies defines the profile of future tourist expert, so he is basically a geographer, a sociologist or an economist, and after that a highly educated tourist expert (Vukonic B., 1991).

Model A. Higher education in leisure studies provides another model of tourist education. These studies are relatively recent. They propose specializing in one kind of leisure activities e.g. recreation or tourism, they are similar to the model of multidisciplinary education centres. The difference

lies in their orientation towards the sociological and psychological aspects and not to the managerial and commercial side. Belgium offers studies of that type.

Model B. Some applied language studies are sometimes combined with tourism studies e.g. the University of Chambéry (France). However, the courses do not aspire to educate managers in tourism.

Model C. Tourist university studies based on geographic science. These studies have the greatest tradition in the field of research and education. They function in East Europe Countries - Poland, Bulgaria, Russia, Bielorussia and Scandinavian countries.

Model D. Tourist university studies based on management science. Popular at the universities and polytechnics in Great Britain, e.g. Newcastle Polytechnic.

Model E. Tourist university studies based on sociology and anthropology science (University of Surrey - Roehampton Institute).

Furthermore, universities offering tourist courses can be classified under one of the models summed up so far. (e.g. Tourism Planning and Administration at Falun/Borlänge; Holland Tourist Guide at Hogescholl Holland).

BASIC TRENDS OF THE TOURISM STUDIES GROWTH IN EUROPEAN COUNTRIES

The concept of education is premised on real phenomena and processes occurring in tourism and related fields. Tourism, as I mentioned at the beginning, becomes more and more important in the world economy.

Education of the staff for tourism should be related to the needs of a labour market. The research carried out both in Holland (Kosters M., 1991) and in Poland (Kruczek Z., 1991) proves that this market is relatively small for highly - educated staff.

Current tourism studies at the Academy of Physical Education and the Academy of Economy should be restructured to become more professional. That need admitted by the graduates (Kruczek Z., 1991) and pointed to by experts and employers should be the general premise for rebuilding tourism studies at both academies. Taking into account the present state of higher tourist education in Poland, the staff for tourism should be still educated at the existing centres. However, it is necessary to employ the principle of restructuring the studies' model. The aim is to achieve the autonomy of higher schools and at the same time to equal the model suggested by the Office of Physical Culture and Tourism.

The majority of Western Europe and American universities conducting tourism studies offer a two-degree programme. The first degree programme usually lasts for the two or three first years and grants a professional title. The first degree is followed by the higher one conferring a scientific title after writing and defending a dissertation. We consider the idea of two-degree studies in our concepts of developing tourism higher education, especially in the context of treating after high schools two-year colleges as the first professional degree of studies. The education concept prepared by the group of Polish experts appointed by the Office of Physical Culture and Tourism also refers to the idea of two-degree studies.

Licensing of the work in tourism, which is now being brought into practice, can influence the quality of tourist services. It is advisable to initiate recommending tourist units which employ professionally educated staff and to grant licences permitting the performance of some tourist services (e.g. sightseeing guideship, trip guideship). Due to the quick privatization of a tourist market, the owners of tourist firms will decide about the employment of suitable staff in the nearest future.

The selection of candidates for tourist studies is of great importance. At Western Europe universities the entrance examination consists in evaluating candidate's personality on the basis of school results and intelligence tests. I believe that following that model we should, in addition to test examinations (or instead of them), introduce qualification interviews with candidates to select the best ones.

TRENDS OF CURRICULUM MODIFICATIONS AND TOURIST STUDIES REFORMATION IN POLAND.

The Polish tourism education system requires necessary structural changes. The research carried out in the framework of CPBP 08.06 (Kruczek Z., 1991) and the present discussion in the groups appointed by the Office of Physical Culture and Tourism allow formulating the much-desired trends of changes in tourist higher education. They are as follows:

- creating different ways of studying for college graduates, differentiating the length of studies
- establishing alternate studies (university - firm), increasing their level and importance
- developing a system of continual education, including post-graduate studies
- introducing mechanisms permitting the hierarchy of diplomas granted by various universities on a tourist job market
- changing university structures with the considerable development of the specializations of the future
- modifying the curriculum, methodology and execution spheres
- increasing the importance of post-graduate studies
- changing the way of studies' financing

It is recommended to introduce two-degree studies. Current two-year college studies in tourism may be considered to become a lower professional degree of tourist studies provided that the tourist university curriculum will be correlated with the curriculum of high schools. The higher degree would consist in studies granting a scientific degree on the basis of a defended dissertation.

The first steps towards that model have already been taken. The Academy of Economy in Poznań, as the first higher education centre in Poland, declared the enrolment on the three-year professional studies of hotel management. In academic year 1992/93 the Academy of Physical Education will enrol only the candidates with the credentials as hotel technicians or technicians of tourist movement service on the three-year extramural studies.

New subjects should be introduced into the curriculum of studies along with the possibility of obtaining tourist licences. In the nearest future we will be educating the staff for a tourist market resembling more and more the western ones, therefore the education models proved correct in the countries of Western Europe and in the USA might be applied on a larger scale.

Higher schools of tourism world-wide are mostly associated with hotel schools as hotels establish one of the largest job markets in tourism. So far, we have not educated the staff for hotel services at a higher level in Poland whereas high school education stays far behind the world norms as far as the level and technical equipment are concerned. Keeping in mind the growth of new hotels and a considerable job market requiring highly qualified staff, we should set up tourist training at the college (professional) and higher level. We should also improve the quality of the staff trained in hotel high schools.

It is worth adding that plans and curricula at the tourism faculties at the universities in Poland have been greatly transformed according to the described above tendencies. This has also happened at the Cracow Academy of Physical Education where since the autumn of 1991 we have been realizing the innovative curriculum at the specialization of "tourism". It contains a large number of subjects to choose, four specializations (tourist movement services, hotel management, regional tourist administration, foreign tourism), the system of individualized attendance on students**. Currently, the reformed plan of studies is being prepared at the Faculty of Tourism and

Recreation at the Poznań Academy of Physical Education. The Academies of Economy are reforming their tourism specializations. The Cracow and Łódź Universities are working on new plans for the studies in tourism geography.

Owing to the shortage of highly qualified teaching staff, we should consider the project of establishing regional centres of tourism education (following the model existing in Western Europe). Such centres might function as interuniversity faculties assembling the staff of the Academies of Physical Education, the Academies of Economy, universities and also the Institute of Tourism. Cracow and Poznań are the most likely places where the training centres of this type may be established due to the existing material basis (the departmental basis of the Academies of Physical Education). Warsaw might also be taken into account.

In view of the international relationships of tourism and the association of Poland and EEC we should tend to establish in Poland an international centre of education and tourist staff improvement according to the innovative curricula in concordance with European tourist standards.

CONCLUSIONS:

1. The education for tourism in Western Europe countries has reached a high level as far as quality and quantity is concerned. It varies according to the duration of studies, diplomas, programmes, university (school) types, education itself. These differences emphasized both by various educational tradition and educational policies of individual governments, permit isolating many models of tourist studies.

2. Generally, the demand for graduates of particular school is specified by a tourism market. However, the multitude of jobs and positions in tourist industry enables functioning of various schools educating graduates for different profiles of tourist activity.

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3. The introduction of European common market necessitates the needs for unification of tourist education programmes, the description of "minimum knowledge" for particular types of education and professions in European countries. It will facilitate the co-operation of various universities and at the same time the employment of graduates all over Europe.

4. The countries of Middle and East Europe have to reform their tourist education. They can follow the models functioning in Western Europe. Western Europe countries as well as the countries of Middle Europe with better developed higher tourist education (Poland, Hungary) are able to help Eastern Europe countries to create and restructure their tourist education. Particularly, it refers to the teacher training in that field. This problem has been discussed many times at this conference.

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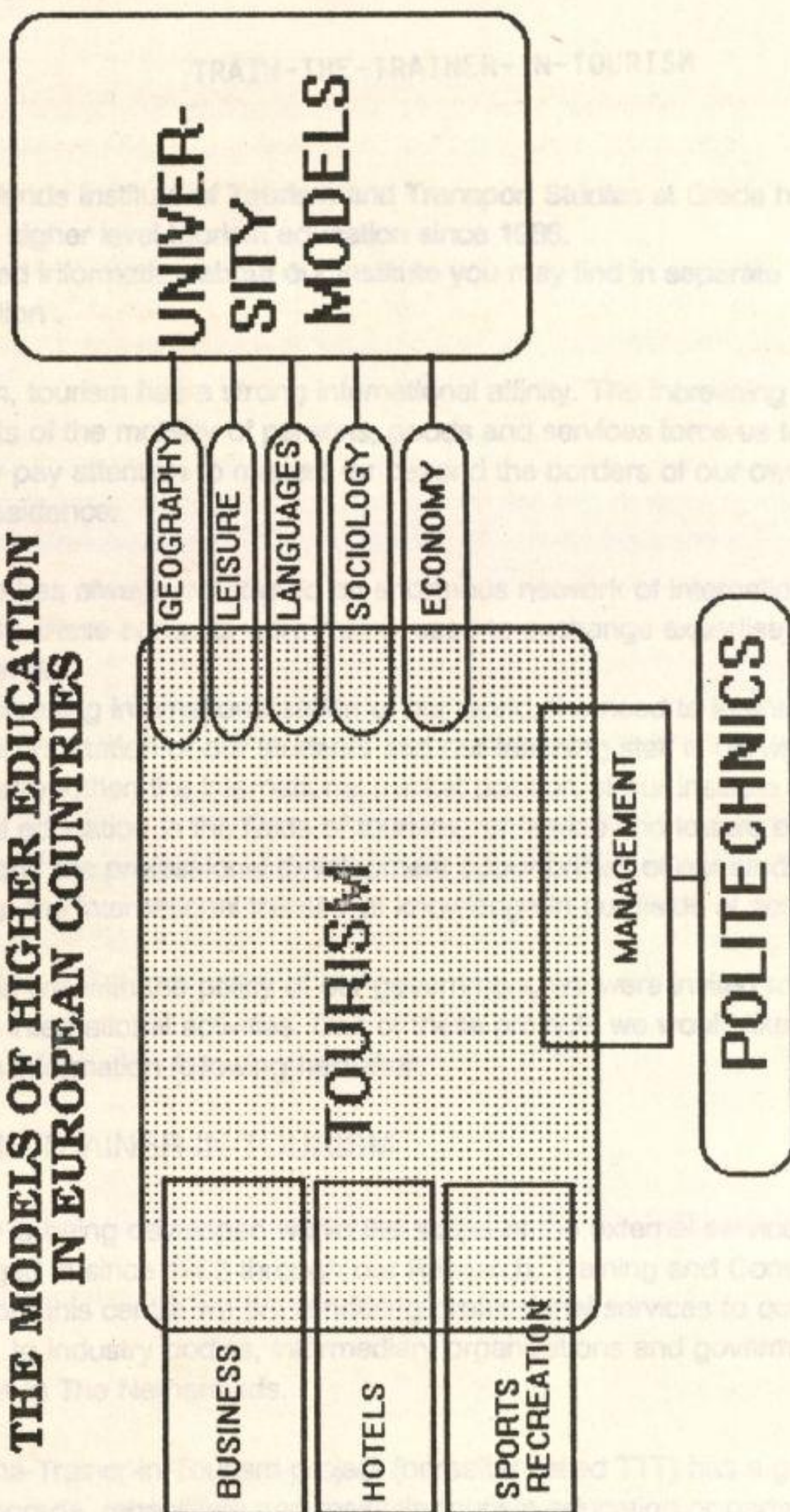
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THE MODELS OF HIGHER EDUCATION IN EUROPEAN COUNTRIES



GRAPH 1.

HARRY WOLTERMAN
NETHERLANDS INSTITUTE OF TOURISM
AND TRANSPORT STUDY

TRAIN-THE-TRAINER-IN-TOURISM

The Netherlands Institute of Tourism and Transport Studies at Breda has been engaged in higher level tourism education since 1966.

More detailed information about our institute you may find in separate documentation .

By definition, tourism has a strong international affinity. The increasing significance of the effects of the mobility of persons, goods and services force us to also and increasingly pay attention to matters far beyond the borders of our own areas of work and residence.

Our institute has always maintained an enormous network of international contacts. Until recently, these contacts were mainly used to exchange expertise on an academic level.

With the increasing internationalisation of our world, the need to intensify the international orientation of our students and our teaching staff is growing. In order to strengthen the international market position of our institute as a centre of professional education in the fields of tourism, recreation and leisure and to improve the quality and the professional development opportunities of our students, we will also develop the international transfer of knowledge in our fields of activity.

This being in line with the policy of our government, we were invited to develop pilot projects for international activities. One of these projects we would like to introduce through the information following hereafter:

TRAIN-THE-TRAINER-IN-TOURISM

This activity is being developed within the scope of the external services we have been engaged in since 1986 through our Research, Training and Consultancy Centre. From this centre we are rendering professional services to commercial companies, to industry bodies, intermediary organizations and governmental departments in The Netherlands.

The Train-the-Trainer-in-Tourism project (hereafter called TTT) has a general aim to develop, upgrade, rehabilitate and maintain tourism education or parts of it wherever required.

It will also serve to fill gaps or to make up arrears in professional expertise of the actual industry-workers.

The courses will be tailor-made for various levels and professional functions: management, marketing, touroperations, organization of leisure activities, planning and policy, guide-services, information, promotion, etc.

The idea behind the project

Tourism is of growing importance for the national economy in many countries and an increasing number of other countries or regions are trying to develop tourism, because it creates possibilities for employment and investments.

If most countries with a long-standing tradition of tourism recognize a severe lack of professionalism within the industry, it may be obvious that for countries where the development of tourism is a rather new activity, it will be even more difficult to train or attract skilled manpower.

Based on the experience in our own country, we found that in most countries the developments in tourism and the corresponding educational developments do not take place in a cohesive manner. Of course, this also applies for aspects of other industries, but for tourism and recreation it is especially evident.

Whatever the backgrounds may be, it is important to have governmental policies, industrial policies and the available vocational education on one line. In other words when the professional practice and the educational system are not matching, governmental support may be required to fill the gaps.

The basic thought behind our project is that tourism development, both product development and market development, must be part of the total, policy-wise supported economic development of an area.

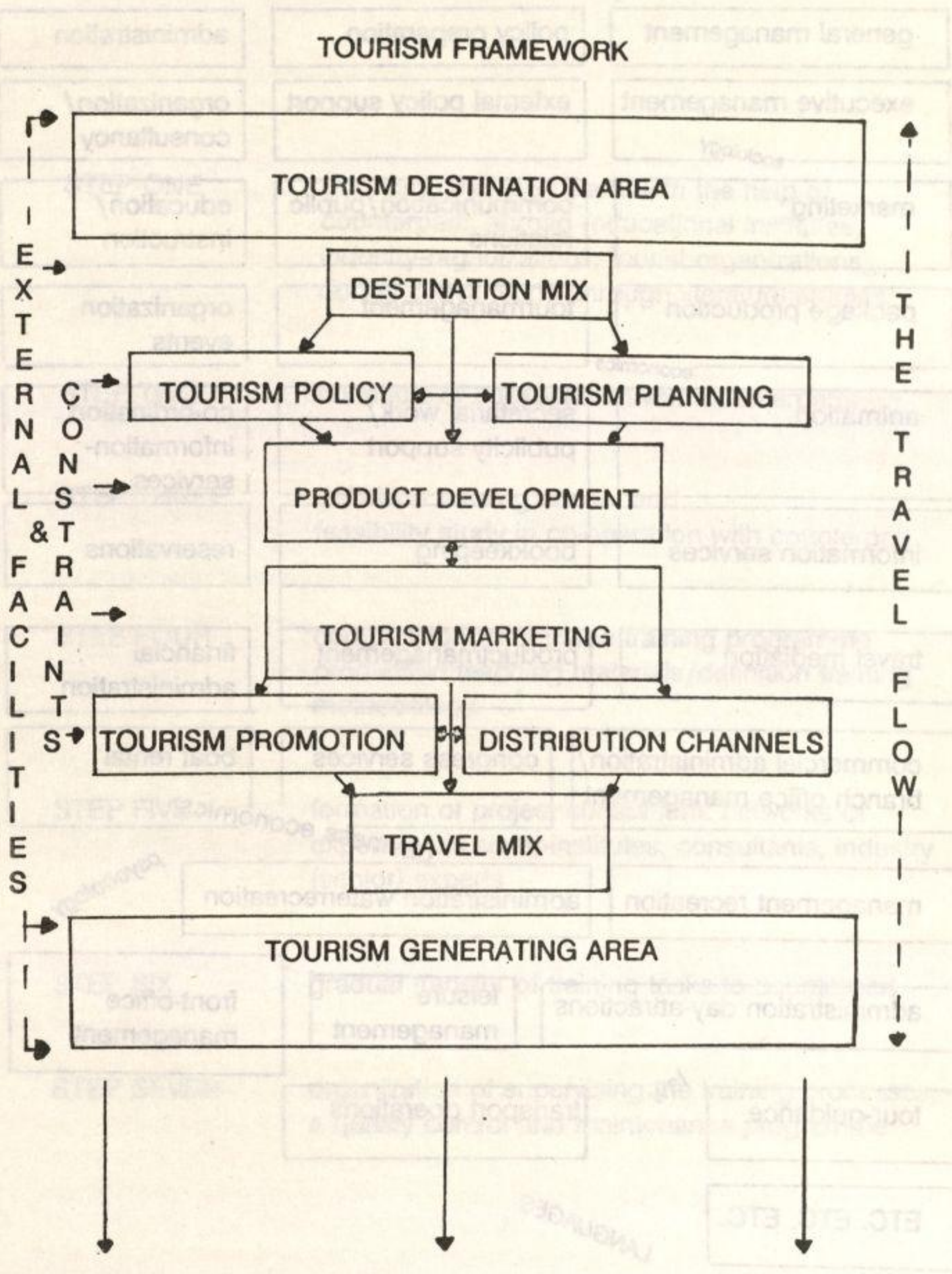
Tourism education will have to be an implicit part of such a development.

We will use a universal modular tourism training plan to approach the specific needs of a target area. In this respect, universal means that the training plan can be composed in such a way that it can be made applicable to any area and/or situation.

Illustration 1 shows the Tourism Framework: its character will be different from country to country or from region to region.

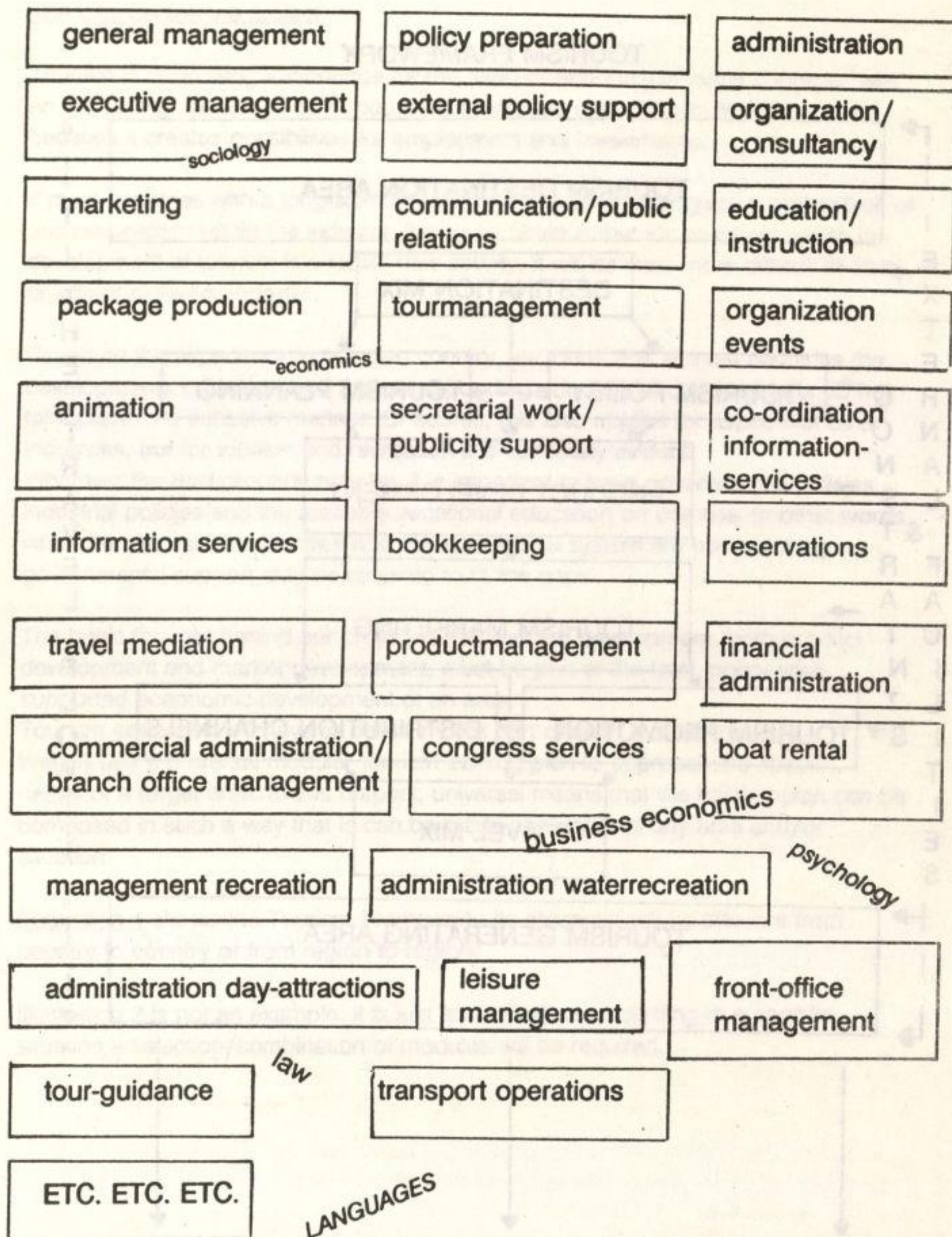
Illustration 2 is not an example; it is just an illustration: according to a specific situation a selection/combination of modules will be required.

Illustration 1



UNIVERSAL MODULAR TRAINING PLAN

UNIVERSAL MODULAR TRAINING PLAN CONVERTED INTO A TAILOR-MADE PROGRAMME



FOR ILLUSTRATION PURPOSE ONLY

Seven steps

We hope our plan of seven steps will make our objectives clear.

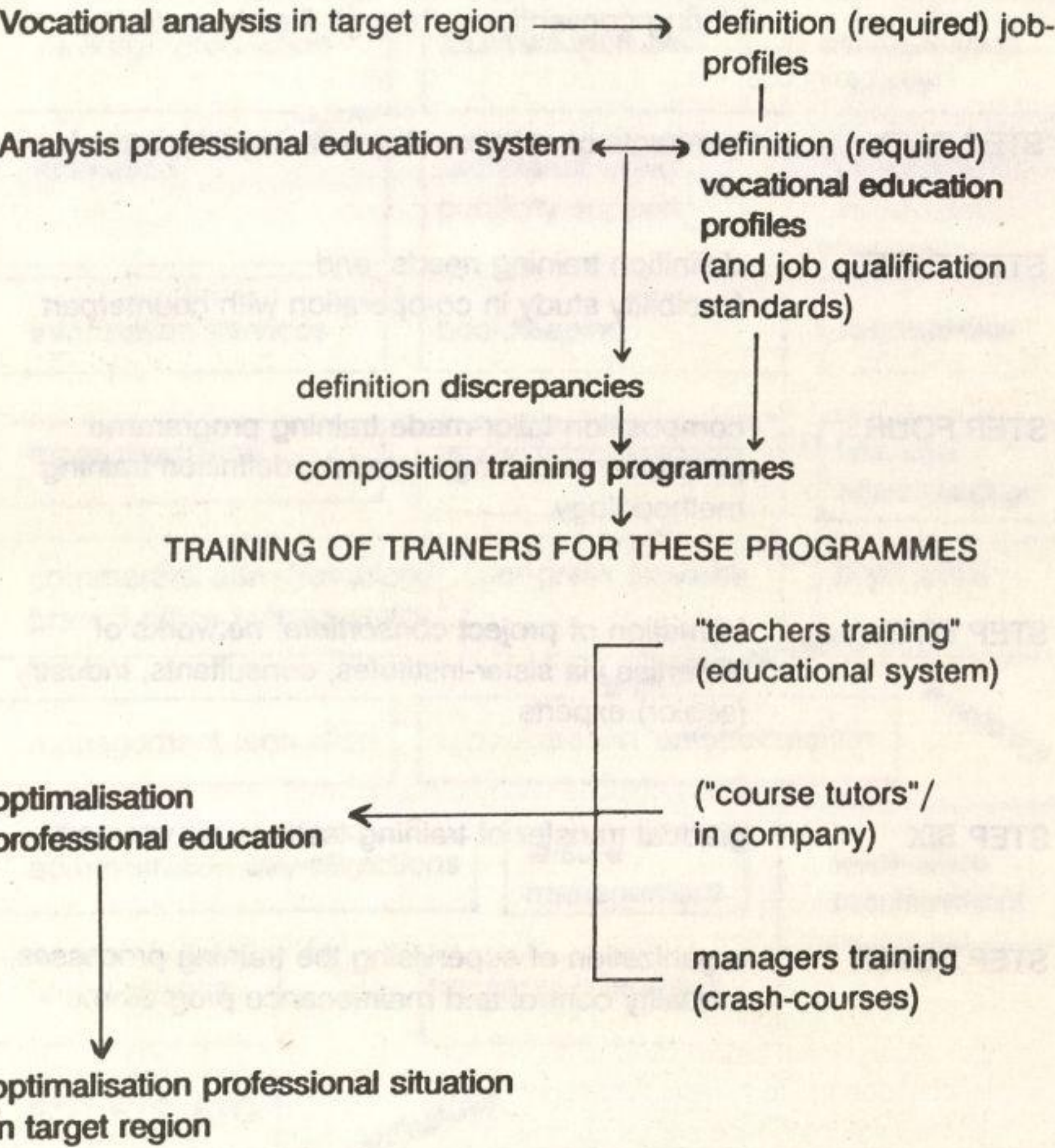
- | | |
|-------------------|---|
| STEP ONE | Sounding training needs with the help of counterparts abroad (educational institutes, industry-organizations, tourist organizations), during conventions, through literature studies |
| STEP TWO | contracts of collaboration with counterparts |
| STEP THREE | definition training needs and feasibility study in co-operation with counterpart |
| STEP FOUR | composition tailor-made training programme
production teaching materials/definition training methodology |
| STEP FIVE | formation of project consortium: networks of expertise via sister-institutes, consultants, industry (senior) experts |
| STEP SIX | gradual transfer of training tasks to counterpart |
| STEP SEVEN | organization of supervising the training processes, a quality control and maintenance programme |

Step three is the crucial one and will, therefore, be explained first.

Illustration 3 is meant to serve as a guide to this explanation.

Illustration 3

TTT procedure



Our experience in vocational analysis in tourism and recreation will be combined with a study of the local availability of job-profiles and/or professional qualification standards and the requirements that are set by the desired composition and level of the tourism industry.

From the discrepancies between the results of the study and the existing educational facilities, in terms of level and also in terms of quantity and desired geographical spread, we can make a blueprint for the most suitable TTT-mix: its contents, the duration and intensity of training-programmes.

This TTT-mix can vary from setting up a total tourism education structure up to high-level rehabilitation-schooling or updating courses on some subjects or on just one specialized subject. It can vary from essentially basic to required top level.

Step four

The idea is to train people who will act or who are already acting as teachers for tourism and hotel schools or who act in-company as as course tutors or as staffmembers, responsible for the development of human resources of private or public organizations.

Basically we feel this ought to be done in the target area. The required flexibility in the application of our plan is based on the idea, that we will have to produce tailor-made training programmes. Its contents will vary with the needs that are defined by the combination of:

- target-area
- target group or groups and the level of the jobs for which training is required
- stage of development of the tourism industry
- the general social, cultural, political and economical environment
- the availability and level of tourism education in the area
- the available financial resources

This completes Step four.

Steps one and Two

Counterparts

Basically, after getting in touch with a potential country or region for our TTT-plan, we will first explore the possibilities of co-operation with partners in this country. Preference will be given to counterparts in the form of official higher level tourism or hotel training institutes or national or regional tourism organizations. These counterparts could be instrumental in creating a platform for the development of the ideas and further on for the dissemination of the results. These counterparts could be instrumental in the introduction and further marketing efforts of the



training programmes, the assistance in obtaining physical facilities and above all, the cross-cultural transposal which will be an essential component on the way to lasting impact.

Ideally our activities, undertaken jointly with a counterpart as mentioned, would be part of a plan, based on an overall policy regarding economic and tourism development. This we already indicated in illustration 1.

Training of trainers aims at an optimal spin-off for the target areas, because of the multiplier effect it is meant to create.

The "trainers" who are trained can pass on the results of this training acting as teachers to regular students, as trainers to (groups of) industry workers or as trainers/tutors to the employees of their own company or organization.

If necessary, TTT can also serve as a crash-course for people already working in the industry, with the objective to fill in the gaps that are recognized in the professional skills and know how of the industry at that stage of development. In that sense one can think of training for managerial levels. Preferably, however, the training of core-groups from the industry and existing tourism education should be undertaken.

Networks

Placing TTT within the context of overall tourism development plans, be it on smaller or larger scale, a consequence will be, that we will also have to deliver training expertise and possibly also consultancy services, which are not part of our normal range of disciplines. Therefore we are forming a network of partners who can complement our own expertise. (Illustration 4)

This brings us to Step five: the formation of a consortium.

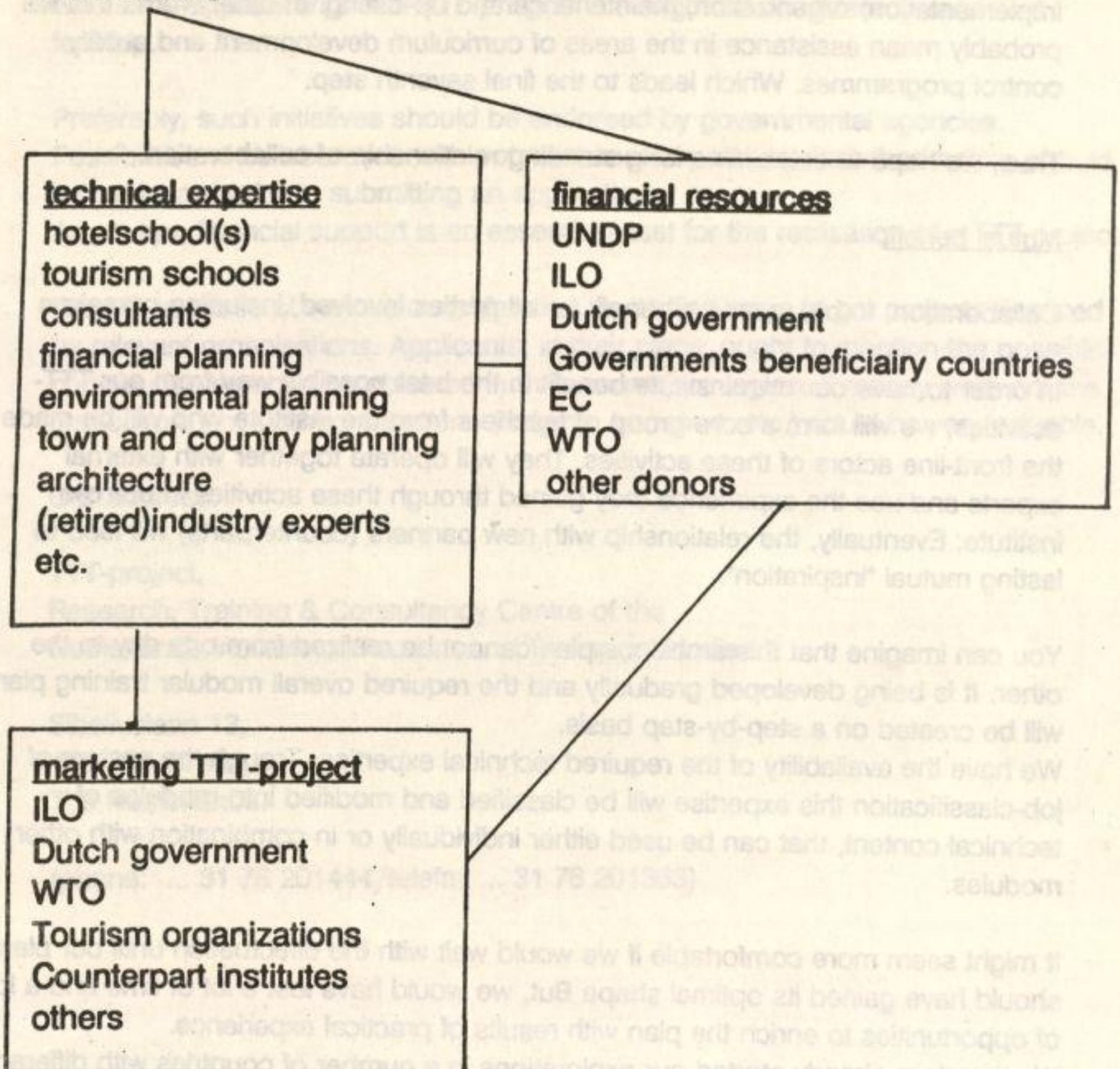
After 25 years of experience we feel we know the way to make any required know how available for the TTT-project. And as we want to produce tailor-made programmes, we will have to lean on other shoulders as well.

In this sense I could mention hotel and catering. Physical planning, master planning, environmental planning, town and country planning, financial engineering, designing, architecture, etc. are items which we can partly provide ourselves through our department of town and country planning, traffic, transport and logistics, but to a large extent we will have to look beyond the walls of our institute for this expertise. We are finding our network partners in independant consultancy firms, within the tourism industry and amongst newly retired managers from the industry. And, of course, we will try and trigger the interest of our educational colleagues abroad: we already work in a group for the post-graduate European Tourism Management (ETM) programme and we will make good use of these and

other partners for our international developments.

Illustration 4

NETWORKS



And also in the field of educational technologies, specialization is required in training methods that will give the best possible results in an international and cross-cultural setting. For this aspect we are building up a close collaboration with the training centre and the network of the ILO (International Labour Organization), specialized in cross-cultural training technology.

We will also collaborate with the World Tourism Organization.

Handing over the flag (Step six)

it will be clear to you that we do not have the intention to extend our activities over a very long period in a certain country or region. As soon as possible we will have the counterpart institute in that region take over from us. If asked for, we will - as a further consequence of our TTT-activities - also include plans for implementation, organization, maintenance and up-dating. In other words this will probably mean assistance in the areas of curriculum development and quality control programmes. Which leads to the final seventh step.

Thus, we hope to establish a long standing relationship of collaboration.

Mutual benefit

Collaboration, to us, means a benefit for all parties involved, including ourselves

In order to have our own institute benefit in the best possible way from our TTT-activities, we will form a core-group of teachers from the institute who will be made the front-line actors of these activities. They will operate together with external experts and use the experience they gained through these activities in our own institute. Eventually, the relationship with new partners (counterparts) will lead to lasting mutual "inspiration".

You can imagine that this ambitious plan cannot be realized from one day to the other. It is being developed gradually and the required overall modular training plan will be created on a step-by-step basis.

We have the availability of the required technical expertise. Through the system of job-classification this expertise will be classified and modified into modules of technical content, that can be used either individually or in combination with other modules.

It might seem more comfortable if we would wait with the effectuation until our plan should have gained its optimal shape. But, we would have lost a lot of time and a lot of opportunities to enrich the plan with results of practical experience.

We therefore already started our explorations in a number of countries with different problems in this field. Our first project will be started in the course of 1991 and initial contacts have been developed with training institutes in Madrid, Rome, Assisi, Warsaw and in Indonesia: Bandung, Semarang and Nusa Dua/Bali.

We will continue the development of these contacts and at the same time model and shape our overall plan.

HOW CAN TTT PROJECTS BE INITIATED?

We, from our side, will gather information about project possibilities via various sources: our government, the ILO, the WTO, the EC and via our international networks.

Obviously, we welcome any initiative from organizations in countries or regions, where the application of our TTT-programme might be considered useful and feasible.

Preferably, such initiatives should be endorsed by governmental agencies.

Possibilities of collaboration with potential counterparts as described before should be explored prior to submitting an application.

As always, financial support is an essential asset for the realisation of a TTT-project.

We will, in cases of serious consideration, try to find ways to get projects financed by relevant organisations. Applicants, in their place, ought to mention the possible contribution that can be obtained in their country or region. If money were not the first option, physical contributions (lodging, transport, etc.) could be very valuable.

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TOURISM EDUCATION AND OPEN LEARNING

ABSTRACT

Economic, political and social developments in Poland and other countries of Eastern and Central Europe and the growth of inbound and outbound tourism in those countries has led to unparalleled interest in tourism as a (post-secondary) education subject. However, relatively little attention has been given to the most effective form of educational delivery of tourism subjects.

The present paper examines the relevance of an "open learning" system to tourism education in Poland. The paper discusses the concept and definition of open learning and the application of open learning to tourism education. This will be illustrated by the recent initiatives of the Hotel and Catering Tourist Board in Great-Britain. Problems for the implementation will be considered.

Introduction

The tourism workforce in Eastern and Central European countries is insufficiently skilled to respond fully to the opportunities provided by their natural advantages in the tourism market.

At the same time, in both industry and education, there seems to be a growing trend towards a more open approach to learning, whereby employees or students take control of their own learning. They decide what, when, where and how they want to learn.

Openness is generally described in terms of opening up (from the provider's point of view) access to facilities and resources that will facilitate learning. Opportunities are opened up for adults through open learning. Open learning schemes offer a way

of attracting new students who would not have been eligible otherwise for established courses.

Companies are finding that open learning is a cost-effective way of supplementing dwindling training resources, as well as providing a means of reaching individuals who would otherwise be outside their centrally run training programmes.

Concept, definitions and implications

In 1977, John Coffey defined open learning systems as those which removed the constraints which would otherwise make them closed. He identified two types of constraints - administrative and educational.

Administrative constraints are those which mean that the learner must:

- attend in a specific place;
- attend a definite time;
- join a group of a minimum size.

Educational constraints are those which mean that learners have to:

- accept the sequence of teaching offered;
- accept a teaching strategy which suited the teacher;
- accept the learning objectives already defined, and
- meet minimum entry requirements which may have little or no relevance to personal learning objectives.

The suggestion of Lewis (1986) that the word "open" implies that open learning curricula are not constrained in the way that conventional educational and training courses, corresponds to the former definition of Coffey, which has remained the standard definition of open learning.

The main attractions of open learning are described by Gregson (1987):

- the opportunity to study in the home or work place, thus providing greater relevance and application to the student's immediate, job-related needs;
- the reduced emphasis or nil requirement for entry qualification making access uncomplicated;
- the availability of support through open learning tutors or work place co-ordinators prevents the sense of isolation often associated with correspondence courses;
- the method of study is attractive to industry since by definition access and progress depend on the students needs. The cost of sponsoring employees is significantly lower since release from the place of work is not a requirement.

Open learning must further be seen more as an approach, a system, a philosophy, rather than a particular technique (Johnson, 1990). The term "open learning" implies more than just distance education. Open learning is system-based, and can be applied through out the various levels of education.

In the current climate of rapid economic and social change, the very philosophy behind open learning -autonomy and adaptability through the development of individual independence in learning- marries well the demands placed on individuals, in institutions and industries of the Polish economy (Lewis, 1987).

Learning can be integrated within the work context as well as in the class room. Such an approach may be more equitable in its delivery and allow for the development of a broader skills and education base.

The important issue is what the student can do rather than what the structure of the course is. However, constraints of staffing and other resources may in practice inhibit the options (Johnson, 1990).

Under an open learning system lecturers will increasingly have to take up new roles of learning designers (Foks, 1988) and

learning managers in which the teacher 'learns to be increasingly less the carrier of information...(and)... more and more the tutor who stimulates and promotes a communication process between the tutor and the student and between the student and the learning materials' (Van Enckevort and Leibbrant, 1988 in Johnson, 1990).

The application of open learning in education and training programmes uses a variety of media.

Print is the most common, with the emphasis on making the material as attractive as possible for the learner. The need to divide the text into manageable chunks is now recognised, and interesting page layouts including the use of colour, cartoons, etc. all help the learning process.

First impressions are most important for the learner, and the immediate impact that the text makes should encourage the learner to continue.

He/she is encouraged by being helped to be involved with the text as much as possible. This includes the use of practical examples to enable learners to test whether or not they have really understood and assimilated the knowledge contained in the text.

An increasing number of packages and programmes make use of video and audio cassettes. Sometimes they are an integral part of the programme, with the student switching media several times. On other occasions they are used for summary and revision purposes.

There is no doubt that video in particular can bring life issues which are difficult to describe solely in text. However, they do add to the cost of any package and mean that the student needs access to the appropriate specialist equipment.

Computer-based packages are also increasingly being developed. Often, they are free standing and of short duration. Like the use of video, they can bring learning to life, with the student being totally involved. But again, they are expensive to develop and need specialist equipment.

Several versions of interactive video are being developed. In the main, the systems are based on linking a video player to a computer, thereby greatly increasing the scope and the potential. The computer is used to supply the text, graphics, and search facility, the video to supply the pictures and actions. The systems have great possibilities, but it remains to be seen whether good quality, effective material can be produced and made generally available at an economic price. (Bennett, 1986).

The use of open learning in tourism education

Howell (1983) applauds the multi-disciplinary approach to tourism education, and stresses 'specialized flexibility' as an overall strategy for tourism education. Tourism graduates need to be well-trained and well-educated.

According to Hall (1991) this implies also the need for the development of long-term cognitive skills such as reasoning, logic, research, communication, and problem-solving, and the development of ethical principles that emphasize service, community development, and ecological and social responsibility.

Crucial issues confront the tourism educators nowadays (Campbell, Hall, 1991):

- the content of tourism programmes;
- traditional approaches to teaching;
- the content and delivery of courses;
- relationship between industry and institutions;
- the changing nature of society.

Open learning can be an interesting approach to deal with these issues.

We will now consider the recent initiatives in open learning, managed by the Hotel and Catering Training Board (HCTB), providing access to an alternative form of flexible study. Great-Britain has completed a lot of field work in this area. The 'revolution' of open learning started there.

After several years of development work, the HCTB Open Learning Unit was formally launched in 1986, providing a programme consisting of nine self-study packages in four management areas:

- managing hotel and catering operations;
- meeting customer expectations;
- controlling the business;
- achieving results through people.

The nine self-study units or Hotel and Catering Open Tech series are (Critten, in: Bennet, 1986):

1. Food and beverage management
2. Accommodation management
3. A practical approach to marketing
4. Managing standards of service
5. Improving profitability through financial control
6. Using technology to aid management decision making
7. Using management software
8. Getting the job done
9. Personnel management in practice.

Each package is to be free-standing, but also facilitates combination, in order that students can devise their own personal development plan. The option to register with an assessor is available for each of the packages, and an HCTB certificate is awarded for successful completion.

Recognition of the material by validating and professional bodies constitutes an important step towards national acceptance. Five of the current packages were approved by the Business and Technician Education Council (BTEC) under the auspices of its continuing education scheme. Amongst other professional bodies (including the Institute of Personnel

Management and the Institute of Marketing) the Hotel and Catering Institutional Management Association has accredited the HCTB open learning packages.

Open Learning applied to tourism education in Poland

In spite of the increasingly important role of tourism for the economy, much of the existing educational provision is inaccessible for students and employees at every level wishing to enhance their skills.

Especially in Central Europe emphasis should be placed on the role of tourism education in securing a better future for the tourism industry. The improvement of adequate tourism education and training for staff working in tourism is a necessity to provide a skilled and qualified tourism workforce.

Introduction in the tourism educational programmes of marketing, promotion, management, languages and so on are indispensable. The basic forms to do this are according to Golembski, 1991):

- shaping teaching syllabi and giving access to modern teaching materials and teaching methods;
- lecturing by experienced staff of western institutions;
- sending young students and young staff members to leading academic and professional institutions in the world (as is foreseen in the TEMPUS-Joint European Project for 1992-1993)

The first basic form mentioned includes teaching methods. The method of open learning could be used as one of them and would open doors to staff already working in the tourism industry and wishing to enhance their skills and to students wanting to have a flexible educational system.

By this means tourism education can be provided to a larger group of people in a more efficient way. Polish universities could start in collaboration with other, Western European educational institutions to develop open learning packages which meet the particular needs of Polish tourism education and

tourism industry. This is also planned in the TEMPUS-JEP for the year 1994-1995 which will develop a cooperation between the University College of Dublin and 3 educational institutions of Poland in the field of tourism.

Problems for the implementation of open learning

Although the usefulness of open learning for tourism education is clear, problems for the implementation of open learning remain at both the macro- and micro levels. At the macro-level the relationship industry-university-government is not stimulating major changes and restructuring in education. Open education requires a climate of organisational support to enable it to assist in the processes of staff development and training.

At the micro-level substantial challenges also exist. Student expectations will need to change. Staff of educational institutions would also be required to adjust new roles as communicators and facilitators rather than simply founts on knowledge as open education is about encouraging learning, not teaching. A major problem at this level are the financial implications. Individuals must be willing to pay for educational material.

Conclusion

To conclude we stress that open learning needs institutional and individual change. Tourism education as a whole is not, and cannot, be isolated from broader social and economic processes. Tourism education is the means by which the hoped long-term economic and social ends will be gained.

The challenge for Polish tourism educators is to be able to respond to the external environment in a manner which best meets the needs of industry, national priorities, and, most of all, the student. Open learning can be such a manner.

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SOME APPROACHES BY REALIZING THE CHANGES IN THE TOURISM AND HOSPITALITY EDUCATION AND TRAINING

In the last 3 years whole Eastern Europe was embraced from radical politic and economic changes. Bulgaria has entered two years ago the post-communist period of its development too and the "disengagement" from the centrally-managed economy system will be a long and painful process.

It is explicable that the transition from the old command system to the market oriented economy requires new approaches and great changes in the education and training of managers, including those for the tourism and hospitality industry too. Generally the changes in the area of tourism and hospitality education have to be in the following directions:

- changes in the curriculum and training programmes: abolition of some subjects, involving of new subjects and topics.
- changes in the content of the teaching materials (lectures, textbooks, ect:) to take into account the new achievements of the science and the practice in the developed countries.
- changes in the application of the different teaching approach in the training and also changes in the thinking and qualification of the teachers.

The Institute for Tourism in Burgas (Bulgaria) where I come from is now in such period of great shifts because it provides education in tourism and Hotel- and Restaurant management (6 semesters) and training for managers in the hospitality industry on middle-level. It offers short-time and long-time courses for managers on different topics and issues and also in different foreign languages with duration from 1 week to 6 months.

That's way we also set the same aims like the pointed above to improve the quality of the training activities in the Institute. It is endeavouring to achieve this aims on several different ways. On the one hand we investigate the hospitality industry needs as we deliver surveys with participants in the realized courses who come to the Institute with their professional problems and know very well the training needs of the tourism and hospitality managers. The data from this surveys give us the opportunity to be relatively good oriented in the training wishes of the practicing managers and other professions in this system.

In terms of the essential changes in the curriculum and syllabi and the content of the teaching materials the Institute undertook in the last 4-5 months new activities which will certainly contribute to the achieving of the aims. We made 3-year contract with the Department of Hotel- and Restaurant Management in Oxford Polytechnic. The purpose of this project is improving of the education and training in the area of management and specially in human resources management. The first stage of the link project is running now and includes training needs investigation of the bulgarian hotel managers in the whole country. The method for data collecting is post-questionnaire which information will be the basis for creating a wide range of short-term and long-term courses on the most important problems the bulgarian managers face now.

Some of the courses will be realized by british academic input from the Department of Hotel- and Restaurant management and other - by Bulgarian lectureres. The survey results will be used also by the developing of the new curriculum and syllabi in the Institute. Our teachers will make use of the appropriate teaching materials from the information centre and the Polytechnic library and some of them will do exchange in the Department. In the framework of the link project we shall get different audio-visual equipment, videotapes, dias, films etc. The overall aim of the link is to enable the management trainers in the Institute to identify and acquire the skills, knowledge and attitudes appropriate for managers who will operate in a new environment - the market-orientes economy.

This will help to provide the students new knowledge and new thinking in the direction of a market-customer oriented culture.

The third way which is used by the Institute to get information and to achieve the indispensable shifts in the training programmes and curriculum is the student opinion investigation about different aspects of the tourism education at the Institute. We delivered at the end of the last 2 school years - 1991 and 1992 surveys with the graduate students about their study motivation, the satisfaction with the training programmes, their opinion and recommendations about the content of the teaching materials and the application of the approaches during the education course.

The research results will be used together with the information of the training needs of the working managers as basis by the creating of the new curriculum and syllabi and the organization improving of the teaching proces. This will give the Institute a chance to perfect its offer and on this way to make it more competitive to the other institutions in Bulgaria which provide similar training.

I. Population of the survey. Method of data collecting.

The survey embraced all graduate students last two school years, except the young people who were absent for long time or were sick at that time - total 173 respondents. The response rate was very high - 97% and it gives us the grounds to assert that the survey is comprehensive and representative for all the graduate students the last 2 years in the Institute.

What concerns the reliance of the survey information it depends like by all sociological surveys of the respondent consciousness. Because the questionnaire was anonymous we counted on high reliance grade of the research information. The method of data collecting was the immediate individual questionnaire.

II. Summarized survey results about the student satisfaction with the education course.

The first two questions in the questionnaire concern the student motivation for application in the Institute for tourism and their preliminary idea of the tourism education in the institute. The summarized data the basic motives of choosing this institution for application from the students point that almost 40% of the students have chosen the tourism education because of their preferences to the professions in the tourism and hospitality industry. On the other hand about one third - 33,6% of the graduate students have chosen this kind of education for their interest in learning foreign languages. The conclusion is that about three quarters of the students have positive training motivation. The generalized survey information shows a very small rate of those students who have sat for the entrance exam in the Institute only for completing any kind of vocational education or only for not passing through the exam in another academic insitutins.

The investigation information of the preliminary idea which the students have at the beginning of the study about the subject taught in the Institute and the training organization points that only 19,2% of the applicants have had a good beforehand information and 65% had only a partial idea of the training but despite of that they sat down for the exams.

The question if the education and the training in the institute correspond to the practical needs of the tourism developing in the transition to the market economy has the following results:

- completely: 34,0%
- not so much: 66,0%
- can not assess: -

Although there is always some subjectivism on the other hand can not be more underestimated the fact that more than the half of the graduate students share the same opinion: The training in

the institute is not appropriate to the new conditions and needs of the hospitality industry in the mixed economy now in our country.

The second section of questions are treating the students satisfaction of the three training derrections in the institute: vocational, foreign language training and training in social sciences. The survey results show the biggist part - 35,2% of the students who are not completely satisfied with the vocational training.

EXHIBIT 1

SATISFACTION OF THE GRADUATE STUDENTS WITH THE TRAINING

training scale direction	satisfied (%)	not satisfied (%)	total
1. vocational training	64,8	35,2	100,0
2. training in social sciences	68,0	32,0	100,0
3. training in foreign languages	79,2	20,8	100,0

What are the most important reasons for the student's dissatisfaction:

The two general recommendations to the education provided in the institute of tourism are:

1. The content of the teaching materials have to be changed in direction to the recent changes in the economy. They have to provide the most actual knowledges - theory and practice from the Westeuropean experience of the countries with developed market economy.

2. The curriculum and the syllabi have to be shifted to become available to educate people for the new economic situation in our country. Many of the most important issues are not covered now by the current training programmes. The graduated students have faced by the training practice in the hospitality industry a great range of problems and they know comparatively good what they need for their future job.

Student's recommendations to the curriculum and syllabi of the both specialities:

I. Organization of the tourist service:

The graduate students are on the opinion that the number of the classes in geography of tourism, social psychology, marketing, animation in tourism, economics is not enough. About 30% of the students offer to be included in the curriculum a course in resort and leisure management and a course in consumer behaviour. Almost a quarter of the students mark that during the training practice for guides the time is very short for visiting all planed tourist objects which decreases the delivery quality of the whole programm and makes the students disappointed from the training practice.

II. Hotel and Restaurant Management.

The survey information show clearly that the students can very good orientate what are in this moment the knowledge lacks and the training needs of the bulgarian managers. They feel by them selfs that they do not get at this stage enough theoretical knowledge and practical skills in the Institute which are indispensable for the middle-level managers. Thatsway more than a half of the respondents - 58,6% recommend changes in the ratio

between the separate subjects in the curriculum. They are convinced that the classes (lectures, practical exercises ect.) in food service need to be decreased but the classes in marketing management, financial analysis and control, programming (computers), social psychology and human resources management to be increased.

2. About the training practice in the hospitality industry most of the students are not satisfied with the fact that the duration of the practicing in a restaurant is longer than the practicing in a hotel. Except that during the practicing in a restaurant they are working in the most cases only like waiters and rarely as manager assistant. More than 60% of the students from both specialities recommend to be brought in the training in second westeuropean language as compulsory subject.

Generally the survey information shows that the students have more recommendations and remarks to the training in vocational subjects than to the training in foreign languages. But this fact is logical and in very big grade easy to explain. The requirements and the expectations from the vocational training-technologic and economic subjects are much bigger as a results of the shifts in the economy and the political system in the country which set new requirements and challeges to the lectures - in terms of the teaching materials and teaching approaches. Although there are some recommendatins to the training in foreign languages. Almost 70% of the graduate students prefer:

1. to be inreased the number of the classes in the phonetic labs.
2. to be emphasized on the tourism and hospitality lexis during the last scool year in the institute.

The was a qustion in the questionnaire if the training in foreign languages is enough connected with the vocational training which results confirm the second recommendation about the language training: 64,4% of the students mean that the training in foreing languages can be more turned to the professional training with more tourism and hospitality lexis.

The survey results concerning the student's opinion about the ratio between the different approaches in the teaching are very interesting and significant that the educating system in the innstitute have to be changed in this direction too.

EXHIBIT 2

STUDENT'S OPINION ABOUT THE UTILIZATION OF THE DIFFERENT TEACHING APPROACHES

teaching approaches	too much (%)	enough (%)	not enouhg (%)	total (%)
1. Lectures	72,2	27,8	-	100,0
2. Seminars	6,4	69,0	24,6	100,0
3. Practical exercises	4,8	63,2	32,0	100,0
4. Other active approaches	-	24,6	75,4	100,0

The exhibit data show clearly how the students feel by themself the need of more considerable activating approaches utilization in the education course. More than 70% share the opinion of the excessively great implementation of the lectures in the training.

The information in the paper clears up that the improving of all educating factors - training programmes, approaches, teaching materials ect. - will be realized trough combining of many ways: tourism staff training needs investigation, survey of student training needs, link projects with similar institutions in Westeurope.

Except that a wide range of different courses for Hotel and Restaurant managers and courses for executive tourism staff will be created. The results from the piloting interviews with hospitality managers show that the staff needs on first line knowledge in marketing management, financial management, resort and leisure management, information technologie and human resources management. The programmes of the last pointed courses will be designed to meet the needs of both managers in the early stages of their career and more senior specialists with significant organizational experience who have moved to roles where people management are now needed.

The only problem by realizing this tasks in the future is the qualification and the training of the trainers in the Institute because they all need knowledges to be able to provide modern tourism and hospitality education. On that reason we appreciate the idea and the activites of the Academy of Physical Education to organize some tourism training for teachers and managers from Eastern Europe with employment of westeuropean experts. It will contribute to making the education and training of tourism staff in the countries of Eastern Europe similar which will help further to exchange teachers the different institutions in this countries providing tourism education and training.

ILIA CHRISTOW

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NIEKTÓRE ZAGADNIENIA KSZTAŁCENIA KADRY KIEROWNICZEJ DLA PRZEMYSŁU TURYSTYCZNEGO W WARUNKACH GOSPODARKI RYNKOWEJ

PRZEDMIOT, ZAŁOŻENIA I CEL OPRACOWANIA

Przedmiotem rozważań w tym referacie jest kształcenie kadry kierowniczej dla przemysłu turystycznego Bułgarii w warunkach rynkowego charakteru obiektów turystycznych. Należy bowiem przypuszczać, że w latach następnych gospodarka narodowa regulowana będzie "rynkiem". Cudzysłów użyto z premedytacją gdyż:

1. w większości światowych gospodarek narodowych, nie można stwierdzić jednoznacznie, że życie gospodarcze funkcjonuje wyłącznie w oparciu o system rynkowy lub z jego przewagą.

2. w istocie dotychczasowego zarządzania gospodarką narodową nic nie stało na przeszkodzie aby opierało się ono o instrumenty rynkowe. Przykre doświadczenia wyników gospodarczych wiązać należy z wręcz nihilistycznym stosunkiem do kadr, ich wiedzy, talentu, uzdolnień. Absurdalne kryteria doboru kadr, ich oceny i awansu uniemożliwiały zarządzanie gospodarką przez osoby o profesjonalnych kwalifikacjach.

3. gospodarka turystyczna w Bułgarii, ze względu na nastawienie jej na obsługę turystyki przyjazdowej zagranicznej, była w pewnym sensie regulowana rynkiem. Bowiem oczywiste jest, że organy najwyższego szczebla administracji państwowej i gospodarczej nie mogły planować i dyrektywnie nakazywać konsumentom, tzn. turystom, "zakupu" produktu tej gałęzi. A potencjalni turyści zagraniczni w ogóle nie są zobowiązani do liczenia się z centralnie podejmowanymi decyzjami.

Z uwagi na wymienione względy, treść referatu została oparta na dwóch zasadniczych założeniach:

1. Umownie (ponieważ autor referatu nie jest w żadnym stopniu przekonany, że w Bułgarii w ogóle była kształcona kadra kierownicza dla potrzeb gałęzi turystycznej) zakłada się, że dotychczas w procesie kształcenia kadry kierowniczej dla gospodarki turystycznej wykładana była wiedza, potrzebna w warunkach zcentralizowanego zarządzania gospodarką krajową.

2. Rynkową będzie nazywana przede wszystkim taka gospodarka, której zarządzanie jest zdecentralizowane w takim stopniu, przy którym każdy podmiot świadczący usługi turystyczne sam decyduje o tym kiedy, co i ile wytworzy i działa na zasadach pełnego rozrachunku gospodarczego i w warunkach prawdziwej konkurencji.

Celem opracowania jest zarysowanie niektórych istotnych elementów i problemów kształcenia kadry kierowniczej, samodzielnych podmiotów wytwarzających usługi turystyczne w warunkach turystyki regulowanej rynkiem.

Celem głównym, do którego zarząd którejkolwiek jednostki gospodarczej dąży w warunkach zcentralizowanego zarządzania gospodarką krajową, jest osiągnięcie bądź ewentualne przekroczenie wskaźników ekonomicznych uprzednio uzgodnionych z państwowymi instytucjami planowania.

Natomiast celem głównym zarządzania przedsiębiorstwem w warunkach rynkowego charakteru gospodarki narodowej jest realizacja własnej polityki ekonomicznej, a we właściwym czasie adaptacja działalności do bieżących lecz zmieniających się stochastycznie wymagań rynku w ten sposób, aby samofinansujące się przedsiębiorstwo mogło utrzymać się na rynku w warunkach dyktatu ze strony użytkownika i konkurencji wielu wewnętrznych jak również zewnętrznych dla kraju producentów dóbr i usług materialnych o charakterze analogicznym, substytutnym lub komplementarnym.

Zatem ze względu na zarysowujące się na dzień jutrzejszy nowe dla kraju warunki funkcjonowania gospodarki narodowej i poszczególnych podmiotów działalności gospodarczej, w kształceniu kadry kierowniczej należy zapewnić jej przyswojenie i nabycie

takiej wiedzy oraz umiejętności, które pozwalałyby osobom kierującym jednostką gospodarczą skutecznie osiągać wymieniony powyżej cel główny.

Dla należytego kształcenia kadry kierowniczej dla branży turystycznej, realizującej swoją działalność gospodarczą w warunkach funkcjonowania mechanizmu rynkowego, niezbędne są: nowe zestawy wykładanych przedmiotów, nowe programy kształcenia, nowa kadra wykładowców oraz przeszkolenie starej, nowe kryterium i sposoby rekrutacji kandydatów, nowe formy i metody przebiegu procesu dydaktycznego.

PRZEDMIOTY NAUCZANIA

Jest koniecznym pełne uświadomienie i wcielenie w nauczanych przedmiotach tezy, że dla kierowania jednostką gospodarczą niezbędna jest określona wiedza. Zdecydowanie należy porzucić panujące w Bułgarii dotychczas założenie polityki kadrowej, według której o przydatności do funkcji kierowniczej decyduje odpowiednio przynależność polityczna. W tym celu do planów nauczania, zamiast pseudonaukowych dyscyplin, należy włączyć takie, których treść odpowiada wymaganiom realnego obiektywnego życia gospodarczego. Cały zestaw przedmiotów niezbędnych w nowoczesnym procesie dydaktycznym dla kadr kierowniczych w turystyce, należałoby podzielić na trzy zasadnicze grupy: ogólnokształcące, instrumentalne oraz specjalistyczne.

Do przedmiotów ogólnokształcących należy zaliczyć takie jak makroekonomia, ekonomika i organizacja turystyki, prawo gospodarcze, towaroznawstwo, geografia turystyki, organizacja hotelarstwa itp.

Do przedmiotów instrumentalnych logicznie jest odnieść takie przedmioty jak: języki obce, psychologia poszczególnych narodów, kultura obcowania, statystyka turystyki, środki techniczne zarządzania (środki informatyczne), metody kontroli i analizy działalności gospodarczej.

Natomiast do kręgu przedmiotów specjalistycznych należy włączyć takie jak: teoria organizacji i zarządzania, teoria organizacji pracy, teoria komunikacji międzyludzkich, teoria bodźców, systemy informacyjne, marketing, organizacja kontroli organizacyjnej, prawo pracy itd.

W zestawach przedmiotów nauczania, wymienione trzy grupy powinny być w takich proporcjach, które warunkują wykształcenie nie tyle politologów, filologów czy technologów, lecz menedżerów.

PROGRAMY NAUCZANIA

Wyjątkowe znaczenie dla jakości kształczonej kadry turystycznej mają również same programy nauczania. W tworzeniu zestawów przedmiotów nauczania, warunkujących przygotowanie kadry kierowniczej dla gałęzi turystycznej ważnym problemem jest kolejność przedmiotów podczas studiów oraz ich objętość.

Wiadomo jest, że względu na wyjątkowo mocną ideologizację polityczną nauk o zarządzaniu, te ostatnie zawierały treść bliższą wymysłom wybujałej wyobraźni niż aktualnego poziomu teorii obiektywnej oraz doświadczenia przodującego świata. Wprawdzie szereg autorów literatury przedmiotu, więcej lub mniej zdawało sobie sprawę z tej anomalii, ale z zasady nie próbowali poszukiwać prawdy naukowej, a jeszcze mniej publikować i propagować (rozpowszechniać, głosić) ją. Pisali jedynie o tym, czego bezpośrednio, lub pośrednio żądała od nich panująca partia polityczna. Prawdziwa wiedza o zarządzaniu i kierowaniu nie miała szansy na publikację, a jej głoszenie traktowano jak herezję.

KADRA DYDAKTYCZNA

U podstawy jakości wszelkiego rodzaju procesów, w tym również dydaktycznego jest jakość pracy żywej. Wskazany byłoby, aby dotychczasowi nauczyciele odbyli długoterminowe szkolenia w krajach o rozwiniętej, rynkowej gospodarce turystycznej. Wniosek ten odnosi się zwłaszcza do tych wykładowców, których wykładane przedmioty były istotnie zdeformowane ideologizacją polityczną i brakiem informacji.

Szkolenie za granicą kadry dydaktycznej ma co najmniej dwa istotne skutki pozytywne. Po pierwsze sam zdobywa wiedzę, co ma istotne znaczenie psychologiczne, gdyż wyklada to co osobiście widział i usłyszał od współczesnych autorów-teoretyków oraz specjalistów-praktyków w danym kraju o prawidłowo funkcjonującej gospodarce rynkowej. Po drugie wykładając, przekazuje nabytą wiedzę i doświadczenie setkom studentów i uczestnikom kursów przez co efekt specjalizacji kadry dydaktycznej wielokrotnie pomnaża się.

METODY AKTYWNE KSZTAŁCENIA

Już dzisiejsze, a tym bardziej jutrzejsze życie gospodarcze narzuca dokonanie poważnych zmian również w dziedzinie metod przygotowania menedżerów. Bowiem, jedną z najbardziej istotnych, ważnych, a zatem niezbędnych cech osobowości menedżera działającego w warunkach gospodarki rynkowej, jest jego umiejętność samodzielnego podejmowania decyzji ponoszenia odpowiedzialności za następstwa ich realizacji. Z tego mianowicie względu, wyjątkowo istotne miejsce w ogólnej metodyce kształcenia winny zająć tzw. aktywne metody nauczania (rozwiązywanie problemów, gry organizacyjne, testy, symulacje), jak również wiedza o szybkim samodzielnym otrzymywaniu informacji.

DOBOR STUDENTÓW

Dziś już wiadomo, że osobiste cechy każdego człowieka są dwojakiego rodzaju. Jedne są wrodzone, które poddają się tylko rozwinięciu. Natomiast drugie są nabyte, tzn., że w zależności od otoczenia człowieka i okoliczności życiowych tego rodzaju cechy mogą pojawić się, rozwijać, bądź też zanikać. Z tego względu, konieczne jest przeprowadzenie zmian form, sposobów oraz kryteriów rekrutacji kandydatów do nauczania w dziedzinie zarządzania i kierowania turystyką. Zmiany takie niezbędne są po to, żeby do odpowiedniego studium, kursu lub specjalizacji dostali się tylko ci kandydaci, którzy mają predyspozycję genetyczną do pracy natury kierowniczej w turystyce. Obowiązkowym, przy czym najważniejszym elementem selekcji kandydatów powinno być nie tyle władanie językiem (bądź językami)

obcym oraz ich odpowiedni wygląd zewnętrzny jak do tego czasu praktykowano, lecz pomyślnie zdanie różnorodnych testów uwypuklających ich zdolności organizatorskie.

O TRESCI NOWEGO PROGRAMU KSZTAŁCENIA MENEDZERÓW DLA BRANZY TURYSTYCZNEJ

Jeżeli już przyjmie się, że zmiany w zestawach przedmiotów nauczania i ich programach są niezbędne, powstaje pytanie o wybór dyscyplin naukowych niezbędnych dla nowoczesnego przygotowania kadry kierowniczej, a także stopień szczegółowości treści programowych.

W Bułgarii dokonywane są próby stosowania osobno, bądź w kombinacji, trzech odmiennych sposobów znalezienia w praktyce odpowiedzi na wyżej wymienione pytania, tzn. do określenia należytej bazy informacyjnej dla budowy programu dydaktycznego. Podejścia te wyrażają się w:

1. Dokonaniu badań ankietowanych wśród studentów, uczestników kursów odnośnie ich opinii co do przedmiotów i treści programowych, które powinny być wprowadzone do procesu dydaktycznego.

2. Przeprowadzeniu badań ankietowych i wywiadów wśród kadry kierowniczej, obecnie pracującej w turystyce odnośnie wiedzy, której brak odczuwają.

3. Analizie zestawów przedmiotów nauczania i stosowanych programów wykładanych w przodujących uczelniach (uniwersytetach, centrach, szkołach itd.) zagranicznych - celem adaptacji do potrzeb szkolnictwa turystycznego w Bułgarii.

Moim zdaniem, wymienione podejścia są mniej lub więcej bezpodstawne. Na przykład czy odpowiadający zdają sobie sprawę z tego na ile przydatna może być opinia uczących się wtedy, kiedy oni nie znają potrzeb praktyki gospodarczej ani nie mają pojęcia o tym jak przygotowana jest kadra kierownicza dla turystyki w innych krajach i co decyduje o należytych wykształceniu. Na ile

opiniotwórcze może być zdanie dzisiejszej kadry kierowniczej, biorąc pod uwagę choćby to, że została ona wykształcona w odmiennych warunkach życia gospodarczego od tych, które już pojawiają się w funkcjonowaniu przemysłu turystycznego.

Być może wydawałoby się, że podejście trzecie jest bardzo rozsądne i skuteczne. Moim zdaniem rozumowanie takie jest przynajmniej niesłuszne. Wprawdzie, Bułgaria jak wiele innych krajów Europy Wschodniej podjęła kroki w kierunku zmiany sposobu i form gospodarowania i zarządzania, ale ani dziś, ani jutro, ani w następnych kilku latach, warunki te, które w krajach przodujących pod względem gospodarczym wywołują potrzebę posiadania i stosowania określonej teraz wiedzy, nie będą jeszcze występować. Z tego względu dziś w procesie kształcenia kadry kierowniczej należy zapewniać inny zestaw wiedzy, odmienny od tego, który występuje w procesie kształcenia w krajach gospodarczo rozwiniętych. Poszukiwanie metody i budowy takiego zestawu wiedzy nie jest łatwe, a oprócz ją należy o potrzeby konkretnych miejsc pracy w turystyce w Bułgarii. Innymi słowa treści programowe muszą być dostosowane do jeszcze nieudolnego funkcjonowania rynku turystycznego.

Na zakończenie, należy podkreślić, że to co zaprezentowane zostało w tym referacie, w żadnym wypadku nie dotyczy wszystkiego co jest celowe dla procesu udoskonalenia systemu przygotowania kadry kierowniczej dla potrzeb rynkowej gospodarki turystycznej.

NADIA DANAIŁOWA

Instytut Turystyki - Burgas, Bułgaria

FUNKCJONOWANIE SYSTEMU KSZTAŁCENIA, KWALIFIKACJI I DOKSZTAŁCANIA KADR DLA KRAJOWEJ I ZAGRANICZNEJ TURYSTYKI W BUŁGARII

Niektórzy nazywają XX wiek wiekiem atomu, inni wiekiem kosmicznych lotów ale można i nazwać go wiekiem turystyki. W ostatnich dziesięcioleciach stała się ona zjawiskiem masowym. W Bułgarii początek turystyki zagranicznej miał miejsce w 1926 roku. kiedy to przyjęto 24000 turystów z Czechosłowacji, Niemiec, Polski, Austrii i innych krajów.

Turystyka jest formą spotkania człowieka z człowiekiem, gospodarza z gościem. Obecnie około 50 mln osób w całym świecie pracuje w branży turystycznej i zupełnie słusznie WTO zwraca dużą uwagę na kwalifikacje i kształcenie kadr dla tej sfery gospodarki światowej. Główne zasady, na których opiera się kształcenie kadr dla turystyki w Bułgarii to:

- intelektualizacja kształcenia,
- wysoki profesjonalizm,
- wysoka efektywność kadr.

Aktualnie doszła też potrzeba wprowadzenia innych zasad:

- doksztalcanie kadr w związku ze zmieniającymi się warunkami ekonomicznymi i społecznymi oraz koniunkturą w turystyce światowej,
- dostosowanie umiejętności do warunków wolnego rynku,
- umiejętność zarządzania przedsiębiorstwami prywatnymi,
- przygotowanie z zakresu marketingu i informacji turystycznej.

System kształcenia kadr dla turystyki w Bułgarii występuje na trzech stopniach edukacji: średnim, półwyższym i wyższym (o profilu ekonomicznym, inżynierskim i humanistycznym).

W Bułgarii funkcjonują 4 średnie, zawodowo-techniczne szkoły turystyczne, kształcące absolwentów 8-letnich szkół podstawowych. Główne kierunki kształcenia to gastronomia ze specjalizacją kucharz i kelner oraz operator produkcji pieczywa i wyrobów cukierniczych ze specjalizacją piekarz i cukiernik. Nauka odbywa się w trybie 3-letnim. Istnieje także przy tych szkołach 4-letni kierunek dla kucharzy-technologów. Nabór odbywa się na podstawie egzaminu wstępnego z matematyki. Praktyki zawodowe i staże uczniowie odbywają w różnych przedsiębiorstwach.

Corocznie 40 absolwentów tych szkół odbywa roczny staż w Niemczech. Te średnie, zawodowe szkoły istnieją już 20 lat i są aktualnie pod zarządem Komitetu Turystyki przy Radzie Ministrów. W ostatnich latach powstały nowe specjalizacje takie jak "Management w turystyce" czy "Busnines -administracja" i wprowadzone zostały w technikach i szkołach średnich.

W Bułgarii występuje ponad 154 techników zbiorowego żywienia. Niektóre z nich kształcą już od 30 lat. Nabór odbywa się dla absolwentów 8-letniej szkoły powszechnej po zdaniu egzaminu wstępnego z matematyki.

4-letnie kształcenie obejmuje dwie specjalizacje:

- produkcja pieczywa,
- technologia żywienia.

W ramach tych szkół przygotowuje się także w trybie 3-letnim absolwentów ze specjalnościami:

- gastronomik (profil - kucharz, kelner, cukiernik)
- operator produkcji chleba, pieczywa i wyrobów cukierniczych.

Wysoki poziom kształcenia prezentują Instytuty Turystyki Międzynarodowej w Warnie (powstały w 1964 roku) i Burgas (powstały w 1967 roku). Instytuty te przygotowują kadrę z półwyższym wykształceniem w specjalnościach:

- organizacja i zarządzanie obsługą turystyczną (absolwenci posiadają kwalifikacje pilotów-przewodników, kasjerów walutowych, i informatorów, organizatorów turystyki),

- organizacja i zarządzanie hotelami i restauracjami
- specjalizacja przygotowująca dyrektorów hoteli, moteli, kempingów, restauracji.

Instytuty te, kształcą w trybie stacjonarnym i zaocznym na koszt studentów lub firm ich delegujących.

Podstawą przyjęcia do instytutów są:

- średnie wykształcenie,
- egzamin wstępny z języka obcego i przygotowania zawodowego.

Nauka trwa 6 semestrów obejmując w każdym z nich zajęcia audytoryjne, praktyki, staże i sesje egzaminacyjne. Praktyki odbywają się zarówno podczas semestrów jak i po ich zakończeniu, natomiast staż następuje w lecie trwając od 1 do 3 miesięcy. Najczęściej odbywają się one w znanych kurortach turystycznych.

Ukończenie Instytutu daje prawo wstępu na wyższe uczelnie ze skróconym trybem uzyskania wyższego wykształcenia. Dla potrzeb gospodarki turystycznej przygotowanie kadr następuje również na różnych wyższych uczelniach w ramach specjalizacji czy na samodzielnych wydziałach.

Uniwersytet w Sofii wśród 16 wydziałów posiada wydział geologiczno-geograficzny z Katedrą Turystyki i Rekreacji. Występuje tutaj specjalizacja "Geografia i Organizacja Turystyki" w trybie stacjonarnym i dziennym. Egzamin wstępny obejmuje geografię Bułgarii. Studia trwają 5 lat a dla absolwentów Instytutów Turystyki Międzynarodowej 3 lata. Studia kończą się pracą magisterską. Uniwersytet Gospodarki Narodowej i Światowej w Sofii (do 1990 Instytut Ekonomiczny) wśród proponowanych 20 specjalizacji posiada kilka, związanych z turystyką:

- Marketing i Management,
- Turystyka międzynarodowa,
- Stosunki Międzynarodowe.

Studia są płatne a egzaminy wstępne obejmują matematykę, geografię lub historię w zależności od specjalizacji. Studia trwają także 5 lat.

Instytut Gospodarki Narodowej (Ekonomiczny) w Warnie prowadzi specjalizację "Marketing i Management" oraz "Turystykę Międzynarodową". Warunkiem wstępu na te specjalizacje jest ukończenie szkoły średniej i zdanie egzaminów z matematyki lub geografii, lub języka bułgarskiego, a dla specjalizacji "Turystyka Międzynarodowa" także z języka obcego (zachodniego).

Kadry dla turystyki przygotowuje także Wyższy Instytut Przemysłu Żywnościowego) w Płowdiw, który jest centrum kształcenia kadr tego typu. Instytut ten posiada dwa wydziały:

- technologia (żywności i biotechnologia)
- zawodowy.

Egzamin wstępny obejmuje chemię lub matematykę w zależności od specjalności. Nauka trwa 5 lat, a absolwenci uzyskują tytuł inżyniera-technologa w przypadku ukończenia pierwszej specjalizacji. Współczesne zmiany w Bułgarii wymagają także zmian w procesie kształcenia kadr dla turystyki. W kurorcie czarnomorskim Albena w roku akademickim 1992/93 rozpocznie funkcjonowanie bułgarsko-holenderskie centrum kształcenia kadr wyższych dla hotelarstwa ze specjalnością - Manager w turystyce.

Jednakże program kształcenia kadr we wszystkich powyższych szkołach wydaje się już niedostateczny, szczególnie w aspekcie samodzielności przedsiębiorstw. Braki zauważa się w przygotowaniu zawodowym kadr i umiejętności prezentacji tzw. "kultury zawodowej". Osoby kształcące się w branżowych szkołach średnich i zawodowych odbywają szkolenie w zawodowo-szkoleniowych centrach zlokalizowanych w miejscowościach wypoczynkowych takich jak Albena. Drużba, Słoneczny Brzeg, w centralnej szkole turystycznej w Płowdiw oraz w sieci hoteli w Sofii. W ośrodkach tych uzyskują kwalifikacje kelnerzy, bufetowi, kucharze, cukiernicy, maitre d'hotel, piloci.

Centralna szkoła turystyczna prowadzi szkolenie w dwóch cyklach kursów: w trakcie 6 miesięcy lub od 10 do 45 dni. Równolegle z powyższymi branżowymi ośrodkami kształcenia

możliwości uzyskania kwalifikacji zawodowej w turystyce istnieje w wielu technikach, centralnej szkole zbiorowego żywienia i handlu, w szkołach przy prywatnych firmach czy w autonomicznym centrum kulturalnym Simba i w innych.

Półwyższe instytuty turystyki międzynarodowej zaczynają wprowadzać do programów kształcenia nową politykę rynkową. Cykl kształcenia przyjmuje formy dzienne, wieczorowe i zaoczne a szeroki wachlarz różnorodnych kursów dla podwyższenia kwalifikacji stanowi ofertę dla firm turystycznych i ich kadr. Program kształcenia uzupełnia się nauką obsługi komputerów, nauką języków obcych, maszynopisaniem i korespondencją. Szkoły i uczelnie dla potrzeb kształcenia nawiązują współpracę z zagranicznymi uczelniami i szkołami podobnego typu, wprowadza się w nich zmiany strukturalne.

Jednakże system kształcenia kadr dla turystyki boryka się z szeregiem problemów, których rozwiązanie zależy od prac Komitetu d/s turystyki w zakresie opracowania ogólnopanstwowego standardu, od bułgarskiej izby turystyki, która winna określić potrzeby w zakresie kształcenia oraz ministerstwa oświaty i nauki, które winno przedstawić koncepcję kształcenia i wymagania w tym zakresie.

Jednakże problemy szkolnictwa turystycznego w Bułgarii zależą także od nowej polityki w zakresie oświaty i nauki, zmian strukturalnych w szkolnictwie średnim, wprowadzenia wolnorynkowych zasad w gospodarkę turystyczną kraju, powstania branżowego biura narodowego. W związku z powstawaniem wspólnoty europejskiej turystyka stanie się istotnym jej elementem a w sferze kształcenia wymiana doświadczeń opóźnia się i musi ulec rozszerzeniu. Wydaje się pożądanym wprowadzenie form kształcenia z udziałem specjalistów z innych krajów, rozszerzenie aktualnych specjalności czy stworzenie międzynarodowego informacyjnego banku turystycznego o zakresie i formach kształcenia kadr turystycznych.

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EDUCATING OF PERSONNEL FOR THE NEEDS OF THE TOURIST INDUSTRY

The new economic and social situation in our country as well as in other countries of Eastern Europe necessitates adapting many areas of human activity to the new conditions. In the course of the process the way of thinking on different levels of managing the economy has been changing. In many cases independence in decision-making, risk-taking and responsibility are required. Although necessity of such behaviour is apparent and understood and the direction of changes and reorganization is widely accepted years of living in different conditions and lack of sufficient training creates barriers difficult to overcome. In the present situation such personal traits as dynamism, initiative, courage in decision-taking and other characteristics help in becoming a part of the process of reorganization. However they are not sufficient. The barriers which make the process more difficult are: lack of sufficient training, education, and practical skills. They can be acquired through practice but costs of the training are unusually high. Thus, it is necessary to prepare personnel with knowledge and education adequate to the conditions they will operate in.

Among the qualifications that have to be acquired the most important is to understand economic rules and principles of running a business. Economy, as one of the areas of man's activity is created by him and for him. It is governed by its own rules which have to be understood by anybody who wants to undertake any business activity.

Another important thing is recognizing a specific character of a given sector of the economy. Production of various goods is different from services and both sectors can be further divided into activities requiring different approach. Thus techniques appropriate for production as well as for services have to be acquired.

In every field of activity - in production and services - it is necessary to be acquainted with legal rules and regulations concerning procedures within an organization and its environment. The efficiency of any activity - in production, services, in a big company or in a very small factory depends on cooperation among employees as well as between an employer and employees. Methods of management influence productivity, quality and efficiency of work and together with economic conditions determine the efficiency of a company, branch or whole sector of industry. Those very roughly described general qualification requirements vary considerably according to what role a person is going to play in the economy. Undoubtedly his competence is of a great importance at any position and in every field. But the nature of this competence depends on his place in an organization. Simple work will require knowledge of the procedures and practical efficiency. But the broader the responsibilities are the better and broader qualifications are required together with the knowledge of the field and its problems. This in turn makes it possible to achieve better results, taking proper decisions without additional expenditures of money.

Therefore it is so important to establish efficient, high-standard educational system to educate future professionals for every level of economic activities. It also refers to tourist industry. The education syllabus has to be different for the basic and middle level staff and for executives. There also have to be a different syllabus for hotel personnel, for a travel agency personnel, for those dealing directly with tourists and for those who coordinate the development of tourism locally, in a region or in a country as a whole, and who have to set priorities and protect tourism areas.

In order to form professional personnel for the needs of tourism industry, multi-level educational system has to be established. It will enable achieving different levels of education and different specializations.

The first level, after elementary school, is a vocational school training students in such professions as: waiter, cook, chambermaid. This system trains staff for catering and hotel industry. Special attention has to be paid to appropriate qualification meeting today's requirements of both sectors.

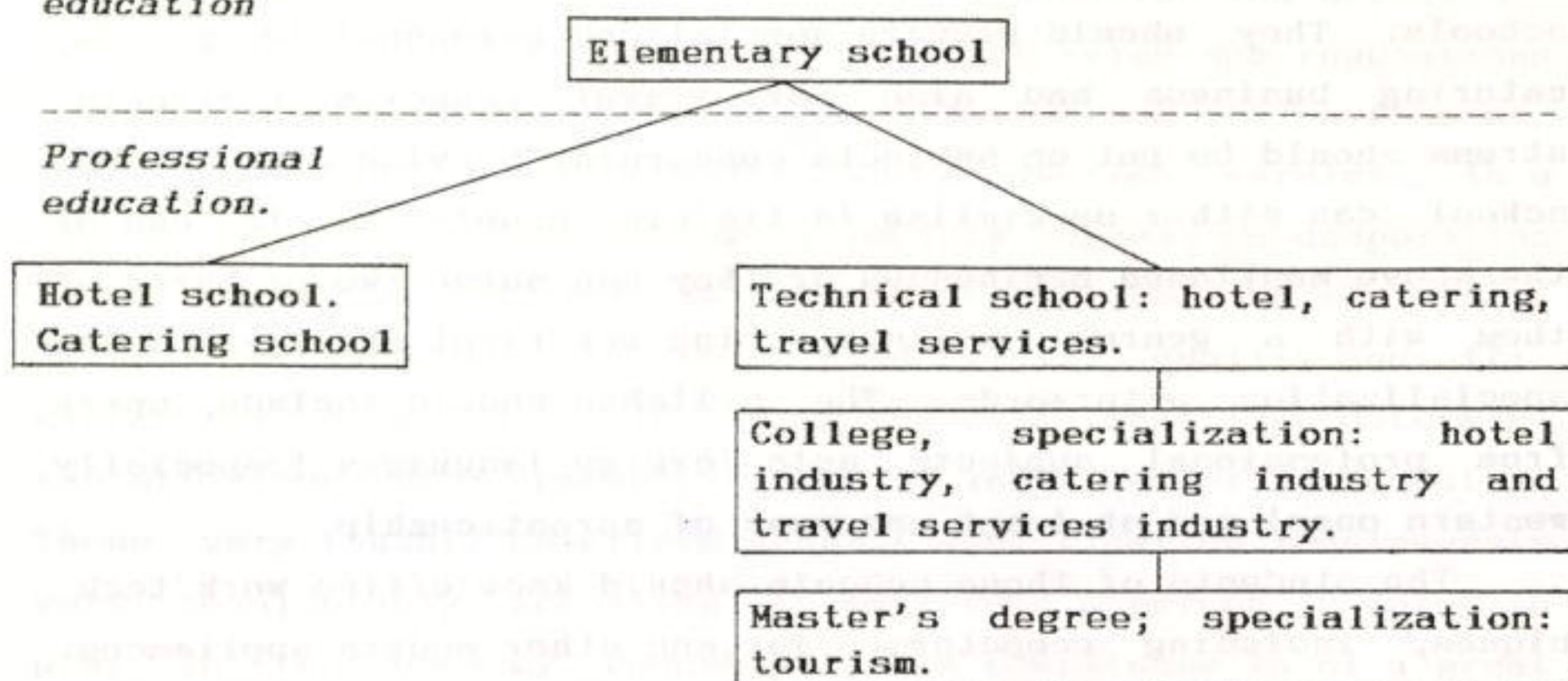
The parallel level, also post-elementary, are secondary schools. They should prepare specialized personnel for hotels, catering business and also for travel agencies. Particular stress should be put on subjects concerning serving clients. The school can either specialize in training people only for one of the above mentioned businesses or they can serve two or three of them with a general syllabus during the first school years and specialization afterwards. The syllabus should include, apart from professional subjects, also foreign languages (especially western ones) and at least one year of apprenticeship.

The students of those schools should know office work techniques, including computers, fax and other modern appliances. They should be prepared to work in a book-keeping department, have tour-guide qualifications, etc. - in accordance with the specialization. They should be professionals in hotels, catering business or in travel agencies. The school would have a status of a technical college and could be completed through passing secondary school examinations. The diploma would entitle to run a business as a special licence, and to start a two-year master's course which would be of a more general character and would include subjects like economy, sociology, psychology, geography, history together with tourism management, tourism policy, spatial planning, ecology, international tourism, etc.

The diagram shows stages of the educational process.

The stages of the educational process for the tourist industry.

*General
nonprofessional
education*



The basic and essential condition of the efficiency of the educational process is establishing appropriate teaching programmes at every level. Those programs should be created according to the main objective of education - different at each level. Although they should be different, all of them have to help preparing professionals in a chosen specialization. It will require excellent teaching staff and greater participation in the teaching process of experienced professionals. In many cases, where possible, individual subjects can be taught by lecturers (theorists and experienced professionals) from home and abroad. The modification of the educational process requires also increasing the amount of practical training at every stage. Some training should also take place abroad. This could be organized through exchange programmes among schools in different countries - there has been some experience in this field already. The new element which seems to be very important for the whole process is establishing a number of hotels, restaurants, travel agencies for the educational purposes. Supervised by experienced professionals, students from all types of schools and from all over the country could learn their job there. This would also enable evaluating the quality of teaching at different schools. The trai-

ning centres would operate as ordinary companies with students working as employees and going through all the positions (different for students of different educational level). The suggestions concerning the process of education for the tourism industry are based on the existing educational system and they include graduate studies in a chosen specialization. The efficiency of educational process does not depend on constant changes but on taking advantage of the existing solutions, their modifications and adapting to changing needs and conditions.

The quality of the teaching process should probably be determined by establishing fees and by competition among existing and newly established schools (especially those providing higher education). This will force school authorities to employ highly qualified staff and to set appropriate syllabus in order to ensure a high standard of education.

REQUIREMENTS.

Looking for the ways to overcome economic crisis in the tourism industry is one of the opportunities for development. According to the World Bank's experts and the Irish experts who are the authors of the report on the Polish tourist business requirements, it is necessary to improve the quality of tourism services. It is necessary to improve the quality of tourism services. It is necessary to improve the quality of tourism services. It is necessary to improve the quality of tourism services.

However, if these suggestions are to be implemented, it is necessary to have strong foundations for the development of tourism. It is necessary to have strong foundations for the development of tourism. It is necessary to have strong foundations for the development of tourism. It is necessary to have strong foundations for the development of tourism.

tourist industry

organizational and financial aspects of tourism

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PROSPECTS OF ADAPTING EDUCATIONAL PLANS AND PROGRAMMES FOR THE UNIVERSITY LEVEL TO THE EEC RE- QUIREMENTS.

Looking for the ways to overcome economic crisis Poland considers tourism to be one of its opportunities for development. According to the World Bank's experts and the Irish experts who are the authors of the report on the Polish tourist business prospects, it is tourism, food industry and environmental protection that within short time can bring Poland considerable and measurable economic benefits.

However, if these assumptions are to be realized there have to be strong foundations for the development of tourism in Poland, meeting the requirements of the international tourist market. This necessitates working out a new tourist policy in Poland which would include changes in:

- tourist management
- organizational and proprietary forms of tourist business

- mechanisms and economic instruments concerning tourism,
- tourist material base,
- environmental protection system, tourist and recreation areas
- social attitudes
- tourist consumption model of the Polish society
- tourist personnel education system

A serious barrier on the Polish way to the world tourist market is the personnel employed in tourism business and the outdated personnel education system. Analysing the current personnel situation in the Polish tourist industry it is hard not to notice that the majority of employees have completed relatively low level of education. The results of inquiries show that only about 50% of those employed in Polish tourism are qualified for the job, while the rest work there accidentally and have no appropriate qualifications.

The changes taking place in the Polish tourism industry - and I suppose the situation in the other postcommunist countries is very much the same - create bigger demand for real managers who are able to solve problems themselves and make use of marketing strategies. In other words the Polish and East European tourist industry needs professionals who can, within a short period of time adapt to the requirements of the international tourist market and to changing conditions on the home market.

It has to be underlined that the present system of educating tourist personnel in Poland needs a lot of improvement both in terms of vocational training as well as in terms of educating qualified personnel at the university level. At present the most needed workers on the job market are: former students of post-secondary schools of tourist and hotel management, secondary vocational schools, then graduates of Academies of Physical Education who gained a degree in tourism, hotel officers and masters of

geography of tourism.¹

This short list determines the general directions of educating tourist personnel in Poland which should include different stages of education with a clear division between specialist and practical education. The most important issues are vocational training of basic personnel which determines the strength and flexibility of tourist industry, and educating future executives at the university level.

Experience of West European countries shows that Poland needs a multi-level educational system for tourist personnel. It also refers to university education which should be diversified in terms of programmes as well as in terms of the organization of the educational process.

It seems that the most favourable solution should be creation of large-scale, two level higher education. The first, so called, vocational level would consist of 2 or 3 years of vocational studies. After completion of these studies one could either start working in tourist business or continue education taking a 1.5 or 2-year course degree.

Those who completed 2-3 year vocational studies would be qualified tourist promoters, qualified hotel officers, etc, while graduates at a degree course would be masters of tourist or hotel management, etc.

Of course these should also be independent 3-year tourist and hotel colleges which within one-level system would teach, so called, middle management and personnel for a direct service of tou-

1. Z. Kruczek: *Kształcenie i doskonalenie kadr w turystyce*

(Education and Improvement of Qualifications of Tourist Personnel). CPBP, yearly 08.06 vol. 3. The Institute of Tourism, Warsaw 1991, p. 184.

rist movement.

Teaching personnel for tourist industry at any level should be carried out by state, public or private schools authorized by central tourist administration bodies and the Ministry of National Education. It is necessary for assuring appropriate quality of the educational process.

In recent years many schools, mostly private, have been established. They educate personnel for tourist business at vocational level. In spite of their high-sounding names such as the European Academy of Hotel Administration, Catering, Tourism and Business, they do not offer much to their students. The whole "Education" is just a short vocational course at the basic level.

The state authorities' supervision over schools of the academic rank is necessary in order to adopt the educational system to the requirements of the international tourist market.

The present university education system suffers from relatively poor innovative ability of teaching staff and their getting "older", not only in biological terms - lack of young, highly qualified teaching staff and relatively low activity of the existing teachers may result in slowing down further development of tourism in Poland. Employing West European specialists could solve the problem only temporarily.

Watching the Polish tourist reality one can clearly say that financial, organizational and other opportunities, being available from the European Community aid programmes for Central and East European countries are still not of much use. This is true for both tourism and school training personnel for tourist industry. Without overestimating the importance and significance of the above mentioned programmes of international aid, it should be said very clearly that participation of the representatives of the Polish tourist industry is only symbolic. It is enough to mention that in

1992 according to the information we have, only two projects from Poland were sent to the Tempus Cooperation Program. They were both prepared by the Tourism and Recreation Department of the Academy of Physical Education in Poznan. One of the projects prepared is cooperation with the University of Madrid and the Queen Margaret College in Edynborough and concentrates on modernization of plans and syllabuses for teaching tourist personnel at the academic level in order to adopt them to international requirements.

At the time of writing his paper the proper agencies of the European Community have not yet decided about the future of the two projects. Nevertheless, irrespective of the final decisions we can say that the actions taken are only a small step towards reconstruction of the present system of educating personnel for tourist industry in Poland.

As it was already mentioned the future of the Polish system of education personnel for tourism lies also in diversity of education (multi-level), in modern and flexible plans and syllabuses with well prepared, highly qualified faculty and finally in competition among individual schools.

Multi-level education, so popular in West European countries, has only been getting more popular in Poland for a few years. This is time of the university studies which were and still are one- instead of two-level studies (professional title and master's degree). Such a system of education at the academic level has resulted in an "overproduction" of degrees in tourism, tourism geography, tourist administration and economy with a lack of highly qualified middle management in tourist companies, hotels and resorts. This contradiction may be solved through starting two-level university studies in tourism.

Another myth that is prevalent in the Polish system of education at the academic level is the conclusion that tourist person-

nel should be educated at schools of economics. Without questioning the need to "equip" future tourist personnel (to a greater extent than so far), it must be stressed that European programmes for educating tourist personnel include a wide range of practical subjects developing the personality of students. In other words the conclusion about inseparability of tourist personnel education and schools of economics is totally false. It does not mean, obviously, that we do not need in Poland economists who would specialize in economics and management of tourism. The problem is that economic schools graduates have few practical skills and little knowledge about tourist industry. It is proved by the results of the research carried out for many years among students and graduates of various schools providing personnel for tourist industry as well as among employers.¹

Right now the best plans and syllabuses, best suited for the tourist practice have been developed at the Faculty of Tourism and Recreation of the Academy of Physical Education in Poznan and Krakow although even in those schools personnel education does not fully meet the European requirements.

I think that in the situation in which tourist industry becomes an important sector of the economy it is high time to take action towards starting independent schools that would teach at different levels, as it is done in the European Community countries. Those schools should educate personnel at two levels: vocational and degree studies with only a small number of people at the latter. Additionally, regional centers for education of hotel and tourist personnel should be created around those independent schools.

1. Z. Kruczek: *Education and Improvement of Qualifications of Tourist Personnel*. CPBP, yearly 08.06 vol.3. The Institute of Tourism, Warsaw 1991, p. 183-187

Those centres would prepare personnel with basic and vocational education in tourism and hotel administration. They would also provide the so called incessant education for those currently working in tourist industry.

In plans and syllabuses for educationg personnel at higher level (vocational and academic) it is necessary to depart from : schematism, homogeneity of programmes, little flexibility of syllabuses, narrow specilizaion in teaching, overload or theoretical classes, and finally outdated methods of teaching.

And now what is extermely urgent and necessary:

- broadening the range of practical subjects preparing students to deal on their own with the tasks they will encounter in tourist companies;
- introduction of modern, flexible syllabuses adapted to the international tourism market and at the same time allowing students to choose themselves their specialization in the future;
- comprehensive education of tourist personnel that will let them acquire various practical and theoretical skills
- giving up a stiff internships (as to the time and programm content) favouring flexible forms of internship that would develop individual predistpositions and skills;
- removing the burden of the so called obligatory classes on the student and making most of them elective;
- introduction of the so calle interchangeable studies - 1 year of studying - 6 months of internship;
- broadening the exchange programmes with foreign schools and companies;
- making relatively soon Polish diplomas being recognized in other countries which forces the adaptaton of the current syllabuses to international standards;
- introduction of short improvement curses for university teachres

in Polish universities taught by lecturers from the EEC;
 - filling syllabuses with new subjects conforming to western standards.

Obviously the changes listed above will not cause the general reconstruction of the system of educating personnel for tourist industry. What is needed is the change of attitude of the part of the ruling elite towards the role and significance of tourism in the social and economic life of the country. What is also needed is the change of attitude of the people who work in tourism so they can see in education a chance for a personal and professional success.

Summing up, one can say that it will be the quality of the personnel working now and in the future which may prove to be a crucial factor of a further, dynamic development of tourism.

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THE WROCLAW UNIVERSITY'S ACHIEVEMENTS IN EDUCATING PERSONNEL FOR TOURISM

Research and didactic interest in tourism is related exclusively to the Geographic Institute of the Wrocław University and goes back to the middle of the 50-s. Initially this interest was mainly expressed in master's thesis on tourism written in the Regional Geography Department led by prof. dr Wojciech Walczak who, before the war, worked at the Tourist Department of the Geographic Institute at the Jagiellonian University. W. Walczak is the author of Tourist Geography of Poland, a student-book for students of the Extra-mural Studies in Economics and Tourism Organization run by the Polish Economic Association in Wrocław.

A few years later dr Stefgan Golachowski's Economic Geography Department also took interest in tourism, mainly through the inspiration of Olaf Rogalewski, the director then of the Tourist Management Department of the Chief Committee for Physical Culture and Tourism. Many students gained a degree in economic geography at that time and then undertook scientific work at research and design institutions of the tourist sector.

The idea of creating the Postgraduate Studies in Tourist Geography at the Wrocław University goes back to the end of the 60s. It was a result of growing interest in tourism as social and economic phenomenon. The main objective of the Studies is improving qualifications of graduates who professionally or voluntarily are engaged in tourist business and spatial management

in tourism. The initiators of the Studies were prof. dr Stefan Golachowski, prof. dr Leszek Baraniecki and prof. dr Olaf Rogalewski who was also the author of the first programme outline.

The Postgraduate Studies in Tourist Geography were established on the strength of the Instruction of the Minister of Education and Schools of Academic Rank from December 24 th, 1969 within the Natural Sciences Department at the Wrocław University and started operating in the academic year 1972/1973.

The Studies educate specialists in environmental bases for tourist development for the needs of travel agencies, tourist information centres, social services of companies, schools and other educational institutions, social organizations and state authorities of tourism, spatial planning institutions, research and development institutes and planning institutes. The Studies are meant first of all for those who graduated in geography but also for graduates in history, art history, archeology, philology, pedagogies, economics, sociology, architecture, ethnography, law and administration and physical education.

The syllabus of two-semester studies includes four subject groups of lectures and classes (Bases of Tourist Science, Planning and Management of Tourism, Tourist Spatial Planning, Specialistic Lectures, outdoor training and seminar. Bases of tourist science include: discussing terms and definitions concerning tourism, tourism in national economy and social cultural, physiological and legal aspects of tourism.

Planning and Management of Tourism includes: selected problems of tourist development in the world, major tourist regions and centres of the world, selected problems of tourism in Poland, tourist regions and centres in Poland, tourism organization in Poland and abroad, planning and management techniques in tourism in Poland and abroad, principles of running tourist business, selected problems of school tourism and tourist education, tourist information, advertising and publications.

The Tourist Spatial Planning group includes: basic principles of spatial planning, natural bases for spatial planning of tourism, bases of spatial management in tourism, tourist management models in different types of geographical environment, se-

lected examples of experts' report and plans concerning spatial management, principles of tourist management in major tourist centres (with Wrocław as an example), principles of tourist management in regions of special tourist and protective functions (with the Silesia Massif as an example), principles of adapting objects of interest for tourism (with the Racławice Panorama as an example).

The specialistic lectures concern tourist map-drawing, problems of meteorology and climatology from tourist point of view, selected elements of art history and selected elements of computer-programming and taxonomy in tourism.

Outdoor training consists in working out a report on the situation in tourism in a chosen tourist region (5 days) and organizing and managing a special tourist event (5 days).

Individual and team theses deal mainly with geographical conditioning of tourism development, evaluating present state and opportunities for tourist activation of regions and towns, projects of tourist routes and natural foot-paths and tourist excursion programmes.

So far 270 people have completed the Studies and 109 theses have been written. In 1984 shortened versions of selected thesis were published ("Thesis of Postgraduate Studies..., 1984). Another selection of works is being prepared. Several theses have been awarded by province authorities in acknowledgment of their practical values. They referred to evaluation of tourist resources in the Wrocław province, evaluation of environmental bases for the development of specialistic tourism in the Lower Silesia and evaluation of the present state and prospects for the development of foreign tourism in the Wrocław province. Some ideas presented in the thesis have been realized - for example, the project of a natural foot-path in the Myślubórz Ravine.

In the 70s and 80s several doctoral and one assistant-professorship studies in tourist geography were completed. Tourist problems have been more and more widely expressed in the programmes of geographic studies, especially in regional geography. Every year more than ten master's thesis on

tourism were written. As a result in 1990/1991 new specialization, regional geography and tourism, was started. The Department of Regional Geography was transformed into the Department of Regional Geography and Tourism.

The syllabus of the new specialization includes lectures, classes and seminars on theoretical and methodical bases, regional geography of tourism, taxonomy methods in regional geography and tourism studies, environmental conditioning of the development of different sectors of the national economy bases of spatial management in tourism, economic, social and legal aspects of utilization of geographical environment for tourism methods of organizing and management of tourist business, tourist methodology, tourist map-drawing, anthropogeography and geography of cultures, ethnography, regional geography of continents and selected regions, geography of tourism in Poland and in the world.

Outdoor training has a form of two-week special courses abroad, vocational training and diploma training (gathering materials for thesis).

The presented syllabus shows that specialization in regional geography and tourism prepares specialists for planning and regional studies, organization and management of tourism and tourist economy. The interest in the specialization is high. Every year 20 people (two seminar groups) start their studies but the number of candidates is usually twice that big.

The authors of the syllabus for the Postgraduate Studies in Tourist Geography and the specialization of regional geography and tourism feel the need of increasing the number of subjects concerning economizing and marketing problems of tourism. The graduates could then more fully use their knowledge of environmental bases for the development of tourism in activities undertaken for activation of regions and towns in Poland. Some hopes are set on cooperation projects concerning tourist education with West European universities (among others with universities in Lille, Brussels and Venice) within the framework of the Tempus programme.

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Poland

TOURIST EDUCATION IN POLAND AT THE SECONDARY SCHOOL LEVEL

The secondary school level has always played the fundamental role in preparing personnel for the Polish tourism industry. It is this level that teaches students to be specialized workers for basic and direct service of the Polish and international tourism. That is why the education at this level should be given priority and much attention. It is only consistent that a basic link should be built first and then all the rest that stands higher in the hierarchy.

The data presented below come mainly from the results of the inquiry which was carried out by the Tourism Institute at secondary schools of hotel and tourist management in Poland in 1991.

The network of secondary schools of hotel and tourist management.

School of hotel management - profession: hotel officer. The network of secondary schools of hotel management has been changing during the last 40 years. The number of schools ranged from 4 to 10 but most time the number was 6. The location of the schools has also been changing. The oldest and the most stable secondary school of hotel management is the school in Wisła. Another ones with long tradition are schools in Gdynia, Zakopane and Jelenia Góra. The total number of the schools in the school year 1990/1991 was 10.

Vocational Colleges (Post-secondary Vocational Studies) specializing in hotel and tourist management.

Profession: hotel officer.

Two-year colleges available after completing education at the secondary level, specializing in hotel management were established together with 4-year secondary school of hotel management in the school year 1960/1961. They were called State Hotel Schools. In the school year 1969/1970 the name was changed to Post-secondary Studies in Hotel and Tourist Management and in 1971/1972 to two-year Post-secondary Vocational Studies with the specialization of "hotel officer" and "management of tourist business". During the first 11 years the number of the schools, the network and the location remained unchanged. After that period the number of schools started growing dynamically but they were not very stable. Every year some schools were liquidated, others went through constant changes. Only two schools - in Jelenia Góra and in Warsaw - have been teaching future hotel officers continually since 1971.

In the school year 1990/1991 there were 13 vocational colleges.

Profession: tourist officer.

Specialists in this profession have been taught since 1968/1969. The Ministry of Education of that time introduced - as an experiment - new organisational and programme instructions at two state schools of hotel management (in Warsaw and in Jelenia Góra). They provided for a new profession to be taught - tourist officer. The development of this specialization started only in 1971. In 1973/1974 there were already 21 places where future tourist officers could be taught. Since then every year the location of tourist departments at school of hotel management changed. They also started being established not only at schools of hotel management but also at secondary schools of economics. The oldest places where tourist officers could be taught are schools in Jelenia Góra, Warsaw and then in Gdynia, Swinoujście, Kołobrzeg, Zakopane, Lublin, Olsztyn. In 1990/1991 there were 13

tourist departments at vocational colleges. The total number of schools preparing personnel for hotel and tourist business at secondary level in 1990/1991 was 23, including 18 two-year vocational colleges and 10 schools of hotel management. Adding 11 new schools which started operating on September 1 st, 1991, i.e. 8 schools of hotel management and 3 vocational colleges, we get the following data:

- at 5 places hotel and tourist officers are taught at 2-year vocational colleges and 5-year schools of hotel management;
- at 10 places there are 5-year schools of hotel management for future hotel officers only;
- at 4 places hotel and tourist officers are taught at post-secondary level at two-year hotel-tourist colleges;
- at 4 places there are vocational colleges teaching hotel officers only;
- at 3 places there are vocational colleges for future tourist officers only;
- at 3 places tourist officers are taught at 2-year vocational colleges and hotel officers at schools of hotel management;
- at 1 place tourist officers are taught at a 5-year school of tourist management (It is a novelty. The school started operating on September 1 st, 1991).

One has to realize that the number of schools may vary as the "old" schools as well as the newly opened ones do not have to be registered by any authorities except for a local school superintendent's office. In compliance with the idea of authority decentralization every voivod has the right to set up a school of any type considering its usefulness for the region, education efficiency, employment opportunities and the costs involved. At present schools preparing personnel for the need of tourism operate in 22 out of 49 provinces. If we compare the location of secondary schools of hotel and tourist management with chosen elements of tourist policy such as: accommodation for tourists, tourist attractions, foreign tourism in Poland, spatial tourist structure and its priorities in 1986-1995 and with areas where the ratio of employment in tourist business is high, we get the list of those provinces where there are schools of hotel and to-

urist management and where the ratios of the above mentioned elements are the highest:

- Nowy Sącz province
- Szczecin "
- Koszalin "
- Gdańsk "
- Olsztyn "
- Słupsk "
- Elbląg "
- Jelenia Góra "
- Bielsko Biala "
- Wałbrzych "
- Zamość "
- Kraków - Częstochowa "

Although the ratio of the above listed elements is high there are no schools of hotel and tourist management in the following provinces:

- Krosno province
- Tarnów "
- Suwałki "
- Gorzów "
- Chełm "
- Przemyśl "
- Ostrołęka-Łoźma "

The number of students taught for the needs of tourist business

According to the statistical data the number of students at schools of hotel and tourist management in 1990/1991 was 2873. In 1991 949 students completed their education at those schools including 525 at vocational colleges and 424 at schools of hotel management. 2051 people were competing to be one of 1075 first-year students which gives the average 2,3 candidates for one place. At vocational colleges this ratio was 2,2 and at schools of hotel management - 2,6. The value of the ratio varied at different schools and cities. For example at the schools of hotel management in Jelenia Góra, Radom and Tarnowskie Góry the ratio was 3,0 while at vocational colleges in Świnoujście and

Kołobrzeg - 1,2.

Among all the schools we can distinguish:

- the group of schools with "strong" tourist departments - the percentage of students at the tourist departments against the total number of student varies from 38,8 % to 50,2%. Such schools are in Warsaw, Jelenia Góra, Wisła, Zakopane,
- the group of schools with average tourist department where the percentage of students varies from 31,0 to 17,3%. Such schools are, for example, in Świnoujście, Tarnowskie Góry, Gdynia, Kołobrzeg,
- the group of schools with "weak" tourist departments where the percentage varies from 13,1% to 3,9%. Such schools are, for example, in Sucha Beskidzka, Kielce, Kraków, Nysa, Poznań.

The conditions of education at the schools preparing personnel for tourist business.

The data shows that all secondary schools, preparing personnel for tourist business, are part of Vocational School Groups with the following leading specializations:

- economics - hotel - tourism
- hotel - tourism
- catering
- catering - hotel
- economics - catering
- mechanics.

Among all of them only four are groups of schools of hotel and tourist management focused primarily on teaching future hotel and tourist officers. First of all it is the Warsaw Group of Schools of Hotel and Catering Management where half the number of the students study for tourist profession. Another large group is the Jelenia Góra Schools of Economics and Tourist Management where 44,3% of students study for tourist profession. The third well-known school is the Group of Schools of Catering and Hotel Management in Wisła where 40,4% of students are future hotel officers. The fourth school is the Zakopane Group of Hotel and Tourist Management where this percentage is 38,8%. Most schools, where future personnel for tourist business is taught

are part of groups of schools of catering or catering and hotel management but it is only the profession of hotel officer.

The total number of specialistic classrooms at these schools is 60 which means that on average one school has 4 such classrooms. In practice their number varies from 1 to 6. Most schools have at their disposal catering technology laboratories, foreign language classrooms and computer classrooms. Only one school - in Sucha Beskidzka (in Kołobrzeg - under construction) - has its own hotel serving as a dormitory for all the students (210 people). In Western Europe all schools have such a training place. The problem of accommodation of students from outside the place of location of the school is solved through:

- dormitories,
- renting private accommodation,
- dormitories and renting private accommodation.

In 1991 the schools could assure accommodation for 1466 students. 48,6% of them were the students of hotel and tourist departments. Comparing the number of students of tourist departments needing accommodation with the total number of students at these departments we get some information about what is the percentage of students coming from other places. On average it is about 25%. Higher percentage is shown at schools in: Kłodzki, Zakopane, Wisła, Sucha Beskidzka, Świnoujście, Jelenia Góra; the lowest - in Kraków (zero), Warsaw, Nysa, Gdynia, Poznań.

The statistical data show that 107 out of 1016 teachers working at groups of schools i.e. 10,5% of all the teachers, teach vocational subjects. An average school has 7 specialists in hotel and tourist management. Most of teachers are at two schools: in Warsaw and Jelenia Góra. In 1990/1991 only five schools did not have any problems with finding qualified teachers. They were satisfied with their teachers because they:

- had practical experience,
- had university degree in economics of tourism and recreation,
- worked at travel agencies and hotels and were experts in subjects they taught.

Other schools had problems with finding teaching staff. The problems consisted in:

- continual lack of qualified teachers of foreign languages (especially English but also German and French),
- low wages which resulted in employing unqualified teachers,
- lack of teachers of hotel management with university degree and experience.

Education programmes and plans.

The present syllabus for vocational colleges teaching future hotel and tourist officers is from 1981 and for schools of hotel management - from 1984. These are distant dates. However since 1986 school headmasters have had freedom in realizing so called "author" educational plans. In practice few schools that introduced changes are schools of sound, good reputation in preparing personnel for hotel and tourist business, such as schools in Warsaw, Jelenia Góra, Lublin, Wałbrzych. Recently there have been more and more criticism concerning the operative education programmes, even those optional ones. The changes taking places in our economy, also in tourism, problems of privatization of hotels and travel agencies, the growing number of foreign tourists in Poland, constructing and opening of new high-standard hotels, closer cooperation with Western Europe-all these "force" changes in the existing approach to the education of future specialists in tourist and hotel business. The period of central distribution economy and central planning has ended. This there is no more teaching of personnel for a planned number of posts in companies and institutions, planned employment, giving employment regardless students' usefulness for the job. We are entering market economy with its severe, ruthless, unknown by schools so far, market criteria, including requirements concerning the quality of education, severe economic, national and foreign competition, eliminating the weak and the undereducated as useless participants of the market. All the above elements determine requirements concerning the quality of education. Even now hotels being part of international hotel networks, more and more often employ people educated abroad. This reflects discredit on Polish students' qualifications. Polish tourist business circles speak about necessity of changes which should take place

in education plans and programmes of secondary schools of tourist management. According to their opinion stress should be put on practical aspects of tourist profession, mainly through:

- increasing the number of practical classes to about 50% of the total obligatory teaching hours and taking a final exam in practical knowledge of profession - this is basic and fundamental condition,
- increasing the efficiency of teaching foreign languages with English as the leading language,
- teaching basic office techniques (including computers),
- teaching ethics of the profession and respectful service of clients.

Those four elements should constitute the foundation of the whole education programme for future hotel and tourist officers.

The Department of Physical Education and Tourism (the government body for tourist matters), responsible for vocational education for the needs of tourism, made a decision and in April 1992 established The Programme Commission^{*/}. Its task is to work out totally new working plans i.e. new education programmes and plans for teaching both tourist professions. After the approval by the Ministry of National Education they will be obligatory at all secondary schools in Poland preparing personnel for tourist and hotel business. This will happen in three years' time. Until then the "old" programmes or so called "author" programmes, for which schools can apply individually, are obligatory.

The extremely serious problem is the current crisis in Polish education. It also affects tourist vocational education. Researches have shown that schools of hotel and tourist management have not sufficient number of school-books for all of the vocational subjects. They lack in educational equipment, indispensable for the proper educational process. Another serious problem is qualification of the teachers and their not only theoretical but most of all practical knowledge. 80% of vocational teachers have never directly worked in tourist business. Improving their qualifications and most of all their participation in practical training and special courses will be of great importance. Overcoming these problems will be as important as working

out new educational plans and programmes for secondary schools of hotel and tourist management. These programmes should not only be the answer to the tasks that lie before Polish tourism but they should also be comparable with programmes operative in Western Europe.

**/ The author is the vice-president of this Commission.*

THE EXTRAMURAL SYSTEM OF TRAINING AND IMPROVING TOURIST OFFICIALS IN POLAND

In the present time in Poland there are no specific requirements for such occupations as foreign guides, travel leader, tourist informant, and many other jobs required by the industry.

On 20 October, 1958 the Committee for Foreign Relations of the Polish People's Republic issued a decision that all existing travel documents issued by the Polish People's Republic are no longer valid. On that day on all international airports and at all border crossings the validity of all travel documents issued by the Polish People's Republic was terminated. This decision was made in order to improve the quality of the training and state improvement of the tourist industry.

According to the legal and organizational system of the Polish People's Republic the tourist industry is a branch of the national economy. This means that the development of the tourist industry is one of the tasks of the state. The state is responsible for the development of the tourist industry and for the improvement of the training and state improvement of the tourist industry.

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THE EXTRAMURAL SYSTEM OF TRAINING AND IMPROVING TOURIST CADRES IN POLAND

At the present time in Poland there are no formal requirements for such occupations as foreign excursions guide, leader, tourist informant, and many other jobs in the tourist industry.

On 20 October, 1988 the Committee for Young People and Physical Culture annulled departmental legal acts as having no legal ground. On that day on all state licenses in tourism ceased to be valid. To all intents and purposes the system of training and staff improvement developed over the years ceased to exist.

Due to the legal and organizational vacuum it was decided that the previous written law would be changed into so-called customary law. This meant that the departmental powers would remain in effect, but in the form of internal instructions of directors of individual tourist offices and social organizations.

This paper describes the tourist licenses one can obtain in Poland. Two of them are discussed in detail - leader and excursion guide, since these are the two most numerous nonprofessional groups operating in the Polish tourist market.

All matters connected with the occupation of guide are handled by the Polish Tourist Country-Lovers' Association (PTTK). In the past PTTK was a monopolist in training and employing guides. In 1978 PTTK gave 106 courses for guides (completed by 1500 persons). Today it gives 15-10 courses annually. In 1989 (its best year) PTTK serviced 248 thousand sightseeing parties, but in the last two years - 70-80 thousand annually. PTTK estimates that a similar number of parties were serviced by guides who did not go through PTTK.

For many years PTTK has had a well tested organizational system of the tour guide occupation that considers all stages of training and work of guides: recruitment, training, improvement, control of work.

The longest courses are those for alpine guides. For example, the course for mountain-climbing guides consists of 240 class hours and lasts for one year. The guide has to learn about the specific features of mountains in summer and winter, since dangers vary in accordance with the season. On the other hand the urban or regional courses do not last longer than half a year. As a rule all of the courses start in October and end in April because of the start of the tourist season. The shortest courses are for factory guides, lasting a few weeks. The person trained is a factory employee, and so he is already familiar with his area and the technology of production.

A PTTK tourist guide is a person who:

- 1) is a member of the Polish Tourist Country-Lovers' Association,

- 2) is over 21 and under 40-years of age if applying for alpine licenses and under 50 if applying for the other kinds of tourist licenses,
- 3) has at least secondary education,
- 4) is in good health and whose physical condition is suitable for the kind of tourist guide occupation for which he is applying (confirmed by a doctor's statement),
- 5) has the required sightseeing knowledge and if applying for alpine licenses can show active involvement in alpine tourism,
- 6) has completed a course for candidates for guides, according to the rules and training programs established by the Board of PTTK and has completed a period of apprenticeship,
- 7) has passed a practical and theoretical examination before an authorized examination commission for tourist guides of a provincial board of PTTK.

The following kinds of guides have been established:

- 1) urban,
- 2) local,
- 3) alpine (Tatra, Beskid, Sudety),
- 4) plant,
- 5) museum.

The central register of licenses issued is kept by the Commission of Tourist Guides of the Main Board of PTTK.

In spite of no law against it, no one outside of PTTK gives courses for guides.

Kinds of guides, their number, and licenses

Guides	Number		Licenses	
	Circles	guides (physical persons)	classes in foreign languages	
Total	240	11,261	13,447	1,948
Urban	31	3,246	3,703	1,184
Local	127	4,664	5,739	513
Alpine	43	2,376	2,856	189
Plant	40	975	1,149	62

In 1991 there were 11,261 registered guides. Unfortunately, only 1,948 persons (17%) knew at least one foreign language, which seriously limits their usefulness. One guide may have a few licenses, though most often guides have one or two.

Specification of cadre	State	Training-----	
		Number Courses	Grads
Total (I+II+III+IV)	53,404	144	2,839
guides:			
(walking tourism)	4,514	9	361
skiing tourism	460	4	42
motor tourism	877	4	52
sailing tourism	412	12	381
kayak tourism	1,434	2	9
cycling tourism	1,452	4	71
qualified tourism	268	4	64
instructors:			
sailing	173	1	10
free diving	203	13	109
sightseeing	1,503	-	-
sightseeing photography	92	2	30
protection of monuments	172	-	-
protection of nature	294	-	-
piloting	547	5	25
Environment protection guards	5,754	14	236
Social guardians of nature	1,586	2	21
Social guardians of monuments	3,619	-	-
Trail assistants	3,935	-	-
III. Total tourist organizers	20,718	60	1,291
IV. Trail markers	732	7	136
V. Leaders	Total including:	14	237
urban		4	82
local		4	60
alpine		4	66
plant		2	29
VI. Basic Training		185	3,667

After passing an foreign language examination before a special commission each of the guides receives an additional license to escort foreign sightseeing trips.

The guide licenses are issued for life with the obligation to renew them every two years.

Table 3 PTTK Courses

Name of Course	License	Requirements	Duration
Organizer of tourism	Youth organizer of PTTK tourism	Over 15 yrs old Active PTTK member One qualified tourism bronze badge Young People's Touring Badge	28 hrs lectures + 14 hrs practice 1 roving camp
	Organizer of PTTK tourism	Over 18 yrs old PTTK member 2 yrs 1 qualified tourism bronze badge or exam	8-10 hrs +4 lec- tures tour- ism practice
Walking tourism	Youth guide of PTTK walking tourism	Over 16 yrs old Meets 2/3 of WTB silver requirements of 170 pts.	20 hrs lectures +2 trips
	Guide of PTTK walking tourism	Over 18 yrs. old Active PTTK member 2 yrs Small WTP silver badge	20 hrs lectures
Alpine tourism	PTTK guide of alpine tourism	Over 18 yrs old/ 21 in the Tatras PTTK member 2 yrs Bronze badge Secondary education	18 hrs general training 30 hrs special training 7 days in mts.
Trail marker	Trail markers of PTTK low-land and mt.	Over 18 yrs old PTTK member 2 yrs General & special training Small silver badge	19 hrs. lectures 15 exer- cises
Guardian of monuments	Social guardian of monuments	Over 18 yrs old	19 hrs
	Instructor of	Member program	20 hrs

	protection of monuments	staff PTTK member 4 yrs Social guardian of monuments	
Sightseeing	Instructor of PTTK sight-seeing	Over 21 yrs old High school socially active 4 yrs	18 hrs lectures +7 exercises
Special events	PTTK youth guide for special events	15-18 yrs old PTTK member Bronze badge General training	42 lectures 6-8 events
	PTTK guide for special events	Over 18 yrs old PTTK member General and special training plus exam	18 hrs. general + 20 hrs special +3 events
Guardian of nature	PTTK social guardian of nature	General training Over 18 yrs old Full civic rights	12 lectures + 3 day trip
	PTTK guardian of nature	Over 18 yrs old Full civic rights Recommendation of PTTK dept. SOP ZW PTTK	35 lectures +10 hrs and field work
	PTTK guardian of nature with mandatory powers		20 lectures
	PTTK instructor of protection of nature	Over 21 yrs old Member PTTK 4 yrs Recommendation of local or provincial PTTK board PTTK silver naturalist badge	30 lectures
Sailing course	PTTK sailing tourist guide	PTTK member Over 18 yrs old Yacht sailor license ZOT silver badge	14 hrs
	PTTK instructor of sailing	As above ZOT gold badge PZZ instructor's license	
Kayak course	Kayak tourism guide (3 levels)	General training Over 21 yrs old Swimming license PTTK Kayak badge	36 lectures + 12 day rally

Table 4 Vocational Improvement Centers

Gastronomic courses	bar tender	Elementary	2 mths
	waiter	education	3 mths
	barmaid	Over 16	2 mths
	Rest. manager	Secondary	6 mths
	hotel	Over 18	
	Small rest. manager		3 mths
Foreign currency	Foreign currency cashier	Secondary education	20 hrs
		Over 18	
Tourist guide	Foreign trips guide		3 mths

Table 5 Orbis SA Center for Staff Improvement

Tourist guide	Foreign trips guide	As required by the Office
Management	Travel office management in foreign tourism	Manager/specialist of a small and average travel agency
	Organization and work procedures in restaurants	Managers of restaurants, banquet halls
Foreign currency	Foreign currency cashier	Secondary education Fluency in one Western language
Gastronomic	Bar tender	Higher or secondary education Knowledge of one foreign language
Languages	Department exam	Fluency in common speech and in the specialized language of a listed occupation

The following other institutions offer foreign tourist guide licenses, with the qualifications as required by the Office:

- 1) Tourist Agency Almaty;
- 2) Agency for Youth Tourism Juventur SA;
- 3) Tourist Service Agency, Warsaw;

- 4) Association of Guides of Foreign Sightseeing Trips in Cracow;
- 5) Association of Social Services Mentor in Cracow;
- 6) Group of Hotel and Gastronomic Schools in Zakopane;
- 7) Tourist Agency Amigo in Cracow;
- 8) Enterprise for the Organization of Tourist Events Sparta (service of handicapped persons);
- 9) Commercial Service Agency Fakt, Katowice;
- 10) Tourist Agency Selma, Warsaw;
- 11) Group of Hotel and Gastronomic Schools, Warsaw;
- 12) Karioka Foundation, Olsztyn;
- 13) Polish Travel, Warsaw;
- 14) PTTK Circle of Local Guides, Warsaw;
- 15) International East-West Association, Warsaw;
- 16) Internauka, Wroclaw;
- 17) Polish Association of Speakers of Esperanto, Warsaw;
- 18) Polish Union of Teachers Travel and Tourist Agency Logostour, Cracow.

The Central Qualifications Examination Commission for guides of foreign sightseeing trips has operated since 1961 at the central organ of the state administration responsible for supervising tourism. Today the Commission is a voluntary association of 30 of the largest travel agencies and is affiliated with the Office of Physical Culture and Tourism. Among its basic tasks in training guides are:

- 1) issuing (and annulling) licenses,
- 2) putting guides into a higher category,
- 3) working out instructional programs,
- 4) keeping records of training conducted.

According to the requirements of the Commission a guide can be a person with Polish citizenship over 21 and under 55 years of age, with higher education, in exceptional cases secondary education, in good health and with the proper psychological and physical predispositions (good appearance, without handicaps), fluent in at least one foreign language, with a good knowledge of the problems of Poland today, and has completed a course registered by the Commission.

Given the present lack of regulations on requirements for organizers of courses, the level of training varies considerably. While today no one is providing training for leaders, there are very many institutions involved in giving courses for guides. Various service agencies (not always in the tourist branch) organize courses without concern for their quality, the more so as they are not held accountable for this.

This situation will continue in Poland until new legal regulations are put into effect. Legal control is necessary because in the current system it is difficult for tourist institutions to meet the postulate of greater responsibility for providing goods services to clients.

1. History and educational outline

The Faculty of Tourism and Recreation of the Academy of Physical Education in Kraków was founded in 1976 as the second independent faculty in Poland to educate personnel for tourism and recreation at the university level. These faculties have the exclusive right to confer the degrees of : Master of Tourism and Master of Recreation. Our Faculty belongs to the school which has an over 60-years tradition in the physical culture education. The creation of the faculty was a crowning achievement in the slow although systematic process of separation of tourism and recreation from the physical culture science and education. Certain courses in tourism, recreation and sightseeing were offered at our school even before the Second World War. However, only in the late 1960s students specializing in teaching could major in tourism. A further development was marked by the foundation of a separate department of recreation and rehabilitation in extramural studies (1970) and finally the creation of the independent Faculty of Tourism and Recreation (1976). In the 1970s in Poland we observed a dynamic increase in recreational activities and an intensive development of local and international tourism. Therefore, the shortage of efficient personnel and imperfectness of our educational system became clear. The fundation of the Faculty was a response to the growing demand for versatile specialists in the fields of programming and organization of touring and recreation. Since October 1991 the independent faculty of tourism, similar to European Tourism College, has been functioning.

The Faculty offers regular four-year (eight-semester) Master of Art studies and five-year extramural studies in two separate faculties of tourism and recreation. Depending on the department, our graduates gain both theoretical and practical preparation for programming, planning and organizing as well as practising of tourist service, hotel-keeping and large-scale forms of physical culture and recreation. Owing to the curriculum, our graduates are prepared to work for :

- travel agencies and tourist offices,
- social organizations dealing with tourist and recreational activities,
- hotels, hostels, rest-houses,
- company departments for tourism and recreation,
- local and central tourist administration,
- educational institutions, including vocational schools, as teachers of specialist courses.

Both departments are very popular among high school and alumnae. Every year 5 - 6 candidates apply for each position. Up till now, during the decade of its operation, over 1000 graduates in tourism and recreation left our Faculty. Presently, about 800 undergraduates study here, including 350 of tourism and 450 of recreation.

2. Education and the curriculum

Constant optimisation of the curriculum is characteristic for the twenty-year period of education. The evolution was directed by both new tendencies and phenomena in the fields of tourism and recreation and the market demands. Therefore, we changed accordingly the "model" of our graduate, the range of his theoretical knowledge and practical skills. The curricula at both departments include a number of inter-disciplinary courses and a variety of educational forms. They are composed of several basic groups of "general" courses, which are common to both departments, and separate specialist departmental courses. The number of classes of some general courses and their subjects may also be different in order to be suitable for the given department.

THE UPDATING OF THE CURRICULUM OF EDUCATION AT THE FACULTY OF TOURSIM

1. We would like to train at our faculty a highly qualified professional who may work at travel agencies organizing foreign and local tours, at hotels and other tourist organizations, tourism administration,

2. These studies are of interdisciplinary character focused on the sphere of tourism phenomena and ability to draw from the general knowledge in field actions.

3. At the separate faculty of tourism, a student can choose one of 4 blocks of problems preparing for: - tourism service - regional tourism police - hotel management - international tourism

4. We stress language learning - one course of a foreign language should be concluded by a state certificate exam.

5. Training lasts 4 years. A graduate after passing his diploma exam is a master of tourism. A student has to take part in a determined minimum number of lectures and pass the exams. Apart from this, he may take part in all lectures included in the program of studies.

6. Professional preparation and camps supplement the curriculum.

FACULTY OF TOURISM ACADEMY OF PHYSICAL EDUCATION KRAKOW SYLLABUS

Hours

TOTAL LECTURE COURSES LECTURE CLASSES

Introduction (tutor)	15	-	15
Propedeutics of tourism	45	30	15
Economy	60	30	30
Sociology	60	30	30
Biomedical aspects of tourism.	60	30	30
Management and Organisation	60	30	30
Law	90	30	60
Psychology	60	30	30
Philosophy	45	30	15
History of culture and art	60	30	30
Geography of tourism	90	30	60
Pedagogy	45	30	60
Introduction(tutor)	14	-	14
Ecology - human environment	56	28	28
Knowledge of country	42	14	28
Tourism facilities and planning.	58	28	28
Finances and accounting	42	28	28
Organization of office work	28	14	14
Economy of tourism	56	28	28
Tourism Firm	56	28	28
Marketing	56	28	28
Basic data processing	42	14	28
Basic recreation	42	14	28
Hygiene in tourism	42	14	28
Proseminarium	28	-	28
Statistic methods	56	28	28

SPECIALISATION: {3}

TOURISM SERVICE (conditions of specialisation - courses:
Geography, Knowledge of country, Psychology, Organisation of office work

Negotiation and sales	26	13	13
Tourism service	84	28	56
Special tourism	60	30	30
Total hours	160	71	99

REGIONAL TOURISM POLIC (conditions of specialisation -
courses: Law, Management and Organisation, Tourism facilities, Economy,
Ecology.

Public and local administration	60	30	30
Economy of region	84	28	56
Management of attractions	26	13	13
Hours	160	71	99

HOTEL MANAGEMENT (conditions of specialisation - courses:
Economy, Law, Tourism firm, Finances and Accounting, Organisation and
management

Hotel enterprise	84	28	56
Hotel and restaurant Service	56	30	26
Hotel and restaurant management	30	15	30
Hours	160	71	99

INTERNATIONAL TOURISM (conditions of specialisation - courses
Geography, Economy, Marketing, Organisation and management

International tourism service	84	28	56
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International finances	42	26	26
International tourism market	30	15	15
Hours	156	69	97

IV Year

Tourism information *	45	15	30
Transport *	39	26	13
Tourism policy	42	28	14
Seminarium of master	56	-	56

LANGUAGES AND PHYSICAL EDUCATION

Physical education:	326	-	326
Languages I{4}	326	-	326
Languages II	163	-	163

{1} a student must choose 5 from 10 subjects

{2} a student must choose 5 from 11 subjects

{3} a student must choose minimum 1 from 4 specialisation and 3 subjects from other specializations

{4} foreign languages should be concluded by a state certificate exam

- * a student at year III must choose 1 from 2 subjects CAMPS ;
- hiking (2 weeks after semester 2)
- tramping (10 days after semester 4)

SITE CLASSES

- classes of space and cultural theme 1 week in semester 4
- classes of organisation and economy theme 1 week in semester 3
- classes of specialisation 1 weeks in semester 7
- International Tourism Fair in Berlin 1 week in semester 8

PROFESSIONAL PRACTICE:

- practise I - 1 month after semester 2
- practise II - 1 month after semester 4
- practise III - 1 month after semester 6 /specialisation)

NON-OBLIGATORY COURSES [Tourism licence - guide, instructor, etc.

Program working by: DR ZYGMUNT KRUCZEK, DR
BARTŁOMIEJ WALAS, DR JERZY RACIBORSKI Kraków 11 March
1991

3. Extramural and Post-Graduate Studies

The Faculty runs five-year extramural studies for employees in both departments. Applications are accepted from those who have been working for two years in position which is compatible with the selected department and can present a recommendation letter from their employers. The curricula in both departments are similar to regular curricula, respectively. However, they do not include vocational practices and military training. Students attend four two-week sessions of classes and four examination sessions. Graduates also receive the degrees of Masters of Tourism and of Recreation.

For the past several years we have been organising specialist two-semester Post-Graduate Studies in the organisation and planning of school tourism for elementary and secondary school teachers. Presently, we are working on the implementation of a new curriculum and organizational structure of studies. The basic change will constitute precise curriculum construction on the base of three specialisations : social tourism, international tourism, and hotel-keeping.

Material and Technical Base. Social Affairs.

Students are provided with modern equipment for teaching, studying, research, sports and recreation, which is usually concentrated in particular areas, this making the educational program at our faculty very efficient. The school is being constantly developed. Although in the case of lectures and laboratory classes the size and the advancement of equipment meet our requirements, we still lack certain sports facilities. The school has a modern, full-size sports hall for team games and biological recreation facilities, a field-and-track stadium with tartan paving and three other sport fields. All of them have been constructed recently. The old school facilities include a sports hall, a gymnastic hall, a field-and-track stadium and a football field.

The Academy also has its own Water Sports Center for 120 people at Zależe on the Rożnowskie Lake. The center has been remodelled and modernised recently. Two multi-functional sports halls, a 50-metre long swimming pool and a complex of didactic buildings are under construction now. Several special laboratories operate at our faculty, including a well-equipped computer workshop at the Department of Tourism. The school has two double-roomed dormitories for 660 students and a hostel for 260 young scholars. A cafeteria, three bars and a kindergarten for 50 children serve the whole campus.

There are three kinds of scholarships for students:

- a/ a social grant, the sum of which depends on the average income in the student's family,
- b/ a motivational grant which depends on the student's performance : it is available to those who get at least good results.

Apart from the above-mentioned, students may get the Rector's Awards and the best ones can win the Minister of Education Scholarship which is as high as the research assistant's remuneration.

6. "The Students' Life" Culture, Sports and Tourist Activities.

The course of studies is not restricted to learning only. It is also the wonderful and exciting "nature of students' life". That is why a great attention is paid to events in which our students can participate during their free time. Naturally, sports occupy a special position in our students' lives. We are proud of our AZS-AWF Kraków Sports Club with its 9 sections for field-and-track sports, rowing, bridge, and both men's and women's teams of volleyball, basketball and handball. About 500 people participate in them. Our students' body includes champions, representatives of Poland and Olympic competitors. There are also several specialist clubs, e.g. the Mountaineers' Club, The Yacht Club, The "Nototenia", a frogmen's club, "The Gypsum", a skiing club, etc. Recreational activities are organised by the school section of the Society for Propagation of Physical Culture and they are based on excellent sports and recreational facilities both for students and faculty members. The events organized by the school section of the Polish Tourist and Sightseeing Society are very popular in our community. Our artistic groups have been very successful. There are The Ballet of Modern

Forms, The Rock'n'Roll Club and The Folk Dance Group. The latter has been operating for 15 years and represents a high artistic advancement confirmed in dozens of concerts in Poland and abroad.

The students of our Academy fully participate in the life of the Kraków 40-thousand-strong community of students. They also develop contacts with foreign students, e.g. we exchange groups of students with foreign schools. Every year several dozens of our students and faculty members go to Nijmegen, Holland, to participate in traditional 4-day marches.

Scientific cooperation with Polish and foreign centers

The Academy has been cooperating with many educational and research institutions in Poland and abroad, including the universities of Brussels, West Berlin, Budapest, Vienna and Queen Margaret College in Edinburgh. There are various forms and ranges of cooperation concerning both teaching and research. In the first case we offer our partners :

- exchange of teaching materials and educational aids,
- exchange of visiting professors,
- common projects for training faculty members,
- exchange of students' practising groups.

As to the research activities the cooperation can cover :

- common research projects within subjects listed above in the chapter on scientific and research activities,
- organization of meetings, seminars, conferences and congresses,
- exchange of books and publications,
- post-graduate training for faculty members.

Kraków, our city.

There is an old saying :

"CRACOVIA TOTUS POLONIAE URBS CELEBERRIMA" or "KRAKÓW IS THE MOST EXCELLENT OF ALL THE POLISH CITIES". It seems that it is still true. The 1000-year-long history of Kraków, its architecture, landmarks, treasures, masterpieces and national monuments have created a unique atmosphere of the ancient capital of Poland (until 1609) and the seat of our kings. Today Kraków is a big scientific, cultural and industrial center located on the most beautiful of the Polish rivers - the Vistula. It is a regional capital with 750.000 inhabitants. The Kraków's importance is measured by 12 university-level schools, including the Jagiellonian University, one of the oldest universities in Central Europe, founded by King Casimir the Great in 1364, and dozens of research centres and institutes. In Kraków there are 10 theatres, over 20 museums, galleries, the opera, the philharmonic, etc. Undoubtly, as a whole, Kraków constitutes the most precious historical complex of Poland, included in the United Nations list of the world cultural heritage. During the past centuries lots of marvellous objects and masterpieces were collected here. The most famous landmarks are : The Royal Wawel Castle, The Old City, including the Market Place, the Saint Mary's Church and the Cloth Hall, defensive walls with the Floriańska Gate and the Barbican, the University complex with its Collegium Maius, dozens of wonderful Romanesque, Gothic and Baroque churches, etc. That is why Kraków became a great touristic center. Every year over 4 millions of tourists come here, including 0,5 million foreigners. Kraków offers for them about 15.000 places in hotels and motels. Every year many international, cultural and sports events are organized here, including among others the International Short Film Festival and the Polish-Emigrant Games attracting each time thousands of sportsmen from the whole world, the Week of Jewish Culture, the Graphics Biennale, Musik in Old Cracow, etc.

Dr Elżbieta Dziegieć

Prof. Stanisław Liszewski

PRZYSZŁOŚĆ TURYSTYKI W KRAJACH EUROPY ŚRODKOWEJ

I WSCHODNIEJ A KSZTAŁCENIE SPECJALISTÓW NA

POZIOMIE AKADEMICKIM

1. Wstęp

Zmiany polityczne i gospodarcze zachodzące od kilku lat w krajach Europy Środkowej i Wschodniej dotyczą również sfery wypoczynku oraz zagospodarowania czasu wolnego. Uzasadnia to potrzebę wnikliwego przeanalizowania dotychczasowego sposobu przygotowywania i kształcenia kadr dla potrzeb turystyki, oraz konieczność wypracowania nowych idei i strategii postępowania w tym zakresie. Jest to ważny moment mogący zadecydować nie tylko o ocenie przydatności szkół i uczelni przygotowujących odpowiednie kadry, ale również o konkurencyjności krajów tej części Europy w percepcji turystycznej społeczności międzynarodowej.

Za podstawę dyskusji nad kształceniem przyszłych specjalistów proponuje się przyjąć generalne założenie, iż turystyka rozumiana tu wąsko czyli poprzez formy organizacyjne i frekwencję uczestnictwa, z pominięciem skutków działalności, jest funkcją rozwoju cywilizacyjnego społeczeństw lub ich grup. Założenie to ukierunkowuje dalszą dyskusję, która powinna ustalić najbardziej charakterystyczne cechy turystyki dla różnych etapów rozwoju cywilizacyjnego, a następnie określić perspektywę najbliższych przemian jakie czekają społeczeństwa krajów Europy Środkowej i Wschodniej. Znajac obecny stan

potrzeb i możliwości, oraz przewidywane kierunki zachodzących zmian, można przystąpić do dyskusji nad sposobem przygotowania kadr, które mogłyby sprostać czekającym zadaniom.

Tok rozumowania autorów wyznaczają trzy tezy robocze, których weryfikacja jest celem tego opracowania.

T e z a A. Konstrukcja programu kształcenia akademickiego dla potrzeb turystyki wymaga analizy prognostycznej zachodzących i oczekiwanych przemian w aktywności turystycznej społeczeństwa.

T e z a B. Kształcenie akademickie dla potrzeb turystyki musi wyprzedzać przewidywany rozwój zapotrzebowania na tę formę aktywności społecznej. Winno ono przygotowywać do promowania nowych form turystyki, ich organizacji i zakresu merytorycznego.

T e z a C. Zachodzące przemiany wskazują, iż turystyka w krajach Europy Środkowej i Wschodniej przekształca się z ruchu masowego organizowanego centralnie w ruch indywidualny. Wymaga to od programów kształcenia specjalistów ukierunkowania na rozwój umiejętności ze szczególnym akcentowaniem wiedzy poznawczej. Indywidualny turysta wymagać będzie od organizatorów jego wypoczynku nie tylko określonego standardu w zakresie warunków bytowych, ale przede wszystkim możliwości poznania nowego środowiska, zarówno przyrodniczego, antropogenicznego jak i społecznego regionu czy miejscowości, którą wybrał na swój pobyt turystyczny.

2. Aktywność turystyczna społeczeństw w różnych okresach ich rozwoju.

Analiza dotychczasowego rozwoju turystyki w świecie nowożytnym, a zwłaszcza w XIX i XX wieku, pozwala na dokonanie pewnych uogólnień w zakresie celów dla jakich była i jest ona uprawiana przez indywidualnego turystę a także określenia skali jej rozwoju wyrażającej się stopniem masowości czyli wielkością frekwencji ruchu turystycznego.

Mówiąc o celach turystyki, rozpatrywanych z punktu widzenia uczestnika ruchu turystycznego a nie organizatora tej formy aktywności, czyli właściciela biura czy przedsiębiorstwa turystycznego, właściciela hotelu, restauracji itp. z dużym uproszczeniem możemy wymienić trzy podstawowe grupy: cele wypoczynkowe, rozrywkowe oraz poznawcze.

Każda z osób decydujących się na odbycie podróży turystycznej (jest to warunek tego co przyjmujemy uważać za turystykę) robi to z zamiarem zrealizowania jednego, dwóch czy też wszystkich trzech wymienionych wcześniej celów. Oczywiście zarówno formy jak i indywidualne potrzeby realizacji tych celów mogą i są bardzo zróżnicowane.

Mówiąc o celu wypoczynkowym możemy go realizować m.in. poprzez wypoczynek bierny (wczasy, letniska itp.), czynny (wędrowanie, żeglowanie itp.), wypoczynek kontemplacyjny (piegrzymi), zdrowotny (pobyty w sanatoriach, uzdrowiskach) i inne. Główna idea przyświecająca realizacji tego celu to regeneracja sił fizycznych i psychicznych człowieka.

Cel rozrywkowy ruchu turystycznego jest jak gdyby wpisany w wypoczynek człowieka stanowiąc jedynie jego większą lub mniejszą część. Realizacja tego celu przyjmuje bardzo różnorodne formy, od intensywnego życia towarzyskiego począwszy (bale, dancingi, przyjęcia itp.) przez rozrywki związane z

uczestnictwem w życiu kulturalnym (koncerty, festiwale, wystawy, przedstawienia teatralne, kabaretowe itp.) czy sportowym (mecze, zawody, igrzyska itp.), do hazardu włącznie.

Również cel poznawczy ruchu turystycznego przyjmuje bardzo wielorakie formy, których nie sposób tu wymienić. Realizacja tego celu wzbogaca wiedzę a czasami i umiejętności turysty, rozszerzając jego horyzonty myślowe i uczulając na niedostrzegane czy nieznane wcześniej zjawiska. Klasycznym przykładem realizacji celu poznawczego są wszelkiego rodzaju wycieczki, w programach których zakłada się poznanie konkretnych regionów, miast, obiektów itp.

Raz jeszcze pragniemy zaznaczyć, że zaproponowany tu podział celów turystyki może jedynie służyć potrzebom operacyjnym czy klasyfikacyjnym, bowiem w praktyce życia codziennego bardzo rzadko występują sytuacje aby człowiek podejmujący decyzje o wyjeździe stricte turystycznym, zakładał realizację tylko jednego z wymienionych celów. Wypoczywając w określonej miejscowości czy regionie staramy się ją również poznać ale także skorzystać z oferowanych rozrywek itp.

Znacznie łatwiej określić można rozwój ruchu turystycznego w ostatnich kilkudziesięciu latach XIX i XX wieku. Nie wdając się w analizę przyczyn, które doprowadziły do zmiany skali tego zjawiska (rozwój ekonomiczny, rewolucja przemysłowa i komunikacyjna, rozwój społeczny, zwiększanie się czasu wolnego itp.), proponujemy na użytek tej analizy przyjąć czterostopniową skalę rozwoju ruchu turystycznego.

Stopień pierwszy, charakterystyczny zwłaszcza dla okresu do pierwszej wojny światowej to r u c h e l i t a r n y , obejmujący stosunkowo niewielkie grupy ludności wywodzącej się

z samego szczytu ówczesnej hierarchii społecznej.

W okresie międzywojennym następuje znaczna demokratyzacja migracji turystycznych, wyrażająca się wzrostem indywidualnych wyjazdów turystycznych. Wzrost ten, choć znaczny i obejmujący szersze kręgi społeczne, nie osiągnął jeszcze w tym okresie charakteru masowego (powszechnego). W analizie naszej ten stopień rozwoju nazywać będziemy *r u c h e m i n d y w i d u a l n y m*.

Po zakończeniu drugiej wojny światowej i pierwszym okresie odbudowy rozpoczął się okres masowego rozwoju ruchu turystycznego. W skali świata, a zwłaszcza Europy, przyjął on - przy zachowaniu wspólnej cechy masowości - dwie odrębne formy. W rozwiniętych krajach o gospodarce rynkowej (m.in. Europa Zachodnia) wzrost zamożności społeczeństwa doprowadził do rozwoju *m a s o w e g o i n d y w i d u a l n e g o* ruchu turystycznego. W krajach Europy Środkowej i Wschodniej, rozwijających się w systemie gospodarki zarządzanej centralnie, z pewnym opóźnieniem rozwinął się również *m a s o w y* ale *z o r g a n i z o w a n y* ruch turystyczny. Miał on charakter głównie turystyki socjalnej i również objął cały przekrój społeczny mieszkańców tych krajów.

Tak więc po zakończeniu drugiej wojny światowej mamy do czynienia (głównie w Europie) z kolejnymi dwoma stopniami rozwoju ruchu turystycznego. Jest to masowy ruch indywidualny i masowy ruch zorganizowany.

Syntezę dotychczasowego rozwoju turystyki nowożytnej daje analiza korelacyjna celów migracji turystycznych z etapami (stopniami) rozwoju tej formy aktywności społecznej (wykres).

Turystyka w okresie "elitarnym" związana była w dużym

stopniu z celami rozrywkowo-towarzyskimi, przy znacznie mniejszym udziale celów wypoczynkowych (uczestniczyli w niej ludzie, o bardzo znikomym stopniu zmęczenia, zwłaszcza fizycznego) i poznawczych (ograniczone zainteresowanie pokonywaniem trudności związanych np. z poznawaniem często niezagospodarowanych jeszcze wówczas gór itp.).

Okres rozwoju turystyki indywidualnej zmienia preferencje jej celów. Zwiększa się udział celu wypoczynkowego, co związane jest z uczestnictwem w migracjach turystycznych znacznej części społeczeństwa pracującego zarobkowo i wykorzystującego czas wolny dla regeneracji swoich sił, przy dość znacznym jeszcze udziale celu rozrywkowego, wynikającego z chęci naśladowania wcześniejszych wzorów wypoczynku. Cel poznawczy pozostaje w tym okresie na niezmiennym poziomie, choć coraz bardziej wśród społeczeństw uczestniczących w migracjach turystycznych zaczyna budzić się "ciekawość świata".

Ostatnie dwa okresy związane z rozwojem turystyki masowej różnią się między sobą i to w sposób diametralny celami, dla których ludność podejmuje migracje wakacyjno-urlopowe.

Dynamiczny rozwój masowej turystyki indywidualnej w krajach wysoko rozwiniętych związany jest przede wszystkim ze wzrostem zainteresowań światem, czyli celami poznawczymi. One to są dzisiaj głównym motorem wielkich i odbywanych często na ogromnych przestrzeniach ruchów migracyjnych. Cele wypoczynkowe i rozrywkowe tych masowych, indywidualnych ruchów turystycznych, choć istotne, w mniejszym jednak stopniu są motywem przemieszczeń ludności. Jest to związane z generalną poprawą warunków życia i pracy, powszechnymi weekendami i wzrostem zamożności, co umożliwia w okresie całego roku regenerację sił

i korzystanie z licznych rozrywek.

Zupełnie inne cele przyświecały masowej turystyce zorganizowanej realizowanej w znacznym stopniu jako turystyka socjalna. Główny motyw organizacji migracji turystycznych zarówno dzieci i młodzieży (kolonie i obozy) jak i dorosłych (wczasy) sprowadzał się do funkcji wypoczynkowej. Trudne warunki życia codziennego i pracy zawodowej starano się rekompensować zorganizowanym wypoczynkiem urlopowo-wakacyjnym, w czasie którego niemal w szczątkowej formie występowały cele rozrywkowe ("wieczorki zapoznawcze") i w niewielkiej - cele poznawcze (wycieczki organizowane w czasie trwania turnusów).

Ten bardzo schematyczny i uproszczony, nie uwzględniający wielu nurtów ubocznych, model rozwoju nowożytnej turystyki, pozwala określić charakter i cele jakie realizowane były przez turystykę w ostatnich kilkudziesięciu latach w krajach Europy Środkowej i Wschodniej.

Polityczno-gospodarcze kryzysy lat 80-tych w krajach socjalistycznych załamały dotychczasowy system funkcjonowania turystyki w szerokim tego słowa znaczeniu. Obecnie wraz ze zmianą ustroju zmienia się model funkcjonowania turystyki. Główne pytanie jakie staje dziś przed zajmującymi się profesjonalnie tą formą aktywności społecznej brzmi: w jakim kierunku pójdą zmiany w modelu turystyki społeczeństw Europy Wschodniej i Środkowej.

Nie wnikając w szczegóły (zwłaszcza czysto ekonomiczne) funkcjonowania turystyki w nowym systemie wydaje się, iż najważniejszym problemem będzie zmiana modelu wypoczynku związana z zamożnością i zróżnicowanym dostępem do turystyki różnych grup społecznych. W dobie wzmożonej konkuren-

cji, ludziom zależeć będzie na zwiększaniu wydajności pracy, zachowaniu i poprawie zdrowia, fizycznemu i psychicznemu doskonaleniu się.

Formy i metody kształcenia specjalistów dla potrzeb turystyki należy więc orientować na przewidywany model przemian cywilizacyjnych społeczeństwa. Nowy model wypoczynku wiązać się będzie m.in. ze zmianą m e n t a l n o ś c i , a także ze zmianą potrzeb zwłaszcza w zakresie p o z n a n i a odwiedzanych terenów, w aspekcie geograficznym, historycznym, etnograficznym, gospodarczym, itp. Dotychczasowy styl wypoczynku o charakterze bierno-konsumpcyjnym lub konsumpcyjno-rozrywkowym zastąpiony zostanie przez wypoczynek a k t y w n o - k r e a t y w n y . Sądzić należy, iż unifikację form wypoczynku zastąpi ich różnorodność. Społeczeństwo bowiem, o rozwiniętych potrzebach rekreacyjnych, będzie zainteresowane racjonalnym wykorzystaniem czasu wolnego wypełniając go wartościowymi treściami.

Przewidywane zmiany mogą dokonywać się w obrębie dwóch głównych wariantów. Wariant pierwszy (A) - znacznie mniej prawdopodobny - to powrót do modelu turystyki indywidualnej z okresu międzywojennego, preferującego wypoczynek przy dość dużym udziale rozrywki i niewielkim celów poznawczych. Małe prawdopodobieństwo realizacji tego wariantu wynika z ogólnej logiki i trendów rozwojowych świata, w którym powroty do stanów minionych są dużą rzadkością.

Drugi wariant (B) - bardziej prawdopodobny , choć dojście do niego będzie zapewne bardzo wydłużone w czasie - to model masowej turystyki indywidualnej, preferującej przede wszystkim funkcje i cele poznawcze w czasie odbywania migracji

turystycznych. Osiągnięcie tego modelu wymagać będzie zarówno znacznego wzrostu zamożności społeczeństw w całości jak i poszczególnych jego grup, jak również dalszego rozbudzenia "zainteresowania światem", choć wydaje się iż ten drugi warunek w krajach Europy Środkowej i Wschodniej bliższy jest pełnej realizacji.

Wskazane tendencje zmian modelu turystyki mieszkańców krajów Europy Środkowej i Wschodniej w sposób naturalny określają model kształcenia przyszłych specjalistów dla potrzeb turystyki, model, który aby być efektywnym musi wyprzedzać postępujące i przewidywane zmiany.

3. Główne kierunki kształcenia specjalistów dla potrzeb turystyki w krajach Europy Środkowej i Wschodniej w zmieniającej się rzeczywistości społecznej, politycznej i gospodarczej.

Przeprowadzona analiza trendów i wariantów rozwoju turystyki w interesującym nas regionie Europy zdaje się wyraźnie wskazywać przyszłość turystyki, która związana jest z jej indywidualnymi formami, niezależnie od skali i natężenia jakie przyjmuje ten rodzaj aktywności społecznej. Stwierdzenie to jest pierwszą i najważniejszą przesłanką do budowania programów przyszłego kształcenia specjalistów. Drugi imperatyw tego programu wyznacza dominiacja przewidywanych celów przyszłych migracji turystycznych. Tak więc konstrukcja programów winna zakładać wykształcenie specjalistów przygotowanych do zaspokojenia potrzeb indywidualnego (czytaj posiadającego indywidualne zapotrzebowania) turysty, ze szczególnym ukierunkowaniem na umiejętność realizacji celów

poznawczych w czasie przeznaczonym na turystykę.

W tym miejscu uczynić musimy jeszcze jedno zastrzeżenie. Otóż naszym zdaniem kształcenie dla potrzeb turystyki winno odbywać się dwoma torami, które nie koniecznie muszą być rozdzielone organizacyjnie, ale napewno powinny różnić się programami, a co za tym idzie, efektem końcowym czyli zakresem wiedzy. Jeden z tych kierunków kształcenia winien przygotowywać m e n e d ż e r ó w czyli zarządzających przedsiębiorstwami, które zarabiają na turystyce pieniądze, drugi m e n a ż e r ó w turystyki, czyli organizatorów zagospodarowania czasu wolnego. Można sobie wyobrazić fuzję obu tych zawodów i przygotowanie specjalisty uniwersalnego, co perspektywicznie wydaje się najbardziej optymalne, zwłaszcza dla małych "rodzinnych" przedsiębiorstw, ale dla przejrzystości naszych rozważań podział ten zachowamy, zwłaszcza że propozycje zawarte w tym opracowaniu dotyczą głównie kształcenia menażerów turystyki, co uważamy za zadanie ważniejsze i trudniejsze.

Ten punkt widzenia wynika z hierarchii celów tego co nazywamy turystyką. Przy generalnym wzroście poziomu życia społeczeństw o celu wyjazdu coraz mniej decydować będzie standard zamieszkania czy wyżywienia, coraz bardziej program a w nim elementy unikatowe dla regionu czy miejsca pobytu. Organizację turystyki w tym nowym ujęciu można przyrównać do zbioru różnorodnych, ale na podobnym poziomie organizacyjnym, restauracji. Klientami tych restauracji są turyści, którzy wybierając ich usługi biorą pod uwagę ceny posiłków, wystrój, otoczenie, wielkość czy intymność wnętrza, ale przede wszystkim jakość, smak i oryginalność przyrządzanych posiłków. To ostatnie zależy od zdolności, wiedzy i umiętno-

ści, a nade wszystko talentu kucharza (szefa kuchni).
Kształcenie menedżerów dla turystyki to w przerośni przygotowywanie właścicieli restauracji, w których kucharze są "menażerami", czyli tymi od których w dużym stopniu zależy frekwencja, a co za tym idzie, powodzenie finansowe całego przedsięwzięcia.

Program kształcenia menażerów zajmujących się organizacją zagospodarowania czasu wolnego, musi mieć charakter wykształcenia ogólnego, chodzi bowiem o przygotowanie człowieka o dużej i szerokiej wiedzy. Stąd kształcenie takie winno odbywać się głównie w ramach uniwersytetów, które mają w swej tradycji i doświadczeniu wypracowane formy przygotowywania humanistów i ludzi o nastawieniu pro-społecznym.

Wymagania stawiane przed przyszłym menażerem czasu wolnego określają zakres programu kształcenia, na który powinny się składać cztery podstawowe bloki przedmiotów (bloki tematyczne).

tekstura, sztuka, archeologia, etnografia, etnologia

A. Przedmioty humanistyczne dające ogólne wykształcenie, szerokie horyzonty myślowe, budzące zainteresowania, kształtujące obyczaje i ogólny obraz człowieka inteligentnego. Na poziomie uniwersyteckim blok ten mogą tworzyć: filozofia, kulturoznawstwo, kultura języka polskiego, historia państwa i prawa, religioznawstwo itp., a także nowożytnie języki obce.

B. Przedmioty traktujące zarówno o indywidualnym człowieku jak i grupach ludzkich, ich potrzebach biologicznych i intelektualnych, tworzą drugi blok programowy. Niezbędne przygotowanie w tym zakresie może dać studiowanie psychologii, socjologii, pedagogiki, fizjologii itp. Studia te powinny dać przyszłemu menażerowi umiejętność indywidualnego rozpoznania

przyszłego klienta, jego potrzeb i możliwości. Powinny również przygotować do łatwego nawiązywania kontaktu z turystą i właściwego, indywidualnego stosunku do każdego z nich. Studiowanie przedmiotów zaliczonych do tego bloku powinno również wyrobić poczucie opiekuństwa i odpowiedzialności za osoby lub grupy osób, którym organizuje się czas wolny.

C. Trzeci blok przedmiotów obejmuje wiedzę, która powinna tworzyć ofertę wypełniającą treścią czas wolny przyszłego klienta. Im oferta ta będzie bogatsza, bardziej atrakcyjna i dostosowana do indywidualnych zainteresowań turystów, tym sukcesy przyszłego menażera czasu wolnego są bardziej prawdopodobne. Wiedzę, mogącą stanowić ofertę dla zagospodarowania czasu wolnego, przygotowujący się do tego zawodu winni czerpać z szerokiej gamy przedmiotów, wśród których powinna się znaleźć m.in. : geografia turystyczna Polski i Świata (a także poszczególnych regionów), historia kultury materialnej, architektura, sztuka, archeologia, etnografia, ekologia i inne. Wiedza ta, obok podstaw teoretycznych i kameralnego studiowania, musi być wzbogacona poznaniem bezpośrednim co obliuguje organizatorów procesu nauczania do licznych zajęć terenowych, wyjazdów, wycieczek szkoleniowych, seminariów terenowych itp.

D. Czwarty z głównych bloków kształcenia winien być poświęcony nabyciu umiejętności z zakresu zarządzania, organizacji i marketingu produktu turystycznego. Realizacja tego bloku musi objąć wiedzę niezbędną przyszłemu menażerowi do praktycznego postępowania, mającego zapewnić sukces w organizacji czasu wolnego. Służyć temu mogą m.in. przedmioty: organizacja i zarządzanie, reklama, marketing itp. W ramach

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tego bloku przedmiotów słuchacze winni również opanować umiejętności praktycznego posługiwania się nowoczesnymi sposobami komunikowania (telexy, telefaxy, itp.), a także wiedza pozwalająca na szybkie i sprawne uzyskiwanie niezbędnych dla organizacji czasu wolnego informacji (systemy komputerowe, banki danych itp.).

Wymienione i generalnie tylko zasygnalizowane bloki przedmiotów nie wyczerpują oczywiście wiedzy jaką powinien posiadać adept studiów wyższych (uniwersyteckich) przygotowujący się do zawodu menażera czasu wolnego. Należy bowiem pamiętać, iż studia uniwersyteckie w odróżnieniu od szkół zawodowych przygotowują swoich absolwentów również do prowadzenia samodzielnej pracy naukowej (metodologia i metodyka badań), co w przypadku tego właśnie zawodu może mieć dodatkowe bardzo pozytywne zalety. Ambitny i twórczo wykonujący swój zawód menażer czasu wolnego powinien również umieć kontrolować efekty swojej działalności (badać jej efektywność), co może wpłynąć na poprawę jego pracy.

Przedstawione, w sposób zaledwie sygnałny, główne idee kształcenia specjalistów dla potrzeb turystyki w tej części Europy nie stanowią zamkniętej koncepcji programowej, są natomiast pewną ogólną propozycją wynikającą z przewidywanych potrzeb w zakresie przygotowania nowego typu pracowników, jakimi mogą być m e n a ż e r o w i e c z a s u w o l n e g o (organizatorzy, animatorzy czasu wolnego).

Kończąc, pragniemy zwrócić uwagę, iż wiedza którą przypisujemy do zawodu nazwanego tu menażerstwem czasu wolnego, może być wykorzystana przy podejmowaniu pracy na bardzo różnych stanowiskach, od specjalisty czy eksperta turystyki w

samorządach gminnych przez pracowników agencji reklamowo-wydawniczych, organizatorów czasu wolnego wśród dzieci, młodzieży, emerytów itp., pracowników przedsiębiorstw i biur turystycznych do właścicieli tych biur włącznie. Warunkiem zapotrzebowania na proponowane tu przygotowanie merytoryczne jest rozwój indywidualnych zainteresowań odnośnie organizacji czasu wolnego, na inny niż dotychczas dominujący model wypoczynku.



