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**EDUCATION UNESCO Chairs - UNITWIN Networks**

## FIRST MEETING OF THE UNESCO / UNITWIN NETWORK "Culture, Tourism and Development"

*Paris, UNESCO, 18 March 2005*

*"Sustainable development and the optimizing of cultural diversity: how well is tourism education adapting to these new challenges?"*

### FINAL REPORT



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## FINAL REPORT

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# INTRODUCTION

In order to cope with the new challenges thrown up by sustainable development and enhancement of cultural diversity, the specialists who design cultural tourism policies and train future decision makers must adapt teaching method content. Taking account of the transversality of today's tourism involves developing new and complementary skills. Reacting to the new challenges and needs of sustainable tourism thus calls for the creation of appropriate training models.

The first UNESCO/UNITWIN NETWORK meeting comes within the framework of the UNESCO/UNITWIN "Culture, Tourism and Development" international network, set up in November 2002 under the presidency of professor Bernard Morucci of the University of Paris 1, Panthéon – Sorbonne. This network now includes twenty universities – a number soon to rise to forty – in five regions of the world, and is intended as an effective tool for knowledge sharing in the fields of research, education and expertise, and for enhancing the capacities of higher education bodies, notably in the developing countries. The initiative also comes within the framework of the United Nations Decade of Education for Sustainable Development (2005–2015), of the United Nations Millennium Development Goals for the fight against poverty, and of the action plan of the UNESCO Universal Declaration on Cultural Diversity.

The UNESCO Universal Declaration on Cultural Diversity (2002) "aims both to safeguard cultural diversity as a living, and thus renewable treasure that must not be perceived as being unchanging heritage but as a process guaranteeing the survival of humanity." The Declaration reaffirms that culture should be regarded as the set of spiritual, material, intellectual and emotional features of a society or a social group. The concept of "culture" thus reflects both the economic and identitarian dimensions. The Declaration's Action Plan is a major tool of reference for the creation of development policies, especially in the tourism field, these being largely based on the optimization of the world's cultural assets and enhancement of international dialogue.

The aims of the Meeting were as follows:

- To discuss education models that will help students and tourism actors develop skills allowing them to approach their profession transversally.
- To define the necessary conditions for enhancing the role of sustainable development and culture as themes in the teaching of tourism.
- To identify avenues of academic cooperation in the field of education, applied research, circulation of information, documentary resources and partnerships.

The day's programme was built around two thematic sessions preceded by an introduction:

- 1) How do tourism teaching methods fit with the new issues of sustainable development?
- 2) How do tourism teaching methods fit with the new issues of safeguarding and promoting cultural diversity? A 3<sup>rd</sup> session was devoted to the Network's recommendations.

There were some 100 participants. 25 countries were represented and the 22 speakers<sup>(1)</sup>, from all five continents, were academics, educators and consultants. The three emphases for the papers given were: tourism issues today (according to the themes of the sessions); the functioning of the network and the creation of the necessary tools. The papers drew on specific cases, research projects and in-the-field examples. The languages used were French and English.

This first Meeting could never have taken place without the expert assistance of all the participants, the unfailing devotion of the small organizational unit and the efficient backup of several institutional partners. All of them played their part in the success of the event, and we thank them warmly.

(1) See list: Appendix 3

# OPENING SESSION

**Hervé Barré** *Director of the "Culture, Tourism and Development" programme at the Division of Cultural Policies and Intercultural Dialogue, UNESCO*

After welcoming all the participants, Hervé Barré thanked those who had helped organize this first Meeting: Professor Bernard Morucci, Georges Haddad, Carmen Pinan, Aline Bory-Adams and Laure Veirier. He recalled that the UNESCO/UNITWIN international "Culture, Tourism and Development" network had been created on 13 November 2002 with the signing of the agreement between Michel Kaplan, President of the UNESCO Chair and Rector of the University of Paris 1, on behalf of the universities participating in the network, and Koïchiro Matsuura, Director-General of UNESCO.

The general aims of the network are consistent with those advanced for the UNITWIN Chairs and Networks by the World Forum for UNESCO Chairs, held in Paris in November 2002: to form an effective tool for knowledge sharing; to enhance the capacities of higher education institutions in the developing countries; to achieve the Organization's institutional objectives in the fields of peace, human rights, gender equality, sustainable development, intercultural dialogue and cultural diversity. Within this overall framework, the UNESCO/UNITWIN "Culture, Tourism and Development" network focuses on academic cooperation in the fields of research, expertise and education, with a view to promotion of exchange of experience and transfer of knowledge between the universities and actors concerned.

The foregrounding of culture by tourism in the interests of development and cutting back poverty ties in with the United Nations Millennium Development Goals and the United Nations Decade of Education for Sustainable Development (2005–2015). The new sustainability paradigm formulated at the Johannesburg Summit henceforth includes culture as the "fourth pillar" of sustainability, along with the economy, the environment and education. In addition, UNESCO globally considers poverty a violation of human rights and a deprivation of access to education, health care and, especially, participation in cultural life.

Returning to the aim of this first meeting, Hervé Barré raised the question facing the specialists who design tourist strategies and educate future decision makers in the universities: how to render cultural tourism policies more effective in terms of sustainable development and the fight against poverty while at the same time optimizing integration of the cultural parameters? The projects developed by UNESCO and the network's specialists must provide concrete elements for the updating of teaching methods, with a view to sound preparation of students for the complexity of transversal, in-the-field reality. He concluded by mentioning that responses to this question must take account of the relevant United Nations – and in particular UNESCO – documents, including the Agreements bearing on culture (1954, 1970, 1972 and 2003), the conclusions of the Intergovernmental Conference on Cultural Policies for Development (Stockholm, 1998) and the UNESCO Universal Declaration on Cultural Diversity.

**Georges Haddad** *Director, Division of Higher Education, Education Sector, UNESCO*

Georges Haddad began by welcoming the participants and thanking the Meeting's organizers, notably his friend and colleague Professor Bernard Morucci of the University of Paris 1, Panthéon – Sorbonne. He stressed UNESCO Director-General Koïchiro Matsuura's keen interest in the UNESCO/UNITWIN programme, with more than 500 Chairs around the world covering all of UNESCO's fields of responsibility. Via research, projects, teaching and training the UNESCO/UNITWIN networks aim to enrich and promote cultural diversity, enhance sustainable development and intercultural dialogue, and thus contribute to the shaping of long-term planning for humanity – the very essence of UNESCO's activity.

Tourism bears on such UNESCO fields of responsibility as education and training, science, culture, development and solidarity, and international cooperation, all of them as important as the economic sector that tends to attract most attention in terms of the tourist industry. The intelligent tourist is in fact a world citizen seeking to help create a better future beyond his own back yard.

In respect of academic cooperation and the changing role of the university in today's world, Georges Haddad stressed that the Chairs networks should not focus solely on inter-university cooperative ventures: just as universities are increasingly opening up to the societies around them, the Chairs networks must contribute to cultural and economic development via constructive dialogue between universities and civil society partners, unified development actors, the private sector and so on. He illustrated this new emphasis by mentioning the creation of a UNESCO Chair for unified development. In closing, he expressed the hope that the Meeting would be a great success and stressed again the vital part to be played by universities in the future.

**Aline Bory-Adams** *Chief, Section for Education for Sustainable Development, Education Sector, UNESCO*

Aline Bory-Adams presented the United Nations Decade for Education for Sustainable Development (2005-2014)<sup>(2)</sup>, adopted in December 2002 by the General Assembly of the United Nations, with UNESCO as its official promotional body. The Decade's objective is to promote education as the foundation of human societies and to enhance international cooperation via innovative policies and practices. Thus education must help promote development that is both socially satisfactory and viable in economic and ecological terms. Thus tourism and cultural diversity are totally involved in the Decade, which is intended to ensure promotion of the four pillars of sustainable development via a broader vision of education and facilitation of exchange and dialogue in these areas so crucial to humanity's future.

**Professor Bernard Morucci** *Director of the UNESCO Chair "Culture, Tourism and Development"*

Professor Morucci began by citing the preparatory work done for the Meeting, notably the working document<sup>(3)</sup> consultable on the Chair's site<sup>(4)</sup>. He expressed his gratitude to the UNESCO organizational team, especially Hervé Barré and Laure Veirier, with a special mention for Georges Haddad, a valued colleague but also founder of the UNESCO Chair concept: he was totally in agreement,

he said, with Georges Haddad's view of their present role and evolution. He also welcomed his friends and colleagues, and former pupils who are now members of the network.

He went on to mention two UNESCO Chairs in the cultural tourism field: the "Culture, Tourism and Development" Chair of which he has charge in his role as Professor Emeritus at the University Panthéon-Sorbonne; and the Chair of Cultural Tourism for Peace and Development, under the direction of Professor Igor Zorin of the International Academy for Tourism, in Russia<sup>(5)</sup>.

He expressed the hope that friendliness and conviviality would be the keynote for the meeting and the network's activities, based on knowledge transfer and sharing in terms of research, teaching and project implementation both at university level and with all the civil society actors and professionals involved in cultural tourism. It was important, too, that young people be made aware of the issues, for they are the actors of tomorrow in the fields of heritage safeguarding and enhancement.

Professor Morucci closed by wishing every success to a Meeting that is to be an annual event, with all participants being able to raise issues and needs for discussion as well as suggesting solutions, tools and avenues of cooperation.

(2) For further information: <http://portal.unesco.org/education>

(3) See Appendix 2

(4) <http://chaire-unesco.univ-paris1.fr>

(5) <http://www.iape.ru>

# 1. THE ISSUES: IS TOURISM A FACTOR FOR SAFEGUARDING AND ENHANCING A TERRITORY'S CULTURAL DIVERSITY AND SUSTAINABLE DEVELOPMENT?

## 1.1. Sustainable development, ethics and tourism: a delicate balance

Tourism became a mass phenomenon in the second half of the 20th century. It is thus a relatively new and highly complex field, especially in that it is linked to many other new fields and functions on two distinct levels:

- 1) as an industry fully integrated into the market economy, and
- 2) as a specific, extremely complex and transversal form of activity with intrinsic connections to the issues – notably cultural – inherent in sustainable development. The tourism economy has a close relationship with the territory concerned as the locus for culture and diversity. The constituent elements of its heritage – human, natural, climatic, historical, etc – are the basis of the territory's image, attractiveness, positioning and production; while the many and varied territorial actors, public and private, small and large scale, also contribute to tourism production. Thus the tourist economy raises, in a more acute form than other economies, the question of positive and negative impacts on the environment, on tangible and intangible heritage, and on local populations.

The protean character of the tourism phenomenon is now part of an economic rationale and a global policy. Cultural tourism is developing apace and the question of the role of people becomes more central when we set out to ensure that the industry serves social and cultural development planning rather than the contrary.

Firstly, another look at the emergence of the sustainable development concept. Backed with biological, economic and, more rarely, cultural and social arguments, the concept made its appearance in the mid-80s, with a marked emphasis on environmental protection. Gaining real currency in the wake of the famous Brundtland Report in 1987, it seemed a consensual medium-term solution involving both safeguarding and development. In some countries sustainability is now coming to be associated with the social, cultural and economic dimensions, and there is acceptance of the idea that in the long term social solidarity, enhancement of cultural diversity, protection of the environment and economic growth must be considered as parts of a whole. Since the Johannesburg summit the notion of sustainable development has fully integrated the cultural dimension; this latter is gradually being reflected in national strategies and projects in the field and this has the effect of associating local populations more closely with decision-making.

Logically, then, tourism has become a topic for reflection and action, notably in respect of the protection of natural sites considered as the very basis of its development. Linguistic shifts have seen the term "sustainable" associated with the word "tourism" in a kind of summing-up of the notion of "tourism with a view to sustainable development". A certain ambiguity needs to be resolved here, for while some see the goal as sustainability for tourism as such, others see the notion as an aberration: tourism must remain a tool, and in no wise a goal in itself; it must be developed with a view to sustainable development, especially in sociocultural terms.



As a significant feature of 11 of the world's 12 lowest-income countries, half the countries with low incomes and almost all the countries with middle incomes, tourism can, under certain circumstances, be an effective tool for development and for fighting poverty by contributing to the "redevelopment" of fragile rural and urban areas. This economic strengthening often has heritage benefits in that it justifies allocation of large sums of public money to optimization programmes that both safeguard and accentuate heritage's educative, identity-boosting and social functions.

While globally positive, this outline should not be allowed to conceal the grounds for concern – visitor excess, overexploitation or rejection behaviour – that can lead to destruction of heritage and local identity. To avoid an increase in these phenomena, visitor flow management has been markedly upgraded and the spotlight gradually focused on improving the quality of tourist products in a way that successfully combines protection, tourism enhancement and economic growth with a view to sustainability.

In a world in which tourism possibilities are proliferating, means of access (information, advance reservation) multiplying, competition augmenting and financial needs mounting, this delicate balance is under permanent threat. Makeshift solutions, the short-term view and immediate concrete advantages often win out over concern with sustainability and an approach postulating respect for cultural and natural heritage. In this kind of situation the alternative proposal – postponing of consumption in the interests of sustainability – usually only gains the support of minorities, either for ideological reasons or because they are dissatisfied with the products and services offered them. Realism is called for here, but without caving in on what Amareswar Galla<sup>(6)</sup> has termed the "non-negotiable" aspects: safeguarding heritage and improving the lives of local populations.

In addition, given tourism's seasonal character as stressed by Jean Louis Ollivier<sup>(7)</sup>, projects are called for aiming at pluriactivity and the enhancement of transversal skills the actors can reutilize in other sectors. However, it is often difficult to implement this approach, especially for businesses – tour operators, for instance – who do not have the financial capacity to train local partners: the continuing collaboration of the latter cannot necessarily be counted on; and those best suited to

the tasks concerned, as guides, for example, may not speak the language of the target clientele, leading to the hiring of students with the required language skills but no experience. "Fair" and "responsible" tourism is often advanced as the approach to use for reinforcing North/South cooperation and notably for backing sustainable development in poor countries.

## **1.2. Cultural tourism and enhancement of the cultural development of a territory: priorities that do not always go hand in hand**

Before analysing the issues raised by interdependence between tourism and culture, we need to specify the various "tourism cultures" involved. According to Jafar Jafari<sup>(8)</sup>, there are at least four:

- The host culture: this is perhaps the most easily identifiable of all, yet it is not taught in the universities of the host countries, as if students were well acquainted with their national cultures. In fact our own cultures are such a part of everyday life that we know them badly. It is vital to reach an understanding of the influence a given culture can have on tourism, rather than, as is so often the case, simply looking for features that will supposedly interest tourists.
- The guest or tourist culture: it is important to be aware of how tourists behave outside their home context. This means understanding how an individual becomes a liberated tourist whose specific expectations and behaviour patterns do not necessarily include a readiness to abide by his own culture or that of the host destination.
- The residual culture: this is the cultural part of the tourist's baggage and often accounts for the ease with which his or her nationality – German, Japanese, French, etc – can be identified in a given context or country. According to their origin, tourists have shared expectations and shared representations of their host country, and these have to be understood in a non-stereotyped way.

(6) Australian National University, Canberra

(7) Tourism consultant

(8) Universities of Wisconsin (USA) and the Balearic Islands (Spain)

- The corporate culture: this is the culture of the tourism industry in terms of business and management. It is specialized and markedly different from that of other industries.

All the above intermingle to form a “culture mix” whose outcomes are highly variable, specific to individual contexts and determined by the receptivity of the host market. This explains why the standard models have a limited validity, for they do not take account of this complexity. Thus it is important to distinguish cultural tourism from the cultural effects of tourism. Any form of tourism has a sociocultural impact both on tourists themselves and on the inhabitants of the host region. As the result of encounters between the two groups, these impacts can be positive or negative, according to the strategies adopted.

According to Marton Lengyel<sup>(9)</sup>, the interdependence of culture and tourism can be demonstrated as follows: seen from the cultural tourism point of view, culture is the underlying factor in the urge to travel and, generally speaking, the main tourist attractions embody cultural values. From the cultural point of view, tourism satisfies the need for diversity inherent in human nature, has a sociocultural impact on tourists and residents alike, and makes an economic contribution to heritage conservation.

In addition, as Elena Turcov<sup>(10)</sup> emphasized, cultural diversity must not be seen solely in heritage and mercantile terms, for it extends to the entire field of the intangible: non-material assets, creativity, lifestyles, identities, etc. Linguistic diversity and multilingualism were also mentioned as major aspects of cultural diversity by the Russian participants, who stressed the fact that tourism can encourage language exchange and preservation of minority tongues even if it contributes to the dominance of languages like English.

It is now generally accepted that tourism increasingly integrates the cultural heritage field, and cultural tourism has become an economically credible activity, developing in line with increased democratization of both culture and tourism, especially in the rich countries. The recommendations of the world conferences in Manila (1980) and Mexico City (1982) had already laid the groundwork for the crucial challenges of today, in terms of maintaining and enhancing cultural diversity, stressing intercultural dialogue and

the fact that all cultures are part of a shared human heritage, and emphasizing that tourism resources are simultaneously places, goods and values to be safeguarded, especially in times of conflict.

Furthermore, tourist demands have changed considerably in recent years, becoming much more diverse: tourists now have higher expectations regarding quality, authenticity and variety of experience in the course of a given trip. Destinations have multiplied, but competition remains very strong, and this leads tourism professionals to develop strategies appropriate to new markets – especially the Chinese and Indian – and the sheer competitiveness of the situation. As an illustration Professor Klaus Weiermair<sup>(11)</sup> cited alpine tourism in Austria, where the decision-makers encourage innovation and regional cooperative ventures, and back tourism training. This kind of tourism basically involves small and medium companies which can benefit considerably from awareness training in respect of the sustainability issue and the importance of preserving a certain cultural authenticity.

Tourism professionals currently need better qualifications and a closer working relationship with their cultural counterparts. In addition, all the actors must prepare for steadily increasing change induced by intercultural contact. Marton Lengyel cited the case of the Spring Festival in Budapest as an example of successful inter-sector cooperation. Launched by tourism actors in March 1980, the festival was intended as an off-season attraction with music at the core of a programme also including ballet, the visual arts, folklore, theatre, cinema, etc. Now internationally recognized, the event functions as a cultural catalyst not only in Budapest, but throughout Hungary, and can accurately be labelled a “national tourism product”.

Community-oriented ecotourism activity was presented as possibly having a favourable influence on natural and cultural resources management, while at the same time allowing local populations to reappropriate their heritage, preserve their lifestyles and thus enhance their identity. Indigenous communities’ resource management models can also

(9) Heller Farkas Higher School (Hungary)

(10) University of Chisinau (Moldavia)

(11) University of Innsbruck (Austria)

be instructive at international level, with regard to preserving vulnerable systems. Several examples of innovative projects in Norway and South Africa were mentioned by Sylvie Blangy<sup>(12)</sup>. Professor Beatriz Gonzalez de Bosio<sup>(13)</sup> presented the history and culture of the Guarani Indians of Paraguay, with reference to the role firstly of the Jesuits, and today of the media and tourism, in the protection and transmission of forms of savoir faire that are assets for all of humanity. Amareswar Galla pointed out the biculturalism of indigenous populations and the core part they can play in intercultural dialogue. He stressed, however, that most of these actors are not involved to the extent they would like to be, and so do not benefit from tourism-generated income.

Other cases were presented involving successes and failures that could serve as lessons for decision makers, some of them relating to sites belonging to the UNESCO World Heritage listing in Russia, Vietnam, Cambodia, Italy and elsewhere. Examples are provided below.

Situated at the meeting of the Brazilian, Argentinean and Paraguayan borders, Brazil's Iguazu National Park possesses a remarkable biodiversity, the world's largest area of waterfalls, a harmonious cultural and ethnic mix, a sophisticated hydroelectric system and real tourist drawing power. The "Ethnic Centre" integrated development project presented by Hendrikus Bonda<sup>(14)</sup> covers many different aims: it stimulates cooperation, creativity and solidarity; it gives the region an international profile; it is an awareness catalyst for public and private sector actors in respect of the safeguarding of cultural and natural heritage and the enhancement of cultural diversity; it fosters expansion of the local economy and development of local communities; it provides professional opportunities for the local community, students and professionals; and it represents a focus for research.

The case of Ha-Long Bay in Vietnam was presented by Amareswar Galla<sup>(15)</sup>. Part of the UNESCO World Heritage listing, this remarkable site comprises some 1600 islands and islets whose culture and natural setting are attracting more and more tourists. Unfortunately the environment has suffered badly, local infrastructures and management planning being inadequate given the influx of visitors. The action now being taken is intended to combine conservation and development by fully involving local populations in measures aimed at achieving

sustainable income; to enhance education, especially for children and populations living in poverty; and to adapt infrastructures and increase the awareness of all actors. The Ha-Long Bay Ecomuseum is a highly innovative integrated development project combining training, job creation, HIV-AIDS prevention, involvement of local actors and improved tourist facilities.

Despite the political crises of the recent past, tourism in Cambodia is rising steadily, especially in the Siem Reap/Angkor sector. Local tourism operators have learnt the trade as they went along: tourism professions are clearly a new source of employment, but their teaching is far from adequately organized, remaining extremely general and provided by underqualified teachers using inappropriate methods – there are very few on-site training programmes, for example. A further factor is the disparity between the principles of sustainability put forward in the universities and the strategies actually implemented by private operators. After ten years of protection the Angkor site is now entering its sustainable development phase; but at the present moment, as Kerya Chau<sup>(16)</sup> pointed out, the various strategies aimed at controlling the impact of tourists flows on the cultural, natural, social and economic environments are not being backed by concrete action plans favorable to true sustainable development and the fight against poverty. Disparities and imbalances are worsening, poverty is rising and there is now an urgent need for action regarding political agendas in the field and training bodies.

In Tunisia tourism is largely beach-based, with a strictly limited emphasis on cultural and natural potential. The reason, explained Jean Paul Minvielle<sup>(17)</sup>, lies in the historical dynamic of tourism development since the 1960s, the strategies of private operators, the kind of training available, teaching and research.

Differences, not to say conflicts of interests and perception, are not the sole source of the difficulties involved in implementing policies capable of ensuring sustainable development. It is not easy, in a

(12) Consultant and teacher at the University of Montpellier (France)

(13) Catholic University, Asuncion (Paraguay)

(14) Speaking on behalf of Fabio Hauagge do Prado, Universidad Dinâmica des Cataratas (Parana-Brazil)

(15) For details: <http://rspas.anu.edu.au>

(16) Royal University of Phnom Penh (Cambodia)

(17) University of Susa (Tunisia)

pro-sustainability context, to assess the content and conditions of preservation of a cultural heritage that is fragile, non-reproducible, and a support for identities and values that can be differently perceived from one period to another. In addition, the forward planning approach inherent in any sustainable development strategy necessarily involves, in most cases, drawing on contemporary cultural models that may be obsolete in a generation or two. This means having to work with projections that cannot readily include shifts and watershed situations due, in particular, to demographic and technological change.

The case of Moldavia as presented by Elena Turcov pinpointed the problems of cultural heritage enhancement and the dangers of tourism development for that heritage. At the same time, Ms Turcov pointed out the territorial management strategies into which culture is being integrated in the context of development policies.

Any successful venture in cultural enhancement for tourist purposes requires increased professionalism. There is no magic formula here, but a number of recommendations deserve attention in respect of maintaining sustainability and heritage quality:

- Decentralize the tourism and heritage sectors and coordinate the often diverging interests of all actors
- Encourage interministerial approaches: Ministry of Tourism, of Culture, of the Environment, of Territorial Development, etc
- Define tourism strategies at national level in the interests of long-term heritage preservation and enhancement
- Draw up national cultural heritage registers and decide on the restoration and preservation plans they call for
- Define and enforce the visitor capacity of tourist destinations and monitor the effects of tourism numbers on heritage
- Adapt tourism to shifts in demand while still diversifying and improving cultural attractiveness
- Involve populations fully in tourism and cultural development, and ensure that they benefit
- Offer visitors ready access to cultural heritage: improved signing, explanatory signs, information material, accommodation appropriate to specific cultural goals, etc.
- Ensure creation of museums: organization of management courses, improved promotion of collections, etc.

- Provide professionalized heritage guides and reinforce use of charters and labels promoting ethical principles for tourism and development
- Boost promotion of cultural and tourism products via broad partnership networks: specialist institutions, the media, the Internet, NGOs, private operators, international trade fairs, forums, guides for such specific targets as "indigenous destinations"<sup>(18)</sup> etc.

(18) [www.indigene-editions.fr](http://www.indigene-editions.fr)

# 2. WHICH TOURISM TEACHING METHODS SHOULD BE ENCOURAGED IN ORDER TO TAKE ACCOUNT OF DIVERSITY OF NEEDS?

## 2.1. Overview

Tourism training schemes are relatively recent in international terms and in many countries have only just begun to be taught at university. In the United States, for example, training first became available in the 70s and became an integral part of university syllabi only in the 90s. The same is true for Europe – in France, for instance, the first tertiary tourism courses began at the Sorbonne in 1962 – and in Latin America. They came later in Africa, with curricula aimed more at the hotel industry. Overall there is considerable variation at international level in terms of study programmes, training and systems of assessment.

The adaptation now required by the expansion of the tourism industry represents a dual task: firstly, that of understanding what the real nature of the changes is, and finding answers to the questions they raise; and secondly, that of rethinking and filling out established knowledge in the light of recent phenomena. Generally speaking, participants stressed the notion that teaching methods should reflect the range of factors involved in today's tourism, and not solely the economic dimension. This multidisciplinary aspect should itself, of course, fit with the priorities emerging from the needs of specific contexts.

As Mike Robinson<sup>(19)</sup> sees it, there are three dominant training models:

- 1) The "operational" model, characterized by specifically oriented courses;
- 2) the managerial model – the commonest, and focused on the economic dimension to the virtual exclusion of sociocultural considerations;
- 3) the "liberal/critical" model, covering the social, cultural, historical, geographical and other dimensions, using case studies in the context of a critical stance regarding the dominant economic models. Robinson sees this reflexive approach as the most comprehensive and the only one to take account of the complexity of the phenomenon; yet

attempts to disseminate it are often hampered by the determination of many universities to concentrate on rapid professionalization in response to industry demands.

Replies to the questionnaire drawn up before the Meeting and circulated to all members of the network indicate that when the cultural aspect of tourism is raised in teaching, it most often concerns protection of cultural heritage, cultural diversity, the cultural landscapes of ecotourism, development of and emphasis on heritage, local development and local heritage (rural, social and "responsible" tourism) and heritage management. The subjects receiving the least attention in curricula are those relating to carrying on the fight against poverty via the highlighting of cultural and natural heritage and the legal framework of heritage protection and ownership. Thus a shift in emphasis in training courses towards sustainable development issues and the fight against poverty is a matter of serious concern in international terms. It should also be noted that few universities make any reference to UNESCO principles and tools, which cannot readily be made operational.

On the whole, universities see it as important to give culture more room in the teaching of sustainable tourism, but many of them are uncertain as to the sociological, geopolitical and economic content needed to achieve this. To respond to their concern, then, the formulation of sustainable tourism teaching policies is vital for the teachers who are training the professionals of the future.

It was generally agreed that universities must act as bridges between society, political decision makers, international organizations and professionals in the field. This calls for adaptation: greater flexibility in their ways of teaching, an emphasis on on-site work and creation of specialized resource centres for the different actors.

(19) University of Sheffield (UK)

## 2.2. Problems and difficulties

Many participants had come to a number of clear conclusions:

- Most countries do not have a national education and training strategy for future actors in the tourism field
- Higher education tourism programmes are often limited to specific disciplines and techniques, to the detriment of broader education goals; this excludes any real comprehension of the complexity and globality of tourism as a phenomenon
- Within educational programmes sociocultural and environmental approaches to tourism are often very limited or presented only in a superficial way
- There is a lack of effective cooperation between tourism educators and the actors in the field, notably cultural heritage specialists
- The lack of coordination between tourism sector needs and the emphases of higher education undermine professionalization
- Many establishments in developing or transitional countries lack up to date documentary material and do not have ready access to the recommendations of international organizations
- There are not enough international exchanges for educators and students
- In some countries educators lack the skills and professional experience needed to draw up tourism development plans relating to enhancement of cultural heritage
- Research would gain from being better organized and more transversal.

## 2.3. How can teaching methods take account of the transversal character of tourism?

To optimize the policy contribution to protection of heritage and cultural diversity, to intercultural dialogue, and to local development and the fight against poverty, the academics and researchers responsible for drawing up cultural tourism policies and educating the decision makers of the future must adapt both content and teaching methods. Taking account of tourism's transversality calls for both a sound knowledge of the diversity of subjects

involved and real professionalism, and thus for the development of new and complementary skills.

- The systemic approach can be used to convey the message that as a human phenomenon tourism closely interpenetrates with the natural, social, cultural and economic environment. Approached in this light the "tourist system" takes full account of the importance of sustainability and cultural and natural diversity. For Marton Lengyel the teaching of tourism must involve from the outset a holistic, transversal presentation of the subject and thus take its place in a cross-disciplinary approach incorporating knowledge in the fields of economics, geography, sociology, psychology, anthropology, ecology, art history and other related areas.

### The Tourism System

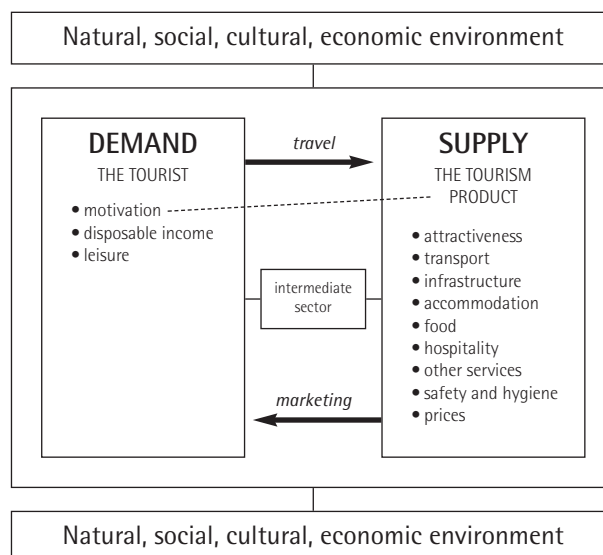


Diagram: Mr Lengye

- Given the variety of tourism education, it was emphasized that it would be a good idea to look for checklists circulating internationally so that users could adapt them according to their needs. This would allow for a degree of harmonization and complementarity between curricula and, most importantly, would strengthen the links between theory and practice via the use of in-the-field cases.
- Further, it is necessary to enhance professional training for educators and thus ensure that knowledge is handed on by qualified, experienced personnel.

- In many countries research needs to be structured differently via creation of multidisciplinary, multi-institutional teams in the international networks.

### 2.3.1. How do tourism teaching methods fit with the new challenges of safeguarding and enhancing cultural diversity?

The questions put regarding teaching methods were the following:

- How to provide tourism actors with tools, techniques and methods allowing for the "sustainabilization" of cultural heritage?
- What teaching methods will enable tourism actors to best grasp and integrate a given territory's cultural dimension?
- How to make actors aware of the importance of tourism as a vector for cultural exchange?
- How to integrate into education the concepts and principles for action of the normative instruments adopted by UNESCO in relation to culture?

Several avenues of response were put forward:

- Integration into all tourism education of modules devoted to the concept of culture, and to the cultural and intercultural aspects of the tourism phenomenon: students must be made aware of interculturality via courses bearing on communication and intercultural skills.
- A better grasp of the importance of a given territory's cultural dimension, which should be treated as a core aspect of tourism and taught as the catalyst for measures aimed at preserving cultural heritage: thus teaching methods must include a presentation of national legislation concerning heritage protection and cultural tourism.
- Promotion in the educational context of a critical approach bearing on the importance, diversity, fragility and potential of cultures in the tourism domain. Often given a negative reception – because it is critical – this approach should help make public and private sector actors more aware of the connection between culture and economics, and culture and development – just as the connection has successfully been made between respect for the environment and economic considerations.
- Integration into tourism education syllabi of the principles and management modes of

sustainable development, of measurement and management of the effects of tourism, of the methods of natural and cultural heritage enhancement, and the issue of cultural rights, notably with reference to the UNESCO Universal Declaration on Cultural Diversity.

- Enabling of thoroughgoing immersion of students and researchers in the life of local communities, as a complement to research visits, awareness courses and voluntary work. Immersion in very different contexts is the sole means of transcending the purely personal.
- Increased involvement by teachers and students in the creation of pilot programmes in the fields of tourism and cultural heritage. This will bring an improved understanding of the realities in local communities and help establish the conditions for authentic dialogue.
- Allowing students from different social and cultural backgrounds to be educated as skilled tourism actors: not always an easy matter in poor countries.
- Use of local resources and models for the development of projects and teaching methods.
- Generation, via education, of an awareness of cultural diversity as a positive value; and improvement, with this in mind, of the shape of school programmes and the training of teachers, educators and students. The ultimate goal being an awareness in all societies of the issues identified.

### 2.3.2. How do tourism teaching methods fit with the new challenges of sustainable development?

The questions raised regarding teaching methods were the following:

- In general terms, what teaching methods should enable tourism actors to integrate the social, economic and environmental dimension of sustainable development and to implement the compromises and refereeing this calls for?
- What techniques and methods will best allow future tourism actors to develop community-based sustainable tourism projects in the developing countries and to optimize the economic and social fallout?
- What kind of skills are needed to determine modes of governance allowing for association and active cooperation between the host of

public and private sector actors contributing to the touristic development of a given territory?

- What financial means, techniques and tools are available to tourism actors in respect of evaluating the impact of projects?

Several avenues of response were put forward:

- Make the tourism phenomenon globally understood – its nature, role, functioning, management, effects – to students and tourism actors.
- Draw up national strategies in education for sustainable development, together with tourism training schemes suited to all future actors and all age groups: at primary and secondary schools, job training centres, universities, etc.
- Improve integration of sustainable development principles and management methods into education programmes and make it understood that tourism development must be satisfying for the tourist, ecologically viable in the long term and fair to local populations in ethical and social terms.
- Integrate and make operational the Millennium Goals of the fight against poverty within research and teaching programmes.
- Provide tools and methods allowing future actors to ensure sustainable development in tourism, for example: integrated tourism planning, activation of management tools, involvement of all public and private sector actors in the development process, etc.
- Reinforcement of research and of the teaching of concrete sustainability indicators
- Communicate to students a long-term vision of tourism and the areas it affects, while deciding on concrete action for attaining sustainability goals.
- Better prepare students to coordinate the interests of all actors and ensure that tourist destination load limits are respected.
- Enhance international cooperation in these fields by mobilizing existing networks and skills hubs, and especially by ensuring the gathering and circulation of case data in the interests of drawing conclusions that will improve applied research and the training given.

These recommendations were backed up with case data from several countries.

The University of Barcelona representatives, Dr Jordi Juan Tresseras and Dr Juan Carlos Matamala<sup>(20)</sup> outlined teaching methods adapted to the origins

and needs of the students in question: thus methods relating to the Spanish context were extended to Europe as a whole and to Latin America. Via new partnerships between universities and the private sector, new projects and research areas were suggested in relation to cultural tourism policy, heritage management (notably in the case of World Heritage sites), identity issues, implementation of cultural tourism, tourism and gastronomy, etc.

The scientific and educational hub in Rimini, Italy, described by Fiorella Dallari et Alessia Mariotti<sup>(21)</sup>, offers a range of services and helps arrange exchanges and training courses abroad, notably in the context of such European programmes as Socrates, Erasmus, Leonardo, etc. The hub is a laboratory for the development of research and innovative projects, with an emphasis on cultural and touristic itineraries, tourism enhancement of developing countries and boosting of territorial competitiveness. It is also part of an inter-university network that is very active in South-Eastern Europe and is a centre of excellence for decentralized cooperation.

In Mexico, Professor Antonio Aguirre<sup>(22)</sup> is involved in the work begun in universities over 25 years ago with political decision makers and local actors: the aim is to involve them and so ensure that local populations really do benefit from the tourism industry. The strategies used to increase all actors' awareness of sustainable development principles in the environmental and sociocultural domains takes the form of implementation of projects that abide by national and international regulations; knowledge and skills enhancement in the areas of environmental protection and management; training and educational tools whose variety and quality help increase awareness of the environment among children, teachers, students, trainers, decision makers, NGO officials, employees, etc.

Jean Louis Ollivier gave an account of a Franco-Mexican cooperation experiment in the form of the United Action Network's tourism school in Mexico, based on the adaptation of community association tourism in France. Unlike the standard models exported without reference to local realities, or other models whose exemplary character is unfortunately not suited to mass tourism destinations, this concept

<sup>(20)</sup> University of Barcelona (Spain)

<sup>(21)</sup> University of Bologna (Italy)

<sup>(22)</sup> Autonomous University of Nayarit (Mexico)



has been developed and integrated in line with the social, cultural and environmental features of the host context. The training was first aimed at tourism students, then extended to professionals and training personnel, with the students alternating courses with hands-on work in the field; this had a positive impact on company strategies and led immediately to the creation of new jobs. The concept is based on three criteria:

- 1) rationales and strategies for establishment of relevant structures, via increased awareness among politicians, optimization of local partnerships, and negotiation of specifications with tourism promoters;
- 2) optimization of training and of human resources management, especially regarding seasonal professionals, who have no job security;
- 3) enhancement of local culture and savoir faire via the development of original tourism products that provide authentic intercultural contact and so appeal to tourists' curiosity.

Presided over by Professor Igor Zorin<sup>(23)</sup>, the International Academy of Tourism in Russia has 79 branches throughout the country. It has set up a permanent international congress for tourism education that allows for enhancement of tourism actor training, improved research and establishment of cooperation agreements between universities in different countries.

Concerning Astrakhan, Andrey Dimitrenko<sup>(24)</sup> outlined a set of university courses more focused on ecotourism and with a sustainability philosophy that is more environmental than cultural in character. These higher education courses take place within the ambit of the Chair of "Ecological Tourism", of the "Ecotour" Centre for Research and Experimental Studies and its associated Archaeological Laboratory. At the request of the Astrakhan Region's government, their research bears on the loadbearing capacity of the Volga delta's ecosystem and the project for safeguarding its biodiversity. The university now hopes to draw up and launch a sustainable tourism curriculum reflecting the spirit of the Chair and of UNESCO philosophy and drawing on the experience and knowledge of members of the UNITWIN/UNESCO "Culture, Tourism and Development" network.

With regard to tools, online education was presented by Magali Jurado<sup>(25)</sup> as highly relevant. This style of teaching means a wide range of tourism-related subjects can be covered while at the same time giving students the chance to work at the

roles awaiting them as future professionals. Examples of the latter include learning to write up a tourism plan from the point of view of a professional in search of funds for a regional project; and analysis of current tourism practice in a given region with a view to creating a new development plan. Online education offers a number of advantages: access to qualified teachers and personalized tuition for a large number of students; learning of complex techniques in realistic situations; diversification and enhancement of local knowledge and savoir faire; application and adaptation of material to different contexts; and generation of increased awareness of cultural diversity.

With a view to complementing existing tools, the primary emphasis at the upcoming Tourism and Cultural Diversity Observatory, presented by Tomke Lask<sup>(26)</sup> will be overtly cultural and intended to cover five functions: centralization and interconnection of transversal, multidisciplinary information; monitoring of changes, impacts, etc.; providing access to knowledge for a broad public; and ensuring that information issues in a comprehensible form. The Observatory will be set up in three phases:

- 1) preparatory research relating to identification of all the partners concerned;
- 2) multidisciplinary research in the field – case studies – that, in addition to centralization of information, will allow for interconnection and monitoring via updating of information through an extensive network (with university input), and the marketing of the Observatory;
- 3) functioning based on user needs – data processing, dissemination of results via a website, publications, lectures, etc – that will meet knowledge and comprehensibility requirements. A priority must be involvement of partners at international level with a view to grouping pilot cases from specific contexts; this of course implies financial commitment by partners and especially by the States concerned.

The presentation of the Observatory gave rise to a brief discussion – one worthwhile pursuing – on the issues raised by knowledge sharing and transfer, intellectual property rights, and interconnections between pre-existing networks.

(23) UNESCO Chair of Cultural Tourism for Peace and Development (Russia)

(24) University of Astrakhan (Russia)

(25) Ciudad del saber and University of Panama (Panama)

(26) University of Liège (Belgium)

### 3. WHAT IMPROVEMENTS COULD BE MADE TO THE FUNCTIONING OF THE UNESCO/UNITWIN "CULTURE, TOURISM AND DEVELOPMENT" NETWORK, AND HOW?

Transversality of functioning and inter-institutionality are major concerns and should be at the core of a network intended as an authentic platform for work and exchange.

In terms of its functioning, the network should as a priority optimize its virtual communication by regular updating of the website currently under construction: the site is intended as a dynamic tool enabling network members to interact. In the near future it will also function as a databank, a host to projects in progress and a discussion forum. Thus two major requirements can be met: provision of a venue for confidential exchange (Intranet) limited to network members; and free access for all (Website). The network could also contribute to the functioning of the cultural tourism policy Observatory presented by Tomke Lask.

On the technical side, several approaches were considered:

- Ongoing attention to distance learning and the organization of online courses to complement the seminars.
- Acquisition of tools responding to network members' various concerns: management, publications, methods, training, guides, teaching kits, etc.
- Suggestions for relevant applied research subjects; and use of complementary forms of expertise as input for shared specialist work on projects and/or targeted problem areas: communication and intercultural skills, measurement and management of tourism's effects on cultural and natural heritage; impact indicators, etc.
- Systematizing and dissemination of the recommendations, normative instruments and

publications of the international organizations, and notably those of UNESCO.

- Formation of a an international, subregional and national expertise hub able to respond to calls for tenders and, in the medium term, become a provider of services.

Regarding modes of exchange within the network, a number of more or less readily practicable forms of implementation were suggested:

- Exchanges of information and courses so as to create a space for circulation of requests and of appeals for skills and advice, etc.
- Assistance with preparation of university programmes and projects at the technical, but also financial levels: the UNESCO Chair "label" can facilitate fundraising; some universities can find sponsors for network functioning and appeal to their own contacts in agencies for financial backers and among partners in the rich countries; certain other universities have substantial financial means, often coming from the private sector.
- Organization of student exchanges, training courses in the field and in universities, increased use of visiting teachers.
- Support for existing networks and reinforced cooperation with United Nations agencies, universities working on sustainable development, financial backers and networks of backers.
- Organization on a regular basis of other UNESCO/UNITWIN network meetings, with a view to exchange of experience and the latest teaching methods and initiation of fresh cooperative ventures.

# CONCLUSION

The discussions were especially fruitful, in respect both of basic issues and the approaches presented, and this means enhanced knowledge transversality concerning these questions in university tourism curricula. Debate also covered the importance of adapting teaching content in line with local circumstances, and the challenges posed by cultural tourism, the aim being to increase the awareness of the decision makers of the future in these respects: this will help to promote tourism as a tool for dialogue and knowledge of other cultures, for development and for the preservation of cultural and natural heritage.

Those attending recognized that it was the duty of all actors to ensure that economic growth goes hand in hand with solidarity, protection of the natural environment and enhancement of cultural diversity. At stake here – and for future generations as well – is the right to travel, discover, and acquire knowledge. However this right is counterpointed by a duty: that of safeguarding without delay the planet's cultural and natural diversity and of fighting against inequality.

Given the magnitude of the stakes in sustainable tourism development, the international academic community has a duty to take them into account in its study programmes and to initiate appropriate training so as to limit their negative effects and optimize their positive factors. Universities that teach tourism and place a core emphasis on culture and sustainable development can make a real contribution here, especially those belonging to the UNESCO/UNITWIN "Culture, Tourism and Development" network.

The participants paid tribute to the part played by UNESCO and the network as a catalyst for inter-university analysis and cooperation. Also stressed was the fact that UNESCO should now loom larger in the world of tourism, circulating both original ideas shaped by its principles and normative tools that can thus be made more operational. New partnerships have already been suggested between universities, and between UNESCO and specialist bodies, reviews and networks; and it is hoped that more UNESCO international conferences on cultural tourism issues will be held, with close cooperation in the future

between the UNESCO Chairs network and UNESCO partners, notably the International Council of Museums (ICOM), the International Council on Monuments and Sites (ICOMOS) and the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM). The next meeting is scheduled for April 2006 at the Château des Templiers at Gréoux-les-Bains, France, with the following one planned for the Brazilian province of Iguazu in May 2007. The meeting closed with the Final Recommendation (see below) being carried by acclamation.

# FINAL RECOMMENDATION

## Paris, UNESCO, 18 March 2005

On 18 March 2005 the participants of the first meeting of the UNESCO / UNITWIN network "culture, tourism and development" adopted the following resolution:

Recalling that the UNESCO / UNITWIN program is a special medium of knowledge transfer and capacity building, in a spirit of solidarity with and among developing countries, in response to the concrete needs of higher education establishments,

Recalling also the principles, normative instruments, and objectives of the United Nations and UNESCO, which determine the scope of network's reflections and actions:

- The United Nations Decade of Education for Sustainable Development (2005-2014)
- Millennium Declarations and Goals, United Nations (Sept. 2002)
- The Rio Declaration (1992) and the Johannesburg Action Plan (Sept. 2002)
- The UNESCO Universal Declaration on Cultural Diversity (Nov. 2002)
- The UNESCO Convention concerning the Protection of World Cultural and Natural Heritage (1972) and the Convention for the Safeguarding of Intangible Cultural Heritage (2003)
- The ICOMOS International Cultural Tourism Charter (1999)
- The Charter of Ethics for Tourism, OMT/WTO (1999)

Recalling, in particular, that this meeting is consistent with the objectives of the United Nations Decade of Education for Sustainable Development, for which UNESCO is the lead agency. These objectives include improving the quality of education and taking better account of the importance of sustainable development in order to "make the world society more humane, secure and respectful of the dignity of every person"<sup>(27)</sup>.

Considering that the quality of the content and methods used in higher education in the field of

tourism play an important role in its sustainable development, so that students -the future tourism decision makers- have the know how and know why to address new challenges raised by this industry in the era of globalization:

- The preservation and promotion of natural and cultural heritage, both tangible and intangible, for future generations;
- Recognition of the value of cultural diversity, through facilitating dialogue among peoples, the appreciation of the plurality of heritage, the authenticity of the encounters between guests and hosts;
- Sustainable development and poverty reduction through the involvement of local populations playing a key role in projects, the training of tourism actors, and the distribution and equitable reinvestments of profits.

Propose the reinforcement of tourism education in the following ways:

- On the methodological level: tools of systems analysis and prospective reflections intended to integrate the different quantitative and qualitative dimensions of sustainable tourism, while developing the use of e-learning;
- On the conceptual level: reinforce a multidisciplinary approach, incorporating disciplines such as anthropology, sociology, psychology and human geography, in order to integrate social and cultural aspects into the field of economics;
- On the practical level: adapting programs to the specific needs of future decision makers and developing a more critical way of thinking using experiences gained in the field and through case studies in partnership with private and public actors in the field of tourism.

Recommend the reinforcement of the UNESCO / UNITWIN "Culture, Tourism and Development" universities network via membership for new universities and increased cooperation, notably with

(27) Formulation of the commitment made by the Heads of State in Johannesburg

UNESCO partners like International Council of Museums (ICOM), the International Council on Monuments and Sites (ICOMOS) and the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM), and in particular in the fields of applied research and professional expertise.

Decide to:

- Create a virtual platform intended to structure and optimize the management of professional and scientific relations and activities of the members of the network as well as guaranteeing diffusion internally and on the Internet;
- Contributing to the functioning of an Observatory of Cultural Tourism Policies, a virtual forum of discussion and independent elaboration, conceived as a tool of reflection and a presentation of best practices, of models of sustainable development in tourism, etc.
- Organizing on a regular basis other meetings of the UNESCO/UNITWIN network in order to exchange experiences and latest findings and to initiate further cooperation.

# APPENDICES

- 1- Agenda
- 2- Working document
- 3- List of speakers
- 4- Power Point presentations and/or summaries of papers
- 5- Slide screening