



**SECOND MEETING OF
THE UNESCO/UNITWIN NETWORK**
« Culture, Tourism and Development »

Gréoux les Bains, France

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Siège de la Cité de la Culture et du Tourisme Durable

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«How to better combine cultural tourism with sustainable development of the territories: from the field to the teachings?»

FINAL REPORT

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INTRODUCTION

The second meeting of the UNESCO/UNITWIN NETWORK « Culture, Tourism and Development » comes within the framework of the UNITWIN/Chairs UNESCO Programme launched in 1992 being an effective tool for the north-south and south-south co-operation through the enhancement of capacities, education and knowledge sharing between universities, research institutes, civil society partners, public and private sector.

The Meeting is organized within the frame of the international UNITWIN Network set up in November 2002 and linked to the UNESCO Chair « Culture ,Tourism and Development » of the Paris1 Pantheon-Sorbonne University. This network can be seen as a platform for competencies and co-operation for the academics and the member States of UNESCO in the field of cultural tourism. The UNESCO Agreements and the conclusions of the International Conferences on Cultural Policies and Sustainable Development is the frame for the proposed actions.

A preliminary report provided concrete elements on the teaching methods of cultural tourism on an international level. This second meeting comes also 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.

Bringing together some forty participants from fifteen different countries, this Meeting aims to enrol new members in the Network and to broaden the discussion. The aims of the Meeting are as follows:

- To better understand the character and the intricacy of the links between tourism, culture and sustainable development of the territories;
- To create and use tools (techniques, software, methods) allowing to better combine cultural tourism and sustainable development of the territories;
- To reinforce the UNESCO/UNITWIN Network and propose co-operation main lines in the fields of education, applied research, circulation of information and partnership.

OPENING SESSION

Michel Lantelme

General Councillor for Tourism for the Alpes de Haute-Provence, spokesman for Jean Louis Bianco, President of the General Council of the Alpes de Haute Provence and for Michel Vauzelle, President of the Region Provence Côte d'Azur¹.

After greeting all the participants, he mentioned how proud the region is to host in Gréoux-les-Bains, symbol of the "*Cité de la culture et du tourisme durable*" this second Meeting. On the verge of becoming a pole for rural excellence, the Cité, supported not only by all the actors of the Département, the Region, but also by the State has dedicated itself to being a cultural pole and a multidisciplinary platform for research and education thus enabling the Alpes de Haute-Provence to become the leader as "laboratory" for a sustainable and responsible tourism.

The department is in fact in the middle of a rural regeneration zone, being at the crossroads of three main cultural and natural destinations: the National Park of Mercantour, the Regional Parks of Verdon and Lubéron and the largest archaeological reserve in Europe.

Michel Lantelme closed by wishing rich cultural exchanges contributing to the respectful development of human and natural equilibrium and, so the motto of the Cité: « give roots to the future ».

Hervé Barré

Programme Director « Culture, Tourism and Development », Division for Cultural Policies UNESCO

Hervé Barré began by thanking the organizers of the *Cité de la Culture et du Tourisme durable*, the academics and all the participants and stressed the good cooperation between UNESCO, the Région Provence-Côte d'Azur, the Département of the Alpes de Haute Provence and the Town Hall of Gréoux-les-Bains.

He recalled that UNESCO considers tourism as a wonderful tool for the cultural dialogue, the knowledge of the Heritage, its up-keeping and the development of the territories. Mass tourism should no longer be a fatality even if, as the UNESCO Convention for the Protection and Promotion of World Cultural Diversity mentions, it will stay a sensitive issue, as " the activities, the cultural goods and services have a dual nature, economic and cultural, carry identities, values and senses and should not be considered as exclusively commercial".

In the last few years the cultural approach has changed. We moved from an elitist conception of tourism towards a broader approach including live arts, shows, local heritage, sceneries, and so on. Through better integration in the cultural life and creation, the local population got an answer to its social, cultural and economic needs. This approach was strengthened at Johannesburg Summit defining culture as the « fourth pillar » of the sustainable development.

According to Hervé Barré, the Network should propose development policies based on the sustainability of the protected cultural resources and on a sound socio-cultural education of the future decision makers in the field of tourism. It is a necessity to provide tools to put the expertise and the political decisions together for the benefit of the local populations.

Several aspects of the Network functioning were put forward:

¹ Vincent La Rocca, Mayor of Gréoux-les-Bains warmly welcomed, the day before, all the participants.

- Universities wishing to join the Network are requested to attach to their membership form a letter of the national commission of the state their university belongs to. ²
- The co-operation frame is set by UNESCO, in the field of culture, development, ethics and education;
- The University Paris1- Panthéon- Sorbonne and Professor Bernard Morucci coordinate the network, in co-operation with UNESCO, providing tools for a better communication between members and partners, organizing meetings and promoting the network at an international level.
- The Network member universities, thanks to their dynamism and bilateral actions contribute to turn the network into an efficient tool with a specific « unesquian » added value.

Noting that the decision taken in March 2005, during the first Meeting, to organize an annual meeting has been respected, Hervé Barré expressed his satisfaction to the network contribution to the propagation of the United Nations ideals in a spirit of dialogue and brotherhood.

Carmen Piñán

Programme Specialist, Division of the international co-operation in higher education, Division of higher education, UNESCO.

Greeting warmly all the participants, Carmen Piñán, representing the Direction of Higher Education Sector of UNESCO began by citing the main goals of the UNESCO / UNITWIN Programme participating to the creation of the middle term strategy of UNESCO (2002-2007) and the two major transversal themes of the organization (poverty eradication and contribution of the information and communication technology to the development of education, science, culture).

571 chairs and 64 inter-universities UNESCO network exist nowadays. The programme has been evaluated many times and the latest recommendations have been adopted in June 2001 by the Executive UNESCO Council. The emphasis was put on two issues: Monitoring the quality of the projects and closing the ineffective ones. The cooperation with the civil society should stay the leading path for the actions conducted by the partner universities, enabling the programme to become a vector of development.

Mr Koïchiro Matsuura, General Director of UNESCO announced at the World Forum for the 10th anniversary of the Programme following priority measures for the future:

- Reduce the disparities in knowledge and knowledge sharing
- Strive for the free movement of ideas
- Use new technologies in the field of communication and information
- Preserve and promote cultural diversity
- Fit into the dynamic current of sustainable development
- Intensify education and training of the teaching staff
- Stop brain drain

Following recommendations were adopted:

- Create efficient tools for knowledge sharing
- Launch the initiative «Academics without borders » (materialized in November 2005³)

² The procedure is detailed and available on the network's chair intranet; the member universities will have to redo the procedure for the Network creation agreement renewal (for the period 2006 – 2010 between UNESCO and the University Paris 1 Panthéon-Sorbonne: their membership to the UNESCO Chair/network "Culture, Tourism and development" has to be validated by the national Commission of their home country to the UNESCO.

- Facilitate the use of the new technologies and distance learning

Bernard Morucci

Coordinator of the UNESCO/UNITWIN Network « Culture-tourism-development »

In his role as coordinator, Bernard Morucci mentions the details of the work and communication methods between the members and partners. Taking into account the growing number of members (4 countries and 6 universities in 2006) and the plurality of the objectives, these meetings should allow testing and laying the foundation stone of an international and sub regional action plan operating in the coming months and years. Referring to the work documents distributed before the meeting, he recalls the four proposed axes:

- 1) Case studies (projects/strategies) illustrating the stakes bond to the cultural role of tourism in the sustainable development of the territories;
- 2) Tools for systemic analysis before (diagnosis, strategic plans, projects organization) and after (evaluation);
- 3) Curricula, teaching and applied research methodology;
- 4) Functioning of the UNESCO/UNITWIN Network and future prospects.

Moreover, the main priority is to develop the Intranet as a tool for members to share information, data, and work hand in hand. The network could contribute, thanks to the fullness of its works and data to the UNESCO Observatory on cultural diversity and sustainable tourism project.

Prof. Morucci stresses the disparities of the UNESCO members and partners' means and availabilities and the necessity to facilitate the communication between the academics. Every suggestion concerning the development of the Intranet is welcomed and a questionnaire this about should be sent back for June 15th in order to collect all information. Furthermore, the coordinator will be acknowledged as the spokesman for the network, this being the case at the coming World Symposium of the UNESCO Forum on Higher Education, Research and Knowledge, at the end of the year.

³ http://portal.unesco.org/education/fr/ev.php-URL_ID=43228&URL_DO=DO_TOPIC&URL_SECTION=201.html

In which way and how can tourism be a factor of sustainable development of the territories?

Tourism is seen by the majority of the participants as a system⁴ and its development as a key- issue to all countries, in spite of their differences. Among these differences is the annual tourists visit rate, counting 30% for the « developing countries », 1% for the less developed » and 70% for the “industrialized countries”.

Quoting Alain Laurent⁵, **the territory** is a relational space where local actors and outsiders live and intervene. The analysis of the bonds and the dynamics between these actors, the nature of the relationship and the values are indissociable from the comprehension of the context.

In fact, speaking of tourism and territories is being at the meeting point of 4 levels (person, tourism sector, territory, and general system), 3 sectors (environment, socio-cultural organization, economy) and 3 temporalities (short, middle and long-term).

Aimed are the ecologically sustainable, the socially fair and the culturally developed, at these different levels and in these diverse fields.

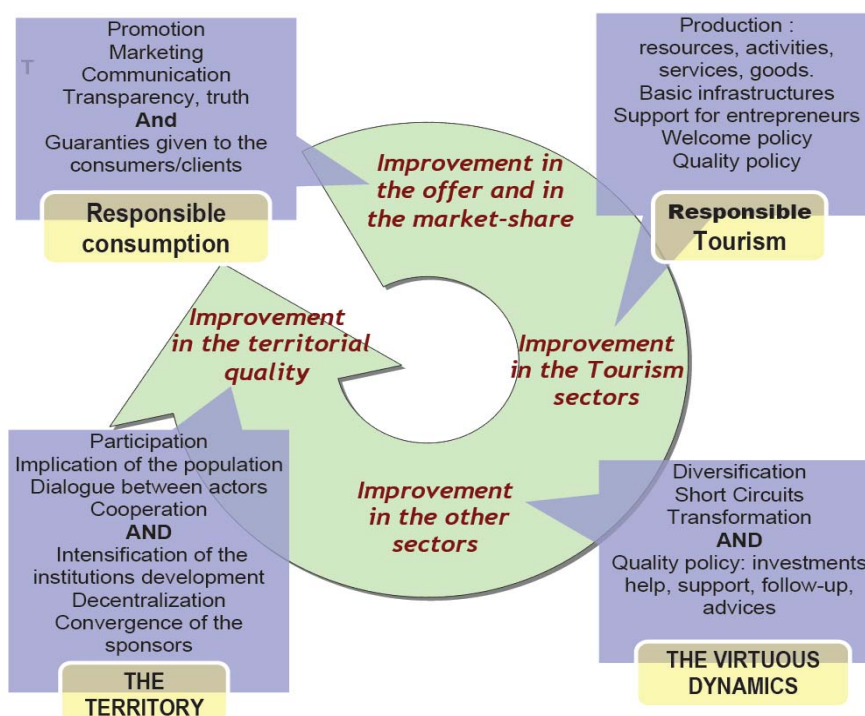
Thus, at least **four conditions are necessary to make tourism a factor of sustainable development of the territories** and the key word for tourism strategies in the non-negotiable respect of the territories and their culture remains quality.

- Offer and consumption are to be responsible, equitable and ethically right;
- The tourism sector is to benefit from the positive effects of the offers in terms of work conditions for instance;
- The other economic sectors of the territories, such as handicraft, agriculture, environment should show the same exemplarity and quality;
- Tourism should fit into the dynamic current of a sustainable development and reconcile short with long term, local with global, standardization with diversification, private with general, individual- with collective responsibility, externalization with internalization.

⁴ Cf. FIRST Meeting Final Report, p.13 (Marton Lengyel). See also « la machine à faire le tourisme » of Jost Krippendorf

⁵ Alain Laurent, T2D2 (Tourismes, Territoires et Développement Durable), France

The four progress margins in the responsible tourism medium of sustainable development



Ref : Alain Laurent, T2D2
 The ALTICOB21 Method (Agenda 21 local
 tourism in the basis communities)

The cultural dimension of tourism was of concern to all participants, mainly in its inviolable, identifiable and esthetical expression. To speak with H el ene Conway⁶, human and cultural experiments are a major point in the tourist expectations. The quest for the difference is often at the origin of travels even if sometimes it results in a total incomprehension due to a cultural shock. The best example for this is the Irish Ferries motto, a few years ago : « Long live the difference ». Considering that tourism can be a vector of communication , comprehension, respect and therefore peace, it seems crucial to thoroughly prepare travels and conceive them as a source of enrichment. The host country is honoured to welcome the travellers and regain its identity, sharing its own culture.

At stake is the fragile equilibrium between the need of resources to preserve and pass on culture to the future generations and the possible risks such as authenticity loss and "folklorization". The best example to this is given by Jean Louis Ollivier⁷ with the fragile culture of the isolated native communities in Mexico. Therefore mediation between cultures remains compulsory and has to be based on awareness, education, and solid training- and management methods.

To answer to the numerous problems such as lack of coordination, institutional weakness and projects incoherence, many **strategies** have been elaborated to facilitate the projects development on the territories. Generally speaking, ethic and a human dimension of the development of the territories are in the heart of the discussion.

⁶ H el ene Conway, Dublin Institute of Technology (Ireland)

⁷ Jean Louis Ollivier, international consultant (notably by the Autonomous University of Nayarit in Mexico)

Several avenues of response are put forward:

- Propose diversified quality products and develop new tourism sites (examples in the European hostelry are given by F. Vellas) ;
- Enhance the traditional know-how and specialization to the benefit of the poor populations ;
- Favour return rates on high investments to develop competitiveness in the field of tourism development and protect the natural habitat, the environment and the socio-cultural heritage ;
- Promote excellence in the related services ;
- Intensify marketing aimed at the appropriate niche markets ;
- Encourage professionalism and skills ;
- Encourage cooperation with the tourism sector, including SMES contributing to the heritage protection, implication of the local population and the integration of labels in a marketing strategy ;
- Promote the dialogue, encourage public/private partnership and favour the decentralization of decision-taking to better position the tourism development and its integration in other sectors ;
- Define cultural tourism charts using the existing international legislation tools and including following criteria : equity, quality and durability ;
- Use social, economic and environmental labels to classify tourism products and establishments ;
- Increase training sessions for all actors of the tourism development and its activities.

As for the **methodology**:

- A diagnosis should be made prior to any intervention on a territory. As outlined by Alain Laurent, the actors, their logic, dynamic, cultural and natural resources, the environment and the political context should be examined carefully.
- It enables to understand the causal relationship of the identified problems and to find integrated answers and solutions. Two essential criteria will help to organize the ideas into a hierarchy: durability and feasibility. The implemented actions are good for nature and men; they link resources development to conservation.

Moreover it is necessary to:

- Develop among the communities and the local authorities the awareness of their resources, notably in the poor or rural regions which regard tourism as a threat ;
- Restore to favour the projects' accompaniment job, in need of adjustments between the different logics and temporalities of the sponsors and the beneficiaries;
- Train and educate the local populations ;
- Show immediate results on the short term and their benefits to the local actors ;
- Ensure that the evaluation is based on the needs of the local communities and the investments do not disrupt the fragile equilibrium ;
- Institute consulting processes between international and local experts focused on durability and confidence, pinpointing knowledge share and an enriched evaluation (very short international evaluation missions do not fulfil these requirements) ;
- Institute comparison and exchange tools for the tourism professionals, local actors and higher education sector ;
- Awareness of all actors to the durability concept, often unknown or misunderstood ;
- Create data bases allowing to gather together projects financed on the same territory (decentralized cooperation, NGO, international institutions etc.) thus avoiding projects superposition and waste of money ;

- Make an inventory of the methodologies used in creating routes and itineraries which are true sustainable development laboratories, associating preservation with economic development (Slave's route, Silk Road, Frescos route, Wine route, Incas path, Salt route, Ksour route etc...).

<p>Which integrated strategies and projects respond to the transversal character of tourism and development of the territories?</p>
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The strategic and methodological problem revealing many different levels in the territories were backed up with case data from several participants. Some micro projects focus on small communities, others have a purely regional or national dimension, others are international (all these levels are more or less articulated). The geographical context is diverse; examples from Peru, Mexico and Brazil are proposed next to Astrakhan and Moldavia, Ireland and Benin to cite a few. In spite of some projects peculiarities, many similarities can be found in the stakes and in the difficulties encountered.

- The traditional rural region of Pacarán, described by Henrique Urbano⁸ is situated south of Lima (Peru) in a poor and mountainous zone. Its natural and cultural resources have a drawing power to national tourists: sun all year long, grapes, agricultural activities as sole means of subsistence, fishing and water sports. The project: Firstly, the preliminary study in 2005 consisted in preparing the Mayor and the population for the possible arrival of tourism in the village and the region and in evaluating the local resources and the maximum load capacity of the site. Secondly the main idea was to enrol local actors in a community project designed to create a tourism pole and commercial activities, preserve and enhance the natural resources and develop durable employment for the villagers. Therefore a tourism department was set up in the Town hall. Thirdly, from 2007 on, the implementation of the project will be monitored and evaluated.

- Antonio Aguirre⁹ gave an account of a native tourism experience in the Indian community of Santa Tereza in Mexico. With the support of the University of Nayarit and the Government the natives welcome tourists and host them in guest houses, propose sport activities and thanks to a new museum value their handicraft and heritage.

Jean Louis Ollivier outlined the intercultural aspect of this case study, notably the gap between the half-breed (the majority of the Mexican population) and the Indians. The Nayarit interpretative paths (1 day or more) are conceived to educate tourists in terms of environment, culture and heritage. An artistic work is meant to enhance the esthetical sensibility of all, to give the citizens of Nayarit a true image of their country and strengthen their identity. A photo competition, a book, postcards and a free exhibition displaying the best pictures will be part of the project. The bond with the Nayarit Indians emigrated to the U.S.A is not to be neglected.

- At the meeting of three countries, Brazil, Argentina and Paraguay, the Iguazu National Park is characterized by a vast cultural and ethnic mix and an exceptional biodiversity. Known as the world's largest waterfalls, the region has an indisputable tourism

⁸ Henrique Urbano, University San Martin de Torres (Peru)

⁹ Antonio Aguirre, Autonomous University of Nayarit (Mexico)

potentiality. The ethnic centre project, presented by Mauro José Ferreira Cury¹⁰ answers to many different aims; Construction of the centre, worldwide promotion of Iguaçu and moreover the implementation of research studies, education, training and assistance throughout cultural and tourism events; implicating the local actors, notably the communities.

A feasibility study concerning this centre and the development of the Tekojhã-Porã Park, which is to become a promotion and expression area of the Guarani Indians traditional culture, has been conducted by the UDC(University de Cataracas de Foz de Iguaçu).The first phase consists in a preliminary study, essentially bibliographic, the second in a making contact with the “beneficiaries” on the field; the third in the research tools preparation to analyse the needs of the community and the fourth is centred on how to use the methodological tools in tourism teaching at the university and the implementation of the project. Take into account the linguistic and cultural differences is the main task, this project being widely debated for the cultural and legal stakes intrinsically linked to this kind of park and to the ethno-tourism products.

- Concerning Ireland, Hélène Conway outlined the local conception of tourism, a non-daily consumption good designed to generate authentic and agreeable experiences. A promotion campaign, tailored to the needs of a selected and aware type of tourists presents Ireland as a unique cultural destination with breathtaking landscapes, traditional way of life and contemporary culture waiting to be discovered. Experience the country and find to one self! « Land of Heart’s Desire », such is the logo of the Sligo Marketing Forum. Its tourism strategy is based on the works of W.B.Yeats, utterly inspired by Sligo in all his poetry and drama. The up keeping of the collective memory is the key word of all cultural activities in Sligo (unique literature evenings, guided tours on Yeats footsteps, pubs and shops named after Yeats).

- Elena Turcov¹¹ introduced in her lecture the Moldavian strategy for wine tourism through the Wine Route case. In Moldavia, wine is fully integrated to culture and life and adds a tourism value to the wine-producing firms. It allows to creating numerous jobs, implicating the local population in guest-welcoming and wine-tasting, improving the housing conditions and valuing the country’s cultural heritage. Local actors have devised an action plan to develop partnerships with universities, institutions, private and public sector and the civil society to remedy the encountered difficulties, such as inadequate road conditions and tourism infrastructures, insufficient regional development and a lack of well-trained staff.

- The West African sites on the UNESCO World Heritage Listing were the topic chosen by Alessia Mariotti¹² for her lecture, particularly the Abomey site in Benin. With regard to sustainable resources development, the aim of the project is to better preserve the site, involve the local populations in measures aimed at achieving sustainable income, promote and value the cultural heritage, create micro firms in the tourism sector, improve the local communities living standards through a collective management of the local resources, control the influx of tourists to protect the environment and stop the perverse results of mass tourism. The sub region’s image is to be ameliorated and an alternative economic system in the tertiary sector put into practice.

¹⁰ Mauro José Ferreira Cury, University das Cataracas de Foz do Iguaçu (Brazil) whose lecture was translated into French by Hendrikus Bonda

¹¹ Elena Turcov, Economic Studies Academy – University of Chisinau (Moldavia)

¹² Alessia Mariotti, University of Bologna, Rimini branch (Italy)

Which tools to conceive, manage and evaluate the projects and the field strategies?

The tools and the approaches are different in their nature and utility and are to be used complementarily. We mentioned the systemic, analytic, econometric, decision-making, multi-criteria, classifying, forward-looking, statistic and management oriented approaches. Some of the tools here listed are pure examples, no hierarchy or classification was meant to be.

- With a growing number of data and prospective studies conducted by international organizations, universities and institutions since the 1900's, certain tools enable to underscore the opinions convergence and the consensus on definite subjects to help make the final decision. This exactly is the aim of the Delphi method, as outlined by Bernard Morucci, from a prospective study of the Alliance Internationale du Tourisme (AIT – Geneva) on behaviour and tourism practices in 2015.
- The structural analysis is meant to structure a collective thought and allow describing the functioning and dynamic of the "tourism system" using a matrix bringing all the elements of the system together, notably the influential variable.
- Another tool is the Multipol method (for MULTICriteria and POLitics) – a computer tool based on the comparison of different actions or solutions to a given problem using multiple criteria. The standard phases are: inventory of all possible actions; analysis of the consequences and elaboration of the criteria; evaluation; definition of the policies and classification of the actions. Questionnaires or experts gathering are the basis for this evaluation ; a consensus is compulsory. This method is widely used on sustainable tourism development projects.
- The World Tourism Organization and the French Board for Tourism conceived the Tourism and Leisure Thesaurus, presented by Cosmo Nostarstefano¹³. Partnerships with UNESCO, the C.U.M¹⁴ and the O.P.O.E.C¹⁵ have been instituted. Tested from 1993 on, reviewed and translated in many languages, the Thesaurus gives a scientific approach to the quantitative and qualitative tourism information with the aim to have it dealt with, hierarchized and synthesised. It defines the reference vocabulary, allows surfing in the conceptual space and indexing documentary resources.
- Yoël Mansfeld¹⁶ presented an integrated model for measurement and evaluation of limit amongst tourism communities in culturally and environmentally sensitive areas. This model permits to better evaluate the capacity of a community to bear the socio-cultural impacts of tourism, analysing the limits for acceptable change. Then the researchers, planners, decision-makers can discover if a community is affected or not by tourism and anticipate the pressure on the community to avoid or mitigate it. Used already in Israel in the Dead Sea region, the tool could easily be taught and implemented in another context. Using social, cultural and environmental benchmarks, it is based on qualitative and quantitative data.

¹³ Cosmo Nostarstefano, CUM (Communauté des Universités Méditerranéennes/Programme Méditerranée UNESCO, Italy)

¹⁴ Communauté des Universités Méditerranéennes

¹⁵ Official Publications Office of the European Commission

¹⁶ Yoel Mansfeld, University of HAIFA (Israel)

- A pertinent tool in the tourism field remains the cost-benefit analysis as outlined by Gérard Grellet¹⁷. In fact, some costs are priceless or at least subjective (noise, environment destruction, improvement of the cultural offer) and the advantages/costs relation of a tourism project is eminently dependant on the actors and the temporality. As for Gérard Grellet, the politic authority must arbitrate between private and social interests.
- Social, cultural, economical and environmental indicators are, as François Vellas sees it, pertinent tools if easily understandable by all the actors, generating dialogue and facilitating action plans development.
- The ALTICOBA 21 step presented by Alain Laurent¹⁸ tends to build and develop an integrated action programme (similar to the local agenda 21) with the concerns, needs and hopes of the communities, taking into account the applied or considered policies. An ascending logic: from the needs, problems, wishes, stakes of the local actors to the search for integrated solutions in a sustainable development logic.

This procedure is creating tools, in a permanent teaching process: the programme as a tool, the partiality grid, the territory as relational system analysis, the 5 P's, "counting the stones", the answers-system. This ALTICOBA 21 procedure is used today in different context such as the Nampula Province (Mozambique) or Evora (Portugal).

The discussions on the tools brought many avenues of response:

The tools:

- Should be close to reality (not opposite). The development projects logic (which main characteristics are a normative approach, administrative, compartmentalized and based on results) should tend to a programme approach logic centred on the processes, following an ascending and multi-sector logic, measuring the impacts of the realizations.
- Involve all actors and hence contribute to progress in the participation logic, intercultural dialogue and contribution instead of consumption.
- Optimize the relationship between actors so to ameliorate the living conditions of the communities, mainly those suffering from poverty.
- Adapt to all externals, whatever their case and context. No standardization can be allowed.
- Use a teaching approach and accompany development dynamics. Avoid programme planning, at all costs.
- To be better and easier located, taught and used, prefer classifications

¹⁷ Gérard Grellet, University Panthéon-Sorbonne (France)

¹⁸ For more information, see appendices and web-site : www.t2d2.org

How to teach the new tools ? : E-learning, networking, sharing knowledge and setting up of observatories

Universities are more and more playing a pro-active role and accompany a participatory democracy promoted by experts. Their role is to become government's consulting offices and to participate in the student's training, the latter ensuring the proper education for the future consultants, trainers and decision-makers. They go with projects and strategies, evaluate and adapt the curricula and the teaching methods. A few examples of teaching methods, curricula or studies are listed below, all issued from different contexts.

- Quoting Nikolai Kanaev and Andrei Yurchenko¹⁹, the interest for cultural tourism and the works of the UNESCO Chair of RIAT never stopped growing in Russia. Cultural tourism is seen as a factor for country's sustainable development, in cooperation with scientific commissions for natural heritage conservation. RIAT University conducted many international Forums in 2006 with the participation of the representatives of the authorities and dedicated to the training needs, notably those of young specialists. RIAT's students take part in scientific expeditions conducted with RIAT to different regions of Russia to investigate the cultural and lingual diversity and understand the major importance to preserve and value the natural heritage. The knowledge is shared with other students in many cities through a highly developed branch network.

Speaking of the young specialists' role, a special attention is paid to the role to be played by all students after their graduation. Internships abroad are organized to allow students to gaining practical experience, practice foreign languages, being motivated and more competitive. Students perform their studies on the following directions: creating an informative database on cultural tourism and historic heritage sights of Russia in the Internet; developing new directions in the sphere of youth movements for world heritage conservation and tourism development (volunteer programmes, summer camps, experience exchange, study courses and internship on the field, "World Heritage and Tourism").

- Presented by Andrey Dimitrenko²⁰, Astrakhan and tourism as a keynote in the country's economy; the teaching of tourism specialist for the future. A high qualification curriculum in ecological tourism has been put into place in 1998, proposing new approaches (such as ecological tours) to sensitize the students to sustainable conservation of sites and natural resources. New syllabi were added to the basic training, such as service negotiation, hospitality, lodging and catering.

This approach meets the requirements of the Bologna Convention and is widely supported by the national authorities. Ecotourism is the strategy to conserve, rehabilitate and maintain the attractive but fragile eco-systems. Therefore it will be taught to tourism executives, teachers and trainers. Educational kits are available during the excursions; conferences dedicated to the youth and good-behaviour charts drawn for the Astrakhan region. Implication of private actors, organizations and tourism agencies; national authorities and civil society is the keynote of the university's strategy.

¹⁹ Nikolai Kanaev and Andrei Yurchenko, UNESCO Chair Cultural tourism and peace development, University RIAT (Russian International Academy for Tourism), Russia

²⁰ Andrey Dimitrenko, University of Astrakhan (Astrakhan - Russia)

- Roger Onomo Etaba²¹ reported on cultural tourism curricula recently put on-line for the four universities of Cameroon in diverse cultural and tourist zones, aiming to share the knowledge of each region to respond to the transversal character of tourism and its teachings. This Programme, called PAC Training (Cultural Heritage of Cameroon) followed five steps logic: collection of global data on the nation's heritage to specific regional detailed card index to be used for training future tourism actors in a global view of the national heritage diversity.

- The post-graduate curricular Programme (not yet validated) designed by the City of Knowledge and the University of Panama « Participatory Design of Public Spaces for Recreation and Tourism » will integrate interdisciplinary contents on-line and benefit from the teachings of urban planners, landscapes designers and architects. As Magali Jurado²² mentioned, the course contents put the emphasis on the importance of public recreation spaces in the management of societies, notably through a better knowledge of pilot case studies with a cultural and economic significance. This on-line interactive course will provide experience sharing, locally, sub-regionally and globally.

- The case study presented by Cristian Valentin Hapençiuc²³ is a selective socio-statistical research, based on a questionnaire. It was experienced in the Bucovina region, a rural region in Northern Moldavia. The project has a multidisciplinary character and tries to identify the gap between tourists demands and local offer, analysing the interests and the motivation of the population to practice tourism as well as the policies and strategies of the touristic companies through to a study focused on a representative sample of the population.

- Tomke Lask²⁴ gave us following information: The pilot project for an Observatory of tourism and cultural diversity under the aegis of UNESCO could cooperate with other competent partners in the field of culture and tourism. Some of the partners are already identified: The Anthropology and Communication Laboratory of the University of Liege (Belgium), the centre for *Tourism and Cultural Change* of the University of Sheffield, the Cité de la Culture et du tourisme durable in Gréoux les Bains, the European University centre for cultural goods of etc). The Observatory should be complementary to other existing observatories with pure economic/tourist purposes or dedicated exclusively to heritage conservation or cultural policies.

The main goal of this observatory is to be a help to the UNESCO member states in decision-making, monitoring cultural changes and moreover the impact of tourism on cultural diversity, ways of life, preservation and value of culture in its tangible and intangible dimension²⁵ -.

Tourism will be seen as a medium for development, intercultural exchanges and heritage preservation.

The function of this Observatory will be to 1) collect existing data (netting the data bases of the sub-regions of the world, not pretending to be exhaustive), 2) present case studies, practices, measures taken to illustrate the strategies and tools used, 3) analyse the data, mainly the impact of tourism on culture and societies, 4) form an experts team to advise, teach and accompany the actors in the projects organization.

²¹ Roger Onomo Eteba, University of Dschang (Cameroon)

²² Magali Jurado, Ciudad del Saber and University of Panama (Panama)

²³ Cristian Valentin Hapençiuc & Burciu Aurel, University of Suceava (Romania)

²⁴ Tomke Lask, Laboratoire d'Anthropologie de la Communication (LAC) University of Liège (Belgium)

²⁵ Culture understood in its widest dimension as outlined in the UNESCO Universal Declaration on Cultural Diversity.

- As outlined by Jean Paul Morel²⁶, the European University Centre for cultural goods is one of the potential partners of the Observatory, conceived as an excellence pole for the specialization of actors in the fields of cultural goods, cultural and architectural heritage. Many courses are attended to and international cooperation projects have been developed, notably in the *Culture 2000* Programme. The European Observatory for Tourism deals with the *cultural phenomenon* study, using quantitative and qualitative data, collecting and treating the latter, defining indicators and proposing strategies to regulate the tourism influx. It also plays a prominent teaching role for the cultural tourism operators. Some useful tools for the Network are for example the map of cultural tourism ethics or the collection of all existing charts in the field of tourism.

Elena Turcov enhanced following points on the network's functioning:

- Promote the transversal character of the disciplines for the cultural tourism teachers.
- Conceive multidisciplinary study plans for the Master in Tourism
- Promote and publish innovative tourism projects in a UNESCO/UNITWIN Chair journal
- Enlarge the exchanges in the network concerning the integration in the syllabi of common human values, differences and contradictions carried by the tourism actors, being human beings foremost.

The workshop of May 13th: » Which sustainable tourism for the cultural Mediterranean cradle » allowed many members of the Network to present other case studies and routes projects in the Mediterranean space.

CONCLUSION

Pierre-Yves Hénin, President of the University Paris1 Panthéon-Sorbonne, thanked all participants, especially the organizers of this second Meeting. He put the emphasis on the multiple dimensions of tourism which must be regulated to become a true factor of dialogue and sustainable development of the territories. Hence, he insists on how important are the respect of the human rights, the cultural diversity and the heritage consideration being as valuable as the economic dimensions of tourism. Bernard Morucci and Hervé Barré expressed their satisfaction about the good spirit of the Meeting and the considered future prospects.

The Meeting closed, with the Final Recommendation (see below) being carried by acclamation. The third Meeting in 2007 (you will be notified subsequently of place, date and meeting's theme) is aimed at continuing the discussions and updating the promising works of the Network. Its ambition is to contribute to the development of tourism as a medium of intercultural dialogue and successful exchanges on the territories advantaged by their cultural diversity and the creativity of their populations....

²⁶ Centro Universitario Europeo per i Beni Culturali, Ravello (Italie) www.univeur.org

NB : The lectures sent by the members kept away from the Meeting are enclosed in the appendices (Béatrix Bosio of the catholic University *Nuestra Senora de Asuncion* of Paraguay, Marton Lengyel of Heller Farkas School in Hungary, Dolors Vidal of the University of Girona in Spain); along with the lectures given Saturday, May 13th during the Workshop: « Which sustainable tourism for the cultural Mediterranean cradle ? » (Catarina Vilaça de Sousa of the University of Evora in Portugal, Alain Laurent and David da Silveira Policarpo of T2D2 (France/Portugal), Fiorella Dallari of the University of Bologna in Italy, Cosmo Nostarstefano of the CUM in Italy).



Second meeting of the UNESCO/UNITWIN Network « Tourism, culture and development »

11 and 12 May 2006, Gréoux les bains
Château des Templiers – Cité de la Culture et du Tourisme Durable -

FINAL RECOMMENDATION

On the 12th of May, 2006, the participants of the second 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 between countries and in particular between the higher education establishments,

Recalling also the principles, normative instruments and objectives of the United Nations and UNESCO, which determine the scopes of the 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's Action Plan (Sept. 2002)
- The UNESCO Universal Declaration on Cultural Diversity (Nov. 2002)
- The UNESCO international Conventions concerning the Protection of World Cultural and Natural Heritage (1972), the Safeguarding of the Intangible Cultural Heritage (2003) and the Protection and promotion of the diversity of cultural expressions (2005)
- The ICOMOS International Cultural Tourism Charter (1999)
- Global code of Ethics for tourism, OMT/WTO (1999)

Considering that the quality of the contents 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 makers- have the tools to address new challenges raised by the industry in the area of globalisation,

Considering that tourism development must be understood in its whole and be satisfying for tourists, bearable in the long-term as regards ecology, viable in terms of economy, respectful of heritage and cultural diversity and fair for the local populations ethically and socially. Hence, tourism must allow for:

- The reinforcement of the abilities and an effective participation by the local populations in the projects, which they can adjust according to their needs.
- The development of lasting activities, which generate incomes and cultural and social recognition.
- The facilitating of dialogue amongst people, the protection and enhancement of resources, cultural and natural heritage of guests countries.

Considering that the development of tourism needs new transversal skills, new regulations, new types of cooperation between participants, new strategies, but also and especially new tools and new

teachings, allowing for a better association of cultural tourism with the sustainable development of territories.

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 or geography, and include the principles and normative instruments of the United Nations and UNESCO in particular in order to take into account the cultural dimensions of the economic spheres ;
- *On the practical level:* adapt the programmes to the specific needs of future decision makers in order to allow them to acquire the capacity to integrate the social, cultural, economic and environmental dimensions of sustainable development and to carry out the choices that this demands.

Recommend the reinforcement of the UNESCO/UNITWIN universities network « culture, tourism and development » via membership for new universities and increased cooperation, notably with the universities network already created (as the C.M.U. - Community of Mediterranean Universities and the Euro Mediterranean Jean Monnet Centre of Excellence), the partners institutions of UNESCO and the territories structures (observatories, polyvalent centres, formation centres, etc.) in the fields of applied research and professional expertise.

Recommend to propose an operational action plan, for the network, containing practical directions of cooperation, whilst assuring its transversal character of functioning, so that it becomes a real platform of work and exchanges between all the members. The order of priorities and the implementation of this action plan, which should be defined by network members, include these following axes:

- The implementation of a communication system for the network members²⁷ (Intranet, discussion's Forum, Blog) and the dissemination of the information on Internet (actualising the chair's site: data bank, running projects, members contacts, etc.).
- An observatory conceived as a tool allowing to gather, analyse and broadcast interdisciplinary and transversal data;
- A pole of international expertise, provider of services:
 - Network training and collaboration;
 - University Programmes, teaching methods, including long-distance teaching and the on-line courses (e-learning);
 - Objects of applied research (transversally innovative themes, pilot cases, practical indicators of sustainability, etc.);
 - Tools of system analyses (diagnosis, strategic plans, setting up projects, integrated planning, evaluation, etc.).

Recommend to foresee the organisation of other meetings of the UNESCO/UNITWIN Network in order to share the experiences, but also to evaluate and improve its functioning.

²⁷ Beyond the constant increase of the number of members (4 countries and 6 universities in 2006) that necessitate a reinforced communication device, an intranet system would allow the alleviation of the difficulties of gathering all the members for economic reasons or available issues. And more so, this would make possible work from a distance, at different scales upon a determinate theme, whether at a bilateral or sub-regional level. The network members of Hungary, Palestine, Morocco, Spain, Cambodia, Tunisia, Paraguay and Costa Rica are not attending the 2nd Meeting, due to economic reasons or availability.

APPENDICES (CD Rom)

1. Agenda
2. List of the participants to the 2nd Meeting
3. Power Point presentations and/or summaries of papers