Educational Tourism as a Strategy to Professionalization of Lifelong Learning
Research Proposal

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Nikolaeva Alena, University of Latvia (Latvia), Novgorod State University (Russia)
Alena Nikolaeva is a PhD student, Institute of Pedagogy, Faculty of Education, Psychology and Art, University of Latvia and Novgorod State University of Yaroslav-the-Wise. 2nikolaeva.alena@rambler.ru

Irina Maslo is a professor, PhD (Hab.), Department of Education, Faculty of Education, Psychology and Art, University of Latvia. irina.maslo@lu.lv

Mikhail Pevzner is a professor, PhD (Hab.), Novgorod State University of Yaroslav-the-Wise. Mikhail.Pevzner@novsu.ru
1. Current situation and problem description (WHY?)

2. Objectives (WHAT TO DO?)

3. Project design (HOW?)

4. Assumable results and perspectives (WHAT’S THE PROFIT?)
“Educational tourism” is a “tourist activity undertaken by those who are undertaking an overnight vacation and those who are undertaking an excursion for whom education and learning is a primary or secondary part of their trip”. (Brent Ritchie, 2009)

LLL is “all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective.” (European Commission, 2003)
Educational tourism as a direction of LLL

Lifelong Learning + Educational Tourism

any age group
any nationality
any profession

Supported by:
• Tourism is out of crisis and grows rapidly (UNWTO, 2010)
• Increase in educational mobility is impressive (OECD, 2007 and IIE, 2011)
• Shift to knowledge society is proclaimed (European Union, 2004)
• Rising of well-being all over the world
• Non-formal learning is more successful than the formal courses (Workplace learning research Report, Latvia, 2011)
• Integration of non-formal learning supported legally (Latvia, 2010)
A. International Students Worldwide, Selected Years

Source: OECD Education at a Glance, 2011
Growing of educational mobility worldwide

2001
Worldwide: 2 million students
- All Others: 34%
- U.S.: 28%
- Belgium: 2%
- Spain: 2%
- Japan: 3%
- Australia: 4%
- France: 7%
- Germany: 9%

2010
Worldwide: 3.7 million students
- All Others: 30%
- U.S.: 20%
- UK: 12%
- Japan: 4%
- Canada: 5%
- Germany: 7%
- Australia: 7%
- China: 7%
• Historical overviews of educational tourism of different ages (A. Machini, 2009; M. Sokolova, 2002; K. Efremov, 2006)

• Managing Educational Tourism (Brent Ritchie, 2003; L. Pogodina, 2009; Kozlov, 2010)

• Educational tourism types (Smiths & Jenner, 1997; Cooper & Carther, 2009)

• Educational tourism as a way to sustainable tourism, mostly in Research Country Reports (E. Topp, 2010; C. Molsa, 2010; Goodwin, 2000)
- Mass of professionals having great experience in the topic, but no Diploma
- Great demand in new professionally organized forms of lifelong learning
- Great demand in new professional Adult Educators
- NO theoretical background taking pedagogy in account
- NO pedagogically elaborated patterns of Edutourism
- NO specialists able to organize this type of lifelong learning
Main objective is...

...to create a transnational joint master educational program for adult educators in the direction of educational tourism where informal education will be integrated.
Methodology

Project **consists of three parts**, each using different methods and instruments

1. **Definition** of “core” competences for Adult Educator in the field of Educational tourism

2. **Validation** of current competences of Adult Educators

3. **Elaborating of international master program for Adult Educators** in the field of Educational Tourism
Aim: answer the research question: “What competences should Adult Educators in the field of Educational Tourism possess?”

Method: Delphi-Method, which is based on expert evaluation of competences on different levels

Result: competence profile for educational tourism adult educator that should be included into a qualification frame
Method design

Three fundamental fields distinguished:

1. vocational and labour market oriented education,
2. tourism education,
3. pedagogical education.

Total number of experts – at least 50
Number of groups – 5 groups at least 5 experts each
Five expert groups formed:

1. *teachers* (from all three fields of Adult Education)

2. *heads or managers of educational organizations* (from all three fields of Adult and Continuing Education)

3. *tourism association representatives*,

4. *scientists* (who are concerned with Adult and Lifelong learning Education)

5. *politicians*
Aim:
to evaluate core competences of the existing adult educators who would like to become masters of educational tourism.

Instrument:
VALIDPACK, which is a package of validation instruments, creating a framework for the documentation and the evaluation of competences of adult educators, whether they have been acquired in formal, non-formal or informal learning contexts.

Result:
formal documental support of Adult Educators knowledge and competences
Part 3

Aim:

to create a joint transnational master program for Adult educators in the field of Educational tourism.

Task:

to elaborate contently the master program with at least 8 modules, 10 credits each, which will develop “core competences” of adult educators and will afford people with existing professional skills avoid a procedure of the whole formal studying

Result:
	ransnational program of new type
Results and perspectives

The project helps to reach several goals:

1. To find a new way to professionalize lifelong learning
2. To start integrating informal education into formal
3. To promote a new way of lifelong learning
4. To create new opportunities for employees and employers
5. To create one more transnational platform for collaboration in lifelong learning


