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Educational Tourism as a Strategy to Professionalization of Lifelong Learning

Research Proposal

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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?**)

Why Educational Tourism and LLL?

“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**

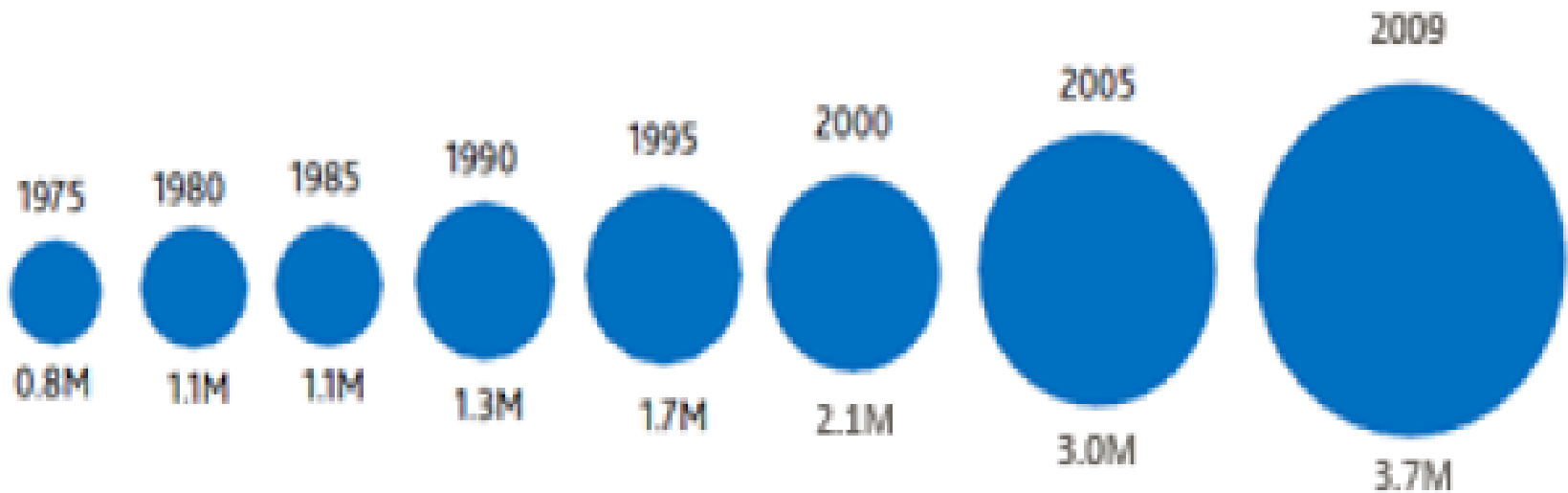
**any
profession**

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)

Why EDUCATIONAL tourism?

A. International Students Worldwide, Selected Years

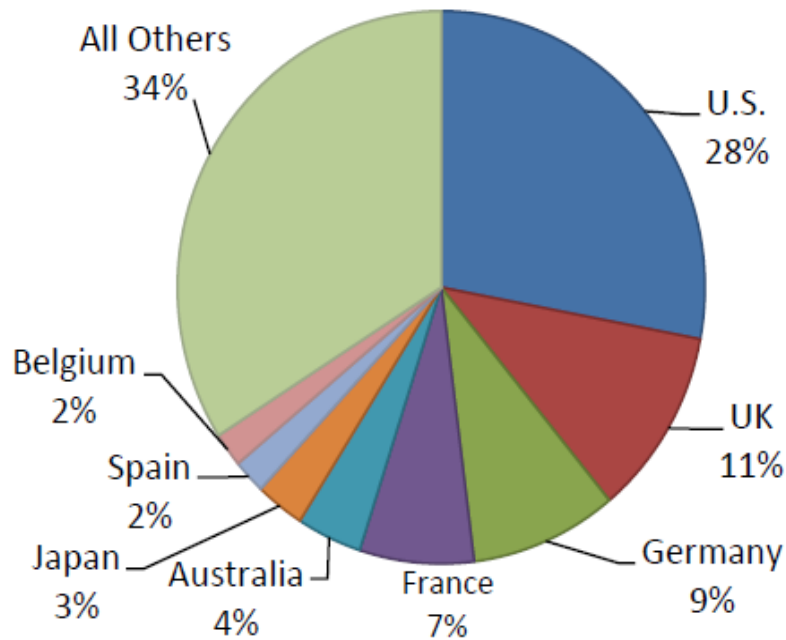


Source: OECD *Education at a Glance*, 2011

Growing of educational mobility worldwide

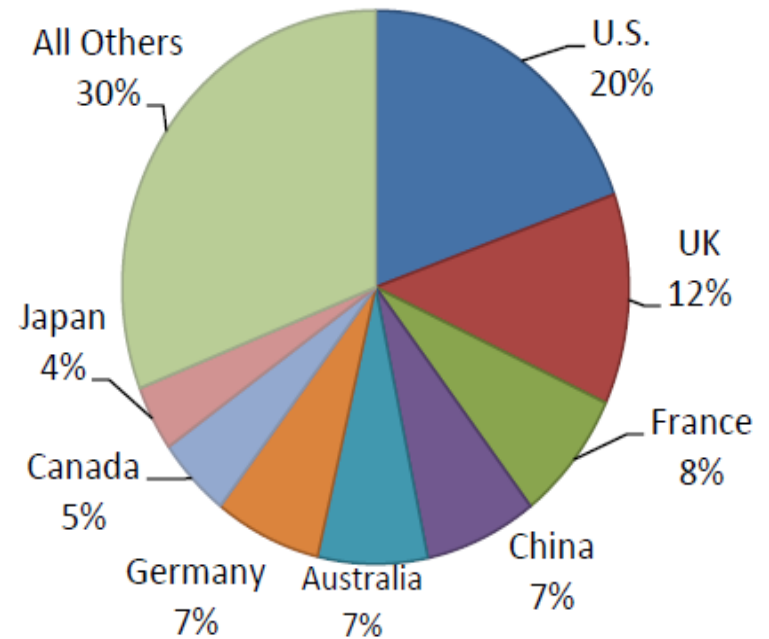
2001

Worldwide: 2 million students



2010

Worldwide: 3.7 million students



Theoretical background

- 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)



Controversy

- **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

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

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

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:

transnational program of new type

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

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