GTTP
AN INTRODUCTION TO THE TRAVEL & TOURISM INDUSTRY

PASSPORT TO THE WORLD

is a project of the Global Travel & Tourism Partnership.
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Amadeus, American Express, Hertz, HRG, Lufthansa and
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educating young people about the Travel & Tourism Industry.

THIS CURRICULUM HAS BEEN DEVELOPED
UNDER THE DIRECTION OF GLOBAL INITIATIVES, INC.

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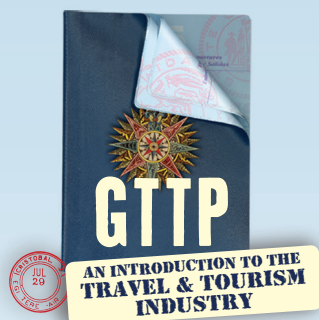**Simon Barker-Benfield**

The Global Travel & Tourism Partnership gratefully acknowledges the
contributions of GTTP country Directors, teachers and students to the
development of this curriculum. Special thanks to Dr. Attila Horvath, Director,
GTTP Hungary; Josephine Le Yannou, Director of Training, EAME,
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PASSPORT TO THE WORLD is dedicated to our Global Partners.
Their creativity and long-standing support have allowed the GTTP to flourish.

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PASSPORT TO THE WORLD
Instructor Guide Contents

TRAVEL & TOURISM PROCESS CHARTS

Travel & Tourism

is the world's fastest growing industry and offers a variety of interesting career opportunities for young people. In addition, tourism can be an engine for local and national economic growth. The purpose of the Global Travel & Tourism Partnership's *Passport to The World: An Introduction to Travel & Tourism* is to introduce students and teachers to this field of study and to provide a basic understanding of this global industry and its impact on communities.

In many countries, Travel & Tourism studies are either part of the academic curriculum, or a recognized supplemental program. This Guide has been designed to bring together teaching materials that have been used successfully for more than a decade by teachers whose schools are part of the Global Travel & Tourism Partnership (GTTP). The GTTP is a membership organization. Schools in Brazil, Canada, China, Hong Kong, Hungary, Ireland,

Provided by the SeaWiFS Project, NASA/Goddard Space Flight Center, and ORBIMAGE

Jamaica, Kenya, Philippines, Russia, Tanzania, South Africa, and the United Kingdom participate in GTTP studies and global activities. Information on the GTTP can be viewed at **www.gttp.org**.

The approved curriculum in each of the GTTP member countries conforms to the country's particular educational standards and requirements. In some countries, the curriculum was developed prior to the development of PASSPORT.

In these countries, PASSPORT supplements existing curricula. For many countries, PASSPORT is the introductory curriculum used to help students learn about this exciting industry.

Students in the GTTP programs range in age from 15 to 18 depending on the country. *Passport to The World: An Introduction to Travel & Tourism* is based on the experience of their teachers.

Despite the fact that educational requirements vary around the globe, there are subject areas that are common to all member country curricula and that form the basis for understanding this industry:

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✧ **The Industry Sectors**

✧ **Customers**

✧ **Destinations**

✧ **Culture and Cultural Diversity**

✧ **Careers**

Each of these topics requires in-depth study by anyone who wants to become a professional in this field. *Passport to The World: An Introduction to Travel & Tourism* is an introduction to these topics, a first step in understanding this industry and its career opportunities. You can relate these topics to your own country by using the **Activity Worksheets** which let students learn about their own country and communities. PASSPORT has been used successfully in countries as different as Russia, Brazil and Kenya; teachers use the worksheets to "localize" the topics.

visibleearth.nasa.gov
Moscow: Image courtesy Ron Beck, USGS EROS Data Center
Satellite Systems Branch

THE GLOBAL PARTNERS

An important part of the GTTP programs, and of any successful Travel & Tourism education program, is the support of local, national and global businesses. The support of the GTTP's Global Business Partners has been invaluable in the development of this curriculum.

The Global Partners are preeminent global companies and organizations: **Amadeus, American Express, Carlson Wagonlit Travel, Delta Airlines, dnata, Enterprise Holdings, Eurostar, Hertz, HRG, KDS, Starwood Hotels and Resorts, and Travelport**.

To learn more about our Global Partners, go to www.gttp.org and click on the logos of the Global Partners. This will take you to every Partner's website.

Examples of their business practicesand data they have provided are included in the student text. The purpose is to expand students' understanding of how this industry functions, and how they can find a career in it.

aMaDEUS

AMERICAN EXPRESS

CARLSON FAMILY FOUNDATION

Carlson Wagonlit Travel

DELTA

dnata

ENTERPRISEHOLDINGS
Alamo
enterprise
National

EUROSTAR

Hertz

HRG

KDS
simple, mobile, smart

starwood
Hotels and Resorts

Travelport
Redefining travel commerce

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The material in this **Instructor Guide** and the accompanying **Activity Worksheets** is organized in such a way that the instructor can pick and choose the activities to use. Subsequent classes can then focus on the particular aspects of the industry in the instructor's own country. After completing *Passport to The World: An Introduction to*

Travel & Tourism, students should have a basic understanding of this global industry, and be able to qualify for the GTTP's Passport Certificate. Details included later in this Introduction.

We recommend that teachers begin to develop contacts with local businesses that are involved in the Travel &

Tourism industry. If possible, an advisory committee of local business people should be formed. The role of this committee is to review the curriculum to see where individual members might contribute their knowledge. For example, a hotelier might explain reservation systems; a travel agent might discuss travel planning; a bookstore owner might talk about how

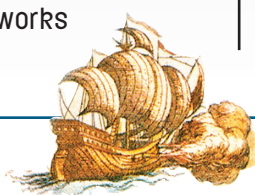## ELEMENTS NEEDED FOR A SUCCESSFUL TRAVEL & TOURISM TEACHING PROGRAM   In order to have a Travel & Tourism program in which teachers can teach successfully and students can learn, the following elements need to be present:

FOR TEACHERS

⋄ Stimulating and supportive training in how to teach tourism

⋄ A clear and stimulating curriculum

⋄ Resources, including an Instructor's Guide, Resource file, student activities for different age and ability levels, exposure to the industry, a student text

⋄ Visits to see the industry in action (familiarization trips)

⋄ Assessment skills and tools to determine students' learning

⋄ Materials that can be adapted to a range of teaching and learning styles

⋄ Support of local, national and global networks

FOR STUDENTS

⋄ Experiential learning

⋄ Challenging learning and assessment activities

⋄ Information resources, including a text and access to industry participants, the Internet, and libraries

⋄ A range and diversity of learning activities

⋄ Visits to see the industry in action (familiarization trips)

⋄ Industry support and encouragement

⋄ Quality internships (work-experience)

⋄ Exposure to local, national and global perspectives

⋄ Assessment objectives which are clear and understandable

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to make sure the store's inventory of books includes maps and guides that local people want to read prior to taking trips and that visitors want to have when they are in your city.

If there are local government officials who are involved in tourism development, include a representative on the committee, or invite a representative to come to the classroom to discuss how your locality markets itself as a destination.

Instructors' and students' subject knowledge is best obtained through a combination of in-classroom and out-of-classroom activities, of theory and experiences.

STUDENTS LEARN HOW THE TRAVEL & TOURISM INDUSTRY WORKS AND HOW TO WORK IN IT.

To do so, they need access to the following

1. **COMPANY REPORTS** – of companies involved in one or more of the steps.

2. **FIELD TRIPS, FAMILIARIZATION (FAM) TOURS TO VISITOR ATTRACTIONS** – see, for example, the **Field Trip Activity**—and experiential activities.

3. **VIDEOS** – on aspects of transport and travel, geography of different areas, or on industry practices

4. **VISITING SPEAKERS** – from entertainment centers, car rental companies, hotels. Students find marketing and human resources representatives particularly interesting

5. **THE INTERNET**

6. **QUESTIONNAIRES** – on companies, parks or other entertainment venues that the students can visit

7. **QUIZZES** – on any/some or all of the above – See sample tourism quiz on airlines and other transportation companies at the end of this Introduction

8. **ASSIGNMENTS** – on any/ some or all of the above

9. **TEAM PROJECT WORK** – on any /some or all of the above (at the end of this Introduction is a brief synopsis of projects undertaken by GTTP Travel & Tourism students Ireland which is included as an example)

Curriculum Elements:

This introductory curriculum has several parts:

✶ **INSTRUCTORS GUIDE**
This contains suggested approaches to teaching the material.

✶ **ACTIVITY WORKSHEETS**
This contains detailed activities that the instructor can use as well as handouts which can be duplicated for the students. It also includes the GTTP Glossary of Terms.

✶ **RESOURCES GUIDE**
This is the basic manual for students and has material linked to each of the five units. It also contains background and "how to" information (such as how to conduct an interview and sample questionnaires), and industry facts.

How Student Activities Are Organized

The student activities in the **Activity Worksheets** include the following categories as appropriate:

✧ **The topic**
✧ **The title**
✧ **The time needed for the activity**
✧ **Materials required, if any**
✧ **Space requirements**
✧ **Preparation needed in advance of the activity**
✧ **The steps students follow in the activity**
✧ **Follow-up**
✧ **Assessment/comments**

The activities that are included in *Passport to The World: An Introduction to Travel & Tourism* have been provided by GTTP teachers and program directors, and have been edited as appropriate to ensure they can be utilized globally. The acknowledgement page of this manual lists the contributors.

If an activity involves students filling out forms, for example, or requires handouts, sample forms and handouts are included as attachments to the **Activity Worksheets**.

The Resources Guide

The Resources Guide is, basically, the student text. It provides background information needed by students and teachers. For example, there is an activity that requires students to evaluate a local hotel or hotels according to categories recognized in the industry. Explanations of several of these categories (ratings from one through five stars, for example) are included in the **Resources Guide**.

The student material is designed to provide sufficient background that the students can proceed with their research. There are a variety of global examples and the **Resources Guide** is not intended to focus on a particular country. Once students have basic industry understanding, they can proceed to country-specific study and in-depth study of particular industry sectors.

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Schedule and Time Required

The suggested units are based on a 45-minute class period. An estimated 25 classes are needed to cover the material in *Passport to The World: An Introduction to Travel & Tourism*. This is an average of 4 classes per topic plus 5 field trips. If more class time is available, certain activities can be conducted in greater depth over a longer period of time. Students will also need to spend preparation and follow-up time outside of scheduled class periods.

Internships or Work-Study

As noted above, students need to see how a real business operates. Ideally, they should be able to have an internship, or work-study experience, at a local business so they can gain the experience of coming to work, experiencing the day-to-day operations, meeting people who are employed in the industry, learning about customers, etc. This is not always practical, however, and class trips may have to be substituted for individual work experiences.

The GTTP **Internship Manual**, available to instructors on the GTTP web site, outlines the steps involved in having a basic, 30-hour internship or work experience. It has sections for teachers, students, parents and employers. Note that these short internships are unpaid, and are part of the GTTP course requirements. If employers and students subsequently work out a paid employment arrangement, the details are between them and not the responsibility of the instructor.
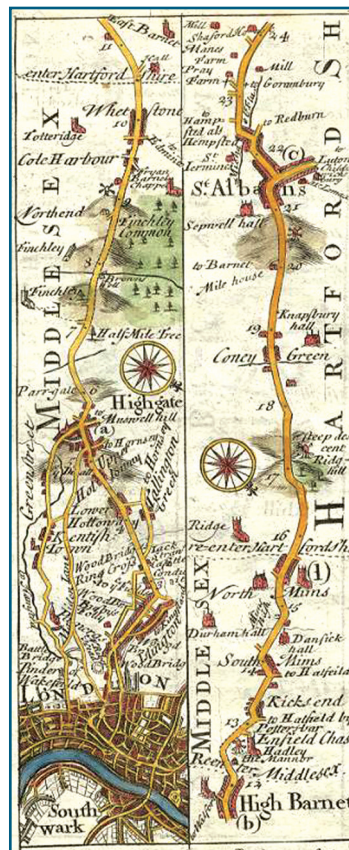
The appendix to this **Instructor Guide** contains a section, "Approaching Business" which has suggestions on how to approach local companies to request student visits to the companies' facilities and, later, student internships. It also has suggestions on creating a local business advisory committee for your program.

Classroom Space:

The classroom space should facilitate student participation in individual and group activities. Tables and chairs that are easily moveable are preferable to fixed class furniture such as benches and desks.

Materials:

A blackboard or whiteboard with the necessary writing materials should be available for brainstorming sessions (sometimes termed "mind mapping"), exercises and class discussion. A bulletin board for posting charts and brochures is also useful. A good atlas, such as the World Travel Atlas (published by Columbus Travel Guides), is essential.

Developing Students' Research and Communication Skills

The ability to communicate clearly and effectively – in writing and in speaking – is a critical skill in any Travel & Tourism company (and most other companies as well). *Passport to The World: An Introduction to Travel & Tourism* has a number of suggested research and writing activities throughout the five units.

The GTTP also sponsors competitions that give students a chance to express themselves. The Essay contest is for individual students to write about a special place in their own country. The Photo contest lets individual students show a special place or person in their country.

The GTTP Research Competition, which is a team effort, has a different topic each year. Students research the topic and then present their findings in oral and written form. Specifics on the GTTP competitions are available on the GTTP web site.

SYLLABUS:

The basic syllabus has five units. Supplemental materials for these units are developed on an on-going basis as are updates as required.

Unit 1: Travel & Tourism Industry Structure focuses on the structure of the Travel & Tourism industry and the kinds of companies in the industry. This unit provides a framework for learning about the industry structure in the broadest sense.

Unit 2: Travel & Tourism Customers gives students an opportunity to consider the different kinds of services that business travelers buy compared to tourists (leisure travelers) and the kinds of companies that cater to each. They will also examine the concept of customer service and learn what constitutes excellent, effective customer service.

Unit 3: Destinations addresses the question of what makes an attractive and sustainable destination, and how aspects like water quality or climate affect a destination. This unit also has activities which help students understand how destinations market themselves to prospective visitors.

Unit 4: Culture and Cultural Diversity is focused on the elements that comprise a culture – attitudes, values, traditions and intellectual and artistic achievements. Students learn how these can be understood and appreciated by visitors and residents.

Unit 5: Careers covers the two basic career paths:

"Front line" jobs which involve dealing directly with outside customers, and "Operations" or "back room" jobs which involve managing the technical aspects and operations of the business, dealing mainly with "internal" customers (the other company employees who need those technical and other services).

Unit 6: Travel Technology focuses on Global Distribution Systems (GDS).

In collaboration with Travelport, Unit 6 covers GDS technology. This is an interactive, Internet-based unit, and is available through GTTP Country Directors.

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CONCLUSION

In order for effective learning to take place, teachers need professional development opportunities. And in order to know if students have learned the material, there needs to be an assessment process. The GTTP has developed teacher training programs on teaching and assessment methodologies.

Teacher Training:

The GTTP can provide teacher training in countries where Travel & Tourism is a new subject. In GTTP member countries, teacher training is an on-going process.

A useful introduction for new teachers is to have them study this Introduction and Unit 1 of this *Passport to The World: An Introduction to Travel & Tourism*, participating in the suggested activities just as their students will do.

ASSESSMENT:

There are a number of ways in which student learning can be assessed:

· Through an evaluation of students' written work and oral presentations.

· Through examinations. A sample quiz relating to the transportation sector of the industry is included at the end of this unit.

· Through a portfolio compiled by the student throughout the course of study. Portfolio type evaluations are based on proofs on competencies that are considered important in a given field. Generally portfolio evaluations are both a process and a product. As a process, it requires students to identify and reflect upon what learning they are achieving in this given field. As a product, it is a concrete collection that documents the student's knowledge, skills and attitudes in this given field through experiential education. The GTTP has developed a portfolio assessment approach, and interested teachers can contact the GTTP Director in their country for details.

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GTTP International Certificate of Achievement:

Students who are interested in pursuing a career in Travel & Tourism, or who think they could become interested, are encouraged to work for GTTP Certification with respect to their general understanding of this global industry.

The GTTP Portfolio Assessment approach is carried out throughout the course of study of *Passport to The World*. A successful portfolio demonstrates that a student understands the concepts and has developed the attitudes and skills that are part of the PASSPORT curriculum. Students who complete a successful portfolio are awarded the GTTP International Certificate of Achievement, which is endorsed by the World Travel & Tourism Council (WTTC) and the International Institute of Tourism (ITT) in the United Kingdom. If you are interested in having your students work towards this certificate, please contact the GTTP Director in your country for further information on how to establish portfolio style evaluations, and how to participate in the certification program.
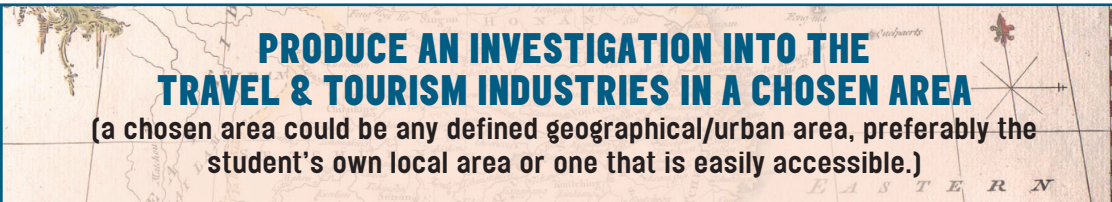
WORLD TRAVEL & TOURISM COUNCIL

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THE GLOBAL TOURISM PARTNERSHIP
A BUSINESS AND EDUCATION ALLIANCE

INSTITUTE OF
Travel & Tourism

International Certificate of Achievement

presented to

_____
Student

_____   _____
School   Date

In recognition of successful completion of the
GTTP International Introductory Tourism course
PASSPORT TO THE WORLD

_____   _____
Executive Director   President
Global Travel & Tourism Partnership (GTTP)   World Travel & Tourism Council (WTTC)

PASSPORT TO THE WORLD is endorsed by the World Travel & Tourism Council (WTTC)
and the Institute of Travel & Tourism (ITT)

GTTP Member Country   Certificate Number:

_____

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The chart below outlines an assessment approach used by one of the GTTP member countries:

PRODUCE AN INVESTIGATION INTO THE TRAVEL & TOURISM INDUSTRIES IN A CHOSEN AREA
(a chosen area could be any defined geographical/urban area, preferably the student's own local area or one that is easily accessible.)

ASSESSMENT EVIDENCE	PATHWAYS TO GENERATING EVIDENCE	SUPPORT SERVICES AND SUGGESTIONS FOR OBTAINING EVIDENCE AND INFORMATION
Descriptions of a variety of Travel & Tourism facilities and activities in the area List the types of people using selected facilities/activities and suggest reasons why they might use them Provide information about local transport available to support the Travel & Tourism industries Map – showing location of each facility Examples of facilities that provide for home-based leisure activities	Undertake a guided trail around the area noting the Travel & Tourism facilities and activities - ideally this should be an area which includes most of the different categories of Travel & Tourism facilities & activities listed A more detailed visit to selected facilities Obtain visitor number details from selected facilities Undertake a user survey of selected facilities Obtain timetable and maps of all transport services to and within the selected area – from bus and train companies, taxi services, tour/guide services, air and water services. Include car parking facilities, park & ride etc Use tourist maps/leaflets/websites, combined with visit to compile map Visits to selected facilities: video rental shops, take-away restaurants, book/computer game outlets Undertake a customer survey	Recommended Websites Tourism Trails List of contacts with participating facilities/attractions Tourist Information Centres and visitor centres – leaflets etc Case studies and curriculum support materials – GTTP website Visitor information contained in resource materials Website information from bus, train and air companies Timetables and maps from Tourist Information Centres and transport companies Key Skills activities related to bus, train and air timetables Suggested websites

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Many GTTP member schools require students to conduct independent research projects. The list below shows students projects in Ireland.

EXAMPLE TRAVEL & TOURISM RESEARCH PROJECTS AT ST. BRENDAN'S COLLEGE, KILLARNEY, IRELAND

OCEANVS

Over the course of two years each student in the St. Brendan's College T&T classes is expected to conduct an in depth investigation of a tourism topic of their choice. The students are typically 14 or 15 years old.

Their completed work is submitted in the form of written accounts, models, display charts, statistic and photographs. Students are assessed in their project work at the end of their course by an external interview and by ongoing teacher monitoring. Student projects are usually put on public display during formal school events such as Open Night, Awards Ceremony, etc.

Project Titles:

- An investigation of Cork/Kerry Regional Tourism Organisation
- Sporting facilities in Killarney
- The impact of traditional music on tourism in Ireland
- Heritage Tourism in Cobh
- The Tourism contribution of Kerry County Airport
- The Killarney National Park –its history and importance as a tourism facility
- Fishing as a tourism attraction

- Why genealogical tourism is so important in Ireland
- Irish mythology and tourism
- Ireland – a golfer's paradise
- The visit of Queen Victoria to Killarney in 1861
- Tourism and the Internet
- A study of the Stena Ferry Group
- European Music Festivals
- A survey of Air Transport in Ireland
- The value of the Lakes of Killarney to the local economy
- Tourism Policies of the EU
- An in depth study of a travel agency
- Killarney – a gourmet's delight
- Tourism and the disabled
- A survey of the range of accommodation available in Killarney
- A study into the marketing strategies of the Great Southern Hotel Group
- The Jeanie Johnson Project, Tralee– an assessment of its successes and failures
- Environmental threats posed by the growth of tourism in Killarney
- Images of Ireland- real or illusory?
- How success in sport has been used to market Ireland as a tourism destination.

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Sample Tourism Sector Quiz from Ireland
Topic – Transport

1. Link the following airlines with their countries of origin:

a) Delta _____

b) Lufthansa _____

c) Qantas _____

d) RyanAir _____

e) KLM _____

f) Aeroflot _____

g) Virgin _____

h) Continental _____

2. In which country or city would you find the following airports?

a) Heathrow _____

b) Charles de Gaulle _____

c) JFK _____

d) Malpensa _____

e) Haneda _____

f) Gatwick _____

g) Orly _____

h) Newark _____

i) Guarulhos _____

j) Leonardo da Vinci _____

k) Sheremetyevo _____

l) Schipol _____

Sample Tourism Sector Quiz from Ireland
Topic – Transport   continued

3. Name three cruise ship lines _____

_____

4. Name four car rental companies that operate globally _____

_____

5. Which countries are linked by the Channel Tunnel? _____

_____

6. Where would you travel in a gondola? _____

_____

7. What is a toll road? _____

_____

8. What is a passport? _____

_____

9. What is a visa? _____

_____

10. What is the purpose of a Bureau de Change? _____

_____

11. What is deregulation? _____

_____