

## CHAPTER 14

### CURRENT POSITION AND FUTURE POTENTIALS OF HIGHER EDUCATION IN TOURISM

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#### INTRODUCTION

There is a general agreement that an internationalization of higher education became mainstreamed and is regarded now as a key part of national higher education policy. Simultaneously, what was earlier called education policy has become subject to international debate and decision-making of "internationalization". Universities and other higher education institutions increasingly become "motors" of development through responding to powerful market forces and through their experiences in international partnerships. Bologna Declaration and the documents related to the Bologna process are aiming to achieve common goals in higher education in European Union and also accession countries participating in its implementation (for an extended review see: Krbec, 2004).

As tourism matures as an academic subject (see more in: Airey and Tribe, 2005), the interdisciplinary nature of tourism enhances the students' learning environment. Over the last ten years, in Croatian higher education (current "new" study programs inherited more or less the "old" ones implemented in 1995/1996, when the previous educational reform at universities took place) the development of tourism programs has continued to change the tourism and hospitality scene. Even if the number of study programs offering tourism majors primarily in Economics and Business hasn't increased, there is an evidence of the provision of more diversified tourism degrees today.

This chapter is dedicated to exploring the tourism education in Croatia at undergraduate and graduate levels. The aim is to elaborate the diversity of provision and regional distribution. It also summarizes the challenges which Croatia's higher education studies in general – and tourism studies in particular – are facing, and in conclusion, it explores developmental trends of programs' offers for its future.

## HIGHER EDUCATION IN CROATIA

In July 2003, the Croatian Parliament passed The Act on Scientific Activity and Higher Education, to which a number of amendments were added in July and November 2004. After these amendments were approved, the present Act forms the legal framework for starting and implementing reform activities in the field of higher education in general.

Currently, Croatia has six public universities with 85 faculties (as higher education entities participate as autonomous units), art academies, professional schools (colleges) of higher education, separate university departments and university studies. There are also five polytechnics and six independent public higher education colleges. Higher education institutions in Croatia employ a total of 9,787 employees, of whom 5,820 are teaching staff. The total number of students in higher education in academic year 2005/2006 is 160,000, of whom 12,000 are enrolled in private higher education institutions. The first evaluation procedure in Croatian higher education and according to the Bologna process requirements predicted both national and international assessment and included a number of institutions and individuals, of whom all were engaged in enhancing the quality of higher education. The mixture of internal and external benchmarking was supported from European experts as well as it's stressed out like a need to optimize the impact of structural change on curricula in order to introduce the innovative teaching and learning processes. The procedure of evaluation and further accreditation of Croatian higher education institutions started in March 2005. In accordance to the 2003 Act, two-cycle and three-cycle study programs started to be implemented in the academic year 2005/06.

## CHANGING NATURE OF TOURISM EDUCATION

Croatia is a small country with a long tradition of hosting tourists. Irrespective of the middle level of economic development, Croatia has high levels of tourism intensity (regarding both international and domestic tourist movements) when measured in terms of the number of tourists or in terms of tourism services provided accordingly. This is certainly only one of the reasons of a long tradition and evolution of tourism education and training under different social conditions (e.g. Croatia's War in 1990's) and changing market conditions and pressures.

According to the tourism economic function, education and training of professionals with diverse (basic and advanced) qualifications should be understood as crucial for development and management of the tourism industry. Jafari (2002) elaborated the principles of quality education and professional training in tourism, where the difference between 'Education in Tourism' and 'Training' (for middle and lower ranked personnel in tourism) exists.

In relation to the education of professionals and organizational staff in tourism, he also opposed following principles (Jaffari, 2002:30):

- *Field of Vision vs. Work Station*, meaning that professionals in tourism have to be capable to create a vision of their own personal development;
- *Conceptual Ability vs. Technical Skills*, where professionals have to be educated according to the principle of multidisciplinary, able to create their 'conceptual ability', differing from operational (practical, technical) staff;
- based on the same principle, there is a presence of the necessity for creation of *Minds-on* personal abilities (managerial ability, vision's creation, etc.), while operational staff have to solve *Hands-on* skills;
- *Diachronic vs. Synchronic* approach makes differences between vertical and horizontal approaches to education, regarding the time component. While the operational staff have to be concentrated on present (business) situation, working on realization of work activities in present time and connecting these activities with other related operations, professionals in tourism have to have a 'big picture' of tourism.
- *Know-Why vs. Know-How*. Know-How in tourism might be sufficient for operational and lower level of management. Because the management of tourism development asks for know-how only in the shape of synthesized knowledge, Know-How is expected to be reached through multi- and trans-disciplinary approach to understanding of the aspects of contemporary tourism and their connections with other disciplines.
- *Professionalism, Hospitality and Cosmopolitanism* are principles equally needed and implemented at all levels of educational and managerial hierarchy in tourism.

By trying to find the «best practice» model of higher education in tourism (and by following some suggestions already presented by the WTO), the paper discusses few paradigmatic shifts of developing tourism education and training programs in subsequent academic years.

Under the influence of social, economic, business and overall developmental conditions, programs should implement further perspectives:

- Orientation towards quality and sustainable tourism;
- Interdisciplinarity of the study programs of tourism (reconstruction from «pure» economic approach toward sociological and psychological – in terms of tourism motivation – courses' subjects), taking into account that future tourism professionals have to be “tourism leaders”;
- Re-orientation from current knowledge in hotels or tourist agencies' management (on micro-level) to mezzo- and macro-level related courses' subject as academic disciplines.

All these principles complement each other – they are entwined and in the long run, result in changed structure as well as in changed principles of the educational system in tourism, and encouraged by the acceptance of the Bologna Declaration and its introduction into the system of higher education in Croatia, the process has begun during this academic year.

### **TOURISM IN HIGHER EDUCATION IN CROATIA**

Following several higher education reforms since the last one started in 2003, there is a general agreement on tourism which has to be identified as a discipline leading important characteristics such as:

- a well established courses' presence in universities and colleges, including the procedures of appointments of professorial positions;
- establishments of formal institutional structures of university departments and coordination of their academic and professional activities;
- activities and support for both academic and professional publications (books, handbooks, journals, newsletters, websites, etc.); and in Croatian case
- professional and non-governmental (NGO's) collaborative activities on the research projects' realization (in cases of both scientific and commercial projects).

Institutionally, in Croatia one distinguishes between universities (departments and/or degree programs) which offer academic programs (including Tourism, Hospitality and Leisure), and other establishments which are legally involved in higher education, offering academic and/or professional programs,

and which select students according to their internal entrance requirements (different forms of competitive entrance exams are also presented at some universities, but more often private colleges implement the procedures which are typically composed of interviews combined with structured exams). These latter institutions are independent higher education institutions (private colleges) or simply special professional programs approved by the Ministry of Science, Education and Sport (and the Ministry of Sea, Tourism, Traffic and Development in case of professional programs for tourist guides and management of tourist agencies, for example).

A great deal of growth in the university and (most recently) college education in tourism occurred because of the importance of tourism industry and services for Croatian economy, and also the increased awareness by governmental bodies of tourism (and related academic disciplines) as a 'tool' for sustainable economic development and employment creation (from the Scientific Research Project Proposal "Sustainable Tourism in Croatia", March 2006; the project leader: Prof. Denisa Krbec).

Parallel to these processes, an effort towards the quality of education and training of professionals and organizational staff in Croatian tourism has additionally been given in new academic and professional study programs of tourism in the country. Among different programs' orientations in the fields of tourism, hospitality, tourism organization and management and others sub-specializations, there is a need to diversify three main developments:

- Education and training programs for tourism professionals;
- Education and training programs for organization of the staff specialized for different types of the tourist services (e.g., congress tourism, cultural tourism, maritime tourism, health tourism, etc.); and
- Education and training programs for community and exclusive and/or rural tourism development staff (e.g., regions like Istria, Dalmatia or Slavonia in Croatia).

#### **EDUCATION AND TRAINING PROGRAMS FOR TOURISM PROFESSIONALS**

According to Meethan (2001), the study (program) of tourism is a multifaceted area of research and scholarship to which numerous disciplines and specializations may contribute (Meethan, 2001, in: Hall, 2005:4). Based on the assumption that the selection of 'best approaches' to tourism study programs have been made at universities and colleges in Croatia during a short period of

time (between October, 2003 and March, 2005), and furthermore by examining the presence of the 'indiscipline' of the field of tourism studies, analyses of accredited academic and professional programs in tourism show a wide range of courses and other teaching activities (round-tables, seminars, workshops, etc.) in relation to:

*The commitment to quality* is not only the result of the latest marketing research and scientific consensus, but a formal commitment to quality already defined before (e.g., the European Tourist Forum, Austria). In the European case, the Forum was used as an encouragement to all members and potential members to take part in a complicated process of implementation of the categories of integrated quality in accordance with sustainable development in all the segments of the tourist system in particular countries, in which process of the EU should act as a catalyst.

It is evident that from the point of view of a tourist the real success in tourism is made by *values* leading to the readiness to invest the resources (time, money, travel or accommodation requirements) in a particular destination. Fortunately, new tourism values comprise the sustainable tourism principles and simultaneously lead to achieving two goals: efficiency and competitiveness.

There is a strong academic call for *interdisciplinarity, multidisciplinary* and 'consciousness of its youthfulness' of tourism as an academic discipline.

*Humanistic orientation.* Every economic success in tourism (such as the increase in competitiveness is based on the achievement of first rate professionalism related to hospitality) is based on optimal valorisation of natural, cultural and human resources. This process is significantly tinged with humanistic and socio-cultural dimension, because it materializes on the following platform: tourist destination – touristic region – settlement – the area with its particularities such as people, colour, atmosphere, the way of living, etc. ("colours and flavour": Jafari, 1998). The success in tourism may be attained only by appreciating this "platform", or better to say in the context of all "relations and appearances" (from well known Hunzifger&Krapf's definition of tourism), happening in tourism.

Therefore, these humanistic and socio-cultural dimensions are significantly included in different study programs of tourism. Currently, there are five universities (with eight faculties and/or departments) and one public college offering professional, undergraduate and graduate degrees in tourism or tourism-related ('indiscipline' oriented) study programs accredited by the Croatian Ministry of Science, Education and Sport and according to the Bologna Process

requirements. The "new study programs" started to be organized from academic year 2005/2006 ("new study programs" by Croatian official terminology).

In addition to the above, there are three private higher education institutions (colleges) also offering courses in tourism and/or hospitality management. The courses are licensed (franchised or 'publicly recognized' by the 2003 Act), but – opposite to the universities – offer only professional study programs. Table 1. summarises study programs in tourism and tourism-related disciplines (inter- or multidisciplinary programs) currently accredited in Croatian higher education.

Preliminary curriculum designs' analyses undoubtedly suggest that further student experiences with different curriculum framings will result in students graduating with various "perspectives, attitudes and competences" (Tribe, 2002:340). Whilst the tourism study programs were traditionally organized in "specialized" faculties, under the title of "new" or innovative study programs have recently started to be offered programs or just 'indiscipline' courses targeted to selected groups for businesses' or professionals' purposes. This finding will certainly lead to another discussion of what the term 'tourism education' or 'training' should incorporate.

**Table 1: Review of Tourism Study Programs in Croatia**  
(Academic Year 2012/13)

HE Institution	Study Program Title	Level	Length, years (ECTS)
<b>Public</b>			
<i>County of Istria</i>			
Juraj Dobrila University of Pula, Faculty of Economics and Tourism	Business Economics / Tourism	U	3 (180)
	Business Economics / Tourism and Development	G	2 (120)
	Business Economics/ Tourism	Post	3 (180)
	With Knowledge Toward Competitiveness in Istrian Agro Tourism	LL	0,3 (3)
Juraj Dobrila University of Pula, Interdisciplinary Program on Culture and Tourism	Interdisciplinary Course / Culture and Tourism	U + G	3 (180) 2 (120)
	<i>Primorsko-Goranska County</i>		
University of Rijeka, Faculty of Tourism and Hospitality Management Opatija	Business Economics in Tourism and Hospitality / Entrepreneurship in Tourism and Hospitality, Tourism Management, Hospitality Management International Tourism and Hospitality management, Event and Free Time Management	U	4 (240)
	Business Economics in Tourism and Hospitality / Entrepreneurship in Tourism and Hospitality, Tourism Management, Hospitality Management International Tourism and Hospitality management, Event and Free Time Management	G	1 (60)
	Small and Medium Entrepreneurship in Tourism and Hospitality / Management, Finance, Tourism, Hospitality, Gastronomy and Restaurant, Business Communication	P	3 (180)
<i>Zadar County</i>			
University of Zadar, Department of Information and Communication Studies	Culture and Tourism	U	3 (180)
	Culture and Tourism/Cultural Heritage and Tourism, Public Relations, Entrepreneurship in Culture and Tourism, Ecology in Culture and Tourism	G	2 (120)
<i>Split - Dalmatian County</i>			
Šibenik College	Management / Tourism management	PU	3 (180)
	Management / Tourism management	PG	1,5 (90)



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HE Institution	Study Program Title	Level	Length, years (ECTS)
University of Split, Faculty of Economics	Tourism	U	3 (180)
	Tourism and Hospitality	G	2 (120)
	Business Economics/ Tourism	Post	3 (180)
	Tourism Businesses	P	2 (120)
<i>Dubrovnik County</i>			
University of Dubrovnik, Department of Business Economics	Business Economics / Tourism	U	3 (180)
	Business Economics / Tourism	G	2 (120)
<i>County of Međimurje</i>			
Međimurje College, Čakovec	Tourism and Sport Management	PU	3 (180)
	Cultural Heritage and Tourism	G	2 (120)
<i>Viroviticko-Podravaska County</i>			
Higher Business School of Tourism Management and Informatics, Virovitica	Service Management	PU	3 (180)
<i>Zadar County</i>			
University of Zadar, Department of Information and Communication Studies	Culture and Tourism	U	3 (180)
<i>City of Zagreb</i>			
University of Zagreb, Faculty of Agriculture	Ecological Agronomy and Agro Tourism	G	2 (120)
University of Zagreb, Faculty of Economics	Business Economics / Tourism	U	4 (240)
	Business Economics / Tourism	G	1 (60)
	Tourism Businesses	P	2 (120)
University of Zagreb, Faculty of Science, Department of Geography	Heritage and Tourism	G	2 (120)

<i>Private</i>			
<i>City of Zagreb</i>			
Higher Business School of Tourism and Hotel Management "Utilus" Zagreb	Tourism and Hospitality Management	PU	3 (180)
VERN Zagreb School of Management	Tourism Management	PU	3,5(210)
	Hospitality Management	PU	3,5(210)
	Management of the sustainable tourism development	PG	2 (120)
<i>County of Istria</i>			
Higher Business School "Manero" Višnjan	Tourism Management	P	2 (120)
	Tourism Management	PU	3 (180)
	Tourism Management	PG	2 (120)

Source: Author's analysis (based on the MOZVAG's review of accredited higher education programs, Agency for Science and Higher Education: January 2013)

**Legend:**

*University degree:* P = Professional; U = Undergraduate; G = Graduate; Post = Postgraduate (Master or Ph.D.); LL = Lifelong Learning

*Professional (Business School) Degree:* P = Professional; PU = Professional Undergraduate; PG = Professional Graduate

### TOWARDS QUALITY OF TOURISM EDUCATION

The system of higher education in the Republic of Croatia was created and designed in the years when the price and the element of price in tourism were essential considerations of the tourist development; competitiveness was based on economic efficiency, which as a rule was obtained by summing up the economic efficiency of particular business subjects in tourism, such as hotel and restaurant activity. Effective supervising methods and the methods of achievement of maximal economic efficiency of business subjects in tourism were designed. The evaluations of the quality of tourism (which appeared much later) had nothing but the purpose of achieving the maximal profit per overnight stay.

A planned tourist development strategy wasn't given enough thought except in the context of urban-planning development, which emphasized the utilization of the existing space for building new hotel complexes. It was a period of overemphasized hotel and restaurant activity in tourism dominated by the absence of any perception of tourism through any other component but the economic one.

The exhilaration with the fast rise of tourism and tourist activities (in the 1970's and 1980's) contributed to that fact. It was a time of abrupt development of tourism, the time when the State backed up tourist building and parallel to that was the development of the system of higher education based primarily on the economic component. Therefore, the faculties, which provided academic programs in tourism, developed departments that maintained mostly the economic aspect, usually micro-economics (Faculty of Tourist and Hospitality Management in Opatija, for example), while some faculties provided academic courses in tourism only as a part of Economics (Faculty of Economics and Tourism in Pula, Faculty of Economics in Zagreb, Faculty of Economics in Split, etc.). These facts lead to a conclusion that Tourism was treated as a part of Economics or a specific segment of it! Knowledge attained by these academic study programs was more or less proper for a successful management of the business subjects in tourism.

This type of inheritance, which doesn't regard tourism as a whole and doesn't cope with its rapid changes or essentially explains the phenomenon of tourism, with a few exceptions (mass economics orientated tourism studies' course or department), was not in accordance with the characteristics of the modern phenomenon of tourism.

Although the early 2000's (the post-war period) saw an increase in student numbers (accompanied by the foundation of several new higher education institutions, both public and private ones, and followed by the 2003 Act's regulations), substantial efforts have been made during the processes of academic study programs reconstruction. As Croatia continues with efforts to integrate into the European Union, it also faced the necessity of adapting its educational system to standards imposed by the European University Association.

Starting from the fact that current trends in Croatian tourism are leading toward establishment of the quality of services based on previous experiences and tourists' needs, academic programs for all target groups should include the significance and value of resources (natural, cultural and historic) as well as an awareness of community development techniques (planning, preservation, services' managing, etc.).

On the other hand, the competitiveness of the tourist industry is very sharp and accentuated on a global scale. The economics in tourism threatens to endanger the sustainability of the receptive areas, posing a threat to the existence of basic resources in tourism as well as local population's quality of life, that is, more broadly, expectations of tourism for all groups – stakeholders – included in

its development. Tourists, local population and entrepreneurs in tourism, local government with governmental bodies and other employees in tourist industry tend to distinguish themselves more intensively as specific groups.

### PERSPECTIVES OF TOURISM STUDIES IN CROATIAN HIGHER EDUCATION

Reconstruction of academic study programs in tourism and redesign of inherited structure of the formal higher education in subsequent academic years should follow principles such as accepting the thesis that *the quality is the central category* bringing together all crucial aspects that contribute to the efficiency of tourism. Quality is not just a tool for attaining higher economic efficiency any more; it is regarded as a degree of meeting not only tourists' expectations, but the expectations of other groups (stakeholders) involved in tourism as well. The quality of this type will not only evoke short-term economic effects, but it will also enable long-term sustainable development of receptive areas in tourism.

The crucial "field" of tourism is not the business subject any more; the success in tourism can not be reached by mere summing up the successes of particular tourism business subject's results. The totality that is not the sum of individual is the tourist destination being the field that brings together all the groups in tourism and offering *the value* for tourists and thus the unit that should develop competitiveness. Economic development is perceived primarily as regional development that will serve as a platform for the development of particular subjects and contribute to the strengthening of the economic power and to the development of the entire country. Therefore, education must not be concerned with the micro-economic aspect; it must not only be multidisciplinary but should cover the fields of: micro-mezzo and macro level, as well as the fields of the business subject, region (destination) and the entire sector. In this sense, regional distribution of the tourism study programs (see Table 1.) can contribute to an optimal provision of admission's possibilities not only at coastal universities/colleges.

Tourism has become too complex phenomenon in order to be regarded solely through a single (only economic, only sociological or some other) component. The knowledge in tourism must include "the consideration of the unity" in its parts and managers in tourism should acquire success and knowledge needed for "the management of the part but taking into consideration the unity". It will be achieved only when more disciplines become involved in education and when students link the applied individual knowledge (by means of projects,

seminars, practicum, etc.). Tourism is a mosaic of constantly changing parts in which these changes become faster and faster.

To be able to manage this entity in movement requires knowledge that is not "fixed" and goes in favour of market based on "know-why" knowledge in relation to today's domination of "know-how" knowledge.

### CONCLUSION

As with other industrial and services sectors and academic study fields, teaching, learning, research and overall development in the field of tourism have also responded to the rapid and – in a way – radical reconstruction of academic (study) programs in Croatia. Under the influence of social, economic, business and developmental conditions, study programs in tourism should furthermore adopt and implement current perspectives of higher education's development:

1. Quality of higher education and student-centered type of program/course's organization;
2. Interdisciplinarity of the study programs of tourism (reconstruction from «pure» economic approach toward sociological and psychological – in terms of tourism motivation – courses' subjects), taking into account that future tourism professionals have to be "tourism leaders";
3. Re-orientation from current knowledge in hotels or tourist agencies' management (on micro-level) to mezzo- and macro-level related courses' subject as academic disciplines.

With the growth of university research and teaching, increased recognition will also be given to the development of the body of Croatian tourism knowledge which meets both academic and business (industry) criteria. Additionally, the key themes which emerge rapidly (theoretically – from the tourism education literature, and practically – from the statements of professional associations) should be able to be promptly included within the subjects' content.

At the international level, the European Association for Tourism and Leisure (further: ATLAS) tourism body of knowledge is designed to provide a common basis for tourism courses in higher education in Europe, which can be helpful for teachers, lecturers and HE's organization staff about agreed elements in tourism courses. The body of knowledge outlined by ATLAS in the year 1997 is intended to represent a minimum (or basic) area of knowledge required to understand all tourism activities by those in higher education. In addition to the core body of tourism knowledge, universities and other higher education institutions in Croatia,

as well in other Mediterranean countries, will further develop various specializations from sector-specific to thematic-focus ones. In the Strategy of Croatian Tourism Long-Term Development up to the year 2010, one of the strategic goals enacted as tourism policy recommendation is «investment in education and training of tourism employees at all levels», where an importance of personal contact with guests asks for quality educated management (Ministry of Tourism, 2003:13).

This analysis of present tourism education programs in Croatian higher education should assist further researches in elaborating on which alternatives are already known in the European Higher Education Area (EHEA), and whether some additional ones should be adopted/adapted for implementation.

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