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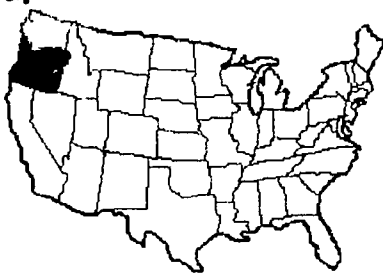
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ABSTRACT

This workshop presentation on international curriculums in the field of parks, recreation, leisure, cultural services, and travel/tourism comments that the literature is replete with articles addressing what the field is about, but not about curriculum issues, models, and structure. It reports an international survey of 12 college educators concerning their curriculum's mission statements, domains covered, course titles, and other highlights. The survey found no universally accepted curriculum structure or format. The paper describes the WICE program, which is an innovative international university program offering 20-month certificate courses and short-term thematic courses in The Netherlands. Highlights of information from the "International Directory of Academic Institutions in Leisure, Recreation and Related Fields" are then presented, including general information; statistical data; and organizational charts of educational systems in such countries as Cameroon, China, Israel, Japan, Austria, Denmark, and France.  
 (JDD)

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## AALR Workshop on Teaching Effectiveness

March 24th, 1993

8:00 a.m. to noon

Washington, D.C. - Convention Center

9:45 - 10:15 a.m. International Curriculums  
by Dr. Larry L. Neal  
Department of Recreation & Tourism Management  
University of Oregon

### Introduction:

The entire morning focuses on teaching effectiveness. Let's set the stage. I am typing this months in advance of the actual workshop. I envision from 75 - 120 people in the audience.

Who might they be? The answer is simple -- the brightest, most enthusiastic teachers in our profession. They have made considerable sacrifices to come to the AAHPERD/AALR conference in "The District". What sacrifices you ask? Time, money, energy, and most of all -- a cognitive commitment to improve and to gain the latest.

Who are the speakers of this workshop? They to are dedicated teachers who I would characterize by the following amid many other qualities that are too numerous to mention:

- All have a deep and abiding commitment to this dynamic profession which I like to include as Parks, Recreation, Leisure, Cultural Services and Travel/Tourism.
- Each person has established her/himself as a creative and innovative teacher. What is meant by these descriptors? All are active in sharing knowledge in many and varied forms. All have been reinforced by their students, superiors and peers. All are characterized by the TQM terminology "...we are continuing the process of constant improvement..." and have been invited to share this insight, experience and enthusiasm.
- In the spirit of both inductive and deductive thinking -- these presenters:
  - look at the Big Picture and gain understanding and leverage from the broad perspective that comes from going from general to specific ....and
  - look at small and specific tasks, techniques and terminology and use these small sub-parts as building blocks to a stronger, brighter profession.

So we have a dedicated audience and a committed and capable panel with a dynamite theme in a setting characterized as the nation's city -- where ideas, money, and power emanate both for the country and in many cases the world.

### International Curriculums

The world is what I've been assigned to look at. International Curriculums is the title. Rather uninspiring in print -- let's see if we can make it come alive.

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For purposes of this presentation I elected to do three things:

- 1) Search the Literature;
- 2) Seek input from select leisure educators in Europe, N. America and Asia/PR;
- 3) Tap the single greatest resource of the WLRA and give thanks to fellow board member Max D'Amours for the International Directory of Academic Institutions in Leisure, Recreation and Related Fields.

#### The Literature

Did you know that the literature is generally replete with articles about what we are about, i.e., parks, recreation, leisure, cultural arts, travel and tourism -- but not about curriculum issues, models, and/or structure. The closest link in the literature is to our (now) well established NRPA/AALR Council on Accreditation. It may be well for all of us to look at the new text coming out this summer from NRPA by Doug Sessoms entitled Eight Decades of Leadership Development in which he looks at curriculum from an evolving and historical perspective. It is well to understand our roots, not only as a basis of appreciation for what we have -- but an fuller understanding of where we are and the options as to where we can go.

#### Input from colleagues world-wide

On the screen you'll see a form letter which was sent out in December to forty colleagues in Europe, North America and several locations in the Pacific Rim/Asia. Twelve colleagues were kind enough to return a letter answering the following questions and considerable support material -- which I have if you wish to review it during the break following.

In the questionnaire I said the following:

Please focus on Trends, unique majors, classes, teaching techniques.

- I. Look at the general MISSION STATEMENT of your curriculum. Is there anything unique, new or of utmost importance within this broad overview?
- II. Look at your CURRICULUM FORMAT. Anything unique, new or deemed critical for educating contemporary professionals?
- III. Look at your COURSES. Anything new, unique or of utmost importance to highlight?
- IV. Any other OBSERVATIONS i.e., certification, accreditation, research thrusts, etc. ?

Responses were received from: Australia (Univ. So. Australia); British Columbia, Manitoba, Nova Scotia, and Ontario, Canada; Taiwan (2 universities); the Netherlands; England; Korea; Venezuela, S.A. and lastly from our own NRPA/AALR Council on Accreditation.

#### Findings:

##### General Impressions

**First**, there was great concern for who is attracted to their particular programs and who they should screen and admit some while excluding others. There seems to be MUCH

GREATER EMPHASIS on this internationally than the general (while not universal) approach to allowing almost all students who meet general and minimal criterion. [note: more on this in the first illustrated item below under entrance/admission system]

**Second**, there were four (4) of the twelve (12) who referred me back to the International Directory. I'll emphasize this following these findings. But for now, know that if you're at all interested in curricula internationally -- there is this one definitive resource and I'll have order forms for you if you wish to order it from WLRA.

I. While there is much talk about MISSION and VISION within the USA and even within the NRPA/AALR Council on Accreditation -- none of the respondents addressed this question. This raises a question which would be most interesting for a doctoral dissertation:

"To what degree do leisure curricula internationally have mission/vision statements; and if so, what are areas of general agreement?"

The old adage 'You can't row to a shore without knowledge of it's presence..' -- is complimented by my observation that there is not a world-wide vision or mission statement of parks/recreation/leisure which is/has been discussed and agreed upon. While leisure as a phenomenon is generally accepted internationally and over all of history -- the study of the prospects, properties or potential of leisure has no universally agreed upon mission/vision. The closest thing found in the literature search was a 1970 publication out of UNESCO entitled Charter of Leisure -- printed as the centerfold in the inaugural edition of our own Leisure Today.

II. Relative to CURRICULUM FORMAT. The absence of definitive information in the mission/vision realm was just the opposite for curriculum design and format. First it is critical to underscore country and hemispheric differences in educational requirements. There truly is not universally accepted structure or format. The British System prevailed in a number of our respondents -- in which there is a select number of students who gain admittance and the standards are high. This is true also of the Asian respondents [Japan, Korea, and Taiwan]. Australia while located in the Pacific Rim has a distinct English system of curriculum design and matriculation procedures.

Table #1 [Areas]; and Table #2 [Class -domains]

The findings in CURRICULUM are not definitive or representative -- merely the best of what was sent at my invitation. Several observations however are worthy of mention. Since there is no hierarchy to them, I'll merely record them in bullet form below and they raise questions or interest -- we can discuss them more fully in the questions section or during the break:

- Illustrative of the very limited entrance/admission system -- here's a quote from a Canadian program: "Our undergraduate degree programme continues to thrive. I believe our process of having applications to the programme and allowing only 40 new students a year is important to our ongoing success. We are treated the same as the professional schools of law, engineering, architecture, nursing, among others and this elevates our status. ... We turn away 30-40 students each year enhancing our credibility as a profession and an area of study. ... We determine eligibility based on previous grades (70%) and a

AREAS : International Curricula [domains, specializations, emphasis]

<b>1</b>	
<b>2</b>	<b>Community Tourism</b>
<b>3</b>	<b>Cultural Arts Administration</b>
<b>4</b>	<b>Entrepreneurial Emphasis</b>
<b>5</b>	<b>Environmental Studies</b>
<b>6</b>	<b>Leisure Experience</b>
<b>7</b>	<b>Management Core</b>
<b>8</b>	<b>Outdoor and Environmental Education</b>
<b>9</b>	<b>Recreation Planning &amp; Management</b>
<b>1 0</b>	<b>Resource Management</b>
<b>1 1</b>	<b>Service Management</b>
<b>1 2</b>	<b>Sports Management</b>
<b>1 3</b>	<b>Tourism Development</b>
<b>1 4</b>	<b>Tourism, Leisure, Service Mgmt.</b>

CLASS DOMAINS : Sub-categories of course designations

1	
2	Administration
3	Behavior
4	Commercial
5	Communicaation
6	Computers
7	Culture
8	Economics
9	Environment
1 0	Evaluation
1 1	Facilities
1 2	Finance
1 3	Geography
1 4	History
1 5	Information
1 6	International
1 7	Internship
1 8	Introduction
1 9	Issues
2 0	Law
2 1	Leadership
2 2	Management
2 3	Marketing
2 4	Misc
2 5	Philosophy
2 6	Planning
2 7	Policy
2 8	Program
2 9	Psychology
3 0	Research
3 1	Resources
3 2	Sociology
3 3	Theory
3 4	Therapeutic
3 5	Tourism
3 6	Trends

# SPECIFIC COURSE TITLES : From throughout N.A.m.; Europe; Asia [Alphabetically by Class Domains]

Administration	Admin. Practices In Leisure & Sport Agencies	Management	Conflict Management In Tourism
Administration	Administration of Leisure Services I	Management	Human Relations In Recreation
Administration	Administration of Leisure Services II	Management	Human Resources Management
Administration	Leisure Services Administration	Management	Human Resources of Hospitality Industry
Behavior	Leisure Behavior	Management	Induction: decision making
Commercial	Commercial Recreation and Special Events	Management	Induction: effective human resource mgmt
Communication	Communication Skills	Management	Induction: product enhancement
Communication	Communications I	Management	Induction: self management
Communication	Communications II	Management	Induction: service quality
Communication	Leadership and Group Communication	Management	Induction: team work skills
Computers	Recreation Programming Computer Lab	Management	Management I
Computers	Tourism Computer Applications	Management	Management II
Computers	Introduction to Computers	Management	Organizational Theory
Cultural	Global Issues: Leisure Perspective	Management	Personnel Administration
Culture	Leisure and Culture	Management	Recreation Administration
Culture	Leisure In _____ Society	Management	Teaching: management processes
Culture	Leisure, Community, Family and Lifestyle	Management	Teaching: managing consumer services
Culture	Leisure, Culture and Social Roles	Management	Teaching: managing leisure operations
Culture	Leisure, Life-Course and Aging	Management	Sport Management
Culture	Sport and Politics	Marketing	Golf/Ski Marketing and Customer Service
Culture	Studies In Travel Culture	Marketing	Marketing
Culture	Work and Leisure	Marketing	Marketing for Recreation
Economics	Finance	Marketing	Marketing for Tourism and Recreation
Economics	Leisure and Social / Economic Development	Marketing	Seminar In Tourism Marketing
Economics	Economics of Tourism: Leisure Industry	Marketing	Teaching: tourism marketing and management
Economics	Financial Management	Marketing	Tourism Marketing
Environment	Environmental Studies and Leisure	Misc.	Certification (CPR & First Aid)
Environment	Outdoor Recreation	Misc.	Comparative Studies In Leisure and Sport
Environment	Tourism and Environmental Resources	Misc.	Recreation and Health
Evaluation	Research Methods In the Leisure Field	Misc.	Mass Media: usage and developments
Evaluation	Comparative Research In Leisure	Philosophy	Concepts of Leisure
Evaluation	Data Analysis and Processing	Philosophy	History/Philosophy of Recreation
Evaluation	Data Analysis: Multiple Analysis	Philosophy	Philosophy and Culture
Evaluation	Leisure and Tourism Research Methods	Philosophy	Philosophy and Principles
Evaluation	Research	Planning	Community Development
Evaluation	Research and Evaluation	Planning	Community Development and Planning
Evaluation	Statistical Analysis	Planning	Program Planning and Implementation
Facilities	Areas and Facilities	Planning	Strategic Planning
Facilities	Hotel Management	Policy	Leisure (et al) Policy and Management
Facilities	Planning In Urban Environments	Program	Canadian Recreation Delivery Systems
Facilities	Restaurant Management	Program	Creativity and the Arts; Arts Participation
Facilities	Site Analysis and Development for Tourism	Program	Games, Contests and Relays
Facilities	Principles of Facilities Administration	Program	Golf/Ski Special Events Programming
Facilities	Facility Planning and Management	Program	Human Activity and the Physical Environment
Facilities	Golf/Ski Course Maintenance	Program	Leisure and Active Living
Facilities	Golf/Ski Facility Maintenance	Program	Leisure and Community Organization
Facilities	Intro. to Golf/Ski Resorts Accommodation	Program	Leisure at Home/In Neighborhood
Facilities	Recreation Facility Design	Program	Leisure, Family and Children
Finance	Managing and Financing	Program	Leisure, Youth and Unemployment
Geography	Geography of Leisure	Program	Program Planning for Recreation
Geography	Geography of Tourism and Travel	Program	Program Planning for Recreation
History	History of Leisure, Play and Culture	Program	Program Planning II (Special Populations)
Information	Management of Information Systems In Tourism	Program	Programming
Information	Teaching: business modeling and info. systems	Program	Programming Planning I
International	Economics of International Tourism	Program	Recreation and Outdoor Environments
International	Strategies of International Business Management	Program	Special Recreation Programmes
Internship	Field Experience I	Program	Sports; Policy and Participation
Internship	Field Experience II	Program	Youth and Socialization/Education
Internship	Field Experience III	Psychology	Intro. Psychology
Internship	Study Tour	Psychology	Psychology of Leisure (serious leisure)
Introduction	Foundations of Outdoor Recreation	Research	Methods of Research
Introduction	Foundations of Recreation and Leisure	Resources	Foundations of Outdoor Recreation
Introduction	Intro to Social Aspects of Leisure and Sport	Resources	Community Recreation Resources
Introduction	Introduction to Leisure	Resources	Leisure Resources I Economic Perspective
Introduction	Introduction to Recreation and Leisure	Resources	Leisure Resources Management
Introduction	Leisure In Society	Resources	Outdoor Recreation
Issues	Contemporary Issues In Recreation I	Resources	Urban Recreation Planning
Issues	Contemporary Issues In Recreation II	Sociology	Intro. Sociology
Issues	Current Problems In Tourism	Sociology	Leisure and Social Time
Issues	Issues and Trends - Leisure	Sociology	Sociology of Leisure
Issues	Issues of Travel Operation & Management	Theory	Theory & Policy In Leisure Business
Issues	Recreation Concepts	Therapeutic	Therapeutic Recreation
Issues	Senior Seminar	Tourism	Advanced English for Tourism
Issues	Supporting Studies (link class)	Tourism	Adventure Tourism
Law	Legal Liability	Tourism	Japanese Conversation for Tourism
Law	Laws Related to Tourism Development	Tourism	Tourism: an Industry perspective
Leadership	Leadership	Tourism	Tourism: Facts and Trends
Leadership	Leadership Methods for Recreation	Tourism	Dynamics of Tourism Development
Leadership	Recreation Leadership	Trends	Patterns of Leisure Time Use

Page #4 INTERNATIONAL CURRICULUMS - AALR Workshop on Teaching Effectiveness - Larry L. Neal - 3/24/93  
combination of an interview [which is conducted by a faculty member and professional from the community based on a standard set of questions], three references, and a one page statement expressing the reasons the student has for entering the field of Recreation/Leisure. The latter set of three comprises 30% of the criteria. Our average entering GPA for the past three years +3.00.

- Many curricula are hampered because excellent courses are offered across campus in other disciplines, yet excluded from our students. Innovative curricular development is exemplified by the following quote:

"... we have participated with degree programs in nursing, physical education, social work, family studies, and interior design to develop a **new undergraduate minor in aging**. Students take two core courses in the minor [soc. aspects of aging and health/physical aspects of aging] and then select four (4) other courses in aging offered by any of the cooperating units. The advantage is that this allows our students access to courses that would otherwise be restricted to those students in a particular degree program. ... "

- The WICE program -- an international university program -- which has as it's purpose "... to raise the level of awareness, understanding and knowledge of leisure and related issues, through the provision of advanced courses/study in these areas..." There faculty are invited '..world renowned experts ..' and the courses are divided into two different types of structure: (1) WICE Certificate Courses which are 20 months long, and (2) Thematic Courses -- these are almost like special conferences or workshops of 1 day to 6 weeks in duration. All courses are on the Leeuwarden, The Netherlands campus. Students are selected from throughout the world. In fact for the Certificate Course, there are stringent guidelines; only 30 students per course; 5 maximum from each region [Oceania/Asia, Africa, E. Europe, L. America, N. America, and W. Europe] with only 1 or 2 students allowed per country. The Thematic Course admissions range from totally open to rather restricted depending on subject, format and target group.

You can see that this innovative educational institution -- co-sponsored by WLRA and the Higher Education Administration in Northern The Netherlands -- Christelijke Hogeschool Noord-Nederland [CHN North Netherlands]. This truly is the most exciting thing to happen to international leisure/recreation education ever. It was initiated in the Fall, 1992.

Note: I have printed materials on the following for WICE:

- WICE in a nutshell...
  - WICE Booklet: Statement of Purpose; Program Structure; Scope of Courses; Course of Study; Contents; WICE faculty; Accommodations/Housing; Certification; Admissions Criteria/Procedures; Fees & Costs
  - WICE Student Application Form
- Dr. Jack Kelly [U. of Illinois] and Dr. Arnold Grossman [New York University] are the USA Country Representatives. Contact me or these two professors for materials.

III. COURSES: There seem to be as many courses as there are dreams or perceptions of what our discipline entails and what is needed for success in the targeted professional areas of concentration. This review was not meant to be representative of the world's curriculum. What is listed below is a compilation of the many different course titles from these very broad and diverse curricula. It is presented to stimulate more than educate -- since there is no way of abstracting courses from a non-representative sample and making any sense from them. Remember these are not in any order and certainly do not reflect popular offerings, rather a listing showing diversity. Insert Table #3 [Specific Classes] HERE.



#### IV. International Directory: Academic Institutions in Leisure, Recreation & Related Fields.

- Editor: Dr. Max D'Amours  
Publisher: University of Quebec -- Three Rivers  
Copyright: © 1991; pages 575  
Sponsored: World Leisure and Recreation Association  
Indexes: Of over 800 Institutions by name;  
over 600 specific names of contacts.
- Sections: Listings of 6 Geographical Areas: [# of Countries in (xx)  
[Africa (4+), Asia (4), Latin America (11+), Europe (20),  
North America (2), Oceania (3)]
- Specific Objectives: 1) To collect and disseminate available data on leisure education institutions.  
2) To provide factual information to inquiring countries which are planning to develop college or university programs in this domain.  
3) To establish a network of information which can be used by the different countries.  
4) To describe, in summary form, the state of leisure education in various countries.  
5) To provide the WLRA Commission on Education with information that could lead to analytical and comparative studies in the future.

**AFRICA:** A brief but notable overview of leisure and the forces in which it is placed. Illustration of English Speaking educational programs [with French influence] **Cameroon** [gained independence from England/France - 1960] educational system as an illustration:

**ASIA:** **China** as an illustration of this vast area.  
Select quotes: taken from Professor Ho Zi-Quiang,  
Prof. of Geography, Chair Tourism Dept. -- Nankai University; Tianjin PRC

Research on leisure and recreation has just been started in China...  
Institutes of physical culture have turned out performers and leaders ...  
Sociology, Geography and tourism are pockets of study within PRC...  
[China] has come to the conclusion that personnel training is the key to enabling it to be more competitive, and that the problem in tourism is actually one of training qualified personnel...

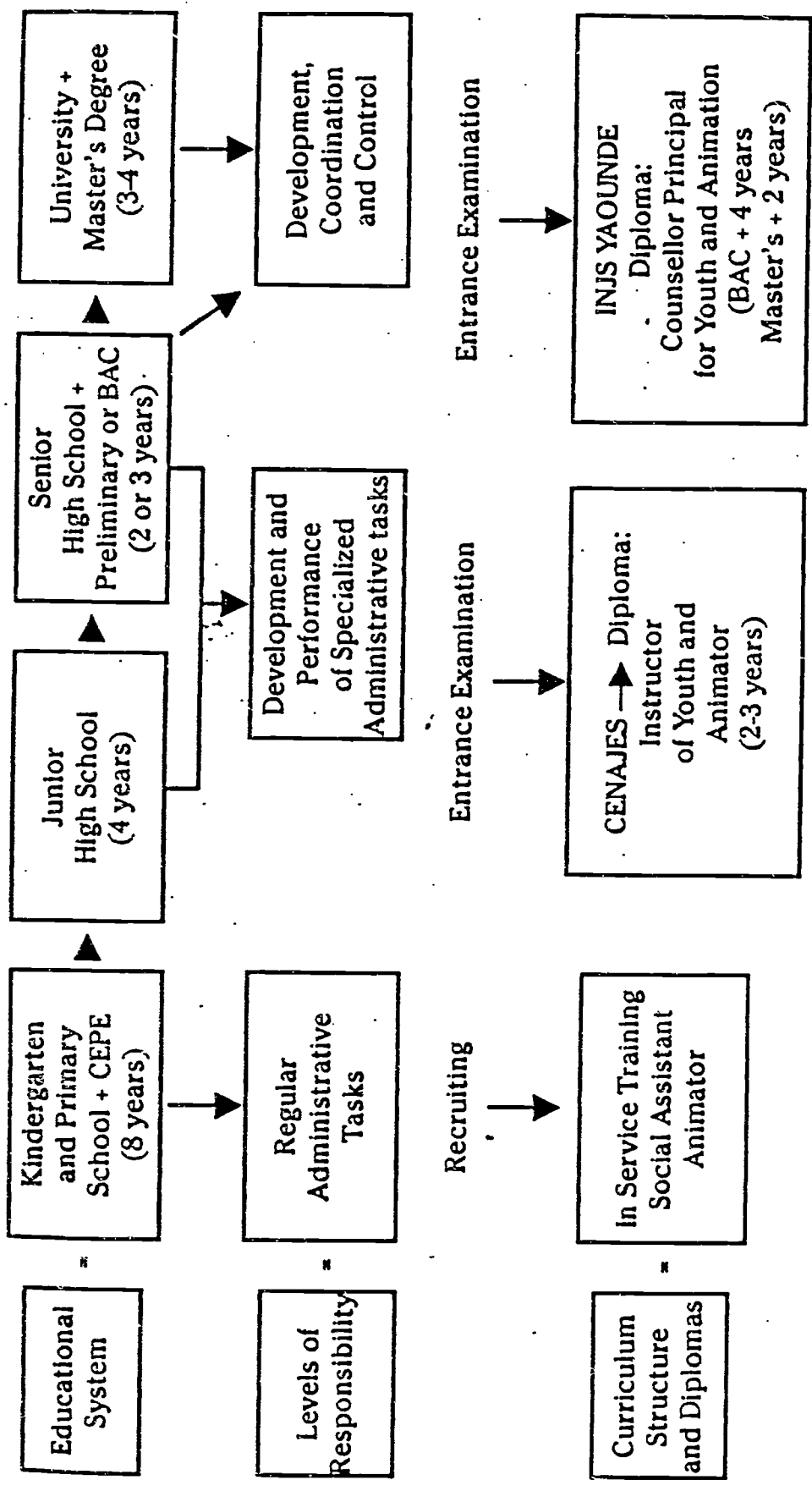
24 universities and colleges have established departments of tourism and there have been four tourist colleges established since 1978 [the opening of China]

Secondary schools train personnel at the intermediate level. There currently are 8 such schools with enrollment of over 2,200 students.

Vocational schools of tourism aim at basic level education; with over 197 such schools and over 23,358 students.

The country [People's Republic of China] has sent a large number of students who have excelled -- to receive training in the following countries:  
United States; Britain; Japan; Germany; Hong Kong and Macao.

Education System of Cameroon -- Africa



Israel as yet another -- and markedly different -- country as an illustration:

Leisure and recreation education for the preparation of professional leadership at the undergraduate and graduate level exists in both university and college systems.

The main institution offering leisure education is the Zinman College of Physical Education at Wingate Institute, Netanya, Israel. Within this program are: Teaching certificate -- with some emphasis on leisure/recreation; Bachelor's degree -- with a full specialization in leisure/recreation in: administration of community recreation; outdoor; aquatics.

Additional recreation education takes places at the following locations:

- 4 Teachers' colleges of physical education;
- 2 Academies of music and dance;
- An arts and craft school -- granting certificates to teachers;
- A school of Sports for coaches at the Wingate Institute
- A school for recreation, social and cultural leaders, in Haila.

Japan as an illustration:

The **Organization of the School System -- In Japan** is shown here. It was instituted under the New School Education Law [1947] In is -- the 6-3-3-4 system was adopted in which in which 9 years of elementary and 3 years of junior high school was made compulsory. In 1962 the Technical college system was established -- to train technicians At this time -- 2 or 3 year junior colleges were established.

Japan currently has 95 national universities	95
Regional governments have established 34 colleges and universities.	34
There are 331 other private colleges and universities.	331
	460

The Japanese Society of Leisure and Recreation was created in 1971.

There are two main streams of professional preparation:

- 1) From Departments of Physical Education and Adult Education '... for the purpose of training recreation leaders who are going to work for public or private organizations and facilities...' hence the term physical recreation is often cited...
- 2) From Park Planning and Landscape Architecture Depts. for parks.

There is an Institute of Leisure and Recreation [established in 1988], attached to the National Recreation Assn. of Japan [NRAJ].

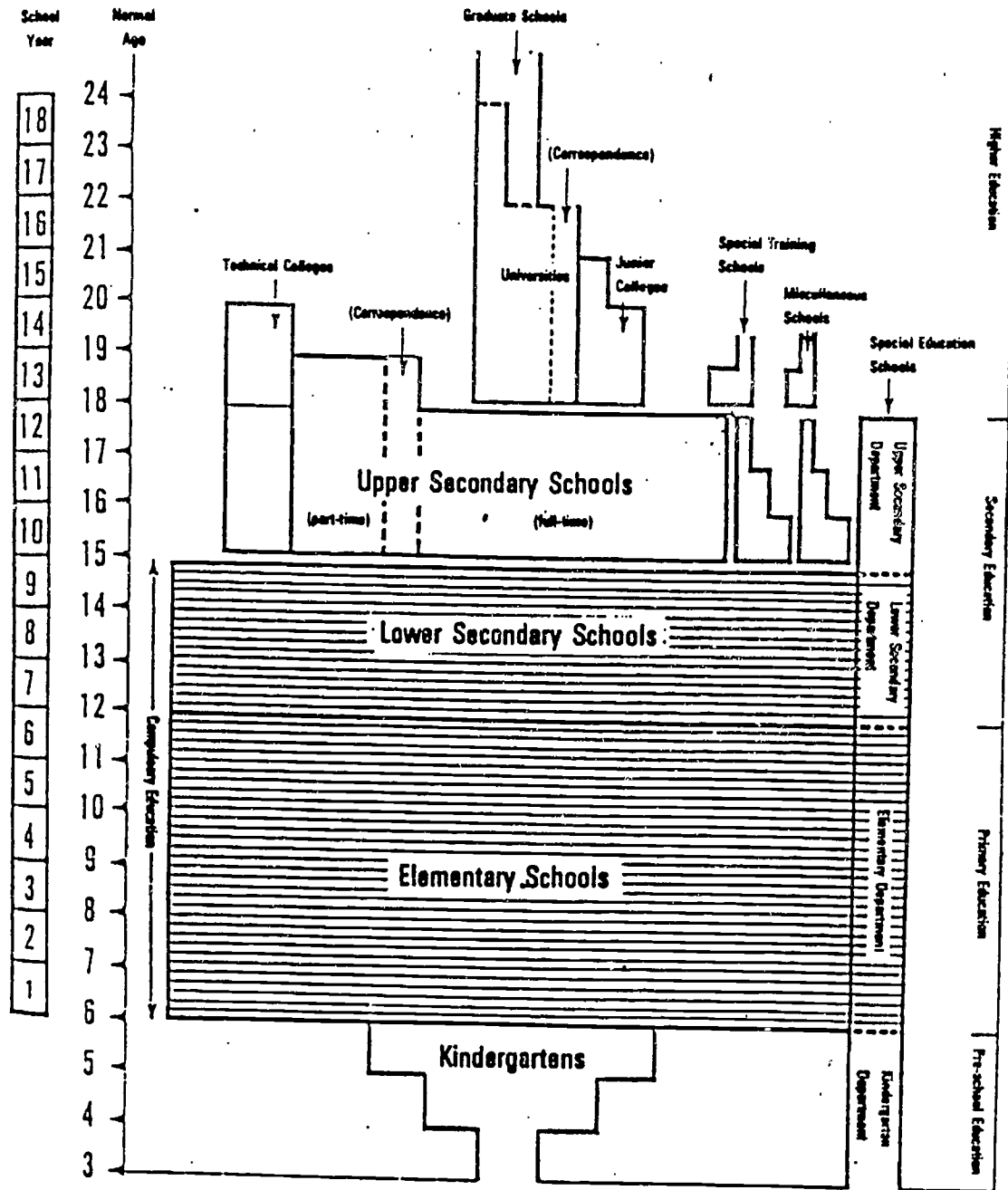
NRAJ has an accrediting committee -- currently 94 schools are accredited.

A notable institution is the National Institute of Fitness & Sports in Kanoya. Established in 1983 to help meet the demands for health, fitness, sports and recreation in the community, industry, and outdoor education/recreation centers.

Comment: with several national bodies/associations in place; a highly planned educational system and accreditation implemented, it seems that the future for this country is bright.

# Education System of Japan

## ORGANIZATION OF THE SCHOOL SYSTEM



## Latin America

Major growth and support of formal recreation education has been experienced in both Central and South America.

Currently programs of instruction are included in the following countries: Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Dutch Antilles, Mexico, Peru, Puerto Rico, Uruguay and Venezuela.

Masters degree level instruction is also found in: Brasil, Puerto Rico and Venezuela. Students generally migrate to the United States for advanced degrees but also have enrolled in recreation/leisure course work in France, Germany and Canada.

Notable contacts and innovative programs in this region include:

Dr. Nelson Melendez, Prof.

Bachelor's Degree in Education with emphasis in:

Administration, leadership and group work, planning, program development, sports management, outdoor recreation, therapeutic recreation, dance/arts & crafts.

Dr. Antonio Carlos Bramante

Recreation and Leisure Studies Curriculum  
Cidade Universitaria Zeferino Vaz, Campinas  
Sao Paulo, Brazil, 13081

Bachelor's Degree in Physical Education, with area of concentration on:

Sociology of leisure, leadership, special populations, professionalism, research methods, space and equipment, special topics in leisure.

Dr. Carlos Vera Guardia

Congreso Panamericano de Educacion Fisica  
Apartado 10079  
Maracaibo, Estado Zulia, Venezuela

At a higher education level the Pan American Institute for Physical Education in Maracaibo offers an International Master's Degree Program in Recreation and Sport for All, with students from seven Latin American and Caribbean countries.

## Europe

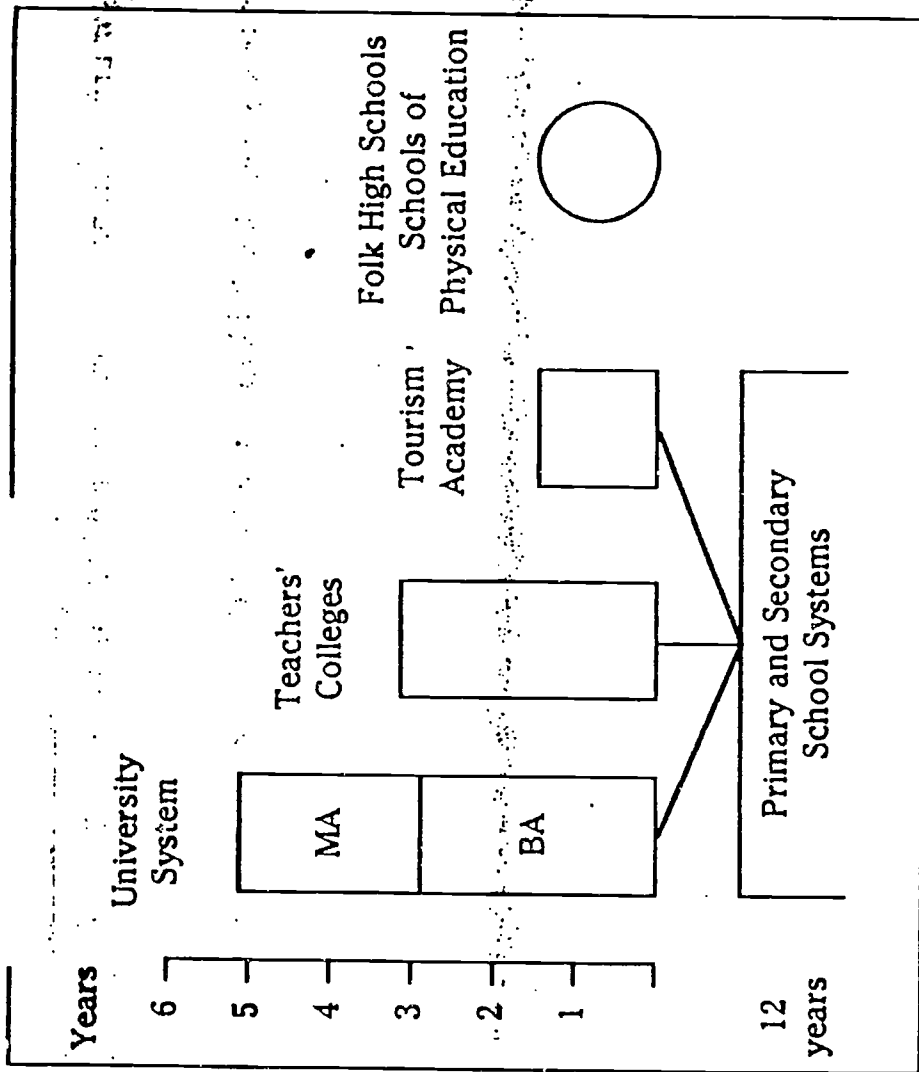
**Austria** has a typical European educational structure -- show illustration.

**France** has two large -- distinct areas:

- 1) Tourism, and
- 2) Sociocultural and Sports Leadership ["Animation"]

Considerable change in the training formats of these two areas is reported which means that the outside professionals are demanding and the the institutions of higher education are complying by changing.

# Denmark Educational System



Dr. Wolfgang FRAMKE, Professor  
 Institut for Transport, Tourism and Regional Economics  
 Copenhagen Business School  
 Blaagaardsgade  
 DK-2200 Copenhagen N  
 DENMARK



France -- cont.

**Leisure Training** is offered by institutions ruled by the  
**Ministry of National Education**

This includes 'lycees', universities, institutes of technology and other institutes.

**Professional Training** is under the responsibility of the  
**Secretary of State in charge of Youth and Sports.**

Both of the above are supported by the state -- and this includes public and private associations that offer 'state diplomas.'

Bachelor's Degrees offered include:

**BTS** -- Post-Secondary Technician's Certificate in Tourism and Leisure

- A 2-year program--from upper level of *lycees* (14) or private institutions (55).

There are two options offered:

- 1) Reception - "Animation" , and
- 2) Development - Marketing.

**DUT** - University Technological Degree (6 Tech. Univ. Institutions offer this)

- A 2-year program after the Baccalaureate.

The specialization in "Social Careers" consists of three major options:

- 1) Sociocultural leadership,
- 2) Social work, and
- 3) Specialized education.

- This program is a combination of lectures (30 weeks of classes) and on-site practicum experience over the two years. 20% of the schedule can be organized according to local needs, and students and teachers' interests.

Master's Degrees

At the conclusion of ones Bachelor's Degree, a student holding a DEUG [University Degree in General Studies] may continue at the Master's level. The following programs are available in our field:

- 1) License and a Master's Degree in **Tourism**
- 2) License and a Master's Degree in **Hotel & Catering Management**
- 3) Master's Degree [STAPS] in **Leadership and Recreation and Leisure Management**
- 4) License and a Master's Degree in **Music and Leadership**
- 5) License and a Master's Degree in **Planning.**

Doctoral Degrees

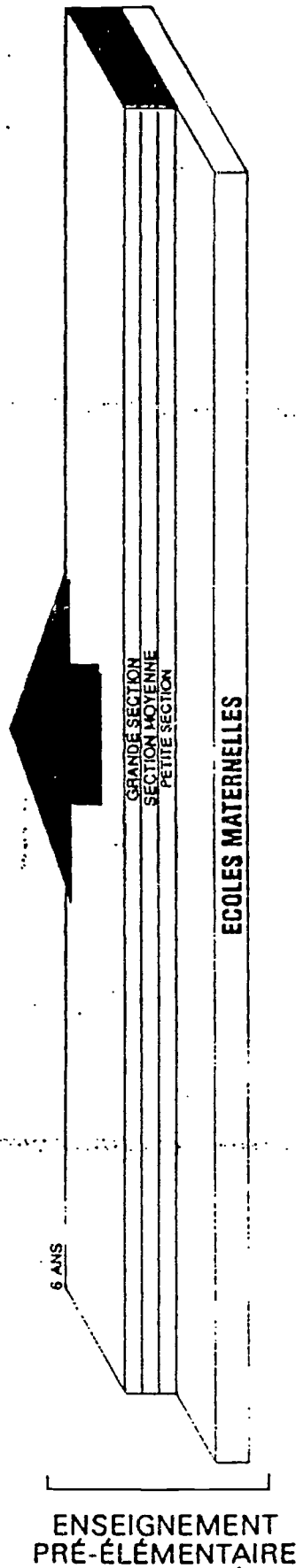
There are a number of options. Two cited are:

- 1) DEA -- where it centers on economic analysis of institutions and Tourism and Recreation are possible areas of specialization.
- 2) DESS -- where the emphasis is on such areas as: Tourism, tourism law, management and cultural projects, development of tourist and hotel industries, games sciences, European tourism, and international tourism.

Note the model cited in the International Directory.



France Educational System



- Diplômes**
- BAC PRO
  - BEP
  - BT
  - BT in
  - BTS
  - CAP
  - DEA
  - DEFA
  - DES
  - DESS
  - DEUG
  - DEUST
  - DU
  - DUT
  - MIAGE
  - MSG
  - MSI

- BACCALAUREAT PROFESSIONNEL
- BREVET D'ETUDES PROFESSIONNELLES
- BREVET DE TECHNICIEN
- BACCALAUREAT TECHNOLOGIQUE
- BREVET DE TECHNICIEN SUPERIEUR
- CERTIFICAT D'APTITUDE PROFESSIONNELLE
- DIPLOME D'ETUDES APPROFONDIES
- DIPLOME D'ETUDES FONDAMENTALES
- EN ARCHITECTURE
- DIPLOME D'ETUDES SPECIALISEES (PHARMACIE)
- DIPLOME D'ETUDES SUPERIEURES SPECIALISEES
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