



*Assessing tourism knowledge
pool in Barents Region
institutions*

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1 Introduction

This analysis is based on the completion of activity 2.2. of the Public – Private Partnership in Barents Tourism project. In the scope of activity 2.2 participants were asked to assess the tourism knowledge pool in Barents Region institutions by compiling a report on the given task and subsequently giving a presentation on the findings during the project workshop in Piteå - Sweden.

2 Assessing tourism knowledge pool in Barents Region institutions – Barents Region¹

2.1 Common strengths, common weaknesses and differences in tourism knowledge

As with strategic tourism development, also tourism knowledge is on different levels in the Barents Region. When analysing the available tourism knowledge throughout the partner organizations of the project, common strengths and weaknesses can be found. However, also major differences in tourism knowledge are prevalent in the Barents Region:

Common strengths	Common weaknesses
<ul style="list-style-type: none"> • Many educational organizations • Strong faculties • Tourism as key sector • Networking of tourism companies • High educational level of tourism • An extensive view of the tourism industry (and its partnering industries) • Innovative and region-specific focus areas for education, research and development 	<ul style="list-style-type: none"> • Academic basic research vs. business-driven development • Self-sufficient faculties with coordination problems and competition • Decreasing attractiveness of schools, programs and the industry in remote areas • Too short-term strategic action skills and lack of long-term strategic thinking skills of the industry • “Closed” programs (“curricula as islands”) • Lack of systematic, well-documented mechanisms (eg “blueprints” for business interaction) • Coordination challenges between education and organisation

¹ cf Lapland Institute for Tourism Research and Education, 2011



Differences	Differences
<ul style="list-style-type: none"> • Also private educators, alternative structural-organisational arrangements • Position of tourism among the educational programs (and industries) • Abilities and conditions in renewing and updating the tourism curricula • Some regions lack tourism specific higher education programs • Level of, and interest towards, supplementary training in the industry/schools 	<ul style="list-style-type: none"> • Many interesting initiatives, innovative projects and promising processes to evoke and learn from education/research and development – working life interaction • Overall value of education, tourism education and research knowledge • Some regions in the Barents Region have the critical mass and the structure, but lack an efficient process • Tourism owner-managers' interest towards staff training and HRM skills

2.2 Key Focus Areas in the curricula - possible forums for mutual learning

Based on these commonalities and differences in tourism knowledge in the Barents Region, tourism curricula, both existing and prospective, should focus on a number of main key areas which will aid the region's tourism development by providing a platform for mutual learning.

In order to provide the base for a sustainable development of tourism in the Barents Region, understanding of tourism (its customers and work) markets and potential needs to be facilitated. Sustainable regional development expertise is needed in order to guarantee sustainable strategic tourism throughout the region by utilizing the region's key resources and attractions. Hence, due to the Barents Region's natural key resources and attractions, nature-based tourism, its products and customers are important areas of knowledge in Barents Region tourism.

In addition, to attract new customer segments and retain current customers, tourism curricula need to focus on providing students with knowledge and skills in innovation, product development and experience design. Especially experience design chimes with the current trend in global tourism, as well as tourism in the Barents Region, to succeed in the transition from offering services to providing customers with experiences during their holiday.

Given the structure of micro, small and medium sized enterprises prevalent in Barents tourism, equal focus needs to be put on small business entrepreneurship in tourism curricula. Furthermore, due to the peripheral location of large parts of the Barents Region's territory as well as to ensure economically and ecologically sustainable tourism, tourism curricula need to include the use of technology in the tourism business environment.

2.3 Expertise in the Meetings-Incentives-Conferences-Events sector

The term MICE and its distinction is not equally known and understood in the Barents Region, especially a significant east-west-divide can be observed between the Russian and the European part of the Barents Region.



Also, the different stages of tourism development in the various countries of the Barents Region play a role in this divide.

Nevertheless, work-related tourism or MICE plays an important role in the Barents Region, be it incentive travel in Finnish and Swedish Lapland, Conference tourism Northern Norway or business travel in North-West Russia.

3 Assessing tourism knowledge pool in Barents Region institutions – Finnish Lapland²

3.1 Regional Expertise Resume in education, research and development of tourism

In Finnish Lapland, the three existing higher educational organizations are combined in one university consortium, namely the Lapland University Consortium (LUC). This consortium consists of Lapland University, Rovaniemi University of Applied Sciences and Kemi-Tornio University of Applied Sciences. The educational focus of the consortium lies on three main topics: Culture, the Arctic and Tourism.

The Lapland Institute for Tourism Research and Education comprises of the tourism departments of the Lapland Vocational College, Rovaniemi University of Applied Science and University of Lapland. Therefore, the Lapland Institute for Tourism Research and Education or Multidimensional Tourism Institute (MTI) is a “one stop shop” for tourism education and knowledge – ranging from vocational education to doctoral studies.

Based on this structure of educational organization, both in terms of higher education in general and tourism in particular, the following strengths, weaknesses, opportunities and threats can be identified concerning tourism knowledge in Finnish Lapland:

Strengths	Weaknesses
<ul style="list-style-type: none"> • Versatile education paths (LUC) • Tourism industry as a living lab and learning environment • Diverse destination expertise that stems from multi-disciplinary approach to tourism 	<ul style="list-style-type: none"> • Sporadic coordination • Different, even conflicting strategic guidelines • Resources for long-term development
Opportunities	Threats
<ul style="list-style-type: none"> • Personal and institutional international networks • Even more intense working life connections • Tourism and experience cluster approach 	<ul style="list-style-type: none"> • Governmental policy-making • Future of the tourism industry • Attractiveness for the students and applicants

The Lapland Institute for Tourism Research and Education possesses various key areas of expertise. These spearheads of development are:

² cf Lapland Institute for Tourism Research and Education, 2011



- Safety: safety and risk management based on a comprehensive understanding of safety
- Tourism Foresight: extensive and networked expertise for tourism businesses
- Product Development: holistic product development

In addition to these three main spearheads of development, the MTI possesses expert knowledge in cold-climate technology, Intellectual Property Rights, tourism law, service Design and diverse destination expertise.

Some of the key experts in these fields are:

- Expertise in the field of safety and security: Pekka Ivari and his team.
 - National recognition, regional value, project-driven development, integration to Thesis projects and study unit cooperation
- Expertise in the field of foresight: Päivi Ouallen, Sanna Kyyrä, Kirsi Pitkänen.
 - National network for foresight knowledge production, integration into Thesis projects and study unit cooperation.
- Expertise in the field of product development: Mika Kylänen, Jose Carlos García-Rosell, Teija Tekoniemi-Selkälä, Minni Haanpää.
 - From project (ITDP) to MTI expert services, a web-based Tourism Product Developer's Handbook; integration into Thesis projects and study unit cooperation; focus on micro/small-sized companies
- Three equally strong streams of research, education and development interests in the field of tourism studies of the University of Lapland are:
 - Cultural Studies of Tourism, Prof. Soile Veijola; Tourism as Work research project (The Academy of Finland), www.ulapland.fi/taw
 - Strategic Marketing and Entrepreneurship, Prof. Antti Haathi; Experience Stratos research group
 - Nature-based tourism, Prof. Liisa Tyrväinen; Metla (Forest Research Institute)
- Expertise in international and national education policies and networks of higher education, Principal Lecturer Kaarina Kantele

3.2 Business knowledge in educational curricula

As previously mentioned, the MTI provides education spanning from the vocational to the tertiary level. Various different programs are available, covering the whole field of tourism. While secondary education prepares future staff for close customer interaction tasks, tertiary education provides the industry with managerial and supervising personnel.

The following table gives an overview of programs offered at the MTI:

		LAMO	LAY	RAMK
A) Secondary level / vocational training	(European Credit Units)	540		
Tourism industry basic qualification	120	x		
Hotel, restaurant and catering industry basic qualification	120	x		
Housekeeping and cleaning services basic qualification	120	x		



Youth and recreational counseling basic qualification	120	x		
Further Qualifications and Specialist Qualifications				
Further Qualifications and Specialist Qualification for Hotel, Restaurant and Catering Service Managers		x		
B) Higher education / bachelor, master and postgraduate level				
Bachelor (AMK)	210			x
Bachelor of Hospitality Management, Restonomi (AMK) (IN ENGLISH)	210			x
Associate of Social Sciences	180			x
Professional Master of Hospitality Management	90			x
Master of Social Sciences	120		x	
LiC of Social Sciences	150		x	
PhD of Social Sciences	240		x	

3.2.1 Main challenges and strengths

Tourism development in Finnish Lapland will encounter various challenges and opportunities over the next few years. These challenges and opportunities will, in turn, impact tourism expertise needed in the area – hence future tourism curricula will have to respond to these issues.

Tourism is expected to develop positively, although the euro zone's economic situation will bring yet more years of uncertainty about the development. Tourism will continue to need strong tourism and service professionals, who are able to cope with the diversity and flexibility necessary to operate a variety of tasks. Internationalism, service attitude and the pride of their own professional skills will be requested features.

Tourism education's challenge is to provide strong professional qualifications in addition to the overall vision and breadth of expertise. Enrollment in tourism studies shall be kept at least at current levels, in order to meet future workforce needs. These needs cannot be judged solely on the basis of the development of age group, but also other developments in Lapland (e.g. mining) need to be taken into account, which also affects the tourism industry and are likely to stimulate and increase the population of Lapland in the coming years.

3.2.2 Cooperation with the private sector

Cooperation with the private sector is being undertaken at the MTI mostly in the form of projects, guest lecturers and work placements. Some of the most recent projects facilitating cooperation with the private sector are:

- Tourism Product Developer's Handbook
- "Turva" (Safety) projects 1 to 3
- Tourism foresight knowledge database



3.3 Expertise in the Meetings-Incentives-Conferences-Events sector

Expertise on Meetings-Incentives-Conferences-Events can be found in many tourism enterprises and organizations in Finnish Lapland. As the field of work-related tourism or MICE is of great importance in this area, a large number of tourism enterprises are involved in this segment of tourism.

A study conducted in the course of the project showed that Finnish Lapland holds a variety of MICE-related tourism organizations, such as regional developers, meeting venues, exhibition and event organizers, event management companies and professional congress organizers, destination management organizations, tourist agencies and incoming tour operators.

A more detailed list of enterprises active in the MICE sector in Finnish Lapland can be obtained from the Lead Partner of the project.

4 Assessing tourism knowledge pool in Barents Region institutions – Swedish Lapland³

4.1 Regional Expertise Resume in education, research and development of tourism

While many educational institutions deal with tourism education in Sweden, only a small number of them are located in Swedish Lapland. Especially in terms of tertiary education, Luleå University of Technology is the only higher education institution in Northern Sweden.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Unique Experience Production Competence • High innovation level • Entrepreneurship • Cooperation education – tourism business 	<ul style="list-style-type: none"> • Few persons • No research area/subject in tourism/experience production • Limited external funding • Limited interest from university
Opportunities	Threats
<ul style="list-style-type: none"> • International networks • Good local and regional network • Previous priority area at LTU • Create environment – Acusticum/KKL • Entrepreneurs – driven people 	<ul style="list-style-type: none"> • Too high teaching load • Persons move on (academic/business) • No external research and development funding • No support from university for tourism

Luleå University of Technology (LTU) possesses expertise knowledge in the field of experience production. Its main experts are:

- Hans Gelter, PhD. Assistant professor for experience production, nature based and polar tourism, experience production theory, practical entrepreneurship in tourism as well as networks and trends.

³ cf Luleå University of Technology, 2011



- Caroline Stenbacka Nordström, PhD. Senior lecturer experience production, market relations, marketing and research methodology.
- Jennie Gelter, Fil. Mag. Lecturer experience production, MICE and events, trends and intelligence.
- Elisabeth Hellmér, Fil. Kand. Lecturer experience production, tourism, pedagogics, communication.
- Krister Efverström, Tek. Kand. Lecturer experience production, project management, cultural economy, storytelling.

4.2 Business knowledge in educational curricula

In Swedish Lapland, tourism education is available on the level of secondary and tertiary education. Unlike in other countries, tourism education in Swedish Lapland is not only offered in on the vocational level, but also as upper secondary education (gymnasium) and at folk high schools.

On the level of tertiary education, only Luleå University of Technology is offering a tourism-related degree program: Bachelor program in Professional Experience Production, 180 ECTS.

The degree program “Experience production” at LTU is cooperating actively with the private sector. This cooperation is facilitated on various levels, for example through technical visits.

4.2.1 Main challenges and strengths

When looking at the future of tourism development and tourism education in Swedish Lapland, it is an apparent that LTU is facing various challenges and strengths.

Some of these challenges are to develop and establish a master’s as well as PhD program in experience production and tourism at LTU. As only experience production is being taught at LTU this moment, it would be beneficial for the areas tourism development if broader higher education in tourism was on offer. What is more, a better integration and cooperation between the different levels of tourism education as a natural step holistic tourism development would be needed.

However, the good cooperation between the experience production program and its local and regional tourism industry strengthen tourism development in the area. In addition, an increasingly positive attitude in tourism business, both locally and regionally, towards a public-private partnership with the experience industry program can be observed. The good experience and praxis of including public-private partnership projects and happenings into the experience production curriculum has helped and strengthened local tourism development.

4.2.2 Cooperation with the private sector

In the Professional Experience Production program, cooperation with the private sector plays an important part. Apart from cooperation in different projects such as the establishment of the Piteå Ice Dome concert home or the Mare Boreale projects, technical visits to companies are an integral part of the bachelor programme.

4.3 Expertise in the Meetings-Incentives-Conferences-Events sector

The situation of expertise of MICE and work-related tourism in Swedish Lapland is similar to the situation in Finnish Lapland - regional developers,



meeting venues, exhibition and event organizers, event management companies and professional congress organizers, destination management organizations, tourist agencies and incoming tour operators are active in the field of MICE in Swedish Lapland.

A more detailed list of enterprises active in the MICE sector in Finnish Lapland can be obtained from the Lead Partner of the project.

5 Assessing tourism knowledge pool in Barents Region institutions – Northern Norway

Information unavailable at the time of publication.

6 Assessing tourism knowledge pool in Barents Region institutions – Murmansk region⁴

6.1 Regional Expertise Resume in education, research and development of tourism

On the territory of the Murmansk region in the beginning of the academic year of 2009/2010 53 institutions of professional education, including 28 higher and 25 secondary-level educational organizations were active.

Currently, professional training for the sphere of tourism and hotel administration is carried out at 2 higher educational institutions and 4 secondary-level vocational institutions:

- Murmansk Institute of Economics – branch of non-state educational institution of higher professional education “Saint-Petersburg University of Management and Economics” (Specialist Degree Program in Social-Cultural Service and Tourism);
- Murmansk State Humanities University (Specialist Degree Program in History, specialization in Historical – Cultural Tourism; Specialist Degree Program in Geography with specialization in Country Studies and International Tourism; Specialist Degree in Physical Training with specialization in Sports and Health Tourism);
- Murmansk Marine Fishing Industry College named after Mesiatsev (programs in Hotel Service and Tourism);
- Murmansk Technological College of Service (programs in Tourism, Hotel Service; no enrollment to the programs in Service Organization and Administration);
- Saint-Petersburg industrial and economical college, Murmansk branch (Hotel Service);
- Northern College of Physical Culture and Sports in Monchegorsk (program in Physical Culture, Sports and Health Tourism).

Strengths	Weaknesses
<ul style="list-style-type: none"> • In the Programme of socio-economic development of the region, tourism is seen as a key sector of the economy. Mass media generate the image of the region as a favourable tourist destination. In the region there are eight tourist information centres, as well as a regional tourist 	<ul style="list-style-type: none"> • There is no program of tourism development in the region • Mechanisms of interaction between business, government and education are not regulated • Regional authorities` poor coordination of various educational institutions` activities reduces

⁴ cf Murmansk State Humanities University, 2011



<p>portal on the Internet Developed network of tourist companies, hotels and accommodation in the region, as well as institutions of higher, secondary and supplementary education, implementing training programs for employees for the tourism industry, contributes to the development of tourism in the Murmansk region</p> <ul style="list-style-type: none"> • A considerable degree of autonomy of educational institutions provides mobility in the market • The high educational and scientific level of the faculty at educational institutions, a reflection of the territorial specifics of the region in educational programs, the presence of methodological expertise and sufficient material base in certain specialties of secondary professional education (administrator, hospitality) 	<p>the effectiveness of vocational training in tourism and hospitality industry</p> <ul style="list-style-type: none"> • The low level of awareness of possibilities for training and skills development in tourism region • Insufficient number of organizations that implement tour operator activities • The low percentage of trained employees in the tourism and hospitality industry; Poor orientation of tourist firms' management at their staff development. Preference is given to short-term courses or promotional tours • Competition from other regions (St. Petersburg, Moscow) in training for enterprises in the tourism and hospitality industries. The value of regional EIs' certificates is low • At launching the new degree program one is oriented only at the needs of applicants, without regard to the needs of the regional labour market • Teachers at institutions of vocational education do not have opportunities for career enhancement in narrow professional disciplines • Language training of professionals in the tourism and hospitality industry does not take in consideration the needs of the region for Scandinavian languages • Curricula do not reflect the real needs of regional businesses in the area of professional qualities of employees in the tourism and hospitality industry • Insufficient quantity and quality of educational and methodological literature on specialized subjects in higher professional education, including Tourism in the Barents Region • Underdevelopment of technological base of training in higher educational institutions
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	<ul style="list-style-type: none"> 15. The low level of involvement of business representatives (experts) to the educational process
Opportunities	Threats
<ul style="list-style-type: none"> Strategically important geographical position in terms of tourism development; Favourable situation for international cooperation and development of international tourism-related projects The unique nature of the region, a large number of rivers, a great variety of landscape: high tourism potential; The presence of a significant number of protected areas and natural monuments, the high potential of ecotourism; A variety of historical and cultural heritage, a significant amount and quality of museum collections in the region, the presence of unique items define the historical and cultural potential The presence of the subprogram "Development of small and medium enterprises in the Murmansk region" in the long-term target program "Development of the competitiveness of the Murmansk region" in 2011 - 2013" contributes to the development of small businesses in the region; International cooperation in the tourism industry dictates adherence to uniform requirements for certification of tourism organizations and the level of training of travel agencies` staff Sufficient scientific and research potential of the region; high concentration of scientific and research organizations Relatively well-developed system of telecommunications; relatively well-developed system of transport communications: railway, road, air and sea routes 	<ul style="list-style-type: none"> The region is remote from the central regions of Russia, which causes transportation isolation and expensive transportation costs of tourism products Hard climatic conditions limit the possibilities of full development of many areas of tourism; Seasonal nature of tourism forms a narrow market segment Poorly developed mechanisms to support small and medium enterprises in the tourism sector; There are no local laws, strictly regulating the level and direction of the education of staff in tour agencies and hotels Lack of funding for regional research projects in the tourism sector; There is no Tourism marketing strategy The uneven development of regional transport infrastructure; Low proportion of roads with improved surface



Murmansk State Humanities Institute (MSHU) possesses expertise in several tourism related fields. Its main experts are:

- Natalia Ikko Murmansk State Humanities University, Faculty of Natural Sciences, Physical Culture and Vital Security, Deputy Dean in Education and Science. Organization of education in the sphere of tourism and service
- Sofia Chumakova Murmansk State Humanities University, Senior Lecturer of the Department of Geography. Organization of students' practices at tourism-related enterprises
- Yulia Bardileva Murmansk State Humanities University, PhD, Ass. Professor of the Department of History. Teaching basic courses within historical and cultural tourism

Outside MSHU, the following experts in the field of tourism can be found:

- Maria Kazanskaja Murmansk Marine Fishing Industry College named after Mesiatshev, Head of economic department. Organization and development of secondary vocational education, interaction of educational institutions and tourist firms
- Elena Kuhto Saint-Petersburg industrial and economical college, Murmansk branch, Deputy Director on Education. Organization and development of primary professional and secondary special education in the sphere of tourism and service
- Zoja Zhelnina Murmansk Institute of Economics – branch of non-state educational institution of higher professional education "Saint-Petersburg University of Management and Economics", PhD, head of the department. Organization of education in the sphere of tourism and service
- Natalia Fomina Murmansk Technological College of Service, Head of the Department of Service. Organization of education in the sphere of tourism and service (hospitality management)
- Marina Kim Institute of re-training at MSTU, Deputy Director Organization of supplementary education in the sphere of tourism
- Sergey Vadiukhin Northern College of Physical Culture and Sports in Monchegorsk, Director. Organization of professional education in the sphere of sports tourism
- Lubov Popova Northern College of Physical Culture and Sports in Monchegorsk, teacher of tourism-related subjects. Head of organization "Polar Bears", organization of sports and tourism for the youth
- Viktoria Frolova Lapland Nature Reserve, Deputy Director on Tourism and Recreation, Head of Tourist Information Center in Monchegorsk. Excursion activities, ecological tourism
- Milena Shatskaja Monchegorsk Town Authorities, Economist of the Department of Consumer Market and Services; Director of the recruiting agency "Expert Norm". BART Coordinator in Monchegorsk
- Vadim Baglaev Restaurant and hotel complex "Ogni Murmansk", Director. Servicing and organization of tourists' leisure time
- K.V. Kalmykov Restaurant and hotel complex "Meridian", Director. Servicing and organization of tourists' leisure time
- Olga Kuznetsova Ministry of economic development of the Murmansk region, Acting Head of Tourism Development Department. Coordinator of tourism development in the Murmansk region



- Andrey Milokhin Restaurant and hotel complex «Park in», Deputy Director. Servicing and organization of tourists` leisure time
- Radik Saphin Murmansk regional department of the Russian public organization of small and medium sized entrepreneurship “Opora Rossii”, Chair Person of the Council. Development of small entrepreneurship in the sphere of tourism
- Maria Kazanskaja Murmansk Marine Fishing Industry College named after Mesiatsev, Head of economic department. Organization and development of secondary vocational education, interaction of educational institutions and tourist firms

6.2 Business knowledge in educational curricula

Tourism education is offered by 6 different educational organizations in the Murmansk region, both on the level of secondary as well as tertiary education.

On a level of secondary education, hotel services, organization service and tourism programs are on offer. Tertiary education provides a Bachelor of Tourism program. The program for Manager of Resort, Hotel Business and Tourism is offered as supplementary education.

6.2.1. Main challenges and strengths

Based on the currently available educational programs, tourism in the Murmansk region is faced with different future challenges and strengths. Murmansk’s three main challenges in the future will be the isolation of educational institutions and business in solving problems of training the staff for the tourism sector. In addition, the absence of regional legislative acts, regulating the level and profile of education (for tourism related staff) and the lack of information for business and education will pose challenges for tourism development and education in the Murmansk region in the next few years.

However, Murmansk’s strategically important geopolitical position in view of incoming tourism, development of international cooperation; the favourable image of Murmansk for the tourism formed by the mass media and a high concentration of scientific and research organization prove advantageous for Murmansk’s tourism development and education.

6.2.2 Cooperation with the private sector

Cooperation with the private sector is being done in Murmansk mostly in the fields of private enterprises providing practical training places for tourism students.

6.3 Expertise in the Meetings-Incentives-Conferences-Events sector

According to visitor’s statistics, the major part of tourists coming to the Murmansk region comes there on business.

In the Murmansk region, a variety of tourism enterprises are active in the sector of MICE. These enterprises range from accommodation, to meeting venues, regional developers, transportation and travel agencies.

A more detailed list of enterprises can be obtained from the Lead Partner of the project.



7 Assessing tourism knowledge pool in Barents Region institutions – Arkhangelsk region⁵

7.1 Regional Expertise Resume in education, research and development of tourism

In the Arkhangelsk region, tourism education is offered by various educational institutions, both on the level of secondary education as well as tertiary education. Based on the tourism education on offer in the region, the following SWOT-analysis was compiled:

Strengths	Weaknesses
<ul style="list-style-type: none"> • Motivation of students for professional training • Holding conferences, seminars, round tables and trainings • Sufficient potential for creating/improving educational programs for staff training taking into account specificity of tourism development strategies in the Barents Region • Participation in scientific conferences, seminars, round tables, regional, federal and international competitions dedicated to regional tourism development • International projects in tourism development with participation of educational institutions • Interest of Russian and foreign partners to cooperate with educational institutions • Educational programs in training and/or retraining: Hotel Management, Social and Cultural Service, Tourism Management • Studying and monitoring demand for specialist in tourism industry 	<ul style="list-style-type: none"> • Level of theoretical training and/or retraining of students and graduated students • Training and/or retraining of staff does not conform to tourism market demands • Suggestions from educational institutions do not conform to forecasting demand in staff training and/or retraining for tourist industry • Lack of teachers with second-language skills • Lack of unified information database concerning staff training in the region • Weak usage of practical experience to educate staff in tourist industry • Competition between educational institutions of Arkhangelsk Region, staff training for tourism industry • Mechanism of cooperation between educational institution, business community and tourism enterprises is not working out • Low information awareness about possibilities of tourism development • Lack of professional guides (professional skills, knowledge about district)

⁵ cf Ministry for Youth Affairs, Sports and Tourism Arkhangelsk Region, 2011



Opportunities	Threats
<ul style="list-style-type: none"> • Training of students with foreign language skills on an adequate level • usage of practical experience for staff training for tourism industry • Usage of cooperation mechanism of an educational institution with business community, tourism companies, governmental bodies • Involvement of professionals-practitioners from tourism industry to participate in educational process • Good perspectives for staff training and/or retraining in the sphere of tourism development in an educational institution • Interest of tourism companies of Arkhangelsk Region to employ young specialist without work experience • Participation of tourist companies in international projects in tourism development industry with participation of educational institutions • Working out of new educational programs on staff training and/or retraining for tourist industry • State order (budget places) for staff securing, training and/or retraining for tourism industry • Creation of educational programs (postgraduate level) for tourism industry • Working out educational programs in tourist industry on the level of supplementary professional education 	<ul style="list-style-type: none"> • Employment guarantees for post graduates • Under-financing for faculty staff • Interest/motivation of regional tourist companies in recruiting young specialists having no work experience



7.2 Business knowledge in educational curricula

In the Arkhangelsk region, tourism education is available both in secondary as well as tertiary education. On the vocational level, two institutions in Arkhangelsk are offering full-time as well as part-time education in the field, which provide the graduates with the qualification of “specialists in tourist services”.

In tertiary education, Arkhangelsk region offers various tourism and tourism-related educational programs. These tourism-related bachelor programs, which are offered by the Northern State Medical University (NSMU), Northern Arctic Federal University (NArFU) and the Institute of Management (IM), are:

- Social cultural service and tourism
- Company management
- Tourism
- Nature management

Tourism education is offered in the Arkhangelsk region also in the form of supplementary education. These courses, offered by NArFU, are Tourism management, Hospitality management and E-learning on Travel and Tourism.

7.2.1 Main challenges and strengths

Based on the current situation of tourism development and educational programs on offer in Arkhangelsk, the region faces several strengths and challenges regarding tourism education in the region.

Recently introduced upgraded national educational standards contribute to Russian academic institutions integration into the Bologna process and will contribute favorably to Arkhangelsk’s tourism education offer. In addition, a stable interest in distant learning and an increase in young people choosing tourism as second higher education have strengthening influence. An additional strength of Arkhangelsk tourism education is the presence motivated faculty staff to do research and develop teaching methods. What is more, the regional authorities are interested in closer cooperation with scientific community and involvement of researchers into regional strategy development.

In terms of challenges, the Arkhangelsk region is faced with an absence of integrated and systematic scientific research of tourism potential, recreation zones and tourism attractiveness. In addition, the lack of free education in the tourism sector and the gap between education and entrepreneurship might prove challenging. What is more, a weak partnership of education/science and business is due to the fact that researchers are not involved in business planning and marketing.

7.2.2 Cooperation the with private sector

Educational institutions offering education in the field of tourism in the Arkhangelsk region have been cooperating with the private sector in various projects over the last decade. Some of the cooperation incorporated also international partners, from countries such as Sweden, Germany and the Netherlands.



7.3 Expertise in the Meetings-Incentives-Conferences-Events sector

Similar to Murmansk, according to visitor's statistics, the major part of tourists coming to the Arkhangelsk region come there on business. Hence, the conclusion would seem likely that a large number of tourism enterprises in the Arkhangelsk region are involved in the sector of MICE or work-related tourism.

Nevertheless, when looking at the study conducted in the frame of the project, mostly travel agencies are operating in the MICE sector. However, this result may partly be explained due to the unknown and uncommon distinction and definition of MCE in Western Russia.

A more detailed list of enterprises can be obtained from the Lead Partner of the project.

8 Conclusion

Similar to strategic tourism development in the Barents Region, also in the field of tourism expertise differences can be observed throughout the various countries and regions. With tourism, especially international tourists visiting the area, being a relatively young economic activity and tourism education on a tertiary level being introducing only in recent years in some regions, tourism expertise is still growing in Barents Region tour.

However, as some areas of the Barents Region have already gained experience in tertiary tourism education over a number of years and have advanced cooperation with the private sector in terms of technical visits, training placement and guest lectures amongst others, experience of best practice examples can be exchanged among the different regions.

Likewise the similar challenges prevalent in the Barents Region in terms of periphery and migration towards areas of high population density outside the Barents Region allow for joint degree programs taking into account the region's shared challenges and opportunities and facilitating sharing of experiences and best practice.



9 Bibliography

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