

Title: Educational Tourism Program in the UK

Subject: Management

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The definition of educational tourism was originally proposed by Ritchie which has been widely accepted by both tourism academics and practitioners. Ritchie defines as “ *Educational tourism is tourist activity undertaken by those who are undertaking an overnight vacation and those who are undertaking an excursion for whom education and learning is a primary or secondary part of their trip. This can include general education tourism and adult study tours, international and domestic, university and school students’ travel, including language and schools, excursions and exchange programmes. Educational tourism can be independently or formally organised and can be undertaken in a variety of natural or human-made settings.*”

Further, Kalinowski and Weiler (1992) explains that educational tourism goes beyond a curiosity, interest or fascination for a particular topic. It involves a travel experience in which there is organised learning, whether that is formal or experimental. Whereas, Kidd (1973) and Smith(1982) believe that there is no precise definition of learning, because it can refer to a product where the outcome is important, a process which occurs during learning and function the actual steps to achieve learning. Cooper et al, (1997) states, individuals acquire new understanding about life, culture, environment and self when they deal with changes in their environment whereas little change occurs when are in situations of equilibrium. Holdnak and Holland (1996) states, educational tourism can consist of many market segments and sub-segments including international and domestic university students, international and domestic schools’ tourism, and adult education or extension programmes.

In the UK the growth of both a tourism and education as key industries over the past few decades has led to growing recognition of these sectors from both an economic and social perspective. Education increasingly enables or facilitates travel mobility and learning has become an important part of the contemporary tourist experience.

The growth of both education and tourism as industries in recent decades has led to growing recognition of these industries from both and an economic and social perspective (Ropollo, 1996). More specifically Ropollo forecasted the following cross-cultural experiences would

become critical for all nations and other places wanting to complete successfully in the future, more students would travel and study abroad boosting tourist industries across the world, the tourism industry had to realise that students are a powerful long-term investment for destinations, and not only will friends and family come to visit them while studying, but students are likely to spread the news of their positive tourism experience to other travellers and return for future visits.

In an article in the Times Higher in April 2009, James Pitman of Study Group UK, commented on the added value aspects of incoming educational visitors which means overseas students also add a cultural dimension to the immediate learning environment, as well as to the much wider visitor economy. According to Tony Millins, chief executive of English UK, approximately one million people come to the UK annually from overseas for the purpose of undertaking an education course or training programmes. He examined the contribution of international students to the UK economy and concluded that the total number of overseas students excluding those enrolled in higher education institutions engaged in some form of study or training exceeded 750,000 and contributed in excess of £6 billion to the economy. In addition, the latests figures provided by Study London, the official website for London's 42 universities and higher education institutions boasts that London remains the most popular destination in the world for international students. Over 93,000 students from over 200 countries study in the UK's capital city contribute more than £1.5 billion to the economy.

Objectives

The researcher wishes to broaden own knowledge about Tourism

- To analyse their perceptions, and expectations towards where they are studying
- To analyse a value as well as benefits of studying in the UK