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FINAL REPORT

TOURISM TRAINING:
MEXICAN NEEDS/U.S. RESOURCES

SUBMITTED TO:

BUREAU FOR PRIVATE AND DEVELOPMENT COOPERATION
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U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D.C.

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MARCH 1980

GROUP SEVEN ASSOCIATES, INC.
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The opinions expressed in this report are the professional views of Group Seven. Our Report was not submitted for clearance in advance. Our observations and recommendations therefore do not imply the prior endorsement of anyone in the U.S. Government and certainly not of anyone in the Mexican Government.

* * *

Las opiniones expresadas en este informe son las perspectivas profesionales del Grupo Siete. Nuestro informe no ha sido anteladamente sometido para su inspección. Por lo tanto nuestras observaciones y recomendaciones no implican la autorización previa de ninguna persona del Gobierno de los Estados Unidos ni, por ende, del Gobierno de Mexico.

EXECUTIVE SUMMARY

1. The aim of this study was: to assess the training needs of Mexican tourism schools, develop a plan to harness U.S. resources, and indicate U.S. capability to provide tourism industry training to developing countries. The study ran from January to March 1980.
2. We were to carry out our research within the framework of the Tourism Agreement of the U.S. - Mexico Consultative Mechanism.
3. One major difficulty with the training provisions of that Agreement is the lack of symmetry resulting from the fact that the Training Directorate of the Mexican Ministry of Tourism has no analog on the U.S. side.
4. To carry out our study in Mexico, we conducted 59 formal interviews with Government, industry, and school personnel concerned with tourism training. In the U.S. we collected information from 87 institutions with tourism training programs.
5. Manpower training needs in Mexico are gargantuan given a projection of 100,000 new hotel rooms over the next five years. Specific needs and problems are described, teacher training looming large among them (See Section I, Results).
6. Key information about each U.S. program was tabulated and is presented in Section II of the Results. That Section has also been distributed to the Mexican Ministry of Tourism and to a number of Mexican training institutions.
7. A plan is presented which indicates some ways in which the U.S. can collaborate with Mexico in providing the technical assistance necessary to raise the quality and quantity of tourism training there. The proposals concern: materials, short courses for 1980, and longer term training. Possible funding sources and historical models for exchange programs are mentioned.

8. Travel of ten experts from leading U.S. tourism training programs to a meeting in Mexico scheduled for May 1980 has been arranged. The purpose of the meeting is to elaborate, revise, and make concrete what is only conceptual in the plan.
9. The U.S. has ample capability to provide tourism training at all levels to less developed countries. Section 661 of the Foreign Assistance Act provides a possible means to stimulate such training efforts.
10. Ten Recommendations are made including implementation of the proposed Plan for Mexico.

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INTRODUCTION

These sums cannot easily be dismissed. Developing countries find foreign exchange particularly precious. It allows them to import goods to overcome major bottlenecks. It is often argued that Mexico, in particular, has been enabled to avoid the stagnation which is endemic in the rest of Latin America, due to the buoyancy of its tourist sector, which has allowed them relative freedom in importing goods needed for continued industrial growth.

L. Turner and J. Ash, The Golden Hordes: International Tourism and the Pleasure Periphery, St. Martins Press, NY, 1976, p. 114.

The objective of this planning study was to assess the needs of the Mexican training institutes which (in theory) serve the tourism industry and to present recommendations aimed at efficacious methods of meeting such needs. Several major factors combine to propel staff training onto high priority ground. They are: 1) an expanding tourism sector (with thousands of new hotel rooms to be added in the next few years); 2) the paradox of a shift to low-margin mass tourism but high touristic expectations by individual travellers which constitute the mass; 3) a strong national desire to protect and enhance the buoyancy of the sector (as mentioned in the quotation above) so as to provide continued foreign exchange resources; and 4) the reality of ever-increasing touristic competition from other countries.

Specifically, our Scope of Work calls upon us to provide the following services:

- A. In liaison with U.S. and Mexican delegates to the Bilateral Commission of Tourism, determine through investigation in the U.S. and on-site visits to Mexico, the exact training problems being faced by Mexico and the kinds of training facilities and capacity available there.
- B. Determine from U.S. investigation and contacts the most appropriate kinds of U.S. educational technology and delivery systems.
- C. Develop a time-phased written master plan for consideration by the SubCommittee on Tourism, showing several options with appropriate cost estimates to provide needed training to the Mexican tourism industry and present the findings to Mexico.
- D. Fund round-trip travel costs excluding per diem of private U.S. members of the Advisory Committee to a SubCommittee meeting in Mexico.
- E. Present the above findings to the Committee on Tourism at the meeting in San Diego, California in February 1980 and additionally, provide clear understanding of how U.S. technical services and materials can be obtained by the GOM, institutions or individuals for introduction into their own systems.
- F. Describe the U.S. capability to provide tourism training to LDCs, including anticipated problems.

Before we can turn to the description of our research methods, the presentation of our results and the recommendations, the reader must be made aware of some axiomatic and background factors to bear in mind:

1. The "Bilateral Commission of Tourism" to which the Scope of Work refers is officially known as the Tourism Group of the U.S.-Mexico Consultative Mechanism. A U.S.-Mexico Tourism Agreement was entered into in May 1978.
2. Training is one of six topics in the Tourism Agreement, the others being: 1) Development of tourism industry and infrastructure; 2) Facilitation and documentation; 3) Border tourism; 4) Third country joint promotion; and 5) Statistics.

3. The training needs of tourism schools/institutes/university programs are not identical with the training needs of hotels, restaurants, travel agencies, which, in turn, overlap very little with the ideal curriculum concepts of a government tourism planner. Nor are the needs of small hotels, restaurants and travel agencies the same as for the large firms and chains.
4. Part of the difference in needs is ascribable to varying philosophic, temporal, and scalar concepts: academic vs. practical, short term vs. long range, human resource development vs. maximizing profit, small vs. large.
5. In addition, there is generally not great sophistication about the proper functions of training. Its utility is underestimated by some ("Let him/her just watch and pick it up on his/her own") and overestimated by others (eg, "motivational" courses).
6. Not all aspects of job performance are equally amenable to change through training. Skills, techniques, job knowledge are teachable. A worker's will, attitude, motivation, value system is generally not trainable through normal courses and seminars. How a waiter, reservations clerk, cook, assistant manager, chamber maid, travel agent do their work is very much dependent on both types of factors, i.e.,

Job Performance = Skill x Motivation

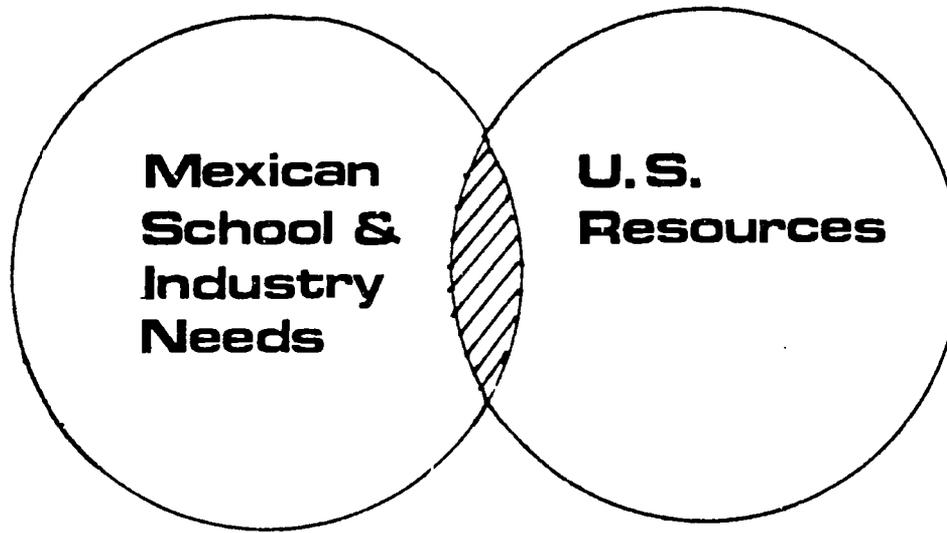
Note that the elements are multiplicative (not additive) so that even if a particular skill level were high, job performance is low if motivation is low.^{1/}

7. The major implication of the foregoing formulation for Mexican tourism training in general and for our training needs analysis in particular is that one must resist the comforting but simplistic assumption that any deficiency or lack is trainable in a course or seminar.
8. Although practically no effects of the training provisions^{2/} of the Bilateral Agreement were visible to-date, so far as we were able to determine, training for and by the Mexican tourism industry has been proceeding and is proceeding now quite independently of the intergovernmental Agreement. Some of this training has already involved some Mexicans attending U.S. institutions.

^{1/} In the extreme case: any number multiplied by zero equals zero.

^{2/} Which call only for: 1) exchange of technical information (on teacher training methods, scholarships, and curricula); 2) publication of an English-Spanish Tourism Dictionary; and 3) encouragement of students and teachers to take advantage of available fellowships.

9. If the existing training interaction is represented by the area of overlap in the diagram below, then this planning study may be seen as seeking to enlarge that zone in the future.



Our introduction would be incomplete without acknowledging the excellent cooperation and assistance we received in conducting this study from: Mr. Armando Herrerias (Under-Secretary for Operations), Mr. Hector Romero (Director for Training), both of the Secretaría de Turismo, the staff of the U.S. Travel Service in Mexico City, and the many hotel, restaurant, travel agency, and school personnel whose perceptions and ideas constitute the basis for what follows.

METHODOLOGY

Five discernible stages comprised this tourism training planning study: 1) orientation and background reading; 2) data collection (in Mexico and in the U.S.); 3) information analysis; 4) synthesis of plan for Mexico and implications for LDC tourism; and 5) report preparation.

1. Orientation and Background Reading

- a. In late December 79 and January 80 Group Seven staff met with appropriate AID and USTS personnel to be briefed on the requirements. In early January the G7 Project Director and the Director, Office of Research and Policy, USTS, traveled to Mexico City to establish contact for the project with:

The Under-Secretary for Operations, SECTUR
The Director of International Affairs, SECTUR
The Director of Training, SECTUR
and several individuals at the U.S. Embassy,
Mexico City, as well as at the USTS office
there.

- b. Various documents were read in our Alexandria, Virginia offices and are listed in the Reference section of this report. Particular attention was given to the U.S.- Mexico Tourism Agreement (May 78) and to Evaluation of the Tourism Development Program (OAS, October 79).

2. Data Collection in Mexico

- a. Individual interviews with Directors of Tourism Training Schools in Mexico were set up with the assistance of the Training Directorate within the Secretaria de Turismo (SECTUR). The SECTUR Directorate furnished us a Directory of Centers for Tourism Teaching in Mexico that contained names, addresses, and telephone numbers for all schools.

- b. A partially-structured Interview Guide was devised which is included in the Appendix.
- c. In a three-week period of data gathering, a total of fifty-nine interviews were successfully carried out as per Table 1.
- d. Among other things, each Director was asked about his priority needs, and/or his opinion regarding the problems of Tourism Teaching in Mexico.
- e. Course offerings were obtained, and visits to the schools were made, especially to observe the kinds of facilities for practical training that existed.
- f. Nine Universities were visited. A discussion was held on the subject of the Hotel/School, in La Paz, Baja California, with the Sub-Director for Industrial Relations in charge of training for the El Presidente Hotel Chain.
- g. Some graduates from the University of Guadalajara were interviewed.
- h. The two International Training Centers, at the University level, were also visited and data obtained from them. These two are CICATUR (OAS), and CIEST (the U.N. World Tourist Organization) Center in Mexico.
- i. At the Technician level, ten schools were visited and data obtained. Technical and Vocational High Schools of the Ministry of Education, have the same curriculum in the Hotel/Tourism field, so that data for all sixteen schools, nationally, would be the same.
- j. Two of the Social Security Administration's basic training schools were visited.
- k. An interview was held with the Director of the total system during which all twenty-one course offerings were discussed. Eight schools under this system have begun to offer Hotel/Restaurant training courses.
- l. The SECTUR/Ministry of Education Basic Training Centers (CECATUR)^{1/} are to be set up in 1980. One demonstration of the approved Teacher-Training Course has been given for the basic level. Most private, mid-level schools, reportedly offer staff a methods course.

^{1/} Not to be confused with CICATUR; see h, above.

- m. Various other interviews were conducted with knowledgeable managerial staff from a sample of hotels both large and small, restaurants, and travel agencies in Mexico City.

3. Data Collection in the U.S.

- a. Letters soliciting program information were sent to 171 U.S. schools/institutes/community colleges/universities which purport to offer any training in hotel, restaurant, and/or travel subjects.
- b. The information from 87 (51%) responding schools was analyzed and tabulated in terms of: Certificate Granted, Program Requirements, Contact Person, Telephone Number, and Cost.
- c. Information on the exchange program between the University of Guadalajara and George Washington University was obtained by interview in Washington, D.C. Their Agreement is shown in the Appendix.

4. Reports and Information Transmission to Mexico

- a. On February 7, 1980 an Interim Progress Report was submitted to and discussed with a joint USTS and AID meeting at the Department of Commerce, Washington, D.C.
- b. A Draft Status Report and Preliminary Plan to Engage U.S. Training Resources with Mexican Tourist Manpower Needs was submitted to leaders of the U.S. Delegation at the Third Session of the Tourism Group of the U.S. - Mexico Consultative Mechanism, San Diego, 24-27 February 1980.
- c. This Final Report was submitted to the Agency for International Development end of March 1980.
- d. The tabulation of U.S. tourism training resources was sent out to SECTUR and a number of Mexican school officials who had expressed an interest in receiving same.
- e. The U.S. catalogs and course descriptions which G7 collected in this study were all shipped to the Training Directorate of SECTUR in Mexico City where hopefully they will be made available for reference to all interested parties.

5. Team Members

The G7 team consisted of: Dr. Alfred Fiks, Dr. Robert Shields, Mr. Phillip Schrager, Mr. Gerald Peel, Ms. Nilda Loza, with administrative support from Ms. Valerie Hovey.

Table 1. INTERVIEWS CONDUCTED (MEXICO)

<u>DATE</u>	<u>PERSON(S) INTERVIEWED</u>	<u>ORGANIZATION</u>	<u>PLACE</u>	<u>INTERVIEWERS</u>
22 Jan. 80	Manuel Gurria Di Bella	Escuela Mex. de Turismo	Mex. D.F.	Fiks, Shields
23 Jan. 80	Prof. Héctor Romero	Secretaría de Turismo	Mex. D.F.	Fiks, Shields
24 Jan. 80	Guillermo Guidimen, José Paoli, Blum.	Holiday Inn	Mex. D.F.	Fiks, Shields, Peel
24 Jan. 80	Héctor Arriaga Alejandrini	H. La Mansión	Mex. D.F.	Fiks, Shields, Peel
25 Jan. 80	Lic. Rendon Maus, Miguel Angel Gómez	Nacional Hotelera (El Presidente Hotels)	Mex. D.F.	Fiks
25 Jan. 80	Gerardo Barrera, Director de Ventas	Hoteles de México (Best Western)	Mex. D.F.	Shields
25 Jan. 80	Carlos Hernandez, Gerente	Hotel Montejo	Mex. D.F.	Peel
25 Jan. 80	Enrique de la Cueva, Director	Hoteles Misión	Mex. D.F.	Peel
25 Jan. 80	Alfonso Suarez, Gerente	Rodriguez Viajes, S.A.	Mex. D.F.	Peel
25 Jan. 80	Arturo Gonzalez	Presidente Chapultepec Hotel.	Mex. D.F.	Fiks
25 Jan. 80	Brendi Martinez	Secretaria de Turismo	Mex. D.F.	Shields
26 Jan. 80	Chris Luhnnow, Director	Travelers Guide to Mexico	Mex. D.F.	Fiks
26 Jan. 80	Bernardo Hajen, Gerente Ventas	Marriott Hotels	Mex. D.F.	Peel
28 Jan. 80	Lic. Juanita Ruiz, Directora	Escuela de Estudios Sup.	Mex. D.F.	Shields

<u>DATE</u>	<u>PERSON(S) INTERVIEWED</u>	<u>ORGANIZATION</u>	<u>PLACE</u>	<u>INTERVIEWERS</u>
28 Jan. 80	Mr. Chris Lunhow	Travelers Guide to Mexico.	Mex. D.F.	Peel
28 Jan. 80	Ms. Delada	Viajes Horizonte	Mex. D.F.	Peel
28 Jan. 80	Marian Sandstrom	Mexico Travel Plans	Mex. D.F.	Peel
28 Jan. 80	Nick Noyes	Empresarios de Restaurantes	Mex. D.F.	Fiks, Peel
28 Jan. 80	Prof. Rogelio Diaz Guerrero	Instituto Nacional de Ciencias del Comportamiento y Actitud Publica	Mex. D.F.	Fiks
28 Jan. 80	Ms. Beckhart, Owner	Viajes Horizonte	Mex. D.F.	Peel
29 Jan. 80	James Dubin	Dubin Hotels	Mex. D.F.	Peel
29 Jan. 80	Ernesto Navarrete	Marriott Hotel	Mex. D.F.	Peel
29 Jan. 80	Lic. Guillermo Ureña ,Director	Universidad Anahuac	Mex. D.F.	Shields
29 Jan. 80	Flavio Augusto Ujeda Director General de Estudios Profesionales.	Universidad Valle de Mexico	Mex. D.F.	Shields
29 Jan. 80	Carmen Kidley	U.S.ICA Cultural Exchange Office, American Embassy		Shields

<u>DATE</u>	<u>PERSON(S) INTERVIEWED</u>	<u>ORGANIZATION</u>	<u>PLACE</u>	<u>INTERVIEWERS</u>
30 Jan. 80	Pablo Ibarra Martin	Hotel Suites Emberes	Mex. D.F.	Peel
30 Jan. 80	Sergio Flores, General Manager	Hotel Geneve	Mex. D.F.	Peel
30 Jan. 80	Aureliano Torres y Zabal, Gerente Ejecutivo- Marketing.	Sheraton Hotel Maria Isabel	Mex. D.F.	Peel
30 Jan. 80	Gabriel Oropeza, Gerente de Proyectos	Grupo Alfa	Mex. D.F.	Peel
30 Jan. 80	Lic. Manuel Lozano Fuentes Rector.	Universidad Hispano Mexicana	Mex. D.F.	Shields
30 Jan. 80	Guillermo Ojeda, Director de Estudios Profesionales	Universidad Valle de Mexico	Mex. D.F.	Shields
30 Jan. 80	Lic. Fernando Ramos, Director de Escuela de Turismo	Universidad Inter-continental	Mex. D.F.	Shields,Loza

<u>DATE</u>	<u>PERSON(S) INTERVIEWED</u>	<u>ORGANIZATION</u>	<u>PLACE</u>	<u>INTERVIEWERS</u>
30 Jan. 80	Alvaro Becker- Director	Escuela Internacional de Turismo	Mexico, D.F.	Shields
30 Jan. 80	Ramiro Rodriguez-Director	Escuela Tecnica de Turismo.	Mexico, D.F.	Shields
30 Jan. 80.	Lic. Luis Barragán-Director	Centro de Estudios Cientificos y Tecnológicos.	Mex. D.F.	Shields
2 Feb. 80	Ms. Maria Teresa Zuno Cardenas, Directora	Centro de Adiestramiento para la Industria Hotelera	Mex. D.F.	Shields, Loza
2 Feb. 80	Myriam Ortega	Banamex, Department de Estadistica.	Mex. D.F.	Shields
2 Feb. 80	Ms. Marichen Suárez	Instituto Mexicano de Investigacion Turistica IMIT	Mex. D.F.	Loza
2 Feb. 80	Kathy Hare	Institute of International Education	Mex. D.F.	Shields
2 Feb. 80	David Amato	Training Expert	Mex. D.F.	Shields
2 Feb. 80	Juan Manuel Velasco Director	Instituto Politecnico Nacional	Mex. D.F.	Shields,Loza
4 Feb. 80	Dra. Amparo Batani Borbón, Directora	Centro de Adiestramiento para la Ind. Hotelera (CAPIH)	Zihuatanejo	Loza
4 Feb.	Lic. Olegario Casas, Director	Universidad Tepeyac	Mex. D.F.	Shields

<u>DATE</u>	<u>PERSON(S) INTERVIEWED</u>	<u>ORGANIZATION</u>	<u>PLACE</u>	<u>INTERVIEWERS</u>
6 Feb. 80	Licenciado Alfredo Benites	Universidad Tecnológica de México.	Mex. D.F.	Shields, Loza
6 Feb. 80	Lic. B. Martinez & Francisco Ruiz Galindo	SECTUR	Mex. D.F.	Shields, Loza
7 Feb. 80	Peter Cleaves	Ford Foundation	Mex. D.F.	Shields
8 Feb. 80	Doctora Luz Barreira, Directora	Escuela Superior de Administración de Instituciones (ESDAI)	Mex. D.F.	Loza
8 Feb. 80	Lic. Miguel Torruco, Director Presidente de Asociación Mex. de Centros Académicos.	Escuela Panamericana de Turismo	Mex. D.F.	Shields, Loza
8 Feb. 80	Lic. Maria Teresa Wignall, Directora de Relaciones Ind.	Chapultepec Presidente, Centro Int. de Estudios de Hoteleria, La Paz.	Mex. D.F. Baja Cal.	Shields, Loza Shields, Loza
8 Feb. 80	Francisco Gomez Tagle, Dir. y Vice-Presidente de la Asociación Mexicana de Centros Academicos.	Instituto Técnico de Turismo.	Mex. D.F.	Shields

<u>DATE</u>	<u>PERSON(S) INTERVIEWED</u>	<u>ORGANIZATION</u>	<u>PLACE</u>	<u>INTERVIEWERS</u>
11 Feb. 80	Dr. Edwin Wellhausen	Rockefeller Foundation	Mex. D.F.	Shields
12 Feb. 80	Lic. Xavier Cortina y Cortina Acting Director	CICATUR- OAS Interamerican Tourist Center.	Mex. D.F.	Shields
12 Feb. 80	Lic. Miguel A. Acerenza Professor.	CICATUR - Training Center	Mex. D.F.	Shields
12 Feb. 80	Dr. Alberto Castano, Deputy Director-Human Resources, Development & Scholarships	CONACYT - National Council for Science & Technology	Mex. D.F.	Shields
13 Feb. 80	Lic. A. Gonzales	Nat. Polytech. Inst.	Mex. D.F.	Shields,Loza
13 Feb. 80	Lic. Maria T. Wignall	Presidente Hotels	Mex. D.F.	Shields,Loza
14 Feb. 80	Lic. Alfonso Asencio-Director	CIEST (U.N.) International Tourist Training Center	Mex. D.F.	Loza
15 Feb. 80	Lic. Acerenza	CICATUR	Mex. D.F.	Shields
15 Feb. 80	Lic. A. Gonzales	Nat. Polytech. Inst.	Mex. D.F.	Shields

RESULTS

I. MEXICAN TRAINING NEEDS AND FACILITIES

A. The Needs

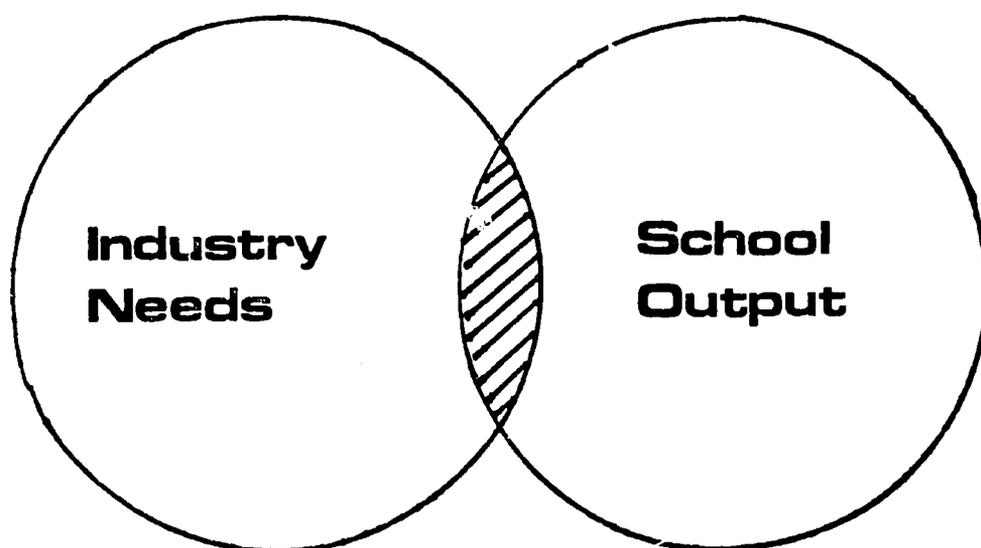
1. The Government of Mexico and its Ministry of Tourism (SECTUR) established a Directorate for Training in 1978 whose function is not to teach but to formulate policy and develop plans and programs to improve training in tourism. A national plan for tourism teaching was developed in 1979. The Plan was prepared with collaboration of industry, education and government. Manpower needs were analyzed predicated on an increase of 100,000 hotel rooms in Mexico within the next two to five years to accommodate the increase in the number of tourists, especially those from the U.S.
2. The increase from the U.S. is expected for many reasons among which are: 1) an increased interest in Mexico by Americans; 2) gasoline prices; 3) the unstable political situation in many other Latin American and Caribbean countries; 4) the sharper rise of prices in Europe, and 5) the geographic accessibility of Mexico.
3. It is estimated that the construction of 100,000 additional rooms in Mexico will require training of 100,000 new employees. Faced with this gigantic task, the Ministry of Tourism through the Directorate for Training studied the situation to determine the needs and prior-

ities to be met. Preliminary surveys reportedly revealed that teacher training is of the highest priority since it appears that for schools at the vocational level of training - bell boys, maids, bus boys, elevator operators, kitchen helpers, etc. - Mexico will need at least 360 new teachers. In schools at the middle level of training for supervisory personnel it is estimated they will need 300 new instructors in 30 new training centers. In addition, 400 teachers now employed at all levels will need in-service upgrading.

4. Four groups constitute sources for recruiting of teachers and the Plan specifies the kinds of training needed. 1) Professors already teaching need specialized training and exchange opportunities; 2) Technical specialists need some course-work in their specialties as well as training in instructional methods; 3) Graduates of tourism training centers will have to be trained to teach and also be motivated to return to centers as teachers; and, finally, 4) training courses will have to be developed for personnel now engaged in tourism activities who will have responsibility for training staff within the industry. This last group will be selected by the private sector and the educational system will have to assist in preparing training of trainer courses to make the industrial training efforts more efficient to serve the rapidly expanding needs.

5. At the highest training level, the university bachelors degree, there are enough students currently enrolled to fill the needs for top management and planners. The needs for trained workers at the lower levels is acute but very little exists in the formal educational system and relevant private schools are not available.
6. With regular slow growth, on-job training could be the means for capacitating large numbers of basic level workers, but the increase in tourism is not going to be regular or slow. It will reportedly be a rapid expansion in construction of hotels and a concomitant expansion in all tourist services. Much of the expansion is being planned for the coastal regions. Most of these coastal, rural regions are sparsely populated with people of very low educational level. Training this work force for tourism skills has to start with the educational system since it has to deal with an almost illiterate group.
7. Hotel and restaurant owners and managers complained about the lack of quality in the training system due to the lack of professionalism in teaching and the failure of schools to train for the needs of the tourism industry. The commercial schools are accused of attracting students by misleading them to believe they will qualify for management positions as soon as they graduate. This is not only false but creates disillusioned employees when the reality is met in the labor marketplace. The following diagram depicts,

in the small degree of overlap, the apparent problem that there has been insufficient coordination between industry and the training institutes so that the school output (i.e., the graduates) satisfy only minimally the practical manpower needs of the industry.^{1/}



8. Materials for curriculum development and for teaching are needed. The educational system, both public and private, needs assistance in the planning for careers in tourism, including development of career ladders.

^{1/} A sample of what an industry-generated curriculum might contain is given in the Appendix.

9. At a macro-level, rational analysis of the requirements and constraints inherent in: 1) mass tourism, 2) the enlarged scale of necessary capital investments, 3) the reduced per capita profit margins, 4) the increased competition from other tourist spots point unambiguously to the need for greater efficiency and precision in tourist operations. Therefore we endorse the SECTUR - identified training priorities in: computer applications to tourism and self-service eating establishments.
10. At a more micro-level, empirical analysis of tourist complaints^{1/} point to the following areas as most in need of improvement:
- Hygiene of food preparation
 - Water quality and sanitation
 - Airport check-in procedures
11. Hotel maintenance, another of the SECTUR identified needs, is an area of job performance which we consider to be as much or more a function of motivation than skill level and therefore not readily subject to change by traditional training methods.

^{1/} As reported by tour operators and through questionnaire feedback to Traveler's Guide to Mexico.

12. This discussion of training problems and requirements would be remiss without a retrospective glance to indicate that Mexico has had a number of surveys of needs made and in process.
 - a. The University of Mexico (UNAM) made an early survey which was reportedly used in the establishment of the present tourism school at the Polytech. The Polytech itself is in the midst of a new survey, said to be on a much broader scale to analyze the needs of present day tourism in Mexico. It will cover 27 key tourist centers and cities and will include a comparative study of various tourism educational systems. It is due to be completed in July 1980.
 - b. The University of Anahuac, the Hispano-Mexicano University, and the Intercontinental University all reportedly made their own surveys in order to set up the courses which are presently being given in those schools.
 - c. The Directorate of Tourism Training of the Ministry of Tourism completed in 1979 an enumeration of training centers in Mexico. A Directory resulted containing 96 entries.
 - d. The National Bank of Mexico is said to be conducting a survey of training needs in tourism which is due in April 1980.
 - e. The Mexican Restaurant and Hotel Owners Associations recently made a survey and analysis of occupational needs using an American consulting firm. Specific training needs analyses were furnished by two Mexican organizations during that survey. Many of the recommendations were incorporated into the National Tourism Training Plan.

13. Also, in the consideration of needs, the reader as well as the Plan we present in this report must be cognizant that SECTUR prepared a listing of Mexican training needs (as well as offerings to the U.S.) for the 2nd Session of the Tourism Group of the U.S.-Mexico Consultative Mechanism (August 79) consisting of the following areas:

Career Planning Systems (with 15 elements)^{1/}
and these specialities:

Computer Applications

Hotel Maintenance

Management of Groups and Conventions

Self-Service Eating Establishments

Promotion

Motel Chains

14. The need and problem areas mentioned by 21 individual training institutions are included in the Appendix in the individual descriptions of those centers.

15. Finally, the G7 Plan described later in this report is heavily based on the synthesis of the above need assessments.

^{1/} See Appendix

B. The Facilities

1. The Mexicans, at governmental, industry, public and private educational levels, have started on the task of specifying and establishing the facilities to meet the demands. Our survey of training institutions in Mexico covers a large sample of the principal educational centers now in existence.
2. Table 2 lists and characterizes the centers surveyed. It reveals that the top and middle level schools were recently established and are generally private ones.
3. The training centers surveyed had facilities which were generally adequate for the number of students now enrolled. Of the large new influx, however, about 80 percent will be at the basic level, 14 percent at the mid-level, and 6 percent at top management level. Table 2, which covers the bulk of the current tourism students in Mexico, indicates that present facilities are probably sufficient at the top level, but are very lacking at basic level training, and at mid-level training centers will have to be doubled. At all levels they appeared to lack fully competent staff. This was indicated by, among others, the school directors interviewed, all of whom felt teacher training to be their biggest problem.

4. The following institutions are described individually in the Appendix:

Anahuac University
 Asociacion Mexicana de Centros Academicos Particulares de Turismo, A.C.
 Centro de Adiestramiento Para la Industria Hotelera (CAPIH)
 Centro de Capacitacion para el Trabajo Turistico (CECATUR)
 Centro de Estudios en Ciencias y Tecnologia (CECYT)
 Centro de Estudios Superiores de San Angel
 Centro Interamericano de Capacitacion Turistica (CICATUR)
 Centro Internacional de Estudios en Hoteleria
 Escuela Internacional de Turismo
 Escuela Mexicana de Turismo
 Escuela Panamericana de Hoteleria
 Escuela Superior de Administracion de Instituciones (ESDAI)
 Escuela Tecnica de Turismo
 Instituto Politecnico Nacional
 Nacional Hotelera - El Presidente Hotels
 Universidad del Valle de Mexico
 Universidad Hispano-Mexicana
 Universidad Intercontinental
 Universidad Tecnologica de Mexico
 Universidad Tepeyac
 World Tourism Organization (UN)

5. Although not an ordinary training facility itself, the Directorate for Training of SECTUR is an institutional factor that must be mentioned here. There is no analog for it on the U.S. side, and this has caused some problems for the Tourism Agreement.
6. The information observed and collected from these training centers forms another important input for the G7 Plan, presented in Section III of the Results and the Recommendations.

Table 2. PRINCIPAL TOURISM TRAINING INSTITUTIONS IN MEXICO

University Level	Degree	Date Estab.	No. of Students	Fields of Study*	Practical OJT	Public	Private
Instituto Politecnico Nacional	B.S.	1970	2400	1,2		X	
ESDAI	B.S.,M.S.,Ph.D.	1969	300	3			X
UNITEC	B.S.	1977	133	3			X
Tepeyac	B.S.	1977	60	3	X		X
San Angel	B.S.	1975	150	2	X		X
Anahuac	B.S.	1975	100	3			X
University Hispana-Mexicana	B.S.	1974	423	2	X		X
University Del Valle	B.S.	1974	1000	3			X
University Inter-Continental	B.S.	1979	49	2			X
Escuela-Hotel, La Paz	B.S.	1978	38	2		X	
CICATUR - OAS	Master level	1974	40	1		OAS	
CIEST - UN(WTO)	Advanced level	1978	60	1		UN	
University de Guadalajara (GWU)	B.S.	1968	NA			X	
University del Estado de Mexico	B.S.	1961	NA			X	

* See FOOTNOTES, end of Table 2.

Technician Level (3 Year Program)	Degree ^{4/}	Date Estab.	No. of Students	Fields of Study	Practical OJT	Public	Private
Escuela-Hotel, La Paz	Cert.	1978	38	2	X	X	
Escuela Mexicana de Turismo	Cert.	1954	880	2	X		X
Escuela Panamericana	Cert.	1976	900	2	X		X
Escuela Internacional- D.F.	Cert.	1977	1800	2	X		X
Morelos Branch	Cert.	1979	300	2	X		X
Guadalajara Branch	Cert.	1979	300	2	X		
Puebla Branch	Cert.	1979	300	2	X		X
Escuela Tecnica	Diploma	1978	110	2	X		X
Instituto Tecnico	Cert.	1978	200	2	X		X
Liceo de Ciencias y Humanidades	Cert.	1975	100	2	X		X
Centro de Estudios Cien- tificos y Technologicos, No. 5 (CECYT): This system includes 16 schools all over Mexico - Same curri- culum of SEP	H.S. Dip.	1972-3	550	1		X	

Basic Level - Courses vary according to skills	Degree	Date Estab.	No. of Students	Fields of Study	Practical OJT	Public	Private
CECATUR (has had one demon- stration course in Teaching Methods)		1980		Courses will start in 1980 in 10 cities		X	
CAPIH, D.F. <u>5/</u>		1970	280			X	
CAPIH, Zihuatenejo		1979	200			X	

-
- FOOTNOTES:
- 1 Public Administration - tourism planning and development
 - 2 Hotel and Restaurant Management and Travel Agency
 - 3 Single course covering all fields: hotel/restaurant; travel agency/transportation; public administration.
 - 4 The Ministry of Education will issue a Certificate when a thesis is completed when the school is officially licensed.
 - 5 CAPIH now has basic tourism training in 8 of its centers with courses developed in 21 specialities.

II. SELECTED U.S. EDUCATIONAL AND TRAINING RESOURCES IN TOURISM

The information which follows has been organized to provide some insight into the spectrum of training resources available, as well as an indication of the levels on which they exist.

1. The listing has been divided into six categories:

- I. Hotel, Restaurant Administration / Four Year Colleges
- II. Hotel, Restaurant Administration / Two Year Colleges
- III. Transportation, Travel / Four Year Colleges
- IV. Transportation, Travel / Two Year Colleges
- V. Commercial Institutions Travel, Tourism
- VI. Correspondence Schools Travel, Tourism

The schools are arranged alphabetically, within each category.

Most institutions, included in this listing, have indicated that there is no general policy with regard to foreign student scholarship assistance. A general interest does prevail, in working out some form of accommodation with foreign student applicants.

2. The appearance of the name of any institutions in more than one category indicates that more than one type of training is offered, and on more than one level. The schools listed are the 87 which responded to our request sent to 171 institutions listed in the tourism literature as offering relevant training programs.

3. The listing contains the following information:

Name and Location

Certification or Degrees Granted

Program Requirements for Graduation

Subject Areas Offered

Name of Contact Person

Phone Number

Estimated Cost .

4. In some few instances certain information elements were not made available to us. However, enough information is provided to assure that more specific data may be obtained. The dollar amounts listed are subject to change without notice. We have recorded what is most current, as accurately as possible, although we cannot guarantee any of the information.
5. Catalogues, and other materials provided by the responding institutions have been forwarded to Direccion General de Capacitacion, Secretaria de Turismo, Mexico, D.F. where they may be consulted for more detailed information.
6. Where the estimated cost is indicated per year or per semester it is inclusive of: tuition, books, room, and board.

I. HOTEL/RESTAURANT ADMINISTRATION - 4 YEAR COLLEGES

Bryant College
Smithfield, R.I. 02917

BS Degree
120 Hours
Hotel/Rest. Admin.
Roy A. Nelson
401/231-1200
\$4500 Per Year

California State Polytech. Univ.
Pomona, Ca. 91768

BS Degree
198 Units
Hotel/Rest. Admin.
R.M. Scarrow
714/598-4235

Colorado State Univ.
Fort Collins, Colo. 80521

BS Degree
128 Credits
Rest. Mgmt.
L.L. Overture
\$8400 Per Year

Cornell University
Ithaca, N.Y. 14853

B.S. Degree
124 Credits
Ph. D.
School of Hotel Admin.
C.S. Farrell
607/256-6375

Univ. of Denver
Denver, Colo. 80208

BS / BA Degrees
Hotel/Rest. Mgmt.
S.R. Antonoff
303/753-2036

Florida Int'l. Univ.
Miami, Fla. 33199

BS Degree
100 Hours
Hotel/Food Svce. Mgmt.
MA Degree
Hotel/Food Svce. Mgmt.
G.W. Lattin
305/552-2591

Univ. of Hawaii at Manoa
Honolulu, Hawaii 96822

BS Degree
129 Credits
Travel Industry Mgmt.
Dr. C. Gee
808/948-8975
\$6435 Per Year

Univ. of Houston
Houston, Tex. 77004

BS Degree
130 Credits
Hotel/Rest. Mgmt.
G.L. Rappole
713/ 749-1124
\$5200 Per Year

Univ. of Illinois at Urbana
Urbana, Ill. 61801

BS Degree
100 Hours
Rest. Mgmt.
D. Lashbrook
\$7102 Per Year

Iowa State Univ.
Ames, Iowa 50011

BS Degree
184 Hours
Hotel/Rest. Mgmt.
MS Degree
Hotel/Rest. Mgmt.
M. M. McKinley
515/294-1730
\$6462 Per Year

II. HOTEL/RESTAURANT ADMINISTRATION / 2 YEAR COLLEGES

Agricultural/Technical College
Delhi, N.Y. 13753

AAS Degree
64 Hours
Hotel/Motel/Resort Mgmt.
AAS Degree
64 Hours
Rest. Mgmt.
AAS Degree
64 Hours
Food Svces. Mgmt.
607/746-4111
\$4700 Per Year

Atlantic Community College
Mays Landing, N.J. 08330

AAS Degree
64 Credits
Hotel/Motel Mgmt.
R.C. McArthur
609/625-1111
\$2150 Per Year

Briarwood College
Southington, Conn. 06489

AAS Degree
69 Credits
Travel Consultant
203/628-4751
\$3690 Per Year

Broward Community College
Ft. Lauderdale, Fla. 33314

AAS Degree
64 Credits
Hotel/Motel Admin.
AAS Degree
67 Credits
Rest./Food Svces. Admin.

Dr. G.A. Rose
305/467-6700
\$5000 Per Year

Cape Cod Community College
West Barnstable, Mass. 02668

AA Degree
43 Credits
Hotel/Rest. Mgmt.
T. Segalla
612/362-2131
\$1950 Per Year

Crowder College
Neosho, Mo. 64850

AAS Degree
Hotel/Motel/Rest. Mgmt.
\$1250 Per Year

State of N.Y. Univ. at Cobleskill
Cobleskill, N.Y. 12043

AAS Degree
66 Credits
Food Svces. Admin.
AAS Degree
66 Credits
Dietetic Tech.
AAS Degree
66 Credits
Food/Rest. Mgmt.
AAS Degree
66 Credits
Hotel Technology
G.L. Berner
\$3690 Per Year

Community College Allegheny County
Pittsburgh, Pa. 15212

AAS Degree
Hotel/Motel Mgmt.
412/237-2511
\$1800 Per Year

Columbia College
Columbia, Ca. 95310

Cert. Comp.
43 Units
Food Svces.
R. Erickson
209/532-3141
\$3354 Per Year

State Agri./Tech. College
Delhi, N.Y. 13753

AAS Degree
64 Credits
Hotel/Motel/Resort Mgmt.
AAS Degree
64 Credits
Rest/ Mgmt.
AAS Degree
Food Svces. Mgmt.
607/746-4111
\$4371 Per Year

Des Moines Area Community College
Des Moines, Iowa

AAS Degree
Hotel/Motel Mgmt.
515/432-7203
\$3570/2 Years

District One Tech. Institute
Eau Claire, Wisc. 54701

AAS Degree
66 Credits
Hospitality Mgmt.
R.E. Johnson
715/836-3931
\$2574 Per Year

Erie Community College
Buffalo, N.Y. 14209

AAS Degree
Hotel Technology
716/881-4200
\$805 Per Year

El Centro College
Dallas, Tex. 75202

AAS Degree
99 Credits
Hotel/Motel Operations
AAS Degree
67 Credits
Food Svces. Mgmt.
C. Katsigris
512/828-3566
\$810 Per Year

Endicott College
Beverly, Mass. 01915

AAS Degree
64 Credits
Hotel/Food Svces. Admin.
K.K. Tuttle
617/927-0585
\$1620 Per Year

Gateway Technical Institute
Kenosha, Wisc. 53141

AAS Degree
68 Credits
Hotel/Motel Mgmt.
AAS Degree
68 Credits
Food Svces. Mgmt.
D.J. Berns
414/552-9600
\$5950 Per Year

Genessee Community College
Batavia, N.Y. 14020

AAS Degree
Travel & Tourism
716/343-0055
\$1400 Per Year

Jefferson Community College
Watertown, N.Y. 13601

AOS Degree
60 Hours
Rest./Food Svces. Mgmt.
J.G. Phillips
315/782-5250

Kapiolani Community College
Honolulu, Hawaii 96814

AAS Degree
60 Hours
Food Svces. Mgmt.
Cert. Comp.
Hotel Operations
G. Higa
808/531-4654
\$5300 Per Year

Los Angeles Trade Tech. College
 Los Angeles, Ca. 90015
 AAS Degree
 64 Units
 Hotel/Motel Mgmt.
 T.D. Williams
 213/746-0800

Miami Dade Community College
 Miami, Fla. 33176
 AAS Degree
 Hotel/Rest. Mgmt.
 305/557-6790
 \$1140 / 2 Years

Middlesex County College
 Edison, N.J. 08817
 AAS Degree
 26 Units
 Hotel/Rest. Mgmt.
 201/548-6000

Milwaukee Area Tech. College
 Milwaukee, Wisc. 53203
 AAS Degree
 Hotel/Rest. Cookery
 414/278-6709

Univ. of Minnesota/Crookston
 Crookston, Minn. 56716
 AAS Degree
 68 Credits
 Hotel Technology
 L.G. Appel
 914/434-5750
 \$4000 Per Year

Monroe Community College
 Rochester, N.Y. 14623
 AAS Degree
 Food Svces. Admin.
 64 Credits
 716/442-9950
 \$5900 Per Year

Morrisville Agri./Tech. College
 Morrisville, N.Y. 13408
 AAS Degree
 Hotel/Rest. Mgmt.
 64 Credits
 315/684-7046
 \$3819 Per Year

Northern Virginia Community College
 Annandale, Va. 22003
 AAS Degree
 97 Credits
 Hotel/Rest. Mgmt.
 H.E. Reichbart
 703/323-3457
 \$1005 Per Year

Okaloosa/Walton Junior College
 Niceville, Fla. 32578
 AAS Degree
 64 hours
 Commercial Food Prog.
 E.S. Benvenutti
 \$5370 Per Year

Michael J. Owens Tech. College
 Toledo, Ohio 43699
 AAS Degree
 68 Credits
 Food Svces. Mgmt.
 419/666-0580
 \$1662 Per Year

Penn Valley Community College
 Kansas City, Mo. 64111
 AAS Degree
 65 Hours
 Culinary Arts
 Cert. Prog.
 37 Hours
 Culinary Arts
 R.O. Williams
 816/750-2800
 \$5000 Per Year

Portland Community College
 Portland, Ore. 97219
 AAS Degree
 95 Credits
 Hotel/Rest. Mgmt.
 563/224-6111
 \$7550 Per Year

Carl Sandburg College
 Galesburg, Ill. 61401
 AAS Degree
 Transportation
 309/349-2518
 \$2304 Per Year

South Central Community College
New Haven, Conn. 06511

AAS Degree
61 Credits
Food Svce. Mgmt.
J. Magyar
Telephone N/A
\$5038 Per Year

St. Louis Community College
St. Louis, Mo. 63110

AAS Degree
68 Credits
Hospitality/Rest. Mgmt.
C. Lofton
314/644-9550
\$1544 Per Year

Sullivan County Community College
Loch Sheldrake, N.Y. 12759

AAS Degree
68 Credits
Hotel Technology
L.G. Appel
914/434-5750
\$4000 Per Year

Villa Maria College
Buffalo, N.Y. 14225

AAS Degree
68 Credits
Food Svces. Mgmt.
S.M.A. Wozniak
716/896-0700
\$2210 Per Year

West Valley College
Saratoga, Ca. 95070

AAS Degree
62 Credits
Food Svces./Rest. Mgmt.
AAS Degree
62 Credits
Hotel/Motel Mgmt.
D.R. Ziegler
408/807-2220
\$1530 Per Year

III. TRANSPORTATION/TRAVEL/TOURISM/ 4 YEAR COLLEGES

University of Hawaii at Manoa
Honolulu, Hawaii 96822

BS Degree
129 Hours
Travel Industries Management
Dr. C. Gee
808/948-8975

University of Massachusetts at Amherst
Amherst, Mass. 01003

BS Degree
120 Hours
Travel Adminis.
MS Degree
30 Credits
Travel Adminis.
S.W. Fletcher
413/545-2535

Michigan State University
East Lansing, Mich. 48824

BA Degree
180 Credits
Travel/Tourism Mgmt.
\$4245 Per Year

University of Nevada
Las Vegas, Nev. 89154

BS Degree
128 Hours
Hotel Adminis.
S. Brown
702/739-3443
\$4125 Per Year

University of New Hampshire
Durham, N.H. 03284

BS Degree
Travel Industry Mgmt.
603/862-3600
\$6283 Per Year

New School for Social Research
New York City, N.Y. 10011

MPS Degree
48 Credits
Travel/Tourism Adminis.
Dr. H. Cohen
212/741-7920
\$2340
BA/MA Degrees
MA/60 Credits
Tourism & Travel
\$7800 (Approx)

Niagara University
Niagara University City, N.Y. 14109

BS Degree
120 Hours
Transp./Travel/Tourism
B.E. Perry
716/285-1212
\$5020 Per Year

Oklahoma State University
Stillwater, Okla. 74074

BS Degree
124 Hours
Hotel/Restaurant Mgmt.
R. Girod
405/624-6857
\$2600 Per Year

Parks College of St. Louis University
Cahokia, Ill. 62206

BS Degree
122 Hours
Dept. Transp./Travel/Tourism
E.J. Carver
618/337-7500
\$2050 Per Trimester

Rochester Institute of Technology
Rochester, N.Y. 14623

BS Degree
193 Hours
Tourist Industries Mgmt.
G.T. Alley
716/475-6187
\$3462 Per Year

Southwest State University
Marshall, Minn. 50258

BS Degree
188 Hours
Hotel/Restaurant Mgmt.
515/432-7203
\$3570 Per Year

George Washington University
Washington, D.C. 20008

BA Degree
Travel & Convention Planning
MA Degree
Tourism Development & Travel Admin.
Ph.D. Degree
Tourism
Dr. D. Hawkins
202/676-7087

Washington State University
Pullman, Wash. 99164

BA Degree
160 Hours
Hotel/Restaurant Admin.
Dr. D.M. Laudadio
509/335-5677
\$2175 Per Semester

Western International University
Phoenix, Ariz. 85021

BA Degree
99 Credits
Transp./Travel/Tourism
MA Degree
36 Units
S. Long
602/943-2311
\$2000 Per Year

University of Wisconsin/Stout
Menomonie, Wisc. 54751

BS Degree
130 Credits
Food Services Adminis.
715/232-1232
\$1429 Per Semester

IV. TRAVEL/TOURISM PROGRAMS / 2 YEAR COLLEGES

Briarwood College
Southington, Conn. 06489

AAS Degree
69 Hours
Travel Consultant
V.P. Murray
203/628-4751
\$3690 Per Year

Broward Community College
Ft. Lauderdale, Fla. 33314

AAS Degree
64 Credits
AAS Degree
66 Credits
Tourism Indus. Mgmt.
Dr. G.A. Rose
305/467-6700
\$5000 Per Year

Columbia College
Columbia, Ca. 95310

Cert. Comp.
44 Units
Hospitality Mgmt.
R. Erickson
209/532-3141
\$3422 Per Year

Clover Park Voc/Tech. Inst.
Lakewood Center, Wash. 98499

Cert. Comp.
1200 Hours
Travel Consultant
S. Carder
206/552-5231

Culinary Inst. of America
Hyde Park, N.Y. 12538

AAS / AOS Degrees
78 Weeks
Culinary Arts
W.J. Berning
914/452-9600
\$6200 Per Course

Endicott College For Women
Beverly, Mass. 01915

AAS Degree
54 Credits
Tourism
K.K. Tuttle
617/927-0585
\$4400 Per Year

Foothill College
Los Altos Hills, Ca. 94022

AA Degree
90 Units
Travel Consultant
J. Mishel
948-8509

Gateway Technical Inst.
Kenosha, Wisc. 53141

Diploma
16 Credits
Travel Agent
D.J. Berns
414/552-9500
\$5950 Per Year

Genessee Community College
Batavia, N.Y. 14020

AAS Degree
60 Hours
Travel & Tourism
M.T. Wormley
716/343-0055
\$1440 Per Year

Jefferson Community College
Watertown, N.Y. 13601

AOS Degree
60 Hours
Hospitality & Tourism
J.G. Phillips
315/782-5250

L.A. Airport College Center
Los Angeles, Ca. 90045

AA Degree/Cert. Comp.
67 Units
Travel & Tourism
S. Feinerman
213/776-5264

Northern Virginia Community College
Annandale, Va. 22003

AAS Degree
97 Credits
Travel & Tourism
H.E. Reichart
703/323-3457
\$1005 Per Year

Rochester Institute of Technology
Rochester, N.Y. 14623

AAS Degree
96 Hours
Tourist Industry Mgmt.
G.T. Alley
716/475-6187
\$3462 Per Year

St. Louis Community College
St. Louis, Mo. 63110

AAS Degree
64 Credits
Tourism
C. Lofton
617/362-2131
\$1544 Per Year

Vista College
Berkeley, Ca. 90045

Cert. Comp.
15 Units
Travel Consultant
M. Sarbey de Souto
415/841-8431
\$885 Per Course

V. COMMERCIAL TRAVEL TRAINING SCHOOLS (Private)

Academy Pacific
Los Angeles, Ca. 90028

Cert. Comp.
650 Hours
Transp. Mgmt.
R.V. Bach
213/462-3211
\$2690 Per Course

Int'l. School of Travel, Inc.
Philadelphia, Pa. 19107

Cert. Comp.
54 Hours
Travel Agent
J. Israel
215/568-0560
\$275 Per Course

Braniff Educational Sys., Inc.
Dallas, Tex. 75235

Cert. Comp.
20 Units
Travel Agent
C. Shelton
1-800/492-2160
\$1000 Per Course

Int'l. Travel Institute
Houston, Tex. 97081

Cert. Achiev.
120 Hours
Travel/Transp./Tourism
S. Foster
713/777-0147
\$800 Per Course

Echols Int'l. Travel Trng. Courses, Inc.
San Francisco, Ca. 94102

Diploma
180 Hours
Travel Training Course
V. Miller
415/861-1922
\$1650 Per Course

Int'l. Travel Trng. Courses, Inc.
Washington, D.C. 20008

Diploma
46 Units
F.M. Frank
202/363-1288
\$1650 Per Course

Roberta Fisher Travel School, Inc.
Arlington Heights, Ill. 60005

Diploma
84 Hours
Travel Counselor
R. Fisher
312/392-6320
\$700 Per Course

Int'l. Travel Trng. Courses, Inc.
Chicago, Ill. 60611

Diploma
234 Hours
Travel Exec. Trng.
M. Coker
312/943-5500
\$2150 Per Course

The Fox Travel Institute
Bellevue, Wash. 98007

Diploma
280 Hours
Travel Agent
S. Carder
206/628-6152

McConnell Schools, Inc.
Minneapolis, Minn. 55403

Diploma
700 Hours
McConnell "18" Prog.
Travel Agent
W. McKay
612/335-4238
\$1990 Per Course

Nat'l. Culinary Apprenticeship Prog.
Hotel/Restaurant & Bartender's
Employees International Union/AFL/CIO
San Francisco, Ca. 94105

Cert. Comp.
2144 Hours
Culinary Apprenticeship
L. Dykstra
415/981-2645
\$2000 Per Course

Nat'l. Restaurant Assoc.
Chicago, Ill. 60611

2 Day Seminars
R.J. Gaven
312/787-2525

The Sobelsohn School
New York City, N.Y. 10036

15 Units
Travel Agent
212/575-1500
\$285 Per Course

Travel Schools of America
Newton Centre, Mass. 02159

Cert. Achiev.
285 Hours
Travel Agency Procedures & Practices
A.C. Rich
617/332-2100
\$975 Per Course

VIP Travel Agent School
Chicago, Ill. 60611

Cert. Comp.
17 Units
Travel Agent
H. Martos
312/266-1484
\$995 Per Course

VI. CORRESPONDENCE TRAVEL TRAINING COURSES

American Society of Travel Agents, Inc.
New York City, N.Y. 10022

Diploma
12 Weeks
Travel Counselor
Contact Person N/A
212/486-0700
\$365 Per Course

Educational Institute
American Hotel/Motel Association
East Lansing, Mich. 48823

Diploma
Hotel/Motel Mgmt.
Contact Person N/A
517/353-5500
\$669 Per Course

North American School of Travel
Newport Beach, Ca. 92660

Diploma
13 Units
Master Travel Corresp. Course
W.F. Coulton
Telephone N/A
\$655 Per Course

7. Three, non-academic, U.S. training resources may also be mentioned. The following organizations have expressed interest in participating in the Mexico tourist industry training effort:

Hotel Information Systems, Inc.
Pleasant Hill, California 94523
(Computer software for lodging and hospitality industry)

Southwest Regional Laboratory (SWRL)
Los Alamitos, California 90720
(Career education, media technology, communication skills, international applications of educational research and development)

Sylvania Training Operations
Waltham, Massachusetts 02154
(Task and skill analysis, personnel testing, manpower planning, teacher training, vocational and technical training, specifications for training facilities, specialized English language training)

Other suppliers of similar services can also be found.

III. PROPOSED PLAN^{1/} FOR ACCESSING U.S. TRAINING RESOURCES

Group Seven prepared the preliminary training plan which follows based on its investigation of the training needs and problems of Mexico and the resources available in the U.S.

1. Our Plan is time-phased in that it contains suggested short courses for immediate (1980-81) implementation as well as longer term proposals. We have attempted to keep the G7 Plan sensitive to the major themes and concerns of the Mexican National Plan, but have not included every possible training course that might be considered.
2. What is included and excluded from any plan is in part a function of prior planning decisions regarding various options. For example,
 - a. Are U.S. resources to be used or not? By our terms of reference, we consider only training in which U.S. resources are usable.
 - b. Should the training take place in Mexico or in the U.S.? The cost implications of the question are clear. The option our Plan adopts is that short courses are generally to be organized in Mexico since the cost will be less for an instructor to go there than to bring a group to the U.S. For longer term academic study we opt for the U.S. locale.

^{1/} This Plan is solely the viewpoint of G7. It has not been cleared either with USTS or SECTUR. Therefore, at the time of this writing it carries no endorsement from the U.S. or Mexican Governments.

- c. Should the training effort be direct (i.e., in-service to existing industry personnel) or indirect (i.e., to students preparing for eventual employment) or derived (i.e., to teachers of students)? The G7 Plan adopts the indirect and derived options.
- d. Should the subject matter be general or specific? We see the preferred option as partially contingent with training duration: short courses to be specific.
3. Following the Plan is a section outlining possible funding sources and some historical exchange precedents which may serve as models.
4. The Plan itself has three sections: Materials, Short Courses, and Longer Term Training. By necessity, the emphasis is on what to do, and only to a lesser extent on the mechanisms of who is to implement it and fund it.

The Plan

I. MATERIALS

1. Mexican training institutions at all levels stressed their needs for materials, books and bibliographies (See Section I). We propose that the following U.S. materials be provided:^{1/}
 - a. Course descriptions at the University level and at technician level in Junior and Community Colleges with time allotments for guidance to interested Mexican schools to see if and how they can be adapted to the Mexican milieu.
 - b. A representative collection of textbooks for course work or elective reading to be provided for reference, U.S. bibliographies, and permission to translate any materials to assist in establishing a tourism education reference center in Mexico.
 - c. The results of surveys made by the Department of Commerce and the Department of Labor for determining the needs of the Tourism industry and the training recommended by such surveys.
 - d. Tourism relevant sections of the Department of Labor Dictionary of Occupational Titles.
 - e. Case studies and business games and procedure for their utilization in the classroom.
 - f. Course materials in group dynamics and interpersonal sensitivity as used by the hotel, restaurant and tourism industries.
 - g. Reprints of "leisure" time survey methods and results. (In Mexico this is being investigated now and the experience in the U.S. could be a valuable aid.)
 - h. Manpower selection studies which describe the utility of psychological tests in screening tourism industry applicants to be considered for their relevance to Mexico.

^{1/} This could be done e.g., on an individual basis, through a school consortium, or via a central clearing office, funded by one or both governments.

2. We also propose that descriptions and catalogs of U.S. educational technology equipment (including language laboratory systems for learning English and mini-computers for learning their tourism applications, and programmed learning devices to accommodate more individualized instruction) be made more readily available. Inviting vendors to demonstrate their equipment at a future meeting of the U.S.- Mexico Tourism Group should also be considered.
3. Some of the information desired in Mexico (U.S. school catalogs) has already been collected and shipped to Mexico by Group Seven. It is recommended that all the other U.S. materials listed above be collected and transmitted to Mexico. In order to keep the information fairly current, we propose that every two years the materials and information be updated.
4. The Government of Mexico has a central office in the Training Directorate of SECTUR. We suggest that it is the logical Mexican repository and point of coordination and distribution of U.S. materials.
5. On the U.S. side, some office will have to accept the function of collecting, updating, and transmitting the materials to SECTUR. This function could be placed inside the Federal Government or contracted out to a university or consulting firm.

II. SHORT COURSES FOR 1980

A. Teacher Training

1. This is the highest priority at all levels of training, as discussed under Needs. The great majority of teachers are part-time and require help in teaching methods. Such pedagogic courses will teach the part-time teacher classroom techniques, to develop skills in course development, instructional technology and evaluation of his/her efforts.
2. These training courses will have as their target group: school teachers, recent graduates who may become employed as teachers, and the professional technician who teaches specialized courses.
3. The preferred option, in our view, is for such courses to be given in Mexico on an intensive one or two week basis. We propose the first demonstration course to be a 20-hour module in June 1980 at Mexico City. SECTUR would presumably provide the physical facilities and invite participation of 20 to 30 teachers selected by the directors of the schools.
4. The U.S. instructor^{1/} is to be invited after consultation with professional colleagues. The first course should be carefully and independently evaluated so as to program indicated improvements into succeeding cycles. We estimate the cost to be small

^{1/} to be highly qualified and able to lecture in Spanish.

since round-trip transportation, per diem for one week and possibly a small honorarium are the only major expenses. SECTUR and the U.S. Government would have to work out the funding which we estimate at \$2500 per course.

B. Computerization

1. We propose a seminar for industry top management (including those from medium sized independent hotels) to be arranged to impart an overview of total utilization of computers in the tourism industry. It must show the benefits derived from the proper use of computers (i.e., not limited to the reservation function). All aspects of back-office and front-office systems in hotel management should be included as well as travel agency operations. This need was identified by the Training Directorate of SECTUR and we endorse it as a logical option for coping with Mexico's mass tourism.

2. The need for more extended use of computerization increases as the construction of hotel rooms increases and as the volume of tourism increases. Estimates are that the numbers of tourists, especially those from the U.S., will jump drastically and the tourist industry will have to provide more accurate information, more timely guest services and more efficient guest-oriented activities.

3. We suggest that this seminar be of one-week duration and be given in Mexico City. SECTUR should be the coordinating agency and has stated it can furnish an auditorium with simultaneous translation facilities (if needed) and projectors for audio-visual presentations. We propose that a high level instructor be recruited to teach the course once a year starting July 1980. The cost will be approximately \$2,500.

C. Other Short Courses

1. We propose that other mini-courses for school teachers be offered in specialized fields. The consensus of those interviewed was that food supervision should have high priority. A 20-hour intensive course in this subject to be offered twice a year beginning August 80 is therefore recommended. The U.S. Government, contractor, or school consortium should assist in finding the American teacher specialist in this field. (Such courses have been arranged in Mexico in the past through direct contact between individual Mexican organizations and American universities.) Cost will be approximately \$2,500 again.
2. A second proposed locale for a short course in a specific subject is at the Hotel School at La Paz, Baja California. This Hotel School is operated by the Nacional Hotelera, the Government controlled chain of El Presidente Hotels. The School term at La Paz is from September through March and a one-week intensive course will fit in any part of the term.

3. There is already interest on the part of the El Presidente chain to sponsor such courses for students enrolled in the Bachelor program. We propose that appropriate instructors be located and the Hotel School will reportedly provide the facilities. The U.S. side might prepare a list of 5 to 10 technical courses which could be made available by schools in the U.S. and sent to the Ministry of Tourism or sent directly to the Hotel-School in La Paz for them to choose or give their preferences. An intensive course to give credits for a full semester would require approximately 14 hours per week for 3 weeks. It is estimated that each such course might cost \$4,000 to \$5,000 covering instructor fees, per diem, and travel.
4. The Hotel School at La Paz is developing its program at the Bachelor level. Two of its priorities are an orientation course in tourism and its impact on leisure to explore the economic and social impacts of tourism; and, secondly, a short intensive course in hotel management from the American viewpoint. A two-week intensive course could adequately cover either of these subjects.

III. LONGER TERM TRAINING

A. Teacher Exchange

1. We recommend that one or more consortia of colleges and universities in the U.S. with tourism programs be established to deal directly with counterparts in Mexico. At present there is an Association of Mexican Training Schools which has expressed a strong desire to establish contact with an American Association or any group of schools concerned with the technician level. The Technician School Association actually has prepared a program of needs to be filled and has, through individual contacts, arranged two short courses, one with the collaboration of Cornell University. These efforts are embryonic and a more vigorous program should be launched under the aegis of the U.S.- Mexico Tourism Agreement.

2. The same desire seems to exist at the University level. Contacts between Mexican and American schools have begun with a formal agreement between George Washington University and the University of Guadalajara in existence which includes teacher and student exchange (See Appendix). George Washington also has a working arrangement with CICATUR at the graduate level. The University of Anahuac has an agreement with Notre Dame on Public and Business Administration for student exchange. ESDAI established its school based on exchange with Cornell University and has international students enrolled. The interchange should be expanded to include not

only individual schools but groups of schools.

3. Teacher exchange will benefit from a working agreement since some Mexican schools would welcome individual American instructors to teach for one semester in such specialties as Food Supervision, for example. In fact, just such a suggestion was made to G7 interviewers whereby the school would be prepared to pay the salary and expenses of such an instructor to be able to get this expertise. Courses can be conducted in English. The same teacher could also give short workshops in his specialty to other teachers. The cost of the round-trip ticket is about \$600.

4. Several Mexican schools wanted to have an agreement whereby their teachers could go to the U.S. to observe classes in session and participate as appropriate. The cost of an observation program depends on its duration but can be estimated at \$2,500 per month per person.

B. Summer Courses for Teachers and Administrators

1. This is of high priority for all sectors whether in the University, the three-year technical school, or in the Government vocational training centers.

2. The first course, preferably in August 1980, should be a Seminar in Curriculum Design aimed at school administrators and selected teachers involved in planning and course development. A 20-hour one-week seminar/workshop is recommended. On an intermittent basis similar short courses should be arranged covering a variety of subjects with one priority being hygiene and sanitation. Based on the results of the first courses conducted, the Mexican schools can select a list of courses to be arranged as qualified American instructors become available. The cost may be \$2,500 for each course. An optional follow-on step would be to arrange for similar short courses in the U.S. including a practical observation program at the end of the course to demonstrate how the teaching program fits the situation in the U.S. academic world and the American tourist industry.

C. Summer Courses for Students

Among the materials included in this Report is a listing of schools giving level of instruction specialties, phone numbers, to whom to apply and approximate costs (Section II. Results). This list would enable students to apply directly for admission as special students in the schools and courses that they desire. Many school directors interviewed felt that some of their recent graduates as well as other outstanding students could use specialized academic training in the U.S.

D. Student Observation in Border Areas

Some of the Mexican Technical Schools have "hands-on" practical training programs in the summer. Students visit tourist centers in Mexico to observe actual working operations in hotels, restaurants, government tourist delegations, travel agencies and transportation companies. It has been suggested that a week of these tours could be arranged on the American side to observe the situation there. We endorse such a proposal.

E. English/Spanish Language Training

1. As the number of tourism students and schools increases in Mexico, English language training will grow in importance. Now most schools require all students to pass an English language proficiency test before they complete the second year. At basic level schools English is required but at a much lower level of proficiency. There, English is taught to the students. At middle level and University level the student is responsible for acquiring proficiency whether in or outside of the school. There are a limited number of students who have been able to learn English within the prescribed time. This has been a highly motivated and select group up to this time. In the future the Mexican Government and educators realize that a system will have to be devised to reach all the potential and future students in tourism.

2. G7 suggests greater use of language lab technology to improve comprehension skill of hotel and restaurant staff for the major dialectical variation and accents in the speech of U.S. tourists (e.g., Boston, Southern, Black, Jewish).
3. By way of exchange, the need for more Spanish language ability in the U.S. tourism industry also becomes clear with the general increase in international travelers to the U.S.A. We propose that the consortium mentioned earlier consider placement of advanced American students in Mexico for the purpose of advanced Spanish language practice.

F. Conclusion

Finally, G7 suggests a Working Meeting of Mexicans and Americans interested in tourism training to elaborate, revise, and operationalize this plan. The meeting ^{1/} should bring together educators and trainers from the U.S. academic, industry and government training communities who will meet with their counterparts in Mexico. It is our hope and expectation that this meeting will produce the individual and group contacts and consensus on specific procedures necessary to produce the objective desired.

^{1/} Currently planned for May 1980

The tourism training needs of Mexico are gigantic given the industry growth assumptions. The training options will be controlled by two important factors which are: 1) the seriousness of the Working Meeting in making this plan concrete and 2) the extent to which the U.S. and Mexican Governments and industry will support the effort with funding.

Possible Sources of Funding for Training Programs

One problem perceived by G7 is the source of funding for many of the training ideas presented. It has been suggested that the industry and both Governments will have to investigate the funding possibilities. Possible sources mentioned in the Tourism Agreement were: the World Bank, the InterAmerican Development Bank, the U.N., O.A.S., and the World Tourism Organization. G7 made a survey of some other sources available in Mexico. A brief description of some of these possibilities follows:

1. CONACYT - CONSEJO NACIONAL DE CIENCIA Y TECNOLOGIA

This is the scholarship fund of Mexico. Human Resource Development is one of the primary aims of CONACYT and the funds are available for almost every field of science and technology and are available to private individuals, private and public organizations. Basically CONACYT provides training grants for programs three months or longer up to and including Post-Doctoral programs. This can be utilized for training in the U.S. Tourism is one of the approved fields of study. Also applicable to Tourism and acceptable to CONACYT are: Business Administration; Regional and Urban Development; Public Administration; and Food Technology. All are fields of speciality directly connected with the Tourism Industry.

CONACYT can waive the three month rule if it can be shown that a summer intensive course would be taken in a tourism speciality, and there is justification for the need. There is little chance to obtain grants for short term observation. Such training support would have to be requested by the Mexican organization or individual concerned but the U.S. training program could be arranged through U.S. Government's good offices.

2. FORD FOUNDATION

Training grants are now given at the Doctoral level in fields of Natural Resources. Ford is in negotiation to provide a grant to Instituto Tecnologico de Monterrey for studies and research in Art and Culture at the undergraduate level.

3. ROCKEFELLER FOUNDATION

At present Rockefeller is involved in Agriculture through the College of Postgraduate Studies at Chapingo, Mexico. Special interest of Rockefeller is Rural Development, but this can be expanded since Mexican Plan for Tourism Development is trying to put special emphasis on development of tourism in rural areas. One such plan includes thermal spas in Ejidos. In 1980 special emphasis will reportedly be placed on improving Mexican-American relations. The Tourism Agreement fits this concept perfectly.

4. FULBRIGHT PROGRAM

Very limited at this time. Exchange of professors can be coordinated by U.S. International Communication Agency to include Tourism both to U.S. from Mexico and to Mexico from the U.S.

5. I.I.E.

The Institute for International Exchange has a very small program handling placement of Mexican students under Fulbright and other U.S. ICA programs.

6. JUAREZ SCHOLARSHIPS PROGRAM

U.S. ICA has this program for all of Latin America. In Mexico it is called the Abraham Lincoln Fund and in the U.S., the Benito Juarez Fund. This is a graduate level program of specialized studies requiring 2 years of prior experience in your field. Tourism training could be handled by this program but probably no financing would be available under the present limited funding.

7. COUNCIL FOR INTERNATIONAL EXCHANGE OF SCHOLARS

CIES can be explored as a possible source for teacher exchange at the University level.

8. FOMPET

The Mexican Fund for Tourism Education of American Chamber of Commerce, and Cornell's Center for Professional Development arranged a training program providing 30 scholarships for 2 months in Cornell's summer session over several years. Though the Fund is now defunct, the American Chamber of Commerce might be interested in a new, well-coordinated training program between Mexico and the U.S.

9. CICATUR

The Organization of American States has a scholarship program for all of Latin America. It has 3 funds available:

1. PRA - Regular Training Program
2. PEC - Special Training Program
3. CICATUR Centers Program

The 1980 Program includes 4 scholarships to Austria in Hotel Administration; 15 to Spain in Research and Analysis of Tourist Markets; 15 to the Barbados Center in Development and Planning of Tourist Attractions and Activities; and 15 to the Buenos Aires Center in Design and Improvement of Tourism Physical Facilities.

Models and Experience in Exchange

Student and teacher interchange is not an unknown quantity between the U.S. and Mexico. It has been going on for many years. A few examples are given although all are not necessarily directly connected with tourism.

1. Cornell University and the Mexican Association of Private Tourism Schools have arranged workshops - Cornell provided the lecturers as well as the materials in Spanish.
2. The University of Guadalajara and George Washington University have a working agreement for student and teacher exchange.
(See Appendix)
3. ESDAI has foreign students (including 2 Americans) enrolled, Cornell-trained staff run the School, and is based on the Cornell physical design.
4. The University of Anahuac has an exchange agreement with Notre Dame in Business Administration - 25 students per year can go either way.
5. The University Hispano-Mexicana is in process of signing an agreement with the University of Toronto (Canada) which will provide for the exchange of 5 students at the Bachelor level.

6. CICATUR has a working agreement with George Washington University, Washington, D.C. under which students enrolled in the CICATUR course in Mexico can receive 12 hours of credit toward the Masters degree at GWU.

7. The Monterrey Institute of Technology has had an interchange agreement with Case Institute of Technology in engineering and science.

8. The National Politechnic Institute has had an exchange program with UCLA.

IV. EXPERTS' MEETING IN MEXICO

1. Our budget included \$5000 for the purpose of funding transportation costs of U.S. tourism training experts to a meeting in Mexico.
2. The objective of the experts' meeting was to: review, amplify, alter, and then operationalize and specify the precise logistics for implementing the plan that was presented to the U.S. Delegation at San Diego in February 1980.
3. At the San Diego meeting there was reportedly a preference expressed by the Mexican side to hold the experts' meeting the second week of April 1980.^{1/}
4. On 5 March 80, in order to accelerate the process, we suggested for invitation the names of ten individuals (each representing his/her institution) and eight alternates to the U.S. Travel Service. The primary criterion for inclusion in the list was the institutional depth and breadth of training offered rather than the personal reputation of the individual.

^{1/} At the time of this writing, the proposed date has been moved to May 22-24, 1980.

5. By 31 March 80, G7 will have issued air tickets to a number of experts (total not to exceed \$5000) and will have turned these tickets over to the USTS for later distribution, exchange, or adjustment.

V. U.S. CAPABILITY AND PROBLEMS IN PROVIDING TOURISM TRAINING
TO LDCs

So, one further illusion about the industry is removed. Tourism is very far from being the easy industry which most people think it is. If anything, it is the hardest industry that Third World countries could choose. It is not like making cheap toys for the industrialized world, which does not demand much investment, and where poor quality can be disguised by low prices. The mass tourist is not interested in the problems faced by the host country. He has invested a lot of money into his holiday and he does not want to experience bureaucratic red tape, unfamiliar food, inadequate nightlife, badly designed hotels or untrained waiters. The destination countries have therefore to get all these aspects of a holiday very quickly right, if their resorts are going to survive in the increasingly competitive world of international tourism.

L. Turner and J. Ash, The Golden Hordes: International Tourism and the Pleasure Periphery, St. Martins Press, NY, 1976, p. 124.

1. U.S. Government capability to arrange technical training for citizens of other countries has been demonstrated through various programs carried out over the years by AID and other U.S. Government departments. Currently, the Nigerian manpower training project (in many technical fields) includes some students who are enrolled in tourism training schools at the two-year technician level. These include community and junior colleges as well as some private schools. Tourism training is apparently one component of the total vocational and technical training project of the Nigerian government. (See Appendix for a more detailed description of this possible model.)

2. Over one hundred schools in the U.S. provide training in hotel and restaurant management, travel agency, and transportation management as well as in tourism planning and development, as indicated in Section II above. All levels of training are covered from basic training for maids, bell boys, clerks, etc., through two year technician certificate studies for mid-level responsibilities, to higher level studies at the Bachelor, Masters or Doctoral degree level.
3. Foreign students have been availing themselves of these facilities on a private basis for many years to train for tourism jobs in their own countries. AID has sponsored some (eg, Korea, Jordan, Brazil) and other Governments have financed some students.
4. Schools in the U.S. generally provide training to fit the needs of the industry. Practical training is carried out in the schools, through cooperative programs and arranged within the many segments of the industry. All these facilities are potentially available to LDCs or to any other country. The main problem is to provide the mechanism to get the two together. The U.S. Government has acted as intermediary in joint U.S.-LDC projects and has also been the coordinating agency for reimbursable projects with those countries which can pay their own way. Contractors have been and are being used by the U.S. or by the foreign governments to manage and/or monitor their training programs.

5. The first step in the process of matching U.S. training resources with training needs in LDCs is to study, analyze, and assess those needs in light of the quotation at the beginning of this section. This Mexican experience is a good example to follow since the in-country research of training facilities and needs of the industry allowed for refinement of the procedures and data collection forms. For interested LDCs, the updating of previous investment, industry or economic studies and the investigation of actual facilities in each country can thus be carried out in a straightforward manner. The research and investigation of selected U.S. facilities we undertook (see Section II) would presumably be applicable if kept current.
6. Regarding the problem of where the coordination function in the U.S. should be placed for this kind of training program, AID seems to us the logical point of contact since it has been the focal point for training since the beginnings of foreign aid. Contractors have then been utilized throughout the history of the foreign aid program to implement many such programs especially at the academic and industrial training level.
7. Not all such training should take place in the U.S. As a key part of a program the U.S. should be prepared to find the best training specialists to send to LDCs or to governments requesting such assistance to conduct short courses, seminars, and workshops or to actually teach in indigenous

tourism schools. The U.S. Government should also have the capability to locate technical specialists to provide technical consulting when requested by the other governments. Such technical assistance could be for training facilities, in industry, or in government agencies. An example of technical assistance in Mexico was a contract by the Hotel and Restaurant Owners Associations of Mexico City with an American consulting firm to conduct a training needs survey and analysis. Many LDCs can use this type of assistance as they begin to develop, expand, or improve their tourism industry.

8. All the mechanisms to provide technical assistance to LDCs are in operation in AID through regular project support or through the Reimbursable Development Program Office. The initiative would have to be taken to inform other nations of the availability of such services in the U.S. AID, through the Reimbursable Development Program, has the legal authority to promote tourism training in friendly countries by publicizing the availability and scope of resources available in the U.S. AID can also utilize funds budgeted under Section 661 of the Foreign Assistance Act to assist requesting countries to carry out surveys of training needs and facilities within the country. Using the concepts and techniques developed in the Mexican study, other programs can be developed for any interested countries in the Third World.

9. Countries trying to develop a tourist industry from near zero, will probably need two or three immediate short courses on teaching methods to train indigenous tourism specialists in instructional theory and techniques. For countries with existing tourism industries, intermediate or advanced courses would be needed in various technical specialities such as hotel management, health and sanitation, food preparation, and supervision, or others as determined by the prerequisite needs assessment.

RECOMMENDATIONS

Group Seven's suggestions are organized under three headings:

- A) Harnessing U.S. Training Resources to Mexican Needs,
- B) Reification of the Basic Tourism Agreement, and, C) Implications for Tourism Training in Developing Countries.

A. Harnessing U.S. Training Resources to Mexican Needs

In this regard, G7 suggests the following:

1. That the Plan presented in Section III of Results be considered by the Training Sub-Committee; that it be elaborated and revised as necessary; and that it be implemented in a timely manner.
2. That, as part of the implementation, and to meet other specific needs that may arise in the future, a "talent search" be organized of U.S. teachers of tourism who would be qualified for, and interested in short-course or longer term teaching assignments in Mexico; that the list indicate: subject matter specialty, level of Spanish proficiency, dates and duration of availability, and remuneration expected; that this list be distributed to Mexican tourism schools and universities and be available for reference at SECTUR; that it be updated periodically.
3. That current state-of-the-art information on educational technology (including language labs, computers, and programmed learning devices) be made readily available to interested Mexican training institutions, and an exhibit be considered at a future meeting of the U.S.- Mexico Tourism Group.

B. Reification of the Basic U.S.- Mexico Tourism Agreement

The Agreement having been signed almost two years ago (May 78), Group Seven submits that the time has arrived to seriously and systematically implement its original provisions. We therefore suggest:

1. That an appropriate mailing be sent out to "encourage (U.S.) experts to exchange technical information and/or documents" with Mexican peers
2. That a clearing house for such information exchange be established to carry out the spirit of the basic provision
3. That to "encourage the publication of an English-Spanish dictionary of tourism terms" a five person working group be established to consider the project and to formulate detailed specifications for it; that the group consist of:

USTS	1 member
SECTUR	1 member
Mexican University	1 member
U.S. University	1 member
Contractor/Administrative Manager	1 member

4. That to encourage exchange of information on "scholarships for teachers, instructors, and students" and to "encourage... students and professors of tourism to take advantage of fellowships offered by colleges, universities, and training centers", a modest computer-based system be established for: collecting, storing, updating, and disseminating scholarship and fellowship information; that said system include word processing capability so as to permit efficient communication to employers of fellowship/scholarship applicants to facilitate leaves of absence, etc.; that said system also be used to carry out Recommendations B.1, B.2, and A.2.

5. That the delays to-date in carrying out such activities are due in part to the asymmetry between SECTUR and USTS; that in order to potentiate the training elements of the Tourism Agreement, either the U.S. Government must establish an analog function to the SECTUR Training Directorate within the USTS (or elsewhere) or contract out that function. Failure to do either will, in our view, constitute a frustrating and limiting irritant for the U.S. - Mexico Tourism Agreement and perhaps beyond.

C. Implications for Developing Countries

We consider that international tourism can be to the advantage of developing countries critically in need of foreign exchange.

G7 therefore recommends:

1. That AID Missions in cooperating countries inform the respective Ministries of Tourism of the ample tourism training resources available here.
2. That, where indicated, AID consider use of Section 661 FAA funds to support preliminary needs assessment and project design studies to encourage subsequent host country-funded training programs.

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6. U.S. - Mexico Tourism Agreement, May 78.
7. U.S. - Mexico Consultative Mechanism, Tourism Group, Record of First Session, San Francisco, June 79; Record of Second Session, Mexico City, August 79.

A P P E N D I X

- I. INTERVIEW GUIDES, QUESTIONNAIRES, SOLICITATION LETTERS
- II. CAPSULE DESCRIPTIONS OF INDIVIDUAL MEXICAN TRAINING INSTITUTIONS
- III. THE VIEW FROM THE INDUSTRY
- IV. MODEL A: THE NIGERIAN MANPOWER DEVELOPMENT PROJECT
- V. MODEL B: COOPERATIVE TOURISM TRAINING AGREEMENT BETWEEN THE UNIVERSITY OF GUADALAJARA AND THE GEORGE WASHINGTON UNIVERSITY

TRAINING CENTERS INTERVIEW GUIDE

All questions are not necessarily applicable to every level of training.

1. When was Center established?
2. Number of students by fields (if possible) and by sex.
 - a. Hotel
 - b. Food and Beverage
 - c. Travel Agency
 - d. Transportation
3. Dropout rate
4. Entry level
5. Employment Rate
How many graduating classes (generaciones) and how many egresados employed? Do you have follow-up program?
6. Get course of study - brochure - folleto, or whatever they have. How many shifts?
7. Practical training:
 - a. Credit for PT
 - b. How many hours per term?
 - c. How many hours per summer?

WHERE - in Center

Simulated bar, suite, travel agency, reception, other - see them if available, check equipment used like kitchen, suites, bar, restaurant, travel agency, etc.

OUTSIDE:

Hotels, Restaurants, Government Travel Agencies, Transport Companies: Air, Rail, Bus, Ship.

8. Faculty - How many?
 - Full-time
 - Part-time
 - Hourly

BACKGROUND

Titulados
Industry
Government

9. Pedagogical Training:

Sec. Educacion Publica course - is it given? If not,
what is course for Instructors?

10. NEXT SECTION

If it could be arranged, could you use foreign experts to
conduct specialized courses?

In Spanish only?

In English?

Most Critical areas which could be helped.

11. Outside Mexico, what courses could be of value?

For teachers

For students

For graduates

12. What do you see as priority training problems for the
Mexican Tourism Industry?

a. In schools and training centers?

b. Can they satisfy Mexico's needs?

c. What do you think U.S. can offer?

d. What level should training be?

QUESTIONNAIRE FOR HOTEL MANAGERS AND OWNERS:

We will greatly appreciate your taking a few minutes to fill out this survey. You need not put your name or the name of your hotel on this form.

In each category of questions we have left space marked "Other" for you to fill in any areas (job titles, skills, etc.), which apply. We also welcome your own comments and observations on personnel hiring and training needs in the hotel industry. Please feel free to write your own comments on the back of the final page.

QUESTIONNAIRE:

A. To meet the personnel hiring needs of your hotel, with what frequency does your hotel: (please circle the number which applies to your hotel, for each of these questions, 1 through 6. Add your own comments in number 7).

1. Hire personnel from other hotels:

1	2	3	4	5
Never	Seldom	Occasionally <i>Sometimes</i>	Frequently	Always

2. Provide advanced training to existing personnel and promote from within:

1	2	3	4	5
Never	Seldom	Occasionally	Frequently	Always

3. Hire untrained personnel and train them on the job:

1	2	3	4	5
Never	Seldom	Occasionally	Frequently	Always

4. Hire graduates of hotel training schools and colleges in Mexico:

1	2	3	4	5
Never	Seldom	Occasionally	Frequently	Always

5. Hire graduates of hotel training schools and colleges in the United States:

1	2	3	4	5
Never	Seldom	Occasionally	Frequently	Always

6. Hire graduates of hotel training schools and colleges in Europe:

1	2	3	4	5
Never	Seldom	Occasionally	Frequently	Always

7. Other: (please specify):

B. For entry level personnel, which jobs need skills training prior to employment by your hotel?

- | | | |
|---------------------------------------------------|--------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> Reservations clerk | <input type="checkbox"/> Waiter | <input type="checkbox"/> Busboy |
| <input type="checkbox"/> Cashier | <input type="checkbox"/> Bellman | <input type="checkbox"/> Telephone operator |
| <input type="checkbox"/> Front desk and reception | <input type="checkbox"/> Clerk typist | <input type="checkbox"/> Secretary |
| <input type="checkbox"/> Bartender | <input type="checkbox"/> Handyman | |
| <input type="checkbox"/> Cocktail waitress | <input type="checkbox"/> Janitorial staff | |
| <input type="checkbox"/> Room maid | <input type="checkbox"/> Elevator operator | |

C. For supervisory and management staff, which jobs need specific skills training prior to employment by your hotel?

- | | |
|-----------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> Catering manager | <input type="checkbox"/> Front Office Manager |
| <input type="checkbox"/> Maitre d'hotel | <input type="checkbox"/> Director of Sales |
| <input type="checkbox"/> Convention Sales | <input type="checkbox"/> Food and Beverage Manager |
| <input type="checkbox"/> Reservations Manager | <input type="checkbox"/> Housekeeper |
| <input type="checkbox"/> Purchasing Manager | <input type="checkbox"/> Concierge |
| <input type="checkbox"/> Night Auditor | <input type="checkbox"/> Engineer |
| <input type="checkbox"/> Other: _____ | |

D. Which specific skills should be taught in school? Which should be learned on the job?

	<u>In school</u>	<u>On the job</u>	<u>Both</u>
Hotel accounting:.....	_____	_____	_____
Front desk procedures.....	_____	_____	_____
Reservations procedures.....	_____	_____	_____
Bar-tending.....	_____	_____	_____
Food preparation.....	_____	_____	_____
Engineering and repair.....	_____	_____	_____
Sanitation procedures.....	_____	_____	_____
Food service.....	_____	_____	_____
Typing.....	_____	_____	_____
Shorthand.....	_____	_____	_____
English (written).....	_____	_____	_____
English (conversational).....	_____	_____	_____
Quantity purchasing.....	_____	_____	_____
Housekeeping.....	_____	_____	_____
Convention management.....	_____	_____	_____
Salesmanship.....	_____	_____	_____
Other:			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

E. What types of equipment are utilized by employees in your hotel which require training on the job or prior to employment?

- | | |
|------------------------------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> NCR 4200 (or similar posting machines) | <input type="checkbox"/> Vacuum cleaners |
| <input type="checkbox"/> Computerized reservations system (CRTs) | <input type="checkbox"/> Carpet shampoers |
| <input type="checkbox"/> Cash register | <input type="checkbox"/> Cleaning compounds |
| <input type="checkbox"/> Adding machines | <input type="checkbox"/> Kitchen equipment |
| <input type="checkbox"/> Typewriters | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Engineering and maintenance tools | _____ |

F. Would your current employees benefit from advanced training to upgrade their skills? If so, please check those areas in which additional training could be helpful:

- Salesmanship
- Advertising and promotion
- Convention planning
- Group management
- Negotiations with travel agents
- Computer operations
- Labor negotiations
- Personnel counseling and training
- Cost control (food and beverage)
- Managerial accounting/Profit planning
- Other: _____
- Other: _____
- Other: _____

G. Based on replacement, growth, and estimated turnover rates, how many new employees by job category do you estimate your hotel will need in each of the following years:

	1980	1981	1984	1987	1990
Room maids.....	_____	_____	_____	_____	_____
Cashiers.....	_____	_____	_____	_____	_____
Front desk clerks.....	_____	_____	_____	_____	_____
Reservations clerks.....	_____	_____	_____	_____	_____
Waiters.....	_____	_____	_____	_____	_____
Kitchen workers.....	_____	_____	_____	_____	_____
Janitorial staff.....	_____	_____	_____	_____	_____
Office/clerical staff.....	_____	_____	_____	_____	_____
Supervisory staff.....	_____	_____	_____	_____	_____
Assistant managers.....	_____	_____	_____	_____	_____
Others: _____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

H. 1. Do you expect to utilize computerized reservations/accounting systems in your hotel? If yes, when do you plan to implement this program:

- We have it already. Type of system: _____
- We plan to start this year. Type of system: _____
- We are considering it but have made no final decision.
- We are not considering computerization.

2. What would you be expecting from computerization?

- Better control of reservations space
- Faster, more accurate management reports
- Better control of cash centers ('instant folio')
- Elimination of labor overhead
- Other: _____

I. Is your hotel considering the addition of a self-service cafeteria or restaurant on the premises? Yes No

If 'Yes', will you need to train existing staff to operate this self-service restaurant? Yes No

Will you need to hire additional staff to operate this self-service restaurant? Yes No

B. For entry level personnel, which jobs need skills training prior to employment by your company:

- Airline ticket writers
- Clerk typists
- Commercial (business travel) clerks
- Vacation travel counselors
- Group/convention specialists
- Cruise consultants
- F.I.T. planners
- Reservation clerks
- Other: _____
- Other: _____

C. For supervisory and management staff, which jobs need specific skills training prior to employment by your company:

- Office manager
- Agency bookkeeper
- Outside sales representatives
- Other: _____

D. Which specific skills should be learned on the job? Which skills should be learned in school (if such skills training were available in schools with qualified travel industry instructors)?

	<u>In school</u>	<u>On the job</u>	<u>Both</u>
Airline schedules and fares.....	_____	_____	_____
Airline ticket writing.....	_____	_____	_____
Credit card sales.....	_____	_____	_____
Reservations procedures (airline, hotel, tour, etc.).....	_____	_____	_____
Salesmanship.....	_____	_____	_____
Typing.....	_____	_____	_____
Shorthand.....	_____	_____	_____
English (written).....	_____	_____	_____
English (conversational).....	_____	_____	_____
Travel industry reference materials (Hotel books, tour brochures, etc)	_____	_____	_____
Itinerary planning and costing.....	_____	_____	_____
Group and convention management....	_____	_____	_____
Advertising and sales promotion....	_____	_____	_____
World geography.....	_____	_____	_____

E. What types of equipment are utilized by employees in your company which require training on the job or prior to employment:

- | | |
|-------------------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> Airlines reservations (CRTs) | <input type="checkbox"/> Teleticket machine |
| <input type="checkbox"/> Automated accounting system | <input type="checkbox"/> Adding machine |
| <input type="checkbox"/> Typewriters | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Telex machine | <input type="checkbox"/> Other: _____ |

F. Would your current employees benefit from advanced training to upgrade their skills? If so, please check those areas in which additional training could be helpful.

- Salesmanship
- Advertising and promotion
- Sliding scale costings
- Tour planning and research
- Language skills
- Computer operations
- Negotiations with suppliers
- Negotiations with buyers
- Office management
- Cost control and office organization
- Managerial accounting/Profit planning
- Personnel counseling and training
- Group and convention management
- Operations procedures
- Other: _____
- Other: _____

G. Based on replacement, growth, and estimated turnover rates, how many new employees, by job category, do you estimate your company will need in each of the following years?

	1980	1981	1984	1987	1990
Reservations personnel.....	_____	_____	_____	_____	_____
Operations personnel	_____	_____	_____	_____	_____
Local tour guides.....	_____	_____	_____	_____	_____
Driver/guides.....	_____	_____	_____	_____	_____
Tour escorts.....	_____	_____	_____	_____	_____
Office/clerical staff.....	_____	_____	_____	_____	_____
Outside sales reps.....	_____	_____	_____	_____	_____
Supervisory staff.....	_____	_____	_____	_____	_____
Multi-lingual interpreters.....	_____	_____	_____	_____	_____
Others: _____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

H. Do you utilize computerized reservations/accounting systems in your company? If yes, when do you plan to implement this program:

- We have it already. Type of system: _____
- We plan to start this year. Type of system: _____
- We are considering it but have made no final decision.
- We are not considering computerization.

What would you expect from computerization?

- Better control of reservations space
- Faster, more accurate management reports
- Elimination of labor overhead.
- Other: _____

I. If vocational skills training designed specifically for the wholesale/receptive services industry in Mexico were designed and staffed with qualified instructors, would your company consider hiring graduates of such programs?



GROUP SEVEN ASSOCIATES, INC.

815 KING STREET, ALEXANDRIA, VIRGINIA 22314 USA (703) 548-1878

January

Dear Sir or Madam:

Under a contract with the U.S. State Department, we are currently investigating possible U.S. training resources for the Mexican tourism industry. Please send us full information on your course offerings, costs and scholarships, including your policy on foreign nationals' admission/scholarship eligibility.

Please code your reply mailing label _____ to facilitate our analysis task.

Thank you for your prompt attention to this request.

Very truly yours,

Phillip E. Schrager
Associate



GROUP SEVEN ASSOCIATES, INC.

815 KING STREET, ALEXANDRIA, VIRGINIA 22314 USA (703) 548-1878

This letter is to call your attention to a study which we are undertaking that may be of interest to you. It is a project for which we may well be requesting some involvement from you and members of your staff.

Our R&D firm has just received a contract to carry out a tourism training planning study for Mexico. Some of the basic tasks we are to carry out are:

- 1) Determining training needs and problems in Mexico
- 2) Determining U.S. training resources and technology
- 3) Develop a plan to mesh the needs and resources*
- 4) Invite a group of U.S. Tourism Training experts to a meeting in Mexico to review, refine and operationalize the Master Plan.

Specifically, there are two ways in which your school can contribute to the success of this binational agreement with Mexico. At a February 24-27 meeting in San Diego, of the Tourism Commission, we are called upon to present information about U.S. Training and Technology. The first way, therefore, would be to ask if you would be kind enough to make available to us whatever descriptive materials you would consider germane. Secondly, could you nominate an individual from your staff to participate with us in a meeting in Mexico, to take place some time in March?

* Hopefully, with inputs from authorities such as yourself.

That individual to be expert in at least one of the following areas:

- Computer applications to the tourism industry
- Hotel maintenance
- Management of groups and conventions
- Self-service food industry
- Tourism promotion
- Motel chain operations
- Scholarships for tourism training

We look forward to your response, either by mail or telephone, to Mr. Phillip E. Schrager of our staff. He may be reached by phone at either of two numbers: (703) 548-1878 or (703) 683-1388, since I will be in Mexico for the next few weeks.

Very truly yours,

Alfred I. Fiks, Ph.D.
President



Phillip E. Schrager
Associate

PES/vhh

CAPSULE DESCRIPTIONS OF
INDIVIDUAL MEXICAN TRAINING INSTITUTIONS

Anahuac University

The Tourism School of Anahuac was established in June 1975. A marketing survey was made in 1974 to determine the needs for professional training at the Bachelor level and on that basis the course was established.

Basically there is a core course in Business Administration for 4 semesters and then the student chooses his specialty in one of 5 fields: Hotel Administration; Food and Beverages; Travel Agencies; Transportation; and Tourism Planning.

The Director is planning to change the course somewhat to concentrate in fewer fields. This is his decision after one graduation class had some difficulty in finding employment.

Anahuac has 100 students in Tourism studies and has 20 graduates so far, so its experience level on employment is almost nil. Eight of the students have gone to the U.S. for work toward Masters degrees.

Notre Dame University and Anahuac have a working agreement between their schools of Public and Business Administration but the agreement does not include tourism since Notre Dame does not have this as a specialty. Twenty-five students will be exchanged under this agreement and there is a possibility of teacher exchange.

Problems

- 1) A good bibliography is a must with access to some thesis and dissertations in specialized studies.
- 2) Case studies as used in Tourism schools in the U.S. as part of the syllabus.
- 3) He needs specialized teachers to come to Mexico to give concentrated intensive courses even if only for two weeks. Students have to know English so American professors can teach in English.

Asociacion Mexicana de Centros Academicos Particulares de Turismo, A.C. (Mexican Association of Private Tourism Schools

This Association is made up of private tourism technician schools which are officially licensed by the Ministry of Education. The licensing process was only started last year as the Ministry of Tourism and the Ministry of Education determined that there had to be some standardization of curriculum among the many new private schools springing up in Mexico offering courses in tourism training.

In consultation with the President, Vice President and Secretary of the Association, it was found that they all have a great interest in collaboration between Mexico and the U.S. in the field of tourism training. The Association has made some preliminary efforts to arrange joint programs and would be willing to collaborate fully in any training offered by the U.S. All three of these officers are also members and officers of another association which is called the Mexican Association of Tourism School Graduates. This latter Association sponsored one seminar in 1976 and developed a second with staff of Cornell University Hotel School.

The new Schools Association wants to promote interchange between the U.S. and Mexico in tourism training possibly between it and any comparable association in the U.S. The officers also feel that there should be a much broader effort between the two governments in promoting interchange. The government to government contact should be especially aimed at providing the forum where all parties can have closer contact; that would include school to school contacts, association to association or consortium of schools contacts, industry to industry contacts,

Specifically the Association would like to sponsor on the Mexican side some seminars and workshops for teachers in Mexico. There are about 150 teachers in private licensed schools all of whom can use specialized training. Among courses that would be of immediate benefit would be short courses in the food service industry, in housekeeping, and clerk-reception training. By immediate the Association would like to be host this year for at least 3 courses. A short course would be of 20 hours duration over 3 to 5 days. Preferably the first course would be given in August 1980. These officers were involved in one seminar in 1976 which the Graduates Association sponsored which was conducted by staff of Cornell University. The Association made all arrangements in Mexico and contracted privately to have the course conducted with expense paid from fees collected. The Schools Association would like to do the same but with some assistance from the U.S. in locating professionals to conduct the workshops.

(Asociacion Mexicana de Centros Academicos..., Page two)

A second recommendation was made that school Directors and selected staff members numbering up to 15 visit the U.S. to observe U.S. tourism schools especially in the southern part of the U.S. The Association would want some organization in the U.S. to make all the arrangements for visits to schools. They suggest a two-week trip in summer of 1980 to visit community colleges and trade schools where they can study curricula, teaching methods, libraries and other facilities used in the U.S. at the two-year technician or Associate of Arts degree level of training.

A third recommendation is to conduct a seminar in Mexico for students. It would be an orientation course, an introduction to tourism to create the kind of motivation that these school directors feel is produced in the U.S.

Other recommendations and suggestions include the following:

- 1) A study by AACRAO or some U.S. academic accreditation organization to evaluate the course of study in the tourism schools in Mexico.
- 2) An exchange of students with Americans coming to Mexico and Mexicans going to the U.S. The Secretary of the Association offered to take 40 Americans into his school, tuition free with all classes in English.
- 3) Exchange of teachers with American teachers coming for a full school semester or year to teach in the Mexican schools. Some Directors stated that they would pay salaries and expenses for this exchange
- 4) That some part of summer practical training programs that some schools arrange in Mexico can cross the border and do some part of their observation in the U.S.

The main thing that these officers of the Schools Association want is for some organization in the U.S., whether it is government, academic or industry to take the first steps toward making collaboration possible between the schools of the two countries.

Centro de Adiestramiento Para la Industria Hotelera (CAPIH)

The Social Security Administration of the Mexican government is responsible for basic vocational training of adults or young adults. There are one or more of these skills training centers in each state in Mexico giving skills training in all fields. In 1970 in coordination with CROC (Comite Revolucionario de Obreros Campesinos), which is a rural trade union, the CAPIH was developed to add hotel and restaurant training to the other skills taught. Now eight of the centers have the tourism training option. Twenty-one courses have been developed covering all the basic skills needed for hotels and restaurants. A course can be of a few days duration like teaching someone to operate the dishwasher which takes 39 hours to a cashier which takes 120 hours. The range of training is from a cleaning person, to bell boy, to bus boy, telephone operator, receptionist, kitchen helper and on through all basic services required by the hotels and restaurants.

At this moment in Mexico this is the only basic level training provided except what is done on the job by the industry itself.

Two CAPIH centers were visited, one in Mexico City and one on the Pacific coast at Zihuantanejo. Both are well equipped, well staffed and completely full with waiting lists for entry. The CAPIH through the Social Services section of their agency have an employment service for graduates. The Industry is utilizing this service completely so that all graduates can find employment with no difficulty.

Mexico City CAPIH

The Center in Mexico City has high standards for such low-level training with elementary school completion the minimum requirement although secondary completion is required for some of the modules. Besides the basic module the student is given courses in human relations, English, geography, introduction to tourism.

Training is free but starting in 1980 hotels and restaurants will be required to pay a fee. There is coordination among industry, government and labor unions to determine needs and to develop the training courses. There are also local committees in the states which set the fees that must be paid for any kind of vocational training.

The CAPIH in Mexico City had 280 students in class at the time of the visit but hopes to expand this year as they had just entered a new school building.

(CAPIH, Page two)

The instructors are given teacher training by CAPIH in cooperation with the Ministry of Education. The Director for all CAPIH tourism training for all Mexico stated that she felt some short courses in Mexico would be of most benefit for the CAPIH system.

Zihuantanejo CAPIH

The center is only two years old but it will have 2,600 students this year in all skills training. The situation is quite different in Zihuantanejo which is along a coastal area where tourism is increasing and hotels and restaurants are being constructed in completely non-urban areas. The human resource supply is rural and uneducated. In fact many are adult illiterates where even Spanish is a foreign language. There the CAPIH first has to give basic adult elementary education and then train for tourism. Two hundred are enrolled in tourism training in this the first year of the course there in Zihuantanejo. The market for employment is practically unlimited and the CAPIH will be hard-pressed to find students to train to fill the needs of all the new hotels and restaurants starting in the area. Fortunately the Social Security Administration realizes the needs and will provide for the needed expansion with the cooperation and partial financing provided by industry.

CECATUR - Centro de Capacitacion para el Trabajo Turistico

The National Plan for Tourism Development provides for the establishment of CECATUR under the following conditions:

- 1) CECATUR is basically a program to provide training for workers already employed or trying to enter this type of work in Hotels, and Food and Beverage Industries.
- 2) Such a program must be provided by the enterprise in coordination with labor organizations and with the full support of the Ministry of Labor, the Ministry of Public Education and the Ministry of Tourism and related agencies.
- 3) To make this Program operational, the first step is training of future instructors in teaching methods. For this the industry and labor unions will have to select personnel already in the business. In this way a multiplier factor will become part of skills training. Specialized teachers can also be used when circumstances warrant.
- 4) The practical formula to operate a CECATUR is the establishment of a local committee so that industry is represented in order to control funding to be provided by employers and to control the type of training required of their workers.
- 5) The place for training must be the one of the tourist installations in a tourism center and must be so located that it is easily available as a meeting place for workers from other businesses.
- 6) Later, and in accordance with permanent and continuing needs, a CECATUR can be located in schools or other places already constructed. Finally, there is always the possibility of constructing a special training center for CECATUR.
- 7) The funding of these courses will have to be estimated when they are to be started and interested parties will have to study carefully what courses will fill future needs. Each sponsoring organization will study and establish the most suitable operation.
- 8) It is suggested that each entrepreneur establish an incentive system for workers who demonstrate an interest in self-improvement and work responsibility.

(CECATUR, Page two)

The skills training to be provided in CECATUR is at the basic level of bell boy, room maid, bar boy, kitchen helper, bus boy, porter and elevator operator. . . This level comprises 80% of the work force of the hotel and food and beverage industries.

There are precedents to be followed and utilized within the formal education system for vocational training and especially with the hotel and restaurant training courses now provided in CAPIH - which is a regular function of the Skills Training Program of the Social Security Administration. Industry and Labor will have to provide a vast expansion of the CAPIH program to cover the training needs for an increase of 100,000 additional hotel rooms and the proportionate increase in related tourist services.

Joint collaboration with Industry, Education and Labor established the detailed plan for skills training for most of the basic level jobs. Details are given in the annexes to the National Plan.

CECYT - Centro de Estudios en Ciencias y Tecnologia

School #5 at Taxquena was visited. This is one of 16 Vocational High Schools in Mexico and one of the few that has an option in Tourism. The other courses are Accounting and Business. These schools are preparatory schools for entrance into the Polytechnic Institute at the National level. All students follow a core course for the first year and begin tourism studies in the second year. In general there is very little training in Tourism since only one or two courses are given per semester that can be described as tourism.

School #5 started its tourism option in 1973 after it was developed by the National Polytechnic Institute and the Ministry of Education.

It has 550 students in the tourism option and most of the graduates will enter the Bachelors program at Polytechnic.

Problems

English teaching is one of their problem areas and they can use some specialized seminars for teachers of English as a second language.

They can also use some professional seminars and workshops in teaching methods especially in hotel accounting systems.

Since the course is a business course, they also need expertise in employment office methods of personnel selection, recruitment and placement.

Centro de Estudios Superiores de San Angel

San Angel was established in 1975 and has two separate schools - one goes to Bachelor degree in Hotel Management and the other has (or will have) two Technician level diplomas. The three-year program grants the certificate of Technician in Tourism. These technicians can also get a license from the Ministry of Education with preparation and approval of a thesis. A new course started this year will give a technical diploma as Tour Conductor in Art, which will also be a three-year course.

San Angel has 150 students which is its maximum capacity. They expect to expand to other buildings this year. It has had only one graduating class and all are employed in industry which recruits in the school. Ten graduates are studying abroad toward Masters degrees.

Practical training is available on the premises with facilities provided such as kitchen, dining room, bedroom, travel agency, bar, and reception. All students must also take summer credits in on-job-training with 280 hours required. All students usually have real work in hotels, restaurants, travel agencies or government in their 2nd and 3rd year in the afternoons and evenings.

The faculty numbers 35 with only 3 full-time and the rest are practical specialists from the industry in accounting, administration, dietetics, etc. These also usually have teaching titles. Among technical specialists are chefs trained in France and Switzerland and Spain.

San Angel Director feels that Hotel Administration is one subject where help is needed from the U.S. Computerization is part of this problem. Right now San Angel uses banks and some cooperating big hotel chains to assist with computer training.

Interchange of teachers and students should be sponsored by the two governments.

CICATUR - Centro Interamericano de Capacitacion Turistica

In Mexico a 4 month course is given each year for 40 students from all over Latin America but with preference for the northern Region. The course up to this year has been titled "Planning of Tourism Development" but there is a plan to change this to make it more relevant to operations. Maybe it will add Business Administration and Hotel Administration (Operations).

Twenty-five scholarships are given by OAS (of which Mexico is allotted 6). The course accepts up to 40 candidates. Mexicans are eligible to apply for the 15 open slots. A student who attends and completes the course receives the equivalent of 12 credit hours toward a Masters degree at George Washington University in Washington, D.C.

CICATUR also provides training in tourism in Mexico when requested under its Technical Assistance program. Experts can be provided upon request of national or provincial governments. OAS pays costs of instructors. In CICATUR/Mexico a Marketing and Tourist Promotion Expert is available, and experts can also be provided from the Washington Headquarters in the field of Convention and Group Techniques.

CICATUR wants to cooperate in whatever the U.S. decides to do, and will provide facilities for courses in its training Center.

Centro Internacional de Estudios en Hoteleria

This Hotel-School in La Paz, Baja California, was established by the Nacional Hotelera which is the Mexican government agency running the El Presidente chain of hotels throughout Mexico. It is a university level school granting the Bachelor degree in hotel management. The school is in a 200 room hotel and has 38 students this year. Even though the El Presidente hotels own and operate the hotel school all the students have scholarships from CONACYT which is the National Council for Science and Technology. The course is a 4-year course but at the end of the third year the students also receive the official Ministry of Education Certificate of Professional Technician in Tourism. This can be a terminal course or the student can continue on toward the degree. School sessions last from September to March.

All the students are Mexicans now but the name of the school implies it has an international character and it is hoped that in the future foreign students will be admitted. The Director of Training is planning to make some sort of interchange agreement with an American university. George Washington University in Washington, D.C. is considering an intensive course toward the Masters level at La Paz.

The curriculum for La Paz was prepared by a management committee of the Presidente hotel chain.

The Director of Training for the chain stated that she hoped to be able to arrange for U.S. teachers to come to La Paz to teach for a full year or to give intensive courses of two to three weeks in specialized subjects. The Director would like to have assistance from the U.S. in arranging this interchange.

Escuela Internacional de Turismo

This Technician level school was first established in Mexico City in 1977. It has a 3-year course leading to the Certificate of Professional Technician in Management of Tourism Enterprises. Three other branches of this school have been opened in Guadalajara, Puebla and Morelos. All are licensed by the Ministry of Education. There are 1800 students in Mexico City in one day and one evening shift and 300 students each in the provincial branches. The school established a branch in Costa Rica in 1979.

The International School of Tourism is the only one visited which admits students in either semester so there are graduating classes in mid-year. It is also the only school visited which has a full-time faculty. For practical training it has all the facilities simulated completely including a boiler room to give its students some idea of maintenance needs. The Director states that he has complete cooperation from industry for outside practical placements. In addition he claims that the industry recruits in his schools and all his graduates can obtain employment. The students must purchase tailored uniforms and also must pay for a two-month summer practical program which takes them by bus to various tourist centers all over Mexico where they observe operations of hotels, restaurants, government tourist offices, and travel agencies.

The Director suggested that his schools can be used for an exchange program immediately. He would be willing to accept 40 American students for study in the International School for Tourism. All tuition, room and board would be furnished by the school. The students could learn Spanish but all classes they would attend would be conducted in English. He would also select 40 of his students to take part of their course in the U.S. He also stated that he would place 10 American students in employment in hotels in Mexico for their practical on-job training.

He requested that the U.S. arrange for his bus-loads of students on their summer practical training program to enter the U.S. along the border and carry out part of their observation (two weeks for example) in hotels and tourist centers in the South-west states.

The Director is also Secretary of the Association of Private Schools Teaching Tourism and recommended that any arrangements could be made between the Association and an American association of tourism training schools. The President and Vice President of the Association were also interviewed and a separate paper has been prepared on the Association's ideas for interchange.

(Escuela Internacional de Turismo, Page two)

The Director stated that a good collection of training materials for the technician level be sent to Mexico by schools in the U.S. or by the U.S. government. They are badly needed. Even though his faculty is full-time and develops curriculum and materials, the staff can use training in the U.S. either in intensive summer courses or in short courses to be conducted in Mexico by U.S. specialists.

One problem he mentioned is a problem of most schools in tourism training in Mexico. That is acceptance of credits by U.S. universities of studies in Mexico so that some of the best Mexican students can enter U.S. universities with advanced standing.

He also would welcome visits by specialized teachers to give courses in English at his school. These can either be full semester courses or intensive 2 or 3-week courses giving the equivalent of a full semester course.

Escuela Mexicana de Turismo

This school was established in 1954 under the patronage of the Hotel and Restaurant industry. It is the oldest Tourism Technician school in Mexico. It is the only non-profit organization found among those interviewed.

It has 880 students enrolled in day and evening classes. In its long history over 6,000 students have graduated and the Director claims that over 70% of the graduates are employed in the tourism industry. EMT is the only school with an experience history to prove that its graduates can and do find gainful employment in tourism.

EMT has a core course for the first year and then the student can choose his separate field as Hotel/Restaurant Technician or Travel Agency Technician.

Practical training is given in EMT where simulated bar, reception desk, kitchen, dining room, hotel suite, and travel agency are reproduced in full detail and all students are trained in each phase of the operation. Outside practical training is also provided with full cooperation of the industry. Usually the students find employment in hotels, restaurants and travel agencies in their spare time to add to their training and incomes.

EMT has 53 teachers of which 4 are full-time and the rest part-time. Teacher training is provided in-house by EMT with all instructors required to complete a 40 hour course. Teachers are recruited among former graduates and from industry where they are technical specialists.

The Director places his highest priority for training of benefit to his school on:

- 1) Teacher training in specialized short courses;
- 2) Accreditation of his courses so some of his best students might be able to go to continue their studies in the U.S. He claims that the Hotel Training School in Madrid, Spain accepts his students now for more advanced studies and he would like this same interchange in the U.S.;
- 3) The Director offered to pay salary and expenses to an American teacher to come to EMT and give a good course in Food Preparation for one semester. He has other course choices but that would be the one he wanted first. He would expect that teacher to help develop an improved course. The teacher would also be allowed and expected to give short seminars and workshops for some of the other schools.

(Escuela Mexicana de Turismo, Page two)

The payment for the ticket was not discussed but its an item of small cost (under \$500.00).

Escuela Panamericana de Hoteleria

This 3-year technician level school was established in 1976 and has 900 students this year. It is being expanded and has moved to new quarters so that an additional 500 students will be admitted for the September 1980 term. This school is licensed by the Ministry of Education and grants the Certificate of Professional Technician in Management of Tourism Enterprises with three specialities in Hotel Management, Food and Beverage, and Travel Agencies. There is a core course for the first four semesters and in the fifth and sixth semesters the students choose their specialization.

Practical on-job training is provided in-house with simulated facilities plus audio-visual training materials. Outside practical training is provided through the cooperation of hotels, restaurants, travel agencies and government offices. Summer trips are arranged not only in Mexico but abroad. This year the observation tour will be to Europe. This practical training is not obligatory.

The Director of the Escuela Panamericana is Miguel Torruco who had a year's training at Cornell University beyond his tourism training in Mexico. He is also President of Asociacion Mexicana de Centros Academicos de Turismo, which is the Private School Association at the technician level. There is attached a paper which makes recommendations for collaboration between the U.S. and Mexico on training problems in the tourism industry. The recommendations in the paper apply to the Escuela Panamericana and to all the schools involved in tourism training.

Escuela Superior de Administracion de Instituciones (ESDAI)

ESDAI was founded in 1969. Three hundred students attend this school of which 30 live on campus. This is an International School. Among the students there are two Americans, four Venezuelans, one from Costa Rica and one from Uruguay. ESDAI trains its students in the specialized fields of: Hotel Administration; Food and Beverages; Service Personnel; and Business Administration.

When the students complete their training, 90% of them get jobs through their placement office.

There is an unofficial exchange program with Cornell University. During the past four summers students from ESDAI have attended Cornell. In the 1980-1990 plan they will send some of the brightest students to Cornell University, but this will be limited to only a few since their most serious problem is the financing involved in such a project.

Another problem faced by ESDAI is space. They cannot grow because they lack the money to do it. This school is run with the income from tuition charged to the students and does not receive any help from the government.

ESDAI has modern facilities where their students receive theoretical as well as practical training. The classrooms have been designed based on Cornell University with the only difference being size.

ESDAI has 50 part-time professors and only 5 full-time. One of the problems for staffing is teacher training. The Director stated that some good short courses to be given in Mexico by U.S. professors would be of great benefit.

Classes in ESDAI start at 7 A.M. until 12 A.M. followed by Lab til 5 P.M. The library has 4,000 books in Hotel training where the students do their research. This library is available to anybody who wishes to use their facilities.

One other problem that is of high priority for ESDAI graduates is that there are no funds available for scholarships for the best students to go to the U.S. for graduate studies. This is necessary since no graduate programs are available in Mexico and in the institutional field administrators should have advanced degrees. The Director suggests that a scholarship fund should be established to aid in this problem.

It is interesting to note that four graduates of ESDAI have opened The Lexington Institute in Chicago which is a Hotel/Restaurant training school.

Escuela Tecnica de Turismo

This school was only established in 1978 and is not completely equipped yet. It has 110 students following the approved curriculum of the Ministry of Education although the school is not yet licensed. It grants a diploma in hotel management and in travel agency management.

Practical training is limited to a simulated bar and hotel reception desk plus some audio-visual training materials. Students will also have some on-job training this year in hotels and travel agencies .

The faculty numbers 11, all of whom are part-time. The Director feels that the most important contribution that the U.S. can make is to assist in the development of teacher training courses. He suggested a correspondence course be developed in Spanish. The course would take 3-5 months for about 80 hours. Then U.S. teachers would be brought to Mexico to give an intensive follow-up and evaluation in the summer months when the teachers would be on vacation. He suggested that case studies be used and that curriculum development for various specialities be the basic course.

The Director also stated that a good bibliography should be researched in the U.S. so that the new schools in Mexico could take advantage of the work already done in the U.S.

Instituto Politecnico Nacional

The Politecnico is the technical, professional and engineering school of the government of Mexico. The School of Tourism was established in 1970 and now has 2,400 students. Since this is University level all students admitted must have completed secondary and preparatory schools. Practically all qualified graduates of the CECYT schools (the technical, vocational high schools) enter Politecnico. These include those who have taken the tourism elective in high school.

Four semesters are devoted to a core course at the end of which students receive the Certificate of Professional Technician in Tourism. This is the official Ministry of Education certificate which is also granted by private technician schools which are licensed by the Ministry of Education. From the fifth semester the student chooses his tourism speciality in hotel management, travel agency and transportation or tourism planning and development. The Bachelor degree is granted at the end of four years.

The Politecnico carried out a survey in 1969 to determine the needs of the industry and the course was developed on that basis.

A new survey is now in process to be completed in July 1980. Research is being done in 27 cities to prepare job descriptions for the industry. This will become a publication available to industry and to the educational system. The survey also includes research on university programs in tourism from countries around the world including Spain, Switzerland, the U.S., and other Latin American countries.

Based on research done and being done by the Politecnico, the Director of the Tourism School and his staff prepared a paper on the training needs within the Politecnico but probably relevant to all tourist training in Mexico. The Politecnico staff was part of the planning group which was consulted by the Ministry of Tourism for the preparation of the National Plan for Tourism Teaching and many of the needs identified in the National Plan are incorporated in the following paper.

SPECIFIC TRAINING NEEDS

INSTITUTO POLITECNICO NACIONAL - ESCUELA SUPERIOR DE TURISMO

This proposal has been prepared on the needs for training that can be supplied by or in the United States.

I. RESEARCH AND ANALYSIS:

- A. Research procedures and methodology to prepare job classifications, and especially to determine the actual labor market, demand and supply for professionals in tourism. They want to have some insight into U.S. experiences and results.
 - 1. How to transfer job classifications to the academic curricula. How to make the academic training fit the actual labor market.
- B. Planning and structuring graduate courses; specialized, Masters, Doctoral level. No graduate level training is given in Mexico yet, except for Masters in Business Administration. They want to include the U.S. academic experience in establishing graduate programs.
- C. Selection criteria and samples of entrance tests for students and teachers: professional job descriptions, aptitude testing, attitudinal selection, vocational characteristics, etc.
- D. The functioning and operation of University Research Centers in the tourist industry - methodology, procedures, material and human resources, results. Samples of the U.S. experience.
- E. They want to establish joint research projects among Universities, particularly in Texas, Arizona, California and New Mexico - on Border Tourism, Mexican-American Tourism (Chicano).

II.. ACADEMIC AIDS

- A. Design, objectives and results of different elements of extracurricular support systems:
 - 1. Practical: How to determine number of practical training hours in laboratories and in industry. Relationship of on-job training to theory.
 - 2. Business games: Design, objectives, and experience in applying them.
 - 3. Case Practice: Design and academic objectives.
 - 4. Bibliographic Support:
 - a. Organization and Operation of University Documentation and Reference Centers on Tourism. Results obtained and method of interchange.
 - b. Plans of study at level of Bachelors, Masters, Doctoral, and Specialized Studies at post-graduate level.

- c. Publications: Provision of books, notes, articles, thesis and dissertations with translation rights and reproduction rights for academic use only. IPN will respect authors rights and original source acknowledgements.

III. INTERCHANGE

Need permanent interchange programs in the following fields:

A. For Teachers

1. Academic and Teacher Training in Summer courses.
2. Courses for Specialization, Continuing Education, and Post-graduate.
3. Observation visits - administrative and practical.
4. Training and improvement courses in Teaching of English.

B. For Students

1. Specialized courses for students about to graduate or recently graduated.
2. Practical courses in English - living in U.S. homes and perfecting skills.
3. Summer courses, especially of a practical type in laboratories or in the industry.
4. Visits or tours with teacher training, as the objective preferably in summer.

Nacional Hotelera - El Presidente Hotels

The Nacional Hotelera is the Mexican government agency running the El Presidente chain of hotels throughout Mexico including two in Mexico City - one being the forty story Chapultepec Presidente and the other in the Zona Rosa. The chain is constructing a number of new hotels especially along the costal areas.

The large hotel chains such as the Nacional Hotelera, the Holiday Inns, the Best Western, Sheraton and other large international chains all have their own training systems and some even have their own university level training centers. Among the large chains there seemed to be a feeling of non-acceptance of the tourism training school graduates as poorly prepared or in some cases the aspirations and expectations of the graduates were considered too high. The El Presidente hotels have a somewhat different attitude and welcome graduates of Mexican schools at both the technician and higher management levels. They also cooperate fully with schools in providing on-job training to large numbers of students.

The Presidente hotels provide in-house training for new employees at all levels. The biggest problem is mid-level supervisory personnel where the turnover is especially great. The problem is compounded because with 100,000 new rooms under construction in Mexico, the primary method of recruitment seems to be pirating of each other's employees.

In-house training for the mid-level supervisor personnel is being developed by the Presidente hotels in an 18-month program, which includes group dynamics, motivation training as well as technical/professional training. The Director of Training specifically requested assistance in getting information and materials on job descriptions, career ladders and motivation programs. She also feels that there is a need for more or larger training centers and teacher training is therefore one of the most important things which the U.S. can provide through short courses in Mexico and interchange of teachers and students.

Universidad del Valle de Mexico

The Tourism Department of the Faculty of Professional Studies was established in 1974 with the degree of Bachelor of Administration in Tourist Enterprises (LAET) being granted.

There are approximately 1,000 students enrolled but the dropout rate is expected to be about 500. The large percent of desertion from this course is not too much larger than that expected in overall professional schools but with only two graduating classes of about 150 students, the employment rate was poor so continuing students transferred to other courses. The Director stated that graduates with the LAET (B.S.) are not yet accepted by the tourism industry because there is so little experience with graduates of tourism courses.

The course is of 189 credit hours and students must have practical training for at least two years. Industry has accepted students for practical training since in general the students accept low-paying jobs to learn.

The Director stated that some special intensive short courses could be given by American experts in Mexico. Two of these should be:

- 1) Maintenance is a problem for graduates since they never have any training in the subject in theory. He feels that a special seminar can give an overview in the field.
- 2) He also feels that graduates should have some sort of a sense of the place of motels in tourism.

He stated that large conglomerates come from Monterrey to recruit graduates at Del Valle but not in tourism even though two conglomerates like Vidriera S.A. and Grupo Alfa are building hotels. They come searching for talent but in Business Administration or Industrial Engineering.

Universidad Hispano-Mexicana

This tourism school was established in 1974 and is one of the older schools in this new field. The Director is a Madrid-trained tourism expert. He decided to establish the school after he made a survey within industry to determine the needs.

The school has 423 students about equally divided between male and female. It is a four-year course leading to the Bachelor degree in Tourism. All students take the same course with no specialities. Practical training is not provided but up to now the few graduates all work in hotels, restaurants, travel agencies or the government, usually they find employment in their 3rd or 4th semesters and gain their practical experience.

The first graduating class in 1978 had 13 graduates, the second in 1979 had 52 and they expect 80 to complete in 1980.

Faculty numbers 46 with one-third from industry to teach specialized subjects, one-third from the regular faculty of the University and the balance who are hourly teachers.

Most of the 62 graduates have gone on to graduate work in Spain, Canada and the U.S. and others have found employment in industry. All who go toward Masters usually finance themselves.

Hispano-Mexicana will have a working agreement with the University of Toronto, Canada with credits interchangeable. It is expected that five Mexicans will go to Canada and five Canadians will come to Mexico under this interchange agreement.

The Director feels that among other problems the government through the Ministry of Education will have to set strict standards for all the schools now sprouting up all over the country. Standards are needed for curriculum but he also feels that standards are needed for teachers qualification.

He also felt that industry and education will have to get together so that both sides understand needs and can provide education to satisfy those needs and that industry provides the practical training required during the school period.

Universidad Intercontinental

The School of Tourism of the Intercontinental University was established in the Fall Semester of 1979. The University itself was only established in 1976. It has a large modern campus almost out of the Valley of Mexico on the road to Guernavaca. This is a private university.

Two Bachelor degrees are offered in Tourist Development and in Hotel Administration. A third course will be added next year in Transportation. This first year there are 49 students enrolled with 18 in Hotel Administration and 21 in Tourist Development. In the latter course most of the students are female. The objective of the Development course is to train personnel to attract tourists and the Hotel Administration course is to train personnel to take care of tourists. The University has no experience with employment of its students since it has not completed its first year, but does claim that some of the students have part-time work in the industry.

Practical training is part of the course and for this first year most practical training is given in-house. There is a dining room, coffee shop where students must practice and there are a reception desk, a small simulated bar, and a hotel suite for practice. The Director has already made arrangements for outside practical training of about 80 hours per semester in hotels, restaurants and in some government agencies.

There are 8 instructors and all but 1 is part-time. The Director of the Tourism School is Spanish trained in the Hotel School of Madrid. He also teaches at another of the tourism schools in Mexico.

The biggest problem which the Director considers the main problem of most of the Mexican tourist schools is acceptance by Industry of the qualifications of the teaching staff. For that reason he believes that specialized short courses would be one of the needs for his staff. Teaching methodology would be one type of short course to be offered. Also special technical courses are needed in housekeeping for example or food preparation. These courses would require experts who can show instruction methodology for the specialities to demonstrate relationship of classroom teaching to industry.

The Director also feels that some specialized courses in computerization have to be initiated since in the next few years hotels will have to utilize computerization to handle the increased tourism coming to Mexico. He also feels that Mexico needs more professional training in tourism promotion; and in promotion of groups and conventions.

Universidad Tecnologica de Mexico

The Tourism course is part of the School of Administration and Social Sciences and was established in 1977. All students take a core course for 4 semesters and then choose the specialty they plan to follow to the Bachelor degree in Administration of Tourist Enterprises. The course is now a general course giving background in all fields of the tourist industry: hotel management, food and beverages, travel agencies, transportation and tourism planning. The Director has found that this type program is too generalized and has too much overlap between the technician and management levels. Since September of 1979 the Unitec has been making a survey within the tourism industry to change the course of study to one directed more at executive development. The final report of the survey is expected to be completed in April 1980. In March Unitec is sponsoring a conference with participation of the tourism industry to discuss the needs of industry and the role to be played by the educational system to meet those needs. The Conference title is Program of Rapprochment to Industry (Programa de Acercamiento a Empresas).

The tourism course now has 133 students but it has been found that the dropout rate has increased as the first two graduating classes have found difficulty in being accepted by the industry. In fact the Director is planning on restructuring the course for that reason. The Director is also doing a survey of tourism training in Mexico for the National Bank of Mexico.

Unitec has 18 part-time instructors in the Tourism School, some teach in other sections of the University and some teach in other universities. The Director feels that the teaching staff in Unitec as well as in other universities in the field of tourism do not have the background necessary to be accepted as professionals in the field.

Among his suggestions to overcome some of these deficiencies among the teachers are: 1) To provide grants and scholarships so teachers can go to the U.S. to take intensive summer courses; 2) Interchange of professors from U.S. schools to Mexico and Mexican professors to the U.S.; 3) Establish some short courses (15 to 30 hours) in Mexico for Mexican professors to be followed by visits to the U.S. schools and industry to implement the theory with practical observation; and, 4) A program of scholarships for some of the best graduates to go to the U.S. to take specialized training or graduate courses in tourism. This is of special interest since new teaching staff will have to be recruited among the graduates.

Among other problems, the Director feels that a good Bibliography must be developed in the U.S. and a collection of text books and materials should be provided to be available to schools in Mexico for use and adaptation.

He also feels that Mexican schools need some assistance in obtaining more materials on American business practices.

Universidad Tepeyac

The school of Tourism at Tepeyac was established in 1977; Tepeyac itself in 1975.

The tourism course has a core curriculum for 3 years. On completion of the core course students receive the Diploma as "Supervisor of Tourism". The fourth year course has 3 options:

- 1) Public administration, to prepare graduates for employment in government tourism agencies or the private sector.
- 2) Hotel and restaurant management.
- 3) Travel agencies and transportation.

Tepeyac usually requires one or two preliminary intensive courses after an applicant passes the selection process. One is an intensive 40 hour course which is an introduction to the Career of Tourism. Students must pay for this evening course given 4 hours weekly for 10 weeks. Tepeyac also requires attendance at an Orientation to Tourism program which is free.

The course is so new that there have been no graduates yet. They have experienced a high dropout rate since in the first group completing the 3 year Diploma course many quit to go to work. About half found employment in the industry and chose not to go on for the degree.

Tepeyac has about 65 students spread over the 3 years of the core course now.

Practical training is given in the University with kitchen, restaurant and bar available. Other practical work is given outside through observation visits to hotels, restaurants and travel agencies. Some students have found or been placed in real jobs.

Tepeyac uses all types of materials including video-cassettes and other visual aids. The Director was manager of hotels in Mexico including the Holiday Inn/Airport and is a graduate of the Universidad del Estado de Mexico in Toluca.

He has a faculty of 20, all part-time with some from other departments of Tepeyac or other Universities. Twenty-five percent have graduated from tourism schools. Most of the rest are professionals in the industry. They teach full-time when their courses are given.

(Universidad Tepeyac, Page two)

The Director at Tepeyac feels that these are the most pressing problems:

Special courses and seminars for teachers are needed to be conducted both in Mexico and in the U.S.

Summer intensive courses for students and also for teachers.

Need bibliography for the specialized tourism courses in fourth year.

Suggests some standardization of teaching especially with full cooperation and collaboration of industry. SECTUR is supposed to be doing a survey on this to match teaching to needs.

He would like to see the published results of surveys of Regional Tourism projects to develop underdeveloped rural communities. One study he would especially like to have would be whatever is available on thermal baths and spas. Mexico has a great potential for this kind of rural development.

Tepeyac is hoping to develop courses at the graduate level - Masters and Doctorate. The Director would like to be able to collect materials from graduate programs in the U.S. to use as models for his future development plans.

World Tourism Organization (UN)

International Center for Advanced Tourism Studies (CIEST)

This course is open to upper and middle level officials of Tourist Ministries and Tourist Enterprises of WTO member countries. Applicants must have University training or equivalent practical experience.

The course is designed to provide a general knowledge of tourism and how to implement in the home situation. It is a 4 week seminar with world authorities as instructors.

Forty slots are open for member nations plus 60 for Mexico. The government of Mexico grants a limited number of scholarships for member nations. Fees are charged and must be paid in advance.

The course is a short course, using classes, seminars, group sessions, visits, discussions and case studies.

A certificate is given for completion of the course.

The View from the Industry

Because the school needs are not identical with industry needs, a more direct attack on immediate training needs as perceived by industry might stress the following curriculum content:

Intro to Hotel Management : Introduction to the hospitality industry, career opportunities, kinds of establishments, overview of management responsibilities.

Hotel Accounting/Night Audit: Application of accounting principles and procedures to the Hotel industry, practice in bookkeeping methods, operation of a set of books and accounting records, duties and responsibilities of night auditor, preparation of night audit (manual & mechanical).

Hotel Sales & Promotion: Organization and function of the sales department with emphasis in marketing, rooms, food and beverage, and convention facilities. Analysis of tools and techniques used in sales, advertising, and community relations. Development of a marketing plan.

Front Office Procedures: Front office operation, duties of the front office clerk, including room rack, room sales, correspondence, reservations, credit procedures, problem solving, reports, office routines, account and data processing.

Supervisory Housekeeping: Introductory course in the fundamentals of housekeeping management, stressing employees' training, record keeping, organization of the department, work methods, laundry equipment, cleaning materials and procedures, room design, linens, and safety.

Intro to Maintenance & Engineering: Introduction to the engineering department and the technical information needed to establish effective preventative maintenance procedures. Elements of electrical systems, acoustics, plumbing, heating, ventilation, refrigeration, air conditioning, structural maintenance, fire prevention, and kitchen equipment.

Institutional Buying: the purchasing of furniture, linen, bedding, decorations and small equipment for the general hotel operation. Purchasing of food and supplies, including storage, market availability, analysis of food quality, and specification writing.

Food Service Operation: Organization and management of food service operations, legal aspects and insurance, labor-management relations, dining room management and operations, planning, designing and pricing of menus.

Beverage Service: Background of the beverage industry. Intro to beverage control, purchasing guides, taxes, licenses, and governmental regulations. Interpretation of statutes and regulations, labor laws, Fundamentals of identification, selection, storage, service and evaluation.

Introduction to Hotel Law: Introduction to the law applicable to the hotel industry. Laws dealing with liability, torts, and negligence, labor laws, liens and eviction.

Hotel Security: Introduction to basic hotel security, including property control, food and beverage control, guest/patron security, and basic grounds security.

Directed Practice: minimum of 15 hours on the job plus one hour weekly seminar.

Cooperative education: Activities include selecting measurable learning objectives appropriate for the student's job, supervised work experience, group seminars, and individual conferences with instructor-coordinator.

Financial Accounting: Accounting principles, transaction analysis and information processing for reporting financial position, income measurement, financial statements, uses of accounting for control and planning, budgeting, responsibility accounting, and evaluation.

Introduction to Business: Survey of types and nature of private enterprise, designed to allow student examination and comparison of many activities performed in the business community.

Human relations in business: basic psychological principles operating in family, social and business relationships. Perception, self-image, self-management, success, prejudice, creativity, attitudes, change, motivation and maturity, productivity and leadership.

Economics: Introductions to Macro- and Micro- economics.

Marketing: Broad study of marketing principles and methods applicable to the development and selling of consumer products/services, customer research, product planning, marketing policies, and price determination.

Business Law: Introduction to law applicable to business, history and philosophy of law, legal problems pertaining to contracts, agency and sales, and business associations, and the impact of the law on economic enterprise.

Intro to Data Processing: Introduction to data processing, flow charting, file maintenance. Intro to applications of computers in accounting.

Interaction & Communication for the Paraprofessional: The development of individual and small group communication skills, designed to increase both listening capacity as well as delivery ability.

English : Basic, intermediate and advanced aural comprehension practice for students whose native language is other than English.

English: Basic, intermediate, and advanced practice in reading English (comprehension and vocabulary development stressed) for students whose native language is other than English.

English: Basic, intermediate, and advanced practice in speaking for students whose native language is other than English.

Model A

THE NIGERIAN MANPOWER DEVELOPMENT PROJECT

The Nigerian Government in 1977 requested that the U.S. government assist in establishing a training program in the U.S. for young Nigerians at the Technician level. This is wholly financed by the Nigerian government.

A selection team was recruited among technical schools in the U.S. with full cooperation of the American Association of Community and Junior Colleges, The National Association of Technical Trade Schools and others. The first team went to Nigeria and screened the first 500 candidates. Pre-selection was made by the Nigerian government in each of 24 provinces and the Federal District of Lagos. Each province was then allocated 25 slots to be filled. The first 500 students selected were placed in 2 year technician training programs in over 100 schools in the U.S. in every conceivable field of study.

This selection process continued in the following semesters of January 1978, Summer 1978 and Fall 1978 into 1979 when a total of over 2,000 was reached. As the first group graduated their places were filled to maintain the 2,000 level.

The Agency for International Development (AID) through its office of Reimbursable Development Programs set up a special training office (The Nigerian Manpower Task Force) with professional

Page two

staff for placement, counseling, monitoring and program development. The Nigerian government pays actual costs of the Programs: tuition, fees, books and materials, health and medical insurance, travel and all incidental expenses. International travel was provided by Nigerian Air Lines to Washington, D.C. The latest cost figure is an average \$12,000 per 12 month year which also includes a management fee paid to AID to cover expenses. Daily maintenance to each student is determined by the Nigerian government (originally set at \$352 per month) but is paid by the U.S. Government directly to the students. Tuition fees, etc., are paid under contract directly to the schools.

The RDP training office also handles training for other governments who pay all expenses for training and pay a management fee to RDP for program management.

COOPERATIVE TOURISM TRAINING AGREEMENT BETWEEN
THE UNIVERSITY OF GUADALAJARA AND
THE GEORGE WASHINGTON UNIVERSITY

COOPERATIVE TOURISM TRAINING AGREEMENT
 BETWEEN THE UNIVERSITY OF GUADALAJARA
 AND THE GEORGE WASHINGTON UNIVERSITY

ACUERDO DE COOPERACION DE ENTRENAMIENTO
 TURISTICO ENTRE LA UNIVERSIDAD DE GUADA
 LAJARA Y LA UNIVERSIDAD DE GEORGE
 WASHINGTON

This cooperative agreement between
 the University of Guadalajara and the
 George Washington University contains
 the following provisions:

Este acuerdo de cooperación entre la
 Universidad de Guadalajara y la Univer-
 sidad George Washington contiene los si
 guientes señalamientos:

WHEREAS, the George Washington
 University and the University of
 Guadalajara are mutually concerned
 with providing training for tourism
 professionals in their respective
 countries and throughout the world
 and

POR CUANTO, la Universidad de George
 Washington y la Universidad de Guadala-
 jara están mutuamente interesados en --
 proveer de entrenamiento a los profesio
 nales del turismo en sus respectivos --
 países y a través del mundo, y

WHEREAS, the University of Guadalajara
 offers tourism training through its
 School of Tourism in Guadalajara,
 Jalisco, Mexico for undergraduate
 academic credit equivalent to a
 United States Bachelors Degree, and

POR CUANTO, La Universidad de Guadala-
 jara ofrece entrenamiento turístico a
 través de su Escuela de Turismo de la
 Universidad de Guadalajara, Jalisco,
 México con créditos universitarios equi
 valentes al Bachelor Degree de los
 Estados Unidos, y

WHEREAS, the George Washington
 University provides a Masters Degree
 for advanced professional Tourism
 Development and Travel Administration
 training through its Department of
 Human Kinetics and Leisure Studies,
 and

POR CUANTO, la Universidad George
 Washington ofrece una maestría para el
 desarrollo del turismo profesional avan-
 zado y entrenamiento de administración
 de viajes a través de su Departamento
 de Dinámica Humana y Estudios de Tiempo
 Libre, y

WHEREAS, the George Washington University and the University of Guadalajara intend to develop cooperative programs of training, research and technical assistance.

POR CUANTO, la Universidad George Washington y la Universidad de Guadalajara se proponen desarrollar programas de entrenamiento en común, investigación y asistencia técnica.

BE IT RESOLVED THAT:

SEA RESUELTO QUE:

The University of Guadalajara and the George Washington University jointly agree to this cooperative agreement, subject to the following conditions:

La Universidad de Guadalajara y la Universidad George Washington conjuntamente acuerdan a este acuerdo de cooperación y que estará sujeto a las condiciones siguientes:

1.- The George Washington University agrees to admit students of the University of Guadalajara to tourism and travel courses and programs, providing that the students meet admission, tuition, and immigration requirements. Current information on scholarships, fellowships, and other financial assistance will be provided to the University of Guadalajara.

1.- La Universidad George Washington está de acuerdo en admitir estudiantes de la Universidad de Guadalajara en los cursos y programas de turismo y viajes, siempre y cuando los estudiantes puedan cumplir con los requisitos de admisión, colegiatura e inmigración. Información actualizada sobre becas y otra ayuda financiera será entregada a la Universidad de Guadalajara.

2.- University of Guadalajara graduates attending the CICATUR training programs in Mexico City, Mexico may transfer a maximum of 12 semester hours of credit to the George Washington University as advanced standing toward meeting the requirements of the Masters Degree specialization in tourism upon presentation of a certificate of course completion issued by CICATUR,

2.- Los pasantes de la Universidad de Guadalajara que asistan a los programas de entrenamiento de CICATUR de la ciudad de México, pueden transferir un máximo de 12 horas por semestre de crédito a la Universidad de George Washington, como derechos preliminares para satisfacer los requerimientos para la consecución de una maestría especializada en turismo, con la presentación de un certificado de CICATUR,

and indication that the candidate meets the George Washington University admission requirements.

3.- Both parties agree to consider the feasibility of developing a series of seminars on regional tourism development issues of significance to the U.S. and Mexico.

4.- Both parties agree that the professors of the University of Guadalajara and the George Washington University be utilized to the maximum extent feasible through exchange programs, visiting lectures/seminars, sabbatical studies, and similar means. Specific financial arrangements will be made in writing by the respective universities on a case by case basis.

5.- Advanced graduate student interns from the George Washington University involved in Tourism Development and Travel Administration studies who wish to become involved in research or teaching assignments at the University of Guadalajara would be supervised by the Director of the School of Tourism at the University of Guadalajara or a designated staff member. In such arrangements, the University of Guada-

asegurando que el programa se completó y la indicación de que el candidato satisface los requisitos de admisión de la Universidad George Washington.

3.- Ambas partes manifiestan su acuerdo en considerar la factibilidad de desarrollar una serie de seminarios acerca del desarrollo regional de turismo y de interés para los Estados Unidos y México.

4.- Ambas partes manifiestan su acuerdo en que los profesores de la Universidad de Guadalajara y la Universidad George Washington sean incluidos tanto como sea posible a través de programas de intercambio, conferencias y seminarios impartidos por visitantes, estudios sabatinos y medios similares. Arreglos financieros se harán por escrito por las respectivas universidades según corresponda a cada caso.

5.- Los graduados internos de estudios avanzados de la Universidad George Washington involucrados en desarrollo turístico y estudios de administración de viajes, que desean participar en investigación o tareas de enseñanza en la Universidad de Guadalajara serían bajo la supervisión del Director de la Escuela de Turismo de la Universidad de Guadalajara o un miembro de su personal. En tales arreglos la Universidad de Guadalajara,

Guadalajara would pay for living expenses for the interns in Guadalajara; the intern would be responsible for air transportation expenses.

pagaría por los gastos de estancia de los internos en Guadalajara; el interno sería responsable por sus gastos de viaje en avión.

6.- Staff members of the University of Guadalajara who wish to specialize and/or improve their efficiency in an area covered by George Washington University will be allowed to do so for internship experiences.

6.- El cuerpo docente de la Universidad de Guadalajara que deseara especializarse y/o mejorar su eficiencia en una área cubierta por la Universidad George Washington podrá hacerlo a través de experiencias de internado.

Travel and living expenses will be paid by the University of Guadalajara and the timespan would be in the range of 4 to 12 weeks; the same principles would apply to investigators interested in acquiring new methodologies for research works.

Viaje y gastos de estancia serían cubiertos por la Universidad de Guadalajara y el lapso de tiempo será de 4 a 12 semanas; los mismos principios se aplican a los investigadores interesados en familiarizarse con nuevas metodologías para trabajos de investigación.

7.- Both Universities will work cooperatively to develop additional sources of financial assistance for seminars, tourism regional development studies, and similar activities, utilizing funding resources in Mexico the United States and elsewhere.

7.- Ambas universidades trabajarán en cooperación para conseguir fuentes adicionales de asistencia financiera para los seminarios, estudios de desarrollo regional de turismo y actividades similares, utilizando fuentes financieras en México, los Estados Unidos y otras partes.

8.- Amendments may be made to this agreement upon the consent of both parties.

8.- Las modificaciones hechas a este acuerdo se harán bajo el consentimiento de ambas partes.

9.- Either party may terminate this agreement by written notice at least 120 days prior to the termination date.

9.- Cualquiera de las dos partes puede dar por terminado este acuerdo a través de una notificación por escrito, por lo menos 120 días antes de la fecha de terminación.

Dr. Lloyd H. Elliot
President, George Washington
University

Arq. Jorge Enrique Zambrano Villa
Rector de la Universidad de
Guadalajara

Date: _____

Fecha: _____