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A COMPARATIVE STUDY OF TOURISM AND HOSPITALITY EDUCATION IN THE UNITED KINGDOM AND FRANCE

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Abstract

Sufficient historical detail is provided on the development of tourism in France and the United Kingdom to provide a context for the discussion of how comparative education practices can inform and improve the provision of university education in Europe. Findings from a recent empirical comparative study of university provision for tourism and hospitality studies are presented and analysed to progress the work in this field of research. Finally, very recent moves, especially in industry-specific education in France, are combined with the teaching initiative called CLIL (Content & Language Integrated Learning) to offer a way forward for educators in tourism and hospitality departments in higher education in Europe.

Keywords

tourism studies – higher education – university education – comparative education – CLIL – Content and Language Integrated Learning

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1. ***Introduction***

The term 'Comparative education' appeared for the first time in 1817 in research by Marc Antoine Julien (a.k.a Julien de Paris). Comparative education is now considered a field of study in its own right (Kubow & Fossum, 2007) and was popularised in the 1960s with the development of qualitative research carried out by national and international agencies, including the Centre d'Etudes et de Recherches sur les Qualifications, UNESCO and the European Centre for the Development of Vocational Training, in order to identify good practices from different countries and apply them when possible (Hilker, 1964). Comparative education has also proven to be effective in solving key issues in education due to the fact that conclusions are drawn from the observation and analysis of different countries' education system practices (Khoi, 1995, 1981). This view is also reflected in the quote below:

> " *The word discipline itself connotes dedication to a specified set of rules and standards. Any discipline's adherents dedicate themselves to techniques and procedures belonging to that discipline while implicitly or explicitly rejecting methods and techniques of other paths. Comparative education, however, assumes no such hierarchy; rather, as a field, it draws on a variety of disciplines to better understand the complexity of particular educational phenomena*" (Kubow & Fossum, 2007: 50).

The purpose of comparative education is to improve an existing situation (Groux, 1997) as 'a combination of both experience and reasoning must be regarded as the most successful approach to the discovery of truth' (Cohen & Manion, 1994). However, it is important to highlight the fact that the political, economic, social and cultural context can make it difficult, even impossible to implement some changes (King, 1989). Academic research in the field of comparative education in

tourism, though, is very limited and is practically non-existent in the case of France and the United Kingdom (UK). There is only one academic paper more or less related to the topic, drawn from doctoral research (Séraphin, 2011, 2009). The only other research carried in this field provides a brief presentation of courses in tourism in France with brief comparisons with England (Lominé, 2003). That said, France and the UK were chosen for this study for many reasons.

First, France and the UK have a long common history of cooperation that dates back to 1904 when Paul Cambon (a French diplomat) and Lord Landsowme (Foreign secretary) signed the Anglo-French agreement. This diplomatic, military, political agreement evolved into an educative agreement. In 2001 an Anglo-French programme was developed to increase cooperation between primary school lecturers from both sides of the English Channel. In 2003, the Le Touquet Treaty strengthened the cooperation between both countries. At a non-institutional level, the Franco-British Student Alliance (FBSA) was created in 2004 by students from HEC, Sciences Po, Ecole Polytechnique, Oxford, Cambridge, and the London School of Economics. Lord Pattern of Barnes, Vice Chancellor at Oxford, even claimed at the anniversary of the FBSA that the success of Europe relies on Anglo-French partnership. Second, France and the United Kingdom are two major tourist destinations in the world. France is the first tourist destination in the world with 83.8 million tourists in 2014 and the United Kingdom is ranked number 8 with 32.6 million visitors (WTO, 2015). As there is a clear connection between tourism education and destination performance (Airey & Tribe, 2005), it could be interesting to understand how both countries have structured their education provision in tourism and hospitality.

From a conceptual point of view, this paper is of interest because it highlights major differences and similarities between both countries but also because it highlights some discrepancy between the importance assigned to tourism as a subject or field of studies and the actual performance of the destination. In the UK, tourism is not considered as a subject (Hoerner & Sicart, 2003) but as a field of study (Origet Du Cluzeau, 2000); In France, PhDs in tourism are non-existent, there is no unit of assessment 'tourism' in the 'Comité National Universitaire' (agency is charge of delivering qualified Higher Education lecturer status in France), and yet, France is the leading tourism destination in the world (WTO, 2015). In England, tourism and hospitality are taught in 77 universities, whereas in France, 64 institutions deliver programmes in this area; in England tourism is considered as a subject; the status 'tourism lecturer' exists; in the Research Exercise Framework (REF) there is a unit of assessment for Tourism and Hospitality (unit 26) (Séraphin, 2011) and yet England as a destination is going down the ranking and does not perform as well as France does (WTO, 2015). Does that mean that the French system is better than the UK one? From a practical point of view this paper could be of interest for anyone in charge of international exchange in a HE institution. This paper could be used as a guideline to understand better how tourism and hospitality are articulated in the French and UK education system.

This paper contributes to the meta-literature in the field of tourism education and comparative education. Despite the fact in Europe there has been for a very long time a growing interest for cooperation between countries when it comes to education (Ballatore, 2007) as it contributes to share good practices and tackle some issues (Groux, 1997), it has been noticed that countries tend to be quite conservative and proud of their

education system, hence the difficulties sometimes to establish cooperation programmes (Castells, 1996). The summary of results of Lomine's (Lomine, 2003:1) research, to some extent influenced the content and structure of this research paper:

> "*In terms of Higher Education (HE), France and England have much in common, notably the political agendas of widening access and participation, the development of new information technologies, leading to the re-thinking of teaching methods and research organisation, and the enhancement of research, especially in the perspective of global competition and international recognition. The two countries have nevertheless some important structural differences regarding HE institutions themselves and the organisation of the programmes and qualifications they offer. Based on the assumption that there could be a lot for British lecturers to learn from the experiences of other countries, this paper, synthetically rather than analytically, presents how the four fields of Hospitality, Leisure, Sport and Tourism are tackled and taught in Higher Education in France*".

In this same line of thought, the purpose of this analytical rather than synthetically created (ie Lominé, 2003) paper is to understand why hospitality and tourism (as fields of study or disciplines) have evolved differently in France and in the UK. To do so, this research paper seeks to answer the following research questions: (a) What factors influenced the appearance and development of tourism and hospitality courses in both countries? (b) What are the barriers to an effective cooperation between both countries when it comes to hospitality and tourism education?

As many studies, this research paper employs a mix of methods. Mix method also called triangulation has many benefits in that it provides confirming, complementary and contrasting sources of data enable precise and in-depth report (Hammond & Wellington, 2013).

2. ***Contextual framework***

The factors at the origin of the development of tourism in the world in the 1950s are the development of paid holidays; increase of salary; development of package holidays and the development of airlines and technology (Lickorish & Jenkins, 1997). In both France and the UK, until the 19th century, tourism started by being an activity undertaken only by the aristocrats. The beginning of paid holidays in France (1936) and England (1938) played a major role in the democratisation of tourism. Despite the coming of age of the industry and despite the fact that both countries believed in the potential of the tourism industry, they both took time to take full responsibility of their tourism industry as it was mainly considered as the duty of the private sector (Thornberry, 2006). However, the first major difference between the two countries relies on the fact that the first tourism administration in France appears in 1910 and in the UK in 1969 with the Tourism Development Act. The second major difference is based on the ranking of both countries. In 1985, France became the first tourist destination in the world and retained its leadership. England was ranked number 6 in 1985, but its ranking is constantly changing (Geotourweb, [Online]). In 2006, the Secretary of State in charge of tourism explained that in order for France to keep its leadership, people working in the industry need to be well trained (Bertand, 2006). This statement clearly shows that there is a link between tourism as an industry and tourism as a field of study.

2.1. France

Vocational education in France dates back to the time of Louis XIV. Under his regime, many vocational schools, that still exist today, were

created. Among these are: *Ecole d' Art et d'Art Décoratif ; Ecoles des Ponts et Chaussées; Ecole des Mines, etc.* However, it is in the 19th century that vocational education in France really took off (Pelpel & Troger, 2001). From an historical point of view, France can be split into three main periods (Marchand, 2009):

(a) 1880-1932: *The early age*

During this period, the government developed training for people aiming to work in factories and businesses (workers and executives). The turning point was *Loi Astier (or Astier Act)* in September 25, 1919. This act is at the origin of the well-known *Certificat d'Aptitude Professionnel* (Vocational Training Certificate).

(b) 1932-1953: *Organisation age*

During this time the government structured the panel of vocational training available.

(c) 1953-1965: *Reform age*

With the *Berthoin Act* (1959) and the *Capelle-Fouchet Act* (1963) the Vocational Training Certificate was given a central role. During this period a new vocational certificate appeared: The *Brevet d'Enseignement Professionel.*

In order to give more value to vocational training the government decided to create the Baccalaureat Professionel (Vocational Baccalaureat) in 1985. In 2006, 18% of the holders of a Baccalaureat had a Vocational Baccalaureat (Deer, 2002). The professionalization of

tourism consultancy, considered as an engineering discipline is made clear in Mansfield (2015) when he explains:

> "*The Département of Finistère's Strategic Plan for Tourism Development alerts its readers to the advanced scientific level reached by tourism consultancy in France by explaining that it contracts to qualified specialists in this field, MaHoC. MaHoC is a private, Paris-based tourism engineering consultancy who, in turn, gain accreditation from Géfil. Géfil is a public body, the Syndicat National de l'Ingénierie Loisirs Culture Tourisme and has links into the degree and postgraduate teaching at the University of Angers and the Institute of Research and Higher Studies in Tourism at the University of Paris 1, Panthéon-Sorbonne. Géfil manage the accreditation of company qualifications in what is considered engineering in France in the field of leisure, culture and tourism in turn from OPQIBI. OPQIBI is the national organisation for all company engineering qualifications across building, industry, energy, environment and tourism, and a membership organisation for engineering companies. Through OPQIBI's online database local councils can select and view consultancy firms based on specific qualifications. For example, selecting the qualification 'Interpretation and valorisation in leisure, culture and tourism' yields ten small companies accredited to perform this work as maîtres d'ouvrage or principal contractors.*" (Mansfield 2015, 97).

2.2. <u>UK</u>

In the 19th century, vocational education in the UK was way behind France and other European countries. It is only in the 1980s that England started to provide vocational education. 1997 was a turning point when Sixth Form Colleges and Further Education Colleges became the first providers of vocational education (Aimley, 1990). It is also during this period that the General National Vocation Qualification (GNVQ) was created. In 2002, new GCSEs were created for 16 years old.

In 2007, 250 000 young people were enrolled on this programme. More and more young people were considering this qualification as a route forward (Stretch, 2007). The development of vocational education became very popular when the government realised recognised that a skills shortfall in the workforce was imperilling the UK's ability to compete on the world stage (Ashcroft, 2007).

2.3. Reasons for similarities and differences

Despite the fact that developing vocational training was extremely important for both countries, in the UK, vocational education is more valued than in France where general knowledge (and education) is more valued (Verdier, 2006). This can be linked to the definition of 'Competence'. In the UK, the term is linked to the terms 'performance' and 'productivity'; whereas in France, 'competence' is not directly related to any of these terms but more to a set of knowledge that can be used in different environments (Ibid.). This difference between France and the UK is based on an even major difference that can be summarised into two words: 'Experience' and 'theory'. During the Enlightenment, France was influenced by the Rationalists and Naturalists like René Descartes and JJ Rousseau; the UK was influenced by Humanists like Locke. Edward Ignas (1981: 47) even wrote:

> "*English educators are very practical people (...) education is something to be practiced, not theorized about (...) learning from the abstraction of book is different and hind from learning from the realities of everyday interests*".

As for Rousseau, in *Emile ou de l' education (1762),* books are central in education and knowledge.

Another major difference between the two countries rely on the fact

that France education system is based on meritocracy and elitism where only the best can succeed; whereas in UK 'inclusion' and 'differentiation' are 'buzz words' (Séraphin, 2011).

3. ***The birth of tourism and hospitality as a field of study in HE in France and in England***

In order to determine when tourism and hospitality started in both countries, questionnaires were sent to the HE institutions (64 universities in France and 77 universities in England) asking them to specify when they started their courses. The questionnaire also asked them questions about the profile of their staff and the location (in terms of department) of tourism and hospitality in their institutions. These results will be discussed in part 4 of this paper. Literature is used to provide a rationale for our findings. It is also important to highlight that 62% of the institutions in France and 54% in the UK replied to the questionnaire. The results of this survey can therefore be considered as reliable. Last but not least, the results of this paper cover the period 1900-2011.

3.1. Tourism and hospitality in France

In France tourism and hospitality is taught in 64 out of 84 universities. In other words, tourism and hospitality is taught in the vast majority of HE providers (74% of the universities). Université Paris 1 (IREST) is the first one to have offered these programmes in 1961 (Appendix A). The chart below provides an overview of when the universities started to offer programmes in tourism and hospitality.

Between the 1960s and 2000s the number of providers constantly

grew with a peak from 2000 (figure 1).

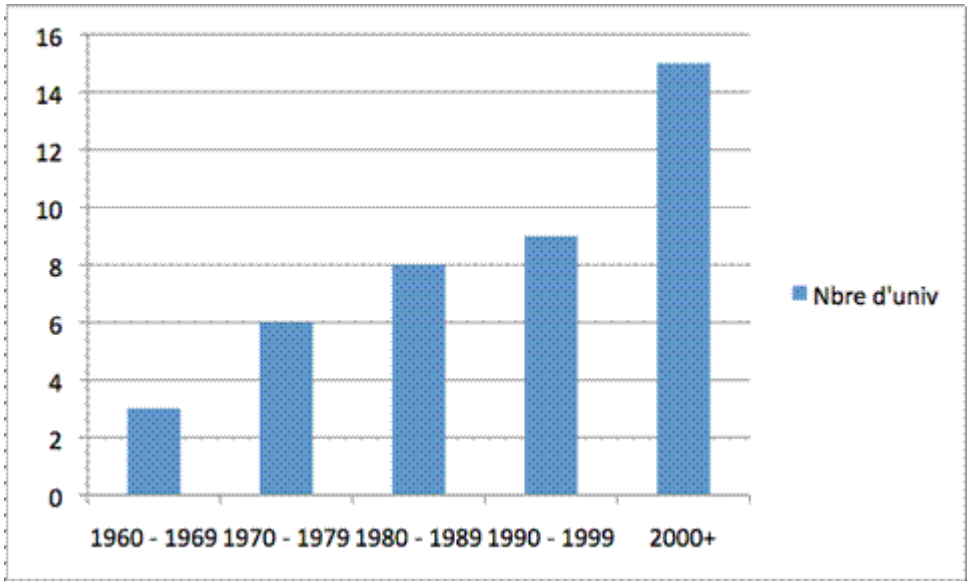

Figure 1. Evolution of Tourism and Hospitality providers in France (1900-2011). Source: The authors

In order to explain the evolution of the tourism and hospitality programmes in France, we have split this genesis into two main periods:

(a) **1960-1989**.

During this period, vocational courses became more and more accepted and popular with the government, students and institutions. France was largely influenced in this respect by England (Ardagh, 2000). It is during this period that many vocational colleges appeared as well as some of the most popular and well known qualifications in tourism like the Brevet de Technicien Superieur du Tourisme (equivalent of the UK, Higher National Diploma or Foundation Degree) in 1969 and the professional Baccalaureat in tourism in 1985. On top of this, in May 1968, there was a national student upheaval regarding the lack of vocational training offered by universities. The government addressed the issue and created some vocational orientated universities and a panel of short vocational courses. The development of the tourism and

leisure industry also encouraged the development of courses in tourism and hospitality.

(b) **1990-2010**.

During this period, 5 times more courses in tourism and hospitality were created. This is mainly due to the fact that the number of visitors in France increased massively (geotourweb [Online]). It is also important to remind here the fact that France became the first tourist destination in the world in 1985. However, it is extremely important to highlight the fact that private schools in France started to offer courses in hospitality and tourism way before public institutions. *Cours Hotelier de Besançon* started to offer courses in hospitality in 1916. In the 1980s, the private and publics institutions were competing. Nowadays, more and more private and public institutions are working together (Ministère Education National [Online])). Among these partnership, we can mention a few like the partnership between Perpignan University (public sector) and Vatel (private sector); La Rochelle University (public sector) and ESC La Rochelle (private sector); Université Jean-Moulin (public sector) and Institut Paul Bocuse (private sector). One of the leading magazines specialised in education in France (Studyrama) highlighted the fact that having public and private providers in France contributed to have more people trained than the industry can absorb.

3.2. Tourism and hospitality in the UK

In the UK tourism and hospitality is taught in 121 institutions (77 universities and 44 colleges). To be able to compare the UK with France, we are only going to consider the universities (77 universities out of 121

provide courses in tourism and hospitality, in other words, 67% of the universities). Manchester Metropolitan University was the first one to offer a qualification in that field in 1908 (Appendix B). Between the early 1900 and 2000, the development of institutions offering programmes in the area was not steady (figure 2).

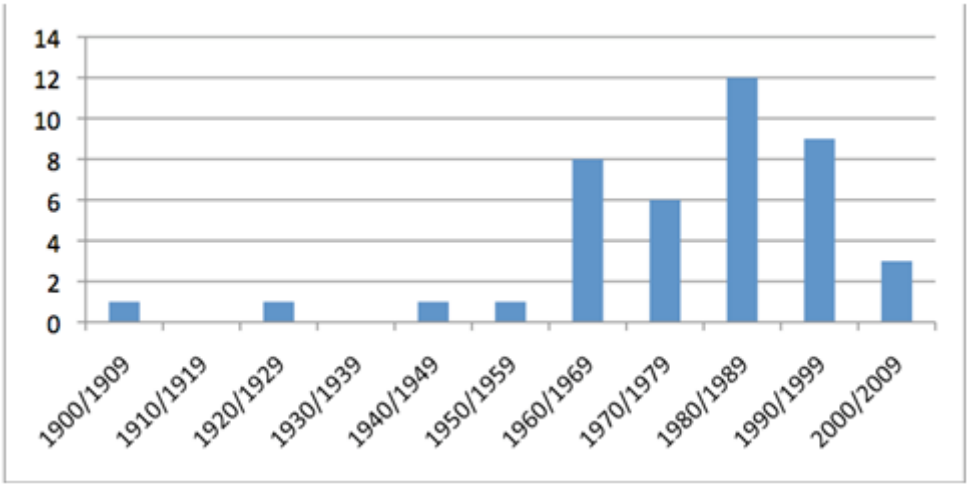

Figure 2: Evolution of Tourism and Hospitality providers in the UK (1900-2011). Source: The authors

From the above chart, we can observe three main periods:

(a) **1900-1959.**

The tourism industry in the UK is at its early stage: The first bodies in charge of tourism are created (British Tourist and Holidays in 1947; British Travel Holidays Association in 1950); motorways are being built (British Motorway Building Programme in 1958). In 1955 only 1 million tourists visited England (Middleton, 2005).

(b) **1960-1989**.

There is a slight augmentation of the number of institutions offering tourism and hospitality courses (with slight decrease between 1970-1979). Travelling becomes more popular; household incomes increased and the country was recovering from the damaged caused by the War (Middleton, 2005); the Tourism Act in 1969, contributed

to the creation of the English Tourist Board, so much so, in the late 1960s tourism became one of the main source of income of the country (Ibid.). However, it is the Robbins Report (1963) that played the most important role in the development of courses in tourism and hospitality as this report gave access to universities to more students. As another consequence of this report, 10 colleges are granted full university status (Middleton, 2005). In 1985, the UK reached the top 10 most visited destinations in the world (Ibid).

(c) **From 1990**.

This period is characterised by the decrease in the opening of HE institutions offering programmes in hospitality and tourism. This was mainly due to a saturation of the 'market' but also the competition with private institutions like St Patrick's College offering similar programmes at a cheaper price than public institutions (Chesworth, 2011).

3.3. Behind the scene: motives for the development of courses in tourism and hospitality in France and the UK

In both France and the UK tourism and hospitality appear for positive reasons:

1) The development of the development of the tourism industry;
2) Popularity and development of vocational courses.

In the UK tourism and hospitality also appeared for some not so positive reasons:

1) Some disciplines like geography struggled to recruit students. Instead of closing those departments and make some people

redundant, universities decided to open tourism courses;

2) A will to maintain young people longer in education in order to reduce the unemployment rate.

4. ***The place of tourism and hospitality in the French and UK curriculum***

4.1. The place of tourism in French and UK universities

Out of the 64 universities where tourism is taught in France, only 11 universities (17%) have a department dedicated to tourism and hospitality (*Appendix C*). For the universities where there is no tourism and hospitality department, the subject is taught in the following departments:

1) Languages
2) Geography
3) Law, economics and management
4) Sports

Sports and Law, Economics and Management departments are the most popular one for Tourism and Hospitality. As for the academics researching in tourism and hospitality, their background is predominantly in:

1) Management
2) Geography
3) Economics
4) History

In the UK, Tourism and Hospitality is located mainly in: Business

Schools or School of Management (Appendix D). Some universities obviously have their own tourism and hospitality department like: The Centre for Tourism and Leisure Study (Oxford Brooke University); School of Tourism, hospitality and Leisure (Thames Valley University); Department of Hospitality and Tourism Management (Manchester Metropolitan University); Department of International Hotel and Tourism Management (University of Buckingham); etc. As for the background of the academics, most of them have a background in tourism and hospitality studies.

In France and in England, tourism and hospitality, there is no consensus regarding the localisation of tourism and hospitality in universities:

> "*(...) it appears that around a third of courses are now provided in departments or faculties of business management studies. About a fifth are located in departments of hospitality and tourism management, another fifth in departments of hotel and catering, and further fifth in tourism, leisure and recreation departments (...) there is known to be an increasing tendency in the last three years for the creation of large "hybrid" departments in new universities providing a range of courses spanning tourism, hospitality, leisure and recreation, and in some instances sport studies and service industries more generally"* (Middleton, 1996: 7).

4.2. *Nature of tourism and hospitality*

The situation describes above sheds light on the nature of tourism:

> "*Because tourism is a very complex phenomenon, many disciplines have developed an interest in it without being exhaustive, these include: psychology, pedagogics, sociology, anthropology, economics, marketing, law, geography, architecture, physical planning, history, philosophy, ecology, political science, biology and medicine'* (Pearce & Butler, 1999: 12)

Tourism: a field of study or a subject? In a one hand, there are those like Hoerner and Lieper who consider tourism as a proper subject even a science named *Tourismology* by Hoerner (2002) or *Tourology* (Leiper, 1990). In the other hands, academics like Tribe (1997) and Kubow and Fossum (2007) consider tourism to be a field of study. The two following quotes summarise the two opposite view regarding the nature of tourism.

- Tourism as a field of study

> *"Tourism studies itself has no unique or distinctive ways of knowledge production, rather, it falls back on a variety of other, mainly disciplinary approaches to provide knowledge creation rules and knowledge quality control"* (Tribe, 2000: 810).

- Tourism as a subject/science

> *"A human child can never be a clone of both parents; a new discipline has its own idiosyncratic features which include novel ways of thinking"* (Leiper, 1990: 367).

That said, in this paper, the argument of Tribe (2000) is persuasive, where he states that tourism should celebrate its diversity instead of focusing on its nature. Tourism is one of the very few subjects or field of studies to have that many subjects contributing to its body of knowledge. Therefore, in this paper, we are considering that tourism as a meta-discipline. This terminology gathers under the same banner the view of those who consider tourism as a subject/discipline and those who consider to tourism as a field of study.

5. ***Cooperation France and the UK in the field of Tourism and Hospitality Education***

5.1. Erasmus

Created in 1987, Erasmus is the first European exchange programme related to education. Its objective is to encourage students and educators mobility within the Union. In 2006-2007, some 1.5% of the European students took part to the programme. Since the creation of the programme, Spanish students have been the most involved cohort, followed by the French, German and British (Séraphin, 2009). Also, the exchange between France and the UK is totally unbalanced (Friedhelm & Wolfgang, 1993). In 200-2007, 4673 French students crossed the channel, whereas only 2159 British students went to France via the Erasmus programme (Europa.eu [Online]). What can explain this major discrepancy?

5.2. Language a barrier to cooperation

Student mobility within Europe is motivated by educational/ experience/travel/pleasure seeking goals (Deakin, 2014). In 2009, the head of department and / or Programme Leader of 5 French and British HE institutions providing Tourism and Hospitality programmes were interviewed. They all identified language as a major barrier to British students' mobility. For students of other European countries, learning a foreign language is a strong motivator 'as the only way to really learn a language of a foreign country is to go and live there (Deakin, 2014: 33). Some of the most revealing quotes following the interview are as follow:

"Because English has become a universal lingua franca, the British have less incentive to learn foreign languages than the French (...) Erasmus students

going to France are usually taught in French (...) but the average UK student can't cope".

"The UK students lack the ability to speak a foreign language at a sufficient level of competence (...) they are not required to learn a foreign language in secondary school or at university (...) if we did make this a requirement we would not get any students".

This unbalanced situation is causing some universities to reconsider their partnership with their partners from non-English speaking countries:

" (...) we get all the costs of teaching students coming to England and do not get the benefits of students going abroad".

5.3. *French and area studies in England*

As Tourism Studies began to develop in Higher Education in England during the change from polytechnics to universities it was thought that Area Studies, often taught alongside French language, would be the new subject discipline that would inject a critical cultural studies aspect into tourism. The study of French continues to enjoy a high status and high numbers of young people continue to study French even though the Blair government removed it from the compulsory secondary school curriculum between 2002 and 2004 with their *Languages for All* strategy. Around a quarter of the population of England, at least, are entering adult life with knowledge of the French language. A desire to experience and participate in French continental Europe thus forms a key component of British identity (Mansfield 2016).

The challenge for English HE is to incorporate foreign languages into the tourism and hospitality curriculum. The advantage is that 'besides

learning the target language, students learn how to apply it to their particular professions' (Casado, 2003:45) which can be addressed through CLIL, Content & Language Integrated Learning.

5.4. *Other barriers to mobility (Jordan, 2008; Jafari, 2000)*

1) Differing structures country by country
2) Different balance of incoming and outgoing tourism
3) Diversity of tourist attractions and products in each country
4) Differing education and administrative systems
5) Diverse use of terminology regarding degrees and awards
6) Different ways of controlling standards and quality
7) Different attitudes towards work in tourism
8) Different requirements for entry specific occupations
9) Sharing practice across international boundaries on a more equal footing
10) The synchronisation of quality assurance systems

5.5. *Barriers specific to tourism and hospitality* (Jafari, 2000: 64)

"A major problem of tourism degree in Europe is that tourism study programmes lack homogeneity and common orientation; they are diverse and they are also fragmented. This is not only a European feature, as fragmentation is generally seen as one of the most problematic issues in tourism education. This general problem is related to: first, the confusing array of qualifications existing internationally; second, the disparate treatment given to tourism by statistical sources devoted to employment; third, the differences between the business-orientated curricula and the non-business

tourism curricula; and finally, the diversity of the tourism industry sectors that do not see themselves as interrelated either to another or to tourism. Fragmentation is especially problematic in the European region, which also has to deal with all its nations, languages, legislations, traditions, etc." (Jafari, 2000).

6. ***Discussion***

Hospitality and tourism have evolved differently in France and the UK because the two countries have different conception of 'Competences'. One country value experiences more, whereas the other one give more importance to theory. As for the unbalanced exchange between the two countries, language is the main reason. Because of the global environment we live in and the evolution of new technologies, linguistic skill is an important factor for tourism and hospitality students (Casado, 2003). Therefore, having languages embedded in tourism programmes would ease and balance the exchange in terms of number of students between countries like France and the UK. Because:

(a) new technologies have been highlighted as being good in terms of supporting tourism and hospitality students learning (Sobaih & Moustafa, 2015);

(b) internet provides opportunities to disseminate knowledge (Liburd & Hjalager, 2010);

(c) e-learning can enhance learning and motivation (Klein, Noe & Wang, 2006 cited in Behnke, 2013);

(d) computer-assisted instruction in hospitality management education contributes to stimulate student participation and interest (Law, 2013).

Future research may include identifying the body of knowledge of a Virtual Online Learning Material (VOLM) to educate students, and particularly students from countries with a low interest to study abroad. Dale and Robinson's (2001) three domains model of tourism education argue that in order for a tourism education programme to meet the need of the industry and stakeholders involved, it needs to:

(a) develop interdisciplinary skills for a broad understanding of the industry;
(b) provide expertise in a specific area in terms of skills;
(c) explore some niche markets.

Anderson, 2001 (cited in Walters & Mair, 2012), explains that the art of convincing a target audience relies on three elements:

(a) an 'ethos' element based on the credibility and trustworthiness of the source of the message;
(b) a 'pathos' element is linked with the emotional appeal of the message;
(c) and finally a 'logos' element referring to the capacity of the message to inform.

The interactive aspect is also very important. Beatty and Ferrell (1998) found that in-store browsing has a positive relationship on.

The above discussion points in the direction of the implementation of an innovative social network to benefit students and academics in tourism in the two countries and language groups considered in this article. In France, a social network exists in the form of *Institut Français profs* (IFPROFS.ORG [Online]). This social network gathers academics from different disciplines and from nearly 30 different countries in the world (Africa, Latin America, Asia, Europe, and Middle East).

The key purpose of the platform is to enable academics to share good practice and resources. A similar platform could be designed by *Erasmus* (*ethos)* and made available for all the students of the community. The key purpose of this platform would be for students who have already experienced Erasmus exchange to share their experience with others *(pathos)*. Their experience could be assimilated to travel writings. Because travel writing is the tale of a journey and since the tale of a journey is the tale of a life experience, it has a witness value and thus it is trustworthy (Séraphin, 2016; De Ascaniis & Grecco-Marasso, 2011).

The other key purpose of this platform is to inform students (whilst providing evidence) about the benefits (personal, professional and academic) of such an experience *(logos)*. For Ballatore (2007) and Tarrius (2000) Erasmus students contribute to the creation of a new world, new way of thinking, and emergence of new type of citizen. Erasmus students are 'international professional elite' (Tarrius, 2000 cited in Ballatore, 2007: 295). To all this could be added elements of best practice from the online platform FOS, which, in-line with CLIL (Content & Language Integrated Learning), provides resources for people learning French applied to a particular context *(logos)*.

This platform for instance provides resources for people learning French applied to tourism (numerifos [Online]). The figure below (figure 4) presents a model that could be used to motivate reluctant students to be involved in the Erasmus exchange programme. Because the interactive aspect of an online environment is also very important to convince users to engage (Maymand & Ahmadinejad, 2011; Peck and Childers, 2006; Beatty and Ferrell, 1998), our model (figure 4) also includes a chat room *(pathos)*.

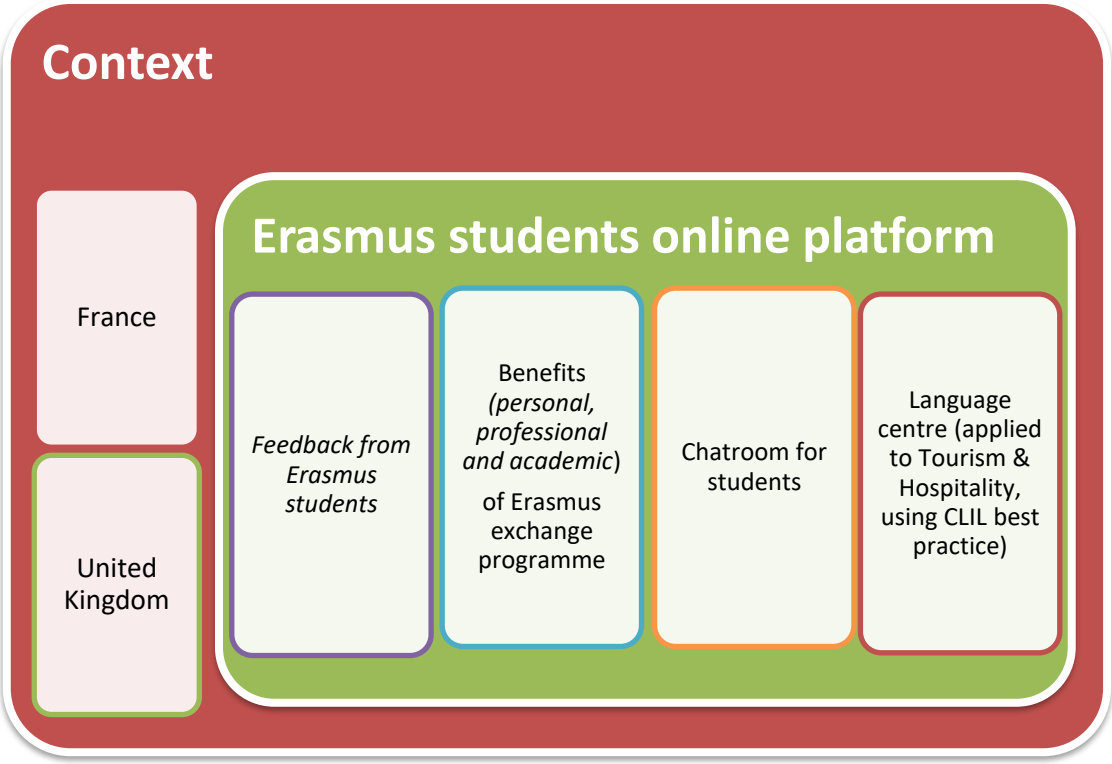

Figure 4: Model to motivate reluctant students to be involved in the Erasmus exchange programme

7. ***Conclusion***

France and the UK are in the top 10 tourist destinations in the world. Our research has established the differences and similarities between both countries as well as providing evidence that there is a connexion between the development of the tourism industry and the provision of courses in the area. Last but not least, the paper has established the fact that cooperation between both countries is possible via Erasmus for instance but at the moment barriers directly and indirectly related to tourism and hospitality programmes provision are impeding an effective cooperation. Future research focusing on VOLM should provide a solution to this issue. Future research should also look at which country's curriculum is the most effective in terms of meeting the needs of the industry in terms of level and type of qualification needed

for the industry, otherwise the problem of over-qualified graduates as well as the depreciation of some qualifications might arise (Guironnet, 2006).

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APPENDIX A

Table A1 – Opening of tourism/hospitality courses in French universities

Universities	Date when tourism/hospitality started to be taught
Université Paris 1 (IREST)	1961
Université Aix en Provence	1968
Université Aix Marseille III (Paul Cézanne)	1968
Université de Lille I	1970
Université Grenoble 3 (Stendhal)	1972
Université de Nice	1975
Université Bordeaux III (Université M. de Montaigne)	1976
Université Savoie	1978
Université Lyon II	1979
Université Grenoble 1	1982
ESTHUA (ITBS depuis le 1e janvier 2010) Université d'Angers	1982
Université de Pau	1984
Université Paris-Sorbonne	1985
Université Blaise Pascal (Clermont Ferrand)	1986
IUP Toulouse II Le Mirail + Toulouse III	1986
Université Sophia Antipolis (CERT)	1989
Université Joseph Fourier (Grenoble)	1989
Université Perpignan (STHI) GEREM puis ICRESS	1991 2001
Université Paris Est Marne La vallée	1992

Université de Savoie	1992
Université Toulouse 1	1992
Université Cergy-Pontoise	1996
Université de Bretagne Occidentale	1996
Université Amiens	1996
Université Brest	1996
IUT Nice Cote d'Azur (Université Sophia Antipolis)	1999
Université d'Avignon	2000
Université de Versailles / St Quentin en Yvelines	2001
Université Paris 5 (Université Paris Descartes)	2002
IUT Caen	2002
Université Dijon	2002
Université Bretagne Sud	2003
Université Montpellier 1	2004
Université Poitiers	2005
Université de Grenoble 2	2005
Université de la Rochelle	2006
IUT Colmar - Université de Haute Alsace	2006
Université de Limoges	2006
Université de la Polynésie Française	2007
Université St Quentin en Yvelines	2007
UAG	2010

APPENDIX B

Table B1 – Opening of tourism/hospitality courses in British universities

Universities	Date when tourism/hospitality started to be taught
Manchester Metropolitan University	1908
University College Swansea	1920
Kingston University	1947
University of Strathclyde	1954
University of Bradford	1963
University of Birmingham	1966
University of Edinburgh	1966
Leeds Metropolitan University	1966
Queen Margareth University College	1968
University of West England	1969
Loughborough University	1969
Thames Valley University	1969
Oxford Brookes University	1970
University of Wales Associated College	1974
Cardiff Institute of HE	1975
University of Brighton	1975
University of Buckingham	1976
University of Wales	1977
University of Portsmouth	1982
London Metropolitan University	1985

Napier University	1985
University of Liverpool	1986
University of Newcastle	1986
University of Bristol	1987
South Bank University	1987
University of Sunderland	1987
University of Reading	1988
Canterbury Christ Church University	1988
Sheffield Hallam University	1989
University of Lincolnshire and Humberside	1989
Robert Gordon University	1991
University College of London	1992
University of Brighton	1992
University of Luton	1993
Glasgow Caledonian University	1993
Leeds Metropolitan University	1995
University of Greenwhich	1995
Bournemouth University	1996
University of Nottngham	1998
Winchester University	1999
University of Surrey	2001
University of Derby	2001
University of Kent	2006

APPENDIX C

Table C1 – Location of tourism/hospitality in French universities

Universities	Tourism/Hospitality in French Universities
Université Paris 1	Institut de recherches et d'études supérieures sur le tourisme
Université Marseille III	Faculté économie appliquée
Université de Lille I	UFR langues étrangères appliquées
Université Grenoble 3 (Stendhal)	Maison des langues et des cultures
Université de Nice	IUT
Université Bordeaux III	Institut d'aménagement de tourisme et d'urbanisme
Université Savoie	Institut de management de l'université de Savoie (département tourisme, hôtellerie, loisirs)
Université Lyon 2	Faculté de géographie, histoire, histoire de l'art et tourisme
Université Grenoble 1	UFR STAPS
Université Angers	UFR Etudes Supérieures du Tourisme et d'Hôtellerie de l'Université d'Angers
Université de Pau	Département géographie et aménagement
Université Paris-Sorbonne	Département médiation culturelle
Université Blaise Pascal (Clermont Ferrand)	UFR STAPS
Université Perpignan	UFR Sport, Tourisme, Hôtellerie Internationale (STHI)

Université Paris Est Marne La vallée	Institut Francilien d'ingénierie des services
Université Toulouse Le Mirail	UFR langues, littératures et civilisations étrangères (département CETIA : Centre d'études du tourisme de l'hôtellerie et des industries de l'alimentation
Université du sud – Toulon Var	UFR lettres et sciences humaines
Université Montpellier 1	UFR économie
Université de la Rochelle	UFR des lettres, langues, arts et sciences humaines
Université d'Avignon	UFR sciences juridiques, politiques et économique (Département économie et gestion)
Université Paris 5 (Université Paris Descartes)	Faculté de droit
Université Poitiers	UFR sciences humaines et arts
Université Tours	IUT
Université de Corse	Faculté de droit, sciences sociales, économie et de gestion (département tourisme)
Université Dijon	UFR STAPS
Université de Grenoble 2	UFR géographie
Université de Nantes	Institut de géographie et d'aménagement régional de l'université de Nantes
Université de Versailles	UFR des sciences sociales
Université Cergy-Pontoise	UFR de langues

Université Metz	UFR économie
Université d'Evry	UFR droit, économie, gestion
Université de Nanterre	UFR de sciences sociale et administrative
Université Amiens	UFR histoire et géographie
Université Victor Segalen Bordeaux 2	UFR STAPS
Université Catholique	Institut Supérieur de Tourisme
Université Orléans	Faculté des lettres, langues et sciences humaines (département géographie)
Université Reims	IUT
Université Nancy	UFR STAPS
Université de Paris 11 Dorsay	UFR STAPS
Université Montpellier 2	IUT
Université de Picardie Jules Verne	Faculté d'histoire et de géographie
Université Lille 2	UFR STAPS
Université de Valencienne	Faculté lettres, langues, arts, sciences humaines
Université d'Aix Marseille	IUT
Université de la Méditerranée Aix- Marseille II	UFR STAPS
Université Limoges	UFR STAPS
Université Brest	Faculté des lettres et sciences humaines
Université Caen	IUFM
Université de la Polynésie Française	Département droit, économie et gestion

Université Lille 3	UFR des langues étrangères appliquées
Université Bordeaux IV (IUT Périgueux)	Département carrières sociales, gestion urbaine (Orientation développement touristique)
Université Dunkerque	Département Gestion administrative et commerciale
Université Lyon III	Faculté de géographie, histoire, histoire de l'art et tourisme
Université Champollion	Faculté arts, lettres et langues
Université des Antilles Guyane (Guadeloupe)	UFR des sciences juridiques et économiques
IUT Colmar	Département technique de commercialisation
Université Bretagne Sud	Département tourisme
Université Bretagne Occidentale	Service universitaire de la formation continue

APPENDIX D

Table D1 – Location of tourism/hospitality in British universities

Universities	Tourism/Hospitality in British Universities
Manchester Metropolitan University	Department of environment and leisure studies Department of hospitality and tourism management
University College Swansea	Geography department
Kingston University	School of geography
University of Strathclyde	Scottish Hotel School
University of Bradford	Management Centre
University of Birmingham	Centre for regional studies
University of Edinburgh	Department of geography Faculty of education
Leeds Metropolitan University	Centre of study of small tourism and hospitality firms
Queen Margareth University College	Department of hospitality and tourism management
University of West England	Business School
Loughborough University	Institute of sport and leisure policy
Thames Valley University	School of Tourism, hospitality and Leisure
Oxford Brookes University	School of Hotel and Catering Management Centre for tourism leisure studies

University of Wales Associated College	Faculty of Leisure, Tourism and health care studies
Cardiff Institute of HE	Faculty of Tourism, Hospitality and Food
University of Brighton	Service management school
University of Buckingham	Department of international hotel and tourism management
University of Wales	School of consumer studies, tourism, hospitality management
University of Portsmouth	Department of land and construction management
London Metropolitan University	Business School
Napier University	Business School
University of Liverpool	Department of sociology Institute of Irish studies
University of Newcastle	Business school
University of Bristol	Department for continuing education
South Bank University	Faculty of Art and Human Science (before business school)
University of Sunderland	School of Environment
University of Reading	Department of geography
Canterbury Christ Church University	Centre for health education and research
Sheffield Hallam University	School of leisure and food management School of sport and leisure management

University of Lincolnshire and Humberside	Tourism department*
Robert Gordon University	Business School
University College of London	Department of geography
University of Brighton	School of service Management
University of Luton	Department of tourism and leisure* International Tourism Research Institute
Glasgow Caledonian University	Department of hospitality, tourism and leisure management
Leeds Metropolitan University	Faculty of cultural and educations studies
University of Greenwhich	School of earth and environmental sciences - Business school
Bournemouth University	School of service industries
University of Nottngham	Business School
Winchester University	Business School
University of Surrey	School of management
University of Derby	Centre International Research Tourism Hospitality Leisure
University of Kent	Business school