

The Importance of Reason of Tourism Education in Iranian Schools

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Abstract

The accurate touch of life and living environment for every child is a requirement of growth. Adolescence period is between childhood (period of irresponsibility, irrationality and movements with many variable errors) and youth (a period in which individual shall enter the community and acquire many experiences and knowledge, in which the formed personality hardly changes). Tourism is an item promoting and completing this growth (Anderson, 1997). Since the developed countries perform the scientific and practical plans for this age range for having the specialist, aware, self-reliant youngsters but neither is there a system in Iran working in this range and giving us the living information, education and skills, nor does they have found out the value of this importance. They include the natural and wild sections, eco-farm and enclosed workshop space, and may solve the current problems of societies such as parents' business, lack of good entertainment facilities and high expenses of travel for families which cause many parents in different reasons can't provide suitable entertainment and amusement for their children. The results show that because many adults acquire knowledge in adulthood and they are not institutionalized in their origin, they will face problem in practice; therefore, they fail to undertake management position of a related system while childhood structure of a child will form correctly in terms of the environment, travel, nature and the child identity by developing the tourism and ecotourism schools so that they may progress in adulthood for sustainable development as an individual or citizen. Therefore, it is necessary for this age range to have a professional center. Even if we are willing to manage schools with a scientific approach, better we guide our children to a green and knowledgebase future and jobs as tourism and ecotourism schools are a good field for this purpose.

Keywords: *Tourism, Ecotourism, Tourism Education, Tourism and Ecotourism Schools*

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Received Date: 31 October 2015

Accepted Date: 1 February 2016

Date of Print: Winter 2015

Introduction

About 300000 newborns are daily born in the world. It means that 300000 newborns enter the world in which they should be supported, cared and their welfare should be supplied at the beginning of the birth. The child should enjoy economic, social and legal rights for promotion and growth. The child is entitled to understand and identify himself/herself as much as possible during childish periods, when his/her character is formed. Respecting on human rights, the fundamental freedoms, language, respecting on others from person to civilization, are the cases if are not rooted in childhood period, are formed in adolescence hardly. Identification of humans, human groups, nations and religion and above all, identification of surroundings i.e. natural environment also require notification in childhood periods (Ederton, 2005). There is no need to comparison and exemplification: The societies in which the adolescence more respect on their surroundings. Their training structures for the children, for long years are formed more beautiful and scientific. As Beyken said "Travelling in Youth is a kind of education) (Ali Mohammadi 2012). The basis of an advanced training is that the children can experience directly all dimensions of life. We should help the child could communicate with other human and his/her ecosystem with his/her method. If the children can go beyond the course, find out and experience their surrounding environment together with the nature teacher, is very effective experience. We cannot keep the children in a closed space of the school and then expect that they are trained art, literature, history and many other subjects (Chisforth, 2003).

At present the training outside framework of course and learning through, is considered as one of the main aspects of children training in the world. Travel courses combination of official and unofficial training which is referred to as a strategy for lifetime learning. At present, many researches are done in the field of children tourism which indicates influence of travel children training and education. As it was said, the children tourism plays an important role in health and happiness of them. Experience of new communications and group games causes promotion of their social and emotional skills and attendance in group influences on development of accountability spirit and their cooperation. Exploration, objective perception and

experience of attendance at different urban and natural information and increase interest in learning (Hijdran 2013). Kavi Nature and Tourism Schools are established and developed throughout all regions of the country. for this purpose, this research attempts to study influence of tourism training on the Iranian children and Youth via Kavi Nature and Tourism Schools.

Research Question

1-May development of Kavi Nature and Tourism Schools effect on tourism development via tourism at these schools

Background

Mr. Saeid Rastegar 2014, has done a research under title of Presentation of Integrated Algorithm for solving problems of tourism training to the students, 5 to 10 years old, with approach of multipurpose decision taking dealt with training programming in urban and regional tourism development plans, as one of main axes of the research, when there is extensive scope of tourism plan and there are many limitations for establishment of training places, met heuristic algorithms can be used for optimal establishment of the training centers in the environment by spending acceptable time and material expense. The goal of this research, at first, is introduce integrated approach for modeling of tourism training problem and then introduce a new algorithm for solving the problem. In this regard, tourism zone with an area of 14 and 600 ha. Of lands at Persian Gulf as the case study based on the mentioned algorithms were studied and based on indices such as economic goals, complex traffic volume, was trained in the form of a mathematics programming with 3 functions of tourism training goal to the children, material and time expense in integration of allocated parcels. This modeling process and solution of tourism training problems scientifically regarding to the new resources, are considered as suitable alternate or traditional methods regarding relative high speed in design as well as providing a system-decision support as a new approach in tourism training problems.

Ms. Fatemeh Salarvandian 2013, did a research under title of Evaluation of Training System of Iran Nature and Tourism Schools with developed countries via regression Model in Ardebil province with the purpose of comparison of tourism training systems of Iran and Netherlands, correct and appropriate use of progressive countries

experiences in tourism training to the children and youths that are considered as primary and important principles of sustainable development of tourism. In this research, tourism training plan of both countries was prepared and evaluation of Iran tourism training system power in Ardebil province by establishment of Nature and Tourism Schools and comparison of power of this training system by Amsterdam – Netherlands was done. The result showed that ecological and historical power is not properly used for tourism training to age-group, object of research in the ancient and Kavi nature fields, in the sample of Iranian Study, but in sample of Dutch study, in addition to establishment of Kavi Nature and Tourism Schools, neutral and historical potential of the city along with establishment of hotels and amusement parks appropriate to tourism training, for target age-group, has been used.

Mr. Abbas Alimohammadi Sarab 2012 did a research under title of Evaluation of Tourism Training System with Fuzzy AHP (analytic hierarchy process) method. Evaluation of tourism training system requires particular consideration of relationship and dependence of state training system with and on state tourism system. The methods indicating Management Information System and Multi-criteria decision making are considered as Usefulness Tools. Since dealing with mentioned matter requires the people's partnership with different views and tastes, Evaluation of Tourism Training System to the target group, has nature of collective decision making. In this research, by integration of management information system capabilities and Multi-criteria Fuzzy collective decision making, the children and youths are provided with method for evaluation of tourism training system. In applied method, the general process for assessment of training with Fuzzy AHP (analytic hierarchy process) method including selection of effective criteria, determination of significance and weight of each criterion, have been studied by using tourism management information system. Results of model in the scope of case study in Esfahan were assessed. Results of this modeling show sufficient ability of Fuzzy AHP (analytic hierarchy process) method and tourism management information system in evaluation of criteria affecting on tourism training to the children and youths with collective decision making viewpoint. The comparison of the results arising from Fuzzy

AHP (analytic hierarchy process) model with results of known method indicating adding up the expert opinions, show that existence of a tourism management information system is effective in analysis of tourism training requirements and making training topics regarding tourism potentials of each zone.

Method

Achieving knowledge with research methodology is considered as a science. Scientific research methodology is a set of explicit guidelines on which research is based. The research methodology differs from subject to subject and is affected by nature of research (Zolfaghari 2009). The research methodology is the combinative method depending on descriptive, casual-comparative methods. To evaluate quantitatively and qualitatively, the statistical data of Kavi Nature Schools at Kavi Konj Nature School and the institutes holding tours and data at Tourism, Cultural Heritage and Handicrafts Org. of the above provinces are used and for collection of data, the interview with statistical universe of the research including experts, personnel of the concerned institutes and organizations with subject of research including Education Departments, Tourism, Cultural Heritage and Handicrafts Org. and Municipalities and opinions of several youths obtaining the training in such schools were used.

Discussion

Media development, either succeeded or failed, could have transferred some concepts to the past generation, but it is not sufficient for the present generation. Media conflicts and misconduct tastes in Media products, sometimes misleads. The present generation needs a thing which sometimes leads to destruction of the child's identity (I10211). Correct-touch of life and life environment by each child is one of growth necessities and tourism is one of the cases can promote and compete this growth (even when child is handicapped physically or mentally, should enjoy a complete and respectful life in the condition containing status and increase of self-confidence, (child rights convention) tourism by means of direct touch of life behind the life, shall provide the child's curious and sensitive mind with many opportunities. (Mapel Craft 2012). The effects which seem simply but are deep and it can be found at memories after children's travel. Each small accident in childish period, from touching a stone to running,

falling down in the hill of mountain, from seeing a mosquito to seeing a pelican, even eating food in a new space or purchasing a device at related destination as it was noble to the children, remain beautiful memories for the children for a long times or several years which are described with the same childish emotion even in adolescence periods. The happening never occurs during adolescence periods. Many psychologists and sociologists believe that family travel and tours influences on the future life of children so that they refer to it as early university in the training of children (Vedrana 2011). In advanced countries, to have young skilled people having self-confidence, have spent a lot of money to do scientific and practical programming for this age-group. Tourism of children and youths in different countries are provided by Tour Leaders and Tour and Travel Agencies, not only in the form of travels and camps but also in the form of specialized tour services of the children and youths and tour leaders, narrators, an designers of collective and drama plays, for child and youth go along them. They prepare and design different destinations including museums, training camps, cultural-sport centers, promenades for accommodation of children and youths and provide their addresses with annual and monthly visas.

Youth periods, the internal between childish periods (irresponsibility, unreasonableness and wrong actions periods which are changeable) and youth periods (the periods when the person enter the society and gets many experiences and information. In this age, the formation of character will be changed hardly). At present, unfortunately there is no system in our system acting between these two spectrums, and gives information, trainings and skills of life to children was remarkable signified in the past times. The only social status of our children in the past times designs and engravings of Ilam rocks in which excavate the children's role along with royal family. Existence of centers initial tablets of scribe training in the centers known as EDUBBA indicates training of persons containing class of children and youths. Nature tourism and tourism exist from past times and allocated to special groups and has been considered as scientific tour that the students went to nature accompanied by an expert, trained and returned.

Findings

Nature tour and tourism is an experience. It may be so related to the classic training. Whatsoever, we see in the nature and ancient and culture places motivates curiosity and causes find the component of whatever we may have no academic knowledge in the nature (Birness 2001). We experience an ecosystem without hearing it and understand the relationship among their components. Thus, we can find the significance of any component in continuation of nature. Then, we are motivated to preserve the environment, but when see them in a collection, we find they make the natural environment together with each other, we find motive of preservation (Rastegar, 2014).

But when we talk about ecotourism and tourism in the nature we see both sections, some of them are the leaders leading in the nature, and some of them are addresses going to this tour and are planning to learn something.

In this respect Kavi Nature and Tourism Schools are established. In such schools, the training is about to meet the child's needed. This training may help the children deeply reach different stages of life and experience it. This is a cycle whose different sections fulfill each other. These schools contain natural and wild sections, Ecofarm section and roofed workshop space. Children and youths studying at Kavi Nature and Tourism Schools have opportunity (open) interaction with water, soil, stone, heat, cool, plant, insect and animal. The open single or group interaction, based on intrinsic motivation and limitation. If we are supposed to manage schools with scientific approach, we direct our children toward green future, green jobs and knowledge – based. In this respect, Kavi Nature and Tourism Schools is good field.

Nature Tour Training Section:

In the context of Kavi Nature training, naturally one of the main dimensions is ecology. In order that the children can properly perceive the environment in which they live. In this school the children under the age of 5 to 15-year youths can unlimitedly and indirectly run, touch, identify, learn and explore in the corner of this free space. The students get familiar with different natural spaces and enjoy the environment facilities for training of students and promote happiness spirit of the children. Three main points in training program of the

schools should be taken into consideration: the first point is the present generation in apartment spaces and the deprivation of open and natural spaces. The second one, their loneliness who only at nature school and in organic and free space may communicate with each other child in unstructured groups, third one: their deprivation of the nature that at present can communicate with nature under safe conditions. Programs of this school shall not be formed officially so that the children may be conducted toward programs, but they live in open space and school plays the role of facilitator for attendance and their activities children can run on the land, find insect, lively experience plants and children, touch them, construct small houses on the tree by using natural devices. The children and youths are helped to invent irregular games and they are said that any game is possible in the nature. Another property of which is to take a role model in world of the current science. When the children are familiarized to nature, they detect the pattern in the future when they refer to the industry.

Tourism Training Section

The current conditions of the societies such as the parents' concerns, lack of proper facilities of recreation and relatively high expenses of travel for families, has caused that many parents fail to provide their children with proper recreation for different reasons. Therefore, it is necessary to establish a professional center for this group. We should provide this age-group with happy and recreations with the help of experts of different fields, provide them with effective training (unfortunately its vacuum is seen academic courses) practically and attractively. For example, physics training by applying its rules on daily life, training of daily works in the nature collectively (by group), method of accountable conduct with nature and enjoying the environment without harming it. Thus, the above plan, emphasizes on child and youth's age, provides them with social, scientific and recreations training in the nature by using natural facilities. These programs are arranged by using proper and standard equipment by relying on the experts' knowledge and experience. The children are used at different training workshops and they attend in collective competitions and games for creation of memorable day.

To familiarize the children with category of cultural heritage, several objects are hidden in on the earth and the children are familiarized with scientific methods of archeology and extract them, thus by establishment of simulated space of archeology site, the children are familiarized archeology occupation, tools, procedure, discovery, identification and transfer of historical objects and trained. By hardware masques and or software simulation, the children and youths are said that how they live, which accent they speak, and totally sometimes there are many differences. The differences between life and the life of the environment of the people we travel to their city or place of life are very respectable and we are not entitled to blame anyone for these differences are valuable and without them, the travel was not useful.

By this way, they are helped make unique memories for them even if they might not travel to the region in reality. These memories in such schools are defined and restrictive which is the strategy for saving many adolescences confusions, on the other hand, the child who has not experienced a target travels in childish period, in adolescences with all their interests and tastes less may go to travel, identify the destination, receive the environment, enjoy travel based on his purpose, and act positively and effectively. May be it is better to say when the childish structure of a child in communication with the environment, travel, nature and identity has not properly formed, in adolescences periods, he fail to take step with sustainable development. The most adults have got a lot of information since these training have not been institutionalized and face the problem. Many training are formed in childish period. Even very initial training such as: avoid leaving the garbage in the nature, breakage of trees branches, non-offending the animals, non-imposition of damage to the respectable places such as cultural heritage, mosques and tombs, etc.

Discussion and Conclusion

Since the most important age-group is to familiarize with such processes which may form intellectual and behavioral fundamentals of the child. Integration of three factors of the children's introduction to sport, environment and tourism can be studied. Despite some believe that it is difficult to children to understand concepts such as tourism in younger ages, the author of this paper believes that each training to be

institutionalized, should be started from the beginning and youth period, tourism concepts can be trained to the children by simple method at the younger ages. Training of tourism in younger ages does not mean study of structure of tourism industry but it can be transferred to the child to make the children familiarized with process of leaving the home for recreation in the nature and then coming back home. Within the process, all necessary training of the children is taken into consideration.

If the process is planned in the places such as Kavi Nature and Tourism Schools, it may contain transfer of children and youth. In the places such as Kavi Nature and Tourism Schools, the bioenvironmental concepts can be trained. These concepts include observance of bioenvironmental principles to introduction to the plant and animal. The children are familiarized with many national and religious cultures and ceremonies. However, integration of the environment and tourism, at Kavi Nature and Tourism Schools, for the younger children, is the proper strategy for transfer of fundamental concepts. Since such activities are defined in these schools in the form of defined process and transferred to the children and youths and may attempt to attain the goals demanded by the programmers and make ready the children and youths for optimal understanding of the surrounding world. When many elders face with problems with understanding of environmental, cultural and ancient concepts, even observance of initial concepts of sustainable development in tourism and neglect to execute them, by integrated training of the children in the initial ages of each age group can have better cultural investment for the future in such schools.

Suggestions

The following cases are considered as suggestions and strategies for completion of activities of such schools:

- Considering interdisciplinary skills
- Making interaction and understanding between training and education and tourism industry.
- Educating specialized leaders of children and youths
- Professional and safety design of training program and training tours of children and youths.
- Managing the skilled tour leader along with teachers of such schools

- Non reducing tour, travels and nature tour to a camp without programming
- Enjoying the tourism, to leading and tour leader experiences in the country in the field of children and youths.
- Preparing centers and goals for children and youths.

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