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**ISKUSTVENO UČENJE
– PRIMJER ITHAS-a 2005-2012**

**AN INSIGHT INTO EXPERIENTIAL LEARNING
– THE CASE OF ITHAS 2005-2012**

SAŽETAK: Cilj je ovog članka zorno prikazati iskustveno učenje u području turizma i ugostiteljstva u multikulturalnom okruženju na primjeru ITHAS-a. Projekt ITHAS (International Tourism and Hospitality Academy at Sea) dio je studija turizma na Ekonomskom Fakultetu Sveučilišta u Zagrebu od 2005. godine. Cilj mu je premostiti jaz između teoretske i praktične nastave, a to je složen problem u turističkom obrazovanju i od velikog je interesa za turističke stručnjake i menadžere u turizmu.

KLJUČNE RIJEČI: iskustveno učenje, turizam, ITHAS

SUMMARY: The objective of this paper is to give first-hand insight into experiential learning in the field of tourism and hospitality in a multicultural environment using the case of ITHAS. The ITHAS (International Tourism and Hospitality Academy at Sea) project has been an integral part of the tourism study programme at the Faculty of Economics and Business, University of Zagreb since 2005. This project aims to fill the gap between theoretical and practical instruction, as education and training in tourism has become a complex issue of paramount interest to tourism professionals and managers.

KEYWORDS: experiential learning, tourism, ITHAS

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1. UVOD

ITHAS je modul intenzivnog učenja posvećen različitim temama iz turizma koji uključuje međunarodne studente turizma u jedinstvenom iskustvu putovanja i obrazovanja tijekom plovidbe morem ili rijekom. Glavna je ideja ITHAS-a bila organizirati za studente turizma jednotjedne studijske module koji bi im istovremeno omogućili intenzivnije učenje, širi uvid u profesije budućih turističkih stručnjaka i mogućnost da budu turisti stavljajući ih tako u trostruku ulogu: studenta turizma, turističkog stručnjaka i turista. Projekt je započet na Ekonomskom fakultetu u Zagrebu kao jedinstvena metoda "kombiniranja teorije i prakse" (Čavlek, 2005:192) kojom se studentima pruža mogućnost bliske interakcije sa svjetski poznatim znanstvenicima u području turizma i u isto vrijeme upoznavanja lokalnih turističkih stručnjaka, i to sve za vrijeme putovanja.

Ekonomski fakultet u Zagrebu bio je jedna od prvih institucija na svijetu koja je počela edukaciju u turizmu prije preko 50 godina kada su 1962. godine prvi studenti upisali poslijediplomski studij iz Ekonomike turizma i tu je vodeću ulogu u Hrvatskoj u obrazovanju studenata za najizazovnije poslove i pozicije u turizmu i ugostiteljstvu zadržao i do danas.

2. KRATKI PREGLED TEORIJE

Godinama su se obrazovne institucije suočavale s kritikama od strane turističkih i ugostiteljskih poduzeća zbog nedovoljnog znanja i kompetencija koje poslodavci u turizmu zahtijevaju od zaposlenika (Ladkin, 2002, Cooper i Shepherd, 1997; Mayaka i Akama, 2007; Baum, 2007). Istraživanja u turizmu intenzivno se bave odnosom između obrazovanja i zapošljavanja (Arey, 2002; Cooper i Shepherd, 1994; Cooper i Shepherd 1997; Jones i Jenkins, 1999; Ladkin, 2002; Richie, 1992), kao i transferom znanja prema

1. INTRODUCTION

ITHAS is an intensive study module dedicated to different tourism topics and involving international students of tourism in a unique travel and education experience by sailing at sea or on a river. The main idea of ITHAS was to create one-week intensive study modules for students of tourism that would both enrich their general knowledge as students and broaden their insight into the professions of future tourism experts, while providing them with opportunities to be tourists themselves. Thus, the students take on a three-part role: a tourism student, a tourism expert and a tourist. The project was initiated at the Faculty of Economics and Business (FEB), University of Zagreb as a unique method to "blend theory and practice" (Čavlek, 2005:192) by enabling students to interact with world renowned tourism scholars and to simultaneously meet with local tourism experts while travelling.

The Faculty of Economics and Business of the University of Zagreb was among the first institutions in the world to start tourism education over 50 years ago when (in 1962) the first students enrolled in the graduate programme Economics of Tourism. Ever since, FEB has retained its leading role in educating students in Croatia for the most challenging jobs and positions in the tourism and hospitality sectors.

2. A BRIEF THEORETICAL BACKGROUND

For years, educational institutions have encountered criticism from tourism and hospitality enterprises concerning the students' lack of adequate knowledge and competences required by employers in the tourism field (Ladkin, 2002, Cooper and Shepherd, 1997; Mayaka and Akama, 2007; Baum, 2007). Tourism research has intensely tackled the relationship between education and employment (Arey, 2002; Cooper and Shepherd,

turizmu (Cooper 2006; Wahab, Hamman i Jafari, 1997). Vrijednost obrazovanja za turizam slabo je percipirana budući da “poslodavci u turizmu često zapošljavaju kandidate bez diploma iz područja turizma” (Dale i Robinson, 2001:31) i često niti ne traže od kandidata nikakvo formalno sveučilišno obrazovanje iz turizma (Collins, Sweeney i Geen, 1994:5). Prema nekim autorima stav turističkih poduzeća prema diplomiranim ekonomistima smjera turizam uglavnom je pod utjecajem mišljenja da obrazovanje nije pratilo promjenljivu prirodu i raznovrsnost turizma kao polja istraživanja (Formica, 1996). Iako će na deklarativnoj razini turistička poduzeća priznati da su sveučilišno i praktično obrazovani profesionalci najbolji kandidati za poslove osiguranja kvalitetnih usluga u turizmu i unaprjeđenje općih uvjeta pružanja usluga (Baum, 2007, Baum i Szivas, 2007; Mayaka i Akama, 2007), još se uvijek mnogi poslodavci drže starih navika.

Problem je složen kao što se i njegovi izvori trebaju tražiti ne samo među poslodavcima nego i u akademskoj “klimi” u obrazovnim institucijama. Sljedeći su se problemi iskristalizirali u djelima raznih autora:

- Oklijevanje znanstvenika da priznaju studij turizma kao dio akademskog obrazovanja (Cooper, et al. 2008; Mayaka i Akama, 2007) što je razlog da “turizam pati od problema imidža u akademskim krugovima” (Cooper et al. 2008:5).
- Nedostatak kvalificiranih nastavnika – budući da su nastavnici turizma nerijetko stručnjaci u turizmu, ali je njihovo formalno obrazovanje u drugim područjima.
- Sveučilišta su često ograničena na “krpanje rupa delegiranjem” specifičnih programa rada koje bi trebali izvoditi sveučilišni nastavnici s nedostatnom akademskom pripremom u područjima koje bi trebali podučavati. Prema Zhang, Lam i Bauer (2001) samo visoko kvalificirani sveučilišni nastavnici s odgovarajućim akademskim obrazovanjem i dostatnim praktičnim iskustvom mogu proizvesti

1994; Cooper and Sheperd 1997; Jones and Jenkins, 1999; Ladkin, 2002; Richie, 1992), and knowledge transfers into tourism (Cooper 2006; Wahab, Hamman and Jafari, 1997). The value of tourism education is often poorly recognised as “tourism employers often recruit non-tourism graduates” (Dale and Robinson, 2001:31) and usually do not require any formal academic qualifications in tourism from prospective employees (Collins, Sweeney, Geen, 1994:5). According to some authors, the attitude of tourism companies towards tourism graduates is mostly influenced by the opinion that education has not kept pace with the changing nature and diversity of tourism as a field of study (Formica, 1996). Although at a declarative level tourism companies are likely to recognize that professional, college-educated and well-trained recruits are essential in providing quality service and enhancing the overall service delivery (Baum, 2007, Baum and Szivas, 2007; Mayaka and Akama, 2007), many recruiters’ decisions still follow the old practices.

The problem is complex as its origins should be sought not only among employers but also in the academic climate in educational institutions. The following issues have been identified by various authors:

- hesitation among academicians to recognise tourism studies as an academic discipline (Cooper, et al. 2008; Mayaka and Akama, 2007) which is why “tourism does suffer from an image problem in academic circles” (Cooper et al., 2008:5);
- a lack of qualified instructors – tourism educators are infrequently specialists in the field of tourism coming from other fields of study;
- universities are increasingly constrained within limited resources to “cover the gaps by delegating” specific curricula to be delivered by faculty members with insufficient academic background in the fields they are supposed to teach. According to Zhang, Lam and Bauer (2001), only highly qualified educators with appropriate

visoko kvalificirane diplomante. Dakle, oni mogu samo prenositi znanje koje imaju, a ne ono što bi trebali podučavati (Čavlek, 2002:415).

- Teorija turizma često kasni za njegovom praksom jer njegove reakcije na dinamične promjene u okruženju ne nalaze dovoljno odjeka u obrazovnim programima ili u organizacijskim i menadžerskim strukturama samih turističkih poduzeća (Čavlek, 2002).
- Turizam „suprotno svom imidžu, ovisi o profesionalizmu, znanju i integriranom pristupu svih uključenih“. Prema Jafariju i Ritchieju (1981), učenje o pojmovima, prirodi i elementima turizma i njihovo proučavanje može se razumjeti bolje i više ako prihvatimo interdisciplinarni pristup.
- Postoji stvarna suprotnost u prihvaćanju promjena koje preporučuju obrazovne institucije između velikih multinacionalnih turističkih kompanija s jedne strane, i malih poduzeća u turizmu s druge, kod kojih se mnoge stvari nisu godinama promijenile (Baum, 2007:1384; Riley, Ladkin i Syvas, 2002:40).
- Mnoga istraživanja još uvijek ukazuju na manjak koordinacije između obrazovnih institucija i turizma u cjelini (Čavlek, 2002).

Jafari (1981) je stvorio model istraživanja u turizmu “koji ocrta multidisciplinarnu prirodu turizma; u skladu s tim modelom, većina današnjih društvenih znanosti konvergira ka turizmu kao fenomenu višestrukih učestalosti i utjecaja koji podrazumijevaju ili pridonose različitim poljima znanja, a ona se proširuju s diversifikacijom njihovih složenosti prema porastu turističkih potreba” (Lohman, 2008).

3. ISKUSTVO UČENJA NA ITHAS-U

Kako bi zadržali vodeće pozicije obrazovne institucije u turizmu moraju perma-

te academic qualifications and sufficient practical training can produce quality graduates. Hence, they can only deliver the knowledge they have and not what they are supposed to teach (Čavlek, 2002:415);

- tourism theory often lags behind in practice since the development of tourism responding to dynamic changes in the environment is inadequately met by educational programmes, or by organisational and management structures of tourism companies themselves (Čavlek, 2002);
- tourism depends on professionalism, knowledge and an integrated approach of all those involved in contrast to its image. According to Jafari and Ritchie (1981), the learning and study of the concepts, nature and components of tourism can be better understood by following an interdisciplinary approach;
- there is a genuine contrast in adopting changes recommended by educational institutions between major multinational companies in tourism on the one hand, and smaller operators on the other, where many things have not changed for years (Baum, 2007:1384; Riley, Ladkin and Syvas, 2002:40);
- many studies still identify the lack of coordination between educational institutions and the tourism sector (Čavlek, 2002).

Jafari (1981) constructed a model of tourism studies “that illustrates the multidisciplinary nature of tourism; in accordance with this model, the majority of today’s social sciences converge in tourism as a phenomenon of multiple incidences and influences implying or contributing to a variety of fields of knowledge that tend to expand as their complexities diversify with the increase of tourism needs” (Lohman, 2008).

3. ITHAS LEARNING EXPERIENCE

In order to remain at the forefront of tourism education, one has to constantly rethink

mentno osuvremenjivati obrazovanje u turizmu (Gartner, 2002) i nastojati mijenjati i unaprjeđivati fundamentalne obrazovne vrijednosti u korist turizma, a ITHAS je tu očiti primjer. U početku je bilo potrebno postaviti čvrste temelje: stvoren je okvir za pozvane partnere s drugih europskih sveučilišta odabranih na osnovi ranijih osobnih kontakata i razmjena profesora i studenata. Osim Ekonomskog fakulteta Sveučilišta u Zagrebu u projekt su se uključili: Munich University of Applied Sciences iz Njemačke, Ekonomski fakultet Sveučilišta u Ljubljani iz Slovenije, University of Jyväskylä, School of Tourism and Services Management iz Finske i Brock University iz Ontaria, Kanada, a ESADE Sant Ignasi, Ramon Llull University iz Barcelone, Španjolska, povremeno gostuje. Projekt se bazira na sljedećim ciljevima (Čavlek, 2008:361):

- Stvoriti uzbudljive mogućnosti za značajno poboljšanje praktičnog obrazovanja za turizam i ugostiteljstvo,
- Osnovati zajednički međunarodni program koji se sastoji od praktičnog obrazovanja za organizaciju putovanja, turizam i ugostiteljstvo,
- Omogućiti kulturnu razmjenu među studentima zemalja sudionica,
- Internacionalizirati studij kod kuće i u inozemstvu,
- Doživjeti turizam kroz teoretsko i praktično obrazovanje, tj. nastavu koju drže sveučilišni profesori i stručnjaci iz struke,
- Uvesti specifične teme koje prezentiraju svjetski poznati profesori u određenim područjima turizma i ugostiteljstva,
- Dati studentima mogućnost da aktivno sudjeluju u prezentacijama,
- Otvoriti puteve dijaloga profesora i studenata s poduzetnicima i javnim službenicima u posjećenim mjestima,
- Procijeniti održivost lokalne kulture, etike i ekonomije,

the type of tourism education (Gardner, 2002) and try to change and improve the basic educational value for the benefit of tourism. ITHAS became the obvious answer. For the idea to become operational, it was necessary to create a framework for invited partners from other European universities, selected on basis of earlier personal contacts, and exchange visits by students and professors. In addition to students from the Faculty of Economics and Business University of Zagreb, the programme involved students from the following institutions: Munich University of Applied Sciences, Germany; Faculty of Economics, University of Ljubljana, Slovenia; University of Jyväskylä, School of Tourism and Services Management, Finland; Brock University, Ontario, Canada, and ESADE Sant Ignasi, Ramon Llull University, Barcelona, Spain, as the guest institution. The project set the following initial goals (Čavlek, 2008:361):

- to provide thrilling opportunities for a significant enhancement of real life tourism and hospitality education,
- to create a joint international programme consisting of practical education in the travel, tourism and hospitality business,
- to facilitate cultural exchange among the students of participating countries,
- to internationalize studies at home and abroad,
- to experience tourism through theoretical and practical education (lectures from university professors and business professionals),
- to introduce seminars on specific topics led by world-renown professors in specific fields of tourism and hospitality,
- to give and hear presentations on specific topics prepared by fellow students,
- to open dialogue between professors and students with local entrepreneurs and public officials,
- to evaluate the sustainability of the local culture, ethics and economy,

- Ukazati na pozitivne i negativne aspekte turističkog razvoja, posebno etike i etičkog ponašanja,
- Pripremiti teren za budući razvoj i razmjene na ITHAS-u,
- Potaknuti inovacije u razvoju turističkog i ugostiteljskog obrazovnog kurikulumu.

Ovi su se ciljevi primjenjivali u organizaciji svih dosadašnjih ITHAS-a, a oni se također stalno ocjenjuju kako bi se pojačala kvaliteta programa u smislu akademskih postignuća, praktičnih i najnovijih informacija. Kako bi se ispunili svi postavljene ciljevi i očekivanja studenata, institucija domaćin mora detaljno isplanirati cijeli događaj, ali i osigurati brojne sponzore jer kao obrazovno putovanje mora biti cjenovno prihvatljivo svim studentima bez obzira na zemlju iz koje dolaze. Sve ovo zahtijeva izvrsno poznavanje stvarnog turističkog poslovanja. Na osnovi praktičnog iskustva u ovom projektu ne možemo se ne složiti s nalazima Rileyja et al. (2002 u Ladkin, 2002) koji tvrde da se potrebe u turizmu mogu najbolje zadovoljiti ako se u nastavu uključe istaknute turističke organizacije ili vodeći stručnjaci.

Do sada je u projekt ITHAS bilo uključeno ukupno 730 studenata, a broj nacionalnosti koje sudjeluju konstantno raste svake godine. Na grafikonu 1 moguće je uočiti manje promjene u broju sudionika ITHAS modula, s najvećim brojem sudionika 2007. i 2008. godine. Iako je svaki ITHAS bio po nečemu jedinstven, 2007. godine projekt je privukao najveći broj sudionika: 158 studenata, profesora i članova fakulteta sa šest sveučilišta. Razlog tome je činjenica da je u zakup uzet brod kapaciteta 160 putnika, visok stupanj atraktivnosti krstarenja na Dunavu, te činjenica da je ovo bio prvi ITHAS koji je organiziran izvan Hrvatske. To je bio velik poticaj da se uključe ne samo studenti iz Hrvatske, već i sa svih ostalih sveučilišta jer su dobili priliku da dožive krstarenje rijekom na velikom brodu te da tijekom jednog tjedna posjete više zemalja. Te su godine jedini put svi sudionici plovili na jednom brodu,

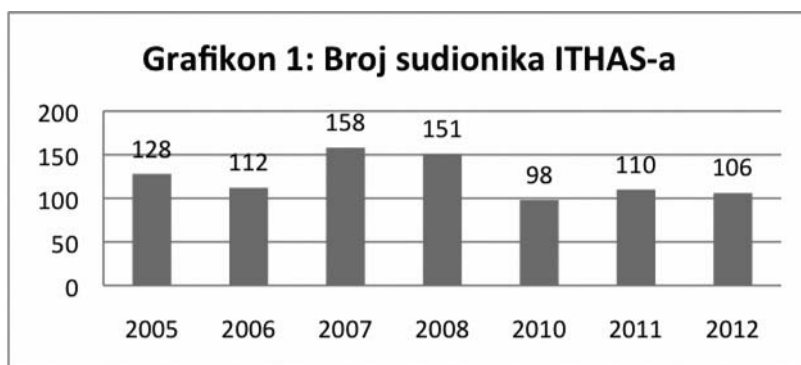
- to indicate the positive and negative aspects of tourism development in terms of ethics and the code of conduct,
- to pave the way for future proposals continuing the exchanges of ITHAS,
- to initiate innovation in curriculum development for tourism and hospitality education.

These goals have been fully implemented in every ITHAS to date and are constantly verified to enhance the quality of the programme in terms of academic accomplishment, practical and up-to-date information. In order to fulfil the set goals and to meet student expectations, the host institution must carefully plan the entire event and secure numerous sponsorships, since the price of the educational trip has to be affordable to all students, regardless of their country of origin. This again involves excellent knowledge of real business operation in tourism. From hands-on experience with this project, one could not agree more with the findings by Riley et al. (2002 in Ladkin, 2002) that the industry needs in education could best be secured by either prominent organisations or dominant people who provide the input.

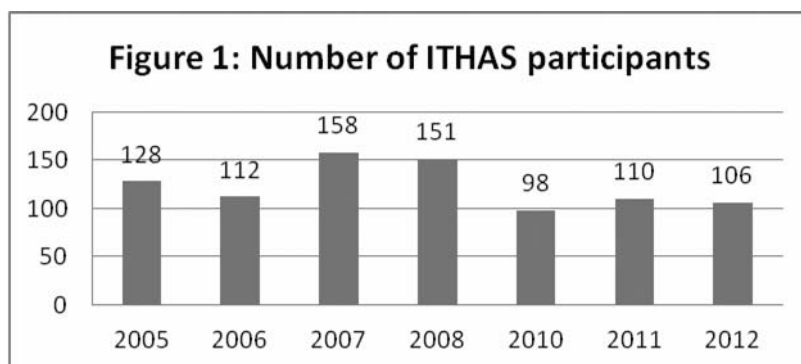
To date, the ITHAS project registered 720 students in total and constantly growing mixture of nationalities from year to year. Figure 1 indicates slight changes in the numbers of participants in the ITHAS study module, with peaks in 2007 and 2008. Even though every ITHAS has been unique, the project attracted the highest number of participants in 2007: 158 students, professors and faculty staff from six universities. This is likely due to the attractiveness of the cruise on the Danube and the fact that this was the first ITHAS organized outside Croatia's borders. This was a big push factor for both Croatian and other students, as they had a chance to experience sailing on a huge river cruise ship and to see several different countries in a week. This was also the first time that all ITHAS participants embarked on a single ship, a river cruiser, while the original idea was to sail on

dok je svih ostalih godina provedena ideja da se plovi na 4-6 drvenih jedrenjaka te da grupe studenata na predavanjima i radionicama budu manje. Iako je iz perspektive originalne ideje bilo izazovnije podijeliti veliki riječni kruzer u četiri manje cjeline, ta je situacija omogućila studentima priliku za puno bližu interakciju u manjim grupama, mogućnost intenzivnijih rasprava između studenata i profesora te među samim studentima.

4 to 5 classic sailing boats and thus organise smaller groups/classes for lectures or workshops. Although from the organisational perspective it was more challenging to separate the ship into four learning areas, this situation provided the students with a chance for closer mutual interaction and possibilities for more open and informal discussions between students and professors.



Izvor: Interni podaci



Source: Internal data

Svake je godine ITHAS imao različit itinerer kako bi se obišla različita područja i obradila različite teme. Pregled područja i tema svih ITHAS putovanja nalazi se u Tablici 1.

Each year, ITHAS has a different itinerary to cover various areas and the related topics. The overview of areas and topics of all ITHAS trips is given in Table 1.

Table 1: ITHAS Areas and Topics
Tablica 1: Područja i teme ITHAS-a

Year / Godina	Area/ Područje	Topic / Tema
2005	Croatia / Hrvatska	Island Tourism Management / <i>Menadžment turizma na otocima</i>
2006	Croatia / Hrvatska	Managing Tourism in National Parks / <i>Upravljanje turizmom u nacionalnim parkovima</i>
2007	Danube (Germany, Austria, Slovakia, Hungary) / <i>Dunav (Njemačka, Austrija, Slovačka, Mađarska)</i>	Cruise Tourism / <i>Turizam krstarenja</i>
2008	Croatia / Hrvatska	Destination Management / <i>Destinacijski menadžment</i>
2010	Croatia / Hrvatska	Small Scale Tourism Development / <i>Razvoj turizma malih razmjera</i>
2011	Adriatic Coast (Croatia, Montenegro, Albania) / <i>Jadranska obala (Hrvatska, Crna Gora, Albanija)</i>	Physical Planning in Tourism / <i>Prostorno planiranje u turizmu</i>
2012	Croatia / Hrvatska *	Creation of Tourism Product / <i>Kreiranje turističkog proizvoda</i>

* Za detaljnije informacije o ITHAS 2012 modulu pogledati Prilog 2 / For more detail information about ITHAS 2012 study module see Appendix 2

Jedina iznimka je bila 2009. godina kada se ITHAS nije održao zbog neuspješnih pokušaja partnerske institucije da organizira ITHAS izvan Hrvatske – zaključeno je da je najbolje da se organizacija svake godine prepusti EFZG-u i njegovom turoperatorskom partneru, I.D. Riva Tours iz Münchena. No, s obzirom da je prvotno dogovoreno nakon prva dva ITHAS-a koje je organizirao EFZG da će se projekt odvijati naizmjenično u Hrvatskoj i u jednoj od zemalja partnera, ITHAS je ponovno prešao granice Hrvatske 2011. godine te će se, prema planovima koji su u tijeku, 2013. godine organizirati na prostoru Hrvatske i Bosne i Hercegovine. Ta je odluka u skladu s namjerom da se i studentima iz Hrvatske omogući da iskuse međunarodna putovanja.

Posljedice svjetske ekonomske krize su se, razumljivo, osjetile 2010. godine kada je zabilježeno ukupno 98 sudionika. Međutim, te su godine sve institucije partneri sudjele na ITHAS-, a niti jedan partner nije

The only exception was in 2009 when ITHAS was not held due to a failed attempt by a partner institution to cross borders again – suggesting, perhaps, that the organisation of ITHAS is best left to FEB, University of Zagreb and its tour operator partner I.D. Riva Tours from Munich, Germany. Nevertheless, since it was initially agreed that after the first two ITHAS trips organised by FEB Zagreb, the study module would be run alternatively in Croatia and in one of the partner countries, ITHAS transgressed Croatia's borders in 2011, and will do so again, according to the plans already in place for 2013, by taking place jointly in Croatia and Bosnia & Herzegovina. This is in line with the intention to also provide the Croatian students with opportunities to travel internationally.

The consequences of the world economic crisis were notable in 2010 with only 98 registered participants. Nevertheless, all partner universities were represented at ITHAS 2010 and no partners were lost despite the

izgubljen unatoč nepovoljnoj ekonomskoj situaciji. Tijekom posljednje dvije godine broj sudionika kretao se oko 110, što se može smatrati iznimnim rezultatom. Štoviše, broj sudionika limitiran je od strane partnerskih institucija, ali i kapacitetom brodova na koje su studenti raspoređeni proporcionalno kako bi sve nacije bile jednako zastupljene.

Na grafu 2 ilustrirana je distribucija udjela muških i ženskih sudionika prema kojoj se ne može jasno uočiti uzrok takve distribucije. Jedina korelacija može se uočiti između broja ženskih studenata na ITHAS-u i ženske radne snage u turizmu. Naime, u sustavu turizma zaposleno je više ženske radne snage, što odgovara prevladavajućem broju studentica koje se uključuju u ITHAS modul učenja. Usprkos tome, nije uočeno konstantno kretanje broja muških studenata, iako se u njihovom broju uočavaju određene oscilacije. Stoga se njihov broj ne može povezati s udjelom u ukupnom broju zaposlenih kao što je to slučaj sa studenticama. Primjerice, 2012. godine zabilježeno je povećanje broja studenata te analogno smanjenje broja studentica. Moguće je zaključiti da broj muških, odnosno ženskih studenata ovisi isključivo o osobnom interesu pripadnika svakog spola, njihovom trenutnom studentskom statusu i financijskoj mogućnosti uključivanja u ovaj projekt. Najveći udio studentica zabilježen je 2011. godine, a studenata 2012. godine. Međutim, jasno je da svake godine studentice bilježe $\frac{3}{4}$ ukupnog broja ITHAS studenata. Udio žena u pojedinim djelatnostima unutar turizma može doseći i do 70% (na primjer, u turističkim agencijama, kao turistički vodiči, itd.) (Čavlek et al. 2011:272). Stoga ne iznenađuje da se toliko studentica uključuju u ITHAS projekt, s obzirom da se mnoge od njih nadaju ostvariti svoje karijere u turizmu.

S obzirom da „ne postoji sumnja da je turizam važan generator radnih mjesta“ (Ladkin, 2011:1135), ne čudi što ITHAS privlači toliko sudionika svake godine. Studenti, profesori, ali i lokalni turistički djelatnici prepoznali su dodanu vrijednost takvog

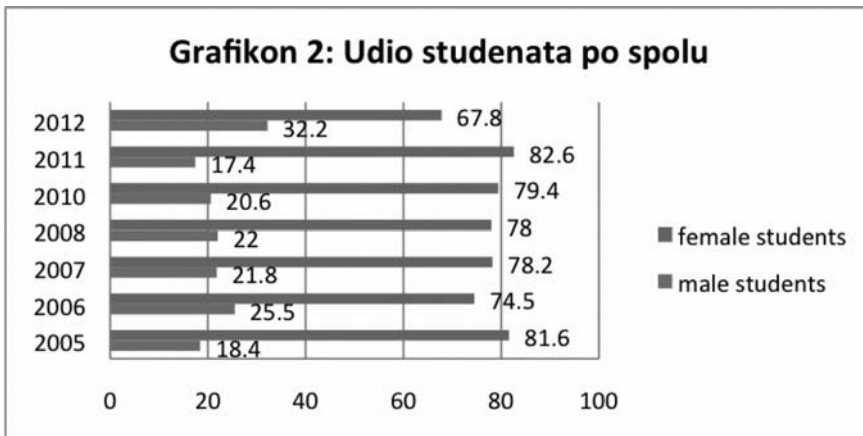
unfavourable economic climate. During the past two years, the number of participants was around 110, which can be considered a positive balance. In fact, the number of participants is limited by the numbers set by the partner institutions, and the students are roomed proportionately in the accommodation capacities on the boats so that all nations are evenly represented.

Figure 2 illustrates the distribution of participants by gender, indicating no notable pattern. The only correlation that can be identified is the number of participating female students and the number of female workers employed within the tourism system. Tourism employs more female workers, which corresponds with the prevalence of female students joining the ITHAS study module. Nevertheless, there is no constant movement in the number of male students although their figures registered oscillations. The numbers of male participants cannot be linked to employment ratios as in the case of female students. In 2012, there was an increase in the number of male students, and a decrease in the number of female students. It could be derived that the number of male or female students depends solely on the personal interest of each gender, their current student status and financial possibilities to join this study module. The highest share of female students was registered in 2011, while the highest share of male students was registered in 2012. Nevertheless, it is clear that each year female students account for three-quarters of the total number of ITHAS students. The share of women within specific tourism activities can reach up to 70% (for example, in tourism agencies, tourism guides, etc.) (Čavlek et al. 2011:272). Therefore the high share of females participating in the ITHAS trips is not surprising, as many hope to have a future career within this industry.

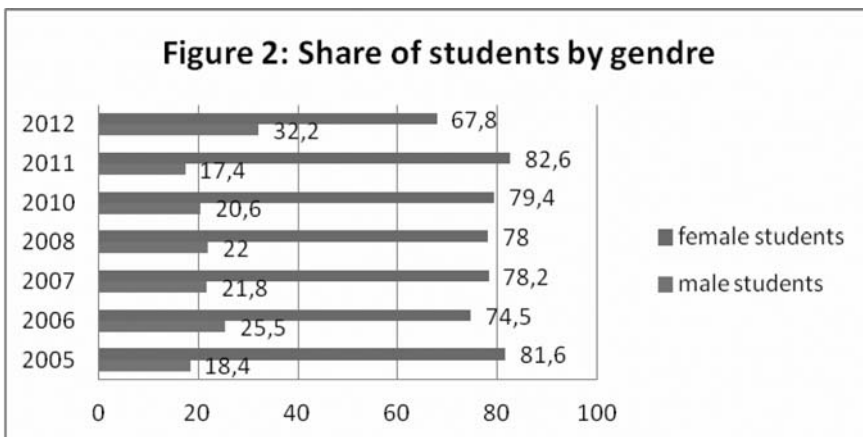
As “there is little doubt that tourism is an important generator of jobs” (Ladkin, 2011:1135), it can be argued that it is no wonder that ITHAS attracts so many participants each year. Students, professors, local tour-

modula edukacije. Ljudi su ključna dimenzija uspješnog pružanja usluga u turizmu (Baum, 2007:1383). Upravo je to razlog zašto ITHAS pruža studentima iznimno iskustvo kroz koje uče nove činjenice, testiraju svoje znanje na različitim zadacima i neposredno proživljavaju različite situacije u turističkim destinacijama. To ih čini konkurentnijima na tržištu radne snage jer postaju svjesniji kompleksnosti turizma kao značajne gospodarske aktivnosti, ali i važnosti savjesnog ophođenja prema turistima.

ism officials and practitioners all recognize the added value of such an education module. People are a critical dimension within the successful delivery of tourism services (Baum, 2007:1383). This is the reason why ITHAS provides students an extraordinary experience where they can learn new facts, test their knowledge through various assignments and experience real-life situations within the destinations. This enables them to become more competitive on the job market as they become more aware of the complexity of tourism as a large-scale economic activity and of the importance of taking a sensible approach to tourists.



Izvor: Interni podaci



Source: Internal data

Analizom broja studenata sa svakog sveučilišta, uključujući svih šest, može se utvrditi da su samo sveučilišta iz Hrvatske, Njemačke, Slovenije i Finske sudjelovala u svim dosadašnjim ITHAS modulima. Sveučilište Brock iz Kanade projektu se priključilo 2006. godine i propustilo je sudjelovati samo 2011. godine zbog različitih akademskih kalendara. Osim te godine, studenti iz Kanade sudjeluju s relativno konstantnim udjelom, a svake godine se priključuje oko 10 studenata, što je relativno visok broj kada se uzmu u obzir udaljenost i relativno visoki troškovi putovanja u Europu. Studenti iz Španjolske sudjelovali su 2005., 2007. i 2008. godine.

Najznačajnije povećanje broja sudionika zabilježeno je kod partnera iz Slovenije; tijekom prvih 5 ITHAS putovanja zabilježen je relativno mali broj slovenskih studenata (7-13), a njihov je broj 2011. godine porastao. To povećanje je posljedica uključivanja Sveučilišta u Ljubljani u EMTM program koji stimulira boravak studenata u Ljubljani tijekom jednog semestra, a u tom razdoblju oni sudjeluju i u ITHAS projektu. EMTM je značajno doprinio međunarodnoj i međukulturalnoj komponenti ITHAS-a jer EMTM studenti dolaze iz cijelog svijeta. Armenija, Austrija, Bangladeš, Kina, Danska, Etiopija, Njemačka, Gana, Grčka, Irska, Indija, Italija, Malezija, Rusija, Slovačka, Španjolska, Tajvan, Tajland, Uganda, Ukrajina i Slovenija samo su neke od zemalja iz kojih dolaze EMTM studenti.

Akadska komponenta ITHAS-a uvijek je njegov najvažniji sastavni dio. Studenti svakodnevno pohađaju predavanja, dok predavači svaki dan predaju na drugom brodu kako bi proveli vrijeme u raspravama sa studenima, zadajući im zadatke koji razvijaju njihove praktične vještine. (Popis svih dosadašnjih predavača nalazi se u Prilogu 1). Svake godine tema ITHAS-a usko je vezana uz rutu i destinacije koje se posjećuju tijekom plovidbe. Predavači i stručnjaci u turizmu svojim predavanjima daju dodatno objašnjenje glavnih tema, a dodana vrijednost

The number of students per country including all six countries reveals that only Croatia, Germany, Slovenia and Finland have participated in every ITHAS study module to date. Canada's Brock University joined ITHAS in 2006 and missed only ITHAS 2011, due to differences in their academic calendar. With the exception of that year, Canadian students have maintained relatively constant numbers, with around 10 participating each year, which is quite high considering the country's distance and high travel costs to Europe. On the other hand, Spanish students participated in ITHAS in 2005, 2007 and 2008.

The most significant increase in the number of students was registered with the Slovenian partner: while the first 5 ITHAS trips saw a relatively small number of Slovenian students (7-13), this figure soared in 2011. This is due to the fact that the University of Ljubljana became involved in the Erasmus Mundus joint master's programme 'European Master in Tourism Management' (EMTM), which stimulates students to spend a semester in Ljubljana during which time they are required to participate in ITHAS. This programme has contributed remarkably to ITHAS's international and intercultural components with students coming from around the world. To name a few, EMTM students have come from: Armenia, Austria, Bangladesh, China, Denmark, Ethiopia, Germany, Ghana, Greece, Ireland, India, Italy, Malaysia, Russia, Slovakia, Spain, Taiwan, Thailand, Uganda, Ukraine, and Slovenia.

The academic component of ITHAS is always the most important part of each study module. Students attend classes on their boats each morning while instructors change boats daily to give lectures or workshops and to spend time in discussion with students and giving them assignments that develop their practical skills. The list of all instructors to date is provided in Appendix 1. The topics of each year's ITHAS are closely fitted to the routes and the destinations visited during the sail. The tourism scholars and experts al-

dobiva se raspravama s lokalnim stručnjacima u području turizma.

U sklopu priprema prije ITHAS-a studenti sa svakog sveučilišta dobivaju zadatak: pripremiti prezentaciju o svom sveučilištu, zemlji, turizmu u toj zemlji te moraju obraditi i specifičnu problematiku u turizmu njihove zemlje koja je povezana s temom ITHAS-a te godine. Taj zadatak im pruža priliku za vježbanje vještina prezentiranja, poznavanja stranog jezika, sposobnosti da predstave sebe, svoje sveučilište i svoju zemlju te da se, pošto žele svoju zemlju predstaviti u najboljem svjetlu, usporede i natječu sa svojim vršnjacima s različitih institucija. Jasno definiran problem učenja/najbolje prakse je prilika da se svi studenti uključe u rasprave i ponude svoje rješenje problema tijekom plovidbe. Uključenje studenata u zadatak prije ITHAS-a, sudjelovanje u predavanjima, raspravama i sastancima s lokalnim stručnjacima u turizmu te angažiranje u *team-buildingu* pažljivo se promatra i ocjenjuje kako bi na kraju putovanja mogli primiti certifikate o pohađanju ITHAS modula.

Teoretska podrška ITHAS-a se bazira na svjetski poznatim predavačima i ekspertima u području turizma koji u predavanjima kombiniraju svoja istraživanja i glavnu temu te godine, kako bi se opet referirali na poticaje iz destinacija koje se posjećuju tijekom puta. Na taj način obrazovanje u turizmu poprima dobro izbalansirani splet teoretskih predavanja i praktičnog iskustva putovanja i promatranja logističkog planiranja obrazovnih tura poput ove. Kako studenti rade/uče zajedno u grupama koje se sastoje od predstavnika različitih nacija, kada im profesori daju zadatke, oni vježbaju pregovaranje i odlučivanje u multinacionalnim grupama. Ovakove radionice potiču studenata da se potrude bolje razumijevati druge kulture pa tako studenti ne uče samo od predavača nego i jedni od drugih. Ovako uklopljeni u interkulturno okruženje studenti postaju svjesni važnosti međukulturalnog razumijevanja i emotivne komponente turističke usluge.

ways support the main topic in their lectures and workshops, and extra value is provided in discussions with local tourism practitioners and officials.

The ITHAS intensive study module programme has a clearly structured format in which students are active participants both in formal morning classes (4 hours a day during the sail) and in field visits to local sites to meet local experts, in addition to a team-building task.

As a pre-ITHAS assignment, each university team is given a task: to prepare a presentation of their university, country, tourism profile and elaborate on a specific tourism issue of their country that is related to that year's ITHAS topic. This provides them with an opportunity to practice presentation skills and language, introduce themselves, their universities and their countries, and, as they are eager to show their countries in the best light, to compare and compete with peers from different institutions. The clearly defined learning problem/best practice given in the second part of their presentation is an opportunity for all students to engage in discussions and share their views on solving these problems. The students' performance in the pre-assignment task, participation in lectures, discussions and meetings with the local tourism experts and their performance in the final team-building task are carefully observed and evaluated so that at the end of the trip they can receive certificates of attendance.

Theoretical support is provided by world-renowned experts and professors in the field of tourism. Their classes link profound insights to the main topic, so they can relate to the on-site stimuli while visiting locations on the itinerary. In this way, this tourism education programme presents a well-balanced mixture of theoretical lessons and practical travel experience, while observing the logistical planning of educational tours set in intercultural environments. Students work together in groups consisting of different nationalities and when professors assign different tasks, they become aware of what it is like to make

Vrhunac tjedna na ITHAS-u je rad u timovima koji su organizirani prema smještaju studenata po brodovima u kojima su proporcionalno zastupljene sve partner institucije, a koji se sastoji od pripremanja izvedbe jedne pjesme – obično kreativno pojačane plesom, glumom, humorom s kulturnim i turističkim elementima, pa čak i učenja teksta pjesme na raznim jezicima. Nerijetko one postaju himnom tog broda. Kako je pjesma obično na hrvatskom jeziku, domaćini moraju naporno raditi sa stranim studentima kako bi prebrodili jezičnu barijeru i pokušali izvojevati pobjedu u natjecanju s drugim brodovima. Osim suradnje sa svojim vršnjacima ova timska aktivnost omogućava učenje poštivanja kulturnih razlika i stvaranje prijateljskih veza koje će možda trajati cijeli život. Proces rada na zajedničkom zadatku (priredbe) može se činiti polaganim u početku dok se studenti ne prilagode individualno i socijalno, ali uskoro prevlada grupna dinamika i oni prepoznaju lidere među sobom, kao i kreativce, motivatore, vrijedne i marljive, ali i one koje se treba posebno poticati. Na kraju ITHAS tjedna, obično šeste večeri, oslobađa se ogromna pozitivna energija koja rezultira iznenađujuće dobro pripremljenim pjesmama, zabavom ili jednostavno veseljem u društvu svojih vršnjaka – ili kombinacijom svega navedenog. Iznad svega, studenti imaju osjećaj postignuća, a njihovi nastavnici dobivaju potvrdu da su uspjeli postići multikulturalno razumijevanje i suradnju. Ovime se potvrđuju ciljevi ITHAS-a, kao i zadani ishodi učenja – steći nova znanja i iskustva, upoznati nove prijatelje, te umrežiti se i homogenizirati na bazi izvršenja zadataka.

4. KAKO ITHAS KORESPONDIRA S TEORIJOM ISKUSTVENOG UČENJA

Program ITHAS u skladu je s tvrdnjama Mayake i Akame (2007:299) da “ono što student uči na nastavi često nije u svezi sa stvarnim svijetom pa imaju problema s po-

decisions in a multicultural group. Thus the students learn not only from the professors in classes, but also from one another. Such workshops energise the students to aspire and better understand the cultures of other nationalities as they become aware of the importance of intercultural understanding and the emotional element of tourism service.

The highlight of the ITHAS week is a team-building exercise in which each boat, with proportional representation of all participating institutions, is required to prepare a performance based on a song and enhanced by creative additions involving dancing, acting, humour with tourism and cultural references, and even lyrics in different languages that usually becomes the boat's anthem. As the song is usually in Croatian, the international students have to work together with their hosts to overcome language barriers and try to win in the competition with other boats. In addition to peer cooperation, this team-building activity facilitates learning about how to respect cultural differences and forming new friendships and bonds that will last a lifetime. The process of developing a common task (performance) may seem slow at the beginning while the students learn about their cultural and personal differences, but soon the group dynamics takes over and they recognise among themselves the leaders, the creative personalities, the motivators, the hard workers and those who have to be persuaded to join. Towards the end of the ITHAS week, usually on the sixth evening, the students' performance disengages enormous positive energy, resulting either in perfectly rehearsed harmonious singing, an entertaining comic skit, pure enjoyment of having fun with peers, or a combination of all of the above. Most students have a feeling of accomplishment and their instructors that they have succeeded in achieving multicultural understanding and cooperation. This is in line with the ITHAS goals and the perceived learning outcomes – to gain new knowledge and experiences, to meet new friends and start networking, and to homogenise on a task basis.

vezivanjem sadržaja s raznovrsnih predmeta". Iskustvo ITHAS-a kao i nekih drugih istraživanja (Barron i Arcodia, 2002; Lashley i Barron, 2006), potvrdilo je postojanje razlika u preferiranim stilovima učenja studenata s obzirom na kulture iz kojih potječu. Dok europski studenti više vole konkretne i aktivne načine učenja, studenti iz konfucijanskih kulturnih sredina više vole apstraktan i reflektivan pristup (Lashley i Barron, 2006: 552). Budući da je turizam „kako uzrok tako i posljedica ubrzane globalizacije“ (Fayos-Sola, 2002:6), diplomanti obrazovnih institucija iz cijeloga svijeta sve više će djelovati u multikulturalnim i međunarodnim okruženjima. Lashley i Barron (2006:553) upozoravaju na Kolbovu ideju iskustvenog ciklusa učenja kao načina poticanja razvoja 'izbalansiranih' strategija učenja kao puta k reflektivnoj praksi. Prema Kolbu (1984:41), iskustveno je učenje „proces kojim se stvara znanje transformacijom iskustva“, a „znanje je rezultat kombinacije dokućivanja i transformiranja iskustva“. Kolbova teorija iskustvenog učenja naglašava važnost stilova učenja i integrirane orijentacije učenja te "kreativnog istraživanja poveznica između iskustva, učenja i razvoja širom socijalnog spektruma" kao svoje osnovno područje istraživanja. Tako ITHAS plovi po valovima teorije iskustvenog učenja pod uvjetom da se program, teme i (infra)struktura permanentno inoviraju.

Putem teorije iskustvenog učenja izravno osobno iskustvo postaje osnova za „davanje života, sadržaja i subjektivno osobnog značenja apstraktnim idejama i u isto vrijeme osigurava se konkretna, javno usvojena referentna točka za ispitivanje implikacija i validnosti ideja iznjedrenih tijekom procesa učenja“ (Kolb; 1984:21 u Nunan, 1992). Usto, ITHAS omogućava kolaborativno učenje (Nunan, 1992) i reflektivno podučavanje i učenje (Bartlett, 1990). Štoviše, iako relativno nekonvencionalni prostori u kojima se održava nastava otežavaju održavanje formalne nastave (predavanja) kod studenata se primjećuje veća motivacija za učenjem;

4. HOW ITHAS CORRESPONDS TO THE THEORY OF EXPERIENTIAL LEARNING

The ITHAS programme corresponds with the findings of Mayaka and Akama (2007:299), who claim that "what students learn in the class is often to them unrelated to the real world, and they have a problem to connect the content of different courses". The ITHAS experience and other studies (Barron and Arcodia, 2002; Lashley and Barron, 2006) have confirmed that differences in the students' learning style preferences are correlated to their cultural backgrounds. While European students prefer concrete and active learning styles, students from Confucian heritage backgrounds favour an abstract and reflective approach (Lashley and Barron, 2006: 552). Since tourism is "both a cause and an effect of accelerated globalisation" (Fayos-Sola, 2002:6), the graduates of educational institutions from all over the world will be increasingly confronted with multicultural and international environments. Lashley and Barron's (2006:553) call attention to Kolb's idea of experiential learning cycle as a way of encouraging the development of "balanced" learning strategies that lead to reflective practice. According to Kolb (1984:41), experiential learning is "the process whereby knowledge is created through the transformation of experience", and "knowledge results from the combination of grasping and transforming experience". Kolb's Experiential Learning Theory also emphasises the importance of learning styles, integrated learning orientations and the basic ELT's area of research being "the creative exploration of the links between experience, learning, and development across the social spectrum". ITHAS can ride the waves of ELT, provided that its programmes, topics and educational facilities are constantly innovated.

The theory of experiential learning sees direct personal experience as the base for giving 'life, texture and subjective personal meaning to abstract concepts and at the same time providing a concrete, publicly shared ref-

samo površnom provjerom 30-ak Dörnyei-jevih motivacijskih strategija (2001) koje se preporučuju nastavnicima pokazuje da su njih 21 uvriježena praksa na ITHAS-u. Da nabrojimo samo neke: razvijanje osobnih i kolaborativnih odnosa sa studentima, stvaranje atmosfere zadovoljstva i podrške na nastavi, poticanje razvoja grupne kohezije, formuliranje i poštivanje pravila grupe, prekidanje monotonije nastave pomoću stimulirajućeg i ugodnog učenja, postavljanje vršnjaka kao modela za uzdizanje jezičnih mjerila, osvještavanje studenata o instrumentalnim vrijednostima znanja drugog jezika, itd.

Posebna se pozornost pridaje ne samo unaprjeđivanju znanja i vještina stranog jezika „kao najvažnijeg čimbenika međukulturalne dimenzije učenja“ (Leslie i Russel 2006:1399), nego i samim vještinama i kompetencijama komunikacije među kulturama. Iako je službeni jezik ITHAS-a engleski, budući da je do sada u programu bilo zastupljeno i do 30 različitih nacionalnosti, ovo okruženje motivira studente da uče o turizmu u međunarodnom kontekstu i o njegovim multikulturalnim aspektima. Kao prigodna nuspojava pojavljuju se prilike za unaprjeđenje komunikacije na raznim jezicima u smislenim situacijama i u prirodnom okruženju. Još je važnija činjenica da su studenti uronjeni u ciljni jezik i neminovno komuniciraju među različitim kulturama, a što se posebno njeguje u radionici s međukulturalnim temama koja je dio svih dosadašnjih ITHAS-a. Ako se složimo s Nunanovom tvrdnjom (2004) da je jezik „dinamični resurs stvaranja značenja“, što može biti smislenije nego pripremati prezentacije i nastupe, primati i davati informacije ili razmišljati i diskutirati o njima koristeći se engleskim jezikom?

Ne samo da turistički stručnjaci moraju govoriti razne jezike, oni također moraju znati da turisti iz raznih zemalja, tj. kultura, imaju i različita očekivanja o, na primjer, hotelskim uslugama (Gibson, 2012), a to može biti puno leda u hladnjaku ili krpica za pranje umjesto spužve u kupao-

rence point for testing the implications and validity of ideas created during the learning process” (Kolb; 1984:21 in Nunan, 1992). In addition, ITHAS facilitates learning through collaboration (Nunan 1992) and reflective teaching and learning (Bartlett 1990). Moreover. The rather unconventional class setting makes formal learning situation (lectures) more challenging to maintain, while the students seem to be more driven to learn. A quick check of Dörnyei's 30 motivational strategies (2001) recommended for practicing teachers demonstrates that 21 are common practice at ITHAS. To name just a few, these refer to: developing personal and collaborative relationships with students, creating a pleasant and supportive atmosphere in the classroom, promoting the development of group cohesiveness, formulating and observing the group norms, making learning more stimulating and enjoyable by breaking the monotony of classroom events, promoting learners' language-related values by presenting a peer role model and the students' awareness of the instrumental values associated with the knowledge of the second language, etc.

Special attention has been given not only to the improvement of foreign language knowledge and skills “as the key to a cross-cultural dimension of learning” (Leslie and Russel 2006:1399), but also to cross cultural communication skills and competences. The official language of ITHAS is English, as there are now up to 30 different nationalities participating in each trip, but this environment stimulates students to learn about tourism in an international context and see its multicultural aspects. The fact that it provides opportunities for improving language communication skills in meaningful situations and natural environments is only a convenient side-effect. More importantly, the students are immersed in the target language and forced to communicate across cultures, which is especially featured in the intercultural communication workshops held at every ITHAS. If we agree with Nunan (2004) that language is a “dynamic resource for creating

nici (Amerikanci), ili čak male kuhinje za talijanske mame koje žele svojim obiteljima pripremati posebne obroke. Štoviše, od njih se očekuje da komuniciraju na način koji je prihvaljiv njihovom kulturnom okviru. Zato je ITHAS prikladan poligon za osvještavanje kulturalnih razlika među sudionicima, ali i za proučavanje grupne dinamike među njima. Ova se multikulturalna dimenzija svake godine sve više povećava jer partnerske institucije, osim svojih nacija, imaju sve više međunarodnih studenata, a to je naročito slučaj s diplomskim studentima programa EMTM i ERASMUS studentima.

Radionice na temu međukulturalne poslovne komunikacije na ITHAS-u su se do sada bavile nacionalnim stereotipima, stilovima pregovaranja i vođenja, poslovnim bontonom, generacijskim podgrupama, timskim radom i rješavanjem problema u multinacionalnim okruženjima, itd. Iako će se mnogi studenti rado izjasniti kao protivnici stereotipiziranih slika nacionalnih ili regionalnih predstavnika, na početku puta njihovi komentari često otkrivaju razmišljanje u prethodno formiranim okvirima predrasuda. Ali, s nastavkom putovanja svi su studenti skloniji razumijevanju i prihvaćanju drugih kultura, a manje skloni osuđivanju. Time pokazuju sazrijevanje i razumijevanje osjetljivosti međukulturalne komunikacije, kao i otklon od uobičajenih stereotipa. Tipični komentari poput: *“Pa ti nisi glasna i uvijek si točna. Jesi li sigurna da si zapravo Španjolka?!?”*, važni su jer potvrđuju Hofstede-ovu tvrdnju da se njegovih pet kulturnih dimenzija može promatrati samo kao modele kojima znanstvenici pribjegavaju u nedostatku boljeg objašnjenja ponašanja ljudi (Hofstede, 2002). Iako su „najčešće zapreke u međukulturalnoj komunikaciji: stav, percepcija, stereotipi i kulturni šok” (Gibson, 2000), ITHAS studenti pokazuju eksponencijalni rast međukulturalne osviještenosti, što je rezultat zajedničkog rada, učenja i raspravljanja o temama iz područja turizma, obrazovanja, kulturnih razlika. Tako se njihovo ponašanje pomalo suprotstavlja skepticizmu

meaning” what can be more meaningful than using English to receive and give information, reflect on it and discuss, or to prepare and perform tasks?

Not only are tourism experts required to speak different languages, they should also know that tourists coming from different countries, i.e. cultures (!), have different expectations from hotels (Gibson, 2012), such as large amounts of ice in the refrigerator or a washcloth in the washroom (Americans) or kitchenettes for Italian mothers who want to prepare special meals for their families. Furthermore, they are expected to communicate in a way that is acceptable to the cultural framework the tourists come from. That is why ITHAS presents a convenient polygon for both raising awareness of the cultural differences among participating students and for studying the group dynamics among them. Its multicultural dimension increases each year as, in addition to the 5 nations from the participating universities, more nations are represented through the EMTM Master’s programmes.

The ITHAS workshops for intercultural business communication competence have featured national stereotypes, negotiating styles, leadership, business etiquette, generational subgroups, team building and solving problems in multinational environments and many others. Although all students will declare independence from the common stereotypical images of nation/region representatives, their initial commentaries have often revealed inside-the-box thinking. However, as the voyages progress all students are more inclined to show more understanding and acceptance of each other’s cultures and to judge less – thus proving vast developments in their own insights into the sensitivity of cross-cultural communication and a desire to break away from the usual stereotypes. Comments like *“Well, you’re not loud and you’re always punctual. So, are you sure you’re really Spanish?!?”* are typical and valuable, as they prove that e.g. Hofstede’s five cultural dimensions are merely “constructs” for the lack of a better explanation of people’s be-

o prevladavanju kulturnih razlika o kojima je pisao Trompenaars (1997). Nacionalni stereotipi se često mogu stvoriti na osnovi direktnog iskustva. Na primjer, kada je jedna studentica iz Kanade rekla svom kolegi iz Hrvatske da nije nikada sreća Hrvate i da za nju “*sada ovih nekoliko Hrvata s broda predstavlja čitavu naciju*“, jasno je naznačila da su svi studenti sa svih sveučilišta i na svim brodovima zapravo ambasadori svojih zemalja, što je zahtjevna zadaća koje bi i svi turistički djelatnici trebali biti svjesni. Dok možemo prihvatiti da stereotipi kao modeli ponašanja mogu poslužiti za bolje razumijevanje turista, turistički djelatnici bi trebali znati da osim nacionalnih postoje i osobne kulture (Lewis, 2006), kao i da su “...negativni stereotipi nacionalnih ili etničkih grupa potencijalno vrlo opasni jer stvaraju osnove za predrasude, diskriminaciju, progon, pa i genocid” (McCrae, 2005).

Kako putovanje odmiče, a naročito u vrijeme uvježbavanja priprema timske zadatka koji doživi vrhunac na njihovom natjecanju, uočljiv je preokret od nacionalne ka timskim kulturama. Tako, kada se jedan student iz Njemačke predstavio rekavši: „*Ja sam sa Sv. VIDA*“, vjerojatno nije mislio samo reći da je smješten na tom brodu, nego je i izrekao osjećaje svih studenata koji su se na brodovima konsolidirali u svoje mikro-kulture.

Stoga bi obrazovne institucije morale ozbiljno uvažavati kulturalne razlike u internacionaliziranju informacija kako kod studenata tako i kod turista i tako sugerirati da svijet nije niti ravan niti okrugao, nego možda valovit. Ovime želimo reći da će i ITHAS trebati razmotriti sve te argumente kod planiranja edukacije studenata iz tako različitih kulturnih nasljeđa za bolje razumijevanje potreba turista s raznih strana svijeta koje postaju glavna emitivna tržišta za mnoga receptivna područja.

Imajući u vidu tvrdnje ključne funkcije vezane za zapošljavanje koje bi obrazovne institucije trebale zadovoljavati (prema Watts,

haviour (Hofstede, 2002). Although “most common barriers to intercultural communication are: Attitude, Perception, Stereotypes, and Cultural Shock” (Gibson 2000), ITHAS students’ intercultural awareness increases exponentially as they work, study and discuss tourism, education and cultural differences to contradict scepticism about overcoming cultural differences (Trompenaars, 1997). On the ITHAS trips, national stereotypes may be created on the basis of immediate experience. For example, when a Canadian student commented to a Croat that she had never a Croat and that “*now these few Croats from my boat represent the entire nation*”, she made it clear that all students from all universities and on all boats act as ambassadors of their own countries – a demanding task that particularly tourism professionals should be made aware of. While the stereotypes as constructs can facilitate better understanding of tourists, tourism workers should be aware of personal cultures (Lewis 2006) and of the fact that “...unfavourable stereotypes of national or ethnic groups are potentially very dangerous, forming the bases for prejudice, discrimination, persecution, or even genocide” (McCrae, 2005).

Later as the voyage progresses and especially around the time the team-building task preparations reach their boiling point on competition day, an interesting shift can be observed from national to team cultures. Thus, a German student introduced himself as ‘*I come from Sveti Vid*’. Although at first sight he might have referred merely to the name of his boat, he revealed that the individual vessels had formed their own micro-cultures.

Educational institutions have to seriously take these cultural differences into account in internalising information both with students and with tourists, and in this way suggesting that the world is neither flat nor round but undulant, perhaps. This also implies that ITHAS will need to consider all these arguments when planning education for students from such different heritage backgrounds to better understand the needs of tourists from

1985 u Ladkin, 2002:47): *selekcija, socijalizacija, orijentacija i priprema*, ITHAS želi dalje razvijati model iskustvenog učenja kako bi omogućio selekciju kandidata za pojedine poslove i pomogao studentima kod odlučivanja o poslovima u turizmu kojima bi se željeli baviti pa tako i pripremiti za njih. Isto tako promovira se i socijalizacija kao važan aspekt obrazovanja u turizmu, budući da ona može utjecati na stavove studenata u svijetu zapošljavanja i njihovoj ulozi u njemu. Zbog mogućnosti usporedbi znanja studenata stečenih na drugim sveučilištima, partnerske institucije ITHAS-a mogu odlučivati o svojoj orijentaciji ka promišljanju nastavnih intervencija koje bi olakšale snalaženje studenata u svijetu rada. I, konačno, jedna od zaključnih zadaća ITHAS-a je pripremiti i opremiti studente sa specifičnim znanjima i vještinama koje će njihovim budućim poslodavcima pokazati da su spremni i sposobni primijeniti ih odmah po ulasku na tržište rada.

5. ZAKLJUČAK

Modul intenzivnog učenja pod nazivom ITHAS afirmirao se kao međukulturalni studijski program čvrsto umrežen u akademskom svijetu. Njegov ga jedinstveni format ističe iznad tradicionalnih oblika studentskih terenskih nastava. Za studente iz Hrvatske, koji možda toliko ne putuju, ITHAS predstavlja priliku za upoznavanjem svojih vršnjaka iz mnogih krajeva svijeta i za odmjeravanjem sebe i svoje institucije sa svojim vršnjacima i njihovim institucijama, te tako možda izađu iz svog samozadovoljstva ili nedostatka samopouzdanja. Za nadati se je da će budući ITHAS intenzivni moduli edukacije omogućiti još više susreta koji će protusloviti stereotipima i polučiti više međukulturalnog razumijevanja toliko važnog u obrazovanju u turizmu.

Autorice su čvrsto uvjerene da će rezultati studijskog modula ITHAS s vremenom sve više napredovati kada sjeme usađeno u

other parts of the world who will soon become one of the major tourism source markets for many tourism receiving areas.

Bearing in mind that educational institutions should fulfil four key functions related to employment (as identified by Watts, 1985 from Ladkin, 2002:47): *selection, socialisation, orientation and preparation*, ITHAS thrives to further develop this experiential learning model to facilitate the selection of individuals for specific jobs and to help students in deciding on which particular jobs in tourism they would like to undertake and therefore, to prepare/train for. It also encourages socialisation as an important facet of education in tourism, since it can influence student attitudes to the world of employment and their own roles within. By providing opportunities to compare student knowledge gained at other universities, ITHAS partner institutions can decide on their orientation to deliberate curricular interventions designed to help students better understand the world of employment. And, finally, one of the fundamental ITHAS tasks is to prepare and equip students with the specific skills and knowledge that will demonstrate to future employers that they are ready and able to apply them directly upon entering the job market.

5. CONCLUSION

The ITHAS intensive study module has become an established intercultural study programme linked in an academic network. Its format makes it unrivalled to traditional forms of student field trips. For Croatian students who may be less well-travelled, ITHAS presents an opportunity to get to know their peers from other parts of the world, to benchmark themselves as students and their schools to their peers and their schools and, perhaps, to come out of their (natural) self-cantered complacency or the lack of self-confidence. Hopefully, future ITHAS trips will facilitate more encounters that will further contradict stereotypes and bring about

svakog studenta za vrijeme ITHAS tjedna procvjeta u puni cvat po završetku edukacije i stjecanju više iskustva rada u turizmu.

more intercultural understanding, crucially important in tourism.

It is the authors' firm conviction that the results of the ITHAS study modules will flourish with time as the seeds planted during the ITHAS week blossom fully in each student upon their completion of training and on gaining more experience in working in tourism.

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APPENDIX 1: The list of all ITHAS lecturers

PRILOG 1: Popis svih predavača na ITHAS-u

- Professor Julio Aramberri, Hoa Sen University, Vietnam;
- Professor Charles Arcodia, Queensland University, Australia;
- Katherine D'Amico, ESADE Sant Ignasi, Ramon Llull University from Barcelona, Spain;
- Professor Larry Dwyer, University of New South Wales, Australia;
- Professor Patricia East, Munich University of Applied Sciences, Germany;
- Professor Daniel Erkkila, University of Minnesota, USA;
- Professor David Fennell, Brock University, Canada;
- Professor Burkhard von Freyberg, Munich University of Applied Sciences, Germany;
- Professor William C. Gartner, University of Minnesota, USA;
- Robert Gibson, Siemens Consulting, Germany;
- Professor Minna Juntilla, University of Jyväskylä, Finland;
- Vera Krnajska Hršak, prof., University of Zagreb, Croatia;
- Nina Liszt, prof., University of Zagreb, Croatia;
- Professor Richard Perdue, Virginia Tech University, USA.

APPENDIX 2: ITHAS 2012 OVERVIEW

Area: Croatia

Date: May 5-12 2012

Route: Split – Šibenik – Zlarin – Zadar – Punta Skala Resort – Šimuni – Betina – Solaris – Trogir

Topic: Creation of Tourism Product

Lecturers & Lectures:

Professor Julio Aramberri – How to Create and Promote Second-tier Destinations? / *Kako kreirati i promovirati manje poznate destinacije?*

Professor Charles Arcodia – Creating Events Products / *Kreiranje proizvoda događanja*

Professor William C. Gartner – The Importance of Attraction Development in Creation of Tourism Product / *Važnost razvoja atrakcija u kreaciji turističkog proizvoda*

Professor David Fennell – Animals as Products for Tourist Consumption: Exploring the Boundaries of a New Morality / *Životinje kao proizvodi turističke potrošnje: istraživanje granica novog morala*

Robert Gibson & Professor Patricia East & Professor Burkhard von Freyberg & Vera Krnjajski Hršak – Workshop on “Cross-cultural Communication” / *Radionica na temu „Međukulturalna komunikacija“*

**International Tourism & Hospitality
Academy at Sea**

CREATION OF TOURISM PRODUCT

Split – Šibenik – Zadar – Punta Skala Resort – Šimuni – Betina – Zlarin – Solaris – Trogir

5-12 May 2012

HOST INSTITUTION:
The University of Zagreb,
Faculty of Economics & Business, Croatia

PARTNER INSTITUTIONS:
The Brock University, Canada; The Juvaskylä University of Applied Sciences,
School of Tourism and Service Management, Finland; Munich University of Applied Sciences,
Department of Tourism, Germany; The University of Ljubljana, Faculty of Economics, Slovenia;

PATRONAGE:
Ministry of Tourism of The Republic of Croatia

SPONSORS 2012:
Development Fund of the University of Zagreb, Faculty of Economics & Business, University of Zagreb, I.D. Riva Tours, Zagreb Tourist Board,
Croatian National Tourist Board, Zagreb Airport, Split-Dalmatia County Tourist Board, Šibenik-Knin County Tourist Board, Zadar County Tourist Board,
Zadar Tourist Board, Zlarin Tourist Board, Museum of Antique Glass in Zadar, Pag Tourist Board, Shipyard and Marina Betina, Solaris Beach Resort

Photo by Damir Filipović

The production of this material was sponsored by the Development Fund of the University of Zagreb

ITHAS 2012 PARTICIPANTS / SUDIONICI ITHAS-a 2012**M/S COLUMBO**

Professor Julio Aramberri – Hoa Sen University, Vietnam
Professor Burkhard von Freyberg – Munich University of Applied Sciences, Germany
Vera Krnjski Hršak, prof. – Faculty of Economics & Business, University of Zagreb, Croatia
Vanja Budimski, MA - Faculty of Economics & Business, University of Zagreb, Croatia
Matea Šindilj – student from Croatia
Sanja Rajter – student from Croatia
Ivana Šabjan – student from Croatia
Lara Herceg – student from Croatia
Nadja Schmitt – student from Germany
Caro Schaller – student from Germany
Michael Sieron – student from Germany
Stephan Boxhorn – student from Germany
Milena Glaboussanov – student from Germany
Julia Brauer – student from Germany
Sari Korpelainen – student from Finland
Noora Konki – student from Finland
Jemil Muxlow – student from Canada
Owen Chagnon – student from Canada
Andrew Berghout – student from Canada
Nika Kampuš – EMTM student from Slovenia
Ma. Andrea Co Liamzon – EMTM student from Philippines
Florian Streib – EMTM student from Germany
Gemechis Terfa Eticha – EMTM student from Ethiopia
Nina Höfner – EMTM student from Germany
Irina Shapovalova – EMTM student from Russia
Line Bøgelund Sørensen – EMTM student from Denmark
Hanne Primdahl Møberg – EMTM student from Denmark
Roxana Senia Hager – EMTM student from Romania
Núria Castellanos Llaussàs – EMTM student from Spain



Radionica na temu „Međukulturalna komunikacija“ na brodu Columbo / Workshop on „Cross-cultural Communication“ aboard M/S Columbo

M/S MAČEK

Professor William C. Gartner – University of Minnesota, Department of Applied Economics, USA

Professor Patricia East – Munich University of Applied Sciences, Department of Tourism, Germany

Professor Nevenka Čavlek – Faculty of Economics & Business, University of Zagreb, Croatia

Robert Gibson, senior lecturer – senior consultant, Siemens, Germany

Professor Marina Dabić - Faculty of Economics & Business, University of Zagreb, Croatia

Ana Marija Perić – student from Croatia

Darija Suša – student from Croatia

Maja Kolar – student from Croatia

Irem Kara – student from Germany

Tina Schmitt – student from Germany

Philipp Holz – student from Germany

Andreas Schneider – student from Germany

Julie Wandel – student from Germany

Nicole Breberich – student from Germany
Saara Heittokangas – student from Finland
Melissa Tuliranta – student from Finland
Kirsty Woodhead – student from Canada
Grace Foster – student from Canada
Lukasz Rudnicki – EMTM student from Poland
Nathan Ardaiz – EMTM student from USA
Yang Yang – EMTM student from China
Camille Megelin – EMTM student from France
Anette Christiansen – EMTM student from Norway
Anne-Sofie Drud Gregersen – EMTM student from Denmark
Patricia Rozada Aller – EMTM student from Spain
Fabian Märkl – EMTM student from Germany
Guilherme Fernandes – EMTM student from Brazil



Radionica: Osvrt na viđeno i naučeno / Workshop: Reflecting on what we've seen and learned



Studenti u posjeti tvornici sira Gligora na otoku Pagu / Students visiting cheese factory Gligora on the island of Pag

M/S MIRABELA

Professor Charles Arcodia – University of Queensland, Australia

Professor Irmela Neu – Munich University of Applied Sciences, Germany

Ingeborg Matečić – Faculty of Economics & Business, University of Zagreb, Croatia

Ms- Birgit Dittrich – Munich University of Applied Sciences, Department of Tourism, Germany

Ivana Bistrović – student from Croatia

Matej Bakšić – student from Croatia

Ivan Škarić – student from Croatia

Mohammad Hassan Nezhani Karsidani – BDIB* student from Iran

Corrina Lindner – student from Germany

Alexandra Vishnevskaya – student from Germany

Julia Schmitt – student from Germany

Anja Porath – student from Germany

Alina Herrmann – student from Germany

Birgit Pankofer – student from Germany

Jose-Peka Piironen – student from Finland

Eetu Lehtonen – student from Finland

Stephanie White – student from Canada

Katherine Inez Leum – EMTM student from USA

Madara Luka – EMTM student from Latvia

Julia Augustin – EMTM student from Germany

Sibylle Victoria Randoll – EMTM student from Germany

*BDIB (Bachelor Degree in Business) is an undergraduate study programme at FEB Zagreb fully taught in English

M/S OTAC IVAN

Professor David Fennell – Brock University, Canada

Professor Tanja Mihalič – University of Ljubljana, Faculty of Economics, Slovenia

Professor Minna-Maaria Hiekkataipale - University of Jyväskylä, School of Tourism and Services Management, Finland

Professor Marko Grünhagen – Eastern Illinois University, USA

Margarida Abreu Novais – Portugal

Antonio Vlahov – University of Zagreb, Faculty of Economics & Business, Croatia

Petra Milković – student from Croatia

Zorica Rajić – student from Croatia

Josipa Majić – student from Croatia

Karolina Baric – student from Germany

Lea Steuger – student from Germany

Robert Pylypiw – student from Germany

Florian Wägele – student from Germany

Fabian Bolender – student from Germany

David Moliterni – student from Germany

Louis Paintner – student from Germany

Emmi Kärnä – student from Finland

Brooke Allison – student from Canada

Katrina Clarke – student from Canada

Karla Duarte – EMTM student from Canada

Prerana Kumar – EMTM student from India

Nino Turashvili – EMTM student from Georgia

Cristina Michelini – EMTM student from Italy

Anna Popova – EMTM student from Russia

Nataša Milić – EMTM student from Serbia

Sutanto Sutanto – EMTM student from Indonesia

Jozel Kocun – EMTM student from Slovakia

Michael Ryan Leonard – EMTM student from USA

Konstantinos Vitoratos – EMTM student from Greece

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