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CONTENT

Vážení přátelé, čtenáři a příznivci,

navzdory neočekávaným událostem, které nás všechny ovlivnily a nestandardnímu režimu, vychází s prvními prázdninovými dny další číslo našeho časopisu. Opět přináší zajímavé postřehy, témata z oblasti cestovního ruchu. Některé z nich reflektují na situaci v oboru před vypuknutím pandemie a mohou být dobrou inspirací a vodítkem v budoucnu. V budoucnu, kdy se situace v oboru krystalizuje a ustálí.

Dnes více než kdykoliv předtím si uvědomujeme význam podpory cestovního ruchu v regionech a destinacích. Jeho nesmírné ekonomické dopady a přínosy, ale také společenskou funkci, kterou účast na cestovním ruchu nesporně plní.

Vážíme si Vaší přízně a věříme, že časopis bude dále prostorem ke sdělování zkušeností, poznatků z oboru, prostorem k diskusi, inspirací pro Vaši práci, výzkum nebo osobní zájem.

Přejeme Vám příjemné letní měsíce a těšíme se „na shledanou" u zimního čísla.

Ivica Linderová
Deputy Editor-in-chief

SCIENTIFIC PAPERS

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PRESENTATION OF RUINS ON WEB PORTALS AND MAP APPLICATIONS

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ABSTRACT

This paper deals with the presentation of ruins in the form of online map applications. The first part focuses on existing theoretical-methodological recommendations concerning the presentation of cultural heritage sites on thematic websites. It also covers international documents such as the ICOMOS Charter for the Interpretation and Presentation of Cultural Heritage Sites. The following part of the text presents a basic overview on the state-of-the-art for ruins in the Czech Republic stating that comprehensive evidence and presentation of these sites in the form of either a database or a systematic map presentation is available only for ruins declared as cultural monuments by the state authority. The essential part of the paper presents an overview of existing map presentations of ruins in the Czech Republic – from GIS projects of the Central List of Cultural Monuments through independent publicly-accessible databases and maps to general tourist map portals.

Based on the state of existing map solutions, the paper concludes that there is a fundamental disparity in the structure, form and systematic nature of the presented data. An appropriate path to/for further professional interest should be automatic or semi-automatic compilation and verification of key information about a particular monument, which can then be used both for research purposes in the field of cultural heritage and for the promotion of ruins as a specific type of monument and tourist destination.

Keywords: Map portals. Cultural Heritage Presentation. Ruins. Specialized Maps. Tourist maps.

INTRODUCTION

Preservation, maintenance and management of historical ruins require a multidisciplinary approach and a complex concept. The maintenance and operation of any monument is like a mosaic composed of smaller pieces, and a functional whole can only result from their mutual assembly. Ruins are unique objects because, due to their disturbed condition, they require a specific preservation approach while offering limited (economic) use. Most of them, however, are remarkable landmarks and therefore popular destinations for tourists. There is an apparent need to draw the attention of their potential visitors to this fact.

In this paper, we focus on the issue of presentation of ruins on online map applications. Promotion and presentation of ruins has not been discussed in the literature with the same intensity as issues concerning their preservation. There is no need for technical complexity or a stringent methodical approach, but the interpretation and final presentation of an incompletely preserved monument play an important role as integral parts of site management. With the development of the Internet and mobile devices, the importance of digital data sources is increasing, which is also the case of digital maps, GPS navigation and complex map portals. Information previously available to the user separately and not up-to-date as a paper map, book guide or dashboard can now be accessible via Internet-enabled devices.

EXISTING METHODOLOGICAL RECOMMENDATIONS

The presentation of information about cultural heritage objects on map portals can be divided into two areas in terms of their purpose. The first area covers digitization of available information and preserving it for further use, which can be summarized under the broader category Digital Cultural Heritage. The second area is the targeted promotion of a given monument within the marketing strategy of a given destination. Existing papers on the subject are mostly devoted to specific technical or methodical issues of interconnecting information and map portals, especially in complex solutions via Geographic Information Systems, e.g., Coskun M. Z. (2008) or Kuna (2018); Kuna et al. (2015), or introducing specific solution or project e.g., Fiedukowicz

et al. (2018). International and European data exchange models are also discussed in order to rovide simplified identity data on built CH (Bláha et al. 2014, Core Data Index, 1995).

In the field of cultural heritage it is appropriate to follow the methodological recommendations of respected international institutions. Therefore, so as not to miss any specific methodology, we can adhere to the general recommendation: ICOMOS Charter for the Interpretation and Presentation of Cultural Heritage Sites (ICOMOS, 2008). The Charter establishes seven (7) basic principles, upon which the interpretation and presentation should be based:

- Principle 1: Access and Understanding - Interpretation and presentation programmes should facilitate physical and intellectual access by the public to cultural heritage sites.
- Principle 2: Information Sources - Interpretation and presentation should be based on evidence gathered through accepted scientific and scholarly methods as well as from living cultural traditions.
- Principle 3: Attention to Setting and Context - Interpretation and presentation of cultural heritage sites should relate to their wider social, cultural, historical, and natural contexts and settings.
- Principle 4: Preservation of Authenticity Principle - Interpretation and presentation of cultural heritage sites must respect the basic tenets of authenticity in the spirit of the ICOMOS Nara Document on Authenticity (ICOMOS, 1994).
- Principle 5: Planning for Sustainability - The interpretation plan for a cultural heritage site must be sensitive to its natural and cultural environment, with social, financial, and environmental sustainability among its central goals.
- Principle 6: Concern for Inclusiveness - Interpretation and presentation of cultural heritage sites must be the result of meaningful collaboration between heritage professionals, host and associated communities, and other stakeholders.
- Principle 7: Importance of Research, Training, and Evaluation - Continuing research, training, and evaluation are essential components of the interpretation of a cultural heritage site.

All seven principles are described in more detail in the Charter and constitute an appropriate methodical guideline that can to a certain extent be used practically with specific tools such as online map portals. Online maps greatly facilitate understanding by providing access to information on monuments and relevant digital content (Principle 1), and are an effective and sustainable form of interpretation and presentation of cultural heritage (Principle 5).

RUINS IN THE CZECH REPUBLIC

There are more than 500 historical ruins in the Czech Republic out of which approx. 270 are ruins of medieval castles and fortresses. The best documented are the ruins listed on The Central List of Cultural Monuments of the Czech Republic managed by the Czech National Heritage Institute (see: **pamatkovykatalog.cz**). There are some other databases of ruins provided by individuals or private tourism companies. We discuss these databases in the next part of the paper in the context of presentation of their records. There are more than 89 000 cultural monuments officially recorded in the Central List. Of these recorded monuments, approximately 40 000 objects are protected as immovable cultural monuments, and there is an equal number of protected movable cultural monuments. More than 300 recorded cultural monuments are protected as national cultural monuments. There are 480 objects designated as ruins, of which 241 are castles or fortresses. Except for a few exceptions, all listed ruins are in some way protected by the law. Most of the registered ruins are well visible in the field, while about one quarter have only minor remains.

Figure 1: The state of ruins in the Czech Republic (by authors)
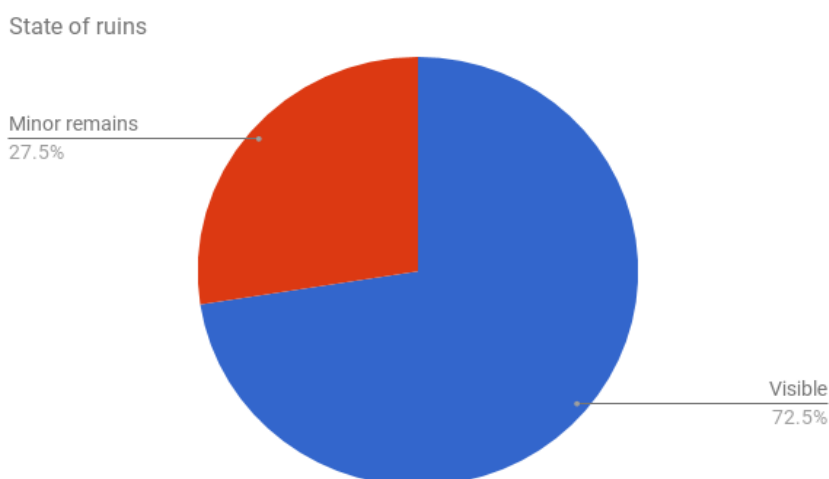
In terms of ownership, most of the ruins in the Czech Republic are owned by the state. Ruins directly owned by the state constitute 38.5%, while ruins registered as owned by private subjects constitute 27.1%. One of the largest owners is the state enterprise *Forests of the Czech Republic*, so about one half of the ruins are in state ownership. Municipalities are another significant owner of ruins in the Czech Republic – nearly 30%. The Churches then own less than three (3) percent of ruins, and regions (higher territorial units) around two (2) percent.

Figure 2: Ownership of ruins in the Czech Republic (by authors)
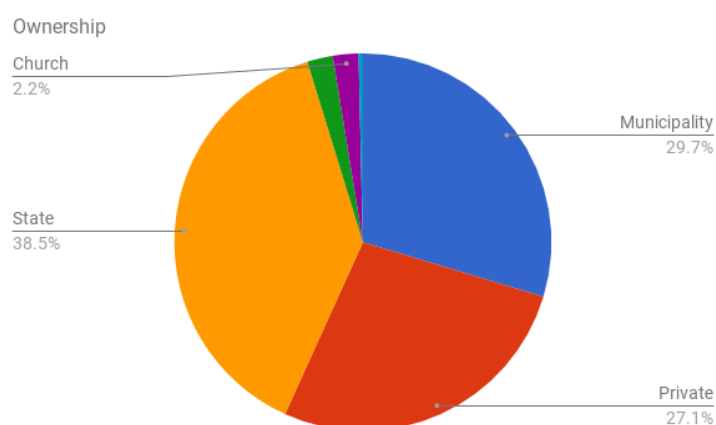
Only 7.3% of the ruins in the Czech Republic are inaccessible. The remaining objects are in some way accessible: 70.7% freely accessible, 9.9% paid access without a guide, 7.3% paid access with a guide, and 4.8% partly accessible (free access, but only to part of the object).

Figure 3: Accessibility of ruins in the Czech Republic (by authors)
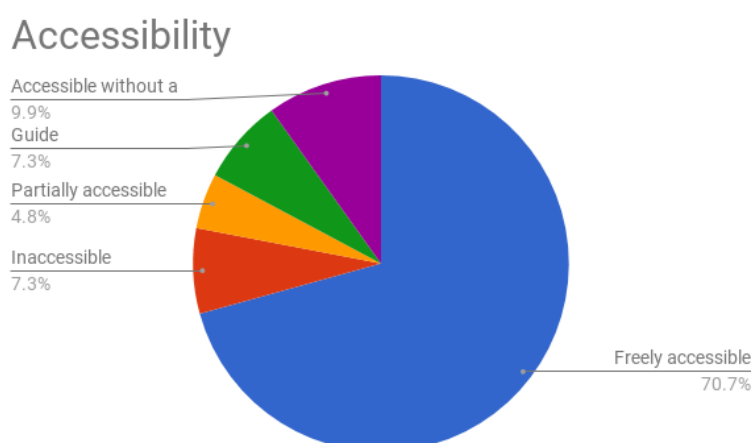
CENTRAL AND SPECIALISED MAPS OF RUINS IN THE CZECH REPUBLIC

As mentioned above, the best documented are the ruins listed on The Central List of Cultural Monuments of the Czech Republic managed by the Czech National Heritage Institute. This is an official centralized database maintained by a public institution set up by the relevant ministry. However, it does not relate to objects that have not been declared as cultural monuments or have not been included in the listing procedure in the past. The Central List of Cultural Monuments of the Czech Republic has its map presentation in the form of a full-featured GIS solution (see: **https://geoportal. npu.cz/webappbuilder/apps/93/**). Given the rather official purpose of this map presentation, it is not a platform that is suitable and effective for the general public seeking information about ruins, or a platform that can be used to promote ruins.

Figure 4: A print-screen sample of The Central List of Cultural Monuments map
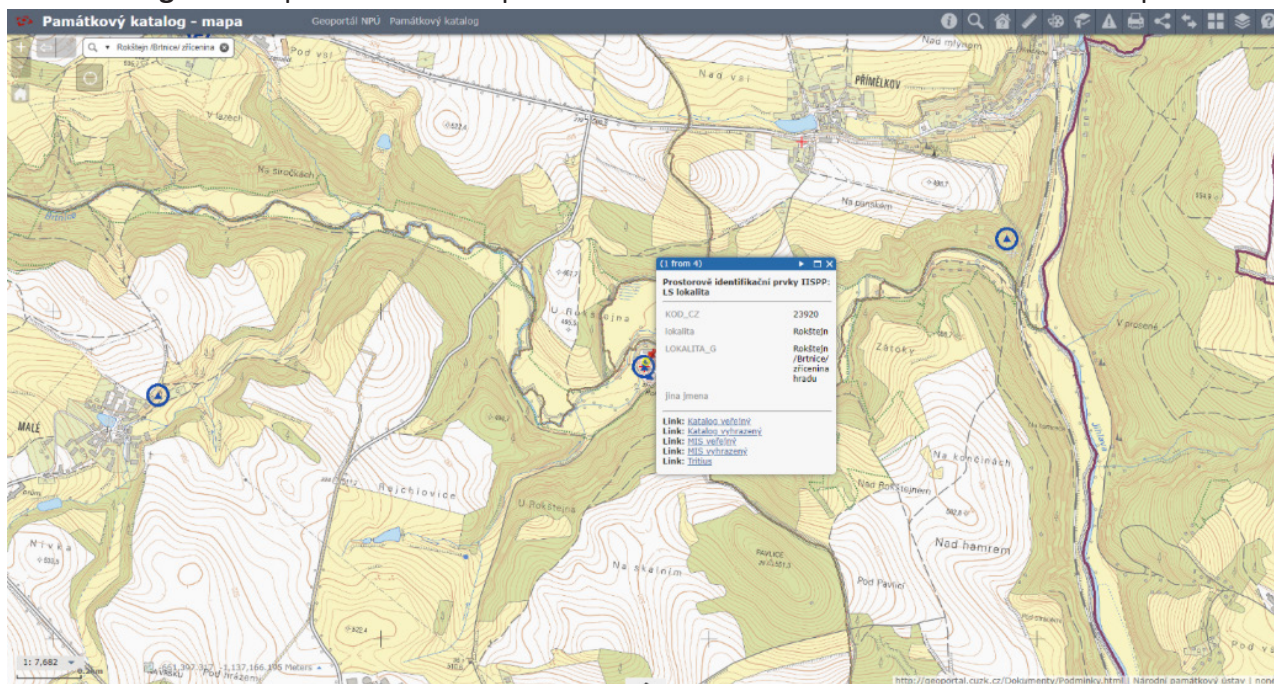
Another specific type of map is a "specialised map", which is the officially accepted type of applied scientific result in the Czech Republic, defined as: "A specialised map result implements the original results of research and development. … A specialised map is a synthesis of point, two-dimensional, three-dimensional and if applicable temporal information (4D), obtained cartographically or from a geographic information system (GIS), and their contexts, revealed by researching a specific locality or three-dimensional site. A specialised map is an analytical or synthesised map with special relevance, and it is the result of an analysis or synthesis of spatial data that is visualised cartographically. A map may be the result of advanced processing of data layers in geographic information systems, but it must generate new data with new knowledge" (DEFINITIONS OF TYPES OF RESULTS, 2017).

The authors of this paper did not find any existing specialized map specifically focused on ruins in the Czech Republic. As an example of a specialized map relating to cultural heritage we can mention *Maps of historic and contemporary raw material sources and technologies for production of lime binders* created in ITAM CAS. It is a GIS solution based on the database called Calcarius that records information about the occurrence of limestone as a raw material for lime technologies (quarries) and about lime production and processing (lime works). The following three map applications were created as the main outputs:

- Specialised Map of Historic and Present-day Sources of Raw Materials for Lime Technologies that depicts quarries and raw materials sources from around the 12th century up to the present time
- Specialised Map of Carbonate Raw Materials for Lime Production that depicts quarries in relation to the chemical composition of the present rocks
- Specialised Map of Lime Technologies that depicts the geographic positions of historic lime kilns, pits, mixing vessels and other technological facilities beginning with archaeological findings from Ancient times and the Early Medieval Period up to industrial times and the 20th century.

The GIS and map applications are accessible via the internet address **http://www.calcarius.cz/gis-calcarius/**.

Figure 5: A print-screen sample of the Maps of historic and contemporary raw material sources and technologies for production of lime binders
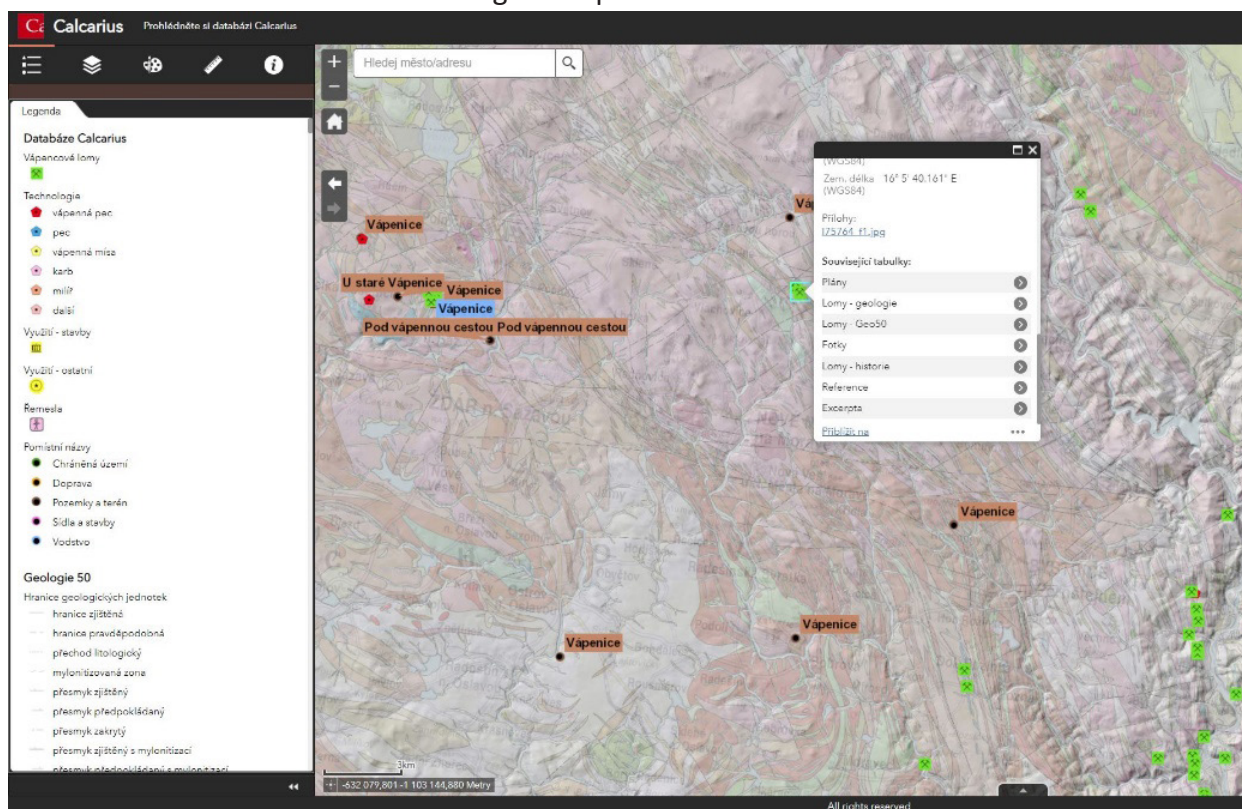
Another example of a specialized map source is the Map of Historical Roof Structures (**www. mapakrovu.cz**), again created in ITAM CAS, now in cooperation with dendrochronologists, construction historians, structural engineers and conservationists. The objective of this map is to provide a general overview of the chronotypological development of pitched roofs using a selective database of dendrochronologically dated timber roof constructions documented in a unified manner. The research has collected enough data to identify the determining features of specific structural systems, thus creating comprehensive typological groups and series. Defining the chronotypological distribution within the Czech Republic, especially according to the exactly known dendro-datings, fulfils a basic prerequisite for understanding the structural variability and historical development of roof trusses. It reflects the gradually evolving experience of period craftsmanship with specific design features that are traceable over time and in terms of their geographical distribution. Such comprehensive typological series, which are currently awaiting catalogue publication, create a knowledge basis for the improvement of procedures for a historical and technical survey of specific historical truss structures.

Understanding the structure, especially the methods and circumstances of its origin, is the prerequisite for properly prepared documentation describing the actual state of a structure and is ultimately necessary for reaching correct conclusions concerning the technical construction survey and a well-designed procedure for further truss care, possible repairs or alterations.

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Figure 6: A print-screen sample of the Map of Historical Roof Structures

Konstrukce historických krovů mají v kontextu dějin stavitelství a řemeslné práce jednoznačně sledovatelný vývoj. Právě tento fakt napomáhá jejich chronologickému zařazení, které je navíc možné ověřit s pomocí dendrochronologie. Povrch tradičně opracovaného dřeva si po celou dobu své životnosti uchovává stopy svědčící o detailech technologie výroby a stavby konstrukcí. Podrobné vyhodnocení stávajícího stavu a všech předchozích úprav umožňuje při správné interpretaci vyčíst historii vývoje krovu často až do překvapivých detailů. Stáří konstrukce je ovšem jen jedním z kritérii, ze kterých následné památkové hodnocení vychází. Neméně důležité je zachycení historického kontextu a míry jedinečnosti použitého technického řešení. Souhrn získaného poznání značně usnadňuje rozhodnutí o dalším osudu díla.

Při výzkumu bylo nashromážděno dostatečné množství dat, umožňujících postupně nalézt styčné prvky konstrukčních systémů, a tak vytvořit ucelenou chronotypologickou řadu historických krovů. Nadefinování typologického rozdělení, zejména podle chronologie vývoje, je základním předpokladem pro pochopení konstrukčního vývoje krovů. Odráží se v něm postupná zkušenost dobového řemesla s konstrukčními postupy v daném období. Takto ucelená typologická řada, která v současné chvíli čeká na svoje publikování, je základem pro zpřesnění postupů stavebně-technického průzkumu historických krovových konstrukcí. Pochopení konstrukce a zejména metod a okolností jejího vzniku je pak prvotním předpokladem pro správně vypracovanou dokumentaci popisující skutečný stav konstrukce a v konečném důsledku je nezbytné pro správné stavebně-technické závěry stavebně-technického průzkumu – tedy zejména dobře navržený postup další péče o krov, případné opravy či sanace, respektive možných úprav.

Jedním z úkolů předkládané mapy historických krovů, je umožnit plošný přehled o chronotypologickém vývoji konstrukcí krovů na zdokumentovaném vzorku plošného sběru dat.

ONLINE TOURIST MAPS

Specialized maps are a topographic presentation of systematic research data with a high degree of relevance, and their target use is further research activity. General tourist map portals have a completely different purpose, but they also contain and present a significant amount of information on cultural heritage objects. The advantage of these portals is their scope, their user-friendliness, and the topicality of the map data and information presented most. Most of these portals also make extensive use of information, photos and user ratings, which on the one hand allows for the collection of large amounts of information, but usually with no systematic methodology and with uncertain relevance.

If we focus on the Czech Republic and information about historical monuments including ruins, there are two such map portals that dominate: **mapy.cz** and Google Maps (**maps.google.com**).

Figure 7: A print-screen sample of **mapy.cz**
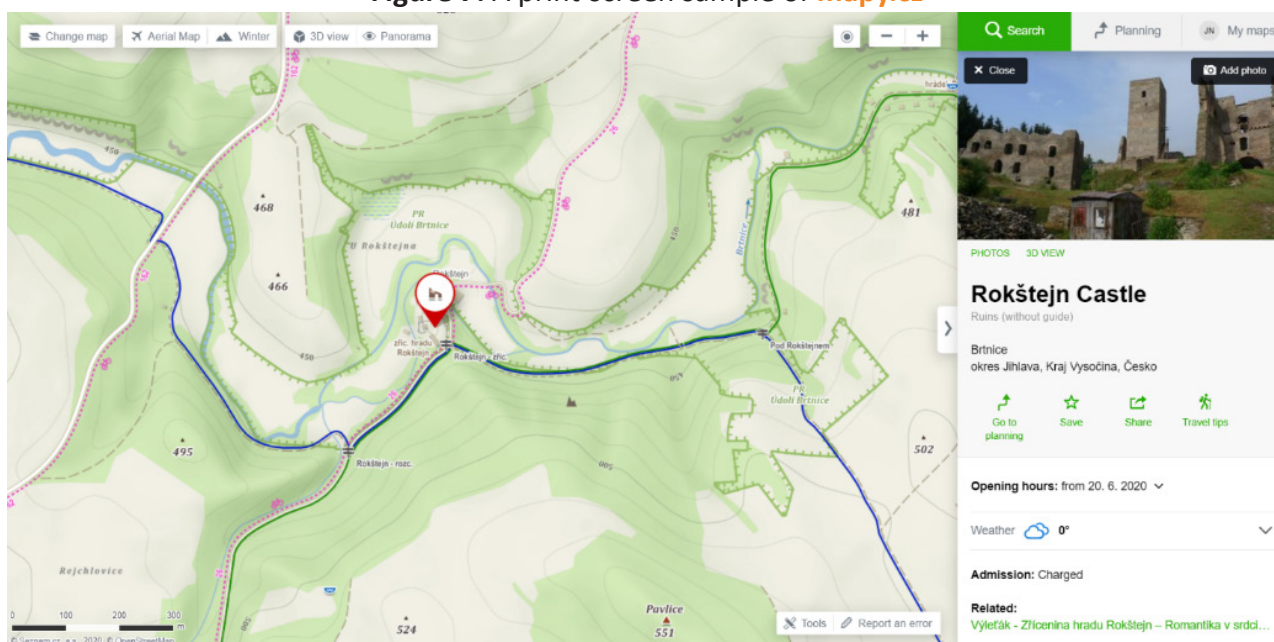
Figure 8: A print-screen sample of **maps.google.com**
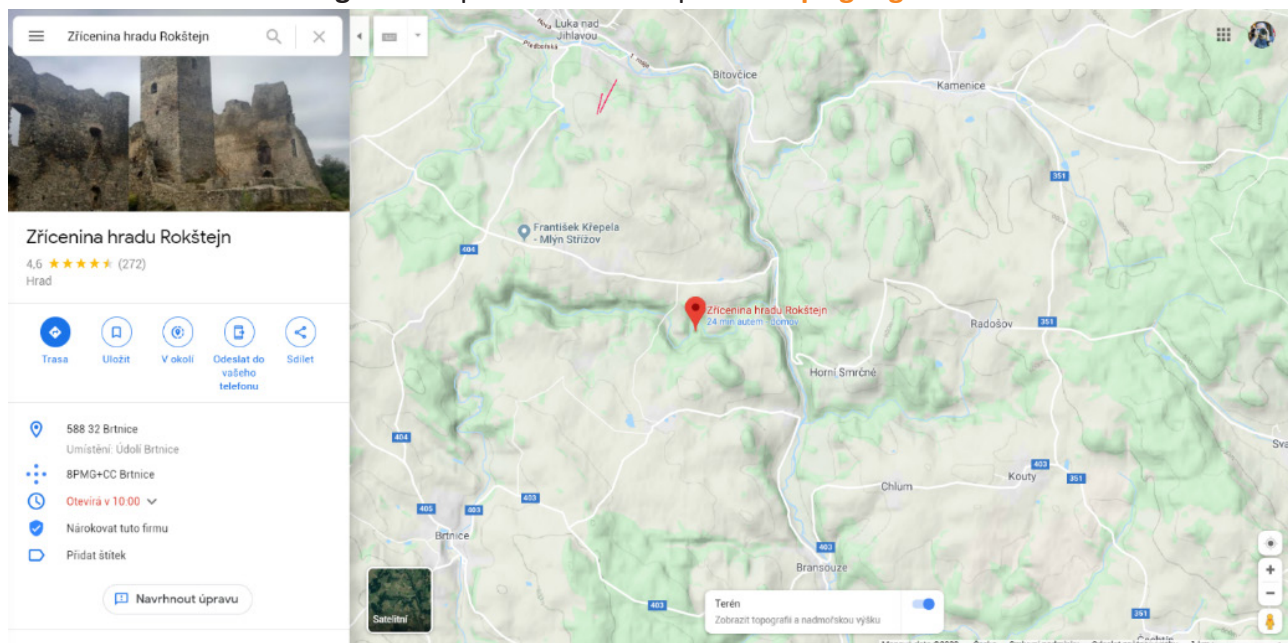
OTHER TYPES OF MAPS

In addition to general tourist map portals, there are also several portals focused exclusively on monuments in the Czech Republic or even only on ruins.

The portal **hrady-zriceniny.cz** is operated and maintained by a private individual. It contains a catalog of castles and ruins in the Czech Republic with basic information on the location, history, accessibility of the building and other information including photos and the year of visit by the author of the database. The portal also offers a map solution based on Google Maps with a data layer based on the database.

Figure 9: A print-screen sample of **hrady-zriceniny.cz**
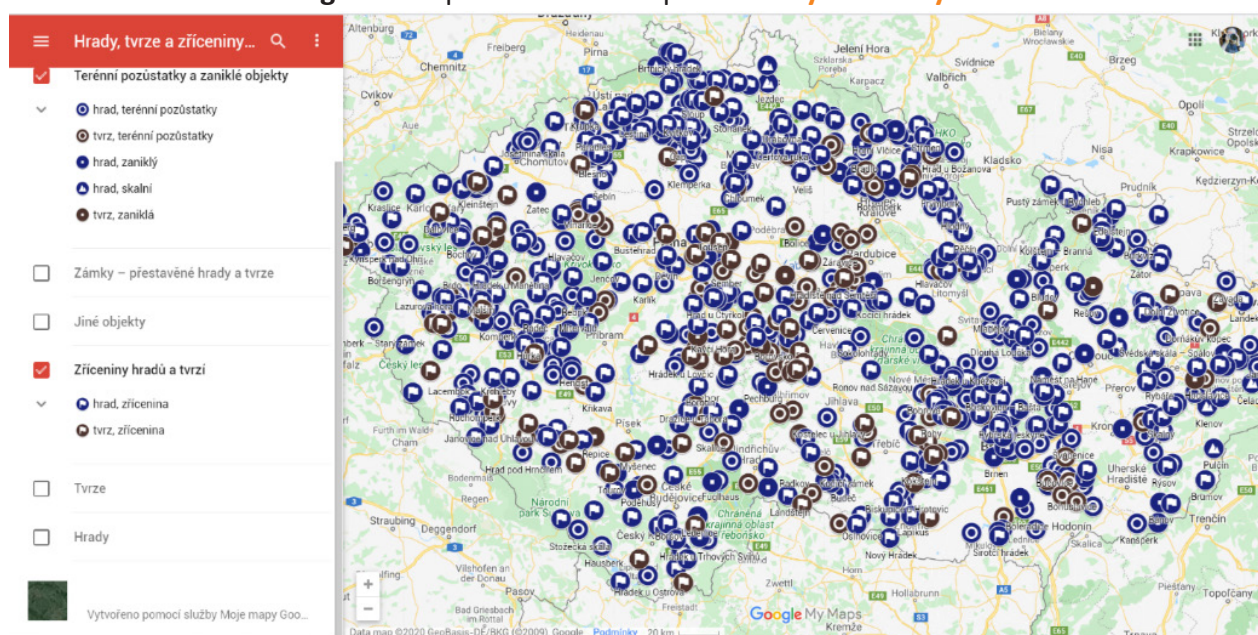
The portal **castles.cz** is also operated and maintained by a private individual. The database of objects has advanced filter options and includes, for example, information on related economic activities in the objects as well as their ownership. The portal offers a basic map view on an interactive map with limited filtering.

Figure 10: A print-screen sample of **castles.cz**
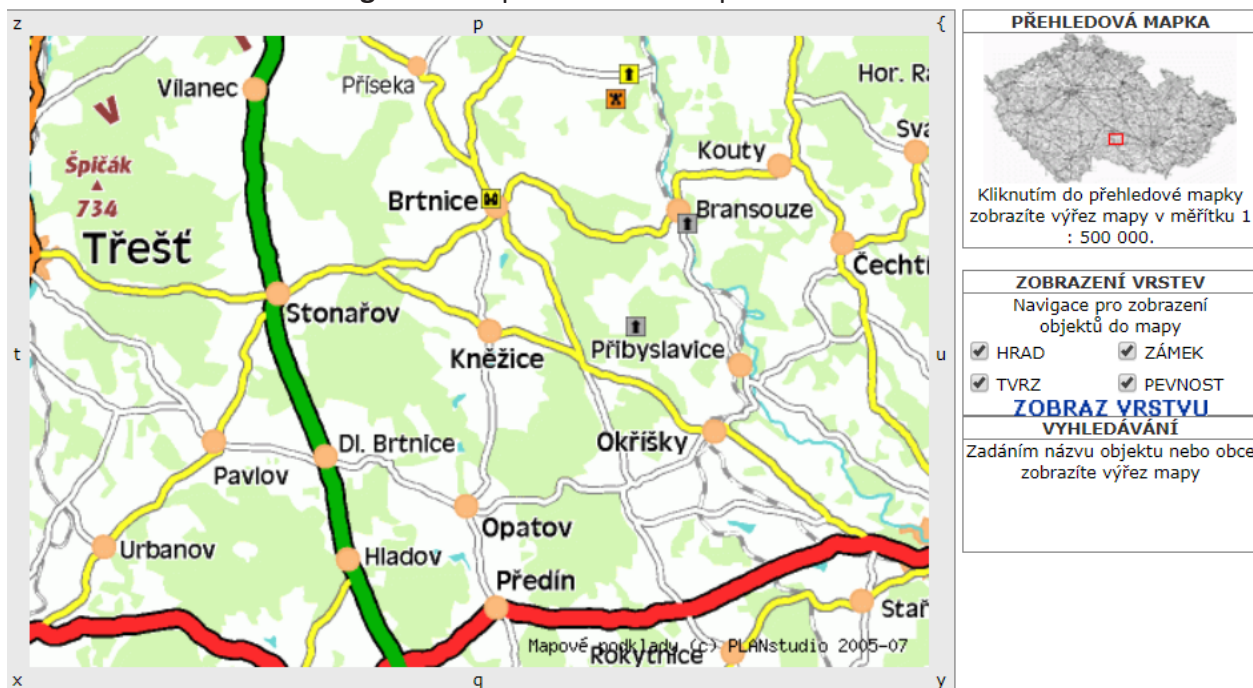
The portal **hrady.cz** (also owned and maintained by a private individual) is a virtual pilgrimage site and a signpost. The information presented there is gradually added by the numerous volunteer visitors to the site without any established plan and administered by volunteers on the editorial side. It contains a database of not only castles, ruins, fortresses and chateaux, but also, for example, lookout towers and a zoo. For each object there is basic descriptive information and illustration photos. The portal also offers a map presentation based on data from **mapy.cz** displaying the objects from the database without the possibility of filtering.

Figure 11: A print-screen sample of **hrady.cz**
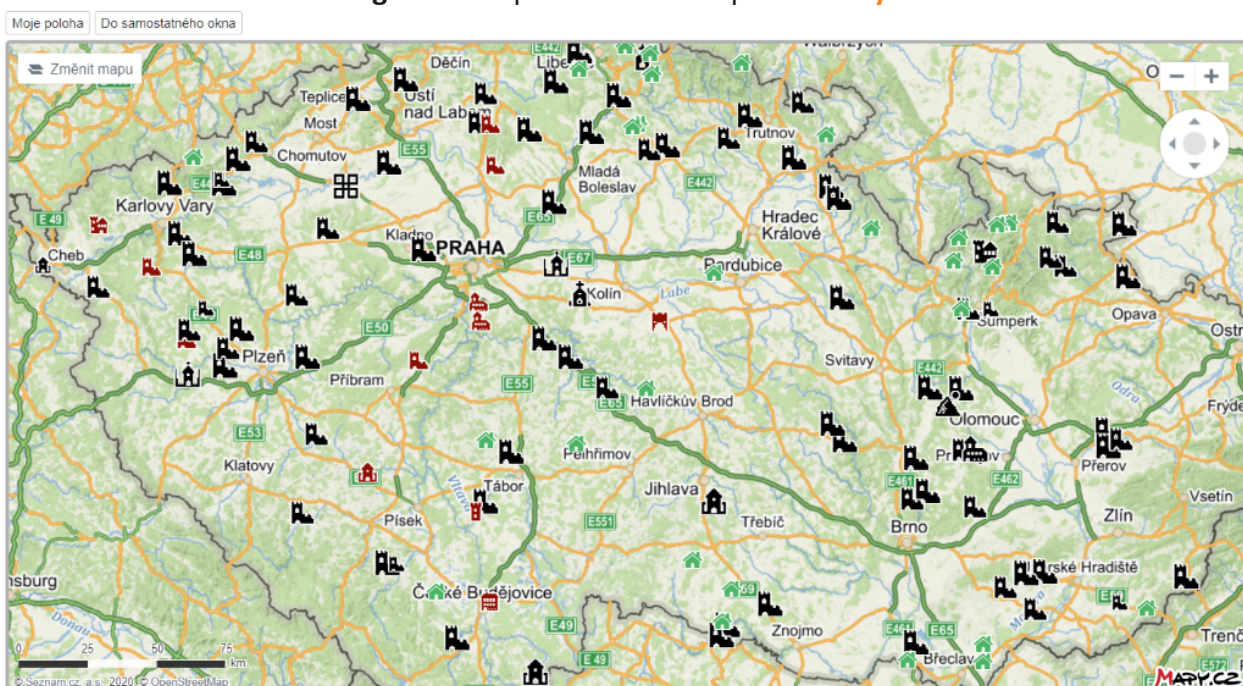
In addition to the above, there are other portals that offer an overview of monuments, including ruins in the Czech Republic, but without any map presentation (for example: **atlasceska.cz/pamatky**; **www.zriceniny.eu**).

CONCLUSION

The presentation of ruins on online maps helps to improve understanding and access to information for these types of cultural heritage sites. It is also an effective and sustainable form of interpretation and presentation of ruins. There are no targeted theoretical and methodological recommendations for the presentation of cultural heritage specifically on map portals, at least according to the authors' search of resources. Nevertheless, more general recommendations for the presentation of the cultural heritage can be used - e.g. ICOMOS Charter for the Interpretation and Presentation of Cultural Heritage Sites. There are more than 500 historical ruins in the Czech Republic. While many are visited frequently, many of them remain practically unknown. Neither unified, comprehensive evidence nor presentation of these ruins in the form of a database or a systematic map presentation is available.

In terms of expertise and structure, there is only a database of ruins in the Czech Republic declared as cultural monuments—the Central List of Cultural Monuments— which also has its GIS output, but is of limited use for the general public. Furthermore, there are several independent publicly-accessible databases, including map presentations, usually focused on tourism. On the other hand, general tourist map portals, which are often supplemented by users and thus contain both objective and subjective information, are the most accessible form for the general public. The structure of the information and its relevance varies for each individual cultural heritage object presented on these types of maps.

From the state of existing map solutions, it can be concluded that the main difficulty concerning the currently available solutions for ruin maps is the fundamental disparity in the structure, form and systematic nature of the presented data, and in no way can we speak of any data standardization or uniform metadata. Based on their own experience in the building, maintaining and updating of specialized maps—the output of systematic research in the field of cultural heritage—the authors conclude that, due to the diversity of existing solutions, and the various motivations of providers, and the quantity and nature of torsional monuments, to strive for standardization in the given field would be a difficult task. Rather, there is a need to focus on the further possibilities of data mining of existing resources. It is this route that can provide the automatic or semi-automatic compilation and verification of key information about particular monuments, which can then be used both for research purposes in the field of cultural heritage as well as for the promotion of ruins as a distinct type of monument and tourist destination.

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RIZIKO NEUDRŽATEĽNÉHO CESTOVNÉHO RUCHU V LYŽIARSKOM STREDISKU JASNÁ

RISK OF UNSUSTAINABLE TOURISM IN THE SKI RESORT JASNÁ

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ABSTRAKT

Článok sa zaoberá aktuálnou situáciou v lyžiarskom stredisku Jasná v Nízkych Tatrách na Slovensku, ktoré sa v ostatných rokoch významne developovalo. Z bežného strediska sa stalo najvýznamnejšie medzinárodné lyžiarske stredisko na Slovensku. V Jasnej a celej Demänovskej doline sa vybudovalo obrovské množstvo ubytovacích kapacít a budovanie neustále pokračuje, manažment strediska aplikuje veľmi silný cielený marketing, výsledkom ktorého sa stredisko Jasná stalo veľmi žiadaným a navštevovaným. Cieľom príspevku je analyzovať mieru masového turizmu v lyžiarskom stredisku Jasná, popísať riziká pre návštevníkov ako aj pre životné prostredie, a navrhnúť opatrenia, ktoré znížia riziko neudržateľnosti cestovného ruchu v stredisku. Na základe údajov z geografického informačného systému, terénneho prieskumu, štatistických údajov a výpočtov sme došli k záveru, že situácia v lyžiarskom stredisku je z pohľadu vyťaženosti kritická a v krátkodobom horizonte neudržateľná. Lyžiarske svahy svojou rozlohou nepostačujú ubytovacím kapacitám a prichádzajúcim návštevníkom z blízkeho okolia, kapacity parkovísk sú poddimenzované, zásoby vody limitované.

ABSTRACT

The article deals with the current situation in the Ski Resort Jasná in the Low Tatras in Slovakia, which has developed significantly in recent years. The resort has become the most important international ski resort in Slovakia. A huge number of accommodation capacities have been built in Jasná and in Demänovská Valley. The construction is continuing, and the management applies very strong targeted marketing, which has resulted, that Jasná has become the most popular ski resort in Slovakia. The aim of the paper is to analyse the rate of mass tourism in the ski resort Jasná, to describe risks for visitors as well as for the environment and to propose measures increasing the probability of sustainability of tourism in the resort. Based on data from the GIS, field survey, statistical data and calculations, we conclude that the situation in the ski resort is critical in terms of utilization and is unsustainable in the short term. The ski slopes are not sufficient for accommodation capacities and incoming visitors from the surrounding area, parking capacities are under-dimensioned, water supplies are limited.

Kľúčové slová: Kapacita lyžiarskych svahov. Lyžiarske stredisko. Masový turizmus. Udržateľnosť cestovného ruchu.

Keywords: Mass tourism. Ski center. Ski slopes capacity. Tourism Sustainability.

ÚVOD

Zimné športy, najmä lyžovanie, zaznamenávajú v ostatných rokoch zvýšený dopyt. Slovensko sa snaží stať sa krajinou zaujímavou pre rôzne segmenty klientely v rámci zimného športového cestovného ruchu. Horské prostredie je vhodné pre stredne náročnú klientelu, segment rodiny s deťmi a to aj z medzinárodného hľadiska. Pre náročnejšiu klientelu je na Slovensku vybudované medzinárodne významné stredisko Chopok Jasná, ktoré sa za ostatné roky významne vybudovalo a zdevelopovalo. Vďaka vysokému primárnemu a sekundárnemu potenciálu, silnému marketingu je stredisko veľmi žiadané a navštevované. Nastáva tu však problém masového turizmu, ktorý sa prejavuje najmä preľudnenými svahmi, ktoré sa stávajú pre lyžiarov nebezpečné. Začiatkom januára 2020 dopyt tak výrazne narástol, že prevádzkovateľ strediska bol nútený zastaviť predaj skipasov, pretože koncentrácia lyžiarov bola neúnosná a najmä nebezpečná.

PREHĽAD LITERATÚRY

Problematikou masového a udržateľného cestovného ruchu v horskom prostredí sa zaoberá viacero autorov. Deng, et al. (2019) sa zaoberá problematikou budovania lyžiarskych stredísk v súvislosti s prípravou na zimné olympijské hry v Pekingu v roku 2022. V štúdii hodnotia lokálnu vhodnosť lyžiarskych oblastí v Číne integráciou ich prírodných a sociálno-ekonomických podmienok pomocou lineárne váženej metódy založenej na priestorovej analýze geografického informačného systému (GIS) v kombinácii s údajmi z diaľkového prieskumu Zeme a terénneho prieskumu. Kľúčové ukazovatele pre hodnotenie prírodnej vhodnosti zahŕňajú snehovú pokrývku, teplotu vzduchu, topografické podmienky, vodné zdroje a vegetáciu, zatiaľ čo sociálno-ekonomická vhodnosť sa hodnotila na základe ekonomických podmienok, dopravnej dostupnosti, vzdialenosti od turistických atrakcií a vzdialenosti od miest. Autori navrhli metodiku valorizácie prírodných a sociálno-ekonomických podmienok, výsledkom ktorej je výpočet prahovej hodnoty vhodnosti lyžiarskeho strediska pre organizáciu mamutích podujatí. Na základe terénneho výskumu zistili, že cca 16 % lyžiarskych stredísk v Číne nespĺňa predpoklady na účely, pre ktoré boli vybudované. Autori vypracovali súbor návrhov, podľa ktorých sa jednotlivé strediská budujú udržateľne voči prírodnému prostrediu. Arcuset (2009) popisuje praktiky pre trvalo udržateľné budovanie stredísk cestovného ruchu, ktoré boli ešte v roku 2004 prijaté Francúzskou agentúrou cestovného ruchu. Článok skúma prínosy a problémy pri budovaní významného lyžiarskeho strediska Valloire, pričom autor navrhuje nové prístupy k budovaniu lyžiarskeho strediska. Za základné princípy sú považované budovanie zjazdových tratí, ich zasnežovanie a tvorba doplnkových služieb. Autor zdôrazňuje, že pre trvalo udržateľný rozvoj strediska je potrebné dodržiavať aj kultúrny prístup, ktorý by mal vstupovať do modelu hospodárskeho rozvoja lyžiarskeho strediska. Nastane tak súlad medzi budovaním infraštruktúry a supraštruktúry cestovného ruchu s prírodným prostredím, ktorý podľa autora v stredisku Valloire nenastal. Čurčič et al. (2019) sa zaoberá tlakom developerov na chránené územia pri budovaní lyžiarskych stredísk. Horské oblasti, ktoré sú z mnohých dôvodov významné pre ľudstvo, sú tiež ohrozené rôznymi antropogénnymi aktivitami, najmä tými, ktoré sa rozvíjajú v dôsledku vzrastajúceho dopytu po zimných športoch. V Srbsku sú štyri hlavné lyžiarske strediská (Kopaonik, Zlatibor, Stara Planina a Brezovica) a najsilnejší environmentálny vplyv je zaznamenaný v stredisku Kopaonik. V článku sa autori zaoberajú otázkou, či zimný cestovný ruch by mohol byť trvalo udržateľný v chránených oblastiach, konkrétne na svahoch Kopaoniku, ktoré sú považované za najväčšie a najvýznamnejšie lyžiarske stredisko v Srbsku, pričom sa nachádza v najvyššom stupni ochrany prírody – na území národného parku. Za najvýznamnejšie ohrozenia ekosystému autori považujú ťažbu dreva v súvislosti s budovaním zjazdových tratí, urbanizáciu, mechanické zasnežovanie a nelegálne budovanie ubytovacích stredísk. Výsledkom sú degradácia pôdy, odlesňovanie, strata a fragmentácia prírodných biotopov, narušenie ekosystémov, erózia, strata a znečistenie pôdy, znečistenie vody a vzduchu, hluk a tvorba odpadu. Zosúladenie rozvoja cestovného ruchu s ochranárskymi činnosťami v prírodných chránených oblastiach považujú za jednu z hlavných priorít trvalo udržateľného využívania prírodných hodnôt a zdrojov. Pre úspešný a trvalo udržateľný rozvoj oblasti je potrebné vykonávať multidisciplinárne plánovanie na základe výsledkov z príslušných vedeckých disciplín. Všetky uvedené práce sa venujú konfliktu budovania lyžiarskych stredísk s ekosystémom v konkrétnych lokalitách. Autori sa väčšinou stavajú kriticky k zásahom do prírodného prostredia, ktoré sa negatívne prejavia často až s časovým posunom.

Problematikou udržateľnosti cestovného ruchu v národnom parku Nízke Tatry a najmä v jeho z pohľadu cestovného ruchu najvýznamnejšej časti, ktorou je Demänovská dolina (súčasťou ktorej je aj stredisko Chopok Jasná), sa zaoberá viacero autorov. Tomčíková et al. (2015) zdôrazňuje, že Európsky dohovor o krajine (z roku 2000) o trvalo udržateľnom rozvoji možno dosiahnuť iba na základe vyváženého vzťahu medzi potrebami spoločnosti, hospodárskou činnosťou a životným prostredím. Chránené územia nemožno vnímať ako „ostrovy" izolované od života v krajine, ale v súlade so stupňom ochrany by mali byť zahrnuté do integrovaného systému využívania krajiny a jej zdrojov. Autorky poukazujú na tlak súkromného sektora v súvislosti s budovaním stredísk cestovného ruchu na prírodné prostredie. Za modelové územie si vybrali oblasť Demänovskej doliny, najmä časti Jasná, ktorá sa hneď po príchode významného súkromného investora do oblasti stala v priebehu piatich rokov najväčším centrom cestovného ruchu na Slovensku. Zameriavajú sa na intenzívny zásah do primárnej krajinnej štruktúry ovplyvnenej budovaním nových turistických zariadení (ubytovacie a stravovacie strediská, horské dopravné zariadenia), čo viedlo k zvýšenému počtu turistov a turistických atrakcií v okolí, ako sú zjazdovky, bežecké lyžovanie, cyklistika atď. Spulerová et al. (2016) identifikuje Národný park Nízke Tatry ako územie s výnimočným potenciálom pre rozvoj športového cestovného ruchu, najmä lyžovania a navštevovania prírodných turistických zaujímavostí. Cieľom štúdie bolo komplexne vyhodnotiť vplyv rozvoja cestovného ruchu na životné prostredie vo vybranej oblasti – v Demänovskej doline - a pripraviť návrh trvalo udržateľného rozvoja tohto horského strediska. Autorky zhodnotili aktuálny stav prírodného prostredia a identifikovali možné riziká v súvislosti s plánmi rozvoja územia, ktoré už boli schválené alebo boli v procese schvaľovania. Uvádzajú, že rozširovanie lyžiarskych stredísk a požiadavky na nové budovy vytvárajú tlak na životné prostredie v chránenej oblasti. Výsledkom štúdie je posúdenie prírodných a antropogénnych rizík v oblasti Demänovskej doliny a návrh na optimálne využitie krajiny. Rakytová et al. (2017) identifikuje Demänovskú dolinu ako jednu z najkrajších a najcennejších území v pohorí Nízke Tatry. Autorky sa snažili zhodnotiť prírodný potenciál Demänovskej doliny, zanalyzovať vývoj cestovného ruchu za posledných 10 rokov, zistiť súčasný stav lanoviek, lyžiarskych vlekov a zjazdoviek, ako aj ubytovacích zariadení v doline. Poukázali na rastúci záujem o Demänovskú dolinu v rámci domáceho, ale aj zahraničného cestovného ruchu. Poukázali na

to, aký vplyv má rozvoj cestovného ruchu na životné prostredie, keďže monitorovaná oblasť sa nachádza na území národného parku. Krtička et al. (2018) analyzoval zmeny v Demänovskej doline na základe vizuálneho porovnania satelitných a leteckých snímok z rokov 1949, 2007 a 2013 a aktuálnej dokumentácie územného plánovania v danej oblasti. Výsledky ukázali rozsiahle zmeny v krajinnej štruktúre spojené najmä s rozvojom turistickej infraštruktúry. Autori identifikovali aj dlhodobé zmeny, ktorých príčiny pramenia z transformácie spoločnosti a správy lesov v minulosti. Dynamika a rozsah týchto zmien sa môže v budúcnosti zvýšiť. Navrhujú zastaviť ďalší vývoj zjazdoviek a rozširovanie súvisiacej infraštruktúry a zamerať sa na udržateľnosť a ekologickú prevádzku existujúceho lyžiarskeho strediska. Podstatnú časť ziskov odporúčajú investovať do podpory projektov zameraných na ochranu prírodného prostredia. Barančok (2013) identifikuje od roku 2005 výrazné zmeny v lyžiarskom stredisku Chopok Jasná, ktoré smerovali k statusu veľmi atraktívneho a žiadaného strediska. Vyjadrili názor, že významné zásahy do prírodného prostredia spôsobili vážne poškodenie prírodného prostredia, a to aj napriek tomu, že celé územie sa nachádza v Národnom parku Nízke Tatry (NAPANT). Výstavba zariadení, budovanie svahov a úprava ich povrchu majú výrazný vplyv na existujúcu krajinu, reliéf a prírodné biotopy tohto regiónu. V lokalitách, ktoré sú priamo ovplyvnené týmito aktivitami, sa pozorujú významné zmeny v štruktúre a druhovom zložení fytocenóz.

Je nutné podotknúť, že vyššie uvedené príspevky, venujúce sa situácii v Demänovskej doline, ktorá je najpohodlnejšie dostupnou dolinou na území Národného parku Nízke Tatry (NAPANT) pomerne podrobne analyzujú súčasnú situáciu, no udržateľnosti cestovného ruchu v stredisku sa venujú okrajovo a neprinášajú konkrétne a zásadné návrhy na riešenie situácie. Je treba podotknúť, že zastavané územia a lanovky v Demänovskej Doline pokrývajú menej ako 200 hektárov, čo je cca 4 % plochy jej katastrálneho územia. V porovnaní s plochou celého národného parku ide len o 0,27 % plochy NAPANTu (bez ochranného pásma).

DÁTA A METÓDY

SÚČASNÝ STAV V LYŽIARSKOM STREDISKU JASNÁ

Cieľom príspevku je analyzovať mieru masového turizmu v lyžiarskom stredisku Jasná, popísať riziká pre návštevníkov ako aj pre životné prostredie, a navrhnúť opatrenia, ktoré znížia riziko neudržateľnosti cestovného ruchu v stredisku. Lyžiarske stredisko Jasná Nízke Tatry je najväčším a najvýznamnejším lyžiarskym strediskom na Slovensku. Stredisko disponuje sieťou 20 zjazdových tratí s technickým zasnežovaním a dvomi zjazdovými traťami bez technického zasnežovania v celkovej dĺžke 28 310 m. Z toho 13 655 m predstavujú zjazdovky s ľahkou náročnosťou, 10 640 m zjazdovky stredne ťažké a 4 015 m zjazdovky ťažké. Ďalej sú zjazdné 3 lyžiarske cesty s technickým zasnežovaním a 3 lyžiarske cesty bez technického zasnežovania. Dokopy je v severnej časti strediska zasnežovaných 25 485 m tratí, za použitia 420-ich snežných diel. Vodným zdrojom pre zasnežovanie strediska, ktorý je zároveň aj vodárenským zdrojom, je potok Zadná voda. Odberným objektom je zachytávaná voda z potoka ďalej odvedená do akumulačnej vodnej nádrže Biela Púť, s kapacitou cca 20 000 m³

a zadržaným objemom vody cca 19000 m³. Na svahoch sú k dispozícii 2 kabínkové lanové dráhy, 7 sedačkových lanových dráh, 3 vleky, s celkovou kapacitou 20 164 osôb za hodinu a 4 detské pásové prepravníky, každý s kapacitou 150 osôb za hodinu (Auxt, et al. 2019).

V minulých rokoch sme vypracovali metodiku zhodnocovania primárneho potenciálu reliéfu pre rôzne športové aktivity v rámci cestovného ruchu (Plesník, 2017). Do hodnotenia lyžiarskych stredísk vstupuje rozloha svahov v hektároch, počet horských dopravných zariadení, dĺžka svahov, ich sklon a orientácia voči svetovým stranám, ako aj nadmorské výšky a prevýšenie celého lyžiarskeho strediska. Prostredníctvom geografického informačného systému bolo na základe metodiky autora tohto článku zhodnotených všetkých 114 lyžiarskych stredísk na Slovensku (Ďurica, 2019). Zároveň sa zistili potenciálne návštevnosti jednotlivých stredísk a to v časových dostupnostiach 20 a 30 minút. Stredisko Jasná má jednoznačne najvyššiu hodnotu primárneho potenciálu – rozloha zjazdových tratí na severnej strane Chopku je 98 ha s 13 horskými dopravnými zariadeniami. Sklony svahov sú veľmi rozmanité s vysokým zastúpením sklonov od 17° do 25° (88,53 %). Sklony svahov znázorňuje obrázok 1.

Obrázok 1: Sklony zjazdoviek v lyžiarskom stredisku Jasná
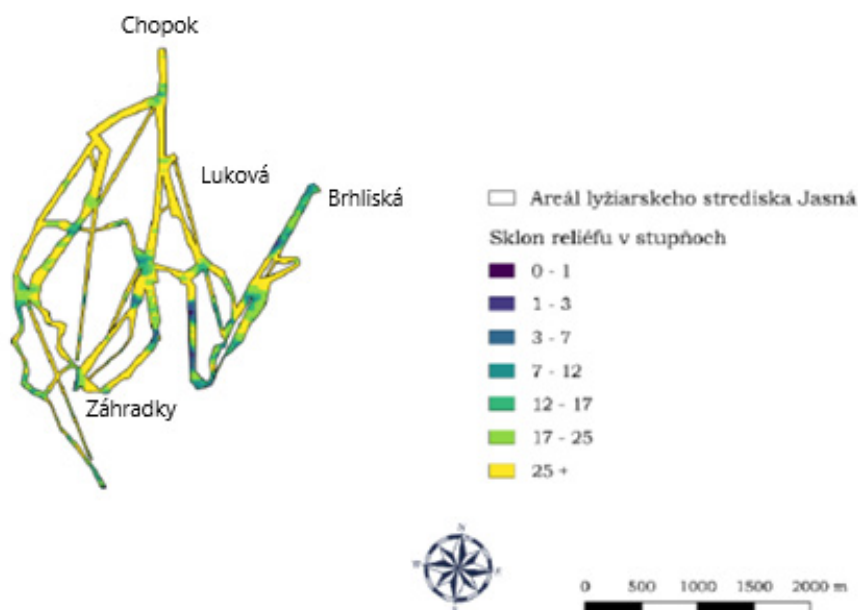
Zdroj: Ďurica, 2019.

V praxi sa označujú zjazdové trate farbami – modrou (ľahké), červenou (stredne ťažké) a čiernou (ťažké). Svahy v stredisku Jasná korelujú s vyššie uvedenými sklonmi svahov (obrázok 1). Názorne to znázorňuje obrázok 2.

Obrázok 2: Lyžiarske stredisko Jasná

Zdroj: **https://data.holidayinfo.sk/map.cgi?id=207&l=1**
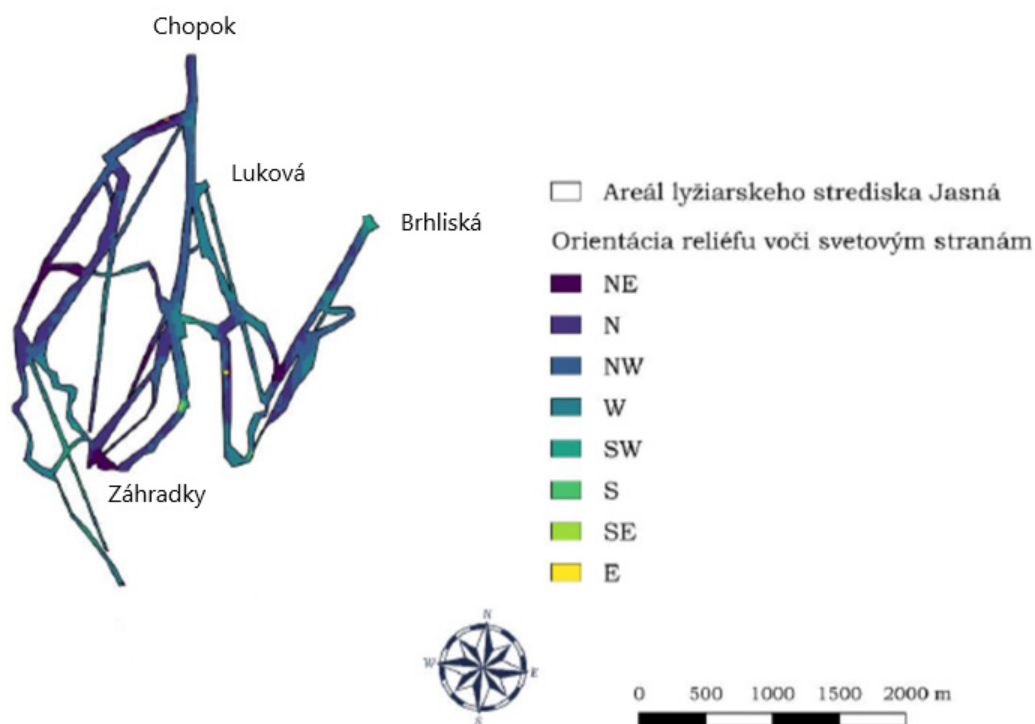
Orientácia svahov voči svetovým stranám je zväčša severná (22,60 %), severovýchodná (21,88 %) a severozápadná (15,42 %), čo je z hľadiska stability snehovej pokrývky veľmi pozitívne. Orientáciu svahov znázorňuje obrázok 3.

Obrázok 3: Orientácia zjazdoviek voči svetovým stranám v lyžiarskom stredisku Jasná

Zdroj: Ďurica, 2019.

Na základe uvedeného môžeme konštatovať, že lyžiarske stredisko Jasná má ideálne podmienky pre všetky segmenty klientely. Podľa metodiky zhodnocovania reliéfu (Plesník, 2017) bolo stredisko ohodnotené balovou hodnotou 44, čo je najvyššia zo všetkých lyžiarskych stredísk na Slovensku. Maximálna balová hodnota lyžiarskeho strediska je 50.

Potenciál návštevnosti predstavuje hodnota, ktorú tvorí počet obyvateľov s časovou vzdialenosťou miesta bydliska od strediska Jasná nižšou ako 20, resp. 30 minút. V dvadsaťminútovom intervale vzdialenosti od strediska býva 33 006 obyvateľov, v 30 minútovej vzdialenosti žije 82 945 obyvateľov. Do strediska denne prichádzajú veľké množstvá lyžiarov, maximálny nápor je cez štátne sviatky (Vianoce, Veľká noc), jarné prázdniny a víkendy.

V Demänovskej doline sú momentálne vybudované ubytovacie kapacity rôznych tried a kategórií. Nachádza sa tu 14 hotelov v troj- a štvorhviezdičkovej triede s celkovou kapacitou 2562 lôžok, 3 dvojhviezdičkové hotely s kapacitou 228 lôžok, 42 apartmánových domov s celkovou kapacitou 634 lôžok, 4 bungalovy s kapacitou 72 lôžok, 35 chát s celkovou kapacitou 664 lôžok, 11 penziónov s celkovou kapacitou 244 lôžok, 2 štúdiá s 49 lôžkami a 14 nekategorizovaných

ubytovacích stredísk s celkovou kapacitou 215 lôžok. Z uvedeného vyplýva, že v stredisku Jasná a v bezprostrednom okolí je možné ubytovať 4668 návštevníkov. V stavebnom konaní je momentálne rozostavaných, resp. pripravených na stavbu, viacero ubytovacích stredísk.

VÝSLEDKY A DISKUSIA

Ako bolo uvedené, lyžiarske stredisko Jasná vykazuje výnimočný potenciál pre zimné športy a vďaka nemu sa stalo najvýznamnejším lyžiarskym strediskom na Slovensku. Problémom je ale masový turizmus, ktorý sa prejavuje v exponovaných termínoch a cez víkendy v zimnej sezóne. Z tohto hľadiska vnímame dva problémy s udržateľnosťou cestovného ruchu:

1. Spotreba vody v ubytovacích strediskách
2. Kapacita zjazdoviek

1. Spotreba vody v ubytovacích strediskách je predpísaná vo vyhláške č. 684/2006 Z.z. Ministerstva životného prostredia Slovenskej republiky „Podrobnosti o technických požiadavkách na návrh, projektovú dokumentáciu a výstavbu verejných vodovodov a verejných kanalizácií". Podľa tejto vyhlášky je spotreba vody v hoteloch vyššej triedy vrátane pridružených prevádzok (reštaurácie, garáže,

práčovne, wellness) 1200 litrov na lôžko za jeden deň pri plnej vyťaženosti hotela, pri vyťaženosti do 50 % 500 litrov na lôžko a deň. Pre ostatné ubytovacie zariadenia je spotreba vody 150 litrov na lôžko a deň. Z tohto pohľadu je spotreba vody pri plnej obsadenosti všetkých ubytovacích stredísk nasledovná:

- hotely troj- a štvorhviezdičkové 1 246 000 litrov, čo predstavuje hodnotu 1246 m³
- ostatné hotely 579 900 litrov, čo predstavuje hodnotu 579 m³
- zvyšné ubytovacie strediská: 363 800 litrov, čo predstavuje hodnotu 363 m³.

K hodnote spotreby vody v ubytovacích strediskách je nutné pripočítať aj 6 samostatných reštauračných zariadení, 9 barov, 13 bufetov a 3 koliby, čo predstavuje v zmysle uvedenej vyhlášky spotrebu vody približne 80 m³ denne. V stredisku sú k dispozícii 4 verejné hygienické zariadenia s predpokladanou spotrebou vody 146 m³ vody.

Celková denná spotreba vody podľa vyššie uvedenej normy je približne 2 414 m³ vody za jeden deň. Podľa Auxt et. al. (2019) je stredisku a bezprostrednom okolí 23 zdrojov pitnej vody (vývery, pramene a vrty) s celkovou výdatnosťou 2 430,95 m³, čo znamená, že aktuálna maximálna ubytovacia pokryje takmer celú spotrebu vody. To je objektívne riziko v najviac exponovaných termínoch, kedy je stredisko prakticky plne obsadené.

2. Koncentrácia lyžiarov na zjazdovkách je problém komfortu a bezpečnosti športovania. Podľa všeobecne uznávaných noriem je hraničnou kapacitou lyžiarskeho svahu 35 osôb na jeden hektár. Predpokladá sa, že 40 % lyžiarov sa nachádza na svahoch, 40 % v horských dopravných zariadeniach a 20 % v stravovacích jednotkách. Podľa tohto predpokladu je kapacita lyžiarskych svahov v stredisku Jasná 7000 lyžiarov. Za predpokladu, že 90 % ubytovaných hostí príde do strediska v zimných mesiacoch za lyžovaním, predstavuje to počet cca 4200 lyžiarov, čiže je k dispozícii zhruba 3 tisíc skipasov pre jednodenných návštevníkov. To by mala byť aktuálna hraničná kapacita lyžiarskeho strediska Jasná. Ako bolo uvedené, stredisko Jasná je v polhodinovej časovej dostupnosti pre vyše 80 tisíc obyvateľov, čo predstavuje obrovský potenciálny dopyt. Napriek snahe o komunikáciu s predstaviteľmi prevádzkovateľa strediska (TMR),

odhadujeme, že predaj cez bežné dni sa pohybuje v rozsahu cca 5000 - 6000 skipasov, pri vysokej sezóne to môže byť pravdepodobne aj dvojnásobok, čo považujeme za kritickú hodnotu, ktorá prevyšuje kapacitu o 60 %.

NÁVRH OPATRENÍ PRE ZNÍŽENIE RIZIKA NEUDRŽATEĽNOSTI CESTOVNÉHO RUCHU V STREDISKU JASNÁ

V tejto časti naznačíme, aké opatrenia sú vhodné na zlepšenie situácie v stredisku Jasná. Ide o fyzické zásahy do prostredia, ale aj odporúčania pre manažment strediska.

Z fyzických zásahov považujeme za kľúčové rozšíriť plochu zjazdových tratí tak, aby bola adekvátna k ubytovacej kapacite a dopytu jednodenných návštevníkov z blízkeho okolia. Podľa e-Trend, 2020 sa momentálne plánuje v stredisku Jasná nová zjazdová trať, ktorá začína v lokalite Luková v nadmorskej výške cca 1 665 metrov n. m. a končí sa v lokalite Otupné vo výške cca 1 187 metrov n. m. Cieľom je rozšírenie siete zjazdových tratí a sprístupnenie územia najmä menej pokročilým lyžiarom. Trať má nadväzovať na stretávací uzol zjazdových tratí Majstrovská, Pretekárska Luková – Priehyba a Spravodlivá. Tento uzol je výstupným uzlom lanoviek Jasná – Luková a Otupné – Luková. Zámer pritom obsahuje dva varianty riešenia, ktoré rozšíria výmeru zjazdoviek o cca 10 hektárov. Týmto rozšírením sa zvýši kapacita strediska o približne 350 lyžiarov. Sú k dispozícii ešte ďalšie lokality v stredisku, najmä v oblasti Priehyba smerom na Záhradky, kde je odlesnený pomerne veľký svah, prípadne ďalšie svahy v stredisku. Z pohľadu znižovania spotreby vody navrhujeme zavedenie environmentálnych certifikátov pre ubytovacie zariadenia s kapacitou vyššou ako 60 lôžok a povinnou inštaláciou šetričov vody na izbách. Zníži sa tým najmä spotreba vody, energetická náročnosť a zredukuje sa tvorba odpadu. Najvýznamnejšie odporúčania smerujú k manaž-mentu strediska. V prvom rade je nutné presmerovať všetky marketingové aktivity na aktivity manažmentu. Veľmi aktívny a cielený marketing v ostatných rokoch spôsobil, že stredisko Jasná sa stalo najvýznamnejším a najprestížnejším lyžiarskym strediskom na Slovensku. Cenová politika naštartovala obrovský dopyt po stredisku, ktorý prevýšil kapacitu strediska. Je preto nutné zamerať sa na efektívne riadenie strediska a riešiť momentálnu situáciu.

K základným opatreniam patrí:

1. Stanoviť hraničnú hodnotu počtu lyžiarov v stredisku na základe rozlohy zjazdoviek. Táto hodnota by mala byť kľúčová pri tvorbe cenovej politiky. V prípade zvýšeného dopytu je potenciál pre výrazné zvyšovanie cien skipasov. Zároveň by bolo potrebné skončiť predaj cenovo výhodných sezónnych skipasov. Ceny sezónnych skipasov by mali byť porovnateľné so stredne veľkými strediskami v Rakúsku.
2. Vytvoriť bežne dostupnú mobilnú aplikáciu o obsadenosti strediska. Potenciálni jednodenní návštevníci by mali možnosť zistiť aktuálny stav obsadenosti strediska a podľa nej by sa rozhodovali o návšteve.
3. Zredukovať reklamnú a propagačnú kampaň strediska Jasná. Ako bolo spomenuté, stredisko má dostatočnú propagáciu, reklamu budú robiť jednotlivé ubytovacie strediská, čo je pre celé stredisko postačujúce.

ZÁVER

V článku sme analyzovali súčasný stav v lyžiarskom stredisku Jasná v Demänovskej doline v pohorí Nízke Tatry. Analýza bola postavená na primárnom potenciáli, ktorý je v stredisku výnimočný. Zároveň sme posudzovali ubytovacie kapacity a návštevnosť strediska v exponovaných termínoch v rámci zimnej sezóny. Dospeli sme k záveru, že momentálna situácia a riziko masového turizmu je neudržateľná. Je nutné vytvoriť súbor opatrení, ktoré zvýšia bezpečnosť a pohodlie návštevníkov strediska. Ide najmä zavedenie ekologických certifikátov ubytovacích zariadení s povinnou inštaláciou šetričov vody na izbách, rozšírenie zjazdoviek tak, aby ich plocha bola dostatočná a bezpečná pre ubytovaných hostí a jednodenných návštevníkov. Celé stredisko sa nachádza v treťom stupni ochrany prírody, pretože sa rozprestiera na území národného parku. Prostredie je však už natoľko narušené zásahmi do ekosystému v minulosti, že stojí za zamyslenie vyňať severné svahy Chopku z tretieho stupňa ochrany prírody a prekvalifikovať ich do nižšieho stupňa. Momentálne sa pripravuje tvorba nového územného plánu obce Demänovská dolina, v ktorom by sa mala obmedziť výstavba nových veľkých ubytovacích zariadení a delimitovať prípadné nové zjazdové trate tak, aby sa zvýšila celková kapacita strediska.

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FOREIGN LANGUAGES IN THE TOURISM HIGHER EDUCATION: THE CASE OF CROATIA

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ABSTRACT

Foreign languages represent a significant part in the curricula of the higher education institutions specialized in tourism. The aim of this research was, thus, to examine in what way the foreign language curricula of the higher education institutions for tourism meet the needs of the tourism industry in Croatia. The research was conducted among the relevant stakeholders – the representatives of higher education institutions for tourism and the tourism industry representatives. The analysis of research results showed there is currently a gap between what the foreign language curricula of the higher education institutions for tourism have to provide and what the tourism industry actually needs. The research results suggested the main reasons for that gap are the absence of unique education strategy in tourism, a lack of practical work associated with tourism studies, overcrowded classrooms and insufficient learning hour rate. They also suggested possible improvements, which would make the foreign language curricula much more effective. Some of them include: the development of the unique education strategy in tourism, a more prudent choice of languages taught, a limitation of enrollment quotas, an emphasised awareness of the importance of personal initiatives, the curricula with more interaction, adopting trends and successful practices and changes in knowledge evaluation process.

Keywords: Foreign languages. Tourism industry. Higher education. Curricula. Croatia.

INTRODUCTION

Since "language and languages sit at the very heart of the tourist experience, its representation and its realization, its enculturation and its enactment" (Thurlow & Jaworski, 2011, 289), they represent an essential part of tourism higher education curricula in the globalised world. The concept of globalisation has been discussed by many key writers addressing economics topics, such as Reisinger (2009), Sindik and Božinović (2013), Titu, Raulea and Titu (2016), among others. Tourism is an example of a globalised industry that primarily focuses on foreign markets and operates at an international level. It is an interdisciplinary, intangible and primarily export-oriented industry, which expands rapidly on an annualised level (Titu, Raulea, & Titu, 2016). The character of the tourism industry (TI) inevitably connects different markets and cultures in order to provide services. As stated by Mikhailovna (2013), the goal of the provision of these services is to meet the clients' needs (Mikhailovna, 2013). Kostić Bobanović and Grzinić (2011) claim that a common language between the supply-side and the demand side is imperative in order to ensure the quality of the services in tourism (Kostić Bobanović & Grzinić, 2011), which will ensure tourist satisfaction.

LITERATURE REVIEW

As a member state of the EU since 2013, Croatia has also been subordinated to most of its decisions and rules. Croatia is a relatively small country, covering an area of around 88,000 km^2 and with 4.2 million residents, which gained independence in 1991. It is located in Southeastern Europe with access to the Mediterranean Sea (the Croatian Bureau of Statistics, 2018b), a long tourism tradition starting from the nineteenth century and great capacities for further development (Baldigara & Mamula, 2012). In terms of industry, there is some important manufacturing, but the most interesting industry is tourism (Baldigara & Mamula, 2012), which is the Croatian top export product, accounting for around forty percent in the total export products of the country.

Lately, Croatia has been promoting 365 Tourism. Its specific objective is to develop and originate tourism activities beyond the peak season and to include less developed and less crowded parts of the country on the tourism market. Government efforts do not end at this point. It provides support to entrepreneurs in tourism, as well as to innovations and initiatives in tourism. The EU is also striving to help through its funds. Nevertheless, a significant limitation to such ambitious aspirations is a serious shortage of adequate human resources.

Upon the Croatian accession to the EU, many young and capable people left the country, taking their whole families and leaving a big irreplaceable hole on the LM. Due to these migrations, statistics shows there is currently only around fifty-five percent of working-age population in Croatia (the Croatian Bureau of Statistics, 2018a). Out of the total number of the employed people, around seven or two percent of them work in the TI (Rašić Bakarić, 2018). Nevertheless, statistics shows that not many of them have completed HE (the Ministry of Tourism of the Republic of Croatia, 2018).

HIGHER EDUCATION SYSTEM IN CROATIA

In Croatia, higher education is divided into polytechnics, colleges of applied science, faculties and art academies. In 2005, all the courses were aligned to the requirements of the Bologna Process as a part of the effort of creation of a European system of HE. In this context, it is important to highlight the difference between universities and vocational studies. University studies provide students with all the knowledge necessary for work in science, HE, business world, public sector and the society. On the other hand, professional studies provide students with the knowledge and skills they will require to work in professional occupations. It is an important distinction because these two types of studies also have different curricula given the fact that they have to achieve different learning outcomes (Croatia.eu, n.d.).

Unlike the history of the state itself, high schooling actually has a long tradition in Croatia. The first university was established in Zadar in 1396. The beginnings of Zagreb University date back to 1669, and the modern University of Zagreb was founded in 1874. It is currently the largest university in Croatia that comprises of twenty-nine faculties, three academies and university centers. There are also universities in Dubrovnik, Pula, Rijeka, Osijek, Split and Zadar, and a Catholic University in Zagreb. There is currently a total of around ninety public and

thirty-two private HEI operating in Croatia (**Croatia.eu**, n.d.). Out of these a hundred and twenty-two, there are seventeen HEI that provide education in tourism.

FOREIGN LANGUAGES IN THE CROATIAN EDUCATION SYSTEM

In Croatia, foreign languages are taught already in elementary school. It used to be in the fourth grade, yet currently it is in the first grade. Usually it is English or German. Even some kindergartens currently offer teaching FL. There are also many FL schools that provide private lessons and lectures both for children and adults and they are very popular among both children and their parents. In secondary education, language learning depends on the type of programme that is provided. Some secondary programmes have three languages, while some have none.

From the aspect of HE, HEI in Croatia are independent in terms of making and adjusting curricula. Students there usually learn at least one language. It is mostly English and with the exception of some basics, they learn what is called „English for Specific Purposes" – these are lectures that teach relevant terms and structures in the specific field, according to the programme in question. HEI for tourism also show huge differences. It is up to their administrations which languages will be taught, for how long, how many teachers they will employ and how many students will get the opportunity to be included in the programme.

STRATEGY OF TOURISM EDUCATION IN CROATIA

Kostić Bobanović and Grznić (2011) argue educational programmes in tourism are very important for a small Mediterranean country where tourism is an essential sector of its economy. Moreover, according to Peršić (in Kostić Bobanović and Grznić, 2011, p. 11), „development of the Croatian tourism depends on the tourism strategy in spatial plans, the tourism destinations network, but also on tourism education". They claim that the Croatian tourism is a part of the global economy and it is very important for a small country to recognise its educational goals and priorities (Peršić, 2001 in Kostić Bobanović & Grznić, 2011, p. 11). Nevertheless, in reality there is poor understanding of these priorities.

There is a lot written on the subject of education and the strategic management of human resources in tourism and the way it should all look like. There is also the Croatian Tourism Development Strategy until 2020, which partially refers to the education in tourism, but only by saying: „Since formal education system and lifelong learning in Croatia is insufficiently adapted to the needs of tourism economy and tourism organisation system, education that is intended for the development of human potential in tourism needs to be structured as a joint responsibility of the state, the employers and local communities" (The Government of the Republic of Croatia, 2013, p. 57). Furthermore, there is a project entitled Effective Human Resources 2014 – 2020. It is implemented by the Ministry of Tourism in co-operation with the Ministry of Science and Education through European Union funding. The specific objective of the project is to develop regional competitiveness centres for tourism and hospitality in order to adapt the education system to the needs and requirements of increasingly dynamic tourism LM. These centres would be used to additionally perfect people, so after graduating they would be prepared to actively take part in the LM and provide employers with instant quality tourism workers (Central Government Portal, n.d.). However, there is no official national strategy of the (higher) education in tourism, at least not at this point. The lack of a clear vision of the (higher) TE is obvious and was also mentioned by our interviewees. The conclusion reached is that something needs to be implemented because written plans are insufficient for making a change.

Almost twenty years ago, Fox (1998) pointed out that top-ten categories related to general management knowledge needed in tourism are people skills, creative thinking ability, financial skills, communication skills, developing a service orientation, total quality management, problem-identification and problem-solving skills, listening skills, customer-feedback skills and computer skills (Fox, 1998). Ten years ago, Reisinger (2009) suggested ten most popular criteria used by consumers in assessing service include reliability, responsiveness, competence, access, courtesy, communication, credibility, security, understanding and knowing the customer and tangibility (Reisinger, 2009). More recent articles suggest ten most important skills for working in the TI are customer service, building connections, communication skills, flexibility, organisational skills, language skills, commitment,

can-do attitude, multitasking and cultural awareness (Career Addict, 2017).

Muhamamad Mahboob (1995) claims that fast developing technology, ever increasing cultural exchange and migrations after the First World War were the factors that influenced the learning of foreign languages (Muhamamad Mahboob, 1995). Subsequently, Kim and Jeong (2018) suggesst advanced technology and internationalisation are, and will be, among the most important reasons behind the globalised need to adjust, to change and to learn foreign languages (Kim & Jeong, 2018). Casado (2003) argues languages are currently often treated as economic commodities. They explain institutions are undertaking surveys to assess which skills are needed to maximise employability and employers almost invariably distinguish "communication skills" as very important. One of these surveys reported by People Management in November 1997, found that „oral communication" was cited by employers as the most important soft skill, but was perceived to be lacking in recruits from the HE (Casado, 2003).

Simultaneously with an increased interest in learning foreign languages, there was also an increased interest in exploring the importance and the role of foreign languages in tourism. Sindik and Božinović (2013) claim some of the first researches in this area were conducted by Ramsay (1980), Nation and McLaughlin (1986) and Klein (1995) (Sindik & Božinović, 2013). Stohr (2015) further explains there were also authors analysing financial implications of FL skills for individuals, i.e. how the knowledge of FL affects employees' income. Stohr lists some of them: Fray and Lowel (2003), Ginsburg and Prieto-Rodrigues (2011), Isphording (2013), Lang and Siniver (2009), Saiz and Zoido (2005) and Toomet (2011) (Stohr, 2015). We have also come across several interesting articles dealing only with the issue of the current state of affairs, without conducting research, written by Bobykina (2015), Hobson and Jenkins (2013), Casado (2013) and Kim and Jeong (2018). There are many more authors dealing with foreign languages in tourism, some of whom provided inspiration and the basis for our research and hence it is important to mention them: Assirifi, Doku, Morrison and Sackekey Sackey (2013), Canas and Perez (2015), Sindik and Božinović (2013) and Tziora, Giovanis and Papacharalabous (2016).

COMMUNICATION AND MULTILINGUALISM IN TOURISM

Against the backdrop of an increasingly important international component of tourism business communication (Taylor & McArthur, 2009), Milovanović (2011) argues the last decade has witnessed a rapid increase of interest in multilingualism (Milovanović, 2011). Sindik and Božinović (2013) explain multilingualism has long been of interest to researchers, but their focus was on sociolinguistic or psycholinguistic studies that have been carried out in this area (Sindik & Božinović, 2013). Nevertheless, Milovanović (2011) states that advanced linguistic skills represent a prerequisite in the complex industrial environment, while explaining that effective communication is directly relevant to productivity of businesses and organisations.

Reisinger and Turner (2003) explain the importance of outcomes of interaction between tourists and hosts. They suggest there are four major groups of factors that influence tourist–host contact: temporal, spatial, communication and cultural (Reisinger & Turner, 2003). Considering the nature of tourism products i.e. services, Reisinger (2009) explains the tourism and hospitality industry relies heavily on tourists' perceptions of the people providing them with services. They argue that tourists' perceptions of the service providers determine the overall perceptions of the tourism product quality or service quality. Reisinger (2009) explains service quality refers to the adequacy of assistance and support provided to a customer and the value and benefits received for the price paid. They point out it is difficult for tourists to evaluate the quality of the intangible service, so the only reliable evaluation criteria are the price and the physical environment in which the service is provided. Nevertheless, the price cannot always be used as a measure of evaluation, since it is determined by a producer and does not reflect the perceived value and benefits for individual consumers. As a result, tourism services are the hardest, or even impossible to evaluate even after the purchase (Reisinger, 2009).

Reisinger (2009) argues that service quality is determined by customer satisfaction and they are both vastly dependent upon the quality of service encounter. They explain how the service providers' attitudes to the customer, their verbal skills and the knowledge of the customer's needs and wants may give the customer more satisfaction than the pure

mechanistic delivery of service (Reisinger, 2009). Reisinger and Turner (2003, p. 181) agree stating that "services offered to tourists are high contact services and are characterized by a direct person-to-person interaction. The satisfaction with the service depends on the quality of services offered to tourists". (Reisinger & Turner, 2003, p. 181) Weiermair (2000) explains how service encounters invariably involve feelings of anxiety and uncertainty about service outcomes, so customers (tourists) feel they have little or no control (Weiermair, 2000). Consequently, Reisinger (2009) explains how positive social interaction between a service provider and a customer may generate high satisfaction with the service and even compensate for the low quality of mechanistic service (Reisinger, 2009). Babu (2008) agrees, explaining how communication is vital to the success of tourism businesses since it is the only way that tourism marketers can provide tangible cues about intangible experiences. They further argue that, given the international nature of the TI, especially if you are dealing with international tourists, it is imperative that you employ people with FL skills (Babu, 2008). Stohr (2015) also agrees that FL skills are a valuable component of human capital for workers and argues that workers who possess FL skills can also expect to benefit individually by earning higher wages (Stohr, 2015). These are just some of the advantages of knowing a FL.

FOREIGN LANGUAGE EDUCATION

Current research data carried out by Massachusetts Institute of Technology suggest the best age to start learning a foreign language is around the age of ten. Research suggests that although people up to the age of eighteen learn a new language faster, and their ability declines slower than in adults, it is difficult to expect to reach the proficiency of a native speaker if you start learning a language after the age of ten (ZME Science, 2018). Considering the previously mentioned fast evolving environment, the HE is constantly developing in order to respond to the changes and the needs of the society of which it is a part. However, Casado (2003) highlighted that the matter of FL education has not yet evolved sufficiently to meet the needs of the graduates of professional disciplines. They suggested all business majors must learn to speak at least one FL well and be sufficiently exposed to foreign cultures to gain an appreciation for cultural differences (Casado, 2003). Sindik and Božinović (2013) also claim that, in order to develop the necessary intercultural competence, students should not only learn a FL, but such

a process should include intercultural training and intercultural exchange of ideas. They explain it is evident that the knowledge and the skills acquired in the previously mentioned learning process will also greatly contribute to the development of tourism and hospitality services in general (Sindik & Božinović, 2013).

In addition, Casado (2003) takes a strong stance, claiming that it is an obligation to provide hospitality students with the knowledge of a second language, and argues that hospitality programmes should rethink their curricula to include FL teaching in a way that would meet the needs of the industry they serve, based on the demographic trends in a specific area, the origin of its visitors and in order to compete globally. Moreover, they suggest instructors of courses for hospitality purposes „must be familiar with restaurant and lodging operations and acquire specialised vocabulary to teach future managers and supervisors to communicate with employees and guests. In addition, future hospitality graduates should be provided with linguistic and cultural proficiency necessary to succeed in the Twenty-First Century as new technologies change the global cultural environment" (Casado, 2003, p. 47; Mikhailovna, 2013).

Casado (2003) also suggests what FL curricula need to look like. They explain that, ideally, students should first take a beginning FL course during the first semester. That class should be a prerequisite for students without any foreknowledge in a specific language, as well as technical vocabulary and terms related to operations and host-guest interaction. The second semester should be content-based. Casado (2003) suggests that in the case of hospitality students, it should consist of vocabulary and interactions focusing on specific departments, such as housekeeping, kitchen, dining room, human resources, and maintenance. The third semester should be taught in an immersion setting. In Casado's (2003) opinion, intermediate students should be given the option of taking the fourth semester, which should include global technologies, such as email connections with students in countries where the target language is spoken, chat rooms and Internet searches. That kind of activity with members of the target culture would broaden cross-cultural awareness. In addition, in some cases, these course assignments could lead to securing an internship in a foreign country (Casado, 2003).

Mikhailovna (2013) also suggessted the syllabus of FL teaching of the future specialists in the hospitality industry should be changed as follows: development of communicative culture and sociocultural education of students at specialized HEI; teaching ethics of polemical communication in a FL when discussing professional issues using both verbal and nonverbal communication means; development of the ability to represent one's native country, the culture and the people's way of life; creation of conditions for communicative psychology upon adaptation of students to new language environment and for overcoming the psychological barrier upon using a FL; formation and development of basic communicative skills and knowledge in the main types of verbal activity: speaking, reading, recognising speech and writing; socio-cultural development of students in the context of European and world culture (Mikhailovna, 2013).

SIGNIFICANT FOREIGN LANGUAGES

UNWTO suggests that nowadays the three most widely spoken languages in the world are Chinese, Spanish and English (UNWTO, 2017 in Gómez, Imhoff, Martín-Consuegra, Molina, & Santos-Vijande, 2018). Among them, Spanish is the language spoken in the greatest number of countries. It is spoken by four hundred forty seven million people, and over twenty one million students have chosen to learn Spanish as a FL, of which almost eight million are from the USA. When talking about Spanish, it is also important to highlight that in 2017 Spain ranked second in the UNWTO international ranking of the countries, receiving the largest number of international tourists, with more than seventy five million international tourists (UNWTO, 2017 in Gómez et al., 2018). Chinese is widely used because of the number of people using it, i.e. people to whom Chinese is their mother tongue. Nevertheless, English is by all trends the most widely spoken language in the world. It is so important that in some countries, where it is not the official language, it is completely normal to be fluent in English and it is a huge disadvantage if you are not (Gómez et al., 2018). Milovanović (2011, p. 240) explains that in such cases English is often referred to as the lingua franca. They argue that „it is a common denominator language used by international businesses and organisations in multilinguistic environments" (Milovanović, 2011, p. 240). Due to the lingua franca title, linguists are often concerned if English is becoming a threat to multilingualism. House (2003) argues against that assumption, supporting his argument by making a distinction between „languages for communication" and „languages for identification" (House, 2003). Similarly, Blunkett (in Leslie and Russell, 2006, p. 1398) said as follows „There is no doubt that, despite the dominance of English as a world language, the ability to speak another language - or several languages, is increasingly important in our competitive and global economy" (Blunkett, 1998 in Leslie & Russell, 2006, p. 1398).

DATA AND METHODS

This research deals with the dilemma if foreign langauge curricula of tourism higher education institutions (HEI) in Croatia are proficient enough in educating manpower that should satisfy tourism labour market (LM) demands. We aimed to examine current state of afairs by collecting primary data, provide interpretation of the results and form implications for further curricula development.

The main issue addressed in this article is closely related to the tourism industry of Croatia – a young country in the Southeastern Europe, whose attractions are increasingly visited by tourists from throughout the world. Moreover, the number of foreign tourists is rapidly exceeding the number of domestic tourists, accounting for more than ninety percent of incoming visitors (Rašić Bakarić, 2018). In addition, tourism is the largest export product of Croatia, with a share of around forty percent in the total export products of the country. Furthermore, it has a significant share in the Gross Domestic Product, accounting for around nineteen percent (the Ministry of Tourism of the Republic of Croatia, 2018; Rašić Bakarić, 2018). These are important grounds that lead us to the logical conclusion of how important it is for such a country to create and sell quality tourism products provided by qualified staff. In this article we argue that communication and foreign languages proficiency are among the most important skills that define competences of the tourism worker. Following secondary findings on the topic, we argue that foreign languages have become a crucial segment of education in tourism due to the comparative advantage foreign languages bring as well as their status as an essential working skill while applying for a job in tourism. Therefore, we examined foreign language curricula of the chosen universities in Croatia.

The specific objective of our research was to obtain information about the topic by employing the method of the semi-structured interview and interviewing representatives of the tourism HEI and the representatives of the TI. The information obtained from the professors, gave us the opportunity to reach the conclusions about the language education in the tourism HEI. We also gathered information from the representatives of the TI. Most tourism companies currently operate both in international and multicultural environment. That is the reason it is important for them to employ well-educated people, especially when talking about FL.

The basic research questions of this research were as follows: What is tourism experts' review of the overall knowledge of foreign languages of the people working in the tourism industry in Croatia?; What kind of foreign language needs does the Croatian tourism industry have?; How do the existing curricula in higher education institutions for tourism meet the needs of the tourism industry in foreign language segment?; What are possible adjustments that would improve the system in order for the higher education institutions for tourism to better meet the needs of the tourism industry in Croatia?

THE ASSUMPTIONS AND THE LIMITATIONS OF THE RESEARCH

Considering the fact that the research deals with communication, which is an important aspect of tourism because of interaction with visitors, our first and most important assumption was that foreign language skills are a necessity when working in tourism. The second important assumption, which is also the main reason for this research, is that there is a fundamental need for the HEI in tourism to be in harmony with the TI. There is also the third assumption that more closely explains the methodology of the research and that is the fact the role of education is to meet the needs of the economy, to provide capable and expert workforce. Our fourth assumption is that the choice and number of our interviewees provided sufficient information to reach relevant conclusions.

It turned out that the main limitations of our research were as follows: identifying participants, sample size and representativeness. Due to the peak tourism season at the time of collecting data, there were some difficulties in finding relevant representatives of the TI who would be willing to cooperate.

Nevertheless, the sample units turned out to be sufficient to meet the needs of the research and its goals. The selected respondents were true experts in their fields, highly interested in the research subject and eager to contribute.

RESEARCH METHODS

In this research, we have combined several different qualitative research methods. Firstly, we performed data compilation where we identified conclusions, remarks, opinions and stances of other relevant authors in order to support our own stances and conclusions. Concerning data collection, we used an in-depth semi-structured interview conducted with each participant individually, in person, by phone or using Skype. (Veal, 2017) While conducting interviews, we were also involved in participant observation. Subsequently, we also performed an audio analysis while transcribing interviews. In order to analyse the interviews, we used coding and content analysis (Ritchie, Burns, & Palmer, 2005) We also used descriptive research method where we observed and described the studied phenomenon. (Leavy, 2017) Comparison was also used to compare the research results and the compiled secondary data in order to reach conclusions. (Ritchie et al., 2005)

RESEARCH

The participants in the research on the HEI for tourism side included three HEI for tourism in Croatia, as follows: The Faculty of Tourism and Hospitality Management in Opatija, the Department of Tourism and Communication Studies at the University of Zadar and Libertas International University. In each HEI for tourism we have interviewed two professors. There were professors who teach English, Italian, French and Spanish. The youngest one has seven years of experience in teaching, while the oldest one has over forty years of experience. Half of them have working experience in the TI while the others gave their best to identify trends by reading literature and keeping abreast of new information. Nevertheless, all of them regularly co-operate with their colleagues in the real sector.

The Faculty of Tourism and Hospitality Management in Opatija was opted for because it is the only facility in Croatia that is fully oriented towards education, staff development and scientific research in the field of tourism and hospitality industry. It has a long history starting from 1960 (The Faculty

of Tourism and Hospitality Management, n.d.). The University of Zadar was our second choice. It is the oldest existing education institution in Croatia with its history dating back to the 14th century. The Department of Tourism and Communication Studies at the University of Zadar was founded in 1994 and it gives to their students the opportunity to learn two to five FL at the same time (the University of Zadar, n.d.). Libertas International University is the oldest private university in Croatia and we have chosen it as a sample unit to show the distinction between public and private education institution curricula and in the ways they operate. It is very internationally-oriented, which can also be deducted from the name of the institution itself (Libertas International University, n.d.).

The participants in the research on the side of the TI were selected in a more complex way. Considering the extent encompassed by the TI, we have decided to divide this „tourism industry" sample group into several parts. Each of these parts represents a field of tourism that uses FL on the daily basis and hires highly educated people in tourism. The previously mentioned parts included accommodation, tourist attractions, tour guides and travel agencies.

In order to support these actions, we consulted the most recent tourism literature. Fletcher, Fyall, Gilbert and Wanhill (2018) have identified six „main sub-sectors" that jointly constitute the tourism sector. Although they do not represent an exhaustive range of enterprises (and neither do ours), Fletcher et al. (2018, p. 47%) explain „they do illustrate the dominant characteristics of the tourism sector and demonstrate key operational practices". Their sub-sectors include: accommodation, attractions, event management, public sector organisations, intermediaries and transportation (Fletcher, Fyall, Gilbert, & Wanhill, 2018, p. 47%). Considering the fact that they were forming these sub-sectors for no special cause, but generally in order to provide insights into the operating characteristics, trends and issues, we have adjusted these sectors to our „foreign language cause". The accommodation sector was represented by private accommodation representatives. We have put attractions, event management and public sector organisations into one category considering the fact that our studied tourist attraction was actually a tourism event organised by the Local Tourist Board, which is a public sector organisation. The intermediaries sector was described by two sets of sample units – the

representatives of travel agencies and tour guides. The last sub-sector is transportation. Unfortunately, we have not been able to get representatives of this sector who are highly educated and who can hence speak a FL. Nevertheless, we have managed to collect some transportation-related data from other respondents.

Considering the fact that private sector in Croatia accommodates more visitors compared to hotels, we have decided it would be a valid argument and a better solution to include private accommodation renters in our survey (the Ministry of Tourism of the Republic of Croatia, 2018). Considering the fact there are over 215,000 registered accommodation providers in the category „rooms, apartments, studio-type suites and summer houses" in Croatia (the Croatian Bureau of Statistics, 2018b), we were striving to identify a solid reason for how to select only two. We decided to opt for the „Tourism Flower" award winners for 2018. It is an award granted to the best ones from each accommodation category. (Interview with an anonymous interviewee – representative of the TI) We have chosen one from the coastal area and the other one from the continental part of Croatia. Using the same decision pattern, we have also selected a tourist attraction that we were exploring. It was the second Best Tourism Event in 2018 and we chose it because it was the only event from the continental part of Croatia in which awards were given. Similarly, we have chosen a travel agency from the coastal part of Croatia. It was awarded as the most successful company in Travel agency and tour operator sector and as the best Croatian DMC travel agency. (Interview with an anonymous interviewee – representative of the TI) Considering the fact that it is a big company with around 200 employees, we have decided to turn to the Human Resources Department. The representatives of the tour guide group were also chosen intentionally, but the way we got to them was different. We released an ad in the Facebook group that brings together tour guides and escorts. We asked for tour guides willing to participate in the research. The main requirements were that the person has HE (preferably in tourism) and the knowledge of at least one FL. Eventually, we got a sample group that included seven people, all of them fluent in at least one FL and some of them up to six FL.

CONDUCTING THE RESEARCH

After we had developed the research methodology and formed its specific goals, we started contacting the potential respondents. Our search for respondents started on the 28/03/2019. We sent invitations for participation in the research over a period of around fifty days to thirty-four addresses. Some of them were instantly intrigued by the subject, while most of them were too busy to cooperate. Finally, on the 14/05/2019 all the participants were known and we started conducting the research. As previously mentioned, there were six representatives of the tourism HEI and seven representatives of the TI. In total, we have conducted thirteen interviews with average duration of forty-four minutes. Eight interviews were conducted in person, two were conducted using Skype and three were conducted over the telephone due to the crammed schedule of the interviewees. The last interview was carried out on the 11/06/2019.

At the beginning of each interview, the interviewer introduced themselves, presented the topic and its purpose and stated the duration of the interview. Before answering any questions, all the participants received a written statement which was given to them to fill in and sign – in person or by E-mail. The statement read that they agree with the recording of the conversations, as well as that there is full anonymity concerning their answers i.e. their name will not be mentioned with their answers in this article. After providing technical information, questions ensued. At the end of each interview, the interviewees were delivered a thank you note in writing.

The recording of the interviews was performed through a mobile phone app in order to create a transcript of the conversations. Veal (2017) claims transcripts are necessary if the results of the interviews are to be analysed in the most methodical and complete manner (Veal, 2017). All the tapes and transcripts are now tagged and stored in accordance with ethical framework and will be kept that way over the next several years in order to keep this research transparent for any possible checks or updates. It is also important to highlight that all the interviews were conducted in Croatian and hence the transcripts are also in Croatian. However, for the purpose of the dissemination of results, the analyses of the results, the conclusions and the quotations were translated into English.

RESULTS AND DISCUSSION

Irrespective of the limitations that occurred while planning the research methodology, we have managed to achieve the initial goals of the research. The sample group representing the TI generally consisted of highly educated and competent people with substantial experience, ideas and solutions. Their different work environment, place of origin and life experiences have given us quality materials that have helped us in answering the questions and reaching conclusions. The respondents from the sample group representing the HEI for tourism were all Ph.D. degree holding professors with adequate teaching experience and the knowledge of at least two FL.

It is important to mention that the interviewees have shown homogeneity in their answers, which implies that even if there had been more sample units in this sample group, we can presume the results and conclusions would not have changed significantly. There may have been more suggestions on how to improve the system. Consequently, it is safe to say we have overcome the initial technical difficulties and managed to select optimum size sample groups and relevant sample units.

All the conclusions reached by the experts in tourism mentioned in the literature review, proved applicable and were confirmed by our research - FL are a fundamental part of education in tourism due to increased international operations of tourism enterprises. FL skills provide a comparative advantage upon employment. Moreover, it is one of the essential skills in the TI. There are different ways of learning a FL and methods of language knowledge improvement. Tourism LM suffers from a shortage of adequately educated workforce. Our assumptions have also proved true - FL skill is a necessity when working in tourism; there is an unavoidable need for the HEI in tourism to be in harmony with the TI; the role of education is to meet the needs of the economy and to „provide" capable and expert labour force.

THE DESCRIBED FEATURES OF THE CURRENT STATE OF TOURISM LABOUR MARKET IN CROATIA

Our interviewees revealed considerable significant and useful information about the tourism LM in Croatia that are helpful for understanding the topic.

Firstly, the interviewees had the need to highlight the problem concerning the identity of tourism workers in Croatia. These problems are not related to the education system or its lack of proficiency, but have political connotations. Due to a significant emigration of Croatian citizens, the interviewees expressed their concern regarding the fact that Croatian LM is currently abounding in foreign nationals, which appears more like a temporary solution rather than staff capable of providing a quality service. The level and quality of their education is much lower than required – not only do they mostly speak FL badly, but they frequently cannot speak the Croatian language either.

I think that HE currently does not meet the needs of the market because we have that brain drain, human capital flight…highly educated, expert people leave the country and go abroad where living standards are much higher and people are better accepted. (Interview with an anonymous interviewee – representative of theTI)

In their answers, the interviewees express concerns about a huge demand for adequate workers, while an insufficient number of them is available. They have experience of how badly such situations are tackled. The interviewees point out how because of a shortage of more adequate staff, services are often provided by inadequately educated people or even auxiliary staff, which undoubtedly and systematically lowers the quality of the service and visitor expectations. Experts in the field of the TI are convinced that in Croatia „everything" that is needed for a great tourism experience is superior in relation to other countries, which have started their ascent as tourist destinations. However, there is a shortage of quality staff, which is as important as other segments of tourism programmes.

The interviewees suggest that at the moment the Croatian tourism LM has the greatest need for managers of elite and exclusive hotels. There is also a huge need for hospitality workers. Nevertheless, they say sometimes the employers have excessive expectations in terms of working skills while hiring that sort of staff. They often ask for highly educated and experienced workers in exchange for low wages. The interviewees suggest that companies themselves also have an important role in educating and preparing their staff for the job because some things cannot be taught at school.

If we are to judge by our interviewees' answers, young and educated people in Croatia do not have any problems in finding a job in tourism. Even some universities provide jobs to their best graduates on an annualised level. However, wages for young and inexperienced people are very low. Considering the economic situation and the living standard in the country, the interviewees say it is not surprising to see young and well-educated people, doing more than one job in order to increase their revenue. The interviewees also believe highly educated people are more successful in making additional money doing additional jobs such as renting their properties or some similar simple jobs. On the other hand, although the interviewees claim that HE is a very important component of business success, they add there are other important factors affecting success such as travelling, reading, experience, watching others doing the same as they do and previous jobs, to name a few.

One has to move, travel, watch, learn, be aware that there are still things we can do better and we can learn. (…) We miss a little modesty, little humbleness. There is a lot of overconfidence, arrogance, and it is not OK because those who think they know everything, cannot learn anything new. (Interview with an anonymous interviewee – representative of the TI)

Concerning the question „What are the most important competencies a tourism worker in Croatia should have?" the interviewees mentioned many different skills needed in tourism. Nevertheless, a few of them repeat themselves and they eventually proved the most important: communication, kindness, multicultural functioning and multicultural knowledge, professionalism, multitasking and love for people and tourism. It is interesting to mention that these competencies match the ones we highlighted in the literature review.

The interviewees mostly suggest HE is neither crucial for getting a job in tourism, nor for becoming a good employee. Nevertheless, it provides important competitive advantage. The interviewees point out there are currently huge differences between different HEI of tourism in Croatia. From the ones enabling the learning of only two FL to the ones providing the opportunity of learning of up to five languages to their students free of charge. The interviewees explain how the HEI mostly adjust the beginner level of study concerning students' current

language proficiency. The interviewees explain it can be a difficult task to teach the language that had already been learnt by the students because the groups are very heterogeneous in terms of their current language proficiency. With these languages (English, German) it is necessary to adjust both the starting point of teaching and the curricula. On the other hand, there are languages that students have never learnt before college. The interviewees state that such groups are much easier to work with. Nevertheless, if insufficient time is available for learning such languages (Spanish, French), it can be a complete waste of time.

At the Department, we have one hundred seventy, if not one hundred ninety students – extremely large groups. We then split them into two groups of up to eighty or ninety students. I mean, it is just impossible. (…)You practically cannot do anything with that because you have one class of lecture and one class of seminar exercises a week. A disaster! (Interview with an anonymous interviewee – representative of the HEI of tourism)

The representatives of the HEI of tourism have provided us with an insight into the educational programme of the HEI of tourism. The curricula are formed by the professors who are experts in their fields. They are given confidence they are sufficiently adequate to develop the curricula that will assure goal achievement. Due to that demanding task, professors are unofficially obligated to keep abreast of new trends, literature and overall occurrences in the TI. For the purpose of curricula development, they use all the types of contemporary literature, recent articles and Internet sources. Moreover, they cooperate with other colleagues, with the colleagues from the tourism industry sector, they seek advice from students and their evaluation is they are sufficiently competent and up to date in order to do their job well.

At the point where it is necessary to determine the achievement of goals of FL curricula, the respondents from the HEI of tourism tend to twitch while answering. The only real information gathered from the respondents was that the first two years of study include a wider range of knowledge – in terms of grammar and vocabulary, while in the subsequent years of study, deeper insights are provided into some special tourism segments. A similar situation occurred with the question „For which jobs exactly are students prepared?" The interviewees evaluated

that question as „the right question". However, they faced difficulties in explaining their answers. They tend to strongly highlight the distinction between university studies and vocational studies; between undergraduate and graduate programmes; between hardworking and lazy students... The overall conclusion on that subject would be they are trying to provide their students with as much knowledge as possible, not necessarily focusing in any particular direction.

People often work in certain tourism segment and the rest is unknown to them. That is exactly what university study offers – a holistic approach to tourism where they have insight into everything. In the end, practice leads a person towards a specific direction, but there has to be comprehensive knowledge base. (Interview with an anonymous interviewee – representative of the HEI OF tourism)

The English language curricula strive to include almost all the occupations in tourism. Students who graduate from Tourism and Hotel Management Department will not instantly become managers, so we also want to include the lower level occupations, i.e. from the simple ones to the point where they will function as managers in English in the global environment. (Interview with an anonymous interviewee – representative of the HEI of tourism)

The interviewees also highlighted the point that there is a distinction between full-time students and part-time students. Full-time students are usually young and more adaptable people. The interviewees revealed that Croatian full-time students often attend lectures just to confirm their presence and then they sit in back rows and are „absent-minded" in class. It is certainly not always the case. Nevertheless, the interviewees explain students become much more interested as the end of their study approaches because in the meantime they start to work and they realise the importance of the subjects they are taught. On the other hand, part-time students are people who in most cases already have their life built up. They are people with families, careers and experiences and it is hard for them to go back to learn something, but they are compelled to do it in order to progress.

One of the basic questions posed to the representatives of the HEI for tourism was: „What would you say is the main role and task of the HEI of tourism?" At first, the interviewees were slightly

surprised by such a question. They have given us all sorts of answers, followed by the question: „Do you agree the main role and the task of the HEI of tourism should be educating and shaping quality staff for tourism labour market?" They agreed it is implied and it absolutely is the most important thing. However, that was not their first answer.

The interviewees highlight there is one more important segment of language education and these are multicultural competencies. The question: „Do you work on teaching about the culture of the foreign country whose language you teach?" was evaluated as great and important. The interviewees here especially draw attention to the English language, which has lately been referred to as „lingua franca" – a globalised language, which is used in multicultural and international business environments, by both native and non-native speakers. The interviewees explain they are preparing their students for internationalised and multicultural business environment and it is important to educate them in that way. The interviewees point out that it is necessary for them to know about the culture of their interlocutor and the features of foreign nations, at least the ones they are cooperating with. The interviewees explain students learn that part mostly by researching about the subject on their own, while preparing presentations and working on projects. Their attention is primarily focused on multicultural differences between domestic and foreign nationals, different cultural habits and the behavioural etiquette. In addition to their own exploration, culture is also taught by watching foreign movies and visiting events related to the specific language or the country.

Most of our respondents have been educated in tourism, so they were able to give us first-hand information on the quality and proficiency of the HEI for tourism in Croatia. They agreed about the fact that they learnt sufficiently from the technical aspect, so they have sufficient overall knowledge concerning tourism. Nevertheless, the respondents from both sample groups had observations and suggestions upon the necessity of practical work. The latter is very important for tourism students, but not all universities are engaged in it or at least not as well as they need to be. The interviewees suggest practical work needs to be obligatory for all tourism students. They also emphasise students need to have a freedom of choice in terms of the direction and segment of tourism they want to be

perfected in. The representatives of the TI argue practice is more important than formal education. However, they do not underestimate the importance of HE. Moreover, they agree educational degree has an important influence upon the quality of the tourism product. Nevertheless, they explain how all that acquired knowledge is irrelevant if there is no practice behind it. Bearing that in mind, it is worth mentioning the interviewees' opinion that young people are excellent at general language, yet they need to perfect their specific vocational terminology. It is something that can be taught mostly through practical work, so the interviewees suggested several ways of incorporating specific terminology into the curricula of the HEI of tourism.

When we say someone speaks a FL, it should mean they know it at simultaneous translator level. They should be able to think in that FL, respond quickly, understand colloquialisms and similar - unfortunately, that type of knowledge is not acquired at HEI. (Interview with an anonymous interviewee – representative of the TI)

The interviewees, who are also tourism graduates, have looked back onto the evaluation system of the HEI for tourism, which they evaluated as inadequate. They point out that students are often more focused on learning in order to satisfy the professor and pass the exam, than they are because of their own interests and the needs of the TI. The interviewees explain that at some universities luck and cheating in exams play an important role in getting a good grade. They claim there are no specified criteria of evaluation, and grades often do not represent the true level of knowledge.

Because of a huge number of students, it was simply impossible to process all the exams by hand, so we had exams where we needed to circle the correct answer. The exams in question would then go to the scanner, which identified the grade. It was wrong because there was a huge possibility of cheating and it was very much used. Then there was luck - maybe someone has learnt only five things and they got precisely them in the exam. Someone else could have learnt a lot, but did not make it to pass the exam. Professors were then using some techniques to aggravate exams. They used footnotes for formulating questions; they limited essay content to three hundred words and we would then lose points if we wrote more or less than exactly three hundred words. So, the whole knowledge examining

and grading was ineffective. The focus was placed on the wrong things. (Interview with an anonymous interviewee – representative of the TI)

What is tourism experts' review of the overall knowledge of foreign languages of the people working in the tourism industry in Croatia?

The respondents from both sample groups agree the knowledge of FL is not the same among the tourism workers. Croatia has different tourism workers. That varicosity goes in few directions: it depends on one's workplace, age and geographical components.

The interviewees agree on the fact that tourism workers who deal with guests mostly use one or two languages, which they use in their daily routine and they are specialised in these languages. There are not many people fluent in more than two FL - some interviewees even suggest it is not possible. Firstly, because it is hard to use and keep up the knowledge level of many languages. Secondly, because of the nature of the TI which leaves very little time and space for learning and perfecting FL. However, the interviewees claim tourists are often surprised how well FL are spoken in Croatia. The interviewees assess how in comparison with our neighbouring countries, Croatia definitely shows progress. On the other hand, in comparison with Western countries and their citizens, Croatia lags behind. It is also highlighted by the interviewees how in comparison with the Italians, Spaniards and French, the Croats have a reason to be proud because they at least speak English, while in these countries it is not the case. The interviewees' attention was also attracted to the nations with long histories such as Italians, French or Germans who often do know how to speak English, but they do not want to because they think their languages are world languages and everyone should know them – in reality it is not true. The interviewees argue that currently everyone speaks English.

In addition, the interviewees point out that nowadays it is normal for young workers to speak at least English, while it is not the case with older generations working in tourism. That is why the interviewees often mention teamwork as one of the key competencies in such heterogeneous work surroundings. On the other hand, the interviewees emphasise that while inexperienced workers or fresh graduates have achieved an excellent level of general language, their vocational language is low

level and it can be improved primarily over time and through practice.

It was also brought to our attention not only that different parts of Croatia have various existing workers; they also have different labour needs. For example, the interviewees explain how more visited parts of Croatia and the ones with longer tourism season, such as Istria or Dubrovnik, have shown a better knowledge of FL compared with the rest of the country. It can also be linked with the fact that the more „exposed" parts of Croatia, statistically receive more foreign visitors, especially the wealthy ones. The continental part of Croatia, for example, is not so visited, at least it was not until few years ago, due to the fact that promotional activities in tourism focused primarily on the coastal part of Croatia. Nevertheless, continental Croatia has lately become much more developed and appreciated by visitors. That is why continental tourism workers, if that has not been the case so far, will from now on definitely need FL skills.

What kind of foreign language needs does the Croatian tourism industry have?

The interviewees strongly agree on the fact that the twenty first century is an era deeply influenced by communication and internalisation where FL become imperative. Our interviewees highlight how FL are a necessity for people working in the TI.

The interviewees explain it is not the same to speak the language and to use it for work. Workers in the TI have an especially challenging task when it comes to the ESP or the vocational segment of a FL. The interviewees explain how tourism workers need general language in all the forms, as well as vocational language and a broad vocabulary in order to be eloquent in a FL. They often need to explain the menu, the specifics of some traditional products, the manufacturing process, tasting tours, leading the tourist through some specific space or using specific tools such as a carriage, hoverboard or Segway. They also encounter different types of people and it is important to be capable of adapting the language to a specific population. That can include senior citizens, children, ill people, people with conditions such as autism or Alzheimer's disease, people with special needs and the disabled, to name a few. The interviewees pointed out there is considerable vocational terminology that tourism workers need to master. However, they suggest it is not difficult

to learn it if they are good at general language and grammar. Furthermore, the interviewees highlight that currently a good tourism worker or manager in tourism cannot be someone with only a knowledge of economics. That person has to have multidisciplinary and holistic knowledge from many different segments. The interviewees point out that when talking about languages, knowledge of the cultural and social features of an interlocutor is as important as the knowledge of the language.

The interviewees agree on the fact that FL are the most important for tourism workers who are involved in direct communication with tourists – hospitality staff, activity co-ordinators, tour guides and travel agency operators. It is important to point out that these professions are equivalent to our explanation of the way we have chosen our sample units.

On the other hand, the representatives of the TI suggest there is a possibility for people without the knowledge of a FL get a job in the TI. These are mostly people involved in finances, bookkeeping, legal services, delivery and auxiliary staff. The interviewees also claim they would be able to make and sell their tourist product without a FL. However, these products and the entire sales process would be of a much inferior quality. It leads us to the conclusion on how many advantages the knowledge of a FL implies. The interviewees explain that it would be very desirable if a FL were spoken also by porters, drivers and auxiliary staff. They particularly point out the case of the auxiliary staff in tourism.

Furthermore, the interviewees in our research mention there is one especially delicate feature of tourism that tourism workers need to be prepared for – crisis situations. Such situations usually occur when dealing with foreigners or when operating in a foreign country. In both cases, it is tourism workers' task to solve the problem on the spot and then the language becomes a special tool.

Except in direct and indirect contact with the visitors, solving their problems and providing them with services, the interviewees assess that a FL is important for making and selling the product. A simple mistake can significantly complicate the whole situation.

It was pointed out by the interviewees how the knowledge of languages also has an impact on the course of one's career. The interviewees explain

tourism is not a competition on how well someone will translate something. It is about the use of language and capability to negotiate, to be resourceful and to manage to achieve the goals. Considering the nature of the work in tourism, goals are mostly sales-oriented. In addition, it was pointed out by the interviewees that it is easier to sell, buy or achieve better terms and conditions if the language of the visitor/partner is spoken, because they appreciate it. Moreover, the interviewees explain that working in tourism, especially with foreign partners, is not only a superficial relationship, but also rather a deeper one in which associates visit each other, work with each other, strive to solve problems and design solutions. Language is an important factor in that relationship.

We work with Japan, China and Korea and for these markets it is like a prerequisite pointed out by our partners to have the staff who speak the local language, a must have. Hence, we literally have people who were imported from these countries and hired. And simply, that person can be the worst in the whole world, but they speak that language and it is the prerequisite. (Interview with an anonymous interviewee – representative of the TI)

Bearing that in mind, the interviewees argue that a worker with the knowledge of a FL, or the knowledge of more languages, will significantly prosper in relation to the one speaking less or no languages at all. The interviewees suggest that progress will be seen in one's income, tips, business desirability, privileges and similar.

If you speak three languages, we will easily transfer you somewhere else if needed, but if you know only one language, it will be more difficult. Somehow we are both limited, you as a worker and we as an employer. (Interview with an anonymous interviewee – representative of the TI)

The interviewees suggest an „ideal" tourism worker in Croatia should have the knowledge of at least two FL – English as obligatory and then either German or Italian, depending on the part of Croatia they work in. The interviewees say it would be great if that worker were able to speak three or more languages, but they are aware that such expectations are unrealistic. Our interviewees, however, point out that it would be easier for a worker to do their job if they knew more languages – basically, tourism workers cannot know too many languages.

The more languages you speak and the better you speak them, the better you are as a tourism worker. (Interview with an anonymous interviewee – representative of the TI)

Language is alpha and omega, the starting point of everything. Not only the way of communication but also the way of acquiring new trends and any kind of knowledge about what is happening. It is necessary to read scientific literature, develop marketing and operational strategies, create innovative products, and that is impossible without keeping track of the trends in the world. (Interview with an anonymous interviewee – representative of the HEI of tourism)

The interviewees argue that the most important languages in the Croatian tourism are currently English, German and Italian, followed by Portuguese and French.

There is also an increasing need for people speaking some rare languages, due to which they are very highly paid. The interviewees gave examples of such languages: Swahili, Hebrew and Indian. The interviewees claim that the similar applies also to Chinese, Korean, Japanese and Arabic languages where tourists from these countries require services provided exclusively in their language, not English. Therefore, with an increased number of tourists from these countries, there is a high demand for such languages, but a very small number of people speaking them. The interviewees have provided us with information that Japanese-speaking tour guides are currently the best paid. Hence, tourism experts' suggestion to tourism workers it to learn Japanese. At this point, it is important to emphasise the fact that English, as a „lingua franca", indeed is not a threat to multilingualism, as has also been stated in literature review.

All the interviewees agree about one important conclusion – the most important and the most popular FL in Croatia is English. It is the most common FL used by both hosts and guests. English has been described by the interviewees as a language that everyone has to know – an implied business competence. The interviewees point out that many companies in Croatia conduct job interviews in English, they use English as official business language and most of their business is done in English. As for foreign partners, they also mostly communicate in English because they are professionals and it is expected from a professional in tourism to use English. As suggested by our interviewees, English is a very important factor in TE as well. Not only in classes which teach English, but also in other classes. Most of the relevant literature is in English and there are many cases in which that literature is obligatory for students. Based on these facts, the interviewees argue that English has nowadays become a „lingua franca" – wherever we are, whoever we talk to, English is the most suitable means of communication. The bottom line is, the interviewees describe English as a „must have".

The interviewees have also unanimously agreed that FL are an absolutely important factor for quality tourism. Nevertheless, they stress the fact that it has to be a quality language. The interviewees claim it is rather common to find translation mistakes in menu maps or business E-mails or in public sights – they can be found anywhere in the world. However, the interviewees emphasise it tells a lot about our current level.

How do the existing curricula in the higher education institutions for tourism meet the needs of the tourism industry in the foreign language segment?

A conclusion based on the responses from the representatives of the TI, is that at this point, the existing curricula are not sufficiently effective in meeting the needs of the TI regarding FL education. The interviewees explain it is mostly because there is insufficient practical work, no education strategy in tourism and a weak focus on what is relevant in terms of teaching.

The interviewees point out new employees come to work with different sets of skills even if they studied the same programme. According to them, that is so because of a huge gap in the education system. They openly comment on the inadequacy of education system in tourism, saying it does not follow a clear direction. In addition, they criticise the fact that there is no strategy of the HE in tourism, while there definitely is the need for it, pointing out the significance of tourism in the overall Croatian economy. The interviewees emphasise that that kind of unsystematic education management leads to hyperproduction of workers who are all the same, but they are rarely what the LM needs.

The interviewees claim many companies have needs for languages besides English, such as Spanish, Portuguese or French, not to mention Chinese and

Japanese, but these languages are rarely taught in the HEI for tourism, or students are not interested in them. Consequently, the TI has to employ people who have language education in these languages. However, they are not educated to work in tourism, which can be a significant problem for them. Such employees are mostly experienced in teaching or translating, so for them it is difficult to adjust to the dynamic and the sales character of the TI. Hence, the interviewees suggest students should be somehow made to learn the „deficit" languages. The interviewees argue that students often recognise the benefits of learning a specific language, although they were initially in some way made to choose it. Moreover, the interviewees explain how languages less popular with students are usually the ones that the LM yearns for, so these languages could later significantly affect both one's career and income.

The interviewees argue the success and the level of someone's education does not depend only upon the education system. Individuals themselves – their attitude, diligence and priorities are frequently indicators of business success. The interviewees suggest people should understand and be more aware of the importance of their own indications to progress.

The representatives of the TI also emphasise expectations, with which fresh graduates approach work. The interviewees suggest they should be more aware of their capabilities and of the fact that they cannot know everything at the start. They should be taught there has to be an adjustment period and during that time, they will do all sorts of assignments. The interviewees explain that many people quit because they think they are being underestimated, while in reality they are just being taught about what the TI needs from its workers.

The representatives of the HEI of tourism concluded the role of the HEI of tourism definitely is in preparing quality tourism workers for the LM. They argue that language curricula are structured towards the achievement of these goals. However, they do find some problems in curricula implementation. At this point, it is important to say that each HEI has its autonomy concerning its methods of operation and the rules, so it is not possible to generalise conclusions for the whole education system. Nevertheless, it was interesting to see how they differ and how each institution has something better to offer than the previous one and something that needs to be adjusted.

The interviewees explain how at the beginning of each academic year they first introduce students to the goals of the language course. They say these goals are extremely important to achieve. Nevertheless, the way of achieving them can be changed during the process. Professors often find better examples or more recent materials. Basically, all of them love what they do and are trying their best to do it as good as they can. Nevertheless, they are convinced they have even more to offer. All of our interviewees were Ph.D. degree holding professors, half of them with over thirty years of experience in teaching a language. They point out they feel like they are giving just outlines of the matter that is much more complex.

These concerns are especially expressed by the interviewees dealing with undergraduates. They should teach their students both general and vocational language, they would like to include practical work and they would like much more interaction, yet, there is no room for all that. They have a limited number of teaching hours, which are divided into lectures and practical classes and they usually have only one course for each language per semester. In that one course they have to include teaching both of general and vocational language, cultural segments, grammar and anything else they may find important, i.e. there are no special courses for learning the culture or business skills in FL or similar.

In combination with overcrowded lecture rooms, because of unlimited enrolment quotas, the interviewees of one University express extreme worries in terms of the proficiency of language teaching. They explain students where there are eighty of them in class and students where there are thirty or less, will not have the same language knowledge and that difference will be relevant in their professional environment or even when trying to find a job.

The interviewees claim that the increasingly popular and interesting form of practice and gaining experience are student exchange programmes. The most important reason for that is the fact that they are intended for students to learn the language of the country they are visiting. However, the interviewees point out there are two problems concerning this aspect. Firstly, students often come to the foreign country and surround themselves with people who speak their own language.

Secondly, in foreign countries, students are faced with English as a „lingua franca" and they usually have the need to speak English only. Nevertheless, the interviewees are convinced that such student exchange programmes are good for students and for awakening their consciousness. The interviewees also argue that students attending exchange programmes are more active, have different mentality, are more open-minded, co-operate better and are more aware of their responsibilities, among others.

There is one more remark provided by the interviewees. Students and their parents, as well as some education institution administrations, deny the importance of FL as a part of the higher TE. The interviewees claim that is the reason why languages do not have enough room in the curricula. Moreover, they complain that language courses are held on Fridays when students are not so motivated. And it has also been noted that students often neglect FL courses in favour of other courses that appear more important at the moment.

The question: „Do you think a student can learn a language sufficiently well during their HE in order to work or they need additional tuition?" the interviewees assessed it is a „million dollar question". The interviewees argue it is up to the students how well they will acquire the knowledge provided to them. The interviewees emphasise they provide their students with as much knowledge as they can considering the learning outcomes they have set up. Nevertheless, they cannot learn for the students.

What are possible adjustments that would improve the system in order for the higher education institutions for tourism to better meet the needs of the tourism industry in Croatia?

During our interviews, the respondents have expressed a lot of ideas and solutions on the improvements of the education system. They also mentioned many good examples that could be implemented in order to improve the education system.

Firstly, they argue that speaking a FL in the business world provides great opportunities. The more languages a person speaks, the better it is, especially if these languages include some deficit and desirable language. The interviewees suggest learning different languages needs to be imposed in order to satisfy both the needs of the LM and the proficiency of individual tourism workers.

Secondly, in order to implement any changes in the curricula, institution administrations should be more aware of the market needs and more focused on the necessary changes. Enrolment quotas need to be included in such changes. They should generally be limited and sufficiently strict in order to make study groups of reasonable sizes. The interviewees claim it is easier and more productive to work with smaller groups comprising of up to thirty students. In that way they can ask students to suggest learning materials they are interested in, they can listen to some videos or conversations without noises and interruptions, they can read out texts loud and interpret them and they become more confident because they learn in a familiar environment. It is also easier to implement any type of changes or improvements into the curricula if there are smaller groups. Basically, smaller groups are the right path towards getting a reasonable number of high quality and highly-skilled workers, rather than heading for hyperproduction of inadequate manpower due to crowded lecture halls.

Besides crowded lecture halls, the emphasised problem with the representatives of the HEI for tourism is insufficient hours for teaching a language sufficiently. Student satisfaction surveys also suggest they need more time for learning languages. The interviewees suggest languages need to be a part of tourism curricula throughout the studies in order to achieve quality.

The interviewees also suggest language courses should be balanced in terms of the extensive content they have to address. If that is not possible, they suggest at least adding more courses for each language – one to teach grammar, general and vocational language, another to teach culture and one more to deal with business communication. The interviewees explain such courses once existed, but were abolished. However, there is a need for bringing them back at least as elective courses. In terms of course content, the interviewees say they would prefer it if the courses were not divided into lectures and seminar exercises.

The next suggestion provided by the interviewees was concerning the need for a unique and applicable policy of education in tourism. The interviewees suggest both experts from the academic community

and the real sector need to work together in order to learn and help each other so they could develop curricula that would have the potential to provide support to the current level of tourism development in Croatia.

An interesting suggestion was pointed out by the representatives of the HEI for tourism and it was also intended to enhance teaching. They suggest co-operation through professional courses in the form of joint projects would develop student management, operational and language skills, all that combined with practical work.

The respondents from both sample groups highlighted practical work as an important part of the TE. They agree practical work should be a fundamental part of the curricula. In that way people learn to make arguments, react adequately and learn vocational terminology. The interviewees suggest students should be able to direct their practical work towards a direction they are interested in. However, practical work needs to be meaningfully structured and supervised by education institutions.

The interviewees mentioned they receive opinions that encourage the removal of FL from tourism curricula. The interviewees react to the latter by answering with a proposal that it could be done if in return students could go to work or learn abroad for some time. They believe that could be a worthy substitute and possibly even a better solution. Nevertheless, the interviewees are determined that FL need to be an integral part of the HE in tourism.

Beside the language itself, the interviewees highlight the importance of learning the cultural features.

The ultimate conclusion of our interviewees suggests individuals are responsible for their own success or failure. Their desire and willingness to become quality tourism workers are the most important starting point. Education is an additional tool that helps to improve the way we do things. However, the most important competencies of tourism workers mentioned by the interviewees suggest personal initiative is the key to success.

THE IMPLEMENTATION OF THE RESEARCH RESULTS

This research has given us a better insight into the issue of the Croatian education system and the Croatian TI features. Although we have already provided an insight into the education system in Croatia, the objective of this research was to enable us to answer the research questions and address the main concern – whether there is a gap between FL curricula of the HEI for tourism and the needs of the TI in Croatia.

Cooper (2002) explains there are two basic approaches to evaluating whether the curriculum has met its objectives. Firstly, one is formative evaluation and it includes internal evaluation, usually performed by the institution, and the second approach is summative evaluation, which includes a broader view of the whole curriculum and is performed by an outsider (Cooper, 2002). We have used the second approach, comparing results obtained from the representatives of the HEI of tourism with the ones obtained from the representatives of the TI.

Based on our respondents' answers, at this point in Croatia there is a gap between the efficiency of FL education in the HEI of tourism and the needs of the TI. The interviewees claim that the reasons for such a current state are the absence of a unique tourism education strategy, a lack of practical work associated with tourism studies, overcrowded classrooms and insufficient learning hour rate – these issues self-explain the necessary changes. Furthermore, the interviewees suggest FL curricula would be more effective if there were a prudent choice of languages taught in the HEI of tourism, limitation of enrolment quotas in order to prevent hyperproduction of inadequate workers and emphasising awareness that personal initiative is half way to success.

In addition to answering the research questions, this research strived to obtain additional information and gather opinions from the interviewees in order to prepare and propose the possible improvements of FL curricula at the HEI of tourism. While interviewing our respondents, the following suggestions appeared:

As indicated by one research, universities need to include (and impose learning) deficit FL needed in the industry – in the case of Croatia, that would be Spanish, French, Chinese and Japanese;

The curricula should be formed in a way that students get to interact as much as possible, preferably also with the native speakers of the language they learn – it could be done by hosting a guest lecturer or simply hosting exchange students;

Education institutions should follow trends and adopt successful ideas practiced by other institutions – if we talk within Croatia, there are some universities who obviously do a better job than the others, they should be considered as role models, not threats;

Students need to be given an opportunity to evaluate educational programmes because their suggestions can be very productive – concerning grading, lecture content, the method of teaching, lecturer competence, etc.

The traditional method of knowledge grading needs to be updated, so that lecturers would evaluate the language in use – preparing and delivering presentations, surveys, projects, course portfolio, etc., otherwise students often learn only in order to pass the exam;

Enrolment quotas for teaching FL at the HEI for tourism need to be stricter – each HEI of tourism should provide at least two languages for their students and in such a way that each language has approximately the same number of students (up to thirty-five);

the HEI of tourism should be involved in lifelong education programmes, which should also include FL courses – this type of initiative would be profitable for the institution itself, as well as for students and the industry;

From time to time, lecturers should remind themselves what it is like to learn an (/a completely) unfamiliar FL – there are lecturer conferences or professional training courses which challenge teachers to learn unfamiliar languages for the first time, so it would make them aware of how hard it is for their students;

There are many seminars and professional training courses for tourism workers in Croatia. There should be initiatives for such courses (or parts of them) to be held in a FL – in order for both visitors and speakers to practise their FL comprehension.

The respondents from both sample groups agreed on the fact that FL are extremely important for quality tourism in Croatia. Moreover, the most important competencies of a tourism worker are as follows: communication skills, kindness, multicultural functioning and multicultural knowledge, professionalism, multitasking and love for people and tourism. They highlight that communication in general is very important for tourism workers - not only in terms of being fluent in at least one FL, but also in terms of behaving adequately during communication, being confident and – above all – being polite in contact with visitors. Nevertheless, the final disclosure was that there is currently a serious shortage of adequate tourism workers in Croatia.

Table 1: Fingings and improvements

STARTING POINTS OF THE RESEARCH	NEEDS OF THE TOURISM INDUSTRY	CURRENT STATE OF HEI FOR TOURISMS CURRICULA	POSSIBLE IMPROVEMENTS
FL are a fundamental part of education in tourism	Both general and vocational language knowledge	Lack of practical work associated with tourism studies	Curricula formed in a way that would get students to interact as much as possible, preferably also with the native speakers
		Insufficient learning hour rate	
There are different ways of learning and improving the knowledge of a FL	Multicultural functioning	Lack of interaction	Initiative for existing tourism seminars and professional training courses for tourism workers in Croatia (or parts of them) to be held in a FL
		Overcrowded classrooms	
FL skills provide a comparative advantage upon employment	Multilinguism – speaking at least two FL	Differences in amount and choice of languages being taught	More prudent choice of languages taught in the HEI of tourism
	English as a must – languages other than English bigger competitive advantage	Weak focus on what is relevant in terms of teaching	Include and impose learning of deficit FL needed in the industry
FL skills are essential in the TI	Developed communication skills	Low appreciation rate for FL from both parents and students	Emphasize the awareness that personal initiative is half way to success
Tourism LM suffers from a shortage of adequately educated workforce	Adequate workers	Absence of a unique tourism education strategy	Limitation of enrolment quotas in order to prevent hyper production of inadequate workers
There is an unavoidable need for the HEI in tourism to be in harmony with the TI and to "provide" capable and expert labor force	Knowledge of rare FL	Fully capable and expert learning staff	Give students the an opportunity to evaluate educational programs
		Experienced professors, very aware of importance of FL knowledge	Encourage education institutions to follow trends and adopt successful ideas practiced by other institutions
	Multidisciplinary and holistic education		Update the traditional method of knowledge grading
		No specified evaluation system criteria for FL	Remind lecturers of what it is like to learn an (/a completely) unfamiliar FL

CONCLUSION

Research results revealed that in Croatia there is currently a gap between the effectiveness of foreign language education in the tourism higher education institutions and the needs of the tourism industry. The main reasons that have been pointed out are the absence of a unique tourism education strategy, a lack of practical work associated with tourism studies, overcrowded classrooms and insufficient learning hour rate. It has been proposed FL education would be much more effective if there were a more prudent choice of languages taught in the HEI of tourism, if enrolment quotas were limited in order to prevent hyperproduction of inadequate workers and if the awareness that personal initiative is half way to success were emphasised. Based on the research, the following possible improvements of the FL curricula were suggested: to include deficit FL needed in the industry; develop curricula in a way that would allow more student interaction, possibly with native speakers; follow trends and adopt successful ideas from other institutions; give more appreciation to student evaluation of the curricula; change the way of knowledge evaluation; limit enrolment quotas for each FL; include lifelong education as one of higher education institutions' areas of work; remind lecturers of what it is like to learn a FL; include FL speakers in existing educational seminars and professional training courses.

All the respondents included in the research had sufficient and adequate experience to discuss the research topic. The collected information was relevant and sufficient to both answer research questions and give additional proposals for improvements of the FL curricula. In addition, our assumption proved true – FL skill is a necessity when working in tourism; there is a fundamental need for the HEI in tourism to be in harmony with the TI; the role of education is to meet the needs of the economy, i.e. to „provide" capable and expert labour force.

Nevertheless, it is suggested that in the future this research is repeated on a larger sample. The interviewees have also suggested this type of research needs to be done more frequently in order for the academic sector to more easily keep track of the requirements of the industry. Bearing that in mind, we suggest further research of the subject. It may also be interesting to see the results of a similar research conducted on the case of another country in comparison to Croatia.

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MANAGEMENT NADMĚRNÉHO CESTOVNÍHO RUCHU NA PŘÍKLADECH Z PRAXE

MANAGEMENT OF OVERTOURISM IN PRACTICAL EXAMPLES

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ABSTRAKT

Nadměrný cestovní ruch (overtourism) je problém, kterým se zabývá mnoho vědeckých pracovníků na mnoha úrovních. Jde o jev, který vzniká nenápadně a postupně. Proto ho mnoho destinací začíná řešit až se zpožděním. Nadměrný cestovní ruch bývá umocněn doporučeními známých osobností nebo influencerů či natáčením oblíbených filmů v oblasti. Účelem tohoto článku je analyzovat jev nadměrného cestovního ruchu s odkazem na manažerské nástroje a strategie. Článek vychází z literární rešerše, která představuje některé výzkumy jiných autorů v oblasti overtourismu a vztahů destinace – rezident - host. Článek pracuje s příklady dobrých praxí a konkrétních řešení ve vybraných destinacích po celém světě. Cílem je představení manažerských nástrojů a opatření, ke kterým destinace přistupují při předcházení i řešení negativních důsledků nadměrného turismu. Příklady managementu cestovního ruchu jsou popsány v destinacích jako je Barcelona, Amsterdam, Benátky, Řím, Kodaň, Bruggy, Dubrovník, Santorini, Island nebo Machu Picchu.

Klíčová slova: Management. Nadměrný cestovní ruch. Turismus. Udržitelný cestovní ruch.

ABSTRACT

Overtourism is a problem that many researchers at many levels are dealing with. It is a phenomenon that is inconspicuous and slow. Therefore, most destinations can only start to deal with it late. Overtourism is even worse by the recommendations of celebrities or influencers or the making of popular movies in the area. The purpose of this article is to analyze the phenomenon of overtourism, with particular reference to management tools and strategies. The article is based on a literature review that presents some researches by other authors in the field of overtourism and destination-resident-guest relations. The paper works with examples of good practices and specific solutions in selected destinations around the world. The aim of the article is to introduce management tools and measures that destinations approach to prevent and address the negative consequences of excessive tourism. Examples of tourism management are described in places like Barcelona, Amsterdam, Venice, Rome, Copenhagen, Bruges, Dubrovnik, Santorini, Iceland or Machu Picchu.

Keywords: Management. Overtourism. Sustainable Tourism. Tourism.

ÚVOD

S růstem životní úrovně jednotlivých států světa, roste také zájem o cestovní ruch a poznávání nových destinací. Zatímco v roce 1950 každý rok cestovalo po celém světě 25 milionů lidí, dnes je to téměř 1,4 miliardy (Lejsek, 2019). Zrychlený růst v mezinárodním cestovním ruchu přinesl výzkumným pracovníkům a podnikům v cestovním ruchu určité výzvy. Ústředním tématem diskuzí o cestovním ruchu ve 20. století byly možné negativní dopady hromadného (masového) cestovního ruchu. Tyto dopady jsou zmapovány akademickým výzkumem – např. Butler, 1980; Krippendorf, 1987; Poon, 1993; Young, 1973. Masový cestovní ruch se postupně stal eticky, politicky a ideologicky netolerovatelným.

Situaci, při které dochází k četným často nezvratným změnám kvůli přílišné navštěvovanosti destinace, lze označit termínem "overtourism". Ten se do češtiny překládá jako nadměrný cestovní ruch. Ten se vyvíjel a přímo souvisí s rostoucím vývojem neudržitelného masového cestovního ruchu (Milano, 2017). Studie UNWTO (2018, strana 4) definuje overtourism jako *„dopad cestovního ruchu na destinaci nebo její části, který negativně ovlivňuje vnímanou kvalitu života občanů nebo kvalitu zážitků návštěvníků".*

Destinace musí často řešit negativní následky, které sebou fenomén overtourismu nese. Nadměrně navštěvovaná místa lze najít převážně ve velkých městech, ale výjimkou nejsou ani opuštěné ostrůvky, proslavené například filmem. Podobná situace je také na některých speciálních místech, kde běžně lidé nebydlí a nachází se zde například památky UNESCO. Žebříček těch nejžádanějších nejnavštěvovanějších měst vede každoročně firma MasterCard (MasterCard index, 2019). Patří mezi ně opakovaně Bangkok, Londýn, Paříž, Dubai, New York, Istanbul nebo Singapore.

PŘEHLED LITERATURY

Overtourism je problém, který vzniká nenápadně a postupně. Proto ho většina destinací začíná řešit až ve chvíli, kdy už je problémů příliš a někdy je i pozdě na zachování původního stavu destinace. Zatímco návštěvníci chtějí zažít autentický pocit místních obyvatel, opravdoví místní obyvatelé se stěhují do míst, kde nejsou ohrožováni nadměrným nočním hlukem, světlem a davy bavících se lidí. Nejen místní lidé však trpí. Stejný negativní dopad zažívá také infrastruktura, samotné památky nebo příroda.

Mnoho současných evropských měst se pyšní nálepkami jako „město pro párty" nebo „město, kde je levný alkohol", např. Berlín (Novy, 2017), Praha (Pixová & Sládek, 2017), Lisabon (Colomb & Novy, 2017), včetně měst často vybíraným k rozlučkám se svobodou (Eldridge, 2010; Iwanicki et al., 2016).

Podle Webra et al. (2017) je nutné k prevenci overtourismu znát nosnou kapacitu destinace, protože pokud je tato kapacita dosažena, další nárůst návštěvníků může znamenat kritické problémy. Nosná kapacita je definována jako maximální udržitelné zatížení území populací určitého druhu (Zelenka & Pásková, 2012). Podobně definuje nosnou kapacitu také UNWTO (1981) – *„maximální počet návštěvníků destinace v jednu chvíli bez toho, aniž by to způsobovalo destrukci fyzického, ekonomického a sociokulturního prostředí a snížení kvality spokojenosti návštěvníků."*

Koncept nespokojenosti obyvatel v souvislosti s cestovním ruchem není novým pojmem. Sharpley (2014) datuje literaturu „hostitel-host" do šedesátých let a naznačuje, že se jednalo o jedno z nejvíce zkoumaných témat v cestovním ruchu. Doxeyův „Irridex" z roku 1975 již tehdy naznačil, jak jsou destinace ovlivněny cestovním ruchem podle fáze v modelu životního cyklu (Butler, 1980). Většina brzkých výzkumů se však zaměřila na nerovné vztahy mezi hostiteli a hosty, často v kontextu rozvojových zemí.

Při hledání spojení klíčových slov „overtourism" a „management" na Web of Science, bylo nalezeno 27 záznamů, kde publikovalo 78 autorů, z toho 24 bylo odborných článků a 1 review. Nejčastěji citovaný dokument byl Koens, K. et al. (2018) Is overtourism overused? Understanding the impact of tourism in a city context a Gonzalez et al. (2018) Overtourism: Resident´s perceptions of tourism impact as an indicator of resident social carrying capacity – Case study of a Spanish heritage town. Nejvíce relevantní zdroje jsou journaly Sustainability (10 článků), World hospitality and tourism themes (5 článků) a Journal of sustainable tourism (3 články).

Několik studií v minulosti zkoumalo vztah mezi lokalitami / aktivitami cestovního ruchu a postoji místních obyvatel na základě hypotézy, že *„čím blíže obyvatel žije k atrakcím cestovního ruchu, tím negativnější bude jeho vnímání rozvoje cestovního*

ruchu" (Harrill, 2004, s. 253). Tyrell & Spaulding (1984) zjistili, že obyvatelé ostrova Rhode Island měli nepříznivé postoje vůči turistickým zařízením v blízkosti svých domovů kvůli odpadkům a znečištění. Gursoy & Jurowski (2002, citováno v Harrill 2004) zjistili, že obyvatelé, kteří často využívali nedalekou národní rekreační oblast, byli silněji proti rozvoji cestovního ruchu než obyvatelé, kteří ho navštěvovali méně často. Kromě toho Harrill & Potts (2003) zjistili, že obyvatelé v blízkém sousedství k turistickému centru Charlestonu trpěli negativními dopady z cestovního ruchu a méně podporovali rozvoj cestovního ruchu než obyvatelé jiných komunit dále od centra. Allen a kol. (1993) zjistili, že délka pobytu návštěvníků významně neovlivnila postoje k rozvoji cestovního ruchu v 10 venkovských komunitách v Coloradu. Naproti tomu studie s názvem Wisconsin od autorů Girarda & Gartnera (1993), studie Montana autorů McCoola & Martina (1994) a studie Virginia od Williams et al. (1995, citováno v Harrill, 2004) bylo zjištěno, že dlouhodobí obyvatelé podporovali rozvoj cestovního ruchu více než krátkodobí obyvatelé. V jiném výzkumu bylo zjištěno, že pohlaví stálých obyvatel je lepším prediktorem jejich postojů k rozvoji cestovního ruchu. Například Mason & Cheyne (2000) zjistili, že ženy méně podporovaly rozvoj cestovního ruchu než muži kvůli vnímaným negativním dopadům jako je nárůst dopravy, hluk a kriminalita. Podobné výsledky uvedli Harrill & Potts (2003) ve své studii Charleston, SC.

Pinkster & Boterman (2017, s. 470) uvádějí, že *„mezi obyvateli a vládními institucemi rostou nová napětí ohledně potřeby regulovat městský cestovní ruch vs. potřeba generovat příjmy pro město".* Colomb & Nový (2017) tvrdí, že tvůrci městské politiky zhoršují negativní dopady cestovního ruchu, protože vychází z předpokladu, že cestovní ruch je snadno propagovatelným odvětvím a vyžaduje jen málo veřejných investic. Sommer & Helbrecht (2017) poznamenávají, že stávající literatura postrádá příspěvky týkající se způsobu, jakým správní orgány zpochybňují dav, hluk a odhazování, což jsou hlavní důvody nespokojenosti mnoha místních obyvatel.

DATA A METODY

Účelem tohoto článku je analyzovat jev nadměrného cestovního ruchu s odkazem na manažerské nástroje a strategie. Článek pracuje s příklady dobrých praxí a konkrétních řešení ve vybraných destinacích po celém světě. Cílem je představení manažerských nástrojů a opatření, ke kterým destinace přistupují

při předcházení i řešení negativních důsledků nadměrného turismu.

Vzhledem k charakteru tématu, respektive nastaveného cíle, byly pro jeho dosažení využity především metody z oblasti kvalitativního výzkumu. Jak z názvu příspěvku vyplývá, daná problematika byla řešena prostřednictvím vhledu do praxe vybraných destinací. To bylo umožněno využitím metody případové studie, kterou lze popsat jako detailní studium jednoho či několika málo případů za účelem aplikace získaných poznatků při porozumění případům obdobným (Hendl, 1997). V případě daného příspěvku pak bylo využito kombinace několika jednotlivých případových studií vybraných destinací. Účelem těchto studií bylo představit širší spektrum míst, která se potýkají s problematikou overturismu. Při možném počtu proměnných, které by bylo třeba u jednotlivých destinací měřit v případě kvantitativního šetření, nebo při použití klasických „Large-N" studií (Given, 2008), se jeví zvolená metoda, i s ohledem na cílovou skupinu čtenářů, jako efektivní (Gerring, 2007).

Přes široké uplatnění metody případových studií v různých oborech vědeckého zkoumání, je její definice dosud poněkud vágní (Given, 2008). To však v důsledku umožňuje její adaptaci pro zvolený obor zkoumání bez toho, aniž by došlo k zásadnímu zkreslení výsledků (Yin, 2003). Proto v tomto případě byly při popisu daných destinací využity i prvky další kvalitativní metody - analýzy místa. Tak bylo možné na destinace nahlížet i z hlediska takových faktorů, jako je chování lidí v daných oblastech, výskyt bezdomovectví či jiných negativních sociálních jevů (Holloway & Hubbard, 2001).

Samotný výběr zkoumaných destinací pak následoval konstruktivistickou logiku, která vychází z předpokladu, že případová studie, má-li přinést rozšíření stávající teorie, by měla být realizována na takových subjektech, u kterých lze předpokládat možnou generalizaci výsledků šetření (Given, 2008). Zároveň však není nutné, aby vybrané subjekty případových studií splňovaly kritéria pro statistické zobecnění (Yin, 2003). Byly proto vybrány takové destinace, u kterých je možné pozorovat obecné jevy overturismu, přičemž v daném případě není důležitá samotná destinace, ale výskyt a projev daného jevu (Lijphart, 1975).

VÝSLEDKY

KONKRÉTNÍ OPATŘENÍ DESTINACÍ

Ze širšího hlediska lze v managementu destinace využít čtyři strategie k řízení negativních dopadů cestovního ruchu (Eagles, McCool & Haynes, 2002). Tyto strategie jsou řízení nabídky a poptávky po cestovním ruchu, řízení schopnosti zdrojů a řízení dopadů cestovního ruchu. Řízením nabídky cestovního ruchu lze dosáhnout třeba snížení počtu míst či lůžek k ubytování. Příkladem je Island, kde zavedli daň pro ty, co pronajímají své nemovitosti pro službu Airbnb po více než 90 dní v roce (Kim, 2016). V hojně navštěvované Barceloně (Španělsko) rada města omezila výstavbu hotelů v centru města a omezila soukromé pronájmy v domácnostech. Barcelonská radnice zároveň vyhlásila stop stav pro udělování licencí, které jsou pro provozování nájemního ubytování nezbytné. V Barceloně je počet 75.000 lůžek v hotelech a dalších 50.000 lůžek v legálních podnájmech typu Airbnb. Nicméně je odhadováno dalších 50.000 ilegálních lůžek, které jsou pronajaty přímo na ulicích (Plush, 2017). Také v Benátkách (Itálie) je zakázána výstavba nových ubytovacích zařízení a omezuje se i počet stávajících (Buckley, 2017).

Řízením poptávky po cestovním ruchu destinační management ovlivní například dobu, po kterou lze setrvat v destinaci nebo omezí celkový počet turistů, kteří jsou vpuštěni. Tuto strategii využívá destinace Machu Picchu (Peru), která stanovila limit 2500 návštěvníků denně. Vstup na populární Inca Trail je omezen 500 lidmi denně a umožněn jen s oficiálním průvodcem ve skupině max. 16 lidí (Prakash, 2017a; Diamond & Olito, 2019).

Strategie řízení schopností zdrojů cestovního ruchu vede k lepšímu zvládání množství turistů. Zdroje cestovního ruchu jsou z definice (Zelenka & Pásková, 2012) souhrny přírodních a společenských předpokladů pro rozvoj cestovního ruchu na daném území. Rozlišujeme primární a sekundární zdroje cestovního ruchu. Primární jsou ty, které by v destinaci existovali i přes neexistenci cestovního ruchu. Sekundární jsou potom přímo vybudovány pro cestovní ruch a bez něj by neměly v destinaci důvod existovat. Příkladem destinace, využívající tuto strategii, může být Kodaň (Dánsko), která přijala několik opatření ke snížení následků overtourismu. Město se pokusilo rovnoměrně rozmístit turisty po celém městě, vytvořilo tiché zóny pro obyvatele a nastavilo pravidla pro otevírání nových barů a restaurací v místech, kde už jich několik existuje (Brandy, 2019).

Strategie řízení dopadů cestovního ruchu je redukováním negativních dopadů pomocí změny způsobu využití místa, rozptýlením nebo naopak koncentrováním využití zdroje pro cestovní ruch. Vhodnou nabídkou cestovního ruchu lze turisty rozptýlit do větší plochy destinace (či do blízkých destinací, které uvítají více turistů). Příkladem dobré praxe jsou Bruggy (Belgie), kde plánují omezit počet výletních lodí, které mohou zakotvit v přístavu Zeebrugge. Aktuálně jich tam může být zároveň pět, nově by to však měly být pouze dvě. Plavební společnosti budou rovněž požádány, aby v Bruggách kotvily spíše v pracovní dny, čímž by se mohly počty turistů alespoň částečně rozmělnit (Marcus, 2019; Gutteridge, 2019).

Destinační managementy v exponovaných oblastech využívají nejrůznějších konkrétních opatření. Z výzkumu jednotlivých destinací vychází následující metody. K hojně využívaným patří stanovení sezónních nebo dočasných limitů využití destinace. Příkladem je Dubrovník (Chorvatsko), který zasáhl nenadálý příliv turistů po vysílání seriálu Hra o trůny. Tento příliv však město nedokázalo zvládnout, a tak v srpnu roku 2017 oznámil starosta Dubrovníku plány na snížení maximálního počtu turistů povolených ve městě denně v rozmezí 4000 až 8000 v příštích dvou letech místo dosavadních 10.000 (Wiley, 2019; Diamond & Olito, 2019). Známý je také příklad ostrova Santorini (Řecko), který je hlavně v létě často přelidněný. Kvůli nekončícímu přílivu návštěvníků ostrov vydal nařízení, podle kterého může navštívit Santorini jen 8000 lidí z výletních lodí denně. Rok před tímto opatřením navštívilo ostrov 18.000 turistů. Samotné místo má více než 25 000 obyvatel (Prakash, 2017b; Diamond & Olito, 2019).

Metodou omezení může být i limitování velikosti skupiny nebo účelu skupiny. V Barceloně (Španělsko) byl na velkém trhu La Boqueria zakázán přístup skupinám, které mají více než 15 osob v době od 8:00 do 15:00 v pátek a sobotu. Před zákazem velké davy lidí blokovaly často celý provoz kvůli fotografování. Tím působili značné potíže prodejcům i stálým zákazníkům (Diamond & Olito, 2019). V Amsterdamu (Nizozemí) městská rada nechala koncem loňského roku odstranit slavný nápis „I amsterdam", protože se v jeho blízkosti shromažďovalo velké množství lidí. Zakázala také organizované prohlídky čtvrtí červených luceren (Marcus, 2019). Destinace

může využít také metodu limitování délky pobytu. Pro Machu Picchu (Peru) platí omezení vstupu turisty na 3 hodiny - jde o vstupné na dopolední nebo odpolední (Prakash, 2017a).

Redukující metodou je i nutnost předregistrování vstupu do destinace. Od roku 2020 budou mít turistické autobusy přístup do Hallstattu (Rakousko) pouze tehdy, pokud si koupí jízdenku na určitý časový úsek předem. Vesnice Hallstatt každoročně přiláká přes milion turistů. V Číně se tato vesnice stala natolik populární, že v roce 2012 tam byla postavena její replika (Diamond & Olito, 2019).

Cenová politika je v praxi mocným nástrojem pro usměrnění toku návštěvníků. V Barceloně (Španělsko) bylo zatím v testovacím režimu zavedeno zvýšení cen parkovného pro autobusy s turisty zastavující u Magické fontány, což je jedno z hlavních turistických míst města. Cena za hodinu parkování by měla zdražit ze 4,50 eura na 36 euro (Plush, 2017). Také Kubu navštěvuje ročně velké množství turistů (až 3,5 milionu). To vede k nedostatku jídla pro místní obyvatele, kteří nejsou schopni zaplatit spoustu základních a životně důležitých věcí, protože vlivem narůstajícího cestovního ruchu vyskočily ceny nemovitostí nebo potravin. Kubánská vláda zavedla cenové limity na základní potřeby, aby udržela cenovou hladinu dostupnou pro místní obyvatele (Diamond & Olito, 2019).

Zavření oblasti patří mezi metody méně oblíbené, ale v některých případech nutné. Thajská pláž Maya Bay, která se proslavila díky filmu Pláž s Leonardem DiCapriem, musela být kvůli turistům uzavřena až do roku 2021. Důvodem byly davy turistů (až 5.000 lidí denně), ale také poškození ekosystému destinace (Holden, 2019; Wiley, 2019).

Metodou částečného omezení pro návštěvníky je budování bariér pohybu v destinaci či budování nejrůznějších zón. Budování bariéry vstupu využil například ostrov na Bahamách. Ostrov Big Major Cay (Bahamy) je znám především plavajícími prasaty. V posledních letech ale začala houfně umírat. Problém se ukázal opět na straně nadměrného cestovního ruchu. Návštěvníci totiž prasata rádi krmí. Majitelé prasat chtějí zavést omezení, která by prasata ochránila. Navrhli stanovit hraniční čáry, kde budou turisté moci vidět a fotografovat prasata, která plavou ve vodě, ale nebudou mít možnost je krmit (Ross, 2017). Další bariéry vstupu zavedl také Řím

(Itálie). Město zakázalo vjezd turistických autobusů do centra (The Local, 2016).

K metodám omezujícím chování turistů patří nejrůznější požadavky na chování turistů. Například v Benátkách (Itálie) je zakázáno chodit po městě jen v plavkách, pořádat pikniky na místech, která k tomu nejsou určena nebo zanechávání „zamilovaných zámků" na mostech. Pro město je totiž počet návštěvníků okolo 22 milionů ročně již velkou zátěží. V ulicích lze najít také více policejních hlídek, které mají za úkol dohlížet na vhodné chování osob (Diamond & Olito, 2019). V Římě (Itálie) úřady zavedly zákaz sezení na Španělských schodech. Důvodem byly nejen obavy o jejich poškození, ale také lidé, kteří se na ní zdržují příliš dlouho a blokují ostatní. V loňském roce také město zakázalo pouliční umělce, kteří se oblékali do historických postav (Wiley, 2019; Diamond & Olito, 2019). Podobné omezení zavedla také letos (2019) Praha (Česko). Z centra města vykázala lidi převlečené za plyšové postavičky nebo ty, co vytváří pomocí roztoků bubliny či jinak znečišťují okolí – např. malba pomocí sprejů (ČTK, 2019). V praxi mohou vznikat také nejrůznější kodexy, které učí návštěvníky správnému chování v destinaci. Saudská Arábie představila svůj „Rules of Conduct for Foreign Tourists", který slouží jako návod pro správné a žádoucí chování turistů v destinaci. Kromě požadavků na vhodné oblečení lze nalézt také požadavky na zachování vodních zdrojů, šetrné využívání energie, apod. Požadavky se týkají také ochrany přírodního bohatství a chování v kulturních památkách (Rules of Conduct, 2019).

Marketingovým nástrojem je také tzv. demarketing. Jde o aktivity k utlumení nadměrné poptávky, tedy omezení poptávky po produktu. Demarketing jako proaktivní nástroj k řízení poptávky po cestovním ruchu doporučují výzkumy autorů Beeton (2001, 2003), Beeton & Benfield (2002), Groff (1998) a Wearing & Archer (2001, 2005). Příkladem z praxe je turistická centrála v Bruggách (Belgie), která přestane inzerovat v okolních větších městech, jako například v Bruselu či Paříži tak, aby se omezily návštěvy jednodenních výletníků. Kvůli nim totiž město přichází o množství peněz z ubytování. Aktuálně návštěvníci převyšují obyvatele Brugg v poměru tři na jednoho (Gutteridge, 2019).

Problémem, který je spojený s overtourismem, je značný úbytek místních obyvatel ve vytížených místech. Z destinace se potom stává něco jako

skanzen, který je plný atrakcí pro návštěvníky, ale místní obyvatelé už k vidění příliš nejsou. S tímto problémem se potýkají již výše jmenované Benátky. Počet místních obyvatel se v posledních letech neustále zmenšuje, odhady hovoří o 55 tisících místních obyvatel. Podle některých odborníků by dokonce původní obyvatelé mohli do roku 2030 z Benátek zcela zmizet (The Local, 2019). Nápravou takové situace se zabývají již nyní některá místa. Příkladem může být sicilská obec Cammarata (Itálie), která rozdává lidem, kteří jsou ochotni bydlet a zřídit trvalé bydliště na tomto místě staré domy za symbolickou cenu. Budoucí majitelé se musí zavázat, že nemovitost do tří let zrenovují, a zároveň musí představit kompletní plán rekonstrukce. Podobně také další dvě italská města Zungoli v Kampánii a Mussomeli na Sicílii. Problémem těchto měst je, že neleží u moře a i přesto že jsou plné historických budov, malebných uliček a v případě Zungoli také vinohradů, dochází v nich k vylidňování a tím také poklesu místní ekonomiky (**Novinky.cz**, 2019a, 2019b).

ZÁVĚR

Overtourism je jev, na který se upozorňuje hlavně v posledních několika letech. Je to subjektivně vnímaný problém, protože to, co některým přijde ještě jako udržitelné v dané destinaci, jiným může přijít jako již příliš. Hojně navštěvovaná místa přichází kvůli přílišnému turismu také o své trvalé obyvatele. Někde se dokonce odhaduje, že do několika let zmizí trvalí obyvatelé úplně a z místa se stane do jisté míry opuštěná turistická atrakce. Metod, jak udržet cestovní ruch v určité hladině, existuje mnoho. Ne všechny metody jsou však vhodné pro všechny destinace. I v popsaných příkladech je vidět, že je overtourism řešen komplexně. Je proto nutné destinaci řídit jako celek a doplňovat jednotlivá řešení navzájem k celkovému prospěchu všech zájmových skupin.

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★★★★★

REVIEWS

S T

LÁZEŇSTVÍ – MANAGEMENT A MARKETING

Dagmar Jakubíková
Eliška Vildová
Petr Janeček
Jan Tlučhoř

Lázeňství
management a marketing

- Lázně a lázeňství u nás a v Evropě
- Lázeňské služby a jejich specifika
- Management lázeňských podniků
- Marketing a marketingové řízení v lázeńství

GRADA

„Jedná se o jedinou knihou na téma lázeňství a řízení lázní na českém trhu, která se touto problematikou zabývá komplexně. "

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ST

Jedná se o jedinou knihou na téma lázeňství a řízení lázní na českém trhu, která se touto problematikou zabývá komplexně. Autoři se problematikou lázeňství zabývají dlouhodobě. V knize se věnují především marketingovému řízení lázeňských organizací a podniků. Kniha obsahuje 11 kapitol a je rozdělena na dvě hlavní části: I. Lázeňství a II. Management a marketing lázeňských zařízení. První část popisuje lázně a lázeňství v Evropě a České republice. Dále se zabývá službami lázeňských zařízení a systémem řízení cestovního ruchu a lázeňství v České republice, a to od kompetencí ústředních orgánů přes regionální orgány až po zájmové a neziskové organizace v oblasti lázeňství. V závěru první části jsou popsány nejdůležitější mezinárodní organizace v oblasti cestovního ruchu a lázeňství, a to jak na vládní i nevládní úrovni. Druhá část se pak věnuje obecně řízení nejenom lázeňských zařízení, ale i dalších organizací v oblasti cestovního ruchu. Je zde popsán management lázeňských podniků, marketingový výzkum, analýza prostředí a výběr cílových trhů. Autoři se věnovali také základnímu marketingovému mixu ve vztahu k lázeňství – produkt, cena, distribuce a komunikace. Speciální pozornost je věnována interní a externí komunikaci v lázeňských organizacích a lázeňských ubytovacích zařízeních.

Samostatná kapitola je věnovaná marketingové komunikaci. V kapitole o marketingovém mixu však chybí rozšířený marketingový mix, kde pro lázeňská zařízení jsou právě nejdůležitější „P" rozšířeného marketingového mixu. Nejen v lázeňských zařízeních, ale i v dalších službách v cestovním ruchu se uplatňují tato „P": people – lidé, partnership – spolupráce, packaging and programming – tvorba produktových balíčků a programů. Pro lázeňství je především důležité „P" – people, které zahrnuje jak vztah poskytovatelů služeb ke klientům či pacientům, tak vliv klientů v hromadných zařízeních na spokojenost ostatních návštěvníků a konečně chování místních obyvatel a samosprávy v lázeňských místech. Nejedná se tedy jen o interaktivní marketing. Balíčky jsou pak důležité především pro preventivní lázeňské pobyty a wellness pobyty samoplátců a důležitá je i spolupráce lázeňských zařízení se samosprávou a destinačními společnostmi.

Kniha uvádí řadu příkladů z domácí i zahraniční praxe, včetně řady tabulek, schémat a ilustrací. Podle autorů je kniha určena především studentům vysokých škol, vyšších odborných škol a středních škol, kteří studují cestovní ruch, pracovníkům lázeňských organizací a ubytovacích zařízení a všem dalším, kteří mají zájem se hlouběji seznámit s implementací marketingového řízení v lázeňství. Tato kniha může sloužit nejen jako učebnice lázeňství, ale i jako studijní materiál pro další předměty studentů cestovního ruchu: Management podniků cestovního ruchu, Marketingový výzkum v oblasti služeb a cestovního ruchu, Strategický a taktický marketing, Marketingové plánování a obecné principy marketingového mixu. Připomínka k rozšířenému marketingovému mixu nemění nic na tom, že se jedná o dosud nejlepší publikaci v oblasti lázeňství, která byla v češtině publikovaná.

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- Nabízíme bakalářské i magisterské studium v denní i kombinované formě
- Široká nabídka celoživotního vzdělávání včetně Univerzity třetího věku (U3V)
- Propojení výuky s praxí (dlouhodobá praxe během studia) a spolupráce školy s aplikační sférou
- Důraz na výuku cizích jazyků
- Zapojení do mezinárodního vzdělávacího programu Erasmus+
- Sportovní, společenské a kulturní vyžití

VŠPJ, Tolstého 16, 586 01 Jihlava, tel.: 567 141 181, email: studijni@vspj.cz, www.vspj.cz www.facebook.com/vsp.jihlava

ZKOUŠKOVÉ CENTRUM

BRITISH COUNCIL

- přípravné kurzy
- zkoušky Cambridge English Language Assessment
- zkoušky nanečisto + informační a poradenská činnost ke zkouškám

Cestovní kancelář VŠP Jihlava

- **odborné exkurze**
- **prodej zájezdů**

Ekonomicky zaměřené studijní obory

Cestovní ruch (Bc.)
Finance a řízení (Bc.)
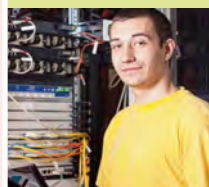
Technicky zaměřené studijní obory

Aplikovaná technika pro průmyslovou praxi (Bc.)
Aplikovaná informatika (Bc.)
Aplikované strojírenství (Bc.)

Zdravotnicky zaměřené studijní obory

Všeobecná sestra (Bc.)
Porodní asistentka (Bc.)
Zdravotně sociální pracovník (Bc.)
Kvalita a bezpečná péče ve zdravotnictví (Mgr.)

Univerzita třetího věku (U3V)

Zájemcům vyššího věku nabízí všeobecné, zájmové a neprofesní vzdělávání na vysokoškolské úrovni. Představuje jednu z možností kvalitního naplnění volného času seniorů.

Časopisy VŠPJ
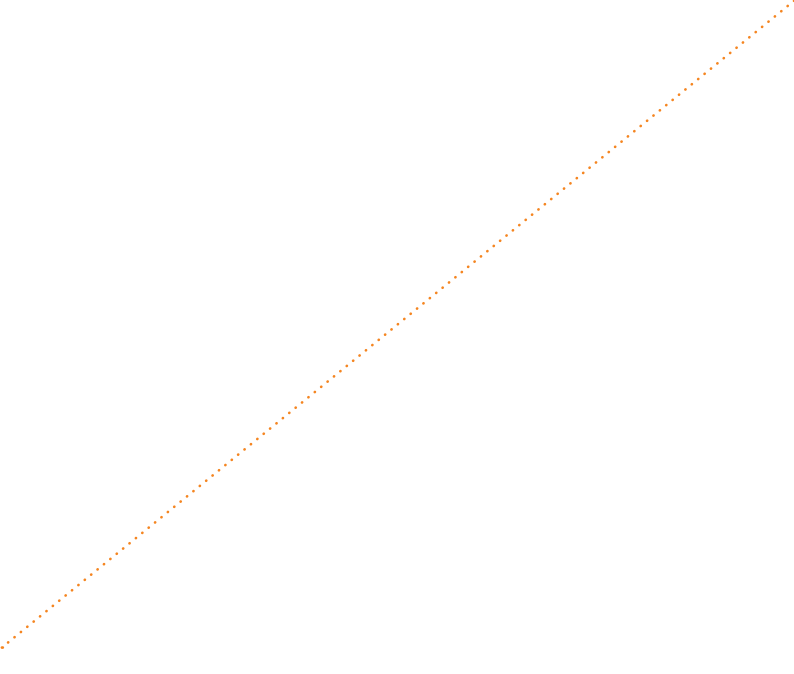
VŠPJ vydává 2 odborné vysokoškolské časopisy, zařazené na seznam recenzovaných odborných a vědeckých časopisů ERIH PLUS.

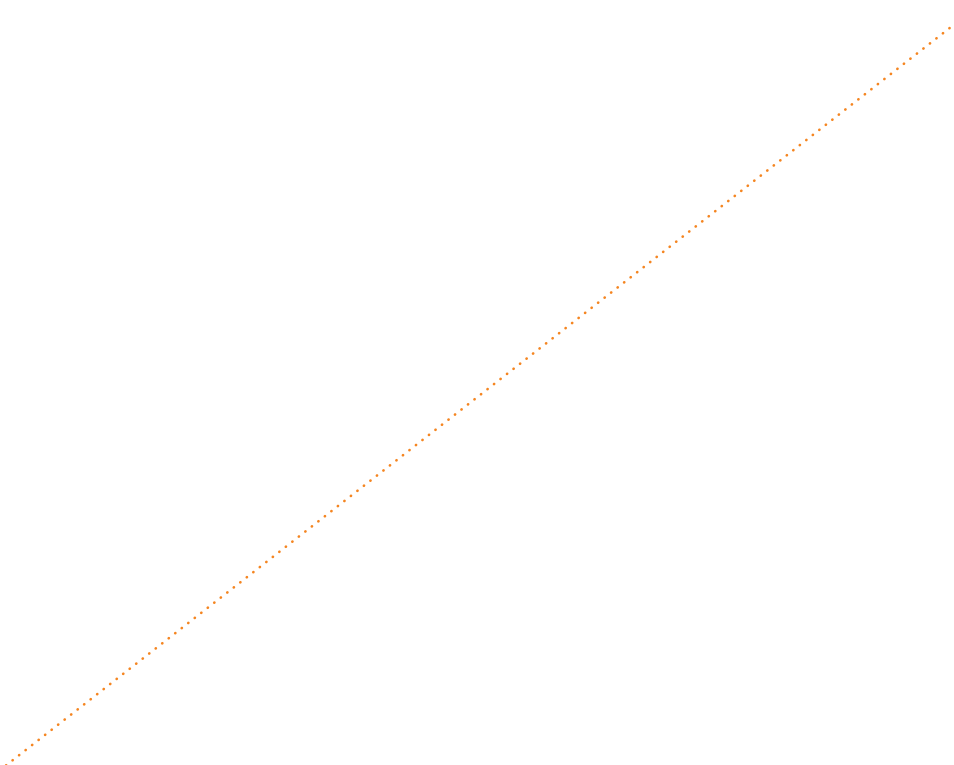LOGOS POLYTECHNIKOS - zaměření především na obory sociálně-ekonomické, zdravotnické a technické.

Studia Turistica - první registrované české online recenzované odborné periodikum, které se zabývá problematikou cestovního ruchu.