

The Main Strategic Directions of the Education System Development (on the Example of Higher Education Institutions on Personnel Education for the Hospitality Industry)

Natalia A. Zaitseva^a, Elena L. Ilina^a, Elena Y. Nikolskaya^a Marianna M. Romanova^a and Anna A. Larionova^b

^aPlekhanov Russian University of Economics, Moscow, RUSSIA; ^bMoscow State University of Design and Technology, Moscow, RUSSIA

ABSTRACT

The importance and relevance of research of questions is determined by the intensive development of the tourism and hospitality industry, the consequence of which is the increase of business needs for skilled personnel. The purpose of this paper is to examine and assess the main strategic trends in educational technologies and methods used for education of qualified personnel for the hospitality industry. For analysis of the modern educational processes in the hospitality industry the authors of the article have used theoretical and empirical research methods, economic-statistical and factor analysis, expert evaluations. In the article the conclusions about the quality of Russian education are made, the main trends in change of system of personnel education by the Russian higher education institutions are proved, including those in which personnel education for the hospitality industry is conducted. The main strategic directions of Russian education development are determined, the European experience of education for the hospitality industry is summarized, the main tendencies of the development of education system for the hospitality industry in Europe are formulated. Moreover, the application of professional standards in the Russian system of education for the hospitality industry is proved, and a draft of "road map" of the development of higher education system (on the example of personnel education for the hospitality industry) until 2025 is developed.

KEYWORDS

Education system, personnel education, educational trends, hospitality industry

ARTICLE HISTORY

Received 29 April 2016
Revised 28 June 2016
Accepted 17 July 2016

Introduction

The dynamic development of the hospitality industry in Russia is characterized by the need for high-competitive and highly professional personnel. Therefore the education system is facing important tasks to improve

CORRESPONDENCE Natalia A. Zaitseva ✉ zaitseva-itig@mail.ru

© 2016 Zaitseva et al. Open Access terms of the Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>) apply. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.



the quality of educational services and satisfy the requirements of the hotel business enterprises in qualified personnel.

In the XXI century, education has become a driver of economic development of society, providing a steady progressive growth, it has become a strategic resource of the development of society, a tool to ensure the national interests and the competitiveness of national economies in the world (Armstrong, 2014).

Higher and vocational education has been actively reforming recently, due to changes in the world economy, in the approaches to the preparation and use of human capital. M. Kaku (2014) pointed out that the new educational processes will be based not on the processes of learning and memorizing, but on the accelerated and simplified processes of obtaining all the necessary information from available and up-to-date sources of information, the work with which will be most convenient for the user.

System of personnel education for all sectors of the economy in the world has already approached a digital boundary when to the forefront will come not traditional forms of education, but the virtual environment and gamification platforms (Arthur, 2004). As a consequence, it will become more individualized, flexible and close to the industrial realities (Pavelka, 2014).

These trends have recently been the subject of numerous publications, among which it is possible to point out the works of Ch.K. Anand et al. (2015) who studied and presented the results of regional initiatives on improving pedagogical approaches to knowledge transfer in the field of sustainable development from the teacher to students.

In the research of M. Dimitrescu, L. Sârbu & Y. Lacroix (2015) tendencies in the field of continuous learning of adults during all life are generalized. One of these tendencies is strengthening of a role of professional communities in the process of education and advanced training of personnel for real production sectors of the economy.

At the same time, there is still a lack of research of the prospects of the development of education system in the field of personnel education for the hospitality industry. For this purpose, the authors initiated the development of the research project "Development of scientific and methodological approaches to the creation of a national system of evaluation of professional qualifications of employees of the hospitality industry", which has received a financial support of the Plekhanov Russian University of Economics.

Methodological Framework

To assess the prospects of tourism development, the data of the forecast «Tourism: 2020 Vision» (Global Report on Adventure Tourism, 2014) are used which showed that one of the most important conditions of the effective tourism development is an improvement of the system of personnel education for this industry.

During the study of problems of integration of business and system of personnel education for the tourism industry, desk research methods for the study of foreign experience of creation and functioning of national systems of professional qualifications, assessment of the national system of professional qualifications and detection of industry features have been used.

The main trends in change of the system of personnel education have been revealed on the basis of Foresight of education (The Foresight of the Russian Education 2030, 2013) and the prospects of changes of types of professional activities (Atlas of New Professions, 2015).

Results

Evaluation of the quality of Russian education

Exploring the issues of elaboration of the education system development strategy (on the example of higher education institutions on personnel education for the hospitality industry), the authors of the article set the task first of all to highlight the general trends of development of education in Russia. As a result of this analysis it was concluded that in the past the Soviet system of higher education carried out its tasks by implementing the needs of the country. Currently, however, the Russian education in many respects does not meet the demands of modern life, is unable to react quickly to changing environmental conditions (Gurban & Tarasyev, 2016). Educated professionals can not apply their knowledge in practice and fully adapt them in professional activity. We can distinguish the following tendencies in the Russian education.

Lag of educational content from needs of the country and the labor market, this leads to an increase of unemployment because of unclaimed graduates of universities. Thus, according to polls of the All-Russian Center for Public Opinion Research, in 2016 the quality of training in Russian higher education institutions causes discontent both domestic employers and young specialists.

Table 1. Assessment of the quality of education in Russian higher education institutions (in % of all respondents)

Evaluation	Nowadays, what level does the quality of education of graduates of Russian higher education institutions correspond to?	How would you rate the quality of your higher education received in higher education institution?	Nowadays, what level does the quality of education of graduates of Russian higher education institutions correspond to?
	The entire population of the Russian Federation (18+)	Young specialists	Employers
<i>Very high</i>	4	10	1
<i>Rather high</i>	18	48	12
<i>Medium</i>	56	36	55
<i>Rather low</i>	13	3	21
<i>Very low</i>	3	2	7
<i>Difficult to answer</i>	6	1	4

Compiled by the authors of the article by the results of poll of the All-Russian Center for Public Opinion Research 2016 (<https://wciom.ru/index.php?id=236&uid=115775>)

As can be seen from the Table 1, more than a half of Russians surveyed (56%) and employers (55%), a third of young specialists (36%) assess the quality of education as an average. According to the opinion of 22% of the population,



the level of education of graduates in Russian universities is high. This point of view is shared by the majority of young specialists (58%), but only every tenth employers (13%). In the low level of personnel education are sure 16% of Russians, a quarter of employers (28%) and only 5% of young specialists.

Higher education institutions produce a large number of unclaimed lawyers and managers, but there is the acute shortage of qualified engineers having skills of work on the modern equipment on innovative technologies. According to the poll of the All-Russian Center for Public Opinion Research, the population of the Russian Federation (65%) and employers (82%) positively assess the growth of specialists in scientific and technical specialties (Table 2):

Table 2. Evaluation of the growth of specialists on scientific and technical specialties

How do you evaluate the growth of specialists on scientific and technical specialties? (in % of all respondents)			
	The entire population of the Russian Federation (18+)	Young specialists	Employers
<i>Rather positive</i>	65	58	82
<i>Rather negative</i>	12	10	4
<i>I do not care</i>	17	29	12
<i>Difficult to answer</i>	6	3	2

Compiled by the authors of the article by the results of poll of the All-Russian Center for Public Opinion Research 2016 (<https://wciom.ru/index.php?id=236&uid=115775>)

Thirdly, can be traced the inefficiency of the budgetary resources use because of education of specialists in higher education institutions on specialties popular on the market, often non-core to the institution. This has led to an increase of ineffective education institutions, and as a result reduced the incentives for the development of quality and competitive domestic education. In recent years the number of universities in Russia has been declining, inefficient higher education institutions lose state accreditation.

Tendencies of development of Russian education

The number of public and private organizations of higher education, according to the State Statistics Committee of the Russian Federation, is presented in Figure 1.

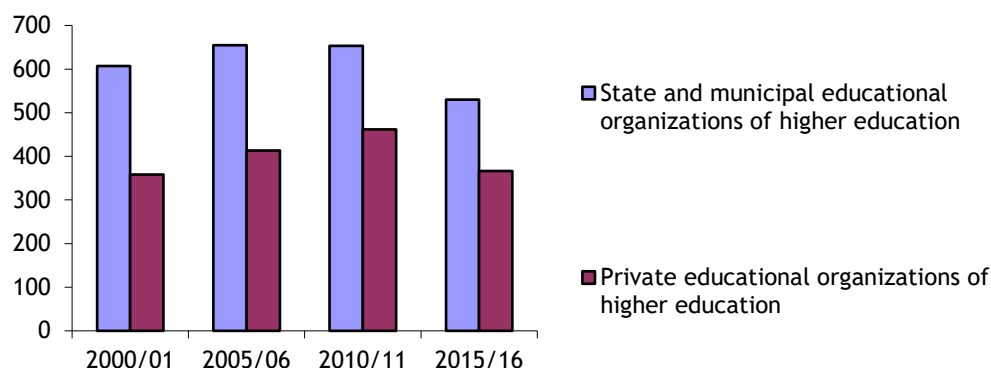


Figure 1. Educational organizations of higher education (for the beginning of academic year, units) Compiled by the authors of the article according to the Federal State Statistics Service (2016)

At the beginning of the year 2015/16, the number of state educational organizations of higher education has decreased by 18,8% compared with 2010/11, and private educational organizations by 20,8%. Is decreasing, respectively, and the number of students getting higher education (Figure 2).

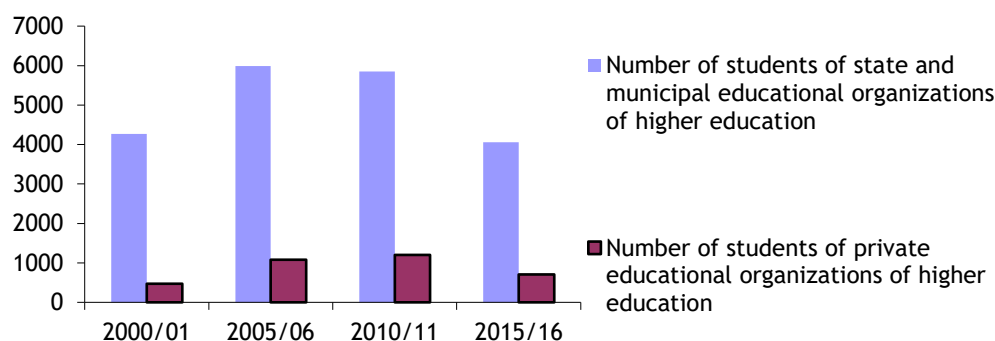


Figure 2. Number of students in state and private educational organizations of higher education (thous. people) Compiled by the authors of the article according to the Federal State Statistics Service (2016)

As can be seen from Figure 2, reducing students of state and private educational organizations of higher education in the years 2015/16, in comparison with other periods of 2005/06 (by 32,5%) and 2010/11 (by 32,4%), is connected not only with the revocation of state accreditation of higher education institutions, but also with the demographic factor. Unfortunately, the number of commercial students increases, the number of students studying at the expense of budgetary funds is reduced (Figure 3).



Vocational educational organizations engaged in the education of mid-level specialists, 638

Educational organizations of higher education, 1049,6

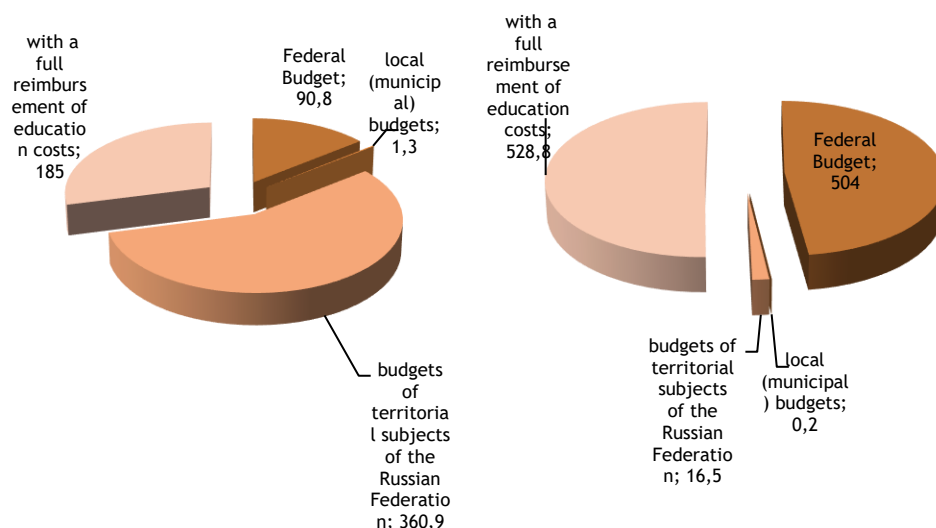


Figure 3. Enrolment to the educational organizations in 2015 (thous. people). Compiled by the authors of the article according to the Federal State Statistics Service (2016)

In 2015 in higher education the number of students with full reimbursement of education costs is by 4,7% higher than that of students studying at the expense of means of the federal budget. In vocational education the number of students with full reimbursement of education costs is more than 2 times higher than that of students studying at the expense of means of the federal budget. However, in this sector there is a high proportion of students studying at the expense of budgets of territorial subjects of the Russian Federation, that stimulates the specialties necessary for the region.

Strategic directions of development of Russian education

In recent years, the process of reforming of the education system to increase its effectiveness is continuing. In order to optimize budget spending on education and improving positions of Russian higher education institutions at the international level, educational organizations are being integrated. Annually the number of the higher education institutions of the Russian Federation entering the ratings of the best universities of the world increases. Thus, in an international research World University Rankings (2016) 2016-17 according to the British magazine Times Higher Education (THE) included 980 higher education institutions of the world, among which the number of Russian higher education institutions increased to 24 from 11 higher education institutions in 2015.

The first place among Russian higher education institutions occupies Moscow State University named after M.V. Lomonosov, which is on the 188th place together with University of Aberdeen (UK). Although this result is by 27 positions lower than in the ranking of 2015. On the second place among Russian

higher education institutions –Moscow Institute of Physics and Technology (group of higher education institutions from 301 to 350). Third place takes St. Petersburg National Research University of Information Technologies, Mechanics and Optics, which last year did not get into the list of 800 best higher education institutions, this time appeared in a group from 351 to 400. The fourth result among Russian universities – Higher School of Economics, not included in the ranking last year, in 2016 – in a group of 401 to 500. In this case, nine Russian universities lost their positions in the list, but 11 new higher education institutions appeared.

The main task of Russian universities is to provide quality education while maintaining its classical foundations, compliance to the current and strategic needs of Russian society and the individual in particular (Romanova & Chernova, 2014). All this sets new requirements for specialists and the emergence of new methods of education using innovative technologies. To determine contemporary tendencies in modern Russian education, has been developed a new qualification catalogue of positions of workers and employees which includes the qualification characteristics of both specialists and employees, and managers. This wage-rates and skills handbook is an all-Russian and applies to all specialists, that is, is industry-wide.

The European experience of personnel education for the hospitality industry

Recently in the field of education of specialists for the hospitality industry is developing a tendency of transition to the innovative type of education. Foreign educational institutions engaged in personnel education for the hospitality industry (e.g., the oldest in Europe, School of Hotel Management École hôtelière de Lausanne (Switzerland), founded in 1893 – 2 600 students from 107 countries) recognize that the during the period of study it is important to focus students' attention on challenges, problems and difficulties they might face in the future, on the search of alternative ways and methods to resolve them.

The main features of the European model of personnel education for the hospitality industry are as follows:

- distribution of study time in such a way that a substantial part of it is intended for obtaining professional qualifications by students on workshops, various practices and trainings in the sphere of hospitality and tourism;
- formation at students of customer-oriented psychology of service and interaction with guests;
- high mobility of students and teachers;
- close cooperation of specialized educational institutions with the hospitality industry.

In the USA on the basis of educational institutions organized specialized departments (personnel agencies) united by a common information system with the enterprises of the industry which are engaged in regular monitoring of the labor market, employment of graduates, and the preparation of proposals for institution enrolment correction on the core specialties. Accordingly, higher education institutions can respond quickly to the changing needs of the hospitality industry in specialists of a particular profile and level of qualification. Advantages of the American model consist in the tight integration



with professional organizations and a large number of courses of advanced training and retraining.

The main tendencies of development of the system of personnel education for the hospitality industry in Europe

Nowadays in the international educational community are actively discussed the following tendencies and their impact on personnel education for the hospitality industry:

1. The scarcity of talent in emerging economies

World Travel & Tourism Council (WTTC) predicts that the travel and tourism sector will experience certain difficulties with providing a sufficient number of qualified specialists for the projected 80 million jobs planned to create over the next 10 years, especially in developing destinations where the lack of talent limits growth and continuous development of tourism.

Benchmarking of the talent management practices allows to analyze the experience of different countries in this direction. For example, for a stable strengthening of local talent and resolving of the problem of lack of technical skills and quality of hospitality services in the growing African market, organization for the development of labor resources (Workforce Development Authority, WDA) of the Government of Rwanda has entered into a partnership with the International School of Hotel Management Les Roches (Switzerland) (Tatar, 2016). This form of cooperation allows the Les Roches to provide guidance and expertise in the WDA, to support the creation of the Institute of Hospitality Management in Rwanda, which will provide new opportunities for training of African students in the sphere of hospitality and will help the development of local talent.

Les Roches advises WDA on development of educational programs, academic quality and organization of campus. Several students from Rwanda completed the MBA program at the Les Roches and now manage the implementation of this project in their country.

Another serious challenge in the differences of professional skills levels in the hospitality industry is a traditionally high turnover and mobility of staff in this sphere. It is connected mainly with the increase of global employment opportunities. In response to this challenge, specialists in human resources management in the hotel sector develop strategic, innovative approach. To create at future specialists in the field of human resources management in the hospitality industry the necessary competencies in the matters of search, attraction, retention and development of talent, foreign higher education institutions offer specialization in Strategic Human Resource Management within the Hospitality Management Bachelor's program.

2. Innovative technologies and digital advantage

In recent decades the hospitality industry has undergone fundamental changes, as new services had a significant impact on consumer behavior: for example, online travel agencies (OTAs) have changed a method of booking of tourist trips, currently a third of travels for the purpose of leisure and a half of business travels are booked online.

In 2016 a sharing travel platform Airbnb began to represent a real competition for the hotels. Nowadays in Airbnb more than 800 thousand objects

have been registered worldwide. Moreover, based on mobile applications taxi services introduced the concept of smart mobility which radically changed the transportation sector.

Such situations became possible due to technological advances: new big data bases allowed the providers of hospitality services to aggregate the accommodation options, the sharing economy and payment technology based on mobile applications has led to a rapid increase of P-2-P (peer-to-peer) services sector on the markets.

The impact of technologies on the hospitality industry in the long term will increase; this means that digital technologies should be integrated into the curricula and educational programs for the hospitality industry, in addition to basic knowledge, practical skills and formation of strategic competencies in business management. Foreign specialized higher education institutions incorporate the latest innovations, technologies and tools into their learning models. The curricula include more technology-oriented courses for the future. New computer labs are equipped for teaching such courses as web design, innovation support and development of mobile applications for business development and start-up projects of students. Specialized laboratories on the basis of collection of the latest innovative technologies contribute to the development of multimedia and collaborative learning process acts as a business incubator for students - young entrepreneurs.

Another initiative of international hotel management schools consists in change of the traditional character of the learning process and attempt to make it more flexible by offering a mixed platform. The choice of general educational courses is now available online, and study materials can be accessed at any time by electronic devices and platforms of online repositories.

3 Seamless travel experience

At the last conference Future Travel Experience Global (7-9 September 2016, Las Vegas, USA) on the future of travel and tourism industry it has been determined that there is a growing consumer demand for travel without obstacles and difficulties, which are no longer the privilege of the few elite, flying first class. In the hospitality industry stakeholders are working to eliminate possible obstacles and facilitate tourist mobility by means of new travel technology and development of infrastructure.

For the hotel business managers this means the use of technological advances to make logistics more convenient for travelers, reducing the obstacles in each phase of the trip and offering options for online registration, customization of hotel rooms and the elimination of queues. Moreover, tour operators functioning in the luxury segment, are working to create even more complete and complex offers to meet the demanding requirements of modern VIP-travelers.

Considering this trend, foreign higher education institutions introduce new master programs and programs of post-graduate education in the field of marketing management for luxury tourism. This course provides professionals with understanding of the impact of new technologies and tendencies on the hospitality industry and promotes the formation of competencies on development and implementation of competitive marketing projects and strategies in the



global tourism, allowing companies to be the leaders in innovation (Mill & Morrison, 2007).

The leading higher education institutions specialized in the field of hotel management take the responsibility for monitoring the dynamics of the development of the hospitality industry and continuous updating of curricula in accordance with the monitoring results (Sumzina et al, 2015). This is necessary in order to guarantee that the graduates of these education institutions are qualified experts in all aspects of modern hospitality, conform to requirements of industry employers and have the advantages enabling them to become full-status members of the professional community.

Application of professional standards in the Russian system of personnel education for the hospitality industry

Nowadays the system of personnel education for the hospitality industry yet does not completely corresponds on competitiveness to the world market of educational services. There are a number of problems in the system of education: weak practice orientation of education; incomplete compliance of the professional competencies of graduates with the requirements of labor market; imbalance of the needs of industry and the performance results of the specialized higher education institutions on the level of professional qualifications and the quality of education (Bayburova, 2012).

Priority tasks of the development of the system of profile education should become: improving the organizational and regulatory framework; studying and adapting of foreign teaching practice, development of professional standards, creation of the system of assessment and certification of qualifications, common mechanism of the system of professional accreditation of educational programs in specialized educational institutions (Ushanov, 2015).

As directions of improvement of the system of personnel education in the hospitality industry also have to become:

- participation of employers in the development of educational programs that will contribute to their actualization to the tendencies in the development of the hospitality industry;
- participation of employers in the control of educational programs, their current, final results.

These recommendations will allow:

- to organize modernization of system of personnel education on the basis of the analysis of world system of professional education;
- to ensure flexible adaptation of educational programs to the constant changes of labor market conditions;
- to ensure a tier continuity of educational levels
- to bring together the personnel education system with the requirements of the hotel business;
- to provide more opportunities for graduates to professional activity;
- to ensure the development of educational programs of additional continuing education in the directions of higher education, secondary vocational education, primary vocational education;

— to develop cooperation of educational institutions and the business community at all levels of personnel education (primary vocational education, secondary vocational education, higher education: academic and applied bachelor degree, master course).

Working-out of the draft of “Road Map” of the development of higher education system (on the example of personnel education for the hospitality industry) until 2025

Research of the existing scientific and practical developments in the field of education development strategy, the authors of the article have developed a draft of “roadmap” of development of the system of higher education (on the example of personnel education for the hospitality industry) till 2025, in which three main parameters are identified: educational technologies, competencies of a teacher of higher education institution and competencies of students, to the formation of which the education will be directed (Table 3).

Table 3. Forecast of the development of the higher education system (on the example of higher education institutions on personnel education for the hospitality industry)

Forecasting parameters	Short-term perspective (2016-2017 years)	Medium-term perspective (2018-2020 years)	Long-term perspective (2021-2025 years)
Educational technologies	Education with use of personal mobile devices. The use of online courses, simulations and various training simulators imitating real situations in the hotel business Distance learning	Education with use of the additional (added) virtual reality, game online worlds of the hotel industry, etc. Shift of focus from theory to project activities, startups	Use of robotics in educational process, both in the learning process at a higher education institution and during internships in the hospitality industry. Application of programs of the development of individual cognitive skills required to work in the hospitality industry
Competencies of a teacher of higher education institution	Ability to work with the modern software, gadgets used in the educational process. Complete transition to interactive educational technologies	Competencies of a mentor, including project activity, startups, work experience in business incubators and accelerators	Competencies of designers of educational trajectories, developing educational tracks taking into account psycho-types, abilities and goals of students
Competencies of students, to the formation of which the education will be directed	Ability to work with a large volume of information, in the conditions of multitasking, multimedia	Ability to conduct independent research, develop startups, analytically interpret, present the research results using internet technologies	Ability to enter into a productive state, thereby increasing concentration on the faced task



Thus it is obvious that the main strategic directions of development of the education system (on the example of higher education institutions on personnel education for the hospitality industry) in the future will be connected with the ability of education system to help an educator to develop individual educational trajectory, to teach to master it in the most productive way. At the same time the role of professional standards will come down to the fact that they will become some kind of orienting points in a complex information-saturated and dynamically changing world.

Discussions

I.A. Gurban & A.A. Tarasyev (2016) analyzing the data on the position of Russia in the world ranking of competitiveness, innovation development, as well as the human development index, indicate the presence of disproportions in the structure of graduates in terms of levels and specialties of professional education, emerged in the period from 1990 to 2013, as well as declining the quality of education, low adaptability of educational programs. Similar problems exist in other countries, as it was stated in the article of P.P. Saviotti & A.P. Bogang (2016).

We can't but agree more with that. At the same time, research conducted by the authors of this article shows the presence of positive shifts. Reducing the number of inefficient higher education institutions that are not providing the required level of personnel education for the hospitality industry, on the one hand, and increasing the role of the professional community in the improvement of the process of personnel education on the basis of application of professional standards, on the other hand, have led to the growth of increased demand for the direction of education "Hotel Business" in higher education institutions having a high rating.

The authors have long been dealing with the problems of research of the system of personnel education for the hospitality industry (Layko & Ilina, 2007; Nikolskaya, 2014; Zaitseva et al., 2015; Kalimullin & Dobrotvorskaya, 2016) and the role of professional standards in this process (Zaitseva et al., 2016; Gabdulchakov, Kusainov & Kalimullin, 2016). At the same time, the results of this study affect the aspects previously not being considered, related to the development of educational technologies and competencies that should be in the future, as at the one who teaches and so at the one who studies for the purpose of further work in the hospitality industry.

Conclusion

Thus, the paper points out that the modern vocational education should be based on the study of professions' supply and demand in the labor market, their prospects in a specific region based on the forecast of its economic development; qualification requirements to the profession (basic knowledge, abilities, skills, i.e. basic professional competences, additional professional competences, specific regional requirements, etc.); modern material and technical support of the training process (equipment, raw materials, new technologies and methods of production); fundamentally different, independent from the education, training's quality assessment with necessarily involving of the employer; changing of the approaches to the employment of college graduates (they must either come into the industry, or to return the money spent on their training); analysis of the

graduate's real success (the fact how is developed his professional career, how the specialist's self-realization is carried out in the profession influence the rating of the educational institution).

Analysis of the experimental research data suggests that performance in the experimental groups of students, in which additional tasks were introduced and worked out at the companies, became statistically better than in control groups, indicating that the greater effectiveness of training took place in terms of production, in comparison with traditional training in the educational institution.

Acknowledgements

The article was prepared within the grant "Development of scientific-methodical approaches to establishment of a national system of evaluation of professional qualifications of the employees in the hospitality industry", which received financial support of Plekhanov Russian University of Economics, Moscow, Russia.

Disclosure statement

No potential conflict of interest was reported by the authors.

Notes on contributors

Natalia A. Zaitseva is Doctor of Economy, Professor of Plekhanov Russian University of Economics, Moscow, Russia.

Elena L. Ilina is PhD, Associate Professor of Plekhanov Russian University of Economics, Moscow, Russia.

Elena Y. Nikolskaya is PhD, Associate Professor of Plekhanov Russian University of Economics, Moscow, Russia.

Marianna M. Romanova is PhD, Associate Professor of Plekhanov Russian University of Economics, Moscow, Russia.

Anna A. Larionova is PhD, Associate Professor of Moscow State University of Design and Technology, Moscow, Russia.

References

- All-Russian Center for Public Opinion Research (2016). Direct access: <https://wciom.ru/index.php?id=236&uid=115775>
- Anand, Ch.K., Bisailon, V., Webster, A. & Amor, B. (2015). Integration of sustainable development in higher education – a regional initiative in Quebec (Canada). *Journal of Cleaner Production*, 108, 916-923
- Armstrong M. (2014). *Armstrong's Handbook of Human Resource Management Practice*. Kogan Page, London and Philadelphia. 957p.
- Arthur D. (2004). Fundamentals of Human Resources Management. *Amacom*, №4, pp. 184-185.
- Atlas of new professions. (2015). Direct access: http://issuu.com/36724/docs/atlas-2-blok_2/19?e=0/123-71108
- Bayburova, O. R. (2012). Cooperation of business and education in personnel education for the hospitality industry. *Human capital and professional education*, 3(3), 56-62
- Dimitrescu, M., Sârbu, L. & Lacroix, Y. (2015). European Trends for Adults Education in Lifelong Learning Strategy: Modern Methods and Romanian Skills in Training Management. *Procedia - Social and Behavioral Sciences*, 5, 1161-1169
- Federal service of state statistics of the Russian Federation. (2016). Direct acces: http://www.gks.ru/bgd/regl/b15_01/IssWWW.exe/Stg/d12/3-5.doc
- Future Travel Experience Global (2016). Direct acces: <http://www.futuretravelexperience.com/fte-global>. 7-9 September, Las Vegas.



- Gabdulchakov, V.F., Kusainov, A.K. & Kalimullin, A.M. (2016). Education Reform at the Science University and the New Strategy for Training Science Teachers. *International Journal of Environmental and Science Education*, 11(3), 163-172. doi: 10.12973/ijese.2016.300a
- Gurban, I.A. & Tarasyev, A.A. (2016). Global trends in education. *IFAC-Papers OnLine*, 49, 186-193.
- Kaku, M. (2014). *The Future of the Mind: The Scientific Quest to Understand, Enhance, and Empower the Mind*. New York: Doubledy Books. 377p.
- Kalimullin, A.M. & Dobrotvorskaya, S.G. (2016). Higher Education Marketing Strategies Based on Factors Impacting the Enrollees' Choice of a University and an Academic Program. *International Journal of Environmental and Science Education*, 11(13), 6025-6040.
- Layko, M.Y. & Ilina, E.L. (2007). European experience of specialists education for the hospitality and tourism industry. *Modern problems of service and tourism*, 1, 84-87.
- Mill, R.C & Morrison, A.M. (2007). *The Tourism System*. Iowa: Kendall/Hunt Publishing Company. 506p.
- Nikolskaya, E.Y. (2014). Improving the quality of vocational education of the hospitality industry specialists. *SGEU Bulletin*, 8, 88-93
- Pavelka, J. (2014). Trends Emerging on the Czech Higher-education Market and their Influence on the Employability of Graduates in Practice since 1989. *Procedia - Social and Behavioral Sciences*, 22, 87-92
- Romanova, M.M. & Chernova, A.A. (2014). Specifics and peculiarities of educational services in the sphere of services. *Economics, Statistics and Informatics. UMO Bulletin*, 2, 13-16
- Saviotti, P.P. & Bogang, A.P. (2016). Education, structural change and economic development. *Structural Change and Economic Dynamics*, 38, 55-68
- Sumzina, L., Maximov, A., Golubev, O., Litvinenko, A. & Golubev, A. (2015). Trends in the Development of Higher Education in the Field of Service. *Procedia - Social and Behavioral Sciences*, 5, 261-270
- Tatar, S. (2016). *Hospitality Trends And Implications For Education. COLUMNS BY SONIA TATAR, CEO Worldwide of Les Roches International* Direct acces: <https://www.lesroches.edu/news-/2016-01-16-2016-hospitality-trends-and-implications-for-education>
- The foresight of the Russian education 2030 (2013). Direct access http://www.slideshare.net/asi_mp/2013-26930931?related=2
- Ushanov, Y.V. (2015). *About new classification standards of the hotel industry - service, product and professional qualification*. Direct access: <http://hotelier.pro/>. October 25, 2015
- World Tourism Organization UNWTO. (2014). *Whale Watch: An Indigenous Tourism Case Study*. Direct access: <http://www2.unwto.org>
- World University Rankings 2016-2017. (2016). *Results announced*. Direct access: <https://www.times-highereducation.com/news/world-university-rankings-2016-2017-results-announced>
- Zaitseva, N.A., Larionova, A.A., Minervin, I.G., Yakimenko, R.V. & Balitskaya, I.V. (2015). Foresight Technologies Usage in Working out Long Term. Forecasts of Service and Tourism Personnel Training System Development. *Journal of Environmental Management and Tourism*, 2(12), 411-418.
- Zaitseva, N.A., Larionova, A.A., Skrobotova, O.V., Trufanova, S.N. & Dashkova, E. (2016). The Mechanism of Business Integration and the Training System for the Tourism Industry. *IEJME — Mathematics Education*, 11(6), 1713-1722.