Cultural and heritage subjects in a national tourism curriculum framework: A Samoan case study

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Abstract

Tourism development must be shaped by the needs and desires of the local and national destination community to maximise benefits and minimise adverse consequences for the host community. The cultural values, needs and desires of the local people should be central in the development planning process. In Samoa, tourism is becoming increasingly important and it is undoubtedly influencing the cultural lives of communities exposed to the industry. Samoa sees the need therefore for its cultural values and heritage (*fa'a Samoa* or the Samoan way of life) not only to be appropriately presented for the visitor's experience, but also to be meaningfully preserved. The Samoa tourism industry requires tourism activities to promote unique aspects of their culture and heritage (including food preparation, art and craft, and cultural performances) to visitors, and for these to be incorporated into the national secondary and tertiary level tourism curriculum.

This paper aims to consider that incorporating cultural aspects and values authenticated and packaged as training modules as part of the national qualification authority framework would be beneficial to the Samoan tourism industry. The outcome is a series of *fa'a Samoa* training modules, approved and accredited to be taught to learners, and tourism and hospitality stakeholders. The methodology used was focus groups, semi-structured interviews and consultation with key members of both the tourism and the education sector.

Our research developed as part of a Samoa Tourism and Hospitality Workforce Development plan conducted in Samoa by a New Zealand Tourism Research Institute (NZTRI)[1] team led by S. Milne, S. Taumoepeau, C. Deuchar and S. Mindy, aimed at developing a sustainable programme of workplace tourism and hospitality training during the period 2013-2014. One of the authors of this article was responsible for the subproject of incorporating some tourism aspects of Samoan culture and heritage issues into the Samoan Tourism Education National Curriculum.

Tourism in Samoa

Samoa is committed to ensuring that tourism contributes significantly to the country's long term economic, environmental, cultural, social development and sustainability with equitable distribution of benefits throughout all of Samoa development plan (Samoa Tourism Authority, 2009).

In analysing the market segments to Samoa during a three-year period (*Discover the South Pacific*, 2015), the main segments were the adventurous types, choosing to stay at budget and family-owned accommodation facilities, and interested to learn more about various aspects of Samoan culture, heritage, art and craft and the overall *fa'a Samoa* way of life. The local food and handicraft markets, and local tours were very popular. Cultural and village tours have attracted a lot of visitors (mainly from New Zealand, Australia, the USA and Europe) both in the island of Upolu (where the capital of Samoa, Apia, is situated, and where the international airport of Faleolo is located) and the big island of Savai'i. Several Samoan-owned businesses have taken advantages of these trends and built *beach fales* (locally designed and constructed beach accommodation facilities) and budget facilities to cater for these visitors. However, recent resort-type developments will also tend to attract the resort-type visitors in the near future.

The Samoan tourism sector has achieved an average growth rate of 5.4% in overall national visitor numbers in 2014-2015, as outlined in Table 1. Earnings from tourism and contribution to the national GDP have also increased. Holidaying as the main purpose of visit contributed the most to the increase in numbers which achieved a solid growth of 2.9% during this period.

New Zealand continues to be the biggest market, contributing 44% of visitor arrivals. Tourism earnings for 2015 experienced a growth rate of 2.9% from 2014. The tourism outlook looks positive for the next few years especially with the opening of the Taumeasina Island Resort and the reopening of the Sheraton Aggie Greys at Vaisigano. A recent visitors' survey indicated the main attractions for the visitor are the unique culture and heritage of Samoa (Samoa Tourism Authority Report 2015).

Table 1: Samoa Tourism Figures 2010 - 2015

	2010	2011	2012	2013	2014
Visitors					
Air visitors	126,970	124,706	131,945	122,171	128,623
Yacht visitors	212	215	220	63	83
Other sea visitors	2,318	2,683	2,532	2,439	3,089
Total visitors	129,500	127,604	134,697	124,673	131,795
Tourism earnings					
Samoan tala (millions)	304.3	310.5	338.5	314.6	339.7
Tourism GDP contribution					20%
Tourism employment	10% national employment in 2014				

Source: *Samoa Tourism Authority Report,* 2015

Relevant aspects of Samoan culture for tourism

After discussions and consultations with the stakeholders from the public and private sector of Samoa on relevant aspects of their culture to be studied, the following areas were identified as relevant for this project.

The Samoan culture and traditions typical of many Polynesian cultures are centred on village life. Each Samoan village holds a number of extended families, headed by the *matai* or local chief who is held in great respect. Food in Samoa plays an important part in cultural life, with *Fia Fia* the name for regular feasts, with song, dance and fire twirling. Unlike other South Pacific Islands, *kava* (a drink made from the piper methysticum plant) ceremonies

are restricted to special meetings and events of the *matai*. Music and song is a large part of life. Flights and cruises to Samoa are greeted by local bands, giving a taste of the experiences to come.

Samoan stakeholders wanted to perpetuate and enhance these special aspects of their culture, educate and train all stakeholders in the tourism industry and present them to tourists to improve and enhance their Samoan experiences. Doing so not only enriches and promotes Samoan culture, but at the same time brings in tangible benefits and appreciation of their indigenous culture and heritage to the community.

Literature review: Interaction of culture with tourism

Research on the social and cultural roles in tourism development and impacts on the destination involved has been widely documented (Goeldner & Ritchie 2003; Wall & Mathieson, 2006; Schanzel et al, Eds, 2012) and included on several tourism policies and plans of the South Pacific destinations (South Pacific Tourism Organisation, 2013). The literature discussed various issues such as the tourist-host relationship, family tourism/travel group impacts, attractions, sustainability and impacts on the society as a whole. Furthermore, the available literature highlights some definite needs to "mobilise" cultural resources, promote them locally, to further enhance tourism, as well as strategies and measures to mitigate and minimise any possible adverse tourism impacts on the local communities.

Stanley Plog's (1991) model of allocentricity and psychocentricity (using psychographic analysis to create a continuum of tourist types) has been widely cited in the tourism literature. Some have questioned aspects of the model's applicability and validity, indicating that, although the model does not really help to predict where travelers are likely to visit, it is highly effective in suggesting where they would ideally like to visit. In trying to match up Plog's typologies, one could safely say that the type of visitors currently attracted to Samoa and the neighbouring Polynesian islands, tend to be towards the allocentric types, that is being adventurous, seeking and embracing different cultures, local food and requiring only basic tourism infrastructure.

Literature cited tends to agree that destination culture is very much tourism's main attraction:

> Without culture to make the difference, every place would seem blandly the same. Without a belief in new or different sensations and benefits at journey's end, what incentive would there be for any of us to make a visit that is discretionary in type. (Boniface, 1995, p. 8)

People tend to consume travel and cross-cultural experiences to make claims about who they are when they go back home.

According to Richards (2009), most visitors mention that, when travelling to a destination, they would like to be able to experience local culture, to gain an understanding of how the local people live and to gain a sense of the real uniqueness of the places they visit.

For a destination such as Samoa, culture could be seen as the habitual components of behaviour and what develops out of this behaviour is products with elements such as handicraft, language, traditions, gastronomy, art and music, history, local work, architecture, religion, educational system, dress and leisure activities (Mathieson & Wall, 1982). While international tourism in most cases is a two-way simultaneous interchange and interaction of different cultures between the visitor and the host community, it is imperative that the host destination culture is presented well, correctly (and meaningfully to the local operators) and in an appropriate manner. This will give the host culture a good possibility of self-preservation, being welcomed and appreciated by the international visitor, thus adding to the visitor's experience and with improved tourism benefits to the host destination as well.

Cultural baggage is a term often used to describe tourists who visit a destination and take their existing beliefs, values and lifestyle (Cohen, 1972) and travel in an environmental bubble (Murphy, 1985). This is echoed by Timothy and Nyaupane (2009) who conclude that the chance of culture and tradition awareness, and avoiding the cultural baggage phenomenon comes from informed encounter between host and visitors. The exchange between hosts and guests could create new opportunities for preserving the

destination's culture and heritage in the developing world and giving the culture exposure in a peaceful style.

Sharpley (1994) discussed tourism from a social and cultural perspective, reflecting on these in both positive and negative terms. The fast development of tourism can benefit the destination economically from employment opportunities, improvements to infrastructure and education services. However, the traditional social and culture values of the society can lessen or fracture causing tension to the existing society. Local education and training could help to mitigate these factors and present tourism to the local community in a more meaningful way and acceptable manner.

The literature contains several definitions of cultural tourism but the International Council on Monuments and Sites (ICOMOS)[2] published a formal definition as follows:

> The cultural and cultural-cognitive tourism actually is this form of tourism, which focuses on the cultural environment, which in turn may include cultural and historical sights of a destination or cultural-historical heritage, values and lifestyle of the local population, arts, crafts, traditions and customs of the local population. Furthermore, cultural and cognitive routes may include a visit or participation in cultural activities and events, visit museums, concerts, exhibitions, galleries, etc. (ICOMOS, 2015).

Cultural tourism is also described by the World Tourism Organization (UNWTO, 2012) as "trips, whose main or concomitant goal is visiting the sites and events whose cultural and historical value has been a part of the cultural heritage of a community". An important feature of cultural tourism according to this definition is the assumption that visiting cultural and historical sites and events related to cultural heritage is not necessarily the main motive for the trip. In this context, cultural-historical tourism is rarely implemented in a "clean" look and most often is combined with other traditional and specialised types of tourism. This substantial feature reveals opportunities to improve the effectiveness of national and regional tourism through the development of cultural-historical tourism through absorption and integration of cultural-historical resources in the regional tourism product and development on this basis of a regional tourism brand.

Thus cultural tourism is becoming increasingly popular within both the cultural and tourism sectors. Changing potential visitors' perceptions of a place takes time, effort and a deep understanding of both the cultural and tourism industries. Thus the literature summarised points to the fact that culture and heritage enhance tourism growth and enrich visitor experience.

Research methods

The methodology used was focus groups, semi-structured interviews and consultation with key members of both the tourism and the education sector. The task was to obtain a clear mandate on cultural issues, authenticated and matched up with the cultural findings with views and directions from the tourism industry. Training module contents, level and delivery methods were designed based on consultation with the national qualification authority, the Samoa Qualification Authority Board (SQAB).

The choice of modules has been driven also by an extensive review of past studies and training needs assessments, plus interviews and meetings held in Upolu and Savai'i. The *Samoa Tourism Authority Report* (2015) provides evidence-based support for the identification, design, pilot testing and eventual accreditation (through SQAB) of industry workplace training modules. The modules reflected industry needs in terms of required competencies and the optimum form of delivery.

A series of in-country consultations were conducted by one of the authors, both in Upolu and Savai'i islands in January to February 2014. Key providers and industry stakeholders were interviewed wherever possible. Face-to-face assessment was constrained by time and in some cases the availability of data. These series of meetings and consultations concluded with a validation workshop held with the members of the Tourism Training Taskforce group as well as senior members of the Samoa Tourism Authority (STA) (Samoa Tourism Authority, 2014a).

A key emphasis of this cultural integration training project was the development of industry and workforce skills via targeted training. Previous research had shown that there is a need to develop workplace training modules to meet industry training needs, and to build local capacity to deliver and sustain the training (Milne et al, 2014). It is vital to develop

training resources and modules that can be updated with relative ease and that can be offered over a sustained period of time to the tourism and hospitality sectors (and related elements of the economy).

Findings: Identified and endorsed training modules

Three areas (as listed below) were identified through an extensive process of secondary data, report reviews and stakeholder interviews. In-depth consultation and workshops with the Samoa Tourism Authority Management, the Samoa Tourism Training Taskforce and the Samoa Qualifications Authority, as well as key industry stakeholders and trainers, led us to start the process of transforming them into industry training modules.

1. Increased utilisation of local produce and fruits for tourism hotels

Samoa has an abundance of tropical fruits and vegetables, and yet has a tendency to import fruits from neighbouring countries like New Zealand. Increased utilisation of local produce for the tourism hotels would help increase financial and economic benefits to the local producers, reduce the leakage of tourist dollars, and present unique cuisines and food for the tourists.

2. Demonstrate knowledge of Samoa as a cultural tourism destination

As well as visitors needing more and more cultural information about Samoa, the Samoa tourism workforce should also be knowledgeable about their own culture and heritage to inform and present to visitors through conversation, guiding and in social media interactions as well. Associating culture with tourism, as well as interacting with the natural environment, increases one's knowledge of and care for culture and the natural environment.

3. Samoan culture and heritage

Samoan culture and heritage is taught in the school curriculum. The language is widely spoken, and Samoans observe and practise cultural activities on a daily basis. Presenting these to visitors needs a consistent effort for it to be done in a way whereby both visitors and local stakeholders find the encounter more meaningful and beneficial. Visitors gain new knowledge,

new skills and more satisfying experience, the host enjoys learning more about his/her own culture, at times by activities enriched with input from visitors, and appreciates the need to perpetuate certain skills, arts and crafts, dances and songs, due to their more meaningful knowledge of it. Cultural performers and tour operators see tangible benefits of presenting Samoan culture and the need to keep them as authentic as possible.

Development of training modules

Following on from the identification process in the previous section, the task now is to transform them into training modules or courses or unit standards.

Previous studies and the *Samoa Tourism and Hospitality Workforce Development Report* (Milne et al 2014) have shown that a strategic way to influence the direction and extend of tourism development and sustainability is to have in place well designed education and training modules for stakeholders, to meet industry training needs and to build local capacity to deliver and sustain the training. It is also vital to develop training resources/modules that can be updated with relative ease and that can be offered in a sustained fashion to the tourism and hospitality sectors (and related elements of the economy).

Tour guiding

Tour guides enhance the experience of visitors to a destination and play an important role in showcasing the attractions and activities that the destination has to offer.

Tour guiding qualifications are intended to support either those working in tourism attractions or those in a tour guiding role conducting individuals or groups on extended excursions. These qualifications encourage and promote the management of health and safety of a tour group, provide leadership knowledge and help improve the overall visitor experience by raising the service standards of the destination.

After completing a tour guiding qualification, a tour guide will be able to demonstrate interpretation services to the visitor while on tour and they will be able to complete administrative duties prior to the tour and after the completion of the tour.

Cookery, food and beverage

Food and beverage operations are a fundamental service to a destination that should be able to give the visitor an appreciation of local cuisine together with excellent service. If these services are provided to a high standard in a destination it can benefit the local economy with increased production, sales and job opportunities.

Training cookery, food and beverage staff in a destination with the opportunity to gain industry qualifications will contribute significantly to meeting visitors' expectations when they experience these operations. Investing in training and continuing to upskill for food and beverage staff can potentially improve staff morale and teamwork whilst retaining skilled employees.

Customer service and communication

Employees on the frontline need a thorough knowledge of the destination, its geography, the culture, heritage, *fa'a Samoa* and unique aspects of Samoan society.

Australian, New Zealand and Samoan Qualifications Framework

The Samoa Qualification Authority Board (SQAB) was established in 2010, and new standards need to be processed and accredited and approved by the SQAB. The SQAB provide policy advice, coordinate and regulate qualifications and quality standards, promote links and learning pathways and quality assurance of Post School Education and Training (PSET) in Samoa.

In matching the contents and outcomes with the Samoa National Qualifications Board, and benchmarking them against both the Australian and the New Zealand frameworks (Table 2), we concluded with assigning the cultural standards into Level 2 and Level 3 courses constituting components of national qualifications at the certificate Level II and Level III.

Table 2: Qualifications framework

Level	Vocational education	Secondary schools	Explanations
7	Bachelor Degree		Specialised technical or theoretical knowledge with depth in one or more fields of work or study
6	Advanced Diploma		Specialised technical or theoretical knowledge with depth in a field of work or study
5	Diploma		Broad operational or technical and theoretical knowledge within a specific field of work or study
4	Certificate IV		Broad operational and theoretical knowledge in a field of work or study
3	Certificate III	Cert III	Some operational and theoretical knowledge in a field of work or study
2	Certificate II	Cert II	Basic factual and/or operational knowledge of a field of work or study
1	Certificate I	Cert I	Basic general and/or foundation knowledge Apply basic solutions to simple problems Apply basic skills required to carry out simple tasks
Short courses	Short courses	Short courses	Could be at any level from 1 to 5.

Source: Studies in Australia (n.d.); New Zealand Qualifications Authority, 2014; Samoa Qualification Authority Board, 2014

It is important that the new standards are compatible and at the right level, in order for learners to be able to accumulate the courses achieved into a national qualification. This would be a real incentive for staff training, as a certificate qualification that could later on staircase into a diploma qualification, either within the industry workplace training or provided by national training providers or the university.

Training model progression

The outcome of the consultations and reviews by the stakeholders was the identified list of training modules listed below, which have been identified through an extensive process of secondary data and report reviews, and stakeholder interviews. In-depth consultation and workshops with the Samoa Tourism Authority Management, the Samoa Tourism Training Taskforce and the Samoa Qualifications Authority, as well as key industry stakeholders and trainers led us to define the following specific industry training modules:

1. Prepare and serve local food (Food & Beverage)
2. Samoan culture and heritage (Tour Guiding)
3. Samoa as a tourism destination (Customer Service and Communication)

Training needs were identified after consultations. The contents and outcomes of the training modules were outlined at the conclusion of the final consultations, as shown in Table 3.

Table 3: Training modules, outcomes and contents

Expected outcome	Key contents	Level
Food and beverage		
Improve F&B services and local cuisine	Product knowledge, menu design, costing, food preparation, kitchen operation	3
Tour guiding		
Improve understanding of host country and culture	Samoan culture, Samoan etiquette, visitors' expectation, product knowledge	3
Customer service and communication		
Improve understanding of destination and culture	Knowledge of Samoa as a destination	2

Module 4: Prepare and serve local fruits
(SQF level 3, 5 credits i.e. approximately 50 hours' learning time for SQA accreditation)
This module could be taught with self-study sessions and with practical sessions over a one-week or two-week block. Each participant would be awarded a Certificate of Proficiency on successful completion.

Module 5: Demonstrate knowledge of Samoa as a tourism destination
(SQF level 2, 8 credits i.e. approximately 80 hours' learning time for SQA accreditation)
Delivery of the module to industry could be covered in a mix of one- and two-week blocks. The module could also be adapted to a shorter block course (with a certificate of participation, not proficiency). Each participant would be awarded a Certificate of Proficiency on successful completion.

Module 6: Samoan culture and heritage
(SQF level 3, 15 credits i.e. approximately 150 hours' learning time for SQA accreditation)
This module could be taught with self-study sessions and with practical sessions (e.g. observation/studying of cultural activities with simultaneous teaching) over a 1-5 week block (approximately 30 hours a week). The module can be offered in a combination of short one-week blocks. Each participant would be awarded a Certificate of Proficiency on successful completion.

It was felt that three complementary modules should be delivered concurrently in future: 1 Prepare and serve local fruits, 2 Prepare and serve local Samoan recipes and cuisines, and 3 Produce, cook and serve food from a local *umu*[3].

There was also clear demand for two modules to complement Samoan Culture and Heritage: 1 Introduction to Samoa's traditional skills, and 2 Practical guide through a one-day cultural tourism activity.

Matching contents, outcomes with modules and standards under the national qualification board's requirements
During the consultation sessions, the industry and stakeholders revealed a strong desire on the part of all stakeholders for local qualifications to be

benchmarked against overseas qualifications. Such an approach is seen as vital to ensuring quality and the overall upgrading of services standards throughout the industry of Samoa.

The new cultural courses

The new cultural courses (including *fa'a Samoa*, heritage and local customs, utilisation of local produce) are thus presented as follows in Table 4.

Table 4: New cultural courses (unit standards) as part of national qualifications.

National **qualification (NQ), or new cultural course (NCC)**		Level	Credits
NQ	Level 3. Certificate in Cookery and Food and Beverage	3	148
NCC	Prepare and serve local fruits	3	5
NCC	Prepare and serve local Samoan recipes & cuisine	3	10
NCC	Produce, cook and serve food from a local *umu*	3	10
NQ	Level 2. Certificate in Customer Service and Communication	2	27
NCC	Demonstrate knowledge of Samoa as a tourist destination	2	8
NQ	Level 3. Certificate in Tour Guiding	3	122
NCC	Samoan culture and heritage	3	15
NCC	Introduction to Samoan traditional skills and practices	3	20
NCC	Practical guide through a one day cultural/tourism activity	3	10

Level 3 Certificate in Cookery and Food and Beverage

The purpose of this qualification is to provide the tourism industry with individuals who can support and enhance the visitor experience, and through their skills and knowledge uphold the importance of hospitality and tourism to the Samoan economy. The qualification will benefit the

community by enhancing Samoa's tourism visitor experiences and bringing economic benefits to the country.

Graduates of this qualification will be able to prepare, produce and serve high standard food and beverages, and in particular local Samoan cuisine, using local fruits and vegetables and produce. More emphasis on the utilisation of local produce and food not only promotes local cuisines to visitors but also contributes to minimising the overseas leakage of the tourist dollar through import substitution.

Level 2 Certificate in Customer Service and Communication
People credited with this unit standard are able to identify and describe the geographical location of Samoa and locate key areas and sites on a map; identify and describe attractions, activities and events in Samoa; identify and describe land transport and related services available to tourists; identify and describe ground product and related accommodation services available to tourists in Samoa; and provide travel information for visitors to Samoa.

Level 3 Certificate in Tour Guiding
People credited with this unit standard are able to: identify and describe Samoan culture and heritage; identify and describe historical and heritage information about Samoa; identify and describe unique aspects of the Fa'a Samoa and the significance of the Samoan Extended Family (*'aiga*[4]) Community; identify and describe Samoan contemporary art and craft, traditional ceremonies; identify and describe Samoan traditional dance skills and music.

National qualifications incorporating culture, heritage, cookery and local cuisines
The Certificate in Tour Guiding is a Level 3 qualification that incorporates Samoan culture and heritage (15 credits), introduction to Samoa's traditional skills and practices (20 credits), and a practical guide through a one-day cultural tourism activity (10 credits).

The Certificate in Cookery and Food and Beverage is a Level 3 qualification that incorporates prepare and serve local fruits (5 credits), prepare and serve local Samoan recipes and cuisines (10 credits) and produce, cook and serve food from a local *umu* (10 credits).

Stakeholders' feedback and refinement

The following qualifications were written up after the consultation processes, receiving feedback from stakeholders and refining the modules as outlined.

Module 1: Prepare and serve local fruits

Feedback

The feedback received on the module material was that it was well accepted and considered very relevant and essential for the promotion of Samoan cuisine and the utilisation of local produce.

Refinements

In terms of the broader qualification, the Samoa Tourism Training Task Force (STTTF) may from time to time identify new resource material (in addition to Robert Oliver's two recent cookbooks) for these modules and the national qualification (Oliver, Berno & Ram, 2013). Each training establishment or organisation would be responsible for the production of a relevant workbook for these modules, with the standards and performances to be monitored by the STTTF and SQA. Very few Pacific cookbooks and recipes are readily available on the internet.

Resource materials have been added wherever possible but it should be noted also that, in areas such as *umu* preparation, a lot of Samoan knowledge and skills are not published but tend to be handed down verbally and in gathering information from elders. These traditional methods could still be utilised by training providers or practitioners, in addition to using published resources. It is recommended that training providers and trainers write up workbooks or develop online video resources such as "Samoan fruit preparation" or "*umu* preparation".

Module 2: Demonstrate knowledge of Samoa as a tourist destination

Feedback

This feedback was discussed and details worked through and presented in the train-the-trainer presentation. Several participants stressed the importance of such a module in unlocking the potential of Samoa for potential visitors. The stakeholders agreed that the most appropriate resource materials for this module are those produced and published by the Samoa Tourism Authority, for example the Samoa Visitors Guide (Samoa Tourism Authority, 2014b), plus a range of related destination information,

maps and data. In addition, it is recommended that the training provider(s) responsible for delivering this module and the national qualification use contemporary publications on the culture and heritage of Samoa as resource material from time to time. The STTTF may from now and then identify new resource material for this module and national qualification.

Refinements
A concerted effort was made to capture resource materials that might be useful for the modules. However, it should be noted there is little detailed information available beyond those resources outlined above.

Module 3: Samoan culture and heritage
Feedback
Participants felt this is a critical module and there was very positive feedback received. Stakeholders who participated in the train-the-trainer workshop made the suggestion to include a component on safe work practices both for the operators and for visitors.

Refinements
A component on safe work practices has been included. It should be noted that a course component covers the safety aspects of tour guiding as well.

Wherever possible we have tried to capture resource materials that might be useful for this module. It should also be noted that training materials on, and preservation and conservation of, local culture, customs, traditional skills are not published but tend to be handed down verbally and in gathering information from elders. These traditional methods could still be utilised by training providers or practitioners as well as using published resources. It is recommended that training providers and trainers write up resources on "Cultural tour guiding for Samoa" and also develop relevant online content, including videos.

Conclusion
In conclusion, to be able to achieve incorporating cultural aspects into the national qualification framework, we made certain that the modules were extremely well received in the train-the-trainer and pilot sessions as we did this over a period of a year with the stakeholders' input. At the same time,

we were able to glean from the sessions the broader challenges that may exist in attempts to implement the modules in a timely fashion.

Challenges identified were the need to find qualified teaching staff, especially for upper level modules. To assist in overcoming this challenge, we have ensured that the modules are underpinned by effective teaching and assessment strategies. Learning by discovery (self-teaching) is important. The teacher needs to know *what* is needed from the student but does not need to transfer specific skills to the student (i.e. *how* to do it). Upgrading skillsets amongst trainers and teachers can occur incrementally, often alongside or just ahead of students.

This approach is supported by scenario-based training: goals of training should be simple and end-user focused. In a workplace setting, this relates to identifying the need for solutions, and then identifying and using a specific solution to meet that need.

The final task is to provide ongoing support to the industry and staff of SQAB. The relationships and links formed through the train-the-trainer and pilot sessions must be maintained, with the key training individuals available to provide advice or input. There was a clear desire expressed from participants for future training to be sought to maintain these links in a formal fashion. The formal accreditation process commenced in early 2015, and in the interim it is vital that training modules be implemented.

The contribution of this paper to Samoa is through the methodology used, the extensive research and stakeholders' discussion group, and continual refinement of the modules, and finally the acceptance of the national qualification authority and the Samoa tourism authority and industry.

Notes

1 The New Zealand Tourism Research Institute (NZTRI) at the Auckland University of Technology (AUT) focuses on innovative research solutions for the industry and those who depend on it. NZTRI research enables business, community and government to develop profitable and sustainable industry outcomes (New Zealand Tourism Research Institute, n.d.).

2 ICOMOS (based in Paris) works for the conservation and protection of cultural heritage places. It is the only global non-government organisation of this kind, which is dedicated to promoting the application of theory, methodology, and scientific techniques to the conservation of the architectural and archaeological heritage. Its work is based on the principles enshrined in the 1964 International Charter on the Conservation and Restoration of Monuments and Sites (the Venice Charter). The members of ICOMOS contribute to improving the preservation of heritage, the standards and the techniques for each type of cultural heritage property: buildings, historic cities, cultural landscapes and archaeological sites. As of March 2016, ICOMOS consists of 9.500 Individual Members in 151 countries, 300 Institutional Members, 106 National Committees and 28 International Scientific Committees (ICOMOS, 2015).

3 *Umu* is a traditional Polynesian way of cooking food and local delicacies in an underground oven, dug on the ground and the cooking is done by heating up (with fire woods) coral and volcanic rocks. After about one hour the red hot stones, covered with green banana leaves, then multi layers of food (taro, fish, meat, palusami, fruits on coconut milk) to be cooked then the banana leaves cover and then material to protect the heat within the underground oven for couple of hours. It is customary that an *umu* function is part of a traditional ceremony, fia fia evening, kava ceremony or Polynesian entertainment shows and celebrations (ICOMOS, 2015).

4 The *'aiga* is the family unit of Samoan society and differs from the Western sense in that it consists of more than just a mother, father and children.

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