

# 英国公認観光ガイド資格取得コースから学ぶこと —日本の通訳案内士教育の課題に関する考察—

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## [Abstract]

### Investigating the UK Blue Badge Guide Training Program in Order to Develop Guide-interpreter Training and Education in Japan

Training for guide interpreters to serve international tourists in Japan has never been in greater need than now. With more international visitors coming to Japan, the lack of guide interpreters is a pressing concern. Linked to this deficit of qualified guides is a scarcity of quality training opportunities for those interested in this profession. This research report investigates the growing number of inbound tourists to Japan and the current shortfall of guide interpreters to serve them. It is suggested that quality training to draw people into this industry is urgently needed. Tour guide training in the United Kingdom has a long history and is renowned for producing high quality 'Blue Badge' guides. With the intention to learn from the UK training system and consider how the current training practices can be adapted to Japan, we invited experts from the UK to share the Blue Badge training model with us. This report describes what we have learnt so far about the UK guide training system and ends with an abbreviated transcript from a guest lecture given at Hokusei in 2016 by the current London Blue Badge program director, Ms. Sue King.

## 1. はじめに

本稿は「地域における通訳案内士教育のあり方の研究～地域のインバウンド人材育成を目指して」(平成27～29年度科学研究費助成事業挑戦的萌芽研究)の一環として、平成27年度より開始した観光ガイド育成の教育に関する研究と実践の一部を報告するものである。

## 2. 本研究の目的と背景

日本における訪日外国人客の増加は近年

特に顕著で、その数は、2015年に過去最高の19,737,409人に達した(日本政府観光局, 2016)。2020年の政府目標は、この倍に近い4,000万人となっており、目標達成の為に、首都圏に留まらず、いかに日本全国各地に訪日客を分散させるかが重要なポイントとなっている。実際、ここ数年は、より多くの外国人が地方を訪れるようになってきた。例えば、2007年の外国人延べ宿泊数と2014年を比較すると、長野、北海道、群馬、三重、和歌山など多くの地方の都道府県においてその人数は倍以上に増加している(商工中金, 2015)。

キーワード：通訳案内士, 観光教育, ブルーバッジ・ガイド, ツアーガイド, ガイドトレーニング  
Key words : Guide-interpreter, Tourism Education, Blue Badge Guide, Tour Guide, Guide Training

このような訪日外国人の全国的な増加傾向に対し、これらの人々を、資格をもって案内できる通訳案内士の不足が問題となっている。不足している原因には、合格率20%程度しかない試験の難しさ、また合格しても就業形態が不安定なために就業率が低いことなどがある(観光庁, 2016)。また、通訳案内士の資格保持者の7割は、都市部の登録者となっており(観光庁観光資源課, 2014)、大きな地域的な偏りが、地域における案内士の不足に拍車をかけている状況がある。その不足を補うために、様々な取り組みがなされてきている。例えば、平成18年度から岩手、静岡、長崎、沖縄、北海道、栃木などで導入された地域限定通訳案内士制度、また、地方自治体が研修を行う地方特区の制度などがある。平成24年度以降には9地区が特区として認められ特区専門の登録ガイドを認定、27年には構造改革特区法が改正され、さらに地域の要望に対応できるようになり、鳥取や山梨など4地域が新規認定された(観光庁, 2016)。しかし、これらの取り組みは試行錯誤の中、大きな成果をもたらしているとは言い難い。また、一方では、このような別種のガイド制度の乱立と並行してボランティアガイドの団体の存在もあり、今後はどのように通訳案内士のシステムを整理し、観光客4,000万人の時代に対応していくのか、早急な対策が求められている。

まずは、案内士の仕事に興味を持つ人の数を増やすこと、実際に資格を取ったら、稼働しやすいような社会的環境を整え、稼働率をあげることが重要である。一方で、その質を保ち、また高めるための取り組みも必要である。訪日客に対し、適切でさらには気の利いた情報を伝え、かつ親善大使としての役割を果たすことが通訳案内士の仕事である。首都圏では、社団法人日本通訳案内協会をはじめとした複数の関連団体が、新人研修や現役ガイドの質の向上のための勉強会や講演会、研

修を活発に行っている。しかし、首都圏を離れた地域においては、そもそも人数も少ないことから、研修等の機会は少ないのが現状であり、それが通訳案内士の仕事に対する無関心や、就業率の低さと無関係とは言い切れない。

このように、地域への訪日外国人の急速な増加を受け、地域の中でこれに対応できる観光人材育成が求められるなか、筆者らは、通訳案内士不足と質の改善のために、何ができるのかを考えた。そして、地域の通訳案内士教育のあり方を研究し、今までは大学では行われてこなかった、ガイドの増加や質の改善につながる教育を大学において展開することで、将来的に地域の観光ビジネスで活躍する人材の育成に資することが可能ではないかと考えた。現状では、全国の大学においてガイドを意識した授業の取り組み例などはあるが、通訳案内士の増加や研修などを意識しながら研究成果をもとに構築された大学のプログラムは見当たらない。本論文では、このようなプログラム構築を目指す中で、その参考のために実施した英国のガイド育成プログラムの調査結果について報告を行うものである。

### 3. 先行研究

日本における通訳案内士の重要性はインバウンド観光の発展とともに注目を浴びるようになっており、その資格や制度について様々な角度から報告されている(真子, 2016; 杉本, 2016; 赤堀, 2015; 鳥尻, 2013)。真子(2016)の報告では、日本の通訳案内士制度の説明やイギリスのブルーバッジ・ガイド、フランスの公的ガイド資格、米国のガイド資格などの概要について述べられているとともに、通訳案内士制度に関する問題点も提起している。主な論点としては、前述にあるように、通訳案内士登録者の7割が東京や大阪な

どの大都市に集中していること、また、アジアからの訪日旅行者が増えているにも関わらず、登録者の7割が英語の通訳案内士であるという、地域的、言語的偏在が存在するということがあげられる。さらに、通訳案内士の厳しい就業環境や、無資格ガイドの問題が指摘されている。通訳案内士の業務についての記述や通訳案内士からみた日本の訪日観光ビジネスの課題点なども、近年報告されているが(赤堀, 2015; 島尻, 2013)、通訳案内士に関する学術的な研究や通訳案内の人材育成プログラムに関する文献は、ほとんど見つかることができない。

海外の文献に関しても通訳案内士のトレーニングや人材育成に関する研究は、ほとんどなく、スペインのバレンシア理工大学において、ツアーガイドや通訳者の養成として、ドラマを活用した教育方法について述べられているもの(Wang, Ayres, & Huyton, 2010)、発展途上国でツアーガイドトレーニングモデルを提案している報告(Weiler & Ham, 2002)があるが、言語トレーニングに焦点をあてた研究や報告はほとんどない。しかし、Weiler & Ham (2002)が提案したガイドトレーニングモデルは、通訳ガイド育成プログラム構築に大変役に立つ情報である。その報告から、トレーニングプログラム実施にあたり、プログラムの評価と記録を残すことの重要性や、安定的な人材確保のための指導者育成トレーニングやそのサポート体制の必要性について、あらためて認識することができた。

#### 4. 英国における公認観光ガイド制度

各国の観光ガイド育成に関する文献の調査を通じて、英国における観光ガイド教育システムは制度として質が高いということが分かり、同国のシステムを調査することで日本における通訳案内士の教育、研修方法などに応用したいと考えた。

そこで平成27年度より開始した地域における通訳案内士教育のあり方の研究の一環として、平成27、28年度にそれぞれ1名ずつ英国から現役のブルーバッジ・ガイド(公認観光ガイドの1つ)資格を持つ観光ガイドを招聘し、ガイド教育を中心とした英国の観光ガイド制度について専門的知識の教授を受ける。一方、学生、学外向けの公開講座を開講した。初年度は、英国で日本語ガイドとして業務に従事しているオルストン伊津子氏(ロンドンとスコットランド地域のブルーバッジ・ガイド資格取得者)を招聘した。平成28年度はSue King氏(ロンドン地域ブルーバッジ・ガイド資格取得者、兼同資格取得プログラムのトレーニングディレクター)をお招きした。両氏へのインタビュー調査および、両氏をゲストスピーカーとして開催した公開講座での内容、および「London Blue Badge Tourist Guide Training Programme 2016-2018 Prospectus」(The British Guild of Tourist Guides, 2016)の情報から、英国におけるブルーバッジ・ガイドを含む公認観光ガイド制度について、特にロンドンのブルーバッジ制度を中心に以下にまとめる。平成28年9月11日に北星学園大学国際ラウンジにてKing氏をスピーカーとして行われた「ガイド教育セミナー」の内容は本稿の終わりに添付する。

##### 4.1 ブルーバッジ・ガイドの歴史

英国ブルーバッジ・ガイド制度の発祥の地はロンドンで、地域のTourist Boardが初めて同資格付与を行った。ブルーバッジ・ガイドのトレーニングは1960年代以降、各地域のTourist Boardが実施するようになり、この頃から同資格は国家資格から地域ごとの資格に変化した。ガイディングの基準維持、資格取得プログラムの実施、資格取得試験監督の必要性から、政府承認の元、2002年にInstitute of Tourist Guidingが設立され、以降国内で

統一されたガイディングおよびガイディングトレーニング基準を保つことに貢献している。

英国の公認観光ガイドは公的資格を有する専門的な観光ガイドとされ、同資格にはレベル分けがある。最も専門性の高い方から順にブルーバッジ (レベル4)、グリーン・バッジ (レベル3)、ホワイト・バッジ (レベル2) となる。またその特徴の一つとして、同資格が地域ごとに分かれている点あげられる。現在ブルーバッジ・ガイドを持つ地域はイングランド、ヨークシャー、北アイルランド、ウェールズ、スコットランド、ロンドンなどがある。資格取得プログラムでは「Core知識」と呼ばれる国内共通のガイド知識を教授する一方で、ガイドが各地域についてより深い専門的知識を習得できる内容となっている。

#### 4.2 ロンドンブルーバッジ・ガイド資格取得トレーニングコース

「London Blue Badge Tourist Guide Training Programme」はThe British Guild of Tourist Guidesが実施している。ここからは主に2016-18年のロンドンブルーバッジ・ガイド資格取得コースの情報を元に、ロンドン地域のブルーバッジ・ガイド資格取得トレーニングプログラムについて述べる。同プログラムはロンドン地域のブルーバッジ・ガイド資格取得を目指す人に向けたものである。

##### 4.2.1 応募要件と面接、筆記試験

ロンドンブルーバッジ・ガイド資格を取得するには、まず同プログラムを受講するための選抜試験に合格する必要がある。この合格者のみが同プログラムの受講生として認められる。そして同プログラムで一定の成績を取った者だけが、2年間のプログラムの終了後にInstitute of Tourist Guidingが実施する資格試験の受験資格が与えられるという制度になっている。

同プログラム受講希望者は申し込み後、第

一にgeneral knowledgeに関する筆記試験受験が求められる。その後筆記試験合格者のみに対し面接試験が行われる。2015-2017年のプログラムの場合、応募者数は130名、合格者は32名であった。またこのうち約20%は英語以外の言語のガイドであった。筆記試験では英国の歴史、建築、芸術、科学、文化、時事問題などについて150問が出題される。面接試験に進むには英語母語話者の場合は筆記試験で70%、外国語母語話者には50%の正解が条件となる。面接試験に進む受験者は約60%となる。

##### 4.2.2 プログラム内容と期間、日程

同プログラムの学習内容は、英国全般に関する「Background Knowledge」、地域についてのより深い知識である「London Knowledge」、ロンドン近郊の観光地に関する「Regional knowledge」、実践的な「Guiding techniques」、フリーランスのガイドに必要な「Business skills」に大別される。また、歴史、地理学、地質学、建築、法律、英文学、芸術、演劇等様々な専門的知識についても学ぶ。「London Knowledge」、「Regional knowledge」では複数の主要な観光地を実際に訪問し実地でのトレーニングを行う。

同プログラムはおおよそ2年間で1つのプログラムが完了する。2016-18年のプログラムの場合、2016年5月に開始し2018年の2月に終了となる。座学、実地トレーニングを中心とするプログラムの日程についてはPart 1が2016年9月初旬~2017年5月、Part 2は2017年9月~2018年2月を予定している。Part 1, 2の部分は主に平日の夜および土曜日に実施されるため、仕事をしながらの資格取得が可能となっている。具体的には平日夜18:20-20:30に週2回座学の講義があり、土曜日には実践的なスキル習得プログラムが行われる。また、プログラム期間全体を通じて各自が知識とスキル習得のために



自主学習に励むよう求められるとともに、自主学習期間には各自で取り組む課題が与えられる。また2回の週末を通して行われる「Communication Seminar」ではガイドに必要な実践的なコミュニケーションスキル習得が求められる。

#### 4.2.3 費用

プログラム参加費は6,300ポンドとなっており、コース履修に必要な教材費、バスでの移動費などは含まれるが、資格取得試験の受験料は含まれていない。

#### 4.2.4 資格取得試験

筆記試験は「Background knowledge」「Out of London」「London」の3つに分かれる。実技試験は7つあり、バス車内と6つの観光地での実地試験、さらに「Tour Planning Project」からなる。プログラム履修者は資格試験が不合格の場合1回だけ再受験が認められる。非英語母語話者には25%の筆記試験時間延長が許される。

同プログラムトレーニングディレクター、King氏の立場から見たプログラムの評価によると、同プログラムの指導教官はその多くがブルーバッジ・ガイドであるため、専門知識だけでなくガイドスキル面からも指導を行うことができる点が優れているという。また、トレーニングは8名程度のグループに分けられ指導教官が担当して実施される。観光地やバス車内での実地訓練では担当の指導教官から履修者の模擬ガイドングについてすぐに口頭で評価、アドバイスが与えられることを高く評価する声が多いという。また、実際の業務においてガイドは頻繁にバス車内で観光地の説明をすることがあるため、バス車内でのトレーニングは実践的で有益性が高いと評価されている。

#### 4.2.5 その他の資格

英国には「Endorsement」と呼ばれる観光スポットごとのガイド資格があり、その資格は各観光スポットが付与している。たとえばブルーバッジ・ガイドであってもスポットによってはこのEndorsementがなければそこでガイドすることは許されない。ブルーバッジ・ガイド資格取得者の多くが複数のEndorsementを持ち業務にあたっている。

### 5. 日本の通訳案内士教育の課題と考察

英国のブルーバッジ・ガイド制度は資格取得試験の受験前に約2年に渡るトレーニングプログラムの受講が求められ、またプログラム受講者が支払う費用も6,000ポンド以上と高額であるという点からも、安易に日本との制度を比較できるものではない。しかし日本における通訳案内士制度の見直しが検討されている今（高岸，2016）、ガイディングスキルの質を担保し維持していくという点からも、しっかりとした教育制度、特に実践的なトレーニング機会の保証が重要な課題と言える。また、地域における通訳案内士の不足が問題となる日本では、英国が保持してきた地域の資格制度は参考となる面があると言えるのではないかと。また、全国的にも通訳案内士の不足とその高齢化が指摘されることから（北村，2009）、英国のように専門性の度合によってレベルの異なるガイド制度を設けることで、より簡単な資格の取得から始め徐々に専門性の高いレベルを目指すことのできる仕組みを持つことができる。そのことにより、今後より多くの若者が資格取得に挑戦しやすい状況を作ることもできるのではないかと。さらに英国ガイドが共通して習得を求められる「Core知識」のような、全国で統一した日本に関する知識をまとめ、知識レベルの基準を設けることは通訳案内士の質を今後維持していくことに有効と思われる。

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平成28年度ガイド教育セミナー資料

## GUIDE TRAINING: OBJECTIVES OF THE COURSE FROM THE TRAINEE'S VIEW POINT

日 時：2016年7月11日（月） 15：00－16：45

会 場：北星学園大学国際交流ラウンジ

In this seminar, Ms. Sue King talked about the Blue Badge Guide Training Course. She is an official British Tour Guide from London, and also the training director of the Blue Badge Guide Qualification Course. Below is an edited transcript from her presentation.

### Ms. Sue King

M Phil [Master of Philosophy] in Art History, a Politics degree

PGCE (Post Graduate Certificate of Education)

She teaches Art History and before becoming a guide she taught in schools and universities.



Thank you for asking me talk to you today. It's very nice to be here. And I've enjoyed the view of your beautiful mountains when I was having a delicious lunch in your canteen.

As a Blue Badge Guide and Art History Lecturer, I want to start with some background about the development of guiding in London and the regions, and the advent of the Institute of Tourist Guiding. I shall then talk specifically about the content of the London Blue Badge course and the commitment required by students to succeed in passing the examinations and

to become effective Blue Badge Guides. I shall then talk specifically about the role of a Blue Badge Tourist Guide and the variety of work they might do.

## **Blue Badge**

Talking about the Blue Badge, you are probably wondering what that is. The Blue Badge Qualification is awarded by the London Institute of Tourist Guiding and is recognised and approved by all the major London sites. The logo on the badge is one of our iconic sights, London's Tower Bridge.

## **Blue Badges for English Regions, London, Northern Ireland, Wales and Scotland**

There are Blue Badges for other areas of Britain. I'm not qualified to guide in every area of Britain. I'm qualified to guide in London with this badge. If you look at the various Blue Badges, you'll see one has a rose on it, this is for the regions of England, and Yorkshire has a white rose. There is a separate badge for Northern Ireland. The badge for Wales has the Welsh Dragon. The Scottish Blue Badge has the Cross of St. Andrew, and also a thistle. Each area has a slightly different emblem.

## **Blue Badge Guides**

So Blue Badge Tourist Guides are the official, professional tourist guides of the United Kingdom. They wear a Blue Badge to indicate their professionalism. They are recognised by local tourist bodies throughout the UK, and by *Visit Britain* as Britain's official tourist guides. There are over 2000 Blue Badge Guides in England, Scotland, Wales, and Northern Ireland, who guide at Britain's tourist attractions and cities. The qualification is area specific. I think that's different to Japan where you can have a qualification for the whole of Japan. Many Blue Badge Guides are qualified for more than one area. Blue Badge Guides are required to pass Institute Language Exams for any language they wish to guide in, other than their mother tongue.

## **Sue King: Guiding Qualifications**

I'm an eternal student. I don't like exams but I seem keen on taking them. The first qualification I acquired was the City of London Green Badge, this only covers a small area of London. Then I started the London Blue Badge Guide course, for the whole of London, in 2009. And then Cumbria, Liverpool City Region, South West England, South East England, and Yorkshire. Not many people have this many badges. I'm a bit greedy, I'm afraid. Quite a few have maybe one, two, or three badges, depending on where they want to guide.

Endorsements are an extra qualification for a specific site. Endorsement exams are usually run by the site itself. I have got endorsements for: York Minster, Windsor and Eton, and Salisbury Cathedral.

I also have done the *Training the Trainer Course* so I can train Blue Badge Guides. The Institute accredits trainers, so I'm a qualified teacher or trainer for Blue Badge Guides. I'm also a



trained examiner and a compiler of exam papers. I write the examination papers. But not for London because I teach that course, I can only write for the exams areas I'm not teaching, the areas outside London.

## Origins

Now, I'm going to talk about the origins, how the Blue Badge started. Originating in London, the Blue Badge guiding qualification was first awarded by regional Tourist Boards, so that every guide would have the same background of national core knowledge combined with in-depth local knowledge. The Blue Badge is now the responsibility of the Institute of Tourist Guiding. There are two aspects: the background knowledge that every guide needs to know wherever they are in the UK, and specific regional knowledge. As well as acquiring knowledge, Blue Badge Guides are trained in the selection and presentation of their material. This process has been so successful that English trainers have trained guides all over the world, and the Blue Badge is recognised internationally as a benchmark of excellence.

## The British Guild of Tourist Guides

The British Guild of Tourist Guides started in The George Inn, that's a pub. A pub is a place where you have a drink. It's a very ancient pub, it goes back to the 1400s, and in fact we think that William Shakespeare actually performed some of his plays there.

## British Guild of Tourist Guides and The Institute of Tourist Guiding

The British Guild of Tourist Guides was founded in London in 1950. Originally it was known as The Guild of Guide Lecturers. The first London guides were trained by the British Travel and Holidays Association to show visitors a capital recovering from the ravages of war; in particular for tourists coming to London in 1951 to visit *The Festival of Britain*. London had been badly bombed in the war and there were lots of derelict areas. So the festival was held to cheer the public up.

The training of Blue Badge Guides was conducted by the separate regional tourist boards from the 1960's onwards. That's when the national qualifications became regional qualifications. With the demise of the regional tourist boards, a professional body was required to maintain guiding standards, accredit courses and supervise examinations. With government approval, The Institute of Tourist Guiding was formed to serve this purpose and to standardise guide training and guiding standards throughout Britain. The Institute of Tourist Guiding was set up in 2002 with the support of the British Government Department of Culture, Media & Sports, and *Visit Britain*, which is the British Tourist Authority and has since been instrumental in raising the profile and status of tourist guiding in the industry nationwide. The British Guild of Registered Tourist Guides is the training provider for the Blue Badge course.

### **Visitor numbers to Britain**

In 2015 there were 35 million visitors to Britain from abroad, for business and tourism. There has been a slight dip in April 2016, probably due to political uncertainty with Britain voting to leave the European Union. However, there was a record breaking number of visitors 31.5 million to London in 2015. And those are not all from abroad. They include people from England, and the rest of the UK coming to London as well. Major sporting and cultural events attract visitors to London. Numbers have been rising since the 2012 Olympic Games as well.

### **UNESCO World Heritage Sites**

UNESCO (United Nations Educational, Scientific and Cultural Organisation) was set up after World War Two to build peace in the minds of men and women after the wars. The aim was to build networks to protect sites of outstanding universal value. Now, in Britain we have twenty nine UNESCO World Heritage (UNESCO WHS) sites. Blue Badge Guides can officially guide: The Tower of London (UNESCO WHS), St. Paul's Cathedral in London, Westminster Abbey in London (UNESCO WHS), Stonehenge in Wiltshire (UNESCO WHS), and the House of Parliament in London and Big Ben, though it's now called Queen Elizabeth the Second Tower (UNESCO WHS). *Visit Britain 2015* identified these as among the top ten tourist sites in Britain.

### **What skills, interest and qualities do you need to be a tourist guide?**

I think most people agree that if you want to be a tourist guide you ought to have an interest in working with people, excellent communication skills, and a clear voice to speak to groups. You also need the ability to present information in an interesting way (we don't want to bore our clients), and a good memory for facts, figures and events. One should have a keen interest in the arts, history and other related subjects, such as architecture. And also good organisational skills for planning tours, the ability to manage your time effectively and an awareness of health and safety issues.

### **Is there an age limit to becoming a guide?**

Many people come into guiding from a different career and therefore tend to be at least in their late twenties. Many guides are considerably older. Rather than age, the prerequisites for a busy guide are stamina and good health, as the work of the guide can be physically demanding, with early starts to the day and, sometimes, a late finish. On our present London training courses the age range is from 22 (straight out of university) to late 60s. We are not allowed to discriminate by age, so we cannot ask age. There is a box you can write your age but you don't have to. However, we do have a growing number of younger applicants now.

### **Do you need a university degree?**

Higher or further education is not required to be a guide in the UK. Many, but not all guides, have degrees. The course combines knowledge with practical training, so candidates

should be prepared for a considerable amount of learning. Being a guide is not just all about knowledge; it is also about the delivery of that knowledge, and what we call the “art” of guiding, and about looking after your visitors.

### **Do you need to speak another language?**

You don't have to speak another language to become a guide in the UK, and possibly that's because we have a demand for English-speaking guides, we receive visitors from many English-speaking countries like America, Australia, New Zealand, and Canada. We also have a lot of our own internal tourists to London, from other parts of the UK. However, in the United Kingdom the English speaking market is the most competitive, and so those with a second language, or third language, or fourth language sometimes, will have a greater advantage than those who speak English only. We accept about 20% English-only speakers onto the London course. The rest are either from another country who speak their native language or other languages as well, or English people who speak one or two other languages. Before interviewing candidates, interviewers make a point of investigating the current language market, and advise guides whether the languages they are offering are in demand.

Before investing time and money in the course, it is important to consider the market for guiding work, which is prone to the effects of many conditions, including political and economic considerations. So for instance, at the moment our Russian guides have very little work because of the antagonism between our governments.

### **What characteristics make a good guide?**

The people who become guides vary widely. One essential characteristic they share is that they enjoy working with people. It is essential to understand and be sympathetic to the stresses and strains of the traveller; like jet lag, nervousness of a large city, and not being able to understand the language. The guide is often the first significant human contact a newly arrived tourist will make. In addition, good personal organisation, time management, flexibility, a good sense of humour, and coolness under pressure are all valuable assets. Things don't always go to plan.

### **The first hurdle: Securing a place on the course!**

The first hurdle is to secure a place on the guiding course. There is great competition for places on the London course which runs each year and lasts two years. Over 100 people, sometimes as many as 130 people apply for 32 places in London. All applicants must take the pre-entry Test, that's 150 short answer questions covering British history, architecture, art, science, culture and current affairs. To gain an interview, the minimum score is 70% for English first language (L1) people, and 50% for English second language (L2) people (because we acknowledge they haven't lived in the country for as long or don't have as much background).

### **About 60% of applicants gain an interview**

The Interview Board consists of the Programme Director and one to three other members depending on how many languages are being offered. They interview about 60% of the applicants. The interviewers assess motivation, to start with. Has the applicant experienced Blue Badge walks and tours? Surprisingly, about 40% say they haven't! So, we wonder why they want to become Blue Badge Guides. We ask the candidates if they understand the work of a Blue Badge Guide and the diversity it embraces. Any offered languages are tested for fluency by a native speaker of that language, and the stated first language (L1) is also tested. The course is delivered and examined in English, therefore the standard of written and spoken English is assessed.

### **Communication Skills**

It is important that the candidate presents as welcoming, friendly, open, engaging, caring and without any hint of arrogance, however distinguished their academic credentials may be. Each candidate is asked to give a five minute presentation, without notes or visual aids, on a pre-assigned topic. They usually get the topic about two weeks in advance. The presentation is assessed on the structure, selection and accuracy of the content, as well as for its interest and entertainment value. The delivery of the presentation is considered: clarity of voice, variety of pace and tone in the voice, as well as the candidate's stance – how they stand, eye contact, demeanour and use of meaningful gestures. We don't expect them to be perfect, but we expect them to have a potential there.

### **Commitment to the Course**

This course is a part-time course, it's not a full-time course. The student prospectus states that students are expected to commit to full attendance for all elements of the course. At the interview, the necessity to maintain this commitment is reinforced and a candidate is warned of the increasing workload as the course progresses. They are warned that there are two x two-hour evening lectures per week, and they must attend every Saturday in the term time, when there is a full day of area visits, demonstration tours, and training sessions. It's between 8 to 10 hours on Saturday. Training takes place in two terms a year: September to December, and January to March. They have time-off in between because they have a lot of assignments, revisits to do, and their own research. Their time is very full. They are warned that there are 10 examinations and a tour planning project assignment to pass before they will achieve the badge. They are also warned that there is no refund if they leave the course. That is very rare, but occasionally for ill health or family reasons, it does happen.

### **What kind of people apply to do the course?**

Some people are guides already. They might be Blue Badge guides for another region of Britain. Regional courses are shorter than the London course, about nine months, rather than two years, and they have less exams: they have seven examinations and a tour planning

project rather than ten in the London course. So, if the guide has already passed the background knowledge exam (one of the three exams for London), and a planning project in another region, they don't need to repeat these. We also have guides for a smaller region of London like *City of London* or *City of Westminster* who apply. These are level 3 courses and they have three examinations and a tour planning project.

And there might be guides who guide at a single site like a National Trust property, a stately home, or a cathedral and that may be a level 2 Course, which has two exams. We may have people who guide a building or area as part of their work, but they actually have no guiding qualifications. But it's part of their job that they do it.

### **Courses accredited by the Institute of Tourist Guiding are at 3 levels:**

The courses accredited by the Institute of Tourist Guiding are at three levels, so you can progress from one to the other. Level 4 is the highest level, that's the Blue Badge, and they qualify for three modes of guiding – guided walks, guiding in several internal sites, and on a moving vehicle – in their specified region. Level 3 holders are qualified for two modes of guiding – guided walks and at internal sites in a smaller area. Level 2 is for one specific site, and they wear a white badge. This is for a museum, cathedral, stately home, or a guided walk along one fixed route. The reason we have three levels is when the Institute of Tourist Guiding was set up, the Government said there had to be a progression from one stage to another, or ability to progress from one stage to another.

### **Many who apply have no experience of guiding but they have usually experienced good Blue Badge tours.**

Many who apply have actually no experience of guiding a tour, but they've usually experienced a good Blue Badge tour, and think 'Oh, I'd like to do that', and so they apply. Those who have finished one career and want to or have to change their career or occupation often think that guiding might be a good way to go. They might have a redundancy payment or pension to ease this process into another career. There are also people who are already freelance, self-employed or do part-time work and they wish to add another occupation to their portfolio. For instance, we have actors, writers, journalists, translators, interpreters, teachers, musicians, housewives, business consultants, gardeners, and others, of course. And then there are those who are already connected to the tourism industry, such as tour managers, tourist agency planners, guides in their home country who come to England, coach drivers, chauffeurs and taxi drivers.

Guides used to be predominately middle aged, middle class and women. But this has changed in recent years to roughly even numbers of men and women applying. Some younger applicants are choosing this as their first career, not as a later career. And there are more and more people actually earning all their money from guiding, particularly in London (not in the regions).



### **Example guides**

Sophie Campbell is a well-known journalist in England, she writes for the Daily Telegraph. And she guides as well. She wrote an article in the Telegraph about her experiences, there's a strange bit where she said she cried throughout the course, she didn't. But because of her article we have lots of people still applying for the course after reading that article online. Andy Rashleigh is as an actor on British TV, he's also a playwright, and a tour guide. He has combined these very well together. We have guides who are chauffeurs, bus drivers, or taxi drivers. They often choose to be driver guides, so they usually drive their own car, usually a smart car or a smart van, and they will guide people while they are driving. They guide out of town rather than in London itself, because it is difficult to drive in London.

### **There is much to learn and research**

There's much to learn and research to pass the London Blue Badge course. There are about one hundred and thirty lectures and aides. These cover the core background knowledge, which is common to the whole of Britain, out of London sites and London areas and sites (because London Blue Badge guides are actually allowed to guide in seven areas outside London, they are allowed to take people out to the sites).

We have tutors who give thirty demonstration walks of London areas and sites and seven demonstration tours for out of London, that includes coach, walks and site visits. Students must also do personal research for six practical examined sites in London (the City Walk, National Gallery, British Museum, Westminster Abbey, St Paul's Cathedral and Tower of London). Students must walk and research the coach routes. They have to prepare what we call 'one-liners,' that is, they have to be able to describe and talk about each important building along the route in a brief sentence. These important landmarks are referred to as Top Visual Priorities (TVPs). Students also have to develop filler topics for when they get stuck in traffic jams, which is common. There are lots of things you can talk about like; pubs, education, National Health Service, all sorts of things can be a topic. As well as coach routes, students must prepare twenty x five-minute presentations for each of the six sites (120x five-minute presentations altogether). They also need to complete a 3000 word written assignment; plan a themed day tour of London: including a coach tour, guided walk and site visit.

### **Exams**

The Blue Badge has three written papers: Background Knowledge, Out of London, and London. It also has seven practical exams, that's Coach and six exam sites, and the Tour Planning Project. Students are allowed to re-sit exams up to two times. Candidates who have English as a second language have 25% extra time for the written papers.

### **Delivery of the Course**

The course is delivered through lectures and aides, demonstration walks, tours and visits with

tutors, training sessions on a coach, and training sessions at examined sites where a student will deliver two prepared presentations to their group of eight students and the tutor.

The tutor for each group of eight students will give verbal feedback straight after the presentation in front of the whole group, so the whole group can learn from the experience, making constructive comments about structure, content and guiding skills. Working in a group is very important. They have their mutual support and encouragement, and the students are also able to experience many different styles of guiding amongst their colleagues.

Students also receive written feedback for each of their training sessions, which gives particular advice to them, and general advice for the group and specific areas which need improvement.

### **Meaningful gesture: Explaining an architectural feature**

Tutors look for whether you use your hands meaningfully. People from certain countries use their hands all the time. It's very distracting, so try to keep your hands quiet and calm, but if you want to explain something you can use a meaningful gesture. For example, when describing the *pediment*, a triangular object or feature in most classical buildings you could hold your hands above your head, with fingertips touching, forming an inverted V to show the shape.

### **Face the group**

It is essential that the guide should always face the group, never turn their back on the group, and ensure that all members can hear and see what they are talking about. If you do not face your group or cannot be heard, then you will fail the exam.

### **Coach guiding**

Coach guiding is different in Britain because we are not allowed to stand up any more in the front of the coach. We have to sit down for health and safety reasons. Therefore, we have our back to the group. So at the start of the coach tour, we will stand facing our clients and to give the introduction. But then we must sit down and put the seat belt on. This means you are guiding the people behind you, so it is very important that you give very meaningful gestures with your arms and also explain with your voice exactly where somebody should look, describe the building you want people to see, and what's important about it.

### **Objectives of the course from a trainee's point of view**

The main objective is to acquire the knowledge needed to pass the examinations, but also to become effective guides. Therefore trainees must write up lecture notes, add to their own research, take notes during demonstration tours, and store and learn the information. They need to attend all demonstration and training sessions, and they need to revisit the sites to become truly familiar with them (whether they are practical examination sites, or those examined by a written paper).

Trainees need to prepare presentations for all the examination sites and learn these presentations – not as a prepared script, but rather as a series of relevant points and key ideas. They also need to take note of the guidance and advice offered by trainers and their fellow students, they need to practice their presentations at training sessions, but also with their peers – they go out in their groups and practice together, and on their own in front of the mirror! They need to keep to time, that’s very important – five minute presentations are required for examinations, and clients find it very difficult to stand for much longer than five minutes in one place.

### **The communications seminar**

We have a communications seminar, it’s a mandatory part of Institute accredited training courses. This takes place before the students have their practical training sessions. For level 4, the seminar lasts two days, that’s 16 hours with a tutor for each group of eight students. There is an Institute approved ‘script’ to guide the seminar. The students are actually asked to give individual and then *linked group* presentations, so very short presentations. They start with interviewing their colleague and give a quick presentation about them, and then they have to produce another three-minute presentation on a particular topic with just half an hour to prepare. They build up to work in a team of three, where they give a presentation. They have an extra night to prepare this presentation (usually about a picture in a gallery, or artefacts in a museum), and they have to work in a team to link their presentations together with a theme, they have to sit down together and say ‘how can we link our particular objects’. That is quite difficult. Each presentation is recorded with a video camera and played back. The students are asked to comment on their own performance and those of the others in the group. Then tutors give advice about their stance, their positioning, the meaningful use of hands, eye contact, making sure that they actually include everybody in the room, presentation content, and how to control signs of nervousness. This can be a stressful experience, but the vast majority of students’ feedback is positive – they say it’s ‘scary’ but very valuable.

### **Interpreting the sites – some lessons from the Communications Seminar**

- Maintain a calm and steady stance and use meaningful gestures. This inspires confidence in your audience. If you look calm and steady, even if you don’t feel it, then it inspires confidence in yourself and in your clients as well.
- Tell your clients where to look: ‘Tell me where to look’, ‘Tell me what I am looking at’, and ‘Tell me why it is important’.
- Use simple words and if you use technical terms, explain them. If you use a name, explain the name. Don’t give too many exact dates, because people get very bored with lots of dates, approximate dates are much better.
- Relate to the client’s experience and knowledge. Make links with places and people already mentioned.

- Guide in 'three tenses,' history, what's happening now, and what's going to happen in the future.
- Add humour, because that increases people's attention span and their memory of what you have been talking about. We don't make jokes, but tell a few anecdotes and amusing stories.
- Practical information is very important; comfort facilities, opening times of particular sites and fees, currency exchange, travel options etc.

### **Graduation Ceremony at St Paul's Cathedral 2016**

We had our graduation ceremony at St. Paul's Cathedral this year. Two of my students this year were from Japan; Atsuko and Kutsuki, and they did very well indeed. They both used to work for Japan Airlines. One of them has a degree in English literature and also a teaching qualification. The other has a performing arts qualification. They worked very hard, they passed all their exams at the first attempt and they were absolutely delightful. We had to persuade them though to be a little bit more animated because they were very closed and were frightened to use their arms. We also persuaded them to speak up because they used to speak very quietly. But they were absolutely delightful and they were my two star pupils.

## **QUESTION AND ANSWER SESSION**

### **1. How is the Institute of Tourist Guiding funded?**

The actual training was funded by the regional tourist authorities. But they were done away with, they do not exist anymore. I don't think there was a lot of money concerned. A lot of guides were determined to have some kind of institute, and therefore they gave their time for free. Qualified guides pay a membership fee (about 80 pounds) each year to the Institute. Trainees have to pay a fee to take the examinations. They are quite expensive, because we have two examiners for each practical examination of eight people. It is a small number of people to be examined for the Britain paper, so the cost is not spread over a large area. But the students are prepared to pay because the qualification is very highly rated in England and if you're good, it guarantees work because it has a good reputation.

### **2. Does the Institute receive any financial support from the government?**

No, there is no support from the government at all. We have support insofar as *Visit Britain*, they support the idea, and they also promote the Blue Badge.

### **3. In the course how do you teach students to talk about controversial topics?**

We tend to tell the guides to stay away from them as much as possible. In other words, if we are guiding in London, we tend not to talk about terrorism, and maybe not about things that are happening that are a little bit uncomfortable, because we don't want to scare people away. But obviously there are historical subjects which have to be covered, and maybe the

war is one of them. We may have to talk about bombing and war. In our past we were often at war with the French, so when the French come we always talk about our national heroes who defeated the French. So, you have to be a little bit careful with the audience, but I think if you are sensitive and do it with a little bit of humour, that's all right. Another one is slavery, because a lot of money was made in England from slavery. We were the first country to stop the slave trade, but there was already a lot of money made. So, that's also a sensitive subject. I think we have to give different points of view. We never give our own opinion. We say: 'on this hand' and 'on this hand'. We never say 'I believe'. We always tell our guides, *don't give your own opinion*. We give a variety of opinions and let people decide.

**4. Tourists tend to be interested in hearing current issues such as family and medical issues. Can you include current issues in the talk?**

Yes, one of the questions we often get asked is about our National Health Service, because you might hear news that it does not work so well sometimes. Americans are particularly interested because they don't like the idea of ObamaCare, whereas in England we have had the National Health Service since 1948, where everybody has free medical care at the point of delivery. Nobody pays for any medical care. You can also have private health insurance. So, usually people ask me about it. I say, it's a little bit creaky but it's a beloved institution in England. It is a beloved institution, and we'd be very sad to see it go, but I don't think it will go. But we do admit it doesn't work as well as it could do, but it does mean everybody gets health care. And funny enough, if you are very seriously ill, you're better off in a national hospital than in a private hospital, because many private hospitals do not have intensive care facilities, so sometimes you end up going to a National Health Service hospital. It's a complicated subject and we have to explain it with 'on the one hand, it's creaky, on the other hand, we love it'.

**5. I would like to know if guides are encouraged to talk about or discuss their personal things/life/opinions?**

No! We don't talk about ourselves unless we are asked a personal question. We might just slightly talk about ourselves, but usually it's about the experience of the person. If you are guiding a family for four or five days, and you get to know them very well, they may start to ask you some personal questions. In that case, you can answer them, if you want to. Sometimes you are asked very personal questions, and you just have to find a humorous way to get around answering those kind of questions. So we say to our guides, 'You don't talk about yourself, you don't say: I do this, I do that,' unless you're asked about it. We discourage guides from talking about themselves. The other thing is that people often ask you for your opinion about things, and that's very difficult as well, because you don't know what their particular affiliations are, so again it's: 'on the one hand..., on the other hand...'. You know, you just try to be non-committal, and say: you're not quite sure, sometimes you think one thing, sometimes you think something else. If you get to know a family very well and you've been



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guiding them for a while and you have affinity with them, then maybe you'll talk more about your personal opinions and maybe your personal mind, but mostly not.

