




Office of the Governor of Guam

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VICENTE C. PANGELINAN
VICENTE C. PANGELINAN

FEB 06 2004

TIME: 4:25 () AM () PM
RECEIVED BY: 

Felix Perez Camacho
Governor

Kaleo Scott Moylan
Lieutenant Governor

FEB 06 2004

The Honorable Vicente C. Pangelinan
Speaker
I Mina'Bente Siete Na Liheslaturan Guåhan
Twenty-Seventh Guam Legislature
155 Hesler Street
Hagåtña, Guam 96910

Dear Speaker Pangelinan:

Transmitted herewith is Bill No. 167 (LS), "AN ACT TO ESTABLISH THE "EDUCATIONAL TOURISM TASK FORCE" TO STUDY AND FORMULATE PLANS TO ORGANIZE AND PROMOTE THE DEVELOPMENT OF AN EDUCATIONAL TOURISM (EDUTOURISM) PROGRAM FOSTERING GUAM AS AN REGIONAL POWERHOUSE AND DESTINATION FOR ADVANCED ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS AND BUSINESS AND MEDICAL LANGUAGE TRAINING, INCLUDING DISTANCE-LEARNING PROGRAMS ASSOCIATED WITH ON-SITE INSTRUCTION PROGRAMS," which I signed into law on February 6, 2004 as **Public Law 27-64**.

Sincerely yours,

KALEO S. MOYLAN
I Maga'låhen Guåhan Para Pa'go
Acting Governor of Guam

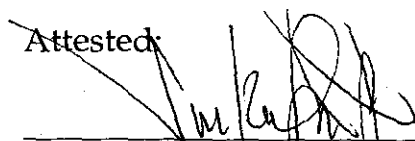
Attachment: copy attached of signed bill

cc: The Honorable Tina Rose Muna-Barnes
Senator and Legislative Secretary

I MINA'BENTE SIETE NA LIHESLATURAN GUÅHAN
2004 (SECOND) Regular Session

CERTIFICATION OF PASSAGE OF AN ACT TO I MAGA'LAHEN GUÅHAN

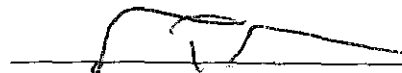
This is to certify that Substitute Bill No. 167 (LS), "AN ACT TO ESTABLISH THE 'EDUCATIONAL TOURISM TASK FORCE' TO STUDY AND FORMULATE PLANS TO ORGANIZE AND PROMOTE THE DEVELOPMENT OF AN EDUCATIONAL TOURISM (EDUTOURISM) PROGRAM FOSTERING GUAM AS A REGIONAL POWERHOUSE AND DESTINATION FOR ADVANCED ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS AND BUSINESS AND MEDICAL LANGUAGE TRAINING, INCLUDING DISTANCE-LEARNING PROGRAMS ASSOCIATED WITH ON-SITE INSTRUCTION PROGRAMS," was on the 4th day of February, 2004, duly and regularly passed.

Attested: 

Tina Rose Muña Barnes
Senator and Legislative Secretary

vicente (ben) c. pangelinan
Speaker

This Act was received by *I Maga'lahaen Guåhan* this 5 day of February, 2004, at 4³⁰ o'clock P.M.



Assistant Staff Officer
Maga'lahaen's Office

APPROVED:



KALEO S. MOYLAN
I Maga'lahaen Guåhan, Para Pa'go

Date: Feb 06, 2004

Public Law No. 27-64

I MINA'BENTE SIETE NA LIHESLATURAN GUÅHAN
2003 (FIRST) Regular Session

Bill No. 167 (LS)

As substituted by the Committee
on Public Safety and Tourism
and amended on the Floor.

Introduced by:

C. Fernandez
J. Quinata
T. R. Muña Barnes
F. B. Aguon, Jr.
J. M.S. Brown
F. R. Cunliffe
Mark Forbes
L. F. Kasperbauer
R. Klitzkie
L. A. Leon Guerrero
J. A. Lujan
v. c. pangelinan
Toni Sanford
R. J. Respicio
Ray Tenorio

**AN ACT TO ESTABLISH THE "EDUCATIONAL TOURISM
TASK FORCE" TO STUDY AND FORMULATE PLANS TO
ORGANIZE AND PROMOTE THE DEVELOPMENT OF AN
EDUCATIONAL TOURISM (*EDUTOURISM*) PROGRAM
FOSTERING GUAM AS A REGIONAL POWERHOUSE
AND DESTINATION FOR ADVANCED ENGLISH AS A
SECOND LANGUAGE (ESL) PROGRAMS AND BUSINESS
AND MEDICAL LANGUAGE TRAINING, INCLUDING
DISTANCE-LEARNING PROGRAMS ASSOCIATED WITH
ON-SITE INSTRUCTION PROGRAMS.**

1 **BE IT ENACTED BY THE PEOPLE OF GUAM:**

2 **Section 1. Legislative Findings and Intent.** *I Liheslaturan Guåhan*

3 deems it is mandatory that our island take advantage of every economic
4 opportunity that may benefit our people during this challenging period of
5 economic shift. Tourism is the mainstay of economic well-being on Guam
6 and *I Liheslaturan Guåhan* finds it is important that the industry is expanded
7 and diversified along the continuum apparent in global travel industry
8 trends. Niche marketing continues to explode in the field of advertising and
9 promotions. Targeting niche markets within the region would more efficiently
10 facilitate the evolution of the visitor industry on Guam by appealing to
11 specific underserved, under-developed demographic groups. Guam's unique
12 geographic location, climate, culture, and political relationship to the United
13 States of America ideally positions the island to become a leader in
14 Educational Tourism in the Asia-Pacific region.

15 Edutourism is travel for the purpose of formal and informal education
16 and training in life-long learning experiences in Guam's unique natural and
17 multi-cultural environment. Through the integration of education, language,
18 culture, and leisure activities educational adventures will capture the
19 imagination, interests, and spirit of contemporary travel consumers, while at
20 the same time raising the overall visibility of our entire tourism product.

21 Continued diversification should include proposals for grants and
22 funding to support visitor industry "product development" investments in
23 places and projects that will create a more diversified culturally-competent
24 visitors experience.

1 Since 2000, the University of Hawaii has attracted visitors to Hawaii
2 through innovative, custom-designed courses for the government of Taiwan,
3 and others, as an example of “edutourism.” Senior government officials from
4 Taiwan took a six (6) week program that taught them government,
5 management, and personal skills utilizing English training. Korean travel
6 agents market early English-training tourism for mothers with young
7 children. Japanese language training schools recommend that students spend
8 several weeks in immersion programs.

9 Guam is geographically closer to the same markets that Hawaii has
10 benefited from. Our island’s comparative advantages are those industries
11 and areas in which Guam can produce or generate a lower “opportunity cost”
12 in comparison to other areas.

13 **Section 2. Educational Tourism Task Force.** There is hereby
14 established within the Guam Visitors Bureau (“GVB”), an Education Tourism
15 Task Force (“Task Force”) which shall review strategies to develop and
16 promote Guam’s education tourism industry. The Task Force shall issue, no
17 later than ninety (90) days from its initial meeting, a written report to *I*
18 *Maga’lahen Guåhan* and the Speaker of *I Liheslaturan Guåhan* which shall
19 include, but not be limited to:

20 (a) an analysis of the organization and development of education
21 tourism in Hawaii, focusing on how future custom programs and
22 events on Guam can benefit from the lessons learned from the
23 Asia-Pacific Center for Executive Development at the University
24 of Hawaii College of Business Administration;

- 1 (b) an overview of government, business, and educational needs of
2 target markets and demographics, including a list of businesses
3 and governments that have participated in such programs. This
4 overview shall also include a list of potential regional feeder
5 schools and language programs in Japan, Korea, and Taiwan;
- 6 (c) a mission statement and a set of short and long-term goals relating
7 to the organization, marketing, and promotion of student-oriented
8 and continuing education tourism on Guam;
- 9 (d) definitive plans and recommendations, as to how the Guam
10 Visitors Bureau will facilitate the Task Force's reported goals and
11 objectives, including marketing and promotional strategies;
- 12 (e) recommendations on how the government, the private sector, the
13 University of Guam, Guam Community College, and *Chamoru*
14 Cultural organizations can work together to overcome obstacles
15 and achieve the Task Force's reported goals; and
- 16 (f) recommend an implementation action plan and proposed budget
17 and funding source.

18 The Task Force shall invite government, private-sector, and community
19 entities and individuals to submit reports, testimony, data, and other
20 information that may help it perform its duties and responsibilities.
21 Furthermore, the Task Force shall hold at least one (1) public forum to hear
22 testimony from interested parties and individuals in the community. In the
23 formulation of its final written report, the Task Force shall consider all
24 submittals and testimony.

1 **Section 3. Composition of Education Tourism Task Force.** The Task
2 Force shall be composed of *not less than* the following nine (9) members and
3 any additional members deemed necessary by the Task Force:

- 4 (a) the General Manager of the Guam Visitors Bureau, or his
5 designee;
- 6 (b) a representative of the Governor's office to be appointed by *I*
7 *Maga'lahaen Guåhan*;
- 8 (c) a representative from the Department of Education to be
9 appointed by the Superintendent of Education;
- 10 (d) a representative from the University of Guam (UOG) to be
11 selected by the President of UOG;
- 12 (e) a representative from Guam Community College (GCC) to be
13 appointed by the President of GCC;
- 14 (f) a representative from *I Liheslaturan Guåhan* to be appointed by the
15 Speaker of *I Liheslaturan Guåhan*;
- 16 (g) two (2) members, one (1) of which shall be from the ages of
17 eighteen (18) through twenty-five (25), from the community at
18 large chosen by the Education Tourism Task Force; and
- 19 (h) the President of the Department of Chamorro Affairs, or his
20 designee.

21 The Chairperson and Vice Chairperson of the Task Force shall be elected
22 by the Task Force at its first meeting.

23 **Section 4. Term and Vacancy on the Education Tourism Task Force.**

1 The Task Force shall be formed and meet no later than thirty (30) days after
2 the enactment of this Act. The members of the Task Force shall serve for the
3 duration of the existence of the Task Force. Any vacancy shall be filled in the
4 same manner as the original appointment or selection, but only for the
5 balance of the term. Task Force members shall serve without compensation.
6 The Task Force shall be terminated upon the acceptance of its report by *I*
7 *Maga'lahaen Guahan* and the Speaker of *I Liheslaturan Guahan*.

8 **Section 5. Support Services.** Government agencies and offices shall
9 assist the Task Force in the performance of its duties and provide the Task
10 Force with appropriate studies, data, or other information as requested.

11 **Section 6. Severability.** *If* any provision of this Law or its application
12 to any person or circumstance is found to be invalid or contrary to law, such
13 invalidity shall *not* affect other provisions or applications of this Law which
14 can be given effect without the invalid provisions or application, and to this
15 end the provisions of this Law are severable.