

Action-Oriented Capacity Building: The Instructional Design of an Islamic Tourism Train-The-Trainer Module for Uzbekistan Grounded in Andragogy and the Addie Framework

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ABSTRACT

The rapid development of the Islamic tourism sector in the Republic of Uzbekistan necessitates a structured transformation in human capital development and hospitality service quality. As a post-Soviet nation with a predominantly Muslim population that inherits secular public infrastructure, Uzbekistan requires an effective capacity-building framework that avoids generic "one-size-fits-all" approaches. This conceptual paper documents the instructional design of an international-scale Professional Islamic Tourism Training Module anchored in the Train-the-Trainer (ToT) concept. Employing the ADDIE (Analysis, Design, Development, Implementation, Evaluation) instructional design framework grounded in a training needs analysis and the philosophy of Andragogy (Adult Learning), this paper details the design of a segmented syllabus customized across three core value chains: Hospitality & F&B Management, Tourism Operations & Tour Guiding, and Policy Makers & Academia. The program is driven by five core modules grounded in "Action-Oriented Capacity Building" principles, delivered through a hybrid methodology — physical site-inspection audits, global case-study analysis (reverse engineering strategies from Japan and South Korea), and controlled roleplay workshops — and supported by a joint certification framework realized through strategic collaboration with the Islamic Tourism Centre (ITC), CrescentRating/HalalTrip, the Malaysian Association of Hotels (MAH), and the Malaysian Association of Tour and Travel Agents (MATTA). As this paper is written at the pre-implementation stage, it does not claim empirical effectiveness findings; rather, it proposes a structured Program Evaluation Plan grounded in Kirkpatrick's Four-Level Model to systematically measure program effectiveness once a pilot phase is conducted. The paper's principal contribution is a complete instructional design blueprint together with an evaluation framework ready for empirical validation in future research.

This study explicitly distinguishes the proposed design from empirically validated effectiveness; pilot implementation and evaluation guided by the Kirkpatrick Model are identified as necessary next steps before any effectiveness claims can be made.

Keywords: Capacity Building, Train-the-Trainer (ToT), Andragogy, ADDIE Instructional Design, Uzbekistan Islamic Tourism, MS 2610, Kirkpatrick Evaluation Model.

INTRODUCTION AND PROGRAM BACKGROUND

Background and Rationale for the Training Program

The Republic of Uzbekistan's aspiration to emerge as a leading global destination for Muslim-friendly tourism requires robust physical infrastructure support and human capital empowerment (BERNAMA, 2026; Mustapahayuddin Abdul Khalim, 2026a). Uzbekistan is endowed with an exceptionally rich Islamic civilizational heritage, encompassing the historical legacy and mausoleums of towering scholars such as Imam

al-Bukhari, Imam at-Tirmidhi, and Bahauddin Naqshbandi (Evadullaev, 2026; HalalTravelGuide, 2023). However, the capacity to translate this historical potential into a Muslim-friendly service experience that meets international standards depends heavily on the competency level of the local industry workforce.

To realize this objective, this paper documents the design of a capacity-building program — the Professional Islamic Tourism Training Module — which was first conceived as an internal proposal document (Mustapahayuddin Abdul Khalim, 2026b) and subsequently formalized and academically strengthened through this paper with an explicit instructional design framework. The program is grounded in the Train-the-Trainer (ToT) concept, which aims to train and equip university lecturers, academics, and local trainers in Uzbekistan with comprehensive pedagogical and andragogical skills. Through this ToT approach, the trained lead trainers (Master Trainers) are expected to acquire the technical capability and practical familiarity needed to continuously re-educate the various tiers of tourism-industry value-chain practitioners across Uzbekistan.

The Post-Soviet Context and the Need for Hospitality-Sector Capacity Building

Uzbekistan's historical background as a post-Soviet nation creates a unique operating environment. Although over 90% of its population is Muslim, the public administration and infrastructure inherited from the Soviet era are secular in character (Ismanov & Yormatov, 2024). This gives rise to a situation in which local operators' understanding of "Muslim-friendly" service is sometimes limited to basic notions such as serving food free of pork and alcohol, without a grasp of the halal supply chain, the integrity of halal assurance (Toyyiban), or comprehensive service sensitivity (Ardiantono et al., 2024). Local micro and small entrepreneurs also face particular challenges of empowerment and access to formal training compared with larger industry players (Abdullah et al., 2023) — a nuance that must be accounted for in designing an inclusive curriculum.

Accordingly, a "one-size-fits-all" training approach, or the direct copying of operating models from Middle Eastern countries, is not well suited to Uzbekistan's socio-cultural reality. Instead, hospitality practitioners in Uzbekistan require exposure to global best practices, as demonstrated by the benchmark success models of non-Muslim-majority countries (such as Japan and South Korea) that have successfully retained local cultural identity as a commercial value-add while meeting the needs of Muslim travellers (Takeshita, 2019).

Problem Statement

Although the Uzbek government, under President Shavkat Mirziyoyev's open-door policy, has drafted numerous tourism infrastructure initiatives and facilities, the local hospitality sector still faces a critical skills gap (Mustaeva, 2024). This gap is evident across three levels of operation: the Hospitality & F&B Management sector suffers from a lack of managerial understanding of the return on investment (ROI) of Muslim-friendly standards and the risk of cross-contamination in hybrid kitchens (Boğan et al., 2020); the Tourism Operations sector faces overly packed itinerary planning that fails to accommodate flexibility for combined/shortened prayer times, along with a shortage of Ziyarah storytelling skills that emotionally connect with travellers (HalalTravelGuide, 2023); and Policy Makers & Academia face the absence of a local regulatory framework aligned with international standards (such as MS 2610:2015) as well as a shortage of andragogical capability among local lecturers to train industry practitioners (Department of Standards Malaysia, 2015).

The methodological question arising from this problem statement is: how can this three-tier skills gap be systematically translated into a curriculum design that is relevant, structured, and can be effectively delivered to an adult population of diverse professional backgrounds? This paper addresses that question through the application of the ADDIE instructional design framework (see the Instructional Design Methodology section below), which provides a systematic path from needs analysis to content design, and onward to a program evaluation plan ready for validation at a future pilot stage.

Design Gap Relative to Existing Capacity-Building Models

Global efforts in Islamic tourism capacity building have generally concentrated on two existing categories. First, generic Muslim-friendly hospitality certification training modules (for example, MS 2610-based

training) typically developed for Muslim-majority Southeast Asian contexts, where local service culture and public infrastructure are already broadly aligned with Islamic norms (Department of Standards Malaysia, 2015). Second, ad hoc technical assistance programs by international Islamic development bodies that transfer standards documentation without an explicit adult-learning instructional design framework. Within the literature and program documentation reviewed for this paper, neither category was found to have been designed specifically for a post-Soviet, secular-infrastructure yet Muslim-majority context such as Uzbekistan.

Uzbekistan's distinctive position arises from two characteristics that rarely co-occur in the existing capacity-building literature: demographically, it is a Muslim-majority country (over 90%) — unlike the non-Muslim benchmark markets of Japan and South Korea discussed later in this paper — yet institutionally it inherits public administration, hospitality workforce training channels, and urban-planning norms that are secular in character (Ismanov & Yormatov, 2024) — unlike Muslim-majority markets such as the Gulf states or Southeast Asia, where Islamic norms are already embedded in public infrastructure and professional training curricula. This dual mismatch — Muslim-majority demographically, yet secular institutionally — constitutes the specific design gap this paper seeks to address: existing halal hospitality training content (built for markets where "Islam" and "public infrastructure" are already aligned) cannot simply be transplanted wholesale, while the non-Muslim benchmark approach (Japan, South Korea) offers a transferable METHOD rather than transferable CONTENT, since those markets serve Muslim travellers as a minority foreign market rather than training a domestic Muslim-majority workforce. No instructional design published specifically for this combination of contexts — as reflected in the literature synthesized during the Analysis Phase discussed below — was identified prior to this paper, and it is this gap that the proposed ADDIE-Andragogy design seeks to address.

Research Questions and Objectives

This instructional design paper is guided by the following key research questions and objectives:

Research Questions: (1) How can the ADDIE framework and a training needs analysis be applied to design a segmented training module based on 3 Target Clusters and 5 Core Modules to meet the needs of Uzbekistan's tourism value chain? (2) How is a delivery methodology grounded in the philosophy of Andragogy (Adult Learning) — such as site-inspection audit simulations, global case-study analysis, and roleplay workshops — designed to enhance the tactical competency of ToT participants? (Knowles, 1984). (3) How is a joint certification framework with international entities (ITC, CrescentRating, MAH, MATTA), together with a gatekeeping assessment mechanism, designed to safeguard quality and long-term program sustainability? (4) What program evaluation framework is appropriate for measuring the actual effectiveness of this program once it is implemented as a pilot?

Research Objectives: To analyse and document the segmented curriculum structure for the 3 industry Target Clusters and 5 action-oriented Core Modules through the ADDIE framework; to design a hybrid Andragogy delivery methodology for training lead trainers (Master Trainers) in Uzbekistan; to design strategic international joint-certification partnerships together with quality-control mechanisms and the maintenance of a Uzbekistan ToT Alumni network; and to propose a Kirkpatrick-Model-based Program Evaluation Plan for future empirical validation research.

Significance of the Study

This study makes a valuable academic and practical contribution to the field of hospitality education and Islamic tourism management. Academically, it enriches the literature on the integrated application of Andragogy theory (Knowles, 1984) and the ADDIE instructional design framework (Branch, 2009) in the context of cross-border knowledge transfer between developing nations — a combination rarely documented explicitly in the existing Islamic tourism literature. From a practical and policy standpoint, this study provides an operational blueprint that can be replicated by tourism ministries, higher education institutions, and Destination Management Organizations (DMOs) in post-Soviet countries and emerging Muslim-friendly tourism markets, complete with an evaluation framework ready for adoption once the program is implemented as a pilot.

INSTRUCTIONAL DESIGN METHODOLOGY

Rationale for Selecting the ADDIE Framework

This paper adopts the ADDIE instructional design framework — Analysis, Design, Development, Implementation, and Evaluation — as its core methodological structure (Branch, 2009). ADDIE was chosen because it is the most widely used generic framework for designing professional training programs across industries, and, more importantly, its staged structure allows this paper to clearly distinguish between what has been carried out (analysis, design, and content development) and what remains proposed pending validation (pilot implementation and empirical evaluation) — a methodological transparency that is essential for a conceptual paper of this kind.

Analysis Phase: Training Needs Analysis

The Analysis Phase was conducted through document analysis and a structured literature review to identify existing skills gaps within Uzbekistan's tourism ecosystem, following the three-tier (organizational, task, and individual) training needs analysis framework commonly used in the human resource development literature (Goldstein & Ford, 2002). Data sources for this phase comprised: existing policy and industry reports on the development of halal tourism in Uzbekistan (Mustaeva, 2024; Ismanov & Yormatov, 2024); relevant international and national standards documents (MS 2610:2015 for Muslim-friendly hospitality services, and MS 1500:2009 for the halal supply chain) (Department of Standards Malaysia, 2015; JAKIM, 2009); and the internal program proposal document that outlined the initiative's original requirements (Mustapahayuddin Abdul Khalim, 2026b). The synthesis of these three sources produced three core skills gaps that form the basis of the curriculum segmentation discussed later in this paper (see the Problem Statement above).

Target Population of the Analysis: As this Analysis Phase is document-based rather than a primary field survey (see the acknowledged limitation in the Limitations of the Study section below), the target population whose needs are characterized comprises four stakeholder categories that form the basis of the 3-Cluster segmentation discussed later in this paper: (i) hotel management and front-line staff; (ii) chefs and F&B operators; (iii) travel agents and tour guides; and (iv) government/academic officials. The needs of each category are characterized by proxy, through the synthesis of existing research findings on comparable populations in the regional Muslim-friendly hospitality industry, rather than through a direct survey of Uzbek industry practitioners themselves.

Data Collection Procedure: The literature search was conducted across academic databases (Scopus, Google Scholar) as well as official policy and industry portals (JAKIM, Department of Standards Malaysia, international halal congress reports), covering the publication period from 2015 to September 2026. The primary search keywords included combinations of "halal tourism training," "Muslim-friendly hospitality skills gap," "Uzbekistan Islamic tourism," "halal supply chain SME barriers," and "Train-the-Trainer Islamic hospitality." Documents were selected based on inclusion criteria requiring direct relevance to at least one of: (a) the Uzbekistan or Central Asian tourism/hospitality context, (b) Muslim-friendly hospitality standards or practices applicable across contexts, or (c) skills/capacity gaps among SMEs and workers in the halal hospitality sector; documents not meeting any of these criteria were excluded.

Analytical Approach: The selected documents were analysed through thematic synthesis, coding findings into the three tiers of the Goldstein and Ford (2002) framework — organizational (system and infrastructure gaps), task (specific operating-procedure gaps), and individual (employee skill and attitude gaps) — before being cross-mapped to the three value chains (Clusters 1–3, discussed in the Segmented Value Chain section below).

Specific Findings and Mapping to Modules: This synthesis produced a direct link between specific findings and the core module designs discussed later in this paper. At the organizational level, findings on halal supply-chain knowledge gaps and Toyyiban-integrity gaps among SMEs (Ardiantono et al., 2024) directly informed the design of Modules 2 and 3. At the task level, the absence of a standardized self-audit tool readily usable by local hospitality premises (Department of Standards Malaysia, 2015) informed the Self-Audit Form output of Module 2. At the individual level, findings on the importance of cross-cultural sensitivity and front-line

staff readiness (Boğan et al., 2020; Ghaderi et al., 2020), together with the challenge of managing madhhab diversity without theological polemics (Takeshita, 2019), directly informed the design of Module 4. Finally, the digital-visibility gap identified in halal tourism market studies (Mustaeva, 2024) informed Module 5. This findings-to-module linkage is summarized in full in the instructional design mapping table below.

Design and Development Phases: Curriculum Segmentation and Training Materials

The Design Phase translated the needs-analysis findings into a segmented curriculum structure — 3 Target Clusters and 5 Core Modules (discussed in the next chapter) — grounded in Action-Oriented Capacity Building principles, while the Development Phase produced concrete supporting materials for each module (audit checklists, SOPs, roleplay scripts, and a Training Toolkit for Master Trainers). Both phases were further guided by Knowles's (1984) principle of Andragogy, which holds that content design for adult learners must be centred on practical experience and the relevance of real tasks — a principle that shaped the selection of the hybrid delivery methods discussed later in this paper.

Implementation Phase: Scope and Limitations of This Paper

It must be stated transparently that this paper focuses in depth on the Analysis, Design, and Development phases of the ADDIE framework, while the Implementation and Evaluation phases are outlined in the form of a structured plan (see the Proposed Program Evaluation Plan section below) that has not yet been carried out at the time of writing. This design is ready for a pilot phase and empirical validation, but this paper itself does not claim actual effectiveness data — a distinction that is important for maintaining the precision of its academic claims (see also the Limitations of the Study section below).

Philosophy of Adult Learning Delivery (Andragogy)

To ensure that the knowledge-transfer objective of this Train-the-Trainer (ToT) concept is achieved effectively, the traditional one-way lecture delivery method (pedagogy) is rejected as the primary design basis (Knowles, 1984). Instead, this training module is shaped around the principles of Andragogy (Adult Learning), which positions participants as active problem solvers — the learning process is structured around practical experience, daily crisis simulation, and direct relevance to the operational challenges of the tourism industry in Uzbekistan (Knowles, 1984). A detailed justification for each of the hybrid delivery methods arising from this philosophy is set out later in this paper.

Curriculum Framework: Design of 3 Clusters And 5 Core Modules

Segmented Value Chain: 3 Target Clusters

To ensure the effectiveness of this Train-the-Trainer (ToT) program design, a "one-size-fits-all" training approach is rejected as a design strategy. Instead, the curriculum is designed through modular segmenting, based on the three principal value chains of Uzbekistan's tourism industry identified during the Analysis Phase discussed above:

Cluster 1: Hospitality & Food and Beverage (F&B) Management

This cluster forms the core of the Muslim-friendly tourism ecosystem and is broken down by management tier and physical operation:

Hotel Managers & Executive Management: Training focuses on Strategic Management and Return on Investment (ROI). They are trained to view Muslim-friendly standards (such as Muslim-Friendly Tourism and Hospitality Recognition — MFAR) as a global marketing tool with the potential to raise hotel occupancy rates, guide internal policy adjustment, and support facility cost-benefit analysis (Boğan et al., 2020).

Frontdesk & Guest Relations: As the first touchpoint for travellers, training focuses on Cross-Cultural Communication. Participants are trained to anticipate the specific needs of Muslim travellers without being

asked — such as accurate qibla-direction information, prayer mats provided at the front desk, and sensitivity to check-in/check-out timing during Ramadan (provision of sahur packs) (Ghaderi et al., 2020).

Chefs, Kitchen Managers, and F&B Operators: Training goes beyond a basic understanding of "no pork and alcohol," emphasizing the Halal Supply Chain and the concept of Toyyiban (comprehensive cleanliness and safety), cross-contamination avoidance techniques in hybrid kitchens, local raw-material supply-chain verification — especially relevant given the rapid inflow of processed and imported foodstuffs into the Uzbek market (USDA Foreign Agricultural Service, 2025) — and Muslim-friendly buffet arrangement (Ardiantono et al., 2024; JAKIM, 2009).

Event Organizers & MICE (Meetings, Incentives, Conferences, Exhibitions): Focuses on Integrated Scheduling, including arranging international conference agendas that respect prayer times (particularly the Friday prayer break) and protocols for organizing alcohol-free receptions without compromising an event's commercial value.

Cluster 2: Tourism Operations and Tour Guiding

This cluster is responsible for managing logistical movement and the spiritual experience of travellers outside accommodation premises:

Tour Operators & Itinerary Planners: Focuses on Muslim-Friendly Logistics Design. Participants are trained to plan itineraries that are not overly packed, allowing space for combined and shortened prayers, and to map the location of mosques/prayer rooms and rest stops with water-based (bidet) toilet facilities along tourism routes (such as the overland route from Tashkent to Samarkand) (HalalTravelGuide, 2023).

Tour Guides & Mutawwif: Given Uzbekistan's rich Islamic civilizational heritage, training focuses on Ziyarah Storytelling skills. Practical training teaches guides to connect the history of towering figures (such as Imam al-Bukhari, Imam at-Tirmidhi, and Bahauddin Naqshbandi) with travellers' spiritual and emotional experience, rather than merely reciting historical facts and post-Soviet architectural details (Evadullaev, 2026).

Cluster 3: Policy Makers, Authorities, and Academia

To ensure the long-term sustainability of the initiative, a supporting ecosystem from government and academic stakeholders is developed:

Local Authorities & Ministry Officials (equivalent to MOTAC): Training centres on Policy Development and Incentives, teaching how to adapt international standards (such as MS 2610:2015: Muslim Friendly Hospitality Services) into Uzbekistan's local legal framework, including premises rating and incentive schemes (Department of Standards Malaysia, 2015).

Urban Planners & Public Facility Management: Educated on Muslim-Friendly Public Infrastructure, covering the design of public spaces, museums, and tourism parks equipped with bidet toilet facilities and small-scale public prayer rooms.

Lecturers & the Core ToT Group (Master Trainers): As the core group, their training focuses on Andragogy (Adult Learning) and Module Delivery. This group is equipped with a Training Toolkit (slides, audit checklists, and simulation modules) so they are prepared to re-teach this content to local industry communities across Uzbekistan (Knowles, 1984).

The Principle of Action-Oriented Capacity Building

This curriculum design is guided by the principle of Action-Oriented Capacity Building. This principle stipulates that every module taught to the trainer cohort does not stop at theoretical scope alone, but is accompanied by a checklist, Standard Operating Procedure (SOP), and practical exercise designed for immediate application by industry practitioners in the field.

Design of the 5 Core Training Modules

Based on the action-oriented principle, the following five core training modules were developed in detail during the Design and Development phase discussed above, as summarized in Table 1:

Module	Primary Focus	Proposed Training Output
Module 1: Global Trends & Market Intelligence	GMTI & traveller persona mapping (GCC vs. Southeast Asia)	Hotel/agency target-customer profile with a two-pronged strategy
Module 2: Standards & Certification	MS 2610:2015, Self-Audit, Halal Assurance System & Toyyiban	Ready-to-use Muslim-Friendly Self-Audit Form for hotel premises
Module 3: Muslim-Friendly Operations	Qibla direction, bidet toilet modification, Ramadan logistics	Daily Operations SOP Manual (Rooms & Kitchen)
Module 4: Cross-Cultural Hospitality	Roleplay, Hanafi/Shafi'i madhhab sensitivity	Roleplay Module & Customer Service Communication Script
Module 5: Digital Marketing & Branding	CrescentRating/HalalTrip, Ziyarah SEO, storytelling	Ready-to-launch basic digital marketing campaign

Module 1: Global Trends & Market Intelligence — Content: Opens industry practitioners' minds to the scale of the global Islamic tourism economy. Participants are taught to read and interpret Global Muslim Travel Index (GMTI) reports and to build traveller persona maps (distinguishing the needs of GCC travellers, who tend to prioritize privacy and luxury, from Southeast Asian travellers, who favour budget travel, shopping, and combined/shortened prayers).

Module 2: Standards & Certification — Content: Translates global quality standards into daily operating procedures. Exposure to the MS 2610:2015: Muslim Friendly Hospitality Services standard (Department of Standards Malaysia, 2015) and implementation of "Self-Audit" practice. Exposure to the Halal Assurance System and the concept of Toyyiban to inspect local raw-material supply chains for hidden non-halal substances (JAKIM, 2009).

Module 3: Muslim-Friendly Operations — Content: A technical module on daily physical operational changes in hotels and restaurants. Training on determining qibla direction using a verified compass, cost-effective modification of European-style dry toilets to water-based bidet toilets, and Ramadan logistics management (Iftar kitchen scheduling and early-morning Sahur service).

Module 4: Cross-Cultural Hospitality — Content: Focuses on soft skills and front-line staff sensitivity through simulation and roleplay. Training in politely answering questions about the halal status of uncertified local food, providing temporary prayer spaces, and Madhhab Sensitivity Management (fostering tolerance between local Hanafi practice and the Shafi'i madhhab of visiting travellers without generating theological polemics) (Takeshita, 2019).

Module 5: Digital Marketing & Branding — Content: Ensures Muslim-friendly facilities are discoverable at a global level. Hands-on training in registering business profiles on the CrescentRating and HalalTrip platforms, and optimizing TripAdvisor listings with proper SEO. Exposure to Storytelling Branding — rebranding a package from "Ancient Tomb Tour" to "Spiritual Ziyarah Tour: In the Footsteps of Imam Bukhari."

Instructional Design Mapping: Needs, Objectives, Competencies, Activities, and Assessment

To make the link between the needs-analysis findings discussed above and the content design more transparent and auditable, Table 2 maps each core module to its identified training needs, learning objectives, target competencies, instructional activities, and corresponding assessment methods.

Module	Identified Need	Learning Objective	Target Competency	Instructional Activity	Assessment Method
Module 1: Global Trends & Market Intelligence	Lack of understanding of market opportunity and traveller segmentation (see Training Needs Analysis above)	Participants can interpret GMTI data and build customer persona profiles	Market-data literacy; strategic segmentation	GMTI report analysis workshop + persona-mapping exercise	Formative assessment: persona profile presentation (see Table 3, Level 2)
Module 2: Standards & Certification	Halal supply-chain knowledge gap & absence of a self-audit tool (Ardiantono et al., 2024; Dept. of Standards Malaysia, 2015)	Participants can apply MS 2610:2015 and conduct a basic self-audit	Standards literacy; self-audit skills	MS 2610 workshop + prototype Self-Audit Form completion exercise	Summative written test (80% threshold, see Gatekeeping Assessment Mechanism below) + sample self-audit report
Module 3: Muslim-Friendly Operations	Daily operating-procedure gap (qibla direction, bidet toilets, Ramadan logistics) (see Problem Statement above)	Participants can implement cost-effective Muslim-friendly operational modifications	Daily-operations technical skills	Site-audit simulation (see Delivery Methodology below) + hands-on modification demonstration	Site Audit Report (see Gatekeeping Assessment Mechanism below) assessed against the MS 2610 checklist
Module 4: Cross-Cultural Hospitality	Lack of cross-cultural sensitivity & readiness to manage madhhab diversity (Boğan et al., 2020; Takeshita, 2019)	Participants can handle sensitive customer interactions empathetically and accurately	Soft skills; communication diplomacy	Controlled roleplay workshop (see Delivery Methodology below) + debriefing session	Formative roleplay assessment using a scaled rubric (Table 3, Level 2)
Module 5: Digital Marketing & Branding	Digital-visibility gap for Muslim-friendly facilities (Mustaeva, 2024)	Participants can register and optimize business profiles on global platforms	Digital marketing literacy; storytelling branding	Hands-on CrescentRating/HalalTrip registration training + SEO workshop	Real-product review: business profile registered & basic campaign prepared

DELIVERY METHODOLOGY: ANDRAGOGY AND HYBRID METHODS

Application of Three Core Hybrid Methodologies

To maximize tactical understanding, the following three hybrid delivery methods are designed to be applied in an integrated manner throughout the program, in line with the Andragogy principle outlined above:

Site Inspection Audit — Training is designed not to be confined to the seminar room alone, but to extend into the field to provide a visual understanding of the "gold standard" of Muslim-friendly tourism. Proposed practical implementation: participants (particularly hotel managers, chefs, and audit officers) are taken on a site-audit visit to a pioneering hotel recognized with Muslim-Friendly Tourism and Hospitality Recognition (MFAR) Platinum or Gold status. Guided Audit Process: participants are given a standardized audit checklist and divided into small groups to conduct assessments across three key zones — the Kitchen & F&B Zone (raw-material layout, utensil segregation in hybrid kitchens, supplier certificate documentation), the Accommodation Zone (accuracy of qibla-direction indicators, availability of water-based/bidet ablution facilities), and the Public Zone (adequacy of hotel prayer rooms, cleanliness of ablution areas, facility management). Design objective: to allow participants to experience the physical role of an auditor first-hand, enabling them to replicate that layout at their own premises.

Global Case Study Analysis and Reverse Engineering — Given that Uzbekistan is a post-Soviet nation with secular public infrastructure, direct reference to Middle Eastern country models is considered less practical (Ismanov & Yormatov, 2024). Instead, this methodology is designed to analyse the success of non-Muslim-majority countries through a reverse-engineering approach: Benchmark Models (Japan & South Korea) — dissecting the strategies through which Japan and South Korea achieved rapid growth in attracting Muslim travellers without sacrificing local identity; Local Culinary Adaptation — analysing how Japan created innovations such as Halal Wagyu and Halal Ramen rather than simply offering Arab cuisine, which is expected to inspire Uzbek participants to halal-certify traditional local dishes such as Plov, Shashlik, and Samsa; and Digital Mapping — studying how Seoul and Kyoto built Muslim-friendly maps listing the locations of public prayer spaces. Design objective: to instil the awareness that "Muslim-friendly" status can function as a commercial value-add that strengthens original cultural heritage, rather than replacing it.

Rationale for Selecting Japan and South Korea as Benchmark Cases

The selection of Japan and South Korea as benchmark cases (rather than Muslim-majority countries more commonly referenced in the halal tourism literature) was made on the basis of three explicit criteria. First, market-performance criteria: both countries are consistently ranked among the leading non-OIC destinations in the non-OIC market category of the Global Muslim Travel Index (Mastercard-CrescentRating, 2026), demonstrating notable growth in attracting Muslim travellers despite lacking a Muslim-majority population. Second, methodological-relevance criteria: as successful non-Muslim-majority markets, Japan and South Korea demonstrate that Muslim-friendly hospitality competency can be built as a service skill through training and infrastructure investment, without requiring a pre-existing Muslim demographic majority — a methodological premise directly relevant to Uzbekistan's secular institutional starting point (see the Design Gap discussion above), notwithstanding the demographic difference from Japan/Korea (Uzbekistan being Muslim-majority). In other words, this reverse-engineering approach borrows the competency-building METHOD from Japan/Korea, not the religious CONTENT, since both markets serve Muslim travellers as a minority foreign market, unlike this program's purpose of training Uzbekistan's own domestic Muslim-majority workforce. Third, case-material accessibility criteria: both countries have widely accessible English-language public documentation on Muslim-friendly culinary innovation and digital mapping, enabling training-module content development without requiring field access to the case countries themselves — a methodological limitation transparently acknowledged in the Limitations of the Study section below.

Controlled Roleplay and Problem Solving Workshop — The soft skills of front-line staff are designed to be developed through roleplay workshops that build emotional resilience and communication diplomacy (Ghaderi et al., 2020). Simulation Scenario A (Rural Area): handling a situation in which a traveller requests halal food in a remote town without an officially certified halal option — tour guides are trained to confidently

and empathetically explain the safety of local ingredients (free of pork and alcohol). Simulation Scenario B (Prayer Time Management): managing a travel-schedule delay that risks missing the window for an obligatory prayer while on the highway — agencies are trained to arrange a rapid rest-stop coordination solution. Debriefing Session: the Master Trainer provides constructive feedback, corrects communication scripts, and outlines the resolution SOP.

Joint Certification and Strategic Partnerships

Rationale for Forming Strategic Partnerships

The credibility of an international professional training program is judged by the recognition attached to the certificate awarded. A certificate issued solely in the university's name risks being perceived as purely academic. The formation of strategic partnerships through Memoranda of Understanding (MoUs) with policymaking bodies and industry leaders is therefore designed as a critical requirement for elevating this training to a Globally Recognized Professional Certification.

Collaboration with the Islamic Tourism Centre (ITC) — A Policymaker Benchmark

The Islamic Tourism Centre (ITC) is the official agency under Malaysia's Ministry of Tourism, Arts and Culture (MOTAC) that pioneers Muslim-friendly tourism guidelines (Mustapahayuddin Abdul Khalim, 2026a). The proposed collaboration comprises: Co-Branded Certificate issuance — issuing an official completion certificate featuring the university logo, the Uzbek government, and ITC endorsement under the title Certified Muslim-Friendly Hospitality Professional; Shared Instructor Expertise — appointing ITC assessment officers as Adjunct Professors or guest speakers to lead Masterclass sessions on MFAR audit management; and Standard Transfer — enabling Uzbek auditors to learn the MFAR framework directly for adaptation into local policy.

Collaboration with CrescentRating / HalalTrip — Global-Scale Recognition

CrescentRating (Singapore) is an independent international research body that, together with Mastercard, created the Global Muslim Travel Index (GMTI). The proposed collaboration comprises Alignment with Global Rating Metrics — integrating CrescentRating's rating system (a 1-to-7 scale) into the syllabus, in which participants are taught to upload local business profiles to the HalalTrip platform so they can be discovered by international travellers — as well as International Module Licensing, incorporating the latest global travel-trend data analysis to keep course content current.

Engagement with MATTA and MAH — Transfer of Industry Best Practices

The Malaysian Association of Tour and Travel Agents (MATTA) and the Malaysian Association of Hotels (MAH) are proposed to supply front-line industry expertise through: Access to Practical Training & Site Audits — enabling ToT participants to visit MFAR Platinum/Gold-rated hotels in Malaysia to conduct job-shadowing training; Tourism Logistics Knowledge Sharing — organizing B2B forums in which Malaysian travel agents provide first-hand feedback on the infrastructure constraints faced in Uzbekistan; and Business-to-Business (B2B) Networking — opening a business-matching platform that enables Uzbek entrepreneurs to market Ziyarah packages directly to MATTA members.

Status and Roles of Proposed Partnerships

To avoid any misinterpretation that the above partnerships have already been formally concluded, the status of each entity is stated transparently here: all four strategic partnerships outlined in the collaboration sections above remain at the conceptual proposal stage and have NOT been formalized through an official Memorandum of Understanding (MoU) as of the writing of this paper. The actual negotiation status of each partnership falls outside the scope of this paper (see the Limitations of the Study section below).

Partner	Entity Type	Proposed Role	Current Status
Islamic Tourism Centre (ITC)	Government agency under Malaysia's MOTAC	Co-branded certificate issuance; shared MFAR audit-assessor expertise; standard transfer	Proposed — MoU not yet concluded
CrescentRating / HalalTrip	International private research body (Singapore)	Alignment with global rating metrics; international module content licensing	Proposed — MoU not yet concluded
Malaysian Association of Hotels (MAH)	Industry association (hospitality)	Access to MFAR-rated hotel site-audit visits & job shadowing	Proposed — MoU not yet concluded
MATTA	Industry association (travel agents)	B2B forum; Ziyarah package marketing network	Proposed — MoU not yet concluded

The university acts as the lead convenor and coordinator for all these partnerships. The suitability of each entity as a prospective partner is grounded in its existing position within the regional Islamic tourism ecosystem — ITC as Malaysia's official Muslim-friendly tourism promotion agency, CrescentRating as GMTI's co-publisher, and MAH/MATTA as Malaysia's principal hospitality and tourism trade associations — but this conceptual fit does not replace the need for actual negotiation and formal MoU execution prior to any real implementation.

CERTIFICATION STRUCTURE AND GATEKEEPING ASSESSMENT

Tiered Training Formats

To accommodate the diverse participant profile in Uzbekistan, two training implementation formats are proposed:

Format 1: Executive & CPD Masterclass (1–2 Days) — Target Group: policymakers, ministry officials, mayors, senior academics, and hotel/agency chain CEOs. Content Focus: high-level discussion covering GMTI data analysis, ROI, and global branding. Recognition: an Executive Competency Certificate together with Continuing Professional Development (CPD) credit points.

Format 2: Comprehensive Professional Certification (3–5 Days) — Target Group: university ToT cohorts, hotel operations managers, head chefs, tour guides, and local auditors. Content Focus: intensive learning covering Modules 1 through 5 together with practical site-audit exercises. Recognition: Certified Muslim-Friendly Tourism Professional.

Gatekeeping Assessment Mechanism

Certification is designed not to be awarded automatically, in order to safeguard the integrity of the university brand and the certifying body. Participants are proposed to be required to pass three assessment stages: Formative Assessment (Practical & Roleplay) — assessing competency in handling crisis scenarios and cultural sensitivity; Site Audit Report — preparing a group report identifying compliance gaps against the MS 2610:2015 standard (Department of Standards Malaysia, 2015); and Summative Written Assessment — a written test of theoretical understanding and operational standards, with a minimum passing threshold of 80%. This 80% threshold is also proposed as one of the Level 2 (Learning) metrics within the Program Evaluation Plan discussed later in this paper.

Maintaining the Uzbekistan ToT Alumni Network

The university is proposed to maintain a Uzbekistan ToT Alumni database to administer a certificate-renewal system every three (3) years. This mechanism is designed to ensure that local trainers' knowledge remains continuously updated in line with developments in global halal industry trends, while sustaining ongoing collaborative ties between Malaysia and Uzbekistan. This alumni database is also proposed to serve as the sampling frame for the Level 3 and 4 evaluation research described later in this paper.

Proposed Program Evaluation Plan

Rationale for a Structured Evaluation Plan

As this paper is written at the pre-implementation stage (see the Implementation Phase discussion above), this chapter does not report actual effectiveness findings. Instead, to ensure that this program design does not remain merely a static blueprint, a structured Program Evaluation Plan is proposed based on Kirkpatrick's Four-Level Model (Kirkpatrick & Kirkpatrick, 2006) — the most widely used and recognized training evaluation framework in human resource development. This plan is designed to be implemented alongside the program's pilot phase when it is conducted, and its results will form the basis of future empirical validation research (see the Limitations of the Study section below).

The Four-Level Evaluation Framework

Kirkpatrick Level	Evaluation Question	Proposed Instrument	Proposed Measurable Indicator (Target)
Level 1: Reaction	Are participants satisfied with the delivery and relevance of the training?	Post-session feedback form (1–5 Likert scale)	Average satisfaction score $\geq 4.0/5.0$; form completion rate $\geq 90\%$ of attendees
Level 2: Learning — Knowledge/Skill Acquisition	To what extent have participants' knowledge and skills improved?	Summative written test (80% threshold, see Gatekeeping Assessment Mechanism above); pre/post formative roleplay rubric (1–5 scale per criterion)	Summative test pass rate $\geq 80\%$ of participants reaching the 80% threshold; average formative rubric score increase of ≥ 1.5 points from pre- to post-training
Level 3: Behavior — Behavioural Transfer	Do participants apply the skills at their workplace after training?	Structured 3-, 6-, and 12-month follow-up (see the Sampling Frame and Timeline discussion below): premises self-audit report, Master Trainer observation, SOP-adoption log	At least 3 of 5 module SOPs adopted by $\geq 70\%$ of participants by month 6; self-audit score increases $\geq 20\%$ relative to pre-training baseline
Level 4: Results — Organizational/Tourism-Service Outcomes	Does the program produce a measurable impact on the organization/destination?	Pre/post 12-month secondary data: hotel occupancy rate, CrescentRating/HalalTrip score, number of MFAR/equivalent recognitions obtained by participating premises	Increase in participating hotels' occupancy rate relative to baseline; increase in Muslim-friendly rating score (CrescentRating 1–7 scale) of at least 1 point; number of participating premises successfully obtaining MFAR or equivalent recognition within 12 months

Proposed Sampling Frame and Timeline

The sampling frame for Level 3 and 4 evaluation is proposed to be drawn from the Uzbekistan ToT Alumni database (discussed above), with structured follow-up at month 3, month 6, and one year after training completion. For Levels 1 and 2, data collection is proposed to be conducted immediately during and right after each pilot training session. A pilot validation study with the first cohort of Master Trainers is proposed as the first step before full-scale program implementation — a concrete recommendation discussed further in the Limitations of the Study section below.

CONCLUSION

Summary of the Study's Contribution

This paper documents a complete instructional design for a Professional Islamic Tourism Training Module grounded in the Train-the-Trainer (ToT) concept, through the integrated application of the ADDIE framework and Andragogy philosophy. Three concrete contributions are produced: first, a segmented curriculum of 3 Clusters and 5 Modules built from a structured training needs analysis (discussed above); second, a hybrid delivery methodology and international joint-certification framework designed to guarantee credibility and quality (discussed above); and third, a Kirkpatrick-Model-based Program Evaluation Plan ready for empirical validation (discussed above).

Policy Implications for Industry Players and Institutions

Implementation of this program design, if empirically validated through the Evaluation Plan discussed above, has the potential to deliver significant return on investment (ROI) to Uzbekistan's tourism ecosystem — including improved hotel occupancy rates and service quality, and strengthened competitiveness in attracting the trillion-dollar global Muslim traveller market (BERNAMA, 2026). For Malaysian higher-education institutions, the program has the potential to strengthen universities' role as international hubs of expertise in regional Islamic tourism education. The emphasis on "potential" and "if validated" here is deliberate — consistent with this paper's methodological position that impact claims can only be made conclusively following empirical validation (see the Evaluation Plan above).

Theoretical Contribution: Integrating ADDIE and Andragogy in the Context of Islamic Tourism

This paper's principal theoretical contribution is the explicit integration of the ADDIE instructional design framework with Knowles's (1984) Andragogy philosophy in the specific context of cross-border halal and hospitality expertise transfer between developing nations — a methodological combination rarely documented transparently in the existing Islamic tourism literature, which often focuses either on policy/regulatory aspects or destination marketing aspects without discussing human capital development methodology in detail.

Limitations of the Study and Recommendations for Future Research

The most fundamental limitation of this paper is its nature as a pre-implementation conceptual design — as stated in the Implementation Phase discussion above, no empirical effectiveness data are reported, and all "training outputs" outlined earlier in this paper remain proposed designs pending validation. Second, this curriculum design relies on document analysis and secondary literature (discussed above) without accompanying primary data from a field-based needs survey among Uzbek industry practitioners themselves — a limitation that should be addressed at a future pilot phase. Third, the strategic partnerships outlined earlier in this paper (ITC, CrescentRating, MAH, MATTA) are presented as a proposed framework; the actual negotiation status and execution of MoUs for each partnership fall outside the scope of this paper.

Future research is recommended in the following sequence: (a) conducting a field needs assessment among hotel operators, tour guides, and Uzbek government officials to confirm or refine the three skills gaps identified in the Problem Statement above; (b) implementing a pilot study with the first cohort of Master Trainers and collecting Level 1 and 2 data according to the Evaluation Plan discussed above; (c) conducting a longitudinal follow-up study to collect Level 3 and 4 data at least 6–12 months after the first cohort completes

training; and (d) considering a Participatory Action Research design as a further method for continuous curriculum improvement cycles, once initial validation data from (a)–(c) are obtained — at which point PAR claims can be supported with corresponding methodology and data.

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