

TOUR-X

Training of Trainers Box

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Task 3.7	Training Box for Teachers and Trainers for the Effective Delivery of “Hospitality Labs”
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Introduction to the ToT Box

The Syllabus

"A Syllabus lets learners know what the course is all about, why the course is taught, where it is going, and what will be required for them to be successful in the course (Altman & Cashin, 2003)."

The Syllabus can be considered as:

- A blueprint or roadmap which outlines the course topics, materials, and assessments
- A communication tool which summarises key concepts and provides an overview of the entire learning process

The Syllabus of the Training of Trainers Box therefore proposes the following structure:

- Introduction to the Training of Trainers Box
 - o General objectives of the Training of Trainers
 - o Structure of the course
 - o Target groups identified
- How to consult the modules
- The Training of Trainers box methodology
 - o Definition of Learning Outcomes
 - o Definition of Learning Modules
- Modules factsheets

The Training Box for Teachers and Trainers (ToT Box) is a key tool in the TourX project, as it focuses on professional development of tourism teachers and trainers from the VET, HE and private sector. It aims to foster the upskilling of trainers to be able to adapt and deliver effective trainings based on the skills requirements of the rapidly evolving tourism sector.

The ToT Box focuses on four cross-cutting challenges which are extremely relevant for tourism evolution: Sustainable & Green Transition, Digitalisation & New Technologies, Cultural Heritage, Social Inclusion & Accessibility.

General objectives of the Training of Trainers

The general objective of the ToT Box is to provide VET, HE and private sector professionals with the tools to develop new skills and deliver high-quality trainings on four cross-cutting issues that are extremely relevant for the tourism sector. The TourX project aims to develop a bottom-up approach to excellence in the Tourism Sector, and this goal is underpinned by the upskilling of all trainers involved in this process. The professional development of trainers is a key step in aligning the needs of employers and the private sector, with the education sector, in order to foster innovation and regional development and promoting excellence in tourism education.

The ToT box therefore is meant as an online flexible course, which integrates theoretical knowledge with real-life examples and provides trainers with innovative methodological approaches for the delivery of trainings.

Structure of the course

The course is articulated in four modules, each one dealing with a specific topic:

- Module 1: SUSTAINABLE & GREEN TRANSITION & CLIMATE CHANGE
- Module 2: DIGITALISATION & NEW TECHNOLOGIES
- Module 3: CULTURAL HERITAGE & EDUCATION IN ARTS & HISTORY OF TERRITORIES & SUSTAINABLE DEVELOPMENT
- Module 4: SOCIAL INCLUSION & ACCESSIBILITY

Each module is comprised of 10 hours of mandatory training, and 40 hours of additional (optional) training materials, for a total of 40 mandatory hours and 160 optional hours. Each module is further divided into 4 units, and each unit is subdivided into 3 or 4 lessons.

The course is meant to be followed in an individual asynchronous way, through the dedicated MOOC platform.

The training materials differ between the mandatory and optional trainings. Mandatory training materials are composed mostly of power point slideshows which present a mix of theoretical insights, real-life case studies, and ready-to-use teaching methodologies. These are sometimes integrated by videos and publications, as well as supported by the relevant references. Optional materials, on the other hand, introduce the user to a deeper perspective on specific topics which are explored through a mix of informative videos, academic and non-academic publications from key actors in the sector, links to practical resources and websites.

MODULE	MAIN TOPIC	Mandatory training (hours)	Optional training (hours)	Responsible partner	Partners cooperating
1	SUSTAINABLE & GREEN TRANSITION & CLIMATE CHANGE	10	40	ENAIP Veneto	University of Aveiro, AVT, Landkreis SPN
2	DIGITALISATION & NEW TECHNOLOGIES	10	40	HOU	AVT, Landkreis SPN
3	CULTURAL HERITAGE & EDUCATION IN ARTS & HISTORY OF TERRITORIES & SUSTAINABLE DEVELOPMENT	10	40	EHE	AKMI, ENAIP V.
4	SOCIAL INCLUSION & ACCESSIBILITY	10	40	AKMI	HOU, EHE
TOTAL		40	160		

Target groups identified

The ToT Box is addressed to VET professionals and SMEs involved in the tourism sector which are two of the target groups identified by the TourX project. These include all VET professionals and private sector trainers providing tourism related trainings, within and beyond the TourX partnership, in order to promote knowledge transfer and skills development.

The Training of Trainers Box Methodology

Learning Outcomes approach

In the context of EU vocational training policies, **learning outcomes** are a cornerstone concept, fundamentally shifting the focus of education and training from inputs (e.g., duration of learning, content covered) to **outputs** – what a learner actually knows, understands, and is able to do upon completion of a learning process.

Recommendation of the Council of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2017/C 189/03). provides the following definition of learning outcomes: « ‘learning outcomes’ means statements regarding what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy »

They emphasise the observable and assessable nature of the learning.

Learning outcomes define the *result* of learning, regardless of the duration of the learning – a short module, a full course, or an entire vocational qualification.

The EQF defines and classifies learning outcomes across different levels and types of qualifications, including vocational training, through three “descriptors”:

- **Knowledge:** Refers to the theoretical and factual knowledge a learner acquires (e.g., understanding of principles, theories, facts, procedures).
- **Skills:** Refers to the ability to apply knowledge and use know-how to complete tasks and solve problems (e.g., cognitive skills involving logical, intuitive and creative thinking; practical skills involving manual dexterity and the use of methods, materials, tools and instruments).
- **Responsibility and Autonomy:** Refers to the ability of the learner to apply knowledge and skills independently and take responsibility for their own learning and work (e.g., exercising self-management, supervising others, adapting to new contexts).

The learning outcomes approach is central in EU VET policies because it drives the achievement of the following objectives:

- **Transparency and Comparability:** Learning outcomes make qualifications from different countries and different types of learning (formal, non-formal, informal) more transparent and easier to compare, facilitating cross-border mobility for workers and learners.
- **Employability and Labour Market Relevance:** By focusing on what a person *can do*, learning outcomes help to better align VET provision with the actual needs of the labour market, enhancing employability.
- **Validation of Non-formal and Informal Learning:** The learning outcomes approach enables the recognition and validation of skills and knowledge acquired outside traditional education and training settings (e.g., through work experience or volunteering).
- **Quality Assurance and Curriculum Design:** Learning outcomes provide clear benchmarks for designing curricula, assessing learning, and ensuring the quality of VET programmes.

- **Student-Centred Learning:** They encourage a more student-centred approach to teaching and learning, as the focus is on what the learner achieves rather than just what the instructor delivers.

In essence, learning outcomes are the common language that underpins the European Qualifications Framework (EQF) and other related EU instruments (like ECVET and EQAVET), aiming to create a more coherent, transparent, and flexible vocational education and training landscape across Europe.

Modules factsheets

Module Structure and Contents

Module n. 1	Title	N. of Units	N. of hours:
	Sustainability, Green Transition and Climate Crisis	4	10 [mandatory] + 40 [optional]
Module short description	This module aims to provide tourism-related training professionals (VET trainers, consultants in tourism) with professional development on sustainability. Learners will explore core concepts of sustainability, approaches to climate change adaptation and mitigation aspects, best practices in green transition within the tourism sector. The 10-hour course takes a cross-cutting, practical approach to ensure actionable learning outcomes. The module also offers estimated 40 hours of supplementary materials for trainers to delve deeper into specific topics, tailored to their professional backgrounds and interests.		
Learning objectives	1 - Gain understanding: build solid grasp of sustainability principles (ecological, economic, and social) and key environmental challenges in the tourism sector, focusing on their practical implications and foundational importance. 2 – Build adaptation skills: acquire foundational skills through examples of climate change adaptation practices and effective measures that are relevant to address risks in the tourism sector, focusing on their practical application in real-world scenarios to reduce environmental impact and promote sustainability. 3 - Initiate change in tourism: develop the skills to assess climate vulnerabilities, propose effective adaptation practices, and integrate sustainability principles into training programmes to drive the green transformation of the tourism sector. 4 - Cultivate methodological expertise in sustainability training: develop expertise in selecting and applying effective teaching methods and designing training programmes that promote sustainability in the tourism sector.		
Learning outcomes	1 – Illustrate the sustainability concepts and criteria in the tourism sector, by: • explaining the three pillars of sustainability (ecological, economic, social) and their implications for the tourism sector; • combining examples of sustainability application with different tourism sub-sectors;		

Module contents	• developing a sustainability strategy for a tourism organization through current sustainability practices. 2 – Propose climate adaptation practices for tourism, by: • distinguishing the impact of climate change on different tourism sub-sectors and corresponding challenges; • detecting successful adaptation examples (i.e. real-world cases where tourism businesses have effectively implemented climate adaptation practices); • combining climate adaptation solutions to the different challenges of the tourism sub-sectors 3 – Integrate ecologically sustainable principles into training contents to encourage environmentally responsible behaviours in tourism operators and employees, by: • explaining key ecological sustainability principles and their relevance for the tourism sector; • analysing practical training examples (i.e. real-life cases in which sustainability principles can be applied to tourism); • comparing hands-on training materials for the design and implementation of sustainable practices in tourism; • developing tools to check students' knowledge and skills. 4 – Design interactive training for the development of knowledge and skills on sustainability, by: • identifying interactive training methods; • designing interactive training based on case studies; • developing tools to check students' sustainable behaviour in work simulations.
	Unit 1.1: Sustainability concepts and criteria in the tourism sector Lessons: 1.1.1 The three pillars of sustainability 1.1.2 Sustainability application: Challenges and complexities 1.1.3 Sustainability strategy through sustainability practices Unit 1.2: Climate change adaptation practices for tourism Lessons: 1.2.1 Distinguishing the impact of climate change on different tourism sub-sectors and corresponding challenges. 1.2.2 Detecting successful adaptation examples 1.2.3 Combining climate adaptation solutions to the different challenges of the tourism sub-sectors

Unit 1.3: Ecological sustainability principles into tourism training contents

Lessons:

1.3.1 Explaining key ecological sustainability principles and their relevance for the tourism sector

1.3.2 Analysing practical training examples

1.3.3 Comparing hands-on training materials for the design and implementation of sustainable practices in tourism

1.3.4 Developing tools to check students' knowledge and skills

Unit 1.4: Interactive training design for sustainability development

Lessons:

1.4.1 Identifying interactive training methods

1.4.2 Designing interactive training based on case studies

1.4.3 Developing tools to check students' sustainable behaviour in work simulations

Unit 1.1 short description

Unit 1.1 - Sustainability concepts and criteria in the tourism sector

Description: This Unit titled “Sustainability concepts and criteria in the tourism sector” illustrates relevant sustainability criteria applied in the touristic ecosystem. Learners will explore the three pillars of sustainability and their implications for the tourism sector. Through case studies and practical approach, the unit will provide examples of sustainability applications across different tourism sub-sectors and will dive trainees into the development of a sustainability plan for tourism organization through current sustainability practices.

Learning outcome and lessons:

1 – Illustrate the sustainability concepts and criteria in the tourism sector, by:

- explaining the three pillars of sustainability (ecological, economic, social) and their implications for the tourism sector;
- combining examples of sustainability application with different tourism sub-sectors;
- developing a sustainability strategy for a tourism organization through current sustainability practices.

Unit 1.2 short description

Unit 1.2 - Climate change adaptation practices for tourism

Description: This unit entitled “Climate adaptation practices for tourism” focuses on equipping trainers with the knowledge and skills necessary to address the challenges and opportunities of climate change adaptation in the tourism sector. Participants will explore the specific impacts of climate change on various tourism sub-sectors. They will analyse real-world examples of successful adaptation practices implemented by tourism businesses and learn how to draw valuable approaches from these cases. The unit will also guide trainees in developing practical, tailored adaptation solutions to meet the needs of various tourism sub-sectors. Combining theoretical insights with hands-on activities, participants will gain the tools needed to support tourism organizations in becoming more resilient and sustainable in response to climate change.

Learning outcomes and lessons:

2 – Propose climate adaptation practices for tourism, by:

- distinguishing the impact of climate change on different tourism sub-sectors and corresponding challenges;
- detecting successful adaptation examples (i.e. real-world cases where tourism businesses have effectively implemented climate adaptation practices);
- combining climate adaptation solutions to the different challenges of the tourism sub-sectors.

Unit 1.3 short description

Unit 1.3: Ecological sustainability into tourism training contents

Description: This unit entitled “Ecological sustainability into tourism training contents” aims to equip trainers with the knowledge and practical skills necessary to integrate ecological sustainability principles into training programs for tourism professionals. Through the examination of real-world examples and case studies, trainers will explore effective approaches for designing and delivering training content that encourages environmentally responsible behaviours among tourism operators and employees. Furthermore, the unit will focus on developing assessment tools to evaluate learners' understanding and application of sustainable practices within the tourism sector.

The learning outcomes and lessons are:

3 – Integrate ecologically sustainable principles into training contents to encourage environmentally responsible behaviours in tourism operators and employees, by:

- explaining key ecological sustainability principles and their relevance for the tourism sector;
- analysing practical training examples (i.e. real-life cases in which sustainability principles can be applied to tourism);
- comparing hands-on training materials for the design and implementation of sustainable practices in tourism;
- developing tools to check students' knowledge and skills

Unit 1.4 short description

Unit 4: Interactive training design for sustainability development

Description: This unit entitled “Interactive training design for sustainability development” focuses on empowering participants to design interactive training programs that promote ecological sustainability in the tourism sector. By exploring practical examples, case studies, and good practices to learn how to design and deliver training materials that foster environmentally responsible behaviours among tourism operators and employees. Tools for assessing learners' knowledge and application of sustainable practices will also be developed.

Learning outcomes and lessons:

4 – Design interactive training for the development of knowledge and skills on sustainability, by:

- identifying interactive training methods;
- designing interactive training based on case studies;
- developing tools to check students' sustainable behaviour in work simulations.

Unit 1.4 - Lessons

Lesson n. 1.4.1

Specific learning outcome

Identifying interactive training methods.

Knowledge to acquire

- interactive training methods and their benefits in enhancing learner engagement and knowledge retention;
- the importance of active participation, collaboration, and practical application in sustainability-focused training;
- methods such as role-playing, simulations, group discussions, case studies, peer learning, and gamification;
- different methods to address the specific needs of sustainability training in the tourism sector;
- real-world examples of successful interactive training programs;

Skills to develop

- *choose* the most suitable interactive training methods based on the learning objectives and the specific context of the tourism sector;
- *adapt* training methods to different learning styles and levels of experience among trainees;
- *identify* the strengths and weaknesses of training methods through feedback and observation;
- *apply* creative approaches to design dynamic and engaging training sessions that inspire environmentally responsible behaviours.

Lesson n. 1.4.2

Specific learning outcome

Designing interactive training based on case studies.

Knowledge to acquire

- real-world examples that highlight challenges, solutions, and best practices in sustainable tourism;
- strategies for selecting, presenting, and facilitating discussions around case studies to encourage critical thinking and collaboration;

Skills to develop

- *ability to create* case studies tailored to specific sustainability issues in tourism, such as waste reduction, energy conservation, or eco-certification;
- *ensure* that case studies are realistic, engaging, and aligned with learning outcomes and sustainability objectives;
- *incorporate* multimedia tools, such as videos or interactive simulations, to enhance engagement and facilitate understanding.

Lesson n. 1.4.3

Specific learning outcome

Developing tools to check students' sustainable behaviour in work simulations

Knowledge to acquire

- the purpose and benefits of using work simulations to evaluate students' sustainable behaviour in real-world scenarios;

- various tools and methods to assess behaviour in simulations, such as observation checklists, and peer reviews;
- the criteria for evaluating sustainable behaviour, including resource efficiency, waste management, and environmentally responsible decision-making;
- assessment tools that are practical, objective, and relevant to ecological sustainability goals.

Skills to develop

- *create* tools that measure students' ability to apply sustainability principles in simulated work scenarios;
- *guide* students through work simulations, ensuring they understand the expectations and sustainability goals of the task;
- *ability to analyse* the effectiveness of tools in measuring sustainable behaviour and make improvements based on feedback and observed outcomes.

Didactical Methodology and Tools

The training will be asynchronous, aiming for 10 hours in total mandatory materials and 40 hours of optional materials. Materials include power point presentations, supporting materials and multiple-choice quiz at the end of the module.

During the online ToT course, learners will choose among different tools and instruments, through the online platform:

Learning material mandatory: Powerpoint presentations - Videos - OERs - Streaming lessons - Examples & Case Studies

Communication & Collaboration : Forums

Assessment: Quizzes (multiple choice questions)

Additional material: external links, videos and educational resources.

Assessment of learning outcomes

The assessment will include self-assessment quizzes (multiple choice questions) that refer to the entire module, to evaluate the learning outcomes of the specific module.

Module Structure and Contents

Module n. 2	Title	N. of Units	N. of hours:
	DIGITALISATION & NEW TECHNOLOGIES	4	10 [mandatory] + 40 [optional]
Module short description	This module is designed to equip vocational education and training (VET) teachers and tutors with the knowledge and skills needed to integrate digitalisation and new technologies into their teaching practices. It provides an in-depth exploration of the transformative impact of emerging technologies on education and vocational training, focusing on practical applications, pedagogical approaches, and digital tools tailored to VET environments.		
Learning objectives	1. Understanding Digitalisation and Emerging Technologies: focuses on building foundational knowledge of how digitalization transforms various sectors, with a particular emphasis on education and training. It examines the core concepts of digitalization, including its effects on workflows, communication, and learning environments. 2. Integrating Digital Tools and Innovative Methodologies into Pedagogy: explores how digital tools and innovative methodologies can be effectively incorporated to enhance teaching and learning processes. 3. Promote Digital Literacy, Competence, and Ethical Practices in Digital Education: focuses on developing digital literacy and competence among both trainers and trainees, while also addressing the ethical and legal considerations in digital education. 4. Adapt Assessment Methods in VET: focuses on adapting assessment methods for digital learning environments.		
Learning outcomes	1 – Combine emerging technologies with their applications to different economic sectors, including vocational education and training, by: • Outlining the concept of digitalization and its impact on modern industries and educational practices; • Illustrating benefits, challenges, and real-world applications of new and emerging technologies in various sectors and in vocational education and training; • Analysing trends and challenges related to the adoption of emerging technologies, with a focus on sustainability and inclusivity. 2 – Distinguish digital technologies for accessible educational experiences, by: • Analysing digital tools to enhance teaching and learning on their potential to improve VET learners achievements; • Designing engaging and accessible learning experiences that integrate digital tools and innovative approaches, such as gamification and flipped classrooms, to address diverse learners' needs through active participation; • Applying digital methodologies and tools to diverse learning contexts.		

Module contents

3 – Illustrate the ethical aspects related to digital contexts, such as data privacy, intellectual property, and online behavior, by:

- **applying** digital ethical and legal guidelines to ensure the responsible use of digital tools in education;
- **selecting** inclusive digital practices that facilitate equitable access and participation for all learners.

4 – Propose assessment practices that suit digital learning environments of vocational education and training (VET) by:

- **selecting** assessment methods that can be adjusted to digital learning environments and diverse learner needs;
- **applying** innovative digital technologies, such as artificial intelligence and gamification to assess VET learners achievements.

Unit 2.1: Combine emerging technologies with their applications to different economic sectors, including vocational education and training

Lessons:

- 2.1.1 Outlining** the concept of digitalization and its impact on modern industries and educational practices;
- 2.1.2 Illustrating** benefits, challenges, and real-world applications of new and emerging technologies in various sectors and in vocational education and training;
- 2.1.3 Analysing** trends and challenges related to the adoption of emerging technologies, with a focus on sustainability and inclusivity.

Unit 2.2: Distinguish digital technologies for accessible educational experiences

Lessons:

- 2.2.1 Analysing** digital tools to enhance teaching and learning on their potential to improve VET learners achievements;
- 2.2.2 Designing** engaging and accessible learning experiences that integrate digital tools and innovative approaches, such as gamification and flipped classrooms, to address diverse learners' needs through active participation;
- 2.2.3 Applying** digital methodologies and tools to diverse learning contexts.

Unit 2.3: Illustrate the ethical aspects related to digital contexts, such as data privacy, intellectual property, and online behavior

Lessons:

2.3.1 Applying digital ethical and legal guidelines to ensure the responsible use of digital tools in education;

2.3.2 Selecting inclusive digital practices that facilitate equitable access and participation for all learners.

Unit 2.4: Propose assessment practices that suit digital learning environments of vocational education and training (VET)

Lessons:

2.4.1 Selecting assessment methods that can be adjusted to digital learning environments and diverse learner needs;

2.4.2 Applying innovative digital technologies, such as artificial intelligence and gamification to assess VET learners achievements.

Unit 2.1 short description

The Unit 1 entitled “Combine emerging technologies with their applications to different economic sectors, including vocational education and training” explores the concept of digitalization and its transformative impact on modern industries and educational practices. It delves into the benefits, challenges, and real-world applications of emerging technologies across various economic sectors, with particular emphasis on vocational education and training (VET). Learners will analyze trends and challenges associated with adopting these technologies, focusing on sustainability and inclusivity, and gain insights into how innovation is reshaping the workforce and education for a digital future.

Lessons of Unit 2.1:

- **Outlining** the concept of digitalization and its impact on modern industries and educational practices;
- **Illustrating** benefits, challenges, and real-world applications of new and emerging technologies in various sectors and in vocational education and training;
- **Analysing** trends and challenges related to the adoption of emerging technologies, with a focus on sustainability and inclusivity.

Unit 2.2 short description

The Unit 2 titled “Distinguish digital technologies for accessible educational experiences” focuses on identifying and leveraging digital technologies to create inclusive and accessible educational experiences. Learners will explore tools and strategies that enhance learning opportunities for diverse populations, including individuals with disabilities and those in underserved communities. The unit emphasizes the importance of designing equitable digital solutions, fostering engagement, and overcoming barriers to accessibility in modern education.

Lessons of Unit 2.2:

- **Analysing** digital tools to enhance teaching and learning on their potential to improve VET learners achievements;
- **Designing** engaging and accessible learning experiences that integrate digital tools and innovative approaches, such as gamification and flipped classrooms, to address diverse learners' needs through active participation;
- **Applying** digital methodologies and tools to diverse learning contexts.

Unit 2.3 short description

The Unit 3 titled “Illustrate the ethical aspects related to digital contexts, such as data privacy, intellectual property, and online behavior” examines the ethical considerations critical to navigating the digital world, focusing on data privacy, intellectual property, and responsible online behavior. Learners will explore the principles and practices for safeguarding personal and organizational data, respecting intellectual property rights, and promoting ethical conduct in digital interactions. Through case studies and discussions, the unit fosters an understanding of the importance of ethics in building trust, ensuring compliance, and maintaining a safe and equitable digital environment.

Lessons of Unit 2.3:

- **Applying** digital ethical and legal guidelines to ensure the responsible use of digital tools in education;
- **Selecting** inclusive digital practices that facilitate equitable access and participation for all learners.

Unit 2.4 short description

The Unit 4 entitled “Propose assessment practices that suit digital learning environments of vocational education and training (VET)” focuses on proposing effective assessment practices tailored for digital learning environments in vocational education and training (VET). It explores methods and tools for assessing learner progress, skills, and competencies in online and blended settings. Learners will gain the knowledge to design assessments that align with digital platforms, ensuring accuracy, fairness, and engagement. The unit emphasizes creating assessments that support personalized learning and provide meaningful feedback to enhance student outcomes in the digital age.

Lessons of Unit 2.4:

- **Selecting** assessment methods that can be adjusted to digital learning environments and diverse learner needs;
- **Applying** innovative digital technologies, such as artificial intelligence and gamification to assess VET learners achievements.

Didactical Methodology and Tools

The training will be asynchronous, aiming for 10 hours in total mandatory materials and 40 hours of optional materials. Materials include power point presentations, supporting materials and multiple-choice quiz at the end of the module.

During the online ToT course, learners will choose among different tools and instruments, through the online platform:

Learning material mandatory: Powerpoint presentations - Videos - OERs - Streaming lessons - Examples & Case Studies

Communication & Collaboration : Forums

Assessment: Quizzes (multiple choice questions)

Additional material: external links, videos and educational resources.

Assessment of learning outcomes

The formative assessment will include self-assessment quizzes (multiple choice questions) that refer to the entire module, so as to evaluate the learning outcomes of the specific module.

Module of the Training of Trainers – WG3

Module Structure and Contents			
Module n. 3	Title CULTURAL HERITAGE, EDUCATION IN ARTS & HISTORY OF TERRITORIES, SUSTAINABLE DEVELOPMENT	N. of Units 4	N. of hours: 10 [mandatory] + 40 [optional]
Module short description	This module is designed to equip VET trainers in the tourism sector with the knowledge and skills necessary to teach and integrate concepts of cultural heritage & tourism, art & history of communities including their territories, sustainable development into their curriculum. Over the course of 10 hours, trainers will explore how to preserve and promote cultural heritage through sustainable tourism practices, understand the educational role of arts and history in fostering cultural awareness, and learn how to engage local communities and stakeholders in tourism development initiatives. The module emphasizes a multidisciplinary approach, combining cultural education with sustainable tourism, preparing trainers to teach these crucial concepts to future generations of tourism professionals. The module also offers estimated 40 hours of supplementary materials for trainers to consult, allowing for specific exploration according to one's own background.		
Learning objectives	1 – Gain understanding: build knowledge on the key values and principles related to arts, history, traditions and history of local communities and territories (tangible and intangible cultural heritage). 2 – Build knowledge of adaptation skills: acquire knowledge about the main challenges & opportunities for preserving the cultural & natural heritage, such as risk mitigation strategies to handle over tourism. 3 – Transferring key cultural & natural heritage principles to local communities. 4 – Generate methodological expertise in training for cultural tourism: enhance and refine appropriate teaching methods and training programmes to promote the preservation of the cultural and natural heritage in tourism.		
Learning outcomes	1 – Implement the education on tourism keeping into consideration the knowledge about the valorisation of the tangible and intangible heritage of the local territories, by:		

Module contents	•outlining key concepts of tangible and intangible cultural heritage in tourism development; • illustrating some key cultural and historical features of one's own territory that are relevant for the tourism sector, considering preservation limits; •comparing examples of cultural preservation principles & actions in different tourism sub-sectors. 2 – Integrate contents related to the cultural heritage into training offer to encourage responsible behaviours in tourism operators and employees, by: •analysing practical training examples (i.e. virtuous real-life cases to be applied in the tourism sector); •developing practical training materials that facilitate incorporation of the cultural perspectives in tourism services; • classifying cultural & natural vulnerabilities related to the local dimension. 3 – Apply cultural & natural heritage principles to local contexts and ecosystems, by: •developing connections between local tourism organisations and local communities (including environmental and cultural associations); •comparing successful examples of integration of cultural & natural heritage principles through the collaboration of the local communities; 4 – Design and deliver training for the development of knowledge and skills on cultural tourism, by: •selecting suitable training methods; •designing interactive training sessions including engaging and participatory training sessions that incorporate practical activities, discussions, and hands-on exercises; •analysing training effectiveness.
	Unit 3.1: Tourism Through Tangible and Intangible Cultural Heritage Lessons: 3.1.1 Key concepts of tangible and intangible cultural heritage in tourism development 3.1.2 Cultural and historical features for local tourism and preservation 3.1.3 Comparing approaches to cultural preservation principles & strategies Unit 3.2: Cultural Heritage in Tourism Training Lessons: 3.2.1 Analysing practical training examples

3.2.2 Developing practical training materials that facilitate incorporation of the cultural perspectives in tourism services

3.2.3 Classifying cultural & natural vulnerabilities related to the local dimension

Unit 3.3: Cultural and Natural Heritage Principles in Local Contexts

Lessons:

3.3.1 Developing connections between local tourism organisations and local communities

3.3.2 Comparing successful examples of integration of cultural & natural heritage principles through the collaboration of the local communities

Unit 3.4: Designing Training for Cultural Tourism Development

Lessons:

3.4.1 Selecting suitable training methods

3.4.2 Designing interactive training sessions

3.4.3 Analysing training effectiveness

Unit 3.1 - short description

Unit 1: Tourism Through Tangible and Intangible Cultural Heritage

Description:

This unit explores the role of tangible and intangible cultural heritage in sustainable tourism development. It examines the importance of preserving cultural identity while promoting tourism growth and highlights the challenges and best practices for sustainable heritage management. Learners will analyse key concepts, identify cultural and historical elements relevant to tourism in their own region, and explore preservation principles across various tourism sub-sectors. Emphasis is placed on balancing cultural preservation with tourism sector development to foster sustainable and responsible tourism practices.

Unit 3.1 Lessons:

- 1) **Outlining** key concepts of tangible and intangible cultural heritage in tourism development;
- 2) **Illustrating** some key cultural and historical features of one's own territory that are relevant for the tourism sector, considering preservation limits;

3) **Comparing** examples of cultural preservation principles & actions in different tourism sub-sectors.

Unit 3.2 - short description

Unit 2: Cultural Heritage in Tourism Training

Description:

This unit focuses on integrating cultural heritage into tourism training programs to promote sustainable and culturally sensitive tourism practices. Through three lessons, learners will analyse real-life training examples, develop practical training materials that incorporate cultural perspectives, and classify cultural and natural vulnerabilities within their local context. The unit emphasizes the development of tourism services that balance cultural preservation with sector growth, fostering responsible tourism practices.

The lessons included in Unit 2 are the following:

- 1) **Analysing** practical training examples (i.e. virtuous real-life cases to be applied in the tourism sector)
- 2) **Developing** practical training materials that facilitate incorporation of the cultural perspectives in tourism services.
- 3) **Classifying** cultural & natural vulnerabilities related to the local dimension.

Unit 3.3 - short description

Unit 3: Cultural and Natural Heritage Principles in Local Contexts

Description:

This unit explores the integration of cultural and natural heritage principles into local tourism practices through collaboration with local communities and organizations. Learners will focus on building connections between tourism organizations and cultural or environmental associations, and will analyze successful examples of community-led heritage preservation initiatives. The unit emphasizes sustainable tourism that is inclusive of local communities and heritage preservation efforts.

The lessons included in Unit 3 are the following:

- 1) **Developing** connections between local tourism organisations and local communities (including environmental and cultural associations)

2) **Comparing** successful examples of integration of cultural & natural heritage principles through the collaboration of the local communities.

Unit 3.4 - short description

Unit 4: Designing and Delivering Training for Cultural Tourism

Description:

This unit focuses on creating and implementing effective training programs for cultural tourism. Learners will explore methods for selecting appropriate training techniques, designing interactive and participatory sessions, and evaluating the effectiveness of training programs. The unit emphasizes the development of engaging training experiences that enhance cultural awareness and sustainable tourism practices.

The lessons included in Unit 4 are the following:

- 1) **Selecting** suitable training methods
- 2) **Designing** interactive training sessions including engaging and participatory training sessions that incorporate practical activities, discussions, and hands-on exercises
- 3) **Analysing** training effectiveness.

Didactical Methodology and Tools

The training will be asynchronous, aiming for 10 hours in total mandatory materials and 40 hours of optional materials. Materials include power point presentations, supporting materials and multiple-choice quiz at the end of the module.

During the online ToT course, learners will choose among different tools and instruments, through the online platform:

Learning material mandatory: Powerpoint presentations - Videos - OERs - Streaming lessons - Examples & Case Studies

Communication & Collaboration : Forums

Assessment: Quizzes (multiple choice questions)

Additional material: external links, videos and educational resources.

Assessment of learning outcomes

The formative assessment will include self-assessment quizzes (multiple choice questions) that refer to the entire module, so as to evaluate the learning outcomes of the specific module.

Module 4 of the Training of Trainers

Module Structure and Contents			
Module n. 4	Title	N. of Units	N. of hours: 10
	SOCIAL INCLUSION & ACCESSIBILITY	4	
Module short description	This module will focus on empowering VET teachers and trainers active in the tourism sector by deepening their understanding of inclusivity and accessibility principles. It aims to equip tourism educators with knowledge and skills that promote inclusive tourism in order for them to integrate these concepts into the curricula, ensuring that future tourism professionals will be able to cater for diverse needs and offer accessible experiences to all individuals. Participants will explore intercultural communication and additionally techniques, strategies, tools and technologies that enhance travel experiences. So, they will acquire the ability to understand inclusivity and accessibility concepts in tourism and eventually transmit them to their students, preparing them to be professionals that create diverse and accessible experiences. By the end of this module, tourism educators will be prepared to develop curricula that take inclusivity and accessibility into consideration and transmit their knowledge to their students who will eventually learn how to create accessible and inclusive tourism experiences for everyone. The module also offers estimated 40 hours of supplementary materials for trainers to consult, allowing for specific exploration according to one's own background.		
Learning objectives	1 – Understanding inclusivity and accessibility concepts in tourism: gain knowledge and develop their skills on these principles and their importance in tourism sector and in education as well. 2 – Identifying accessibility barriers and different target groups' needs: understand accessibility barriers per each vulnerable group, and ways to communicate it by tourism organisations. 3 – Enhance intercultural communication skills: be able to effectively communicate with individuals from different cultural backgrounds with the aim to offer inclusive tourism experiences 4 – Explore innovative pedagogical methods and tools to integrate inclusivity and accessibility into teaching and training for tourism		
Learning outcomes	1 – Clarify the principles of social inclusion and accessibility in tourism, by:		

Module contents	• illustrating key concepts of inclusivity and accessibility in different tourism contexts; • explaining how inclusive and accessible tourism can benefit marginalized groups, such as people with disabilities and seniors; • applying inclusivity principles to the development of inclusive travel experiences. 2 – Outline potential accessibility barriers, by: • analysing the impact of accessibility barriers on people with vulnerabilities (e.g. seniors, minorities and other marginalized groups); • illustrating case studies of successful implementation of inclusivity in the tourism sector. 3 – Demonstrate intercultural communication skills, by: • distinguishing cultural differences that influence communication styles and attitudes in tourism related contexts; • applying suitable communication techniques and methods to engage with diverse cultural groups; • developing communication approaches for marketing and customer services addressing different target groups. 4 – Apply inclusivity and accessibility to the design of training material, by: • developing interactive training contents on inclusivity and accessibility in tourism to improve individuals' empathy and service for vulnerable individuals; • integrating assistive technology to enhance vulnerable individuals' travel experience.
	Unit 4.1: Clarify the principles of social inclusion and accessibility in tourism: Lesson: 4.1.1 Illustrating key concepts of inclusivity and accessibility in different tourism contexts 4.1.2 Explaining how inclusive and accessible tourism can benefit marginalized groups, such as people with disabilities and seniors

4.1.3 Applying inclusivity principles to the development of inclusive travel experiences.

Unit 4.2: Outline potential accessibility barriers

Lesson:

4.2.1 Analysing the impact of accessibility barriers on people with vulnerabilities

4.2.2 Illustrating case studies of successful implementation of inclusivity in the tourism sector.

Unit 4.3 Demonstrate intercultural communication skills

Lessons:

4.3.1 Distinguishing cultural differences that influence communication styles and attitudes in tourism related contexts;

4.3.2 Applying suitable communication techniques and methods to engage with diverse cultural groups;

4.3.3 Developing communication approaches for marketing and customer services addressing different target groups.

Unit 4.4: Apply inclusivity and accessibility to the design of training material

Lessons:

4.4.1 Developing interactive training contents on inclusivity and accessibility in tourism to improve individuals' empathy and service for vulnerable individuals

4.4.2 Integrating assistive technology to enhance vulnerable individuals' travel experience.

Unit 4.1 short description

The Unit 1 titled “Clarify the principles of social inclusion and accessibility in tourism” delves into the core principles of social inclusion and accessibility in tourism. Students will explore key concepts, analyse benefits for marginalized groups like people with disabilities and seniors, and learn how to apply inclusivity principles to create welcoming and accessible travel experiences

for all. The goal is to foster a more equitable and inclusive tourism industry that values the participation of everyone.

The lessons included in Unit 1 are the following:

- illustrating key concepts of inclusivity and accessibility in different tourism contexts;
- explaining how inclusive and accessible tourism can benefit marginalized groups, such as people with disabilities and seniors;
- applying inclusivity principles to the development of inclusive travel experiences.

Unit 4.2 short description

The Unit 2 entitled “Outline potential accessibility barriers” focuses on identifying and analyzing potential accessibility barriers that may hinder the full participation of individuals with vulnerabilities in the tourism sector. Through in-depth exploration, students will gain a comprehensive understanding of the challenges faced by diverse groups, including seniors, people with disabilities, and minority communities, when traveling.

The lessons included in Unit 2 are the following:

- analysing the impact of accessibility barriers on people with vulnerabilities (e.g. seniors, minorities and other marginalized groups);
- illustrating case studies of successful implementation of inclusivity in the tourism sector.

Unit 4.3 short description

The Unit 3 entitled “Demonstrate intercultural communication skills” delves into the critical role of intercultural communication in the tourism sector. Students will explore how cultural differences impact communication styles, attitudes, and expectations within tourism-related contexts.

The lessons included in Unit3 are the following:

- distinguishing cultural differences that influence communication styles and attitudes in tourism related contexts;
- applying suitable communication techniques and methods to engage with diverse cultural groups;
- developing communication approaches for marketing and customer services addressing different target groups.

Unit 4.4 short description

The Unit 4 entitled “Apply inclusivity and accessibility to the design of training material” focuses on the practical application of inclusivity and accessibility principles in the design and development of training materials for tourism professionals. Students will learn how to create

engaging and effective training content that fosters empathy, understanding, and a commitment to providing high-quality service to all travelers, including those with vulnerabilities.

The lessons included in Unit4 are the following:

- developing interactive training contents on inclusivity and accessibility in tourism to improve individuals' empathy and service for vulnerable individuals;
- integrating assistive technology to enhance vulnerable individuals' travel experience.

Didactical Methodology and Tools

During the online ToT course, learners could choose among different tools and instruments, through the online platform:

Learning material mandatory: Powerpoint presentations - Videos - OERs - Streaming lessons - Examples & Case Studies

Communication & Collaboration: Forums

Assessment: Quizzes (multiple choice questions)

Additional material: external links, videos and educational resources

Assessment of learning outcomes

The formative assessment will include self-assessment quizzes (multiple choice questions) that refer to the entire module, so as to evaluate the learning outcomes of the specific module.