



ESTET

**EMBEDDING SUSTAINABILITY SKILLS IN TOURISM
EDUCATION AND TRAINING**

Project No. : 2020-1-PL01-KA202-081845

MODULE 1. SUSTAINABLE TOURISM DEVELOPMENT

Activity 1: the Global Sustainable Tourism Council Criteria (GSTC Criteria)

Type of activity	Case study-based workshop – ‘Using GSTC Criteria to improve sustainability of a destination and of a tourism business’
Overview & learning objective	<p>Destination managers as well as tourism business owners often say they would like to be more sustainable but don't know how to do it or where to start. They need a framework or a set of criteria against which they can check their current sustainability performance and/or any progress. Various sustainability certification schemes provide such frameworks, but with over 200+ certification labels, this can be very confusing.</p> <p>One of the most reliable frameworks to check a destination or a tourism business' sustainability performance against are the GSTC Criteria, developed and regularly updated by the Global Sustainable Tourism Council. The 'GSTC Criteria', the global baseline standards for sustainability in travel and tourism, are the minimum that any tourism business, governments, and destinations should aspire to, to reach economic, social, cultural and environmental sustainability.</p> <p>The students will be given an example of a destination and a tourism business (chosen by the teacher) with a poor sustainability performance and many negative social, economic and environmental impacts. The objective of this exercise is to provide a set of recommendations to improve the destinations and the business' sustainability performance, based on the GSTC Criteria.</p> <p>There are two sets of the Criteria: GSTC Industry Criteria (that relate to the sustainable management of private-sector travel industry, focusing currently on Hotels and Tour Operators) and GSTC Destination Criteria (relate to sustainable management of Tourism Destinations). To address this, the students will be divided into two groups during the small group sessions, with one group working on the Industry Criteria and one working on the Destination Criteria. Because the results of the group work will be shared and discusses amongst all participants, this exercise will allow the students to familiarise themselves with both sets of GSTC Criteria.</p>
Duration / timing	2-2.5 hours
Materials & environment	<p>The exercise is to be conducted as a practical group workshop (10-15 participants), supported by independent learning to get the basic theoretical knowledge about the GSTC Criteria. The workshop should be held in a room with a screen (for a powerpoint presentation), and at least two tables for a small group work (for two groups). Internet access would also be desirable to allow the online access to the GSTC website with all the criteria and indicators listed.</p> <p>The materials will include:</p> <ul style="list-style-type: none"> - a powerpoint presentation on the GSTC Criteria with images and/or videos embedded into the presentation – <i>for the whole group</i>;

	<ul style="list-style-type: none"> - two separate notes (one for each group) with the detailed description of 1) the destination, and 2) the business that will have to be analysed (see below) – <i>for the group exercise</i>; - the material on GSTC Criteria prepared for this ESTET training (Module 1.3: Three pillars of sustainability. Section: Sustainability certification: GSTC Criteria) – <i>for independent learning</i>; - Students should also have access to the whole list of GSTC Criteria (either online or an offline version, such as a printed pdf) – <i>for independent learning as well as for the group work</i>
Implementation procedure (instructions / trainers' notes)	<p style="text-align: center;">I. Instruction</p> <p>The workshop will consist of eight steps:</p> <ol style="list-style-type: none"> 1. Introductions of the participants and the aim of the workshop (5 min) 2. Independent learning (20 min) 3. Presentation for the whole group (15 -20 min) 4. Practical examples of the application of the GSTC Criteria in a destination and/or a business familiar to the participants – a discussion (10 min) 5. Coffee break (10 min) 6. Setting a task (5 min) and group work (30 min) 7. Presentation of the group work results and a group discussion (20 min: 10 min per group plus 10 min for a discussion/questions) 8. Summary and closing remarks, any final questions and reflections (10 min) <p style="text-align: center;">II. Implementation process</p> <p><i>Step 1</i></p> <p>Introductions of the participants and the aim of the workshop.</p> <p><i>Step 2</i></p> <p>Independent learning to introduce the students to the GSTC Criteria: students will be asked to read quietly the material on GSTC Criteria prepared for this ESTET training (Module 1.3: Three pillars of sustainability. Section: Sustainability certification: GSTC Criteria). They will also be required to read the Criteria and their indicators from the GSTC website (or offline from a printed pdf for example).</p> <p>The students will also be asked to think of a specific destination or a business familiar to them and how this destination/business would perform against the GSCT Criteria.</p> <p><i>Step 3</i></p> <p>Powerpoint presentation on the GSTC Criteria, prepared and presented by the teacher to the whole group.</p> <p>The presentation on the GSTC Criteria should include: what they are, how they are divided, and how they are applied in practice. Each of the four key pillars of the criteria (A - Sustainable management, B - Socio-economic impacts, C – Cultural impacts,</p>

D – Environmental impacts) will have to be addressed to provide a good background to understand and complete the group exercise.

The teacher needs to research a selection of examples of sustainable businesses as well as destinations that already fulfill many of the GSTC Criteria, to include them in the presentation on the GSTC criteria. The presentation of each of the pillars (A,B,C,D) should include a description of each criterion within the pillar (B1, B2, B3 etc) illustrated by real life examples. For example, while discussing a criterion B3 (local purchasing), please give an example of a business that gives priority to local and fair trade suppliers whenever these are available when purchasing and offering goods and services.

See the example below:

B.3 Local purchasing

B.4 Local entrepreneurs **Sampran Riverside Hotels Thailand**

- The hotel runs its own farm where farmers are trained in organic farming
- Hotel organizes farmer's market (market for local farmers and visitors)
- The hotel buys directly from farmers and helps in cooperation with other hotels



Step 4

After the presentation, the participants will be asked to share the examples of a **destination and/or a business familiar to them**, and describe how they perform against some criteria.

They can choose which criterion or criteria they will demonstrate - for example, someone can choose 'B3: local purchasing' and list the actions taken by their chosen business that fulfill the B3 criterion. The example of the Sampran Riverside Hotel in Thailand above illustrates this task well.

The more examples are shared, the more ideas will be given to provide recommendations to improve the sustainability performance of a destination and a tourism business given by the teacher (Step 6).

Step 5: Coffee break – the teacher can also encourage the participants to discuss some more examples during the coffee break.

Step 6:

Setting a task and group work

The teacher will divide the participants into two groups: one to work on the destination criteria and one on the industry criteria.

	<p>The chosen destination and the business can either be imagined or real, but should have quite poor sustainability performance with many negative impacts – and with a lot of room for improvement.</p> <p>The teacher will briefly describe (verbally, to the whole group) a destination and the business of his/her choice, with as many descriptive details as possible (size; location; type of tourists visiting; type of experiences offered; tourism offer; type of management; relationship/interaction with other businesses, with nature, with local residents etc). The social, economic and environmental impacts will also be described. Each group will also get a sheet with this description for the duration of the exercise.</p> <p>The participants will be required to discuss the social, economic and environmental impacts and provide recommendations to improve the sustainability performance of the destination (group 1) and the business (group 2), based on each of the four pillars of the GSTC Criteria.</p> <p>They should be told to spend about 5 minutes to discuss each pillar and then summarise their recommendations to present to the whole group (20 min). They should also be told to choose one person to summarise the group discussion and present in the next step.</p> <p style="text-align: center;">III. Debriefing & reflection</p> <p><i>Step 7.</i></p> <p>Each group will present the results of their work (a verbal presentation by one presenter but supported by other group members) (20 min). The teacher should then encourage the other group to comment, add their own observations, ask questions, perhaps challenge the group's ideas and recommendations? (20 min)</p> <p>This should be a lively and interactive session involving all participants.</p> <p><i>Step 8.</i></p> <p>The last 10-15 min should be spent on the summary and closing remarks and reflections. This should be led by the teacher (a summary) who should encourage the participants to ask any final questions and share any reflections on:</p> <ul style="list-style-type: none"> - the task they were given, - the discussions they were having, and - on the practicality and usefulness of the GSTC Criteria as a guidance to improve sustainability performance of a destination and of a tourism business.
<p>Tips & recommendations for trainers</p>	<ul style="list-style-type: none"> - Describe your chosen destination and the tourism business with as many features as possible (see above: step 6) to allow your students to see a variety of social, economic and environmental impacts. - Present the business in quite a negative, non-sustainable way to enable the students to see the negative impacts and, more importantly, think and discuss how to improve in a sustainable way

	<p>- The business you will analyse does not have to be real. However, it would be useful to support this exercise with specific examples what the real businesses are doing in a particular area. For example, when you are looking at 'local employment' (Industry Criteria B2), please illustrate it with an example of a real hotel where local residents are given equal opportunities for employment and advancement, including in management positions.</p>
<p>Variations / possibility for adaptation</p>	<p>This exercise can be amended for a different type of business, for example for hotels or tour operator, as there are slightly different GSTC Criteria for both types of businesses.</p>
<p>Handouts & other resources</p>	<p>GSTC Criteria</p> <p>Examples of the practical use of the GSTC Criteria from around the world (like the slide example on Step 3)</p>

