



ESTET

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

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

INFORMATION ABOUT OUTPUT

OUTPUT:

IO3: IN-SERVICE TRAINING PROGRAMME

PROJECT INFORMATION

PROJECT:

ESTET: Embedding Sustainability Skills in Tourism Education and Training

PROJECT TITLE:

Embedding Sustainability Skills in Tourism Education and Training

ACRONYM:

ESTET

PROJECT No.:

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PROJECT COORDINATOR:

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GENERAL INFORMATION

Tourism all over the world is on the rise. Europe in particular accounts for half of the world's international tourist arrivals (51%) and represents almost 40% of international tourism receipts (UNWTO Tourism Highlights, 2019). The growth of the tourism sector on the continent, however, puts a strain on the natural environment and socio-cultural authenticity of the hosting regions and countries.

Moreover, in 2020 tourism has been severely impacted by many restrictions due to the COVID-19 pandemic. Mainly the decline in the economic activity and the restrictions on mobility of people. Hence, tourism is now at a crossroad. There is a clear opportunity for shifting towards more sustainable tourism patterns.

According to UNWTO Baseline Report (2019), sustainability is a key part of tourism policies in over 100 countries. Sustainable management and use of natural resources are viewed as a way to decouple economic growth generated by the tourism sector from environmental degradation. More and more travelers actively seek sustainable tourism products and services. 66% of global consumers are willing to pay more for sustainable brands (OECD, 2018). The expanding middle class considers sustainability as a new type of luxury (Poelina & Nordensvard, 2018). The elderly are inclined to choose more sustainable tourism options, e.g. slow and off-season tourism, rural and ecotourism (Silver Tourism, 2017). Millennials and Generation Z also tend to pick low-impact and authentic travel experiences (Future Foundation, 2016).

Growing demand for sustainable tourism products and services increases demand for green skills in the workforce. The Next Tourism Generation Skills Alliance identified the following core skills required for all tourism subsectors in the long term: resource, emissions and waste management, design and management of tourism value chains in line with the principles of circular economy, protection of natural and cultural heritage, design and delivery of sustainable and accessible tourism products (NTG, 2019). Considering the above-mentioned opportunity arise from the health crisis, it is necessary a truly sustainable and resilient profile of people dealing with tourism. These skills, however, are yet to be mainstreamed in tourism VET. The analysis of educational standards and core curricula in the fields of Hospitality, Travel, Tourism and Leisure, implemented in all countries of the consortium, proves that sustainability-related skills are often neglected.

Desk and field research into sustainability skills demand and supply in the tourism sector (literature review and focus group interviews with VET providers and tourism SMEs) implemented by the ESTET consortium confirmed that green skills are increasingly required by the employers in the sector, but are poorly represented in tourism curricula. The Conceptual Framework for embedding sustainability skills in tourism VET curricula elaborated within the ESTET project mapped out and juxtaposed green skills demanded in the tourism sector and green skills taught within numerous tourism courses.

This allowed for identifying the gap between skills required by the industry and those offered through educational programmes. The focus groups revealed where VET institutions and tourism businesses stand now and where they would like to be in terms of teaching and applying sustainability-related knowledge, skills and practices.



VET providers saw the need for cooperation with businesses to equip students with real-world experiences and expose them to sustainable practices already applied. Representatives of tourism businesses on their part expressed their desire to have VET graduates equipped with green skills to be able to meet the demands of today's green and resilient economy. The ESTET In-service training programme for tourism teachers and trainers is designed to respond to these challenges. It provides a comprehensive up-to-date materials in the field of sustainable tourism and provides methodological guidance and tools that educators need to include green skills in tourism curricula.

The ESTET programme can be delivered at institutes for continuing professional development of teachers, or can be integrated as part of in-service training for teachers in the tourism field carried out by VET providers.

I. TRAINING OVERVIEW

The In-service training programme for VET teachers, trainers and tutors in the field of tourism aims at:

- improving knowledge in the field of sustainable tourism;
- enhancing understanding of the demand for sustainability-related skills and new employment opportunities for students in sustainable tourism;
- mastering didactical approaches for embedding sustainability skills in the curriculum;
- understanding how to use the resources for sustainability skills development (O2) in teaching practice.

The programme includes the following components:

<p>Module 1. 8-hour self-directed learning – online learning</p>	<p>Sustainable tourism development <i>Annotation:</i> Module 1 includes topics related to sustainable tourism growth, new customer demand for sustainable tourism products and services, three pillars of tourism sustainability: environmental, socio-cultural, economic.</p>
<p>Module 2. 8-hour self-directed learning – online learning</p>	<p>Sustainability-related skills and instructional design approaches <i>Annotation:</i> Module 2 includes topics related to design of the educational process based on innovative instructional design approaches conducive to learning about sustainability and developing right values and attitudes for sustainable action such as single-concept learning, inquiry-based learning and service learning.</p>
<p>Module 3. 8-hour self-directed learning – online learning</p>	<p>Learning resources for the development of sustainability skills</p>



	<i>Annotation:</i> Module 3 provides practically oriented information about set of media-rich and interactive teaching-learning resources for the development of sustainability skills by VET learners in the tourism sector such as micro-learning videos, WebQuests and service-learning project ideas.
Practical teacher training sessions 24 hours of active face-to-face learning, 8 hours per each of the three modules	Practical teacher training sessions <i>Annotation:</i> The practical sessions are based on the content of the modules and aim to help teachers and trainers engaged in the programme to master this content through implementation of hands-on learning activities.
Final assignment 2 hours	Description to be added when the assignment is developed

The programme foresees **50 learning hours of workload**, including 24 hours of self-directed learning - online learning and 24 hours of active learning – at practical face-to-face training sessions. The hours of self-directed and face-to-face learning are equally distributed among the modules (8 hours online and 8 hours at practical face-to-face training sessions). The implementation of the final assignment requires about 2 hours.

II. KEY LEARNING OUTCOMES

As a result of engaging with the learning materials in this training, learners are expected to develop the following knowledge, skills and attitudes:

Block of learning outcomes per module	Knowledge	Skills	Attitudes
Sustainable tourism	Knowledge of a triple bottom line approach to sustainable tourism; Awareness of sustainable tourism growth as one of the main trends in tourism development.	Ability to select concepts and ideas related to sustainable tourism that should be integrated in VET curricula.	Positive attitude to playing a role of an agent transmitting sustainability-related values and attitudes to VET students.
Instructional design approaches	Awareness of sustainability-related (green) skills required in the tourism sector; Knowledge of instructional design approached suitable for teaching green skills.	Ability to construct learning content and teaching/learning process based on single-concept learning, inquiry-based learning, service-learning approaches.	Positive attitude to putting students in the position of active participants in their own learning.



Development of sustainability-related skills	Awareness of possibilities for embedding sustainability-related skills in tourism VET curricula.	Ability to exploit media-rich resources and ability to collaborate with external stakeholders for scaffolding the development of sustainability-related skills.	Positive attitude to using a variety of approaches and resources for the development of sustainability-related skills.
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III. METHODOLOGICAL GUIDANCE

Taking into consideration the modular structure of the programme and that the content of the programme is available in an electronic, open access Handbook, it is possible to deliver the programme in a flexible way, taking into account the participants' needs, preferences and availability, and according to different modes: self-directed learning; face-to-face and blended learning.

- 1) *Self-directed learning*: The modules, including all learning activities, are provided in a Handbook available for free download from the ESTET website that can facilitate self-directed learning. This would allow learners to choose an individual learning pathway and pace based on their personal needs, availability and objectives.
- 2) *Face-to-face sessions*: Face-to-face or in-class training can also be effective for delivery of the ESTET In-service training programme, provided that trainers could create an interactive and motivating learning setting with activities that encourage collaboration and engagement. The biggest challenge in implementation of this mode is to find an appropriate time and place for learners. This mode of the training is most suitable for practical teacher training sessions developed for each module.
- 3) *Blended learning*: This mode may be most appropriate for the delivery of the ESTET In-service training programme. It combines both online self-directed learning and face-to-face sessions (workshops), which means that learners might attend workshops in a traditional classroom environment, while studying independently the materials (i.e. the content of the modules) available online on the ESTET website.

Benefits of blended learning:

Face-to-face instruction and technology working hand in hand offers learners a customized training experience with personalized feedback. Blended learning removes time and location limitations. Learners no longer have to wait for a scheduled training to address their concerns and questions, as the online training resources are always there to help. The benefit that brings many organizations to a blended learning strategy is the cost savings. This is due to the fact that blended learning can make the training process effective and does not require as much time or money as traditional training.



IV. STRUCTURE AND CONTENT OF THE MODULES

The ESTET In-service training programme for VET teachers, trainers and tutors in the field of tourism consists of three modules. Each module represents an independent learning block and has the following structure: short description (module overview); learning objectives; methods: content-based part (theoretical/ reading material), activity-based part (learning activities for practical sessions), self-assessment test and additional resources.

Module 1. Sustainable tourism development	
Description (overview)	<p>The module, introductory in the programme, is divided into three main units, each of them deals with a specific topic, namely:</p> <p>1.1 Overview of tourism development trends: sustainable tourism growth</p> <ul style="list-style-type: none"> - Understanding the limiting factors of tourism development - Sustainable tourism a challenge for the future of the sector - Effective monitoring of tourism sustainability (qualitative and quantitative performance indicators) - Planning and management practices for sustainable tourism <p>1.2 Shifts in customer demand for more sustainable tourism products and services: implications for the design and delivery of tourism offers</p> <ul style="list-style-type: none"> - Reinforcing behaviour's changes: developing awareness and capacities - Diversification of the tourism industry: alternative tourism models <p>1.3 Three pillars of tourism sustainability:</p> <ul style="list-style-type: none"> - Environmental (conserving resources and biodiversity, reducing pollution - emissions and waste); - Socio-cultural (protecting territorial heritage; improving quality of life in local communities through accessible tourism, local employment and local purchasing); - Economic (design and management of tourism value chains in line with the principles of circular economy, design and delivery of sustainable and accessible tourism products)
Learning objectives	<p>As a result of engaging with the materials in this module, learners are intended to achieve the following learning outcomes:</p> <p>Knowledge: Knowledge of a triple bottom line approach to sustainable tourism. Awareness of sustainable tourism growth as one of the main trends in tourism development.</p> <p>Skills: Ability to select concepts and ideas related to sustainable tourism that should be integrated in VET curricula.</p> <p>Attitudes: Positive attitude to playing a role of an agent transmitting sustainability-related values and attitudes to VET students.</p>
Methods	<p>Autonomous learning by reading and studying the module materials and the complementary sources and links provided in the materials.</p> <p>Active learning, i.e. implementation of learning activities developed for practical teacher training sessions</p>



Assessment	Self-assessment by completing the self-test questions at the end of the module.
Time Frame	Time necessary for: Learning content (self-directed learning): 8 hours Self-test questions: 5 – 10 minutes Workshop dedicated to practical activities developed for each module: 8 hours

Module 2. Sustainability-related skills and Instructional design approaches

Description (overview)	<p>The module is divided into three main units, each of them deals with a specific topic, namely:</p> <p>2.1 Overview of sustainability skills in the tourism sector</p> <p>Reinforce existing green skills in current curricula*</p> <p>Forgotten green skills*</p> <p>* Aligned with table 4 of the IO1 Conceptual Framework for embedding sustainability skills.</p> <p>2.2 Instructional design approaches suitable for teaching sustainability skills:</p> <p>Single-concept learning: concept and good practices/examples</p> <p>Inquiry-based learning: concept and good practices/examples</p> <p>Service learning: concept and good practices/examples</p> <p>2.3 Guidelines for developing teaching-learning content in the field of sustainable tourism based on these approaches</p>
Learning objectives	<p>As a result of engaging with the materials in this module, learners are intended to achieve the following learning outcomes:</p> <p>Knowledge: Awareness of sustainability-related (green) skills required in the tourism sector. Knowledge of instructional design approached suitable for teaching green skills.</p> <p>Skills: Ability to construct learning content and teaching/learning process based on single-concept learning, inquiry-based learning, service-learning approaches.</p> <p>Attitudes: Positive attitude to putting students in the position of active participants in their own learning.</p>
Methods	<p>Autonomous learning by reading and studying the module materials and the complementary sources and links provided in the materials.</p> <p>Active learning, i.e. implementation of learning activities developed for practical teacher training sessions</p>
Assessment	Self-assessment by completing the self-test questions at the end of the module.
Time Frame	Time necessary for: Learning content (self-directed learning): 8 hours



	<p>Self-test questions: 5 – 10 minutes</p> <p>Workshop dedicated to practical activities developed for each module: 8 hours</p>
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Module 3. Learning resources for the development of sustainability skills	
Description (overview)	<p>The module is divided into two main units, each of them deals with a specific topic, namely:</p> <p>3.1 Overview of learning material developed in ESTET O2 Portfolio of learning resources for tourism sustainability skills development, including micro-learning videos, WebQuests and ideas for service-learning projects and guidelines for using it in teaching practice</p> <p>3.2 Sample syllabus of a course in sustainable tourism for VET learners, based on ESTET O2 teaching-learning resources</p>
Learning objectives	<p>As a result of engaging with the materials in this module, learners are intended to achieve the following learning outcomes:</p> <p>Knowledge: Awareness of possibilities for embedding sustainability-related skills in tourism VET curricula.</p> <p>Skills: Ability to exploit media-rich resources and ability to collaborate with external stakeholders for scaffolding the development of sustainability-related skills.</p> <p>Attitudes: Positive attitude to using a variety of approaches and resources for the development of sustainability-related skills.</p>
Methods	<p>Autonomous learning by reading and studying the module materials and the complementary sources and links provided in the materials.</p> <p>Active learning, i.e. implementation of learning activities developed for practical teacher training sessions</p>
Assessment	<p>Self-assessment by completing the self-test questions at the end of the module.</p>
Time Frame	<p>Time necessary for:</p> <p>Learning content (self-directed learning): 8 hours</p> <p>Self-test questions: 5 – 10 minutes</p> <p>Workshop dedicated to practical activities developed for each module: 8 hours</p>



V. STRUCTURE AND CONTENT OF THE SCENARIOS FOR TEACHER TRAINING SESSIONS

Another part of the ESTET In-service Training Programme is the practical teacher training sessions. The scenarios of these session provided below aim to facilitate face-to-face delivery of the ESTET programme.

The scenarios are structures into 3 blocks of training/learning activities which are based on the structure and content of the three modules. The activities include guidelines for in-class/face-to-face sessions (e.g. workshops). They can possibility be adapted to online environment too. Each training/learning activity included in each block is described below.

Block 1 / Module 1

ACTIVITY Number and Title	
Type of activity	
Overview & learning objective	
Duration / timing	
Materials & environment	
Implementation procedure (instructions / trainers' notes)	I. Instruction II. Implementation process III. Debriefing & reflection
Tips & recommendations for trainers	
Variations / possibility for adaptation	
Handouts & other resources	

Block 2 / Module 2

ACTIVITY Number and Title	
Type of activity	
Overview & learning objective	
Duration / timing	



Materials & environment	
Implementation procedure (instructions / trainers' notes)	I. Instruction II. Implementation process III. Debriefing & reflection
Tips & recommendations for trainers	
Variations / possibility for adaptation	
Handouts & other resources	

Block 3 / Module 3

ACTIVITY Number and Title	
Type of activity	
Overview & learning objective	
Duration / timing	
Materials & environment	
Implementation procedure (instructions / trainers' notes)	I. Instruction II. Implementation process III. Debriefing & reflection
Tips & recommendations for trainers	
Variations / possibility for adaptation	
Handouts & other resources	



