



ESTET

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

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

INFORMATION ABOUT OUTPUT

OUTPUT:

IO4 COMPENDIUM OF SUCCESS STORIES

ACTIVITY:

O4/A2.1 COLLECTION AND DOCUMENTATION OF SUCCESS STORIES

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.:

2020-1-PL01-KA202-081845

PROJECT COORDINATOR:

SPOŁECZNA AKADEMIA NAUK / SAN - POLAND

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IO4 Compendium of Success Stories

Teaching / training material – Manual / handbook / guidance material

GENERAL INFORMATION ABOUT IO4

The Compendium of Success Stories aims at enhancing transferability of the preceding outputs and motivating VET providers to integrate them in tourism education and training offers. The Success stories highlight the positive impact the ESTET OERs (Open Educational Resources) had on VET teachers and learners.

The Compendium was based on the results of the national training experiences in the partners' countries (O2/A3.2 & O3/A3.2). Success stories documented through interviews with the pilot training participants, including teaching staff, students and community partners.

I. SUCCESS STORIES

Each success story provided:

- Background information about the VET school, institute or centre and the participant (field of specialization/ studies, in what part of piloting they have been involved);
- Challenges and insights about the implementation of the training for embedding sustainability skills in tourism curricula, scaffolding the process of skills development, and/or engaging with the ESTET teaching-learning resources;
- Positive impact and added value of the ESTET resources for teachers, learners, and community partners;
- Ideas for enhancing the further use and transferability of the ESTET outputs;
- Specific attention was paid to the results of the service-learning projects implementation and impact they have had on all involved parties.
- The Success stories will be integrated on the project website as testimonials to the quality of the ESTET In-service training programme for VET teachers and learning resources for VET students. The Compendium will also be available as an electronic Handbook in all languages of the consortium.

II. DEVELOPMENT

Collection and documentation of success stories:

- multiplication training sessions with VET staff to implement the In-service training programme,
- training sessions with VET learners to pilot the learning resources (incl. learning from videos, solving WebQuests and implementing service-learning projects in cooperation with community partners).
- In total, min 48 teachers, 90 students and 6 community partners (e.g., tourism public bodies, enterprises and NGOs) have been involved.

The pilot training activity lasted for about three months. This time allowed for evaluating short-term impact of the project outputs on the target groups, in order to present the training experiences as success stories.

- The success stories were prepared from the perspective of the three target groups involved in the pilot training:

VET teachers, trainers and tutors, students/learners and community partners/tourism stakeholders.

- Partners interviewed the training participants in their countries, identified and documented success stories. Threshold: min 3 per partner country (1 per target group).

DETAILS OF THE PILOT TRAININGS

The pilot training for IO2-Portfolio of Learning Resources and IO3-In-service Training Programme were implemented in all participating countries.

Each partner conducted a piloting session with learners of those VET institutions whose staff were involved in the Pilot In-Service Training (IO3). The project team members and VET teachers facilitated it. It involved a minimum of **15 learners per country** with duration **2 days of class work (testing of 6 videos and WebQuests)** and **2 days of field work (implementation of a service-learning project)**.

The aim of the piloting was to introduce learners to the ESTET Portfolio of Learning Resources for Tourism Sustainability Skills hosted on the ESTET project website. Learners gained access to media-rich resources that supported an effective learning approach. By participating in the pilot testing and the training sessions participants were able to engage themselves with the learning content on the topics environmental, socio-cultural and economic sustainable tourism practices.

BACKGROUND INFORMATION

Background information about the VET school, institute or centre and participants of the pilot training.

Country	Responsible Partner	Piloting Training	Date of implementation
Poland	SAN & MROT, Mazovian Regional Tourism Organisation	Centrum Kształcenia Zawodowego (Vocational training centre in Siedlce) School - Zespół Szkół Ponadgimnazjalnych im. St. Staszica in Siedlce	26 & 27/09/2022 20 & 21/10/2022
Greece	EM-Th RDE, Regional Directorate of Primary and Secondary Education for East Macedonia- Thrace	IEK Komotinis, Terma Sismanoglou, 69100, Komotini	13 & 15/5/2022
Italy	Promimpresa Società Benefit srl	"Pietro Piazza" - Istituto Professionale di Stato per i Servizi di Enogastronomia e l'Ospitalità Alberghiera	12 & 13/10/2022

Bulgaria	ECQ European Center for Quality Ltd.	National High School in Finance and Business, Sofia, "Blagichka - ZERO WASTE" - the first restaurant with zero waste in Bulgaria	19-28/10/2022
France	ALBEA, Albea Etudes et conseils	Ecole Internationale Tunon, école de tourisme et école d'hôtellerie (International Tourism School), Hotel M Gallery in Trouville (Accord group)	6 & 17/10/2022
Ireland	FIP, Future In Perspective Ltd	Eco-tourism Network and Training Initiative	July 2022 to September 2022

POLAND

In Poland, the pilot testing and training sessions of IO2 and IO3 were designed and implemented by MROT and SAN. SAN designed the training, and MROT delivered the training in addition to making some additions to SAN's initial design. The training was delivered in person by MROT from 26 to 27 September 2022 to 8 VET teachers and 30 VET students. The service-learning project took place from 20 to 21 October 2022 with 15 students and 5 VET teachers. The participating VET school was ZSP No. 3 in Siedlcach.

The training was designed to include both a theoretical and practical component, and the training methods were diversified to ensure compatibility with different learning styles and needs. The training was both trainer and trainee centred, that is, it included presentations by the ESTET trainer but also hands on practice on the part of the trainees.





Profile of Participants

The participants included 30 VET students and 8 VET teachers from the Masovian District in Poland. The training took place at Centrum Kształcenia Zawodowego w Siedlcach, 08-110 Siedlce, 9 Konarskiego Street.

The service-learning project took place in the Place Dwór Mościbrody manor house located at Mościbrody 52, 08-112 Wiśniew in the East of Poland.

GREECE

In the framework of the European program "ESTET- Embedding Sustainability Skills in Tourism Education and Training" the Regional Directorate of Education of Eastern Macedonia-Thrace (EMTh RDE) in collaboration with DIEK Komotini cooperates for the pilot implementation of the program material. DIEK Komotini is a public VET centre. It was founded in 1992 and since then it has been attended by a number of trainees in specialties that are in line with the labour market and the needs of the local community.

In collaboration with DIEK Komotini, the pilot training of the ESTET Learning Resources Portfolio was implemented on 13 and 23 May 2022. Teachers, students, and representatives of the hospitality industry had the opportunity to get in touch with the pioneering material of the program and to evaluate the produced materials.

The training was organised by the EMTh RDE. Prior to the piloting, materials and information about the project, IO3 material, were sent to teachers of the tourism sector of DIEK Komotini. The piloting of IO2 material was implemented on 13 and 23 May 2022 in face-to-face format and was given time on 17 and 18 May 2022 for the required field work (please refer to the agenda of the training). The group of the trainees consisted of 10 students, 3 teachers and 3 representatives of the hospitality industry at all sessions. The teachers that were involved in the pilot training, organised and helped students during their field work. At the end of the piloting sessions, time was given for the interviews for the collection of feedback and Successful stories for the IO4.



Profile of Participants

The group of the trainees consisted of 10 students, 3 teachers and 3 representatives of the hospitality industry. All the students attended at the school year 2021-2022 the second year at the Tourism sector at the specialties:

- ΤΕΧΝΟΛΟΓΙΕΣ ΕΠΙΚΟΙΝΩΝΙΑΣ ΚΑΙ ΠΛΗΡΟΦΟΡΙΩΝ ΣΤΗΝ ΤΑΞΙΔΙΩΤΙΚΗ ΒΙΟΜΗΧΑΝΙΑ (V.I.C.T. TRAVEL)-COMMUNICATION AND INFORMATION TECHNOLOGIES IN THE TRAVEL INDUSTRY (V.I.C.T. TRAVEL,
- and ΤΕΧΝΙΚΟΣ ΜΑΓΕΙΡΙΚΗΣ ΤΕΧΝΗΣ-ΑΡΧΙΜΑΓΕΙΡΑΣ (CHEF) -CULINARY TECHNICIAN- CHEF.

The age of the participating students was between 18 to 22 years old and all of them agreed that they never had lessons about sustainability in their curricula and they were very enthusiastic with the opportunity they were given by the ESTET programme.

The 3 teachers that were involved at the pilot training, work at the DIEK Komotinis and in other VET schools under the supervision and coordination of EMTh RDE. They had the information and the material of IO3 prior to the piloting and 1 of them also participated in the Piloting of IO3 that was implemented with all partners in March 2022. The participation of the teachers in organizing the classes and the field work was crucial for the training. All of them gave interviews for the collection of feedback and Successful stories for the IO4.

3 representatives of the hospitality industry also participated in the pilot training. 1 of them is also a teacher at DIEK Komotinis and her contribution was very helpful. The 2 representatives, managers at Hyatt Regency in Thessaloniki, contribute with their long experience and a cooperation started with them in order to use the material of the ESTET Learning Resources Portfolio for the training of their staff.

The training was organised by the EMTh RDE and the main tutors and presenters belong to the staff of the organization and they had participated at the Piloting of IO3 that was implemented with all partners in March 2022.

ITALY

The training programme and testing of the IO2 resources was held on the 13th of October 2022 in a face-to-face event, hosted by "Pietro Piazza" - Professional State Institute for Food and Wine Services and Hospitality. The pilot was conceived as 1 day training in order to meet timings and needs of the participants. The training was facilitated by two organization's staff members.

Participants were composed of 15 students and 8 teachers. Teachers were not directly involved in the assignment and task of the workshops, they were facilitating the sessions within the small groups, while during the open discussions, debates, modules explanation, and debriefing they were actively participating like the students. The resources used during the sessions were both digital and non-digital; participants had computers to work with, as well as their cellphones, paper sheets, colours, and pens.



EDUCAZIONE NON-FORMALE PER
IL TURISMO SOSTENIBILE IN EUROPA

ESTET
EMBEDDING SUSTAINABILITY SKILLS IN TOURISM
EDUCATION AND TRAINING

Il progetto ESTET mira ad allineare i curricula formativi alla
tendenza globale della crescita del turismo sostenibile:

DATE: 12 & 13 ottobre 2022

Promimpresa Società Benefit srl promuove una formazione basata su
metodologie non-formali rivolta a docenti e a studenti dell'Istituto
Professionale P.PIAZZA di Palermo nell'ambito del progetto Erasmus+
ESTET. La formazione approfondirà modalità e strumenti da adottare nelle
classi per sviluppare competenze in materia di sostenibilità nel settore del
turismo.

L'evento prevede sessioni pratiche e una visita presso l'attore locale
impegnato nel turismo sostenibile e responsabile **MOLTOVOLI**.

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Promimpresa ASVIS 2020-1-PL01-KA202-081845 m·It·v·It



Profile of Participants

The ESTET training programme and resources piloting involved 15 Students and 8 teachers from the "Pietro Piazza" - Professional State Institute for Food and Wine Services and Hospitality. The pilot was held in the Institute facilities, and this affected positively their involvement and comfortability.

The students taking part in the activities were aged between 15 and 17 years old, they were coming from two different classes, both belonging to the Tourist Hospitality Department of the School. The socio-economic background of the student was mixed but the majority was from the working-class neighbourhoods. Their engagement in the activities was high, especially regarding the team working ones. Their previous knowledge about the Environmental global issues wasn't very much clear and expressed.

The Teachers involved in the Pilot were the same teachers who took part in the multiplication workshop of the IO3, so they were already familiar with the project and their engagement was high. As well as the students the professors were all coming from the Tourist Hospitality Department of the School, most of them were in charge of the laboratories for hospitality services, some others were teaching Communication, business administration, economics and languages.

BULGARIA

The IO2 ESTET piloting was planned and delivered as envisaged in the project proposal namely 2 days of class work (testing of 6 videos and WebQuests) and 2 days of field work (implementation of a service-learning project) with participation of students and teachers from National High School in Finance and Business, Sofia. The students and their teachers are involved in practical education at school in the field of tourism in a simulated work environment. 8 teachers took part in the multiplication workshop and 25 students participated in the class work sessions and 3 teachers and 15 students participated in the field work sessions with community partner "Blagichka - ZERO WASTE" restaurant.



Profile of Participants

25 students from 11th grade of National High School in Finance and Business, Sofia participated in the class work sessions and 15 of them took part in the field work sessions with community partner "Blagichka - ZERO WASTE" restaurant. 2/3 of the students were girls (17) and 1/3 were (8) boys.

They were involved in pilot testing of the ESTET portfolio of learning resources and their engagement was to test and evaluate the quality and level of relevance of ESTET training materials and to provide feedback about the activities in which they were involved.

Most of the students have a general level of awareness and interest on the topic of climate change and sustainable development. They are involved in practical education at school in the field of tourism in a simulated work environment.

FRANCE

The pilot has been developed during 1'5 days of class work at the International Tourism School of Tunon (Caen, France) and half day dedicated to the Service-Learning Project -SLP (Hotel M Gallery in Trouville - Accord group).

One teacher, having been previously trained in the multiplication workshop of IO3, conducted the classes. A total of 13 students were involved in the pilot both in the class work and in the SLP.

**Profile of Participants**

The students that have participated in the pilot are all studying MBA 1 Manager Hospitality & Travel at the International School of Tunon. At their level, all of them are required to be in companies doing internships. In the registration form they were asked to indicate where they are in internship (*entreprise d'alternance*).

All of them are aware and concerned about the future climate horizon and the impact on all economic activities and especially on tourism. Their commitment to a sustainable future is very much internalised and they try to apply it in their internships.

IRELAND

Eco-tourism Network and Training Initiative.

OVERVIEW OF THE PILOT TRAININGS

A summarised overview of the training in the partner's countries.

POLAND

The training for the VET teachers covered Modules 1, 2, and 3 developed in IO3. The teacher training focused on how to incorporate the modules into their teaching and institutions, and it practically covered using the ESTET videos, WebQuests, and Service-Learning Projects, as well as the teaching scenarios.

The training of the VET students followed the training provided to the teachers and was implemented by the teachers. The student training focused on the ESTET videos and advanced WebQuests developed in IO2.

Once the teachers and students completed their training, the teachers supervised the students during their work for two days in the Manor House Place Dwór Mościbrody located in Mościbrody 52, 08-112 Wiśniew as part of the service-learning project. The Manor house includes a restaurant, accommodation, and an events department. In this place students have been given a possibility for practical experiencing sustainability in acting enterprise. At the end the MROT trainers developed gaming exercises for more effective skills attainment. The student training concluded with a quiz developed by MROT.

GREECE

The pilot training was implemented during 2 days (13 MAY 2022 & 23 MAY 2022) and 2 more days were devoted to field work (17 MAY 2022 & 18 MAY 2022). During all sessions were used materials (in Greek language) from the Learning Resources Portfolio IO2, from the 3 pillars of the pillars of the tourism sustainability:

- Environmental block
- Socio-cultural block
- Economic block

The introduction to the subject was delivered with the Video followed by Webquest (core and advanced level) of the same subject. The Service-learning project of the same subject was introduced for the field work. The presentations of the team work of the Service-learning projects were on the last day of the training.

The subjects that were selected for the training were:

- "Water Management",
- "Sustainable tourism and Protection of Local Culture"
- "Circular Economy",
- "Energy Management",
- "World Heritage Sites I",
- "Sharing Economy"

ITALY

During the training programme piloted in October an overall presentation of the ESTET project and its objectives and results was delivered. All the 3 modules and their core concept were introduced to the participants, with a longer session focusing on module one and the three pillars of Sustainable Tourism. The training focused mainly on two of the three blocks concerning the Environmental, and Socio-cultural aspects, with exercises, workshops, and other activities. Each pillar was explored by a sequence of steps and phases. The approach was an inquiry-based approach, where brainstorming and debates were implemented before giving theoretical inputs or providing the single concept videos.

Each session included a teamwork activity or practical workshops, together with the presentation of the results and a common debriefing. Particularly in the module one concerning the environmental aspect, it was addressed the topic of the eco-friendly transport, and the impact of the touristic industry on the environment and destinations.

In the module 2 concerning the social cultural aspect, it was addressed specifically the topic of Local Culture protection and WHS protection. For both subjects, the same approach was adopted, with some small changes and adaptation following in real time feedback and participants' needs.

Module three was introduced and explained using the resource on the platform, and left as a suggestion to be further explored and implemented within the normal school activities.

Together with the help of the teachers who already were familiar with the platform, a session was dedicated to navigate it and to identify topics and activities considered interesting from the students, in order to plan the embedding of the resources to the existing curricula.

The afternoon session was entirely dedicated to the SLP and the community partner involvement. This part of the training was held in the *Molti Volti* facilities right in the middle of one of the historical yet difficult neighbourhoods of the city. Within the *Molti Volti* ecosystem there is the Association which is the primordial core of this entity and other three branches: the restaurant, the B&B, and the travel agency. The values and the vision behind each of these entities are the same and are interconnected. From *Molti Volti* webpage you can read: *"We believe in travel as a fundamental tool for creating valuable relationships between people and places, as well as a means of social growth and professional networking. That is why for years Moltivolti has been developing itineraries to "South of the World" countries such as Tanzania, Senegal, Nepal and Morocco in the ethos of respecting the places and cultures of destination, to open the mind to Altrove (elsewhere). Altrove / Travel Sharing Experience, is a larger project, with different types of activities and new destinations planned, united by an ethic of development education for a multi-ethnic society, free from ethnocentrism, prejudice, gender discrimination and fear of the different."*

Participants were guided through a visit of the facilities and introduced to the history of the place, the vision behind the business and its objectives. Through the experience and competences of the community partner and its fundamental role within the local community, participants had the opportunity to further explore and touch with their hands the Socio-Cultural Pillar upon which sustainable tourism is based.

BULGARIA

The training programme included 2 days of class work (testing of 6 videos and WebQuests) and 2 days of field work (implementation of a service-learning project).

FRANCE

The pilot has been implemented 2 full days: 1'5 days dedicated to class and half day dedicated to the Service-Learning Project -SLP (Hotel M Gallery in Trouville - Accord group).

IRELAND

All participants are engaged in the Ecotourism network and training initiative in the northwest region. The aim of the network is to promote sustainable tourism, network green providers and act as a training incubator for CVET learners and students.

PILOT TRAINING OF IO3

On 29-31 March partners conducted an online Joint Staff Training, which was an added value to the implementation of the project as it provided an opportunity to pilot the ESTET continuing professional development programme in an international environment. Moreover, it was an opportunity to bring together VET professionals to exchange experiences, learn from each other and develop positive relationships for future cooperation.

During the meeting, participants had the opportunity to learn about the three modules developed in the project and participate in workshops on each of them:

Module **1** - Sustainable tourism development

Module **2** - Sustainability-related skills and Instructional design approaches

Module **3** - Learning resources for the development of sustainability skills

REPORT OF THE SUCCESS STORIES

During the pilot training the success stories were recorded by partners in all countries. The following answers were given from **teachers, students and community partners** at the interview and the questionnaire that was provided by the partners at the end of the pilot training in all participating countries.

IMPLEMENTATION

Information and participants' views about the implementation of the training.

INSIGHTS ABOUT THE TRAINING

Insights about the implementation of the training for embedding sustainability skills in tourism curricula, scaffolding the process of skills development, and/or engaging with the ESTET teaching-learning resources;

Teachers

Question 1

How did you manage to implement the Estet teaching- learning resources? Describe the process of implementation.

Poland	<p>I am at the stage of reviewing materials, familiarizing myself with them. I am only in my second year as a vocational teacher, my experience in this area is not very extensive. The ergonomics of lesson time necessitates a careful examination of how much time it will take to present and implement the various materials in class.</p> <p>I started the process of implementing the teaching resources after the workshop. Pupils were divided into teams of 3-4 people, who then choose one of the issues from the didactic content and searched for implementation in their neighbourhood.</p> <p>Particularly important were the field activities, which were a proper transfer into reality and real tasks for the youth to solve.</p>
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Greece	Dividing the material into the 3 suggested categories. There was rich material available, I wish we had more hours available to teach it
Italy	The learning content appeared interesting and the activities themselves were engaging for the students.
Bulgaria	All the materials that were presented to me will be successfully used in the Corporate Social Responsibility classes, as they correspond to the topics in the curriculum. Another subject that would be suitable for approbation is the economics of the enterprise, because the exercises that are set within the lessons are related to the topics of the project materials as well as to the wise use of resources.
Ireland	On review of the Estet-resources, we chose the topics and projects that best supported the aims of the network and offered trainees some practical hands-on work to understand the topics. We encouraged students to work in small groups and then to review and reflect back to the wider class group.
France	First of all, I had to work on the appropriation of the support material and especially module 1 as a valuable introduction on the topic of sustainable tourism. This allowed me to introduce the ESTET project and the main concepts to sustainable tourism. But I have to say that in some examples used in the materials I would have appreciated to have more information. After the general presentation, we were able to test several advanced webquests preceded by the viewing of the videos on the same topics. I let the students work autonomously in small groups to see if the information in the webquests was clear enough for them. I must admit that I had to help and guide them to develop the exercise completely. At the end all groups presented their results, and a final discussion and conclusions were made.

Question 2**How did you find the choice of didactic content?**

Poland	The content includes a wide range of aspects of sustainable development. Particularly relevant are those that complement the core curricula. Very good, the materials have an interesting range of topics and are very variably presented. The didactic content used allowed the students to fully understand the idea of sustainable tourism. The professional lecture introduced the students to the subject, and the workshop activities conducted with the students allowed them to apply the knowledge they had gained and acquire new skills.
Greece	A selection was made from the suggested categories. The material used was representative and very interesting.

Italy	Using the interactive monitor in the classroom, the Estet website was navigated and explored together with the student with a focus on the webquest and proposed activities. With the teacher's guidance, a choice of learning content was made and the activity was carried out.
Bulgaria	The didactic content was structured and presented in an appropriate way to intrigue the audience, whether teachers or students.
Ireland	Overall, very good and relevant to our objectives, so there was significant scope to implement the resources directly into our course. The variety of activities and approaches was creative and interesting, and it was great to have the materials pre-prepared for us.
France	I have appreciated the choice of several didactic tools addressing the same topic (webquests, videos and SLP) from a different perspective. However, I have comments that emerged from using the materials: - Searching for documents on the web is not user friendly - Students had some problems following the webquests autonomously. It was not obvious for them to know what to do. There are some hyperlinks that do not work. - The answers to the Quiz questions are not always pertinent. The corrections would deserve a short explanation to understand why a, b, c or d is the correct one.

Students

Question 1	How did you find the implementation of the training?
Poland	In my opinion, the training was conducted in a very interesting way. We were able to learn new things through integration, getting to know new methods and forms of improvement and, above all, exceptional teachers Mrs Iwona Majewska and Mr Jarosław Górski.
Greece	Easy, understandable, and very useful for the tourism sector. Some points will be very useful to me in my daily dealings with the tourism sector as a worker in the industry and I will apply this knowledge.
Italy	Really interesting for my studies and my education.
Bulgaria	R1: Testing and all activities were very interesting. The information was presented in a very provocative and intriguing way. A: The information was conveyed in an accessible and enjoyable way, and the testing was easy and not overwhelming. R: It was excellent.
Ireland	I was really interesting and engaging, working in smaller teams was great as we nearly always work as a larger class group. The field activities were super, and we got a break from the classroom to see the situation in real-life.
France	Overall, a bit complicated, the structure of the information is too blocky. Guided exercises are not very intuitive. The final questions are sometimes not very relevant and the multiple-choice answers we often disagreed with. The videos lack a greater closeness to reality. They seem a bit fake.

Question 2

How did you find the choice of didactic content, did you have any relative material at your school?

Poland	The teaching content was appropriately matched to the age group and our skills and encouraged exploration. The coolest part was the new materials and working with excellent topics. The scripts stimulated the imagination. It was for us a method of learning encouraging for searching for information and creating new solutions.
Greece	The material given to me was excellently processed and understandable, as it was not in a course in a school book. So it's something new and it was very interesting. It was short, not tiring, and the way of presentation was interactive and useful.
Italy	I already had some relative material at my school but I found the choice of didactic content very stimulating.
Bulgaria	R1: The materials were interesting, interactive and fun. In school we mainly use presentations, but also different games. A: I think the presented materials made the information easier to grasp and more enjoyable to absorb. R: The materials were interesting and intriguing to me, and kept my attention. In our school we sometimes use similar materials.
Ireland	The materials were really interesting and relevant to my traineeship both from the theory side and also the active exercises.
France	The different materials are good. I mean, having an introductory video on a topic followed by practical exercises like the ones proposed by the webquests, creates an interesting dynamic. However, the videos could provide concrete solutions more in the style of TED talks.

Community partners**Question 1**

Did you find the Estet experience useful and in line with the needs of the sustainable tourism sector?

Poland	In my opinion the Estet experience was very useful and meets the needs of the tourism industry especially in enterprises that offer accommodation and catering services. Both accommodation and catering services need very much to implement sustainability in everyday activity. Particularly valuable was the perspective of the representatives of the younger generation on the already applied and new environmental solutions used in Mościbrody. In addition, the results of the workshop on methods of promoting the place as sustainable worked out by young people - future potential customers of my business – seems to be very useful. This is a completely new form of communication and references to other experiences characteristic for young people.
Greece	My experience was very useful as the trend in tourism is alternative tourism and avoiding mass tourism so that we can preserve our cultural heritage. Also, the staff of a tourism business should be trained in the field of sustainable tourism and these courses help a lot in this direction.

Italy	Yes I did. It was a very nice experience to work with students and explore with them these topics which are very close to our core business.
Bulgaria	Yes, I believe that practical training is a key for developing the potential of young people.
Ireland	It was a great opportunity to work with the network in a very structured yet creative way. It is always a fine way to spend time with the younger generations and appreciate their enthusiasm for the environment and operating in a more sustainable manner.
France	It was very interesting and useful also for us internally. The orientation of the practical exercise was in line with the concerns we have at the hotel and specifically with the area of corporate social responsibility.

Question 2	Did you find the choice of didactic content relevant with the current situation at the touristic sector?
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Poland	Yes, the content in the programme referred to the current situation, addressed current issues and topics of importance to the industry. In the context of the pandemic and post-pandemic period, the issues of saving energy and water, as well as minimizing the negative environmental impact of operations, were particularly important. This is also important for the profitability of the business, especially in a situation of rising prices and ever-increasing costs. For my facility located in a rural area, issues regarding shortening the supply chain and protecting local identity and supporting local communities are also very important.
Greece	The choices of teaching material were very targeted and comprehensive. The teaching aids used were very helpful so that the understanding of the content becomes easier.
Italy	Definitely yes
Bulgaria	Yes, the topic of the green transition and the green deal is more than actual for each sector.
Ireland	Yes, it was relevant to the tourism sector, however some of the materials were a bit too focused on other EU countries, so it might be more relevant to consider Irish examples or case studies.
France	The contents of the practical unit or SLP in Energy Management we used were appropriate. For us it was also an exercise of self-reflection that gave us new ideas for further exploration of our sustainable horizon in terms of energy management.

CHALLENGES ABOUT THE TRAINING

Challenges about the implementation of the training for embedding sustainability skills in tourism curricula, scaffolding the process of skills development, and/or engaging with the ESTET teaching-learning resources;

Teachers

Question 1	What challenges or difficulties did you face during the implementation of the Estet programme and resources? List what was challenging for you and explain why.
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Poland	<p>The biggest challenge was to move the students to project work, workshop work in part one. The following days were a development for the pupils. Their commitment and creativity resulted in real-life activities. The solutions developed by the young people were very impressive. Many decided to involve their relatives in the work of sustainability in their neighbourhood.</p> <p>There was not enough time to answer this question comprehensively. The only difficulty I see is the materials in English - a challenge for the students and the teacher (materials have been translated but links in e.g. in Webquest transfer to English pages). I teach grades 1 and 2 - here it is very important to introduce the students to many aspects of tourism, to explain sub-territory concepts, issues, in grade 3 you can already introduce the content more broadly, the students are also more open to innovation and to working independently.</p>
Greece	I wish we had more time available to see all the material with the students because they received it very enthusiastically and it is something that is missing from the school material.
Italy	The interface of the website is in English although the content can be found in Italian, this was a bit confusing while navigating the website. Also, the use and the interconnections within the webquest and scenarios was a bit difficult, it required a deep reading before delivering it to the students. Concerning the students, they often find it difficult to assess the level of sustainability for enterprises and other economic activities.
Bulgaria	All information was clear, specific and accurate. I had no difficulty in assimilating it.
Ireland	<p>The biggest challenge we had was finding time in our training programme to accommodate Estet. Whilst the topics were similar, we still had accreditation obligations to fulfil so this is always a challenge when we want to try and test something new within our class schedules.</p> <p>We were also not too familiar with the use of WebQuests, so this was a learning experience for us as trainers so we needed to try them out with the trainees not sure what would be the results.</p>

France	<p>For the general introduction on the topic of sustainable tourism I built mainly on the content of module 1 but I had added some more introductory visual slides and tried to orient them more on the instructions of the webquests. It has had a mixed result, because to be honest, as they knew that this module of the pilot was not evaluated (no mark), some of them were not very involved in the exercises. I should not have said that it was not evaluated.</p> <p>The challenges were:</p> <ul style="list-style-type: none"> - The motivation, being involved and participative as they were not evaluated. - The students were generally not autonomous in doing the webquests, they needed guidance. But this may also be a result of the previous comment (not evaluation). - The search in the ESTET web site was not user friendly <p>But it should be said the webquest about local products and purchasing and preparing a menu worked very well.</p>
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Students

Question 1	What challenges or difficulties did you face during the learning experience through the Estet tools and resources? List what was challenging for you and explain why. What in your opinion can be improved and how?
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Poland	<p>I think the materials were chosen so appropriately that I didn't have any difficulties.</p> <p>The challenge was the transition to the action method.</p> <p>Certainly, only the number of topics could be improved, or actually broadened, because there is less action in our lessons.</p>
Greece	<p>This material beyond the video could have more images and some examples. It could also have some statistics and charts.</p>
Italy	<p>The competition with other students was challenging and stimulating but at the same time working in a group was more complicated than I expected, especially concerning the decision making.</p> <p>Other challenges were:</p> <ul style="list-style-type: none"> ● Work together with other persons which i don't know; ● Find some suggestion for your website; ● Talk in public.
Bulgaria	<p>R1: There were no issues with understanding or using the materials because it was explained very precisely how to work with them.</p> <p>A: I have not encountered any difficulties while testing and working with the materials.</p> <p>R: There was nothing that I found difficult.</p>
Ireland	<p>I didn't experience any difficulties, it was great.</p>

France	<p>Having more graphic information and more diagrams makes it easier to understand any subject. So, it would be good to add more infographics and diagrams.</p> <p>If the video would have had a speaker like a youtuber it would have created more engagement.</p>
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Community partners

Question 1	Did you face any challenges during the service-learning project? If yes, list them and explain the reasons why.
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Poland	<p>For me it was a challenge to meet the students and work together, to find a common language and a common thread. The feedback, the comments, in a sense the evaluation of the functioning of the facility by the young people. My fears turned out to be unnecessary. I was pleasantly surprised by the attitude of the young generation, their interest in the subject and their involvement, also by their knowledge. This cooperation is a real pleasure. I am positively surprised. It turned out that sustainable tourism is a topic for which we easily "found a common language". After the training, some interesting conclusions and ideas emerged. The teachers' commitment, openness and willingness to cooperate were also very important.</p>
Greece	<p>No, the course was as inclusive as it could be and focused on sustainable tourism. The teaching methods and teaching aids were adequate and very helpful.</p>
Italy	<p>We didn't find any particular challenge, but somehow, we adapted the content and the activities a bit to meet our style and needs.</p>
Bulgaria	<p>No, there were no problems, everything went great!</p>
Ireland	<p>Scheduling the visits and maybe defining my role. I was very keen to be involved but also wanted to encourage the trainees to embrace the SLP and take ownership. It was a new experience for me and one that I enjoyed.</p>
France	<p>There were no major obstacles or misunderstandings in the development of the SLP.</p>

IMPACT

Positive impact and added value of the ESTET resources for teachers, learners, and community partners;

Teachers

Question 1	Describe the positive elements or advantages of using the Estet resource in your teaching experiences.
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Poland	As part of their minimalist shopping, the students created an idea of a clothes-swapping point - a wardrobe as an example of sharing economy. The right choice of forms, methods and means to work with the students allowed them to develop many solutions that could be applied in a tourist facility. Presenting the solutions developed by the pupils allowed them to see the effects of their work. Elements of healthy competition, resulted in a large number of valuable ideas and made the activities attractive and successful for all participants.
Greece	As this subject, which is so important, is missing from the school books, this material can be incorporated into our teaching. The students were very interested and participated in the teaching and assignments.
Italy	The Estet resource offers valuable content and activities to address issues related to responsible and sustainable tourism.
Bulgaria	The resources and materials in their entirety were well and logically structured within their main points. The digital resources, especially the videos, are an excellent supplement and supporting material during the review of topics in economics classes. The web quests and the self-learning projects are also appropriate for the practical classes and exercises that we assign to our students as they incorporate a number of methods of scientific inquiry that students need to develop.
Ireland	The trainees valued the opportunity to undertake the SLPs and worked well within their teams. There was genuine interest in the topics and field work, and I think this motivated them to remain engaged and think about the application of their ideas to commercial environments. In the short term, there was new knowledge learned and engaged between the trainees.
France	A strong positive element is the fact of having different types of support because it gives a variety and attractiveness to the classes compared to a classic session following a powerpoint. This allows not to make the lessons monotonous and to transform them more attractive.

Students

Question 1	Do you think that the introduction of sustainable skills can improve your learning experience and your future careers in the touristic sector?
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Poland	I believe that the introduction of sustainable skills will benefit my experience and my future career in the tourism sector as much as possible. I am planning to take up a job in the upcoming summer holidays at a hotel and certainly I will implement some of the information and skills gained during this piloting.
Greece	Of course, as the particular course opened my horizons for sustainable tourism.
Italy	Yes, I think so.
Bulgaria	R1: Yes, it is very important that young people are educated on this subject, because we are the future of the planet. Apart from the fact that this training can help us in our careers, it is also important for our personal development. A: I believe that learning more information in this area is of great importance for each and every one of us. In the near future, this topic will become more and more important, and it is crucial that we start informing ourselves and taking action as early as possible. R: I am sure that the knowledge I have gained will bring me some benefits in the future. The materials and presented information made me think about a lot of important topics and changed some things in my daily life.
Ireland	Absolutely, given the rural location of many of the tourism businesses in my area, these skills are vital for my future employment. Sustainability is not a niche subject anymore; it is mainstream and becoming much sought-after.
France	Absolutely. We are young people, and we are concerned about all these issues. You have heard about Eco stress among young people, haven't you? It is a reality. We are demanding knowledge and sustainable solutions. In class during the pilot, discussions were generated that demonstrate this concern.

Community partners

Question 1	Describe how the use of the Estet resource impacts your working experience for your organization/company. If possible, focus on the positive aspects. How this shared experience with students and teachers within the Estet project is going to impact your daily working life?
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Poland	I easily found a common language with the young people and made new acquaintances and positive relations with the teachers. For me this is the beginning of a new and creative cooperation with the school - students and teachers. A very tangible aspect is that maybe I'll get new, informed employees in the future, and young people can do their work placements with us. During our meetings, new ideas emerged for cooperation on the subject of spreading knowledge about sustainable tourism and its practical application in my business.
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Greece	It helped me see more seriously the implications when a business doesn't think "green" and encouraged me to adopt these ideas more immediately. Climate change is a fact and businesses must have the right training.
Italy	The use of the Estet resources was useful and inspiring to deepen knowledge about different case studies and best practices in Europe, and to take the chance to brainstorm within our organization to develop new ideas. The experience with the students and teachers was interesting but we don't think it is going to impact our daily work in a significant way.
Bulgaria	I'm not sure yet. We get great inspiration from these experiences and the questions of the students and teachers help us to keep up with all the new trends and developments in the field.
Ireland	It was a positive and uplifting experience and a great opportunity to spot future talent within the sector.
France	The direct impact of participating in the ESTET experience is the reaffirmation of willingness to continue doing things sustainably. We are also aware that customers are becoming more and more environmentally conscious and demanding, and this should motivate us continuously.

FURTHER USE AND TRANSFERABILITY

Teachers

Question 1	Would you like to include and implement the ESTET resources and tools in your future practices?
Poland	Yes, as much as possible. I will definitely use these resources. They show the multifaceted nature of activities in tourism, they are innovative, they can be implemented at any stage of learning. A very interesting experience for me was the implementation - hands-on sustainable tourism activities at the Manor House in Mościbrody, tasks for the students that were very diverse, developing, motivating, triggering creativity. Pupils put down their mobile phones to carry out the tasks - this best illustrates the success of this part of the project.
Greece	Of course, I will use the material in my next classes as well because it is innovative, important and current.
Italy	In the three-year classes, Estet's resources and tools appear to be suitable for developing the tourism content and activities of the future.
Bulgaria	Yes, definitely. I believe that such resources are appropriate for engaging and enriching students' general awareness in any subject, including foreign language.
Ireland	Yes, it worked very well in this phase and as I mentioned before it lends itself very well to the objective and outcomes of our training initiative.

France	Yes, of course I will use ESTET resources. In fact, I have already started to use them with another group of students but in a less intensive way. The pilot has been a concentrated work in 2 full days of 8 hours each and with the other groups we are working on it less intensively. My idea is to enrich the contents with the experience provided by the students,
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Students

Question 1	Did you find this training experience stimulating? If so, are you going to share your experience among other students?
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Poland	The experience I gained with the rest of the group will definitely help us in the future and was very useful. I will be happy to share my experience with other students.
Greece	It gave me inspiration; I could share the knowledge I got with my classmates and apply it in my future work.
Italy	Yes, I did and I will share it among other students.
Bulgaria	R1: This was probably one of the most interesting training sessions we have had. I would share everything I learned with the other students. A: I found the training very interesting. I learned a lot of new things and reminded myself of some old ones. I would recommend it to everyone. R: Yes. I would certainly share what I have learned because everyone deserves to be exposed to this kind of training/testing.
Ireland	Yes, I really enjoyed it and found it collaborative and engaging. I would be happy to recommend it to trainees in other courses and my peers.
France	Sincerely, on the overall, I did not find it very motivating. But with the incorporation of some aspects such as conversations with thinkers or innovative people dealing with the topics covered, it would be better.

Community partners

Question 1	Did you find these training experiences relevant for your activity? If so, are you going to share your experience among other companies/organizations or stakeholders in your field of work?
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Poland	Yes, of course. New ideas have arisen for cooperation between my company and the school, but also for partnerships with other schools and other companies in the tourism industry. I am thinking of other tourist facilities in the rural area and other restaurants. I would like this cooperation to result in a new, more interesting offer for visitors to our area.
Greece	Yes, this experience of mine was directly related to running a hotel and I would encourage other businesses to take the course
Italy	The activities were relevant and interesting and definitely we are going to share them among our partners and stakeholders.

Bulgaria	Yes, they are relevant and I would like to share my experience.
Ireland	Yes, I would be happy to share my experience with others and also encourage other businesses and agencies to get on board.
France	For us it has been interesting being involved in the ESTET experience because it has allowed us to share how we are doing things and to show ourselves as an example of best practice. Additionally, it has allowed us to continue reflecting on how to do things better from a sustainable point of view.

Ideas for enhancing the further use and transferability of the ESTET outputs;

Teachers

Poland	We would like to implement Estet resources in our work with students. The knowledge gained by the students will help to change the thinking of future tourism workers. If at least a few of them have the opportunity to apply the ideals of sustainable tourism in their future work it will be a benefit to the whole industry.
Bulgaria	It would be interesting if all or part of the materials are linked in sequence with different levels and have to be completed in certain order as tasks/challenges. This could be a separate product that can be used as a cognitive game.
France	<ol style="list-style-type: none"> 1. The ESTET website is not very well referenced (difficulties in accessing it directly when you search in the www ESTET project) and the ergonomics need to be reviewed: the three subjects' environment, social and economy do not stand out and you have to scroll down to find the content (provide menus at the top of the page), 2. Videos: The videos fly over the subjects and give few solutions, the tone of the voice is too monotonous (not dynamic), 3. Webquests: In general, the guidance on what to do precisely is not clear. With some Webquests, the students fumbled a bit, they were not directed enough, with some others it worked better! 4. Quizzes: It should be possible to fill in the quizzes directly on the website and have the corrections immediately. In some cases, the answers need to be better justified.

Students

Poland	<ul style="list-style-type: none"> • Joint workshop with another class and expansion of ideas. • Urban game on sustainable tourism. • More instructional video • Poster competition to promote sustainable tourism.
Greece	Very nice material!
Italy	A period of stage in a sustainable hotel or restaurant, to put on practice what we have been studying and approaching through the Estet material and have a close look at examples of good practice.

Bulgaria	R1: Digital teaching and learning materials are easier to use and perceive. R: I think that more people need to become aware of the ESTET project. Therefore, I would recommend you advertise your project and materials more actively.
France	As I said before, for a better usability of the materials, the contents of the videos should be made more real with the appearance of real people explaining their experiences, knowledge, etc. For the theoretical contents there should be less information in blocks, more visual.

Community partners

Poland	As a result of the ESTET training and meetings, I plan to establish more cooperation with schools in terms of practical training for pupils and maybe even teachers, I mean practical courses for teachers. We want to create opportunities for practical workshops for students and teachers (e.g. cooking workshops). I will use the comments and observations of the project participants as well as the energy and water-saving slogans resulting from the group work into improvements and improvements at Mościbrody Manor. I would be happy to take on students from schools cooperating with the facility for work experience or internships, applying the topics covered in ESTET. Opportunities for project participants and other graduates to work at Mościbrody Manor.
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FEEDBACK AND EVALUATION OF THE PILOT TRAININGS

A summarized feedback and evaluation of the pilot training based on the evaluation questionnaires that were provided at the end of all sessions in participating organizations.

POLAND

Both the teachers and the students were very enthusiastic about the content of the training and the way it was delivered. They expressed that they would like to be involved in more training based on the ESTET project with MROT as a partner. The teachers said that they will be incorporating more sustainability elements into their teaching. The Manor House will sign an agreement with the VET school to receive more students. Potential agreements are also being discussed between MROT, the VET schools, and local government. All participants expressed that there is a dire need for this sort of training.

GREECE

During the evaluation at the end of the session all of the participants agreed that the material is unique, helpful, well structured, and rich in resources. At the Greek curricula of the tourism sector are not included lessons about sustainability and all participants were very enthusiastic the students because they never were in contact with this kind of lessons (based on structure and subject), the teachers because they can add the material to their classes and the representatives because they will have efficient material for their staff trainings.

ITALY

The last session of the pilot was dedicated to the evaluation. The evaluation was made in English for both students and teachers, and it was facilitated by the students. Beside individual evaluation, this peer-to-peer approach also enabled open discussion and a following elaboration of the feedback. In parallel with the standard evaluation form, it was also implemented as a more engaging form of it with a group exercise. Feedback from both students and teachers was very positive.

Students were enthusiastic about team working activities and the non-formal methodologies used. They even ask to be involved in more activities like the ESTET one, also to take the chance to work with other classes and get to know more students from the schools at different levels and from different years. Feedback was very positive also about the content and the topics covered by the ESTET project. The only negative feedback received from the students was in relation to the videos, considered too long and not very engaging.

BULGARIA

The students' evaluation about the overall content of ESTET Portfolio of Learning Resources for Tourism Sustainability Skills is 100% positive, as 21 responses out of 25 are excellent (as shown in *figure 1*).

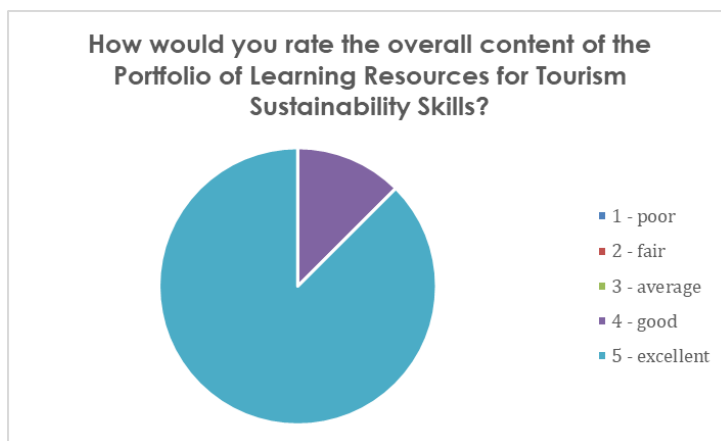


Figure 1

The students were also asked to share their opinion about different aspects of the reviewed modules from ESTET Portfolio of Learning Resources for Tourism Sustainability Skills and they agree and strongly agree in near 100 % with the following statements (as shown in figure 2):

- The language used throughout the resources is accessible and appropriate.
- Appropriate solutions/recommendations are presented.
- The level of the resources is appropriate and understandable.
- The resources are interesting and engaging.
- The resources are presented in an engaging format on the ESTET website.
- The learning materials appeal to people of different learning styles.
- I can use the content of the resources to learn more about environmental, socio-cultural and economic sustainability tourism practices.
- Completing the resources can help me to upskill in the areas of environmental, socio-cultural, and economic sustainable tourism practices implemented at different levels (destination and enterprise) and at different subsectors (hospitality, travel, tourism and leisure).

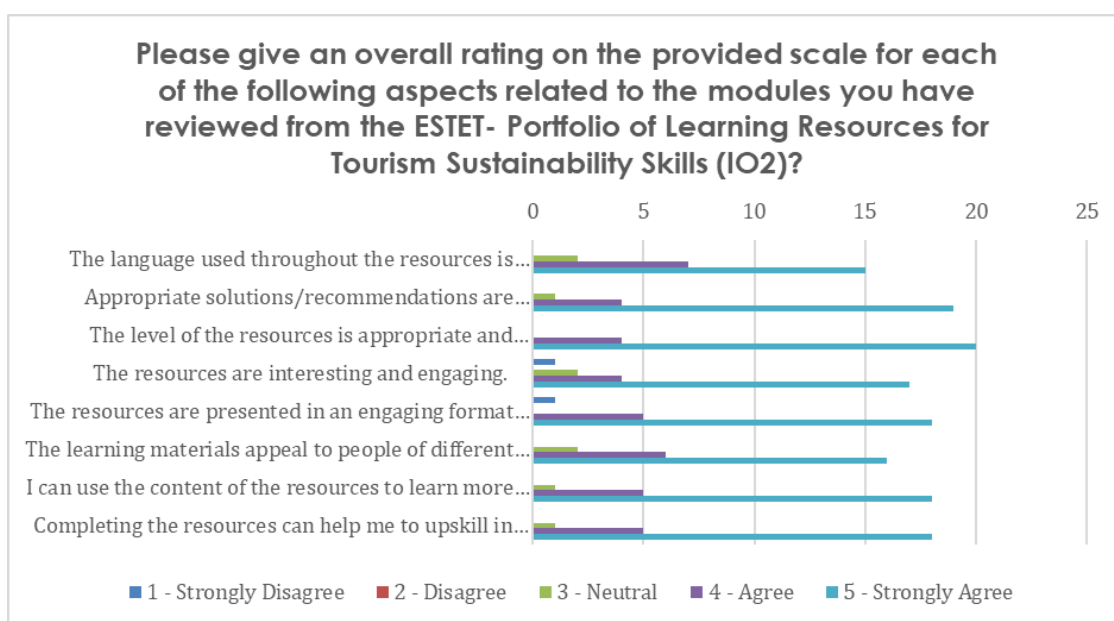


Figure 2

They also like the overall presentation of the Portfolio of Learning Resources for Tourism Sustainability Skills on the ESTET website (as shown in *figure 3*).

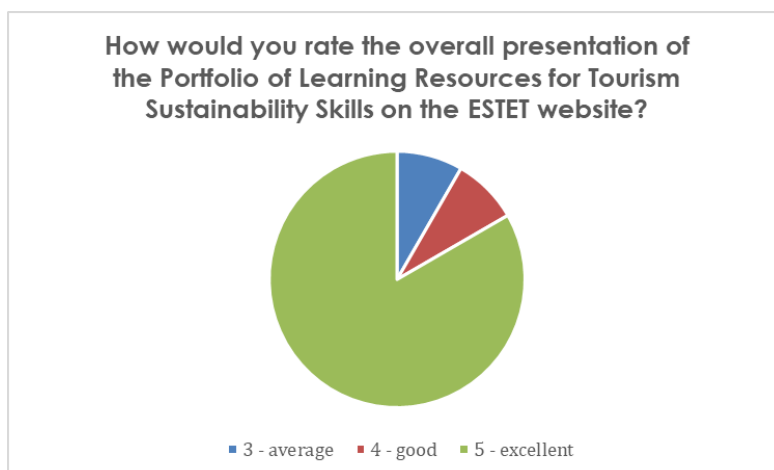


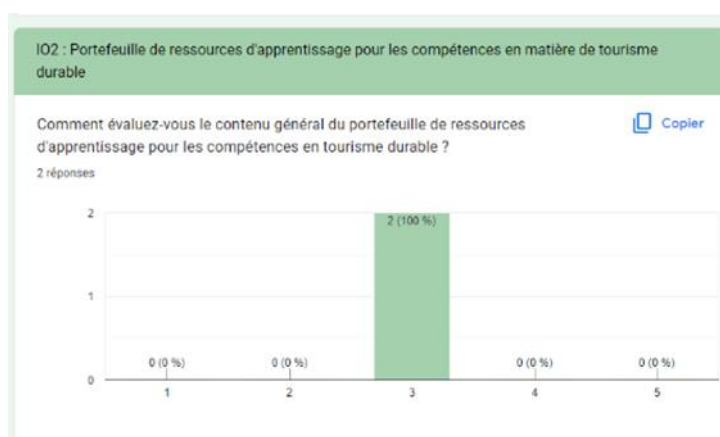
Figure 3

In general, the students like the ESTET resources and find them and the testing interesting, useful and enriching.

FRANCE

During the 2 days of the pilot, the students gave feedback on the weaknesses and strengths of the ESTET materials they were using. On the last day they were provided with a link to do an online evaluation. The level of participation in the online evaluation was very low, only 2 students. The main explanation is because they had already given their feedback. But the comments and opinions received are representative of what was said during the classes.

Regarding the question about how they rate the content of the Portfolio of Learning Resources for Tourism Sustainability Skills? (1 Poor and 5 Excellent) they agreed to score the overall contents with 3. Students were quite critical with some of the materials, especially in terms of the autonomy with which they could follow the exercises. Often, they found that the statements were not evident with what they had to do afterwards



When they were asked about the most interesting and beneficial aspects of the learning materials and resources, their ranking was as follows:

1. Videos

2. Webquests with exercises and solutions
3. The diversity of topics to choose from

When they were asked about improvements that could be made to the learning materials and resources, their ranking was as follows:

1. Quizz better justified or argued (not just the correct answer is a) or c)). On several occasions the correct answer the teacher selected was not the one indicated by the document but the teacher could argue properly her selection.
2. More user-friendly and attractive web site
3. Videos more realistic and dynamic

Commentaires / Suggestions

Citez 3 aspects du matériel et des ressources pédagogiques que vous avez trouvés les plus intéressants et bénéfiques pour vous ?

2 réponses

Les vidéos
 Les propositions des tâches et de solutions
 Les différentes catégories

Les quizz

Citez 3 améliorations qui pourraient être apportées au matériel et aux ressources pédagogiques que vous avez examinés :

2 réponses

Des quizz plus poussés et précis
 Une optimisation du site
 Des vidéos plus dynamiques

Un site plus attrayant

III. SUMMARIZING THE SUCCESS STORIES

The ESTET program aims to provide Vocational Education and Training professionals with methodologies, resources and tools for teaching sustainable development-related skills in educational and training programs, with the ultimate goal of aligning program studies with the global trend of sustainable tourism development.

The overall feedback of the pilot training, based on the evaluation questionnaires that were provided at the end of all sessions and mainly from the reported success stories in all participated countries, was very positive and satisfying from all target groups involved:

- Teachers, tutors, and trainers of vocational education and training,
- Students of vocational education and training,
- Community partners: Organizations active in the field of tourism.

At the implementation stage the process and the teaching method, provided by the IO3 manual proved to be satisfactory by the teachers. The students who took part at the courses were enthusiastic about the way individual modules were conducted. Most evaluated the ESTET resources positively and recognized that it was very different from the material they had been taught regardless of whether it was included as subjects in the curriculum in each country.

The choice of the didactic content depended on the trainers due to a large number of subjects and materials (IO2 Resources), however, even in a small sample of the material, all teachers agreed that during the training were included a wide range of aspects of sustainable development and sustainability-related skills in tourism. Students responded positively, describing the materials stimulating, interesting and interactive. The practical exercises created for both teachers and students an interesting and unique dynamic.

Community partners (tourism offices and members of staff and owners from hotels and restaurants) were very enthusiastic to work together with the younger generation (for the field work and blended lessons), they appreciated the value of sustainable development and corporate social responsibility. They also found the ESTET resources interesting for training their staff members. Additionally, the material gave them ideas for further exploration of their sustainable horizon in terms of energy management.

The challenges faced from teachers, students and community partners varied but in general they focused on the form of the deliverables and not the content of the material. Teachers mentioned about the challenges of the implementation that the biggest was that students weren't familiar with Webquest form of learning. Another challenge was the English language on the project website although the material that was provided was translated in all partner languages. In contrast to the teachers, the students reported that they did not face any difficulties, but they would have preferred the material to include more photographs and diagrams. The students generally preferred more interactive material, although they found it challenging and stimulating to work in groups. Community partners were very satisfied with the procedure and their interaction with students. Although they thought that it would be a challenge to collaborate with schools prior to the pilot training, they reported that it was a unique experience and they easily found a common ground with the students.

The comments for the impact and added value of the ESTET resources from teachers, learners, and community partners were positive in majority. Teachers mentioned that ESTET resources offer valuable content and activities to address issues related to responsible and sustainable tourism. The trainees valued the opportunity to examine the Webquests and to undertake the SLPs and worked well within their teams. The digital resources, especially the videos, were an excellent supplement and supporting material during the review of topics. Students believe that the introduction of sustainable skills will benefit them in their future careers in the tourism sector. Sustainable solutions also gave them inspiration to take actions towards the future of the planet.

Community partners were more sceptical on this subject but they admitted that customers are becoming more environmentally conscious and demanding, and this should motivate them continuously. Additionally, ESTET resources and the interaction with the young generation helped them to see more seriously the implications when a business doesn't think "green" and encouraged them to adopt ideas about sustainability. Climate change is a fact and community partners admitted that they need the right training.

Concerning further use and transferability, all the participating teachers responded that they will include and implement the ESTET resources and tools in their future practices. The use of the ESTET resources will become more essential to countries that do not include sustainability in their curricula in the tourism sector. Most of the students found the training experience stimulating and inspiring and they ranked it as the most interesting of their subjects. From the community partners' standpoint, ESTET resources allowed them to continue reflecting on how to do things better and in a more sustainable manner. They stated that they will likely share their experience among other companies/organizations or stakeholders in their field of work.

To enhance the further use and transferability of the ESTET outputs, teachers would like to implement ESTET resources in their work with students. Both teachers and students gave suggestions on improving the form of delivery of the materials. As a result of the ESTET training and meetings, community partners planned to establish more corporations in the future with schools in terms of practical training for students and collaboration with teachers.

